



## Achieving Excellence

### Overview of Year 11 Curriculum: Autumn Term 1 (September - October 2022)

This is an outline for students, parents and carers of the curriculum that students will be studying this half-term. All lessons are available on Google Classroom, following the same curriculum that is taught in school.

Details of homework and students' timetables are available on the SIMS App-for support please contact [aralph@leftwichhigh.com](mailto:aralph@leftwichhigh.com). For regular updates please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Where to find Lessons and Homework	Learning Focus and resources
<b>Support &amp; Resources</b>		All learning resources can be found on: Google Classroom; SAM learning; Seneca; MathsWatch; ActiveLearn; Accelerated Reader: For support please contact: <a href="mailto:passwordreset@leftwichhigh">passwordreset@leftwichhigh</a>
<b>Tutor Time</b>	Google Classroom 11T: ojqund2u 11M: dmsxdwd 11H: 55wfvvc 11S: 5jk5blp 11P: ke25dvv 11N: iefcssu 11O: lv3sigb	Students will follow a planned Tutor Time programme developing skills in Leadership; Organisation; Resilience; Initiative and Communication, whilst also securing their understanding of literacy, numeracy and the wider-world.  Monday: Assembly Tuesday: DEAR Wednesday: Literacy/Numeracy Challenge Thursday: Debate Friday: Character Development/Achieving Excellence
<b>Art &amp; Photography</b>	Year 11 Photography: dvqqfbn Year 11 Art: nm34hjj	<b>Art:</b> Pupils are in the middle of an exam style question. This takes them through the process ensuring the work incorporates each of the AQA assessment objectives. They need to show evidence of: <ul style="list-style-type: none"> <li>• Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul> We are working from the title, 'out of place'. They look at artists to influence their work, then create an inspiration page. Pupils then experiment with ideas and numerous media until they develop a final idea for a piece of work. This is independent work; each pupil will be working on something totally different to all other pupils. There are instructions

		<p>and guidance for each stage along with examples of previous students work on Google Classroom.</p> <p><b>Photography:</b> Pupils start an exam style question. This takes them through the process ensuring the work incorporates each of the AQA assessment objectives. This takes them through the process ensuring the work incorporates each of the AQA assessment objectives. They need to show evidence of:</p> <ul style="list-style-type: none"> <li>• Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul> <p>Pupils look at artists to influence their work, then create an inspiration page. Pupils then experiment with ideas and sketch these out. They then work on photoshop to bring these ideas to fruition. Changing and refining their work as we go, before achieve a final edited piece of creative work. This is independent work; each pupil will be working on something totally different to all other pupils. There are instructions and guidance for each stage along with examples of previous students work on Google Classroom.</p>
<b>CC&amp;M</b>	<p>Google Classroom Media AC [r44o4wy] Media JT [w33wfoh] CS AC [4d5rqa] CS GV [mnoxabwm] CS JT [rxme2jk] DIT [as63emd]</p>	<p>Computer Science – Programming practice will be the main focus for Year 11 in preparation for the practical aspect of the exam. Students will also revisit the theory aspects of the course and deepen their understanding.</p> <p>DIT – Support materials and assignment briefs students are completing will be posted on GC. Please use Office 365 through RM Unify to complete coursework. Students will focus on Spreadsheet unit and revising for the theoretical aspect of the course for the exam.</p> <p>Media – Assignment briefs will be added to Google Classroom. Students should focus on their own project this term. Remaking an existing media text for a modern young audience.</p>
<b>D&amp;T</b>	<p>11A g3lubhy 11B ypm2gqs</p>	<p>All students are working on their NEA task worth 50% of their GCSE. The first section should be completed and submitted by October. This is worth 20% of the NEA mark.</p> <p>Students will then work on the second section producing a range of ideas to solve the problem they have chosen to focus on. They will then develop these ideas into a final solution which they must then construct as a prototype for their client to test.</p> <p>They will continue to study the theory for the examination in one hour per fortnight. This term it focuses on making principles. All theory power points, practice questions and homework's are on the Google Classroom.</p>
<b>Food Preparation and Nutrition</b>	<p>11A 4oogqt4 11B wsajx5q</p>	<p>Students will begin by working on a mock NEA task, this will quickly be followed by the actual GCSE NEA task. The Non-Exam Assessment task makes up 50% of their Final GCSE, this work continues into the new year. Alongside the NEA work theory lessons will continue to build knowledge for the written examination.</p>

