

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>Travel and Tourism, including places of interest</u> Students pick up their GCSE course in Year 11 with Theme 3 – Communication and the World around us. They begin with a unit talking about holidays and places of interest and tourism, building on prior learning from Year 9. Students talk and describe previous holidays experiences, and they go on to discuss future dream holidays and activities they hope or would like to do.	- Talking about holidays activities, preferences of where to go for holidays, using me gusta(n) / me gustaría + infinitive and phrases ir de + infinitive - Talking about what you did on holidays using acabar de + infinitive and a range of structures to give opinions in the past. - Talking about holiday problems and where you stayed during holidays using imperfect, preterite tense and possessive pronouns. Giving and spotting positive/negative opinions. - Talking about dream holidays and writing a travel guide based on a past holiday using a range of past tenses. - Discovering Spanish-speaking holiday destinations And learning to describe places using passive voice ser + participle, the passive with se and suelo + infinitive. - Discussing plans for the future using subjunctive tense with "cuando" plus subjunctive tense.	Speaking - role play + reading aloud + Describing a photo Translation into English Reading Listening inc. dictation Module 7 writing week /25 Memrise %

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Autumn Term 1B Year 11	<u>Media and Technology</u> Students discuss many aspects related to the world of technology evaluating the value of social media and recognising its advantages and disadvantages for young people and wider society	• Discussing usual and recent uses of the internet and their advantages and disadvantages using opinions phrases. • Evaluating social media, different apps and platforms using present and past tenses together along with modal/opinion verbs + infinitive • Describing the influences of the digital world by referring to the internet and social media, including reasons for and frequency of their use and their importance to young people and society using negative expressions. • Referring to different platforms involving famous people and influencers, using opinions phrases in a range of tenses, including discussion on their advantage /disadvantages in celebrities' activities and their influences on young people and wider society • Referring to technology use in the past, present and future, including frequency of use, including three time frames and adjectives beginning with in- or im- • Discussing risks and how to stay safe online.	Weeks 3 and 4 - Year 11 mock 1 (all components assessed – listening, reading, speaking and writing) Module 8 writing week /25
Spring Term 2A Year 11	<u>Environment and where people live</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 and contribute towards sustainability. The scope of study then extends to discussions	• Referring to wider global issues causing environmental damage and describe future activities that would make a positive impact on the planet, using infinitives as nouns to describe a whole action. Discussing general geography and climate, and environmental problems • Describe the local environment, including environmental issues, using negatives and	In-class tests on green book answers across all themes (in preparation for the speaking and writing exams). Reading and listening past papers from 2018-2024 Module 9 writing week /25

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	of local area and comparisons with other towns, including those in Spanish-speaking countries. This term includes a lesson on Sustainability.	en+present participle. Discussing ways to work together to protect the environment including day to day actions to protect the environment • Describing your town / village / neighbourhood of residence, including local buildings, activities, and facilities, using modal verbs. Giving opinions including advantages and disadvantages for young people and tourists and discussing new technologies • Comparing real and ideal homes, including describing your ideal home and area. Discussing future intentions on where to live with reasons, using a range of future and conditional tenses. Discussing a visit to another town and using comparison. • Learning about different traditional dwellings in the francophone world and recapping the imperfect tense.	
Spring Term 2B Year 11	<u>Recap of Themes / Preparation for Real Speaking exam / Past Paper programme</u> Students are heavily working on exam technique and practise of past papers. There is a strong focus on the upcoming speaking exams.	• Theme 1 - Past Paper programme of Listening and Reading. In-class focus on elements of the Real Speaking exam with focus on speaking exam during lessons. • Theme 2 - Past Paper programme of Listening and Reading. In-class focus on elements of the Real Speaking exam with focus on speaking exam during lessons. • Theme 3 - Past Paper programme of Listening and Reading. In-class focus on elements of the Real Speaking exam with focus on speaking exam during lessons.	Weeks 2 and 3 – MOCK EXAMS 2 IN CLASS ASSESSMENTS Past exam paper programme

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		• Focus on Role Play, Reading Aloud, Photo Card and General Conversation - all three themes • Preparation for the Real Speaking exam - exam technique focus	
Summer Term 3A Year 11	<u>Revision for speaking and writing exams</u> Students revise how to answer 15 and 25 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 - Past Paper programme with focus on writing skills - planning 25 markers modelling and exam conditions writing • Theme 2 - Past Paper programme with focus on writing skills - planning 25 markers modelling and exam conditions writing • Theme 3 - Past Paper programme with focus on writing skills - planning 25 markers modelling and exam conditions writing • Preparation for the Writing exam - exam technique focus • Grammar and translation tasks to strengthen writing skills and understanding for the Listening and Reading exams	Weeks 1+2: REAL SPEAKING EXAM Past exam paper programme.
Summer Term 3B Year 11	<u>Study leave – real GCSE exams</u>		