

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2024-25 – Spanish				
Date	Wk	Wk	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (20 Lessons) (38 Days)				
2-Sep	A	1	<p>Module 6 - ¡De Costumbre!</p> <p>L1: PDP1 describing mealtimes, describe routines (present tense focus and recap, reflexive verbs)</p> <p>L2: Unit 1 - Sabores del mundo describing typical and traditional Spanish food and customs</p>	<p>Overview of Unit</p> <p>Module 6 - ¡De Costumbre!</p> <p>Students will learn how to communicate and understand details in longer pieces about customs and festivals including food, traditions, celebrations, music and festivals. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of customs.</p> <p>As well as developing a deeper understanding of how to conjugate verbs in the present, preterite and future tenses. Looking at how to use preterite to describe a celebration, with a focus on reflexive verbs in the preterite and irregular verbs in the present.</p> <p>Foundational Concepts – Using three tenses with a range of opinions and justifications. Recognising key vocabulary linked to the topic of Festivals with the ability to access GCSE Exam questions. Students are able to refer to three frames with complex language in spoken and written task.</p> <p>Assessment of Progress – Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks.</p> <p>There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Key Focuses: Module 6</p> <p>GW: students can use a variety of tense verbs to say what they do during specific customs and festivals using topic specific vocab (3 tenses minimum). Additionally, demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future.</p> <p>BI: Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.</p> <p>EW: In addition, students can write coherent extended texts on a variety of festivals and traditions, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view</p> <p>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, as well as using Exampro tasks and setting interleaving tasks for homework from across modules.</p> <p>Grammar focus – irregular verbs in the present tense, reflexive verbs in the preterite tense, infinitive structures, using the passive and superlatives.</p>
9-Sep	B	2	<p>L3: U1 H: use passive voice F: me gusta/me gustaría</p> <p>L4: Exam skills lesson reading and listening</p> <p>L5: Unit 2 – ¡ De Fiesta! Understanding and describing key Spanish festivals and a focus on question words</p>	
16-Sep*	A	3	<p>L6: Day of the Dead with a focus on comparatives Exam skills: 40 word task/90 word task</p> <p>L7: Unit 3 – Un día especial focus on describing special celebrations and special customs with a focus on reflexive verbs in the preterite.</p>	
23-Sep	B	4	<p>L9: Exam skills – recall quiz – 50 word written task, 2 tenses, translation Spanish – English, listening task + Exam skills lesson focus on role play and question words</p> <p>L10: Unit 4 - ¡ A comer! ordering food in a restaurant focus on learning irregular verbs in present tense, reading and listening skills</p> <p>L11 – problems in a restaurant, speaking- role plays</p>	
30-Sep	A	5	<p>Unit 5 – El festival de música</p> <p>F: Using before/after and acabar de H: infinitive structures, narrating a story</p> <p>L12 – give preferences on music and venues</p> <p>L13 – understand longer descriptive passages</p>	
7-Oct	B	ST1	<p>L14 - Recall quiz EBI feedback ST1</p> <p>Revision: Recall Revisions, units 1-5. Covering all exam skill areas. Walking Talking Mock. Focus on skills – exam technique for AT1&3</p> <p>L15 - ST1 Revision: Recall Revisions, units 1-5. Covering all exam skill areas. Walking Talking Mock. Focus on skills – exam technique for AT1&3</p> <p>L16 - Recall Lesson 1 : Writing 90 / 150 Words (House & Home)</p>	
14-Oct	A	ST1	<p>L17 - Recall Lesson 2: Describing a Photo (Free Time)</p> <p>L18 - Recall Lesson 3: GCSE Role Plays (Shopping / Eating Out / Sport)</p>	