<p><b>EfL with RS</b></p>	<p>Google Classroom Same as Tutor Time</p>	<p><b>Developing communication and negotiation skills, risk management and support-seeking skills</b></p> <p>During EfL Lessons students will develop:</p> <ul style="list-style-type: none"> <li>• how to communicate personal values in relationships</li> <li>• to recognise the importance of respect, pleasure and equity in intimate relationships</li> <li>• ways to effectively choose, negotiate and use contraception and maintain sexual health</li> <li>• about sexual health services, locally, nationally and online, and how to use and access them</li> <li>• how to manage relationship changes safely and respectfully</li> <li>• about relationship challenges, how to manage strong emotions and communicate effectively at such times</li> </ul>				
<p><b>English</b></p>	<p>Google Classroom [Y11 English Hub: nu5fhhb]</p>	<p>For Literature, students will develop their understanding and analysis of Romeo and Juliet, through focused exploration of characters and themes. In addition, students will continue their skills of analysing and comparing poetry critically through deepened study of the EDUQAS Poetry Anthology. For Language, students will explore the Component 1 (Fiction) exam, with guided completion of two Practice Papers and activities centred on developing Creative Writing skills. All lessons are available on the Year 11 Hub, each resourced with PowerPoints and supporting resource booklet.</p> <table border="1" data-bbox="564 869 1442 1413"> <tr> <td data-bbox="564 869 1007 1267"> <p><b><u>Romeo and Juliet</u></b></p> <ol style="list-style-type: none"> <li>1. Plot Revision Acts 1 - 3</li> <li>2. Plot Revision Acts 4 &amp; 5</li> <li>3. Extract Practice</li> <li>4. Character Revision: Romeo &amp; Juliet</li> <li>5. Theme Revision: Conflict</li> <li>6. Character Revision: Tybalt and Mercutio</li> <li>7. Theme Revision: Love</li> <li>8. Key Hooks</li> </ol> </td> <td data-bbox="1007 869 1442 1267"> <p><b><u>Poetry Anthology</u></b></p> <ol style="list-style-type: none"> <li>1. Recap Lesson</li> <li>2. Chosen 8</li> <li>3. Responding to a PA question – writing tips/exemplars</li> <li>4. Part A Practice</li> <li>5. Part Bi Practice</li> <li>6. Part Bii Practice</li> <li>7. Context, Theme and Structure focus.</li> <li>8. Planning a response to more difficult questions</li> </ol> </td> </tr> <tr> <td data-bbox="564 1267 1007 1413"> <p><b><u>Component 1 Reading (Fiction)</u></b></p> <ol style="list-style-type: none"> <li>1. Megan in London 1 - 3</li> <li>2. Megan in London 4 &amp; 5</li> <li>3. The Hamiltons 1 - 3</li> <li>4. The Hamiltons 4 &amp; 5</li> </ol> </td> <td data-bbox="1007 1267 1442 1413"> <p><b><u>Creative Writing</u></b></p> <ol style="list-style-type: none"> <li>1. Story Arc</li> <li>2. Sentences and Devices</li> <li>3. Characterisation</li> <li>4. CW Practice</li> </ol> </td> </tr> </table>	<p><b><u>Romeo and Juliet</u></b></p> <ol style="list-style-type: none"> <li>1. Plot Revision Acts 1 - 3</li> <li>2. Plot Revision Acts 4 &amp; 5</li> <li>3. Extract Practice</li> <li>4. Character Revision: Romeo &amp; Juliet</li> <li>5. Theme Revision: Conflict</li> <li>6. Character Revision: Tybalt and Mercutio</li> <li>7. Theme Revision: Love</li> <li>8. Key Hooks</li> </ol>	<p><b><u>Poetry Anthology</u></b></p> <ol style="list-style-type: none"> <li>1. Recap Lesson</li> <li>2. Chosen 8</li> <li>3. Responding to a PA question – writing tips/exemplars</li> <li>4. Part A Practice</li> <li>5. Part Bi Practice</li> <li>6. Part Bii Practice</li> <li>7. Context, Theme and Structure focus.</li> <li>8. Planning a response to more difficult questions</li> </ol>	<p><b><u>Component 1 Reading (Fiction)</u></b></p> <ol style="list-style-type: none"> <li>1. Megan in London 1 - 3</li> <li>2. Megan in London 4 &amp; 5</li> <li>3. The Hamiltons 1 - 3</li> <li>4. The Hamiltons 4 &amp; 5</li> </ol>	<p><b><u>Creative Writing</u></b></p> <ol style="list-style-type: none"> <li>1. Story Arc</li> <li>2. Sentences and Devices</li> <li>3. Characterisation</li> <li>4. CW Practice</li> </ol>
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<p><b>French</b></p>		<p><b>Topics:</b></p> <p>Y11 French Autumn term 1</p> <p>Week 1 Revising school subjects and giving complex opinions</p> <p>Week 2 Talk about your school</p> <p>Week 3 Compare school in the UK with francophone schools</p> <p>Week 4 Discuss school rules</p> <p>A mock speaking exam will be completed in October – further details will be shared with the students.</p> <p>Week 5 Discuss healthy living/lifestyles</p> <p>Week 6 Discuss the effects of drugs and alcohol</p> <p>Week 7 Talk about a school exchange</p> <p>Extended writing preparation and completion</p>				
<p><b>Geography</b></p>	<p>Resources will be posted to Google Classroom prior to the lesson.</p>	<p>Initially students will study fieldwork including; Data presentation, Analysis and Evaluation.</p> <p>Secondly, students will study the River Landscapes topic.</p> <p>Lessons are outlined below:</p>				

