

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 2025-26 – Spanish

Date	Wk	Wk	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (20 Lessons) (38 Days) May fall in different weeks timetable dependant.				
Tues 2-Sep Tues Y7 only Wednesday -whole school	A	1	Module 5 - ¡A clase! (To note this is continued from Y10 and lesson 1 will require some recall of basic descriptions of school and describing a typical day) Lesson 1 Un día en el insti – recall and describe a typical school day Lesson 2 ¿Cómo cambiarías tu instituto? – introduce the conditional tense discuss how you would change your school	Overview of Unit Module 5 - ¡A clase! Students will learn how to communicate and understand details in longer pieces about school. 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. As well as developing a deeper understanding of how to conjugate verbs in the present, preterite, future and conditional question forms, a variety of tenses and exam skills. Looking at how to use preterite to describe school day, and, with a focus on negatives and irregular verbs in the present. 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. 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. 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. Tier 2/3 Vocabulary
8-Sep	B	2	Lesson 3 2 ¿Cómo cambiarías tu instituto? – discuss how you would change your school. Lesson 4 la gente en mi insti – Discuss pupils and teachers in your school and introduce the use of complex negatives. Lesson 5 : Exam skills lesson – foundation 90 word practice Higher 150 word practice – using modelling to offer scaffolding and guidance.	How will it link to history, culture, authentic artefacts, music, art, literature? Key Focuses: Module 6 GW: students can use a variety of tense verbs to say what they do during school and how they would like to change their school (conditional tense) 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. 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. EW: In addition, students can write coherent extended texts on a variety of areas relating to the topic of school, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view
15-Sep (INSET Friday)	A	3	Lesson 6/7 El viaje de fin de curso Describe a past school trip focusing on using adjectives and adverbs Exam skill listening from exampro	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 – irregular verbs in the present tense, reflexive verbs in the preterite tense, infinitive structures, negatives, using the conditional tense and forming questions
22-Sep	B	4	L8: Exam skills – recall quiz – listening / reading task + Exam skills lesson focus on role play and question words speaking- role plays Module 6 Mi barrio y yo Lesson 9 En Colombia todo es posible Introduce and describe a city in your region Lesson 10 Medellín, ciudad inteligente Using the perfect tense to describe cities including use of prepositions	
29-Sep	A	5	Lesson 11/12 Medellín ahora y antes – describing what a city used to be like using the imperfect tense. Exam skills questions – listening and reading exampro.	
6-Oct	B	ST1	L13/14/15 - Recall quiz EBI feedback ST1 Revision: Recall Revisions, units 1-5. Covering all exam skill areas. When not in exams	

			Lessons 16/17 Walking Talking Mock. Focus on skills – exam technique for AT1&3 ST1 Revision: Recall Revisions, units 1-5. Covering all exam skill areas. Walking Talking Mock. Focus on skills – exam technique for AT1&3 Writing 90 / 150 Words (House & Home) When not in exams	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. Historical/cultural links – Comparisons made with school,s in Spain to the UK and in different Spanish speaking countries, 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.						
13-Oct	A	ST1	Lesson 18/19 recall Describing 2 Photos (Free Time) GCSE Role Plays (Shopping / Eating Out / Sport) When not in exams							
20-Oct	B	8	Lesson 20:i A comprar! Discuss shopping preferences and revising direct object pronouns Exam skill read aloud task and unprepared questions.							
<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about where they live 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></table> <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>					Prior	Now	Next	Communicating simple details about where they live 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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Half-Term 7 weeks (17 lessons) (34 Days)										
3-Nov	A	9	Lesson 1/2 ¿Donde prefieres vivir? Giving preferences on where you will live and using comparisons Higher – using the present subjunctive with cuando Exam skills –Translations	Module Mi barrio y yo 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. 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. Key Focuses: Module 8 GW: students can use present tense verbs to discuss where they live and their preferences for their future living place, 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. BI: : students can use a variety of tenses to say will live and be able to describe what it used to be like 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 structures on this topic. EW: students can use a variety of tenses to say where they will live use the present tense subjunctive with cuando. They will also be able to draw inferences and organise and present relevant details from longer						
10-Nov	B	10	Lesson 3/4/5 Un intercambio cultural Discussing where you live using a variety of tenses and consolidating irregular preterite tense verbs Exam Skills: speaking exam, photocard and general conversation Recall Task							
17-Nov	A	11	L6/7 Focus on all exam skills using Pgs 146-155 Recall Task feedback							
24-Nov	B	12	Lesson 8/9/10 Un mundo mejor para todos L8 Describing the natural world using pronouns and prepositions and recapping key sound pronunciations Exam skills read aloud task L9/10							