21-Oct	B	ST1	L19 - Recall Lesson 4 : General Conversation Practise L20 - Recall Lesson 5: Reading & Listening Skills (Traditions & Celebrations)	<p>Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 1.</p> <p>Historical/cultural links – traditional food and dishes in different Spanish speaking countries, for example ‘el cebiche’ from Peru, ‘el chairó’ from Bolivia, ‘las arepas’ from Venezuela and ‘el bori bori’ from Paraguay. Spanish festivals including: Day of the Dead, San Juan, La Tomatina, Los Sanfermines. Traditions at celebrations, for example the 12 grapes on New Year’s Eve in Spain, the Three Kings bringing presents to children at Christmas, Semana Santa Easter celebrations in Spain.</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Spanish speaking world. Students look at the difference between eating habits in Spain and other Spanish speaking countries, as well as festivals celebrated in different countries.</p> <table border="1"> <thead> <tr> <th>Prior</th> <th>Now</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>Communicating simple details about food, customs and festivals. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.</td> <td>Understand and communicate using irregular and reflexive verbs more confidently in different tenses and to refer to others</td> <td>Use irregular verbs in more complex tenses and structures.</td> </tr> </tbody> </table> <p><i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i></p>	Prior	Now	Next	Communicating simple details about food, customs and festivals. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.	Understand and communicate using irregular and reflexive verbs more confidently in different tenses and to refer to others	Use irregular verbs in more complex tenses and structures.
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Communicating simple details about food, customs and festivals. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.	Understand and communicate using irregular and reflexive verbs more confidently in different tenses and to refer to others	Use irregular verbs in more complex tenses and structures.								

Half-Term			7 weeks (17 lessons) (34 Days)	
4-Nov	A	9	L1: Exam Feedback & EB / Recall Lesson: Photo Card (F) 40 Words (F) 90/150 (H): Unit 1 Family & Friends L2: Exam Feedback & EB Recall Lesson: General Conversation L3: Exam Feedback & EB Recall Lesson: Literature Texts.	<p>Module 8 - Hacia un mundo mejor</p> <p>Students will learn how to communicate and understand details in longer pieces about town and region including places in town, shopping, features of a region, problems, and the pros and cons of different places to live. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of town and region.</p>
11-Nov	B	10	<p>Module 8 - Hacia un mundo mejor</p> <p>L4 – PDP1 what I do to help the environment at home L5 – Unit 2 - Actúa localmente focus on vocab to improve the environment and offer a two-sided argument, talk about local issues Exam skills –Translations</p>	<p>As well as developing a deeper understanding of how to conjugate verbs in the present, preterite and future simple tenses. Looking at how to use the future simple tense to talk about what you will do tomorrow, and how to recognise and use different tenses together.</p> <p>Key Focuses: Module 8 GW: students can use present tense verbs to say what they do to help society (using vocab specific to the environment and social issues), and demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future on the topic of global issues.</p>
18-Nov	A	11	<p>F& H: Unit 1 - Piensa globalmente focus on global issues vocabulary F: using superlatives H: subjunctive phrases L6 – Global issues L7 – Listening for high numbers L8: Exam Skills: speaking exam, photocard and general conversation</p>	<p>BI: : students can use a variety of tenses to say what they do to help society and demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less</p>

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25-Nov	B	12	<p>Punto de partida 2 – healthy living F&H: discussing a healthy lifestyle and diet related problems L9 – Explain why certain foods are healthy L10 – Discuss lifestyle problems Additional - Exam skills– writing 40/90 word task</p>	<p>familiar vocabulary and more complex grammatical structures on this topic. EW: students can use a variety of tenses to say what others do to help society (using vocab specific to the environment and social issues), as well as themselves, and draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material</p>						
2-Dec	A	13	<p>L11 - Recall Task F&H: Unit 3 - Vivir a tope - focus on opinions on smoking and healthy lifestyles. Understanding different tenses discuss healthy/unhealthy choices L12 - Different tenses – comparing what you used to do /do now/will do L13 - Exam skills – listening coping strategies</p>	<p>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, as well as using Exampro tasks and setting interleaving tasks for homework from across modules. Grammar focus – F: ‘se debería’, superlatives, using different tenses in one text H: subjunctive, imperfect continuous</p>						
9-Dec	B	14	<p>F & H Unit 4 – el deporte nos une – focus on pros and cons of sporting events, explaining points of view. H – pluperfect tense L14 – talk about international sporting events L15 – Pluperfect tense (H) verbs in 3rd person plural (F) Exam skills – reading – Positive and negative questions</p>	<p>Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 2. Historical/cultural links – Casas cuevas in Granada, Spain, which are traditional Andalusian ‘cave houses’ within a discussion of different types of housing. Discuss that more people live in flats/apartments in Spain than in the UK. ‘War of Water’ protests in Bolivia (2000), where protests broke out over the steep inflation of water prices. International sporting events such as the Olympic Games, La Vuelta a España, the World Cup. Natural disasters in Spanish speaking countries, for example an earthquake in Colombia, tornado in Mexico, forest fires in Mallorca and flooding in Bolivia. Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in environmental projects between England, Spain and Hispanic countries</p>						
16-Dec	A	15	<p>L16 - Recall Task feedback Exam Skill Lesson : Extended Written Task Preparation (90/150) L17 - Exam Skill Lesson : Extended Written Task / General Conversation</p>	<table border="1"> <thead> <tr> <th>Prior</th> <th>Now</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>Communicating simple details about environmental and social issues, and healthy lifestyles. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.</td> <td>Understand and communicate using more complex structures to discuss the environment and global issues</td> <td>Use of the subjunctive tense with phrases of judgment. Pluperfect tense</td> </tr> </tbody> </table> <p><i>Mens health awareness month/disability confident month</i> 1/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 25/12 Christmas Day Hannukah 18/12-26/12</p>	Prior	Now	Next	Communicating simple details about environmental and social issues, and healthy lifestyles. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.	Understand and communicate using more complex structures to discuss the environment and global issues	Use of the subjunctive tense with phrases of judgment. Pluperfect tense
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Christmas Holiday			6 weeks (16 lessons) (30 Days)							
6-Jan	B	16	<p>L1 - EBI Response : End of Unit Writing. L2 - Module 7 ¡A currar! (12 lessons) Punto de partida revise / recall jobs and workplaces L3 – reasons for job preferences</p>	<p>Module 7 ¡A currar! Students will learn how to communicate and understand details in longer pieces about jobs and future study and employment, including work experience, summer jobs, languages and travel, job preferences and future plans. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of jobs.</p>						
13-Jan	A	17	<p>L4 – Unit 1 ¿Qué haces para ganar dinero?</p>							