		<p><b>Fieldwork write-up</b></p> <p>L1 – Flowline map, analysis, evaluation  L2 – Locataed bar chart, analysis, evaluation  L3 – Isoline map, analysis, evaluation  L4 – Annotating photographs, analysis, evaluation  L5 – Pie chart, analysis, evaluation  L6 – Line graph, analysis, evaluation  L7 – Human investigation, analysis and answering hypothesis  L8 – Physical investigation, analysis and answering hypothesis  L9 – Evaluation of fieldwork techniques  L10 – Fieldwork exam application practise</p> <p><b>River Landscapes</b></p> <p>L11 – River profiles  L12 – River processes  L13 – Landforms of erosion  L14 – Landforms of erosion &amp; deposition  L15 – Landforms of deposition</p>		
<p><b>History</b></p>	<p>Google Classroom codes</p>	<p>Y11 will be interleaving their studies between the topics of 'Elizabethan England' and 'Nazi Germany'. Following this, they will move onto the topic of the 'Cold War'. Relevant lesson resources will appear on Google Classroom.</p> <table border="1" data-bbox="564 1093 1457 1406"> <tr> <td data-bbox="564 1093 1046 1406"> <p><b>Nazi Germany</b></p> <p>1. Review lesson up to 1934  Hitler's Schools  Policies to Women  Control of the Churches  Resistance groups  Economic Policies &amp; Life for Workers  Treatment of Minorities  Impact of WW2  STI Exam Prep</p> </td> <td data-bbox="1046 1093 1457 1406"> <p><b>Elizabethan England</b></p> <p>1. Review lesson  2. Sheffield Manor House L1  3. Sheffield Manor House L2  4. Sheffield Manor House L3</p> </td> </tr> </table>	<p><b>Nazi Germany</b></p> <p>1. Review lesson up to 1934  Hitler's Schools  Policies to Women  Control of the Churches  Resistance groups  Economic Policies &amp; Life for Workers  Treatment of Minorities  Impact of WW2  STI Exam Prep</p>	<p><b>Elizabethan England</b></p> <p>1. Review lesson  2. Sheffield Manor House L1  3. Sheffield Manor House L2  4. Sheffield Manor House L3</p>
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<p><b>Maths</b></p>	<p>MathsWatch  Google Classroom</p> <p><b>11 Foundation</b> - wobicjg  <b>11 Higher</b> - deyqiz3</p>	<p>Lesson resources are provided on Google Classroom. Students should complete the work set on MathsWatch.</p> <p>Username: First2intialssurname@leftwichhigh (e.g. John Smith, JoSmith@leftwichhigh)  Password: Leftwich</p> <p><b>Year 11 Foundation</b></p> <p>Week 1 &amp; 2 Rearrange Formulae  Week 3 Upper &amp; Lower Bounds  Week 4 Simultaneous equations  Week 5 Misleading graphs &amp; questionnaires  Week 6 Past Papers / Exam Preparation  Week 7 Past Papers / Exam Preparation</p> <p><b>Year 11 Higher</b></p> <p>Week 1 Direct &amp; Inverse Proportion  Week 2 Iteration</p>		