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			iActúa ya! Talking about how you help your community using the imperative and a variety of key structures to express how you help.	texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material						
1-Dec	A	13	L11 – El planeta en peligro Talking about climate change Using the imperfect continuous tense and discussing the weather in 2 tenses (foundation) and using the passive - higher Lesson 12 - Recall Task - Exam skills – listening coping strategies and new key vocab	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: using different tenses in one text H: subjunctive, imperfect continuous and a variety of tenses 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.						
8-Dec	B	14	Lesson 13/14/15 Protegemos el planeta Discuss what you do to help the enviornoment using the I and we froms and – Higher – avoiding the passive Exam skills – reading – Positive and negative questions	Historical/cultural links – Casas cuevas in Granada, Spain, which are traditional Andalucían ‘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						
15-Dec	A	15	L16 - Exam Skill Lesson : Extended Written Task Preparation (90/150) L17 - Exam Skill Lesson : Extended Written Task / General Conversation Additional - Exam skills– writing 50/90/150 word task for forward planning for ST2	<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about their town Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.</td><td>Understand and communicate using more complex structures to discuss Their town</td><td>Use of the subjunctive tense with phrases of judgment. Pluperfect tense</td></tr></table> <i>Mens health awareness month/disability confident month</i> <i>Diwali</i> <i>Remembrance Sunday</i> <i>Transgender awareness week</i> <i>World Diabetes Day</i> <i>World AIDS day</i> <i>Christmas Day</i> <i>Hannukah</i>	Prior	Now	Next	Communicating simple details about their town Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.	Understand and communicate using more complex structures to discuss Their town	Use of the subjunctive tense with phrases of judgment. Pluperfect tense
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Christmas Holiday			6 weeks (16 lessons) (30 Days)							
5-Jan	B	16	Lesson 1 / 2 Nuestra mundo, nuestra responsadildad Discuss possible solutions to environmental issues Exam skills – all speaking style questions Higher - - using the present subjunctive to give opinions Foundation – using no se deberia + infinitive	Module 7 un mundo mejor para todos Students will learn how to communicate and understand details in longer pieces about the environment and how to protect the environment 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. 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.						
12-Jan	A	17	Lesson 3/4/5 Possible mock speaking exams El futuro está en nuestras manos	Key Focuses: Module 7						

			Discussing community projects to help the environment and using a variety of comprehension skills	<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about the environment. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.</td><td>Understand and communicate using a variety of structures to express plans to help the environment</td><td>Using complex structures in written work</td></tr></table>	Prior	Now	Next	Communicating simple details about the environment. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.	Understand and communicate using a variety of structures to express plans to help the environment	Using complex structures in written work
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19-Jan	B	ST2	L6 - Recall Task – Reading & Listening L7 - ST2 Preparation: Recall of Units 3 + 4: Writing L8/9 - ST2 Preparation : Recall of Units 5 + 6: Reading & Listening							
26-Jan	A	ST2	L10/11/12 - ST2 Preparation : Recall of Unit 7: Reading & Listening L10 - Recall Lesson: Unit 5: Writing EBI Response Recall Task	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).						
2-Feb	B	20	Lesson 13 EBI exam feedbacks Lesson 14 Focus on skills speaking – all tasks and common misconceptions from the mock speaking exams	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.						
9-Feb	A	21	Module 8 - El futuro te espera Lesson 15/16 Sueños y esperanzas Discussing your future plans and dreams with a variety of future tense expressions Exam skills – listening and reading - exampro	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 -LGBT+ History month Holocaust memorial day World Hijab Day Children's mental health week. Safer internet day Chinese New Year						
Half-Term										
5 weeks (13 lessons) (24 Days)										
23-Feb	B	22	Module 2 Lesson 1 / 2 /3 ¡A trabajar! Discussing getting different jobs							