				Prior	Now	Next
			how you earn money using a variety of verb tenses. part-time jobs with time phrases and numbers L5 – H: soler in imperfect F: verbs + infinitive	Communicating simple details about jobs and preferences. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.	Understand and communicate using a variety of structures to express future plans/wishes.	Using the imperfect subjunctive in 'si' clauses
20-Jan	B	ST2	L6 - Recall Task / ST2 Preparation: Recall of Units 1 + 2 – Reading & Listening L7 - ST2 Preparation: Recall of Units 3 + 4: Writing L8 - ST2 Preparation : Recall of Units 5 + 6: Reading & Listening	As well as developing a deeper understanding of how to conjugate verbs in the present, preterite and future and imperfect tenses. Looking at how to use the preterite and imperfect tenses together to talk about work experience.		
27-Jan	A	ST2	L9 - ST2 Preparation : Recall of Unit 7: Reading & Listening L10 - Recall Lesson: Unit 5: Writing EBI Response Recall Task	Key Focuses: Module 7 GW: students can use present tense verbs to say what jobs interest them and why and use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).		
3-Feb	B	ST2	L11 - Recall Lesson : Unit 6 : Writing L12 - Recall Lesson: Unit 2: Speaking L13 - Recall Lesson: General Conversation	BI: students can use give opinions about others and use the near future tense to express their future plans and demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical.		
			L14 - Exam Feedback & EBI / Recall L15 - Exam Feedback & EBI / Recall	EW: students can use at least three tenses (present, near future and imperfect) to describe jobs and plans (past, present and future and respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures		
				Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, as well as using Exampro tasks and setting interleaving tasks for homework from across modules.		
				Grammar focus – using imperfect and preterite tenses together, verbs followed by infinitive, different structures to express future plans.		
				Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 3.		
				Historical/cultural links – typical part-time jobs of young people in Spain such as lifeguard at beach/outdoor pool, summer camp coordinator, waiter in the summer holidays. Job opportunities for young people in the Balearic Islands, for example Au pair, summer camp, tourism services. Environmental projects in Honduras such as conservation projects of turtles/ marine life. Gap year travel in South America, including backpacking, volunteering, teaching, interailing, charity projects (such as building a school), environmental conservation projects.		
				Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in job prospects between England, Spain and Hispanic countries		
10-Feb	A	21		- LGBT+ History month 27/1 Holocaust memorial day 1/2 World Hijab Day 6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year		

