

Subject: Spanish	Year 11 - GCSE	Ability All
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Term / Date(s)	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half term 5
Topic	Healthy living	Social issues	Environment	Travel and tourism	School and work
Topic overview	Diet, food and drink Fitness	Voluntary/ charity work Opinions on voluntary work	Local, regional, national and global environmental issues	Types of holidays and destinations Past holidays and dream holidays	Students can independently produce and understand language to:
Students will learn...	Health Lifestyles Opinions and reasons on healthy and unhealthy lifestyles	Obligation phrases Social problems (who is the voluntary work helping) Future plans with reference to voluntary and charity work	Environmentally friendly activities	Modes of transport and pros and cons Opinions and reasons on holidays Holiday disasters Booking a hotel and interacting at a tourist office	Describe their school life Express opinions and justifications on school subjects, facilities and rules Academic strengths and weaknesses Future plans Work /job preferences
Components	Students can independently produce and understand language to describe their diets and fitness. Students can describe something they did recently relating to health and diet Students can refer to aspects of their current lifestyle which are healthy and unhealthy and compare this to how it used to be. Students can understand and give examples of recommendations in order to be healthy. Students can understand and describe what they should/are going to do in order to be healthier in the future.	Students can independently produce and understand language to describe their own and others' actions and opinions on voluntary work Students can refer to and understand different types of voluntary and charity work Students can give and understand various viewpoints on charity and voluntary work Students can explain and appreciate the social importance of charity and voluntary work Students can compare what they used to do with what they do now Students can compare what they do now with what they will/ would be able to do in the future	Students can independently produce and understand language to describe key issues threatening one's local, national and global environment and why they are a problem. Students can refer to and understand day to day domestic and local activities to support/improve the environment. Students can refer to and understand what they should do. Students can refer to and understand recommendations/instructions for supporting the environment.	Students can independently produce and understand language to describe their regular holiday destinations, where they have been in the past, what they did and where they would like to go in the future. Students can talk about different modes of transport. Students can refer to weather and holidays in different seasons. Students can understand and produce a variety of viewpoints on holidays. Students can refer to problems on holiday. Students can book a hotel room and understand and hold a conversation in a tourist office.	Students can independently produce and understand language to describe their school life Students can express positive and negative opinions on subjects and their school Students can refer to school timetables Students can describe extra-curricular activities Students can discuss and understand viewpoints of school rules Students can refer to past events in school Students can describe future plans in terms of studies Students can describe future plans in terms of work /career
What students should already know (Prior learning components)	Give complex opinions Some food/drink items of vocabulary Imperfect tense phrases (<i>era</i>) (Year 10) Near future (<i>voy a +INF ...</i>)	Give and understand simple and complex opinion phrases Give and understand simple and complex reasons for opinions	Vocabulary relating to local area and town, home. Complex opinion phrases.	Verb ' <i>ir</i> ' in different tenses. Weather phrases Free time activities (sports and hobbies) to holiday locations.	Give and understand opinions, school subjects, times

		<p>Give and understand activities across the three main tenses with different subject pronouns</p> <p>Give and understand modal verbs in the first person</p> <p>Give and understand direct object pronouns</p> <p>Give and understand relative clauses using qui and que</p> <p>Know how to form and understand the meaning of the gerund (present participle)</p> <p>Know how to pronounce key liaison sounds</p>	<p>Past, present and future tense with high frequency verbs (<i>ir, ser</i>)</p> <p>Conditional structures</p> <p>Modal verbs</p> <p>Impersonal verb structures</p> <p>Future tense</p>		<p>Give and understand phrases in the perfect tense</p> <p>Give and understand phrases in the future tense</p>
