

Spanish YEAR 11 Curriculum Map				
	Learning map 1	Learning map 2	Learning map 3	Learning map 4
Intent Mission Statement	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.			
TOPIC/BIG QUESTION	<i>Theme 5 - Hacia un mundo mejor International and global dimension</i>	<i>Theme 5 - Hacia un mundo mejor International and global dimension</i>	<i>Theme 1, 2 and 3 revision - listening, speaking, reading and writing skills Grammar - pluperfect, imperfect continuous, grammar in translation</i>	<i>Theme 1, 2, 3, 4 and 5 revision - rotation of listening, speaking, reading and writing skills Grammar - preterite, imperfect, conditional and future</i>
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Punto de partida 1</li> <li>Unidad 1</li> <li>Unidad 2</li> <li>Unidad 5</li> <li>Grammar – present tense, conditional tense, future tense, subjunctive mood</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Punto de partida 2</li> <li>Unidad 3</li> <li>Unidad 4</li> <li>Grammar – present tense, conditional tense, past tense, subjunctive mood</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Speaking examination: Role play, photo card, conversation questions</li> <li>Writing practice</li> <li>Listening practice</li> <li>Reading practice</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Speaking examination: Role play, photo card, conversation questions</li> <li>Writing practice</li> <li>Listening practice</li> <li>Reading practice</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>Four tenses past, present, future</li> <li>Subjunctive mood</li> <li>Comparative and superlative</li> <li>Modal verbs with infinitive</li> <li>Negative structures</li> <li>Reflexive verbs and adjectives</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Writing arguments (for and against)</li> <li>Using poder + infinitive</li> <li>Using four tenses/time frames</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Spontaneous use of language verbally</li> <li>Exam technique</li> <li>Reaching word limit</li> <li>Understanding question format</li> <li>Time limits</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Spontaneous use of language verbally</li> <li>Exam technique</li> <li>Reaching word limit</li> <li>Understanding question format</li> <li>Time limits</li> </ul>
Prior knowledge/skills and interleaving:	<ul style="list-style-type: none"> <li>Tenses</li> <li>Negative structures</li> <li>Reflexive verbs</li> <li>Year 10 exam technique</li> </ul>	<ul style="list-style-type: none"> <li>Comparative and superlative structures</li> <li>Negative structures</li> <li>Reflexive verbs</li> <li>Adjectives in context</li> <li>Year 10 exam technique</li> </ul>	<ul style="list-style-type: none"> <li>Range of pronouns used in writing</li> <li>Time frames + time markers</li> <li>Expressing detailed opinions</li> <li>The imperative</li> <li>Understanding of subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of subjunctive</li> <li>Adverbs</li> <li>Range of pronouns</li> <li>Comparative and superlative</li> </ul>
Formative assessment and feedback used for data drop:	<ul style="list-style-type: none"> <li>Knowledge test at the end of every lesson on learning so far to assess key vocabulary and grammar</li> <li>Deep mark (weeks 5 and 6) with bullet points linked to GCSE writing task.</li> <li>Student follow up on teacher feedback given on group feedback sheets and green penning seen in books</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge test at the end of every lesson on learning so far to assess key vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge test on learning so far to assess key vocabulary and grammar</li> <li>Deep mark (weeks 17 and 18) with bullet points linked to GCSE writing task.</li> <li>Student follow up on teacher feedback given on group feedback sheets and green penning seen in books</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge test on learning so far to assess key vocabulary and grammar</li> <li>Student follow up on teacher feedback given on group feedback sheets and green penning seen in books</li> </ul>

Summative assessment & feedback used for data drop:	<ul style="list-style-type: none"><li>• Learning map 1 listening, reading and writing formal assessment</li></ul>	<ul style="list-style-type: none"><li>• Learning map 1-2 listening, reading and writing formal assessment</li><li>• Formal speaking assessment - GCSE linked</li></ul>	<ul style="list-style-type: none"><li>• Year 11 mocks</li></ul>	<ul style="list-style-type: none"><li>• Learning map 1-4 listening, reading and writing formal assessment</li><li>• Speaking exams</li></ul>
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