



Intent:
 In year 11 students will study 6 AQA topic area. They will focus on the manipulation of tenses in key regular verbs and common irregular verbs (known as “Essentials”) and will routinely use justified opinions in order to state points of view. Students will be taught how to develop the building blocks of knowledge gained in year 10. Students will develop an understanding of how the language works in the 4 “modalities” – listening, speaking, reading and writing. Students will develop their proficiency in understanding and producing extended language with frequent retrieval practice of AQA vocabulary and grammatical structures. Students’ understanding of the phonetic/ spelling link will encourage successful communication and secure understanding. Students will learn to use their language for the purpose of successful and meaningful communication.

SPANISH					
Threshold Concepts					
Year 11 GCSE	HALF TERM 1: Theme 2, topic 2 (Social Issues/ Global issues)	HALF TERM 2: Theme 2, topic 3 (Travel and Tourism)	HALF TERM 3: Theme 3, topic 1 (My studies)	HALF TERM 4: Theme 3, topic 2 (Education post 16)	HALF TERM 5: revision, consolidation, exam preparation
Knowledge (facts, information, concepts and key terminology)	Topic-specific vocabulary, Present and conditional “si” sentences, Negatives and modal structures, e.g.: se debe + INF, Conditional tense and subjunctive set phrases (H)	Topic-specific vocabulary, Using expressions of sequence, revising preterit and imperfect tense, Using ESTAR + pp Using the passive forms with se (Higher sets)	Topic-specific vocabulary, Perfect tense (Revision) Desde hace + perfect tense Verbs followed by an infinitive Further usage of the imperative	Topic-specific vocabulary, Expressions with Tener Adjectives Infinitive of reflexive verbs Forming and using the past continuous tense	Dependent on needs of group/ individuals Focus on knowledge of tenses, vocabulary, opinions
Understanding (ability to connect and synthesise knowledge within a context)	Pick out details when reading and listening Discuss topics of environment and social issues and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of holidays and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of education and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of festivals and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic from 3 themes
Skills (successful application of knowledge and understanding to a specific task)	Write at least 40 (F), 90 (F / H), 150 (H)words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing Use context for listening	Write at least 40 (F), 90 (F / H), 150 (H)words on the topic Listening, Reading, and writing	Write at least 40 (F), 90 (F / H), 150 (H)words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing	Write at least 40 (F), 90 (F / H), 150 (H)words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing	Write at least 40 (F), 90 (F / H), 150 (H)words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing
Formal Assessments (those done by all/vast majority of the cohort)	Speaking assessment (mock)	Listening, reading, writing mock	Speaking mock	Listening, reading, writing mock	Speaking exam Reading, Listening and Writing GCSE exams

By the end of the year students on course for at least a grade 5 will...Manipulate core/ essential verbs (regular and irregular) across 3-time frames, include justified opinions, manipulate transferable phrases, use a range of language in their writing and spoken work, know vocabulary from themes 1-3 and be familiar with high frequency cross-theme vocabulary.