Year 11 Spanish New GCSE Curriculum

Term	Curriculum Content
Michaelmas 1	Module 6 Continuation **Unit 3: ¡A comprar!** **Learning Objective**: Discussing shopping habits and preferences. **Topic**: Shopping experiences and preferences in Medellín and other urban settings. **Key Grammar**: Revisiting direct object pronouns, absolute superlatives (-ísimo/a). **Complex Structures**: Relative pronouns (que, donde), using lo que to express ideas. **Skills**: Translating between tenses and practicing vocabulary for consumer activities. **Unit 4: ¿Dónde prefieres vivir?** **Learning Objective**: Discussing preferences for urban or rural living. **Topic**: Describing and comparing different living environments. **Key Grammar**: Subjunctive with cuando, comparisons (más/menos que). **Complex Structures**: Using conditional tense for hypothetical situations. **Skills**: Revisiting conditional tense, expressing opinions using complex structures. ASSESSMENT: Writing Paper Speaking Mocks
Michaelmas 2	**Module 7: Un mundo de esperanza para todos** **Unit 1: ¡Actúa ya!** **Learning Objective**: Discussing how to contribute to the community. **Topic**: Social responsibility and volunteer work. **Key Grammar**: Using the imperative (affirmative tú commands), impersonal verbs (vale la pena, hace falta). **Complex Structures**: Positioning of pronouns in commands, using impersonal expressions. **Skills**: Giving advice and instructions in a community context. **Unit 2: El planeta en alerta roja** **Learning Objective**: Discussing environmental issues and solutions. **Topic**: Global environmental challenges and actions to address them. **Key Grammar**: Present subjunctive to express opinions and hopes (recomendar, esperar, querer). **Complex Structures**: Using the subjunctive to give suggestions. **Skills**: Translating complex texts about environmental activism. **Unit 3: Por un futuro más sostenible** **Learning Objective**: Promoting sustainability and environmental conservation. **Topic**: Sustainable practices at home and in school. **Key Grammar**: Passive voice and its avoidance, practicing negatives. **Complex Structures**: Using negative constructions (nunca, no solo ... sino también) to form complex ideas.

	Skills: Developing comprehension around sustainability topics. ASSESSMENT: Listening paper Writing Paper
Trinity 1	**Module 8: El futuro te espera** ***Unit 1: Sueños y esperanzas*** **Learning Objective**: Talking about future plans. **Topic**: Discussing personal ambitions and future goals. **Key Grammar**: **Future plans**: Using *seguir/continuar* + present participle, expressions like *voy a*, *quiero*, *espero*, *me gustaría*, *tengo la intención de*, *tengo ganas de*. **Complex Structures**: Using *cuando* + present subjunctive for future plans. **Skills**: Transcribing unfamiliar words. Developing the ability to use various tenses to express future intentions. ***Unit 2: Para conseguir un empleo*** **Learning Objective**: Discussing ways to secure employment. **Topic**: Job applications, work experiences, and financial goals. **Key Grammar**: **Possessive Pronouns**: Reviewing their use in sentences. **Prepositions followed by infinitive**: Including *después de*, *para*, *sin*. **Complex Structures**: Using possessive pronouns effectively in job-related contexts. **Skills**: Understanding job interview vocabulary. Discussing work responsibilities and personal qualities for employment. ***Unit 3: Un trabajo para todos*** **Learning Objective**: Exploring different career options. **Topic**: Career aspirations, changes in career interests over time. **Key Grammar**: **Masculine and Feminine Nouns**: For different job titles. **Suffixes**: Understanding *-dad*/*-idad* to form nouns. **Complex Structures**: Using a variety of verb forms to express career changes. **Skills**: Comparing past and present career interests. Explaining job preferences using complex noun structures.
Trinity 2	ASSESSMENT: Listening, Reading and Writing Paper Speaking Mock 2 ***Unit 4: Las lenguas te abren las puertas*** **Learning Objective**: Discussing the importance of language learning. **Topic**: The benefits of learning new languages for work and travel.

	Key Grammar: **Modal Verbs**: Using *deber*, *poder*, *tener que* to express necessity or obligation. **Verbs Forms**: Reviewing *saber* vs *conocer* and their proper usage. **Complex Structures**: Using infinitive forms and modal verbs to talk about the advantages of language skills. **Skills**: Practicing fluency in discussing job opportunities abroad. Understanding the role of languages in broadening cultural horizons. ***Unit 5: El trabajo antes, ahora… y mañana*** **Learning Objective**: Describing changes in the world of work over time. **Topic**: Exploring past, present, and future trends in the workplace. **Key Grammar**: **Present and Future Tense**: Comparing past conditions with future predictions. **Complex Structures**: Using percentages and conditional structures to speculate about future work environments. **Skills**: Reading and understanding complex texts related to labor market trends. Listening for specific details like percentages and data points. ***Unit 6: El futuro sin fronteras*** **Learning Objective**: Discussing the impact of technology on the future. **Topic**: Artificial Intelligence (AI) and its role in shaping society. **Key Grammar**: **Subjunctive with Para que**: Expressing purpose and opinions. **Complex Structures**: Working out the infinitive forms of conjugated verbs. **Skills**: Developing arguments for and against AI. Understanding how to use subjunctive constructions to express hope or fear about future technology.
Lent 1	Exam practice & Exams
Lent 2	