

Year 11

Scheme of Learning 2025 - 2026

Spanish

Subject leader: N Rubio-Gavilán

Topic overview for Year 11					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>My hobbies</u> 1. My life online - Technology 2. An active life - Sport 3. TV and Cinema	<u>My town</u> 4. Where I live 5. Shopping 6. Where I would like to live	<u>Revision:</u> <u>School and my future</u> 7. School in the present 8. School in the past 9. Plans after the exams	<u>Revision:</u> <u>My life and identity</u> 10. Your identity 11. Your well-being	<u>Revision</u> Start of GCSE Exams	N/A
Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites
<ul style="list-style-type: none"> - Using regular and irregular verbs in the present tense - Giving opinions - Using time phrases 	<ul style="list-style-type: none"> - Prepositions and places in town vocabulary - Use of "hay" - Giving opinions - Using the conditional "I would like to" 	<ul style="list-style-type: none"> - School-related vocabulary (subjects, teachers, uniform, rules). - Using the three key tenses: present, past, future. - Giving opinions 	<ul style="list-style-type: none"> - Vocabulary to describe personality, family, friend and relationships - Vocabulary to talk about habits and lifestyle - Vocabulary to talk about sports Using the three key tenses	<ul style="list-style-type: none"> - All specification vocabulary and grammatical structures 	N/A
Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?

<p>Offers insight into the thematic contexts of Lifestyle and Wellbeing and Media and Technology. Consolidates free-time topics familiar from KS3.</p> <p>Provides opportunities to practise all three time frames with opinions in preparation for writing and speaking exams.</p> <p>Reinforces transactional language skills in preparation for the listening and speaking exams.</p>	<p>Introduces the thematic context of My neighbourhood, with focus on subtopics such as shopping. Builds on free-time activities and town vocabulary already used in the previous term.</p> <p>Consolidates familiar KS3 content on where I live by adding extension and complexity.</p> <p>Enables practice of transactional role-play language in the context of shopping.</p>	<p>Revisits the thematic contexts of Studying and my future and Travel and tourism.</p> <p>Consolidates use of three time frames and opinions in extended writing.</p> <p>Reinforces transactional vocabulary needed for speaking (role plays).</p> <p>Provides focused preparation for upcoming exams.</p> <p>Fits into a spiral curriculum by revisiting and extending prior subtopics.</p>	<p>Revisits the thematic contexts of My personal world and Lifestyle and wellbeing.</p> <p>Strengthens students' ability to talk about themselves and others in all three tenses.</p> <p>Provides additional practice in expressing opinions.</p> <p>Facilitates a spiral curriculum by consolidating topics and recycling key skills.</p>	<p>Exam practice focused to consolidate all topics and practice exam skills.</p>	<p>N/A</p>
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Term 1: My hobbies

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 1: My life online				
<p>BQ : ¿Qué haces en línea? Pt. 1</p> <p><i>BQ: What do you do online? Pt. 1</i></p>	<p>To be able to talk about what you do online with vocabulary for internet based free activities</p> <ul style="list-style-type: none"> - Use of regular –er verbs to talk about online activities in the present - Use of time expression to extend and add detail <p>Use of opinions on activities</p>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 	<p>Term 1 KO</p> <p>Pearson GCSE Pg 8</p>	<p>Social – explore how internet help us communicating with others</p> <p>Spiritual – express different ideas of how to spend free time and hobbies</p> <p>Cultural – understanding the popularity of different online activities in different countries</p>
<p>BQ: ¿Cuánto tiempo pasas con tu móvil?</p> <p><i>BQ: How much time do you spend with your phone?</i></p>	<p>To be able to talk about the use of technology</p> <ul style="list-style-type: none"> - Use of “lo” - Use os time expressions 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Students will have a www.sentencebuilders.com</p>		<p>PSHE: balancing a healthy use of technology</p> <p>Importance of mental health and physical activity</p>

