

Year 11 Topics

In Year 11 we teach the following topics over the course of the year. Each module draws on prior learning from Year 10 and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and onto KS5.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
6. Social Issues Asuntos sociales	We start Year 11 with the topic of Social Issues. Charity and Voluntary work will be a new unit for all students where they will be presented with unfamiliar vocabulary. We would hope that at this point Higher students will be able to use structures such as the present subjunctive and the imperfect subjunctive.	-Identify key verbs and phrases to describe a healthy lifestyle -Revision of Year 10, Unit 3, food, drink and leisure, which was taught remotely during lockdown.	Acostarse tarde, comer bien, dormir ocho horas, drogarse, emborracharse, evitar el estrés, fumar, hacer ejercicio físico, levantarse temprano, mantenerse en forma, tomar bebidas azucaradas, tomar mucha comida basura, tener sueño, ¿llevas una vida sana?	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus of the present and conditional tense as well as comparative statements and negatives. All students will be able to recognise and conjugate both tenses in speaking and in writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Translate a challenging text on a survey about young people. - Listen to a challenging listening task on healthy lifestyles. - Answer questions such as 'Llevas una vida sana? Photo card on Healthy Lifestyles. - Write 90 words about 'Llevas una vida sana?' (AND) write 150 words answering the question 'Are charity organisations necessary?' There is the opportunity in this unit as an enrichment activity to research social problems in the Hispanic world (vandalism and drugs amongst young people) and present their findings to the class using all the linguistic structures they have learnt.
		-Present tense -Negative words -Recognise three tenses	-Hablo, hablas, habla, hablamos, habláis, hablan. -Como, comes, come, comemos, coméis, comen. -Vivo, vives, vive, vivimos, vivís, viven. -No, nada, nunca, nadie, ni...ni, tampoco. -Llevo, llevaba/llevé, voy a llevar/llevaré.	
		-Comparative statements -Recognise key vocabulary and phrases describing unhealthy lifestyle, eg. smoking, drinking, drugs	-Más...que, menos...que, mejor que, peor que, tan....como, tanto/a(s)....como -Nocivo, adictivo, fumar, beber, tomar, el porro, peligroso, enfermedades, la droga blanda/dura, la cárcel, el botellón, el daño, el corazón, el hígado.	
Links to... Year 10, Unit 3, <i>Free time</i> topic. Revision and consolidation of key vocabulary and structures which were taught remotely in 2020/2021.	-The importance of charities and voluntary work -The use of the conditional tense -The use of the imperfect subjunctive	-Una organización benéfica, una residencia de ancianos, un grupo ecologista, un banco de alimentos, una tienda con fines benéficos, los 'sin techo', un voluntario, un comedor social, el Tercer Mundo, la naturaleza, recaudar. -Me gustaría, me encantaría, me interesaría, debería, haría, tendría. -Si tuviera dinero, si fuera pobre, si fuera primer/a ministro/a, si fuera el/la presidente/a, si viviera + condicional.		

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7. Global Issues Asuntos globales	Students will have covered the topic of Environment in Year 9 (not in the case of the Y9 Beginners cohort). Poverty and homelessness will be a new topic. At this point in the year, it is expected that students will have the skills to cope with unfamiliar language from a new topic. Links to... Year 10, Unit 5, <i>Town and Region</i> topic. Revision and consolidation of key vocabulary and structures which were taught with disruption in 2020/2021.	-Recognise key vocabulary to describe how to protect the environment -Time frequency phrases -Complex opinions	-Reciclo las latas/el plástico/el vidrio/el papel/el cartón, ahorro energía/agua, uso el transporte público, voy al instituto a pie, uso las pilas recargables, las bolsas de plástico, los grifos, el lavaplatos, la calefacción, evito, separo, en la ciudad, en un pueblo, en la costa, en la montaña, en el campo. -Siempre, muchas veces, a veces, dos veces a la semana, raramente, nunca. -A mí me importa, me preocupa, me enfada, me molesta, me fastidia, lo que más me importa, me irrita.	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on modal verbs, <i>si</i> clause + future and the present subjunctive. All students will be able to recognise these structures and most will be able conjugate these structures in speaking and in writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Listen to young people talking about what they do to combat homelessness. - Translate a challenging text from Spanish into English. - Answer questions such as ‘Qué haces para proteger el Medio Ambiente?’ / Environment role-play. - Write 90/150 words about the problem of poverty and homelessness. There is the opportunity in this unit as an enrichment activity to research global issues in the Hispanic world (environment and homelessness) and present their findings to the class using all the linguistic structures they have learnt.
		Si clause + future tense	Si te duchas...ahorrarás mucha agua, si reciclas..., conservaremos; si desconectas los aparatos eléctricos, ahorrarás mucha electricidad; si separas..., salvarás los árboles.	
		-Understand environmental problems -Modal verbs	-Las mareas negras, la playa, el bosque, el tráfico, la deforestación, el efecto invernadero, los incendios forestales, la capa de ozono, las inundaciones, el cambio climático, la contaminación, la sequía, el calentamiento global, una fábrica, el río. -Debería hacer... para proteger el medioambiente, podríamos reciclar las latas.	
		-Know a wide range of vocabulary to talk about homelessness -Reflexive constructions such as <i>se debe, se puede</i> + infinitive	-Me hace falta/necesito/necesitamos/quiero agua fresca, arroz, zapatos, dinero, libertad, ir a clase, ropa, un sitio donde vivir, trabajo, amigos, la alimentación, el vestido, la vivienda, la libertad de pensamiento, la asistencia médica, el gobierno, los sin techo, los necesitados, un ladrón, la pobreza. -Se debe proteger a estos niños, se necesita dar ropa.	
		Use of the present subjunctive (<i>Higher students</i>)	-Me encanta que, me irrita que, me preocupa que, me molesta que, me fastidia que + subjuntivo.	

