



Bishop Milner Catholic College Year 11 CURRICULUM PLAN for SPANISH



The curriculum for this stage of students' education has been designed to reinforce the structures and vocabulary learned in Key Stages 3 and 4, and to study the language in greater depth in preparation for the GCSE exam at the end of Year 11. The curriculum is mapped to the AQA GCSE Spanish syllabus, covering the three prescribed themes of Identity and culture, Local, national, international and global areas of interest and Current and future study and employment. Students will be expected to develop in-depth linguistic knowledge and grammatical structures, while enhancing their skills in listening, speaking, reading and writing.

<p>HALF TERM 1: Theme 1 -Identity and culture – revision</p> <p>Topic 1:</p> <ul style="list-style-type: none"> • Marriage/partnership <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> • Social media • Mobile technology <p>Theme 2 - Local, national, international and global areas of interest - revision</p> <p>Topic 2: Social issues</p> <ul style="list-style-type: none"> • Charity/voluntary work <p>Topic 3: Global issues</p> <ul style="list-style-type: none"> • The environment • Poverty/homelessness <p>Topic 4: Travel and tourism</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to describe family relationships and talk about relationship choices • How to describe the use of social media and mobile technology • How to combine a range of tenses (at least 3)To use opinions with justifications, intensifiers, connectives, time phrases, quantifiers • Talk about social issues • Discuss global issues • Talk about holidays and tourism 	<p>HALF TERM 2: Theme 2 - Local, national, international and global areas of interest - revision</p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues</p> <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/unhealthy living <p>Topic 3: Global issues</p> <ul style="list-style-type: none"> • The environment • Poverty/homelessness <p>Theme 3 - Current and future study and employment – revision</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p> <p>Theme 1, 2 and 3 revision for Mock Exams</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to describe their town and region • Talk about social issues • Discuss global issues • Talk about holidays and tourism • How to combine a range of tenses (at least 3) • To use opinions with justifications, intensifiers, connectives, time phrases, quantifiers • To talk about their school • To talk about their favourite/least favourite subject, rules and expectations in school • To discuss future plans about further education, career and jobs • How to combine a range of tenses (at least 3) 	<p>HALF TERM 3: Theme 1, 2 and 3 revision</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to confidently use past, present and future tense • How to confidently use specific vocabulary to confidently write a 90 word/150 word paragraph • How to talk in detail about specific topics using opinions with justifications
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<p>HOW THIS WILL BE ASSESSED:</p> <p><u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments.</p>	<ul style="list-style-type: none"> To use opinions with justifications, intensifiers, connectives, time phrases, quantifiers <p>HOW THIS WILL BE ASSESSED:</p> <p><u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments. Mock exam in 4 subject skills.</p>	<p>HOW THIS WILL BE ASSESSED:</p> <p><u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments.</p>
<p>HALF TERM 4: Exam skills and consolidation</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> The format of the four exams and the skills necessary to perform well in them. Strengths to build on. Weaknesses to address Key vocab from all the topics. A wide range of grammatical structures. <p>HOW THIS WILL BE ASSESSED:</p> <p><u>Formative</u> through in-class monitoring, including peer and self-assessment, regular knowledge/ vocabulary tests and completion of past or specimen papers.</p>	<p>HALF TERM 5:</p> <p>CONSOLIDATION IN PREPARATION FOR FINAL GCSE EXAMINATIONS.</p>	<p>HALF TERM 6:</p> <p>CONSOLIDATION IN PREPARATION FOR FINAL GCSE EXAMINATIONS - subject to study leave planning.</p>
<p>Embedding this knowledge can be supported at home by encouraging students with learning their vocabulary, for example testing them on any new words; encouraging students to watch/ listen to French videos or TV programmes and asking the student to teach you the language as they are learning it. Continuous past paper and GCSE style practice and use of recommended websites.</p>		