

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A Year 11	<u>¡A Currar!</u> Students pick up their GCSE course in Year 11 with a unit of work on careers, building on prior learning from Year 9. They learn how to talk about work experience they have done in the past, part time jobs that they may have at the moment and the jobs they hope to do in the future.	• Talking about jobs, preferences, how you earn money and what usually do using the verb <i>soler</i> and imperfect tense. • Talking about work experience using expressions of preference • Talking about the importance of learning languages using the present continuous tense. • Talking about how to apply for a summer job using direct and indirect object pronouns and writing in the formal person • Discussing about gap years using conditional tense using 'if' clauses and the imperfect subjunctive and conditional tenses • Discussing plans for the future using subjunctive tense with "cuando" plus subjunctive tense.	Speaking - role play + reading aloud Translation into English Reading Listening inc. dictation Module 7 writing week /32 Memrise %

Beths Grammar School Y11 Spanish Curriculum Map - AQA GCSE Spanish

Autumn Term 1B Year 11	<u>Module 8</u> <u>Hacia un mundo mejor</u> Students learn to discuss environmental and social issues, talking about which issues concern them the most and what can be done to help solve these problems. There are cross-curricular links with geography in the discussion of the effects of global warming and PSHCE links global responsibility. Students also consider the importance of healthy living, alongside the role of sport in bringing people together.	• Talking about the different types of houses and about the environment and discussing about healthy and unhealthy lifestyle using 'se debería' + infinitive and the three main tenses together. • Talking about global issues and being able to read cultural texts and literary texts about global aspects using the present subjunctive. • Talking about local actions and resending written arguments using high structured level sentences and a range of tenses. • Discussing about healthy lifestyles and giving extended arguments and reasons using a range of complex structures. • Talking about International sporting events and about natural disasters explaining your point of view about them using the imperfect continuous tense.	Weeks 3 and 4 - Year 11 mock 1 (all components assessed – listening, reading, speaking and writing) Module 8 writing week /32
Spring Term 2A Year 11	<u>Revision of modules for Themes 1 and 2 with targetted exam practice</u> Students revise modules of the GCSE textbook, reviewing the topics of family and friends, free time activities, technology, celebrations and town/region while practising higher tier listening, reading, writing and speaking questions.	• Learning speaking questions for all themes and completing reading and listening past papers from years 2018-2021. • Revision of Theme 1 - module 3 (Family) using higher tier listening, reading, speaking and writing exercises • Revision of Theme 1 - module 3 (Technology) and module 4 (Freetime) using higher tier listening, reading, speaking and writing exercises • Revision of Theme 1 - module 6 (Customs topic) using higher tier listening, reading, speaking and writing exercises • Revision of Theme 2 - module 1 (Travel and Tourism) and Module 5 (Home/Town) using higher	In-class tests on green book answers across all themes (in preparation for the speaking and writing exams). Reading and listening past papers from 2018-2021

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		tier listening, reading, speaking and writing exercises	
Spring Term 2B Year 11	<u>Revision of modules for Themes 3 with targetted exam practice</u> Students revise modules of the GCSE textbook, reviewing the topics of holidays, school, careers and global issues while practising higher tier listening, reading, writing and speaking questions.	• Revision of Theme 2 - module 8 (Social and Global) using higher tier listening, reading, speaking and writing exercises • Revision of Theme 3 - module 3 (My Studies) using higher tier listening, reading, speaking and writing exercises • Revision of Theme 3 - module 7 (Education post 16+) using higher tier listening, reading, speaking and writing exercises • Revision of all Themes for all four skills - speaking, listening, reading and writing • Role play and photo card past paper practice from years 2021-2024 and completing reading and listening past papers from years 2022-2024	Weeks 2 and 3 – Year 11 mock 2 Lesson 1 – Writing and photo card Lesson 2 – Listening, reading and role play Lesson 3 – General conversation Reading and listening past papers from 2021-2024
Summer Term 3A Year 11	<u>Preparation for writing exam</u> Students revise how to answer 16 and 32 mark questions in the writing exam as well as the translation into Spanish and do past paper practice in class, covering all three themes.	• Theme 1 unseen writing questions from past paper 2018/19 - planning 32 markers modelling and exam conditions writing - Writing Week M8 • Theme 2 unseen writing questions from past papers 2020/21 - planning 32 markers modelling and exam conditions writing • Theme 3 unseen writing questions from past paper 2022/23 - planning 32 markers modelling and exam conditions writing • Revision workbook reading and listening tasks • Grammar and translation workbook tasks	Real GCSE speaking exam (week 1 or 2). Writing past papers from 2018-2024.

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Summer Term 3B Year 11	<u>Study leave – real GCSE exams</u>		
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