<p>BQ: ¿Cuáles son las ventajas y los inconvenientes de internet? Pt. 1</p> <p><i>BQ : What are the advantages and disadvantages of the internet?</i></p>	<p>To talk be able to express pros and cons of the internet</p> <ul style="list-style-type: none"> - Use of a range of opinions including the opinions of other people 	<p>account set up, ready to complete weekly homework tasks aligned with classroom learning.</p>	<p>Term 1 KO</p> <p>Pearson GCSE Pg 9</p>	<p>PSHE Links to internet safety and being responsible online</p> <p>Reflecting how online activities might affect mental and physical health</p>
<p>BQ : ¿Qué vas a hacer mañana en línea?</p> <p><i>BQ : What are you going to do online tomorrow?</i></p>	<p>To be able to talk about what activities you will do with technology in the future</p> <ul style="list-style-type: none"> - Revise future time expressions - Use of the near future tense and time expressions <p>To practice 40-50 words writing (Q2 F Paper 4)</p>			<p>Recognising the risks online</p>
<p>Mid Term Assessment</p>	<p>Q1: Describe a photo: X4 sentences (8 marks)</p> <p>Q2: Writing Assessment: 40-50 words (14 marks)</p> <ul style="list-style-type: none"> - How do you normally use technology - Your opinion on the internet with reasons - What you will use technology for in the future 			
<p>PIT</p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p>Topic 2: An active life</p>				
<p>BQ : ¿Qué te gusta hacer sin tecnología ?</p> <p><i>BQ : What do you like to do without technology?</i></p>	<p>To talk about activities that don't involve technology in the present tense</p> <ul style="list-style-type: none"> - Revision opinions + infinitive - Use of the present tense - Giving complex reasons 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 1 KO</p> <p>Pearson GCSE Pg 10-11</p>	<p>Social: talking about quality time with friends and family in person</p> <p>PSHE- Recognising the value of an active life.</p>

				Social - understanding the importance of doing activities with other people
BQ : ¿Qué hiciste el fin de semana pasado? <i>BQ : What did you do last weekend?</i>	To be able to talk about free time activities in the past - To revise the verb ‘ir’ in the past - Revise the preterite tense			Social - understanding the importance of doing activities with other people
Topic 3: TV and Cinema				
BQ : ¿Qué te gusta ver ? <i>BQ : What do you like to watch?</i>	To be able to talk about what type of shows you watch <ul style="list-style-type: none"> • Revising types of TV shows and films • Giving a range of justified opinions • Giving extended information about TV an film: location, times, who with 	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning		Spiritual – reflecting on personal taste and likes Moral – what is appropriate PSHE- how TV shows the way we see life
BQ : ¿Cuántas entradas quiere ? <i>BQ : How many tickets would you like? Pt. 1</i>	To practice conversation vocabulary in the context of buying a cinema ticket <ul style="list-style-type: none"> • -Forming and asking questions To practice the Role Play task in a cinema based situation (Q2 Paper 1)			Cultural – understanding a transaction al interaction in another country

Term 2: My town				
Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
November Mocks – Paper 2, 3 and 4 assessed				

Topic 4: Where I live				
<p>BQ: Where do you live? BQ: ¿Dónde vives?</p>	<p>To be able to describe where you live</p> <ul style="list-style-type: none"> - Use of “desde hace” - Using compass points - Giving opinions 	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 		<p>Moral: respect for your community and surroundings BV: respect of your community Cultural: understanding geographical differences</p>
<p>BQ: What is your town like? BQ: ¿Cómo es tu pueblo?</p>	<ul style="list-style-type: none"> - To be able to describe your house using ‘hay and ‘no hay’ 	<ul style="list-style-type: none"> - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 		<p>Spiritual: reflection on personal opinions BV: respect for the are where you live</p>
<p>BQ: What are the disadvantages of your town? BQ: ¿Cuáles son las ventajas y los inconvenientes de tu pueblo ?</p>	<p>To be able to give pros and cons of your town</p> <ul style="list-style-type: none"> - Using negatives 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>		<p>Spiritual: reflection on areas for improvement Moral: considering social issues and responsibility to where you live Cultural: understanding differences linked to where people live</p>
Topic 5: Shopping				
<p>BQ: What do you buy? BQ : ¿Qué compras ?</p>	<p>To be able to talk about what you buy</p> <ul style="list-style-type: none"> - Using items of clothing - Revising adjectival agreement - Use of demonstrative adjectives 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 2 MFL KO H: New GCSE Pg 90-93</p>	<p>Moral: considering ethical buying Cultural: understanding differences in</p>

		Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning		shopping in different countries PSHE: reflect on financial issues with shopping
BQ: What is the problem? <i>BQ: ¿Cuál es el problema?</i>	To be able to talk about issues with clothes To practise a shop-based role play (Q1 Paper 4)		Term 2 MFL KO H: New GCSE Pg 92-93	Cultural: understand the cultural differences in a shop-based scenario BV: respect towards people working in retail
BQ: Where do you prefer to go shopping? <i>BQ: ¿Dónde prefieres ir de compras?</i>	To be able to talk about what you buy <ul style="list-style-type: none"> - Using items of clothing - Revising adjectival agreement - Use of demonstrative adjectives 			Moral: considering ethical buying Cultural: understanding differences in shopping in different countries PSHE: reflect on financial issues with shopping
Topic 6: Where would you like to live				
BQ: Where would you like to live? <i>BQ: ¿Dónde te gustaría vivir?</i>	<ul style="list-style-type: none"> - To revise the conditional to talk about future plans - To embed vocabulary from topic "town" 	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning	Term 2 MFL KO	
Term 3: Revision: School and my future				