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Half-Term		5 weeks (13 lessons) (24 Days)	
26-Feb	B	22	<p>L1 - Exam Feedback & EBI / recall</p> <p>L2 - Unit 2 – mis prácticas laborales giving opinions on positive / negative opinions on work experience. Preterite and imperfect together on work experience</p> <p>L3 - U5 Un año sabático – Conditional tense + future plans</p>
4-Mar	A	23	<p>L4 - U6 en el futuro</p> <p>H- use of future tense and subjunctive with cuando</p> <p>F – use near future tense</p> <p>L5 - Exam skills – reading+ listening strategies</p>
11-Mar	B	24	<p>L6 - Exam Skill Lesson : Extended Written Task Preparation</p> <p>L7 - Extended Written Task</p>
18-Mar	A	25	<p>L8 - GCSE Revision Lesson : Units 1+2 : Reading & Listening</p> <p>L9 - EBI Response EWT / Units 1+2 Reading & Listening</p> <p>L10 - GCSE Revision : Units 3 + 4 Reading & Writing</p>
25-Mar*	B	26	<p>L11 - GCSE Revision Units 4+5 speaking</p> <p>L12 - GCSE Revision : Unit 6 : Speaking</p>
<p>Overview of Unit – Recall Lessons to maximise student progress.</p> <p>Students enhance and consolidate exam skills over a range of recall and revision lessons to prepare them for their ST2 Exams. They continue to complete a range of written and spoken tasks in preparation for their assessments. . They are able to use three tenses and express a range of opinions and justifications. Students also complete a range of past paper reading, listening and translation tasks to enhance and consolidate their skills.</p> <p>Foundational Concepts – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>Assessment of Progress – Student Tracking 2. Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Students are expected to respond to questions that include: Spanish literature, Spanish speaking musicians, environmental issues, customs and traditions around the Spanish speaking world.</p> <p>Learning Outcomes</p> <p>GW: students can access all exam style tasks. They can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p> <p>BI: students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>EW: students can access all exam style tasks and are confident to attempt a variety of styles of tasks in the target language. They can respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors..</p> <p><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p>			

				<p><i>Easter Sunday 31/3</i></p> <table border="1"> <thead> <tr> <th>Prior</th> <th>Current (Y11)</th> <th>Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.</td> <td>Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.</td> <td>Use 3 tenses to communicate details about varied topics, eg, school and freetime</td> </tr> </tbody> </table>	Prior	Current (Y11)	Next (Y12)	Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.	Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.	Use 3 tenses to communicate details about varied topics, eg, school and freetime
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			<p>Lesson 1: GCSE Revision : Unit 1 : Speaking Lesson 2: GCSE Revision: Unit 2 : Speaking Lesson 3: GCSE Revision : Unit 3 : Speaking</p>							
Easter Holiday				6 weeks (16 lessons) (29 Days)						
22-Apr	B	28	<p>Lesson 4: GCSE Revision: Unit 4 : Reading & Listening Lesson 5: GCSE Revision: Unit 4 : Speaking</p>	<p>Overview of Unit – Recall Lessons to maximise student progress.</p> <p>Students enhance and consolidate exam skills over a range of recall and revision lessons to prepare them for their ST2 Exams. They continue to complete a range of written and spoken tasks in preparation for their assessments. . They are able to use three tenses and express a range of opinions and justifications. Students also complete a range of past paper reading, listening and translation tasks to enhance and consolidate their skills.</p> <p>Foundational Concepts – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>Assessment of Progress – Student Tracking 2. Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Students are expected to respond to questions that include: Spanish literature, Spanish speaking musicians, environmental issues, customs and traditions around the Spanish speaking world.</p> <p>Learning Outcomes GW: students can access all exam style tasks. They can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p>						
29-Apr	A	29	<p>Lesson 6: (Speaking Exams?) GCSE Revision: Unit 7: Reading, Listening, Writing Lesson 7: (Speaking Exams?) GCSE Revision :Unit 8: Writing Lesson 8: (Speaking Exams?) GCSE Revision: Use QLA to determine Skill & Area of Study</p>							
6-May*	B	30	<p>Lesson 9: GCSE Revision: Use QLA to determine Skill & Area of Study Lesson 10: GCSE Revision: Use QLA to determine Skill & Area of Study</p>							
13-May	A	GCS E	<p>Lesson 12: GCSE Revision: Use QLA to determine Skill & Area of Study Lesson 13: GCSE Revision: Use QLA to determine Skill & Area of Study Lesson 14: GCSE Revision: Use QLA to determine Skill & Area of Study</p>							
20-May	B	GCS E	<p>Lesson 15: GCSE Revision: Use QLA to determine Skill & Area of Study Lesson 16: GCSE Revision: Use QLA to determine Skill & Area of Study</p>							

