



# Curriculum Map

Subject: Spanish

Year group: 11

	Theme 2 – Recap of: Unit 7: Global issues Unit 5: Home, Town and region	Theme 2 – Local, national, int. global areas of interest Unit 8: Travel and tourism	Theme 3 – Study & employment Unit 9 & 10: My studies and Life at school and college	Theme 3– Study & employment Unit 11 & 12: Education post-16 and jobs/careers	Revision and Exam Practice
<b>Content</b> <i>Declarative Knowledge: 'Know What'</i>	<b>Vocab: Content:</b> describing your house and your area, advantages and disadvantages of living in the town and country <b>Grammar:</b> prepositions of places, formulating complex questions, demonstrative adjectives and pronouns, possessive pronouns	<b>Vocab:</b> holiday accommodation, holiday activities, understanding tourist leaflets and websites, describing a region. <b>Grammar:</b> expressions of sequence, revising the preterite and imperfect tenses, using <i>estar</i> + past participle, the passive voice and with <i>se</i> .	<b>Vocab:</b> studies and school, school rules and uniform, good and bad aspects of school. <b>Grammar:</b> the imperative, using the personal <i>a</i> , revising <i>se debe</i> , <i>hay que</i> , <i>tener que</i> , using <i>debería ser</i> and <i>debería haber</i> .	<b>Vocab:</b> choices at 18: work or university, benefits of higher education, looking for and applying for jobs, ideal jobs. <b>Grammar:</b> using <i>lo</i> and <i>lo que</i> + adjectives, using the present subjunctive after expressions of time, using a variety of tenses, using the present subjunctive in hypothetical situations.	Year 1/2 topic vocab Review all tenses for accurate application Review full range of key grammar
<b>Skills</b> <i>Procedural Knowledge: 'Know How'</i>	<b>Skills: mastering core vocabulary and structures</b> , using quantifiers, using different vocabulary to express the same idea, dealing past, present and future questions, using a wider range of connectives	<b>Skills: mastering core vocabulary and structures</b> , showing off language you know, looking out for useful synonyms, learning verbs, making use of the social and cultural context.	<b>Skills: mastering core vocabulary and structures</b> , preparing for speaking tasks, creating and checklist, translating into English, looking for clues to time frames.	<b>Skills: mastering core vocabulary and structures</b> , learning common suffixes, making deductions in reading and listening, learning useful phrases, using advanced language to impress.	<b>Exam Practice:</b> Planning for writing Spontaneous speaking translation from and into L2 Reading/listening question types Past Papers
<b>Key Questions</b>	¿Cómo es tu casa y dónde está? ¿Cómo es tu ciudad? ¿Cuáles son las ventajas y desventajas de vivir en tu ciudad? ¿Te gustaría vivir en una ciudad o en el campo?	¿Cómo fueron tus últimas vacaciones? ¿Qué te gustaría hacer en tus próximas vacaciones? ¿Qué ofrece tu región para los turistas?	¿Eres buen estudiante? ¿Cómo es tu instituto? ¿Te gusta llevar uniforme? ¿Estás de acuerdo con las reglas en tu instituto? ¿Qué cambiarías de tu instituto?	¿Qué te gustaría hacer el año que viene? ¿Piensas continuar tus estudios en la universidad? ¿Qué hiciste durante tu aprendizaje el año pasado? ¿Qué tipo de trabajo te gustaría hacer en el futuro?	Revision and consolidation of Year 1/2 key questions
<b>Assessment</b>	<b>Assessment point 1: Listening and Writing</b>	<b>Assessment point 2: Trial Exams in all four skills</b>	<b>Assessment point 3: Reading and Writing</b>	<b>Assessment point 4: Ongoing formative assessment-exam focus</b>	<b>Ongoing formative assessment - exam focus</b>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Developing an <b>understanding</b> of the <b>phonological</b> and <b>graphological systems</b> of the target language and their <b>sound-symbol correspondence</b> , as well as of the <b>key structural, morphological</b> and <b>syntactic patterns</b> . Understanding and dealing with <b>cultural barriers</b> to <b>prevent breakdown in communication</b> and <b>develop intercultural competence</b> . Developing new perspectives through comparisons with own culture to foster <b>positive attitudes towards the target culture</b> .				