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
January Mocks – Paper 2, 3 and 4 assessed				
PIT : Students to work on EBI provided from Mock Exams				
Topic 7: School in the present				
BQ: What's your school like? <i>BQ: ¿Cómo es tu insti?</i>	To revise vocabulary about school facilities, school subjects and school day <ul style="list-style-type: none"> - Use of the present tense to talk about school routine - Use adjectives and intensifiers to add extra details 	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i> The different type of questions are:	Term 3 KO	Moral and BV: Respect for environment and school community PSHE: Planning skills and engagement in education
BQ: What do you think of school rules? <i>BQ: ¿Qué piensas de las reglas en tu insti?</i>	To revise giving complex opinions about school rules <ul style="list-style-type: none"> - Embed vocabulary about school rules, uniform and teacher's description 	<ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning	Term 3 KO	Moral: understanding the importance of rules and behaviour choices Spiritual: reflect on fairness Cultural: compare differences with school in French speaking countries BV: Rule of Lay, mutual respect, responsibility
Topic 8: School in the past				

BQ: What did you do in school last week? <i>BQ: ¿Qué hiciste la semana pasada en el insti?</i>	To be able to talk about school in the past - Revise the preterite tense Revise for Q3 (F) and Q1 (H) of the writing paper.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning	Term 3 KO	Social: reflecting on team work and school community Cultural: appreciating different activities in subjects PSHE: talking about achievements
			Term 3 KO	
BQ: What was your primary school like? <i>BQ: ¿Cómo era tu escuela primaria?</i>	To revise comparing primary and secondary school - Use of the imperfect tense and the present tense		Term 3 KO	
Topic 9: Plans after the exams				
BQ: What are you going to do after your exams? <i>BQ: ¿Qué vas a hacer después de los exámenes?</i>	To be able to talk about your future plans after finishing school - Use of the future tense and time expressions	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning	Term 3 KO	PSHE: talking about goals Spiritual: reflection about goes and ambitions
			Term 3 KO	Spiritual: reflecting on personal choices
BQ: Where are you going? <i>BQ: ¿Adónde vas ?</i>	To be able to talk about where you would like to go in the future - Revise Q2 Role play of the speaking exams - Practise vocabulary to buy a train ticket			

BQ: How can I help you? <i>BQ: ¿En qué puedo ayudarle?</i>	To be able to practice a conversation in a hotel-based situation. <ul style="list-style-type: none"> - Revise vocabulary about accommodation - Revise Q2 Role play of the speaking exam 		Term 3 KO	BV: respect people working in services Cultural: learning about challenges in a different language real situation
BQ: Where did you stay? <i>BQ: ¿Dónde te quedaste?</i>	To be able to describe accommodation in the past <ul style="list-style-type: none"> - To give opinions in the past - To revise vocabulary about accommodation - Use of the imperfect tense for description in the past 		Term 3 KO	Moral: respecting property Cultural: understanding different types of accommodations in French speaking regions

Term 4: Revision: My life and my identity

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
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Mid Term Assessment – Speaking Mock

PIT : Students to work on EBI provided from Speaking Mock

Topic 10: My identity

BQ: What is important to you? <i>BQ: ¿Que es importante para ti?</i>	To revise how to talk about yourself and your interests <ul style="list-style-type: none"> - Use of vocabulary to say what is important to you - Use of vocabulary to talk about equality 	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i> The different type of questions are: <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French 		Spiritual: reflecting on beliefs and values BV: individual liberty, mutual respect, tolerance
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		<ul style="list-style-type: none"> - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>		
Topic 11: My well-being				
BQ: How do you feel? BQ: ¿Cómo te sientes?	To revise how to talk about how you are feeling <ul style="list-style-type: none"> - Use of of “me siento” - Use of vocabulary to talk about things that worry you 	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.		Social: communication skills PSHE: importance of physical and mental wellbeing
BQ: What do you do to stay healthy? BQ: ¿Qué haces para estar en forma?	To be able to talk about what you do to stay healthy <ul style="list-style-type: none"> - Revise vocabulary of sports 	Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning		PSHE: making responsible choices
BQ: What are you going to change in your life?	To talk about what you are going to change in your life style			Spiritual: reflecting on self-

BQ: ¿Qué vas a hacer para cambiar tu vida?	<ul style="list-style-type: none"> - Revise the future tense to talk about changes - Revise vocabulary about healthy habits 			improvement and growth PSHE: personal development
Mid Term Assessment	Speaking Mock			
PIT	Students to work on EBI provided from Mid Term Assessment			
Speaking Exam Revision: Revision Lessons for speaking to prep students for GCSE Speaking NEA to be sat after the Easter Holidays.				

A note on Term 5:

Students will start formal exams during this term. The focus in lesson for this term will be bespoke revision focusing on exam prep and practise. This will be reactive to the needs of the individual class and therefore open to frequent change and adaptation. French exams are some of the earliest in the exam season.