



## SPANISH: Year 11

In students' final year of study, they begin by looking at the topic of school and future plans, revisiting the Y9 module with a higher level of complexity, such as subjunctive phrases and si sentences. Students are encouraged to express their opinions and discuss what they would like to do in the future after school. Students then revisit the topic of Local Area, revisiting high frequency grammar and structures such as hay / no hay and negative structures. Students will also start to build vocabulary to enable them to discuss traffic, pollution and rubbish in their town, giving them foundational knowledge for their final unit of learning, global issues. This final topic that students study in year 11 allows them to engage with global and environmental issues and allows them to reflect on their own role and responsibility as citizens of our global community.

Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
11	<p><b>Topic: Life at school and future plans</b></p> <p><b>Vocabulary covered:</b></p> <p>Revisit: Aprender Estudiar + range of subjects</p> <p>Ser and estar: describing your school</p> <p>El horario + direct object pronouns</p> <p>Daily routine and reflexive verbs (levantarse, despertarse, lavarse los dientes, concentrarse, relajarse, se lever, se laver, se brosser les dents, relajarse, se concentrer, preguntarse)</p> <p>Mejorar a tu escuela: imperfect subjunctive + conditional tense si sentences (si fuera el director cambiaría...)</p> <p>Expressing two sides of an opinion: Por un lado/ por otro lado Ir a la universidad</p> <ul style="list-style-type: none"> <li>- Tomar un año sabático</li> <li>- Encontrar/buscar un trabajo</li> </ul> <p>Los trabajos (revisit Y9 vocabulary) + se puede / podemos + infinitive verb + imperfect + conditional si sentences (si pudiera, sería...)</p> <p>Present perfect to describe a day at school</p>	<p><b>Topic: Local area</b></p> <p><b>Vocabulary covered:</b></p> <p>Revisit: Viver Estar</p> <p>Locations (revisit) En una ciudad / en el campo / en la montaña / en las afueras / por el mar + adjectives to describe (revisit adjectival agreeement)</p> <p>Types of housing (hispanic world focus) En España viven... En Perú viven... En Guatemala viven...</p> <p>Acabar de + infinitive (visitar, viajar, ver)</p> <p>Possessive pronouns mi(s) mío / mía / míos / mías tuyo / tuya/ tuyos / tuyas suyo / suya / suyos / suyas nuestro / nuestra / nuestros / nuestras</p> <p>Hay + negative structures (nunca / jamás ) Places in a town + theme 2 vocabulary (el tráfico / los espacios verdes / los sin techo, las zonas peatonales / los cubos de basura)</p> <p>Superlative adjectives lo más / lo menos + adjective</p>	<p><b>Topic: Global Issues and the Environment</b></p> <p><b>Vocabulary covered:</b></p> <p>Key environmental issues: la basura, la contaminación, los animales en peligro de extinción, los incendios forestales, la tala de los bosques/la deforestación, la sobrepoblación, el tráfico, los atascos, la contaminación atmosférica/de los ríos y los mares, el ruido, el calentamiento global, los combustibles fósiles.</p> <p>Key verbs: apagar las luces, usar el transporte público, ir a pie/andando, dar dinero a organizaciones benéficas, comprar productos ecológicos, cerrar el grifo, ducharse en vez de bañarse, reciclar papel/vídrío/plástico, reutilizar, reducir.</p> <p>Revisit key vocabulary for poverty and homelessness los necesitados, los sin techo, una organización benéfica, sin oportunidades laborales, el paro, enfermedades, el hambre, el trabajo benéfico, la pobreza, el racismo, la sida</p> <p>Verbs of obligation to talk about actions to help the environment: se debe, no se debe, hay que, tienes que, está prohibido.</p> <p>Opinions on environmental issues: me molesta, me fastidia, me preocupa, me enfada, me enfurece</p> <p>Justifications: que puede causar, aumentar, reducir, afectar</p>	<p><b>Topic: Revision and consolidation</b></p> <p><b>Topics covered:</b></p> <ol style="list-style-type: none"> <li>1. Family and friends</li> <li>2. Free time/technology</li> <li>3. Home, town, neighbourhood and region.</li> <li>4. Travel and Tourism</li> <li>5. My studies</li> <li>6. Education post-16</li> </ol> <p><b>Key skills embedded across lessons:</b></p> <p>Listening practice</p> <p>Reading comprehension practice</p> <p>Writing practice: 90/150 words</p> <p>Speaking practice: photo-cards/role-plays and general conversation preparation.</p>	Exams		

<p>Subjunctive set phrases (necessity + subjunctive)  es necesario que sea  es necesario que gane  es importante que termine mis estudios</p> <p><b>Grammatical structures and skills:</b></p> <p>Ser and estar</p> <p>Present tense: AR/ER/IR</p> <p>Reflexive verbs in the present tense</p> <p>Direct object pronouns</p> <p>Present perfect</p> <p>Expressing two sides of an opinion</p> <p>Imperfect subjunctive + conditional si sentences</p> <p>Subjunctive and key phrases which generate it</p>	<p>Describing a recent visit in town (+ activities in town: ir de compras, visitar monumentos, ir al gimnasio, jugar en el parque, ver una película, salir con amigos)</p> <p><b>Grammatical structures and skills:</b></p> <p>Ser and estar</p> <p>Adjectival word order</p> <p>Range of negative structures</p> <p>Superlative adjectives</p> <p>Possessive pronouns</p> <p>Acabar de + infinitive</p> <p>Preterite tense revisit</p>	<p><b>Grammatical structures and skills:</b></p> <p>si clauses e.g. si reciclamos podemos salvar más espacios verdes</p> <p>LPA- recap imperfect tense</p> <p>HPA- pluperfect tense</p> <p>si + imperfect + conditional: si pudiera, si tuviera la opción, si fuera, reduciría, salvaría, cambiaría...</p> <p>Comparative adjectives- más grave, peligrosos, preocupante, alarmente, que... menos... que, tan...como</p> <p>Subjunctive and key phrases which generate it</p> <p>Superlative- el problema más grave, alarmanete, serio</p> <p>Verbs of obligation</p>		
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