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8. Travel and Tourism Viaje y turismo	<p>This unit builds upon language acquisition taught at Key Stage 3; however, at this stage we would expect students to use a range of tenses and linguistic structures.</p> <p>This unit gives students the opportunity to talk about where they have been on holiday and where they would like to go.</p> <p>Links to... Year 10, Unit 5, <i>Home and Region</i> topic. Revision and consolidation of key vocabulary and structures which were taught at the end of the academic year but slightly disrupted due to mock exam weeks and periods of isolation.</p>	Know key vocabulary and phrases to describe different types of holidays	Las vacaciones en el campo/ en la playa/en la sierra/en la ciudad, ideal, histórico, antiguo, moderno, barato, tranquilo, caro, aburrido, animado, interesante, cómodo, divertido, una playa, una discoteca, unos monumentos, unas tiendas, un parque, unos restaurantes, unos bares, un cine, una piscina, un castillo, ir, broncearse, visitar, descansar, jugar, comer, beber, comprar, salir, nadar.	<p>Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on the preterite, the imperfect and the immediate future tense. All students will be able to recognise and conjugate these verbs in speaking and in writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Complete a listening activity about past and future holidays - Translate a brochure from Spanish into English about a region in Spain. - Perform a role-play on reserving a room. - Write at least 90 words about where you go on holiday, how you get there and the weather. - Write 150 words about a Holiday. Mention preferred destination, what you did, what you used to do when you were younger and your ideal holiday. <p>There is the opportunity in this unit as an enrichment activity to research less typical holiday destinations in Spain and present their findings to the class using all the linguistic structures they have learnt.</p>
		-Review means of transport -Review phrases for weather	-En autocar, en avión, en barco, un crucero. en coche, en el AVE, en el ferrocarril, en el tranvía. -Llueve, hay tormentas, hace sol, nieva, hace mucho frío, hace calor, hace buen tiempo, hace mal tiempo, hace viento, está nublado, está despejado.	
		-Review the immediate future tense -Know a wide range of phrases to describe holiday destinations	-Voy, vas, va, vamos, vais, van + a + infinitivo (probar/descansar) -La orilla del mar, el lugar número uno para, un crucero lujoso, un paisaje tan hermoso, una vista impresionante, un viaje inolvidable, un curso de buceo, la vida nocturna animada, los deportes acuáticos.	
		-Vocabulary and phrases to perform a role-play	Quiero una habitación individual/doble, con balcón/con baño/con vistas al mar, en mayo/junio/agosto.	
		-Recognise vocabulary for holiday accommodation	Un abrelatas, un albergue juvenil, un bañador, una cama de matrimonio, un camping, un chalet, un comedor, un cuarto de baño, una habitación individual, un hotel de cuatro estrellas, papel higiénico, un parador, una pensión, una piscina, un piso de alquiler, la recepción, un restaurante, un saco de dormir, una tienda de campaña.	
		-Know a range of vocabulary and structures to describe a past holiday -Review the preterite tense -Review the imperfect tense -Ideal holidays	-El año pasado, después de + infinitivo, el último día, acabo de volver, desde hace... -Me gustó, viajé/viajamos, fui/fuimos, pasé/pasamos, me alojé/nos alojamos. -Iba/íbamos, hacía/hacíamos, podía/podíamos, era/éramos, hacía... -Me gustaría volver, quiero volver, tengo ganas de visitar, tengo la intención de, si pudiera elegir..., si fuera rico/a...	
		Description of a region	La región, los habitantes, la comida, el clima, la comunidad, está situado, el paisaje, el mar, extranjero, este, oeste, norte, sur, es conocido por, la época, industrial, rural, bonito, turístico, verde, montañoso, bosques, campos, playas	

