

Brief overview

In students' final year of study, they begin by looking at the topic of school and future plans, revisiting the Y9 module with a higher level of complexity, such as subjunctive phrases and 'si' sentences. Students are encouraged to express their opinions and discuss what they would like to do in the future after school. Students then revisit the topic of Local Area, revisiting high frequency grammar and structures such as hay / no hay and negative structures. Students will also start to build vocabulary to enable them to discuss traffic, pollution, and rubbish in their town, giving them foundational knowledge for their final unit of learning, global issues. This final topic that students study in year 11 allows them to engage with global and environmental issues and allows them to reflect on their own role and responsibility as citizens of our global community. Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production. Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	School, studies and future plans	Local Area	Global issues and Environment	Revision & Consolidation	Exam	
Relevant core concepts	<p>Mechanics of Language – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p>Communication - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p>Comprehension - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying 'triggers' or 'red herring' in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p>Intercultural Understanding - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p>Mechanics of Language</p> <p>ML1.11 Accurate pronunciation and intonation of paragraphs</p> <p>ML2.11 Using correct forms of definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.11 Make the transition from an infinitive to a fully conjugated verb paradigm</p> <p>ML4.11 Production of syntactically correct paragraphs in the Target Language</p> <p>ML5.11 Ability to conjugate an infinitive of regular and irregular verbs into present tense, immediate and simple future, perfect, imperfect and conditional tenses (full paradigm).</p> <p>Communication</p> <p>Comm1.11 Applying use of correct register in everyday transactions and dialogue</p> <p>Comm2.11 Translation of a variety of texts between two languages</p> <p>Comm3.11 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.11 Application of connectives, lexical structures, complex opinions, complex reasons and justification phrases</p> <p>Comm5.11 Speaking accurately and fluently with very good pronunciation, accent and intonation</p> <p>Comm6.11 Producing written language fit for purpose</p> <p>Comprehension</p> <p>Comp1.11 Ability to comprehend, interpret and identify key points from a given text or extract</p> <p>Comp2.11 Transcribing spoken TL accurately and spontaneously</p> <p>Comp3.11 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.11 Consider 'triggers' and manage 'red herrings' to answer questions and form conclusions</p> <p>Comp5.11 Ability to recall and apply vocabulary to a wide range of cross thematic stimuli</p> <p>Comp6.11 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.11 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, exam focused)</p> <p>Intercultural Understanding</p> <p>IU1.11 To be able to define and describe the key cultural aspects of the TL countries</p> <p>IU2.11 To compare and contrast the culture of TL countries with the UK</p> <p>IU3.11 To draw conclusions about TL countries based on facts and figures</p> <p>IU4.11 To understand, appreciate and evaluate the key features of TL film, literature and music</p> <p>IU5.11 To be able to deconstruct stereotypes about the TL countries and their people</p> <p>IU6.11 An ability to think beyond the local context and more internationally</p>					

<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> • Aprender, Estudiar + range of subjects (revisit) • Ser and estar: describing your school • Timetable + direct object pronouns • Daily routine and reflexive verbs in the present tense • Improving your school: imperfect subjunctive + conditional tense si sentences • Expressing two sides of an opinion • Jobs (revisit Y9 vocabulary) • Modal verbs + infinitive verb • Imperfect + conditional si sentences • Present perfect to describe a day at school • Subjunctive set phrases (necessity + subjunctive) 	<ul style="list-style-type: none"> • Vivir (revisit) • Ser and Estar (revisit) • Estar + locations (revisit) + adjectives to describe (revisit adjectival agreement) • Types of accommodation in Spanish speaking countries • Acabar de + infinitive • Possessive pronouns • Hay + range of negative structures • Places in a town + theme 2 vocabulary • Superlative adjectives • Preterite tense (revisit) • Describing a recent visit in town (+ activities in town) • Adjectival word order 	<ul style="list-style-type: none"> • Key environmental issues • Key verbs relating to aiding the environment • Revisit key vocabulary for poverty and homelessness • Verbs of obligation to talk about actions to help the environment • Opinions on environmental issues • Justifications • Si clauses • LPA- recap imperfect tense • HPA- pluperfect tense si + imperfect + conditional • Comparative adjectives • Subjunctive and key phrases which generate it • Superlative phrases • Verbs of obligation 			
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> • To be able to discuss the subjects we study using the regular AR verb “estudiar” • To be able to discuss the subjects we learn using the regular verb “aprender” • To be able to describe a day at school in the past tense using the preterite tense • To be able to describe a day at school in the past tense using the preterite tense • To be able to describe a day at school using the time to describe the day • To be able to recognise and apply direct object pronouns to express opinions on subjects • To be able to describe our full school day using reflexive verbs • To be able to describe the school building using “ser” and “estar” • To be able to apply ‘si’ sentences to describe what we would change about our school 	<ul style="list-style-type: none"> • To be able to recognise and use key vocabulary for talking about where we live • To revisit the verb ‘vivir’ and places in a town • To practice using ‘ser’ to describe town alongside revisiting key adjectives. • To use the verb ‘estar’ and prepositions to describe the location of things in a town. • To understand the different uses of ‘ser’ and ‘estar’. • To talk about what issues there are and are not in a town. • To be able to talk about different types of housing across the Hispanic world and use possessive pronouns to compare. • To be able to talk about the different things you can do in a town. • To be revise the past tense and put activities from previous lesson into the past tense. 	<ul style="list-style-type: none"> • To be able to use key language to describe issues in the local area • To be able to use a variety of opinions to discuss, and justify views about the environment • To be able to identify and apply ‘quiero que + subjunctive’. • To be able to talk about protecting the environment • To be able to discuss environmental issues • To be able to express what you should do to help the environment • To be able to use the present tense to express conditional phrases with the simple future tense • To be able to use the imperfect subjunctive tense to express conditional phrases • To be able to express opinions about the biggest global issues • To be able to talk about the needy in local and national areas 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • To be able to express the advantages and disadvantages of going to university vs. getting a job • To be able to express the advantages disadvantages of doing a gap year vs apprenticeship • To be able to use the future tense to describe future job possibilities using the simple future • To be able to use the future tense to describe future plans using Si sentences • To be able to recognise and apply some subjunctive verbs 	<ul style="list-style-type: none"> • To continue practicing the past tense and describe a recent visit using infinitive construction 'acabar de'. • To be able to talk about the advantages and disadvantages of living in an area. • To describe my region in the past using 'hace + time phrase' and comparatives • To be able to use superlatives • To be able to write a piece of extended writing on the topic of local area (90/150 words) • To be able to practice our language exam skills 	<ul style="list-style-type: none"> • To be able to discuss charitable organisations and the work they do • To be able to use impersonal phrases with the subjunctive • To be able to use reading and listening skills to discuss charities and charity work • LPA – recap of formation of imperfect tense • HPA – formation of perfect tense • To be able to express conditional phrases using tenses • LPA – Si + future tense • HPA – Si + imperfect subjunctive • To be able to practice our language exam skills 			
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