

Spanish



Year 11 Curriculum Map



Year 11 – Autumn Term

Fiestas (Festivals) y Comida y Trabajo (Food and Work)

Prior Learning	<p>Pupils have learnt how to give opinions on food and drink in year 8. They have also learnt about a range of Hispanic Festivals during their Key Stage 3 years at Fisher More, including La Semana Santa, Navidad and Día de los Muertos.</p> <p>Pupils have studied the topic of jobs and future plans in year 9, in this unit they will also revisit verbs and grammar covered in year 11, including the past and future tenses.</p>
What will I learn?	<p>Pupils will be taught vocabulary to describe how a variety of festivals are celebrated. Pupils will learn to give their opinions and will also develop their writing and reading skills. The present, conditional and preterite tenses are revisited.</p> <p>After half-term, pupils will be taught to talk about a range of jobs in Spanish, including part-time ones they may do now. Pupils will revisit the future tense and also learn to use subjunctive expressions such as 'cuando sea mayor / ojala pudiera' to enable them to make their writing more complex and describe their hopes and dreams.</p>
How will I be assessed?	<p>Pupils will be assessed in weekly vocabulary tests based on the work taught in class and set for homework. They will also complete a series of practise exam questions as part of formative assessment and get feedback from the teacher. The summative assessment: Edexcel Viva End of Unit Tests.</p>
Next Steps	<p>Pupils will be able to use their knowledge of Hispanic Festivals and Work to prepare themselves for the final GCSE speaking and writing exams. These topics are also covered as part of the A-Level Syllabus, should students wish to continue their studies.</p>
Opportunities for Independent Learning	<p>Pupils can follow the link to the BBC Bitesize Site. Watch the video on Fiestas, then answer the test questions online. BBC Bitesize Link</p> <p>Pupils can make a mind-map of the vocabulary from page Mind-Map Ideas to help learn and use the vocabulary that they have covered in this topic.</p>
Personal Development and CEIAG	<p>Pupils learn respect for other cultures and religions, as many of these festivals (such as Semana Santa, Navidad, Los Reyes Magos, for example) are shared with the religious festivals celebrated in our Catholic school, pupils will be able to compare how they are observed abroad to how we mark them in the United Kingdom.</p> <p>In the Work unit, pupils are given the opportunity to reflect on life after high school. What attributes and skills are needed for various jobs and explore their options for Post 16 study. Pupils will develop communication skills, which are important when seeking future employment.</p>
Enrichment Opportunities (Cultural Capital)	<p>Pupils can research a festival from a Hispanic country and write a 90-word paragraph, pretending they have been to it, describing what they saw and what they did. They can use it as practise for their speaking and writing exams. Some festivals they may wish to consider are Las Fallas de Valencia or Las San Fermines.</p> <p>Some videos pupils may wish to see are here: Las Fallas De Valencia and Los San Fermines</p> <p>Try to learn the San Fermin song! San Fermin Song</p>



Year 11 – Spring Term

El Medio Ambiente (Environment) y Deporte Y Salud (Sport and Health)

Prior Learning	In year 9 pupils covered the topic of global issues such as poverty, unemployment and crime. Pupils also looked at what they could do at home to protect the environment. In this unit, pupils are given the opportunity to explore these themes more fully. Vocabulary from the year 10 scheme of learning, including adverbs of time and modal verbs such as, debo + se debería + infinitive verb (to say what they must and should do).
What will I learn?	Pupils are taught to discuss what they can do at home to protect or help the environment. Pupils will learn specialist vocabulary such as apagar las luces/reciclar botellas/separar la basura . Pupils will learn to use the superlative to improve their range of vocabulary and writing styles. The topic of sport is also covered and pupils will be able to say what they should do to remain fit and healthy.
How will I be assessed?	Pupils will be assessed in weekly vocabulary tests based on the work taught in class and set for homework. They will also complete a series of practise exam questions as part of formative assessment and get feedback from the teacher. The summative assessment: Edexcel Viva end of unit tests.
Next Steps	Pupils will be able to use their knowledge of the Environment and Health topics to prepare their answers for the forthcoming speaking exams. These topics will also help them when considering personal lifestyle choices in the future and make them aware of the need to contribute to the slowing of global warming.
Opportunities for Independent Learning	Follow the link to the BBC Bitesize Site. Make flash-cards of the vocabulary on page 1 on the Environment topic. Use these to test yourself regularly to help you remember the vocabulary. Bitesize Environment Link
Personal Development and CEIAG	Pupils learn about how to stay healthy. Pupils discuss the dangers of alcohol and drug abuse. Pupils consider social responsibility in terms of caring for the environment and doing charity work. In this unit, pupils develop work-ready skills such as good communication and problem-solving skills, with the latter demonstrated when inferring meaning in reading exercises and when de-coding the meaning of new vocabulary.
Enrichment Opportunities (Cultural Capital)	Watch this video on the topic of Healthy Eating from the Colombian Government. Make notes on the advice it gives their citizens. Healthy Eating Advice Create a healthy meal plan in Spanish based on their advice for you and your friends. Try your hand at making a Spanish Omelette, what could you do to make it a healthier option? Tortilla De Patatas Recipe