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9. School Subjects 10. Life at School and college 9 y 10. Mis estudios y vida en el colegio	This unit builds upon language acquisition taught at Key Stage 3; however, at this stage we would expect students to use a range of tenses and linguistic structures. This unit gives students the opportunity to talk about their views on Life at School. Links to... Year 9, revision and consolidation of key vocabulary and structures which were disrupted during period of summer isolation (2020).	-Recognise a range of school subjects -Revise comparatives and superlatives -Immediate future tense	-El alemán, el arte dramático, la asignatura, las ciencias, la cocina, el dibujo, la educación física, el español, el francés, la geografía, la historia, el inglés, las matemáticas, la religión. -Es más...que, es menos...que, X es la asignatura más... -Voy a continuar con, voy a dejar...	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on using the present and immediate future tense. All students will be able to recognise the immediate future tense and will be able to conjugate the verbs in the 1 st person and some will be able to use the 3 rd person in speaking and writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: - Listen to students talking about what they are considering for post-16 studies and work. - Translate a challenging text from Spanish into English. - Answer questions such as 'Qué vas a hacer cuando seas mayor?' - Job/work setting role-play. - Write 90 OR 150 words about education and school life. There is the opportunity in this unit as an enrichment activity to research a typical Spanish school and present their findings to the class using all the linguistic structures they have learnt.
		Understand how to form positive and negative commands of the imperative to advise students how to behave	-Pregunta/preguntad, participa/participad, usa/usad, aprende/aprended, asiste/ asistid.	
		-Revise times and sequences -Conjugate past and present tense to describe typical school days	-Mi instituto se llama..., está situado en, mi instituto es..., los alumnos llegan al instituto a las..., primero van..., fui a una clase..., a las (hora) empiezan/empezaron las clases, luego hay/había un recreo, a las... tengo/tuve..., terminan, todas las clases fueron bastante..., creo que / pienso que...	
		Understand how to perform role-plays and photocards in line with GCSE Speaking exams	Tarjeta, juego de rol, ambigüedad, en la foto hay, puedo ver, se puede ver, parece, quiero, es, hay, prefiero, había, era, me gustaba, ¿te gusta...?, ¿es importante...?	
		-Express and justify views on school rules -Revise superlatives -Subjunctive structures	-Se debe, deberían ser/comprar, etc., hay que + infinitivo, tener que + infinitivo, lo bueno y lo malo, lo positivo y lo negativo. -Lo mejor, lo peor. -Si tuviera la oportunidad, si pudiera cambiar.	

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<p>11. University or Work?</p> <p>12. Jobs, career choices and ambitions</p> <p>11 y 12. Educación después de los 16 y empleo</p>	<p>This unit builds upon language acquisition taught at Key Stage 3; however, at this stage we would expect students to use a range of tenses and linguistic structures.</p>	<p>-Revise the immediate future tense to introduce your options for post-16</p> <p>-Using voy a + infinitive structures</p> <p>-Revising <i>si</i> clauses</p>	<p>Voy a + infinitivo, instituto, consejo, seguro, harto, vale la pena, conseguir, la universidad, las notas, repasar, todavía, he decidido que, los problemas, las posibilidades, en el futuro, buscar, será, necesito, quiero, voy a, aprendizaje.</p>	<p>Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on using the simple and immediate future tense. All students will be able to recognise the future tense and will be able to conjugate the verbs in the 1st person and some will be able to use the 3rd person in speaking and writing.</p> <p>By the end of this unit, students will have developed literacy and oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Listen to students talking about what they're considering for post-16 studies and work - Translate a challenging text from Spanish into English. - Answer questions such as 'Qué vas a hacer cuando seas mayor?' - Job/work setting role-play - Write 90 OR 150 words about education and school life <p>There is the opportunity in this unit as an enrichment activity to work on a CV and a cover letter in Spanish, as well as practising a role-play for a job interview in Spanish.</p>
	<p>This unit gives students the opportunity to talk about their future plans after school.</p>	<p>-Trabajar o estudiar</p> <p>-Using <i>lo que</i> and <i>lo</i> + adjective</p> <p>-Learning common suffixes</p>	<p>Consejo, seguro, harto, vale la pena, conseguir, la universidad, las notas, repasar, todavía, he decidido que, los problemas, las posibilidades, en el futuro, buscar, será, necesito, quiero, voy a.</p>	
		<p>-Los trabajos</p> <p>-Using <i>quisiera</i></p> <p>-Recognising fractions and percentages</p>	<p>Ingeniero/a, veterinario/a, hombre de negocios, cocinero/a, bombero/a, médico/a, profesor/a, enfermero/a, quisiera, trabajo, práctico/a, útil, interesante, trabajar, aprender, profesión, me gustaría ser.</p>	