



All Saints' Catholic High School

Luceat lux Vestra

Subject: Spanish

Year: 11

11	Unit 1- Taking about jobs	Unit 2 Future prospects	Unit 3 – Holidays and town	Unit 4 – Environment	Unit 5 – ¡A reparar!	Unit 6 Speaking exam preparation
Aim of Unit	GCSE Theme 3: Current and future study and employment In this unit pupils will revisit the world of work vocabulary and enhance this by saying what they would like to do in the future, revisiting the use of the conditional and immediate future tenses. They will	GCSE Theme 3: Current and future study and employment. In this unit pupils will discuss their plans for the future other than the world of work. This will include discussing gap years and revising the conditional tense to indicate what they would ideally like to do.	GCSE Theme 2: Local, national, international and global areas of interest. In this unit pupils will talk about places in a town; ask for and understand directions; talk about shops; shop for souvenirs; describe the features of a region; use “se puede” and “se pueden” plan what to do; shop for clothes and	GCSE Theme 2: Local, national, international and global areas of interest. In this unit pupils will learn how to describe types of houses; the environment; healthy eating; diet-related problems; global issues; local actions; healthy lifestyles; international sporting events; natural disasters.	In this unit pupils will revisit all the GCSE Themes and units covered throughout the GCSE course in years 10 and 11. It will revisit Desconéctate (Theme 2: Local, national, international and global areas of interest). Mi vida en el insti (Theme 3: Current and future study and employment).	Pupils will learn how to answer the questions they will be asked in the GCSE Speaking exam. This will cover all previous units.

	incorporate higher order structures like the subjunctive in combination with “cuando”. They will also further embed the imperfect tense using the verb <i>soledad</i> .		presents; use demonstrative adjectives; explain preferences; talk about problems in a town.		Mi gente (Theme 1: Identity and culture). Intereses e influencias (Theme 1). Ciudades (Theme 2) De costumbre (Theme 1). ¡A currar! (Theme 3). Hacia un mundo mejor (Theme 2). ¡A repasar! (Themes 1,2 and 3).	
Composite Knowledge <i>(a task that requires several building blocks or components)</i>	Pupils will combine the use of the present indicative, the immediate future, the conditional tenses as well as the present subjunctive mood to talk about what they would like to do in the future. They will also use the imperfect tense to talk about any jobs that they have done in the past.	Pupils will focus on the use of the subjunctive mood with <i>cuando</i> to indicate the future. Pupils will also express future plans with a variety of phrases followed by the infinitive e.g. <i>quiero, tengo la intención de, espero, pienso, voy a, me gustaría.</i>	When pupils have embedded the use of the preterite tense to describe a visit in the past, they will focus on the imperfect tense in the 3 rd person singular to describe what things were like (repeated actions in the past). Pupils will then use different tenses together as well as idioms to describe what the visit was like and what they are going to do in the future.	When pupils have embedded the use of the present subjunctive mood to express points of view, they then practise these using the subjunctive in commands. They will then revisit using different tenses such as the imperfect to describe a scene, what you used to do or repeated actions in the past; the preterite referring to actions totally completed in the past; the future tense to express	Pupils will revisit each week (2.5 hours) the following units: Interests and influences; Cities and towns; Customs and culture; Jobs and professions; Environment.	Pupils will have a specific Sentence Builder booklet along with a Speaking exam preparation booklet incorporating all grammar, vocabulary and the 3 GCSE themes: 1. Identity and culture. 2. Local, national, international and global areas of interest. 3. Current and future study and employment.

				what you will/shall do.		
<p>Component Knowledge</p> <p><i>(the building blocks that together, when known, allow successful performance of a complex task)</i></p>	<p>Pupils will embed the use of the conditional and immediate future tenses along with the use of the imperfect tense. Some pupils will learn how to use the subjunctive mood to indicate what they would like to do in the future.</p>	<p>Once they have mastered the use of the subjunctive mood to indicate the future, pupils will use different ways to express future plans. This will include the embedding of the simple future tense, the immediate future and the conditional tenses to express what they want to do after they leave school and beyond.</p>	<p>Pupils will focus on and revisit the use of the preterite (and imperfect) tenses to describe a visit in the past.</p>	<p>Pupils will focus on the use of the present subjunctive mood in order to express a point of view e.g. es importante que, es esencial que, es necesario que, no es justo que, es terrible que. This builds on the use of the subjunctive mood using cuando to indicate the future in year 11 unit 2.</p>	<p>This unit encompasses all themes and topics of the GCSE course in years 10 and 11.</p>	<p>The booklets combine all of the above to ensure that pupils are well prepared for the speaking element of the GCSE exam, worth 25% of the overall mark.</p>
<p>Rationale (why?): Links to prior and future learning</p>	<p>This unit reinforces vocabulary and structures encountered in year 7 unit 2, year 7 unit 3, year 7 unit 4, year 8 unit 3, year 9 unit 5, year 10 unit 1. It will be revisited in year 11 unit 2,</p>	<p>This unit builds on many of the grammatical structures from the previous unit, year 11 unit 1. It also revisits vocabulary and structures encountered in year 7 unit 2, year 7 unit</p>	<p>This unit revisits vocabulary and grammatical structures encountered in year 8 unit 1, year 8 unit 2, year 8 unit 3, year 9 unit 1, year 9 unit 2, year 9 unit 3, year 9 unit 4,</p>	<p>This unit revisits and builds on structures and vocabulary encountered in year 8 unit 6, year 9 unit 1, year 10 unit 5, year 10 unit 6. It will be revisited in</p>	<p>This unit revisits year 10 unit 1, unit 2, unit 3, unit 4, unit 5, unit 6. Year 11 unit 1, unit 2, unit 3, unit 4, unit 5.</p>	<p>The Booklet is designed to cover all the general conversation, photo-cards and role-play situations for the GCSE final exam.</p>

	year 11 unit 5, year 11 unit 6.	3, year 7 unit 4, year 8 unit 3, year 9 unit 5, year 10 unit 1.	year 10 unit 4, year 10 unit 5. It will be revisited in year 11 unit 5, year 11 unit 6.	year 11 unit 5, year 11 unit 6.		
Assessment task	Listening assessment Viva module 7. Reading assessment Viva module 7 ¡A Currar!	Writing assessment Viva module 7. Speaking assessment Viva module 7 ¡A Currar!	Listening assessment Viva module 5 Ciudades. Reading assessment Viva module 5 Ciudades	Writing assessment Viva module 8 Hacia un mundo mayor. Speaking assessment Viva module 8 Hacia un mundo mayor.	Viva end of course tests in listening, speaking, reading and writing.	Speaking GCSE.
Enrichment	Pamplona y las Sanfermines	La Tomatina	El Clásico	Hoy Toca el Prado	La Fiesta Nacional de Ajo	La Fallas