

# Spanish – Y11 GCSE

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



| HALF TERM 1<br>SEPT - OCT   | Lessons 1-4   | Lessons 5-6   | Lessons 7-9  | Lessons 10-12  | Lessons 13-15   | Lessons 16-18   |
|---|---|---|--|--|---|---|
| <b>TOPIC (S)</b><br><br>Quieres ser voluntario?<br>La vida sana<br>Los necesitados<br>Los sin techo | <b>Objective</b><br>talking about volunteering and helping in society<br>looking at the speaking exam and preparing for it  | <b>Objective</b><br>Talking about charities and how you can help<br>Higher tier: the importance of doing charity work | <b>Objective:</b><br>review learning and assess progress<br><b>Grammar practice and exam mocks</b> | <b>Objective</b><br>Talking about food and drink and healthy living<br>Discussing your opinion about lifestyles using negative words deber hay que and tener que | <b>Objective:</b> 7.2 G talking about poverty using algo and alguien using 3 <sup>rd</sup> person verb forms of regular verbs | <b>Objective</b><br>Talking about homelessness using negative sentences at higher tier talking about the importance of helping the needy using se debe etc and passive se expressions |
| <b>Knowledge &amp; Skills development</b>   | <ul style="list-style-type: none"> <li>To review expressing an opinion and justifying it*</li> <li>Continue to develop skills of listening to longer pieces of Spanish: going from picking out detail to understanding key messages</li> <li>To continue developing the skills in reading comprehension developing the ability to understand Q in TL starting the GCSE reading scheme</li> <li>Dealing with the ability to Infer information and deal with unfamiliar language</li> <li>Translation Spanish to English and English to Spanish</li> <li>Dealing with negative sentences</li> <li>Showing what you know and developing speaking and writing</li> <li>Increasing use of past tense: introducing the imperfect</li> <li>Using the conditional to express what you would or should do</li> </ul> |   |  |  |   |   |
| <b>Assessment / Feedback Opportunities</b>  | Role play in speaking lessons: assessment of use of full sentences and questions  | Listening and reading task scores: reading/ listening   | Writing assessment in lesson written drill scores  | Formative teacher assessment – verbal feedback of performance in speaking  | Summative assessment of yellow box task<br>Extended writing 90 word and 150 word pieces                                       | Homework learning tasks :<br>5 a day lesson starter do now scores which are based on misconceptions and grammar review  |
| <b>Cultural Capital</b>   | <ul style="list-style-type: none"> <li>Lifestyle housing and life in Spanish cities</li> <li>Spanish regions and what they are famous for</li> <li>Spanish idioms and grammar compared to English Spanish grammar rules a summary of KS 3</li> <li>Spanish food, mealtimes and life choices: benefits of the Mediterranean diet</li> </ul>  |   |  |  |   |   |
| <b>SMSC / Promoting British Values</b>  | <ul style="list-style-type: none"> <li>Routines and life in other countries: tolerance and respect of other cultures</li> <li>Resilience and perseverance in these final stages of study</li> <li>The subject of charities and voluntary work</li> <li>Facing the challenge of preparing for GCSE</li> </ul>  |   |  |  |   |   |
| <b>Reading opportunities</b>  | <ul style="list-style-type: none"> <li>Throughout the GCSE themes scheme- reading tasks thread all studies</li> <li>Extension reading in each unit of work – Higher tier threaded through foundation</li> <li>Continued reading scheme</li> </ul>   |   |  |  |   |   |
| <b>Key Vocabulary</b>   | Kerboodle- online text vocabulary summary unit s 5 and 6  |   |  |  |   |   |
| <b>Digital Literacy</b>   | Extension activity – Memrise learning HW<br>Firefly resources online textbook pupil log in  |   |  |  |   |   |
| <b>Cross-curricular links</b>   | English- Grammatical concepts<br>Maths –repeating patterns in verbs number placement and sequencing / use of logic  |   |  |  |   |   |

