New Line Learning Academy
Believe and Achieve

Y11 GCSE Spanish Curriculum Intent

Year 11

At New Line Learning we believe that language learning is about more than just words: learning a language should involve learning *about* language and languages, how they work and why they are used in certain ways across place and time. Language learning is also about culture and identity: it is a window out into other ways of seeing the world, and a window in to how we think and communicate.

For this reason students will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and coherently in the target language, being able to convey what they want to say with increasing accuracy; however they will also develop their social, spiritual, moral and cultural understanding and solidify their commitment to the Fundamental British Values of mutual respect and tolerance. Alongside this, they will develop positive learning habits and employability skills that will equip them for future study and employment.

In this, their final year of GCSE study, students will continue to progress through a spiral curriculum that interleaves key vocabulary, grammar structures and commonly used verbs to develop and encourage deeper thinking from pupils, and to allow them to retain information in the longer-term. With a solid foundation developed in Year 10, by the end of Year 11 students will be able to apply their knowledge and skills to exam-style real-world contexts in understanding and responding to a range of authentic texts and producing spoken and written language in a variety of forms and for a variety of purposes and audiences.

Term 1
Topic/Theme/Enquiry

How does studying a language prepare me for the world of work?
El mundo de trabajo

Big Picture
What are the main ideas and big questions in this topic?

Your aspirations and intentions & Applying for jobs
This GCSE topic develops students' ability to discuss their future aspirations, education, and career plans while preparing for real-world employment contexts. Students build confidence in expressing ambitions, describing their skills and qualities, and using appropriate language for job applications and interviews, supporting success in the GCSE speaking and writing examinations.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- talking about your aspirations and intentions
- applying for jobs

- masculine and feminine nouns for jobs
- the importance of language learning
- changes in the world of work
- the impact of artificial intelligence

Key grammar

- different structures to express the future
- Using *para/sin* + infinitive
- using modal verbs
- Using the infinitive as a noun
- Using the simple future tense in the *he/she/it* form
- Using articles (*the, a, some)* correctly

Key skills

- transcribing unfamiliar words
- Giving advice using *hay que / tienes que*
- Understanding more complex texts
- Listening for percentages

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module links closely to Year 9 Module 3 'The world of work' in terms of both vocabulary and structures. It combines this with discussion of the future as covered in Year 10 Module 3 to create a more forward-facing discussion of future plans and aspirations. Pre-requisite knowledge therefore also comes from the Key Stage Three Careers curriculum, as well as the Work Experience that students will have undertaken prior to the study of this module.

Pitch Up
How will we challenge ourselves?

More able, more confident and/or higher tier students can also complete more challenging work and/or extra activities in other textbooks, particularly higher tier textbooks.

Students can use more complex versions of tenses (e.g. not just using *me gustaría* + infinitive but using the conditional tense of a variety of verbs) and use a wider variety of pronouns to describe others in their work.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key stage 4
This unit links into the following topics and themes of the new GCSE curriculum:

- Theme 1 Topic 3 (Education and work)

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of the job requirements and expectations of a range of different job roles, as linking to the Careers curriculum across Key Stage Three. Students may have real-world knowledge

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These topics will be recalled in Year 11 Module 4 onwards as part of general revision topics.	of some of the careers discussed through their work experience or through familial/social connections, but this is not a requirement.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This module makes explicit links to and is an integral part of the Careers curriculum at Key Stage Four, exploring the nature and requirements of different jobs, employability skills and characteristics, and looking at job adverts. It also equips students with the language required to describe themselves in the target language for the purpose of job applications and interview, and touches on aspects of artificial intelligence that link with online safety issues covered in PSHEE and Digital Literacy (Key Stage Three).

Discussion of careers also links to students' social and cultural awareness, as well as encouraging self-reflection and planning for the future as part of students' personal development. Students will also be educated on the careers context within which language learning sits in Britain: dedicated activities in class will explore the skills gap and shortage in the current workforce; the employability skills and lifetime earnings difference of multilingual individuals; and the range of market sectors in which knowledge of a second language is particularly prized.

Students develop **Planning** by identifying career goals, evaluating pathways and preparing responses for applications and interviews. **Listening**, **Speaking** and **Problem Solving** are strengthened through interpreting complex job-related texts, transcribing unfamiliar language and responding to interview questions, while **Creativity**, **Adapting**, **Leadership** and **Teamwork** are developed as students present their strengths, respond to feedback and support one another in professional role-play situations.

Resources	Assessment
What books, websites, videos and materials will support our learning?	*How will we show what we know, remember and can apply?*
AQA GCSE Spanish (Foundation and Higher) textbook, Pearson Ministerio de Trabajo y Economía Social. Ministerio de Trabajo y Economía Social **Unifrog**	Students will sit a speaking assessment. This will consist of a • read-aloud (5 marks) • photo card (5 marks) • role play (10 marks)

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	Students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication and development, as well as their pronunciation and intonation. The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment in Year 10. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 2 Topic/Theme/Enquiry		***How can I make the world a better place?*** ***Un mundo mejor para todos***

Big Picture
What are the main ideas and big questions in this topic?