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			<p>BI: students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>EW: students can access all exam style tasks and are confident to attempt a variety of styles of tasks in the target language. They can respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors..</p> <p><i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></p> <table border="1"> <thead> <tr> <th>Prior (Y10)</th> <th>Current (Y11)</th> <th>Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.</td> <td>Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.</td> <td>Use 3 tenses to communicate details about varied topics, eg, school and freetime</td> </tr> </tbody> </table>	Prior (Y10)	Current (Y11)	Next (Y12)	Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.	Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.	Use 3 tenses to communicate details about varied topics, eg, school and freetime
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Half-Term			7 weeks (8 lessons) (35 Days)						
3-Jun	A	GCS E	<p>Lesson 1: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Lesson 2: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Lesson 3: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Overview of Unit – Recall Lessons to maximise student progress.</p> <p>Students enhance and consolidate exam skills over a range of recall and revision lessons to prepare them for their ST2 Exams. They continue to complete a range of written and spoken tasks in preparation for their assessments. . They are able to use three tenses and express a range of opinions and justifications. Students also complete a range of past paper reading, listening and translation tasks to enhance and consolidate their skills.</p>						
10-Jun	B	GCS E	<p>Lesson 4: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Lesson 5: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Foundational Concepts – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p>						
17-Jun	A	GCS E	<p>Lesson 6: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Lesson 7: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Lesson 8: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p> <p>Assessment of Progress – Student Tracking 2. Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a</p>						

24-Jun	B	Contingency		<p>formative assessment task to apply knowledge from a specific sequence of learning.</p> <p>Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.</p> <p>How will it link to history, culture, authentic artefacts, music, art, literature?</p> <p>Students are expected to respond to questions that include: Spanish literature, Spanish speaking musicians, environmental issues, customs and traditions around the Spanish speaking world.</p> <p>Learning Outcomes</p> <p>GW: students can access all exam style tasks. They can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p> <p>BI: students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.</p> <p>EW: students can access all exam style tasks and are confident to attempt a variety of styles of tasks in the target language. They can respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors..</p> <p><i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i></p> <table border="1" data-bbox="790 1435 1426 1749"> <thead> <tr> <th>Prior (Y10)</th> <th>Current (Y11)</th> <th>Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.</td> <td>Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.</td> <td>Use 3 tenses to communicate details about varied topics, eg, school and freetime</td> </tr> </tbody> </table>	Prior (Y10)	Current (Y11)	Next (Y12)	Introduction to simple phrases across varied topics e.g. school & free time. Opinions and reasons, past and future tenses.	Understand details linking to varied topics, eg, school and free time in more complex and longer texts and sequences of speech.	Use 3 tenses to communicate details about varied topics, eg, school and freetime
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(Total: 190 Days)										

* Bank Holidays

Overview of Year 11	
Based on your Flight Path	By the end of Year 11, students will have learned how to understand longer texts that include familiar and unfamiliar vocabulary. They will have learned how to apply their knowledge to each of the modalities. Students will have an awareness of how to achieve maximum marks in their exams. They

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

	will be able to communicate information across all 8 topics of study. They will be able to use different tenses and a range of opinions and reasons. Students will also be able to use complex language.
GW: (E.g. Grade 1-4)	Students are able to understand longer texts that include familiar and unfamiliar language. They will be able to use three tenses in their written and spoken work. Students will be able to apply knowledge to the different style of questions at GCSE. They will be able to recall knowledge effectively enabling them to tackle all topics they have studied.
BI: (E.g. Grades 5-6)	<i>Students are successful in accessing more complex GCSE tasks as well as producing written and spoken work to a high standard. They are able to use three tenses with a range of complex opinions and justifications across the GCSE topics they have studied.</i>
EW: (E.g. Grades 7+)	<i>Students are able to use variety of tenses to communicate information about all of the topics they have studied for this unit. They are able to understand complex texts and access the higher ability end of the exam. They are able to apply their knowledge across all of the modalities to a high quality. This will include, the use and recognition of complex language structures that refer to different pronouns, tenses, negatives and unfamiliar language.</i>

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
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