		<p>Week 3 Trig graphs  Week 4 Vectors  Week 5 Inequalities on a graph  Week 6 Past Papers / Exam Preparation  Week 7 Past Papers / Exam Preparation</p>														
<b>Music</b>	dvbdphe	<p><b>LISTENING (Film Music)</b>  Students will revisit music that has been composed specifically for a film, music from the Western Classical Tradition that has been used within a film and music that has been composed as a soundtrack for a video game, securing knowledge of resources that are used to create and perform film and video soundtracks; including the use of technology, and the names of composers of film and video game music.  They will practise how to hear and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices.</p> <ol style="list-style-type: none"> <li>1. Content and language for learning (4 lessons)</li> <li>2. Deliberate listening and exam technique (10 lessons)</li> <li>3. NEA performing and composing (6 lessons)</li> </ol> <p><b>NEA (PERFORMING)</b>  Students will practise and refine one <b>solo</b> pieces which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. This will go forward as part of the 'Integrated Portfolio' section of the NEA. (NB this can only be recorded in year 11). This will be recorded when in school IT CAN NOT BE RECORDED AT HOME AND SUBMITTED AS NEA.</p>														
<b>PE</b>		<p>Lesson resources can be found for both courses on Google Classroom.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">GCSE PE Year 11</th> </tr> <tr> <th style="width: 20%;">Teacher</th> <th>MT/ST</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Sports Psychology</b></td> <td> Lesson sequence, <ul style="list-style-type: none"> <li>• Training techniques</li> <li>• Seasoning aspects</li> <li>• Warm up and cool down</li> <li>• Types of goals</li> <li>• Information processing model</li> <li>• Guidance</li> </ul> </td> </tr> <tr> <td style="text-align: center;"><b>Practical</b></td> <td> <ul style="list-style-type: none"> <li>• Activity assessments</li> <li>• Trampolineing</li> <li>• Football</li> </ul> </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Cambridge National Sports Studies Year 11</th> </tr> <tr> <th style="width: 20%;">Teacher</th> <th>HM</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	GCSE PE Year 11		Teacher	MT/ST	<b>Sports Psychology</b>	Lesson sequence, <ul style="list-style-type: none"> <li>• Training techniques</li> <li>• Seasoning aspects</li> <li>• Warm up and cool down</li> <li>• Types of goals</li> <li>• Information processing model</li> <li>• Guidance</li> </ul>	<b>Practical</b>	<ul style="list-style-type: none"> <li>• Activity assessments</li> <li>• Trampolineing</li> <li>• Football</li> </ul>	Cambridge National Sports Studies Year 11		Teacher	HM		
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		<p><b>R056 Outdoor Activities</b></p> <p><b>R051 Contemporary Issues in Sport</b></p>	<p>Lesson sequence,</p> <ul style="list-style-type: none"> <li>• Hillwalking route cards</li> <li>• Hillwalking assessment</li> <li>• Orienteering preparation</li> <li>• Orienteering assessment</li> </ul> <p>R051</p> <ul style="list-style-type: none"> <li>• Revisiting of content</li> <li>• Exam technique</li> <li>• Exam style questioning</li> </ul> <p>(Exam prep for Jan exam (See google classroom for further guidance and LO objectives))</p>
<p><b>RS</b></p>	<p>Google Classroom Year 11 central hub: sw3wmIf</p>	<p>Students are continuing the GCSE course by studying the topic "Issues of Life and Death" this half term. Within this topic, students will cover; origins of the universe; environmental sustainability and responsibility; origin and value of human life (abortion and euthanasia); beliefs about death and the afterlife. This will give the students a chance to explore Christianity and Islam on a deeper level than they have before and consider the impact of their beliefs on ethical issues faced in today's society.</p> <p>Whilst studying the course, students will be set a workbook to complete at home. They will have their own copy of the workbook, but it is also on the central hub GC. They will complete these alongside studying the course.</p> <ol style="list-style-type: none"> <li>1: recall scientific theories and religious beliefs about the origin of the universe</li> <li>2: Consider if religion and science can co-exist</li> <li>3: Apply knowledge to exam practice (<i>new knowledge</i>)</li> <li>4: Know why religious people believe they should look after the environment</li> <li>5: What are the humanist attitudes towards caring for the environment?</li> <li>6: Apply knowledge to exam practice (<i>recall</i>)</li> <li>7: Discuss what makes us human</li> <li>8: Understand the meaning of sanctity of life and how it impacts beliefs surrounding medical decisions</li> <li>9: Know religious and humanists attitudes to abortion</li> <li>10: Apply knowledge to exam practice (<i>recall</i>)</li> <li>11: Know the religious teachings regarding Euthanasia and justify if it should be legalised in the UK</li> <li>12: Explore the varying religious beliefs about afterlife</li> <li>13: Apply knowledge to exam practice (<i>new knowledge</i>)</li> <li>14: End of unit review lesson</li> <li>15-20: <i>ST1 revision, ST1 exam and ST1 feedback</i></li> </ol>	
<p><b>Science</b></p>	<p>Teams (GCSE Science folder), Seneca, SAM learning</p>	<p><b>Biology:</b></p> <ol style="list-style-type: none"> <li>1-2. Ecosystems and Biodiversity (2 lessons)</li> <li>3. Biotic and Abiotic factors (1 lesson)</li> <li>4. Food chains and food webs (1 lesson)</li> <li>5. Trophic levels and their interaction (1 lesson)</li> <li>6-9. Pyramids of biomass (3)</li> <li>10. Predator prey cycles (1 lessons)</li> </ol> <p>Link: <a href="https://leftwichhigh.sharepoint.com/:f/s/Chemistry/EtqK13KpfJ9DsfOIUzIOWoBDrHbhiHlygCKI88agbOGFw?e=O3S382">https://leftwichhigh.sharepoint.com/:f/s/Chemistry/EtqK13KpfJ9DsfOIUzIOWoBDrHbhiHlygCKI88agbOGFw?e=O3S382</a></p>	