Social issues facing your community & Ways to help the environment
This GCSE topic encourages students to explore social and environmental issues affecting local and global communities. Students develop the language needed to express and justify opinions, discuss challenges, and propose solutions, preparing them to respond confidently to GCSE reading, writing, speaking, and listening tasks on global and social issues.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- how to help in your community
- climate change
- ways to help the environment
- social issues facing your community

Key grammar
- the imperative
- the imperfect continuous
- *(no) se debería + infinitive*
- Consolidating and using the *he / she/ it* form of the preterite tense

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Key skills

- combining the present and preterite
- using two tenses together to talk about the weather
- using three tenses in the *I* and *we* forms
- working out the meaning of new words
- Developing effective comprehension skills

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

This module is built on the foundation of Year 9 Module 4 'Global issues', but also contains a range of tenses and structures that have been developed throughout Year 10 in the 1st person and now take on renewed importance in the 3rd person. Furthermore, prior knowledge of the moral, social and cultural issues at play must be brought to bear from the Geography, Science, Religious Studies and PSHEE curricula are students' responses are to have meaning and substance beyond the regurgitation of vocabulary and grammatical structures.

Pitch Up

How will we challenge ourselves?

At this level linguistic challenge comes from the proliferation of complex and extended authentic reading and listening texts, and is combined with the cognitive challenge of more intellectually stimulating content. Students are challenged to bring the same level of critical thinking to contentious issues such as climate change, social unrest and racism in the target language that they would in English, structuring and justifying points with evidence and explanation.

As standard, more able, more confident and/or higher tier students are also challenged to:

- Complete more challenging work in the Viva GCSE textbook (higher tier)
- Complete extra and/or more challenging work in the AQA GCSE Spanish higher tier textbook.

Wider Framework

How does this learning connect to future topics and bigger goals?

Key Stage 4:
This unit links into Theme 3 of the new GCSE curriculum (Communication and the world around us) and will be recalled during general revision lessons from Year 11 Module 4 onwards.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of human rights, particularly the United Nations Convention on the Rights of the Child. This links to their Religious Studies at Key Stage Three, as well as to units on refugees covered within the English curriculum in Years 7 and 8. Environmental issues also relate to the Key Stage Three Geography and Science curricula, and will be mutually beneficial to students' understanding in this area.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This module connects to important themes within the personal development curriculum, including charitable initiatives relating to volunteering and the whole-school climate action plan. In so doing, it contributes to the students' social and moral development, whilst linking to moral considerations of sustainability and stewardship.

This module will be of particular interest to students considering careers in law, social justice or advocacy, as well as sustainability and environmental sciences. Concrete examples of working conditions around the world can spark interesting discussion of considerations of work-life balance and workers rights that are particularly timely with the advent of hybrid, remote and flexible working.

Students apply **Problem Solving** to interpret complex authentic texts, work out unfamiliar vocabulary and evaluate evidence relating to social and environmental issues. Through debate and solution-focused tasks, students develop **Listening**, **Speaking**, **Creativity** and **Teamwork**, while **Planning** and **Leadership** are strengthened as they organise persuasive responses and propose action; **Adapting** is developed as they respond to alternative viewpoints and refine their conclusions.

Resources

What books, websites, videos and materials will support our learning?

AQA GCSE Spanish (Foundation and Higher) textbook, Pearson
Wordwall
Live worksheets
Medio ambiente

Assessment

How will we show what we know, remember and can apply?

Students will complete their first set of Year 11 mock examinations to include listening, reading and writing papers, mirroring the full range of GCSE questions.

Writing (Foundation)

- description of the photo (10 marks)
- translation into Spanish (10 marks)
- 50-word writing task (10 marks)
- gap-fill grammar task (5 marks)
- 90-word writing task (15 marks)

Writing (Higher)

- translation into Spanish (10 marks)
- 90-word writing task (15 marks)

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	• 150-word writing task (25 marks) Listening • multiple choice questions • gap-fill exercise • dictation • open answer questions • positive/negative/both questions Reading • reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English This is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 3 Topic/Theme/Enquiry		*How can I lead a healthier lifestyle?* *Mi estilo de vida*

Big Picture
What are the main ideas and big questions in this topic?

Key vocabulary
- describing healthy daily routines
- mealtimes and food trends
- comparing old and new habits
- illnesses and injuries
- making future plans for health and wellbeing

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Key grammar

- using indefinite adjectives
- Using *tener que + noun*
- Using *se necesita* and *hay que*
- Using the imperfect tense to say what you used to do
- Using reflexive verbs in the preterite tense
- using the simple future tense

Key skills

- practicing listening skills
- translating accurately into Spanish
- Giving advice using *debes* and *tienes que*
- Using *if* clauses

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Healthy daily routines & Illnesses and injuries

This GCSE topic develops students' ability to communicate about health, wellbeing, and lifestyle choices. Students learn to describe healthy habits, daily routines, common illnesses, and injuries while giving advice and discussing health-related issues, supporting their understanding of a key GCSE theme.

