

Year 11 Spanish New GCSE Curriculum

Term	Curriculum Content
Michaelmas 1	<p>Module 6 Continuation</p> <p>Unit 3: ¡A comprar!</p> <p>Learning Objective: Discussing shopping habits and preferences. Topic: Shopping experiences and preferences in Medellín and other urban settings. Key Grammar: Revisiting direct object pronouns, absolute superlatives (-ísimo/a). Complex Structures: Relative pronouns (que, donde), using lo que to express ideas. Skills: Translating between tenses and practicing vocabulary for consumer activities.</p> <p>Unit 4: ¿Dónde prefieres vivir?</p> <p>Learning Objective: Discussing preferences for urban or rural living. Topic: Describing and comparing different living environments. Key Grammar: Subjunctive with cuando, comparisons (más/menos que). Complex Structures: Using conditional tense for hypothetical situations. Skills: Revisiting conditional tense, expressing opinions using complex structures.</p> <p>ASSESSMENT: Writing Paper Speaking Mocks</p>
Michaelmas 2	<p>Module 7: Un mundo de esperanza para todos</p> <p>Unit 1: ¡Actúa ya!</p> <p>Learning Objective: Discussing how to contribute to the community. Topic: Social responsibility and volunteer work. Key Grammar: Using the imperative (affirmative tú commands), impersonal verbs (vale la pena, hace falta). Complex Structures: Positioning of pronouns in commands, using impersonal expressions. Skills: Giving advice and instructions in a community context.</p> <p>Unit 2: El planeta en alerta roja</p> <p>Learning Objective: Discussing environmental issues and solutions. Topic: Global environmental challenges and actions to address them. Key Grammar: Present subjunctive to express opinions and hopes (recomendar, esperar, querer). Complex Structures: Using the subjunctive to give suggestions. Skills: Translating complex texts about environmental activism.</p> <p>Unit 3: Por un futuro más sostenible</p> <p>Learning Objective: Promoting sustainability and environmental conservation. Topic: Sustainable practices at home and in school. Key Grammar: Passive voice and its avoidance, practicing negatives. Complex Structures: Using negative constructions (nunca, no solo ... sino también) to form complex ideas.</p>

	<p>Skills: Developing comprehension around sustainability topics.</p> <p>ASSESSMENT: Listening paper Writing Paper</p>
Trinity 1	<p>Module 8: El futuro te espera</p> <p>Unit 1: Sueños y esperanzas</p> <p>Learning Objective: Talking about future plans. Topic: Discussing personal ambitions and future goals. Key Grammar: Future plans: Using <i>seguir/continuar</i> + present participle, expressions like <i>voy a, quiero, espero, me gustaría, tengo la intención de, tengo ganas de</i>. Complex Structures: Using <i>cuando</i> + present subjunctive for future plans. Skills: Transcribing unfamiliar words. Developing the ability to use various tenses to express future intentions.</p> <p>Unit 2: Para conseguir un empleo</p> <p>Learning Objective: Discussing ways to secure employment. Topic: Job applications, work experiences, and financial goals. Key Grammar: Possessive Pronouns: Reviewing their use in sentences. Prepositions followed by infinitive: Including <i>después de, para, sin</i>. Complex Structures: Using possessive pronouns effectively in job-related contexts. Skills: Understanding job interview vocabulary. Discussing work responsibilities and personal qualities for employment.</p> <p>Unit 3: Un trabajo para todos</p> <p>Learning Objective: Exploring different career options. Topic: Career aspirations, changes in career interests over time. Key Grammar: Masculine and Feminine Nouns: For different job titles. Suffixes: Understanding <i>-dad/-idad</i> to form nouns. Complex Structures: Using a variety of verb forms to express career changes. Skills: Comparing past and present career interests. Explaining job preferences using complex noun structures.</p>
Trinity 2	<p>ASSESSMENT: Listening, Reading and Writing Paper Speaking Mock 2</p> <p>Unit 4: Las lenguas te abren las puertas</p> <p>Learning Objective: Discussing the importance of language learning. Topic: The benefits of learning new languages for work and travel.</p>

	<p>Key Grammar: Modal Verbs: Using <i>deber, poder, tener que</i> to express necessity or obligation. Verbs Forms: Reviewing <i>saber vs conocer</i> and their proper usage. Complex Structures: Using infinitive forms and modal verbs to talk about the advantages of language skills. Skills: Practicing fluency in discussing job opportunities abroad. Understanding the role of languages in broadening cultural horizons.</p> <p><i>Unit 5: El trabajo antes, ahora... y mañana</i></p> <p>Learning Objective: Describing changes in the world of work over time. Topic: Exploring past, present, and future trends in the workplace. Key Grammar: Present and Future Tense: Comparing past conditions with future predictions. Complex Structures: Using percentages and conditional structures to speculate about future work environments. Skills: Reading and understanding complex texts related to labor market trends. Listening for specific details like percentages and data points.</p> <p><i>Unit 6: El futuro sin fronteras</i></p> <p>Learning Objective: Discussing the impact of technology on the future. Topic: Artificial Intelligence (AI) and its role in shaping society. Key Grammar: Subjunctive with Para que: Expressing purpose and opinions. Complex Structures: Working out the infinitive forms of conjugated verbs. Skills: Developing arguments for and against AI. Understanding how to use subjunctive constructions to express hope or fear about future technology.</p>
Lent 1	Exam practice & Exams
Lent 2	