		<p><b>Chemistry:</b></p> <p>1. Bond energies (1 lesson)</p> <p>1. Metals &amp; oxygen (1 lesson)</p> <p>2. Indicators (1 lesson)</p> <p>3. Strong &amp; weak acids (1 lesson)</p> <p>4 &amp; 5. Required practical – temperature change at neutralisation (2 lessons)</p> <p>6. Acids &amp; metals (1 lesson)</p> <p>7. Making a soluble salt - equations (1 lesson)</p> <p>8. Required practical – making a soluble salt (1 lesson)</p> <p>9, 10 &amp; 11. Revision (3 lessons)</p> <p>Separate Chemistry:</p> <p>1. Haber process (1 lesson)</p> <p>2. Alkenes (1 lesson)</p> <p>3 &amp; 4. Alcohols, esters &amp; carboxylic acids (2 lessons)</p> <p>5 &amp; 6 Polymerisation (2 lessons)</p> <p>Continue with acids (see above)</p> <p>Link:  <a href="https://leftwichhigh.sharepoint.com/:f:/s/Chemistry/En8bku17m2ZCvK52gXKzGicBOAsR0t3wu9blBqFl7oGlww?e=9dF6BP">https://leftwichhigh.sharepoint.com/:f:/s/Chemistry/En8bku17m2ZCvK52gXKzGicBOAsR0t3wu9blBqFl7oGlww?e=9dF6BP</a></p> <p><b>Physics:</b></p> <p>1 Revision of Newtons Laws of motion</p> <p>2 – Revision of Motion graphs and motion on a straight line</p> <p>3 – Vector diagrams and resolution of forces (H)</p> <p>4- 6 – Introduction to momentum and then calculations involving momentum in collisions and explosions</p> <p>7 – Pressure in gases</p> <p>8 – Recap of basic circuits – symbols and series/parallel</p> <p>9 – Investigating Series rules</p> <p>10 – Investigating Parallel rules</p> <p>11 – Using <math>V=IR</math> and the circuit rules</p> <p>Link:  <a href="https://leftwichhigh.sharepoint.com/:f:/s/Chemistry/Eullt7JUishPpOCdksBqowwB5hO8jBHhNEC7k6uuq9XUew?e=MATkdp">https://leftwichhigh.sharepoint.com/:f:/s/Chemistry/Eullt7JUishPpOCdksBqowwB5hO8jBHhNEC7k6uuq9XUew?e=MATkdp</a></p>
<p><b>Spanish</b></p>		<p><b>Topics:</b></p> <p>Y11 Spanish Autumn term 1</p> <p>Week 1 Describing mealtimes and daily routine</p> <p>Week 2 Discuss illnesses and a trip to the chemist ( to help with speaking tasks)</p> <p>Week 3 Describing traditional Hispanic foods</p> <p>Week 4 Discuss festivals using comparisons</p> <p>A mock speaking exam will be completed in October – further details will be shared with the students.</p> <p>Week 5 Describing a special day and understanding literary texts and ordering food in a restaurant</p> <p>Week 6 Describe a music festival</p> <p>Week 7 Extended writing preparation and completion</p>