Transferrable knowledge (skills)	<p>The ability to use and understand vocabulary relating to Healthy Living</p> <p>The ability to use and understand high frequency verbs (<i>hacer, ir</i>)</p> <p>The ability to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>The ability to recognise and refer to the past, present and future tense.</p> <p>Modal and impersonal verbs</p>	<p>The ability to use and understand vocabulary relating to voluntary/charity work with others. Know how to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex reasons and opinions across all topic areas.</p> <p>The ability to use and understand high frequency verbs (<i>hacer, querer</i>).</p> <p>The ability to use and understand high frequency verbs acting in a support/auxiliary capacity (<i>ir, venir, tener</i> and <i>ser</i>).</p> <p>The ability to use and understand 'acabar de' in order to express actions in the near past.</p> <p>The ability to use and understand the perfect tense.</p> <p>The ability to use and understand the imperfect tense.</p> <p>The ability to use and understand the near future tense.</p> <p>The ability to use and understand the simple future tense.</p> <p>The ability to use and understand the conditional tense.</p> <p>A knowledge of how to form the negative with verbs across tenses.</p> <p>The ability to use and understand <i>querer que</i> and the subjunctive mood.</p> <p>The ability to use and understand indirect object pronouns.</p>	<p>The ability to use and understand vocabulary relating to local, regional, national and international area locations.</p> <p>The ability to use and understand high frequency verbs relating to environmentally friendly activities.</p> <p>The ability to use and understand the conditional tense with modal verbs (<i>deber, poder</i>).</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>The ability to use and recognise imperative language in the polite form.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>The ability to recognise and refer to the past, present and future tense.</p>	<p>The ability to use and understand vocabulary relating to holidays, transport, weather, ideal holidays, problems, transactional vocabulary and structures related to hotel booking and the tourist office.</p> <p>The ability to use and understand high frequency verbs in the past, present and future tense. (<i>ir, viajar, hacer, quedarse</i>).</p> <p>The ability to use and understand set phrases in the subjunctive mood across all topic areas.</p> <p>Know how to accurately use modal verbs.</p> <p>Know how to accurately use adjectives and apply adjectival agreements.</p> <p>The ability to apply and understand complex opinions and reasons across all topic areas.</p> <p>A knowledge of how to compare using key comparative structures.</p> <p>A knowledge of how to form the negative with verbs.</p> <p>Knowledge of key weather phrases that can be applied to a variety of topic areas</p> <p>Past present and future tense.</p>	<p>The ability to use and understand vocabulary relating to school life</p> <p>The ability to use and understand numbers and time phrases</p> <p>The ability to use and understand modal verbs.</p> <p>The ability to use and understand subjunctive triggers with irregular verbs</p> <p>The ability to use and understand more complex opinion phrases</p> <p>The ability to use and understand the pluperfect tense</p> <p>The ability to use and understand the conditional perfect tense.</p>

Key lexicogrammar pupil will know and learn	Know and understand vocab on the spec relating to: Food/drink/food categories Healthy, unhealthy life styles Present, imperfect and near future tenses Use reflexive verbs Use subjunctive triggers and simple subjunctive verbs Use of preceding object 'en'	Know and understand vocabulary on the spec and the content mat relating to voluntary and charity work and its importance; complex positive and negative opinions with reasons; different activities that constitute voluntary and charity work; different reasons for your involvement or not; social problems that affect me, my area and those affecting others.	Know and understand vocab on the spec. and content mat relating to: Key environmental issues Adjectives to describe environmental impact Modal verbs (poder, deber) Impersonal verb structures (hace falta) Complex opinions and reasons.	Know and understand vocab on the spec relating to: holidays (transport, accommodation, activities) weather (height, size, hair, eye colours), booking a hotel (room types, prices, specific requests eg bathroom), tourist office (times, dates, events), problems (losing passport, stolen bag, injury), positive and negative viewpoints on holidays and opinions on transport and destinations.	Know and understand vocab on the spec relating to: school (subjects, facilities) School rules and regulations University, gap year Jobs and careers, extra-curricular activities, positive and negative viewpoints on school life.
Assessment activities	<u>Formative assessment:</u> translating model phrases, grammatical accuracy with verbs and adjectives. Complexity practice. Questioning Hinge questions (checkpoints) <u>Summative assessment:</u> writing question one, photo description, writing question two 40 words, writing question 3 90 words. Reading and listening F and H tier questions. Self assessment sheet Assessments can be end of unit or revisited after other topics.	<u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self-assessment sheet Questioning Hinge questions (checkpoints) <u>Summative assessment:</u> Variety of reading, listening, writing, and speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.	<u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self-assessment sheet Questioning Hinge questions (checkpoints) <u>Summative assessment:</u> Variety of reading, listening, writing and speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.	<u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self-assessment sheet Questioning Hinge questions (checkpoints) <u>Summative assessment:</u> Variety of reading, listening, writing and speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.	<u>Formative assessment:</u> Modelling exam questions for productive and receptive practice. Self-assessment sheet. Questioning Hinge questions (checkpoints) <u>Summative assessment:</u> Variety of reading, listening, writing and speaking tasks to assess students' ability to understand and apply knowledge and skills learnt and developed Assessments can be end of unit or revisited after other topics.