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			Writing skills 50/90 words	<div>Women's history month</div> <div>Ramadhan begins</div> <div>World Down Syndrome day</div> <div>Transgender day of visibility</div> <div>Easter Sunday</div> <table><tr><th>Prior</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><tr><td>Introduction to simple phrases across varied topics e.g. jobs and careers Opinions and reasons, past and future tenses.</td><td>Understand details linking to varied topics, eg, jobs and careers in more complex and longer texts and sequences of speech.</td><td>Use 3 tenses to communicate details about varied topics, eg, future career orientations</td></tr></table>	Prior	Current (Y11)	Next (Y12)	Introduction to simple phrases across varied topics e.g. jobs and careers Opinions and reasons, past and future tenses.	Understand details linking to varied topics, eg, jobs and careers in more complex and longer texts and sequences of speech.	Use 3 tenses to communicate details about varied topics, eg, future career orientations
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2-Mar	A	23	Lesson 4/5 Module 3 Un trabajo para todos Discuss different future career intentions Exam skills – translations Spanish to English and English to Spanish							
9-Mar	B	24	Lesson 6/7/8 module 4 Las lenguas te abren las puertas Discuss the importance of learning languages using modal verbs							
16-Mar	A	25	Lesson 9/10 Module 5 El trabajo antes ahora ... y mañana Talking about the changes in the world of work focus on listening (especially numbers)							
23-Mar	B	26	Lessons 12/13 / 14 El futuro sin límites Talking about the impact of artificial intelligence recognising a variety of less common complex structures in reading texts							
30-Mar (finish Wednesday 1 st April)	A		Lesson 1: GCSE Revision : Unit 1 : Speaking Lesson 2: GCSE Revision: Unit 2 : Speaking Lesson 3: GCSE Revision : Unit 3 : Speaking							
Easter Holiday6 weeks (16 lessons) (29 Days)										
20-Apr	B		Lesson 4: GCSE Revision: Unit 4 : Reading & Listening Lesson 5: GCSE Revision: Unit 4 : Speaking	<div>Overview of Unit – Recall Lessons to maximise student progress.</div> <div>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.</div> <div>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.</div> <div>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.</div> <div>Tier 2/3 Vocabulary – Tenses: past, present, future, conditional, simple future, imperfect tense, subjunctive, passive voice, expressing opinions with justifications, expressions of frequency.</div>						
27-Apr	A	29	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							
4-May (Bank holiday Mon)	B	GCE	Lesson 9: GCSE Revision: Use QLA to determine Skill & Area of Study Lesson 10: GCSE Revision: Use QLA to determine Skill & Area of Study							
11-May	A	GCE	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							
18-May	B	GCE	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>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. 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. 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><tr><th>Prior (Y10)</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><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></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)						
1-Jun	A	GCS E	<p>Lesson 1: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 2: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 3: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)</p>						
9-Jun	B	GCS E	<p>Lesson 4: 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> <p>Foundational Concepts – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce</p>						

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			Lesson 5: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)	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.						
16-Jun	A	GCS E	Lesson 6: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 7: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 8: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)	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.						
23-Jun	B	Cont inge ncy		<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. 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. 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. Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day</i></p> <table><tr><th>Prior (Y10)</th><th>Current (Y11)</th><th>Next (Y12)</th></tr><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</td><td>Use 3 tenses to communicate details about varied topics, eg, school and freetime</td></tr></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	Use 3 tenses to communicate details about varied topics, eg, school and freetime
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					sequences of speech.		
(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 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

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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)
-