Resources available	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5 Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5 Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self-assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5 Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5 Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten.	https://sharemulti-my.sharepoint.com/:f:/r/personal/juliet_park_sharemat_co_uk/Documents/Condensed%20GCSE%20curriculum?csf=1&web=1&e=bdCRn5 Condensed curriculum modules. PowerPoints Support resources: content mat, sentence builders. Practice docs: adjectives, mosaic, narrow reading, listening, extra mile revision booklet. Self assessment sheet Online weekly homework activities and dictation practice Funky Club dictations one to ten
Cultural capital	Healthy living Spanish online survey	Charity work – global insight into support	Recycling pamphlet with instructions in Spanish	Spanish campsite website and promotional video clip	Job advert
Notes Why this topic is important...	This topic appears first on the AQA spec and in the first module of the GCSE condensed curriculum resources because it covers and	This topic appears on the AQA spec in Theme 2 and is the 7th module of the GCSE condensed curriculum resources. It covers and allows for	This topic is a complex one and is sequenced as number 8 out of 10.	This topic appears later on in the GCSE condensed curriculum resources because it covers and allows for revision of points that are visited earlier in the course. These	This topic appears on the AQA spec and it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic

<p>allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people. This includes the sub topic of marriage and partners. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people, their opinions, their relationships and their viewpoints on marriage and partnerships.</p> <p>Students will be able to: This topic appears first on the AQA spec and in the first module of the GCSE condensed curriculum resources because it covers and allows for revision of some of the most fundamental key grammar points needed for every single topic area. These include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people. This includes the sub topic of marriage and partners. The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people, their opinions,</p>	<p>revision of some of the most fundamental tenses and opinion phrases needed for every single topic area. It includes a focus on the different tenses for use by the student to show activities and opinions in different time phrases. High frequency irregular verbs are used in an auxiliary capacity. Modal verbs in the present tense are a focus to express obligation.</p> <p>The writing and speaking exam may require students to give personal information and also detailed viewpoints backed up by reasons about charity and voluntary work of themselves and others.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about the voluntary and charity work of others and their opinions on volunteering.</p> <p>Students will be able to:</p> <p>Give an example of voluntary/charity work I do now.</p> <p>Describe why it is important to do charity/volunteer work.</p> <p>Give an example of voluntary/charity work I used to do.</p> <p>Give an example of charity work I have just done</p> <p>Give an example of voluntary/charity work I once did.</p>	<p>The writing and speaking exam may require students to explain their concerns about environmental activities and what can be done to support it. Students may need to refer to recent activities with family, what can be done to support their local area and also what should/could be done to be more environmentally friendly.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about people, their opinions, their relationships and their viewpoints on marriage and partnerships.</p> <p>Students will be able to:</p> <p>describe an environmental issue that concerns them.</p> <p>explain why an issue is a problem/threat/danger.</p> <p>give an example of something they do to help the environment.</p> <p>give an example of something they have done recently to help the environment.</p> <p>give an example of something they're going to help the environment.</p> <p>refer to something they do with my family and friends to help the environment.</p> <p>Use imperative and recommendation phrases to say what they will/could/should be done to be more environmentally friendly.</p>	<p>include high frequency irregular verbs, reflexive verbs, possessive adjectives, adjectival agreements, comparative structures, negative structures, reference to past, present and future and weather.</p> <p>In addition, the subjunctive is introduced at this time as it is one of the more complex elements of the GCSE syllabus.</p> <p>The writing and speaking exam may require students to talk about and give information about their holiday and also detailed viewpoints backed up by reasons about travel and tourism. This includes the sub topic of booking a hotel room and communicating at a tourist office; skills required when visiting the TL country.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about holidays, opinions on holidays, weather, and transactional structures to do with travel and tourism.</p> <p>Students will be able to:</p> <p>Say where they have been on holiday and give an opinion</p> <p>Describe accommodation</p> <p>Say what they have done on holiday</p> <p>Describe a mode of transport</p> <p>Talk about the weather</p> <p>Talk about what they would like to do on holiday</p> <p>Say where they would like to go in the future</p> <p>Use phrases like 'I've always wanted to go/try/do'</p>	<p>area. These include high frequency regular and irregular verbs, adjectives, comparative structures, time phrases, reference to past, present and future.</p> <p>The writing and speaking exam may require students to produce personal information and also detailed viewpoints backed up by reasons about other people.</p> <p>The reading and listening exam may require students to use scanning, skimming, inference and deduction to identify and understand key details about school life</p> <p>Students will be able to:</p> <p>Express opinions on their favourite and least favourite subjects</p> <p>Describe what they like about school, the facilities, the staff and friends.</p> <p>Refer to their school timetable</p> <p>Give examples of extra-curricular activities</p> <p>Give examples of school rules</p> <p>Describe past events at school</p> <p>Describe future plans in terms of studies</p> <p>Describe future plans in terms of work</p>
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	<p>their relationships and their viewpoints on marriage and partnerships.</p> <p>Students will be able to: Give opinions on town and neighbourhood Describe towns and neighbourhood. Compare and contrast two towns.</p>				
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