Reflexive verbs

This grammar-focused topic consolidates students' understanding of reflexive verbs, enabling them to describe daily routines, personal care, and lifestyle habits with greater accuracy. Mastery of this structure strengthens students' ability to communicate across all GCSE skill areas and supports success in both speaking and writing assessments.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

This unit builds on Year 9 Module 2 in terms of content. Vocabulary regarding daily routines, mealtimes and injuries are all familiar from this (and other) modules. At this stage, other pre-requisite knowledge includes an understanding of the format of the GCSE examinations, as practised and applied throughout Key Stage Four, and the literacy and oracy skills required to access and produce spoken and written texts at this level.

Pitch Up

How will we challenge ourselves?

As standard, more able, more confident and/or higher tier students will be challenged to:

- Complete more challenging work in the Viva GCSE textbook (higher tier)
- Complete extra and/or more challenging work in the AQA GCSE Spanish higher tier textbook.

However in this final module of the GCSE, the most meaningful challenge will come in the form of GCSE style questions (listening, reading, translation,

	speaking and writing) with the support of checklists for content, language and skill to ensure that students are deploying at all times their full arsenal of knowledge and understanding, whilst practising the application of these to real exam scenarios. Where applicable, cross-over exercises with A level topics/texts can be used to add additional cultural, cognitive or linguistic challenge.

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Key stage 4 This unit links into Theme 1 of the GCSE curriculum (People and lifestyle) and will be recalled during general revision lessons from Year 11 Term 4 onwards. Beyond the GCSE, this unit also supports students in making future plans for their health and wellbeing as they prepare to leave school.	Students will benefit from a wider appreciation of international cuisines and nutrition, as developed through Key Stage Three study of Food and Cookery, Science and Healthy Living within PSHEE. Discuss of sport and fitness will build on this whilst also linking to the PE curriculum as well as students' wider understanding of physical health within the context of the school's personal development programme.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This module provides a fantastic opportunity to make authentic connections with Food and Nutrition, building on the careers aspirations of many of our students. Lesson activities can include discussion of the importance of language learning to the international hospitality and food service industries, with the sharing of case studies, for example of chefs who have learned Spanish for the purpose of training and working abroad.

Any discussion of physical health also goes hand in hand with the promotion of mental health and wellbeing, as well as the development of social skills and understanding in terms of teamwork and communication.

As a key manifestation of culture, this module on food also provides a valuable opportunity to explore international cuisines and enhance students' cultural appreciation and understanding, as well as the social role of foods and mealtimes and the impact of food on identity and healthy living. There is also scope for the moral considerations regarding vegetarianism and veganism, as well as organic and GM foods.

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Students strengthen **Planning** by setting realistic health goals, comparing past and present habits and considering how future choices may affect their wellbeing. **Listening**, **Speaking** and **Problem Solving** are developed through health-related scenarios, translation and advice-giving, while **Creativity**, **Leadership** and **Teamwork** are built through designing and communicating recommendations; **Adapting** is practised as students respond to changing needs, unfamiliar questions and feedback.

Resources
What books, websites, videos and materials will support our learning?

AQA GCSE Spanish (Foundation and Higher) textbook, Pearson
Wordwall
Live worksheets
Ministerio de Sanidad

Assessment
How will we show what we know, remember and can apply?

Students will sit a full mock speaking assessment.
This will consist of a

- read-aloud (5 marks) and follow-up questions (10 marks)
- photo card (5 marks) and follow-up questions (15 marks)
- role play (10 marks)

Students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication and development, as well as their pronunciation and intonation.
The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment at the end of Year 11 Module 1. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Terms 4 and 5

Topic/Theme/Enquiry

Am I ready?
Revision and preparation for final GCSE exams

Big Picture
What are the main ideas and big questions in this topic?

Speaking examination preparation, Listening skills, Reading and translation & Extended writing
This topic prepares students for the GCSE Spanish examinations by consolidating language knowledge and developing effective examination strategies. Students refine their speaking, listening, reading, translation, and extended writing skills while improving accuracy, fluency, and confidence across the full GCSE specification.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Revision and preparation for final exams: speaking, listening, reading and writing
Revise commonly used vocabulary (adjectives, intensifiers, verbs, topic-based nouns).
Revise and recycle complex phrases for writing and speaking assessments.
Revise key tenses, including common phrases like fui/fue, me gustaría + infinitive and 1st person regular present tense verbs (ending in -o)
Ongoing practice and QLA of exam-style questions across the skills

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Revision and exam practice lessons and activities will draw on and bring together all previous learning with an emphasis on gaps and misconceptions identified from mock examination and in-class assessment for learning.

Pitch Up

How will we challenge ourselves?

The most meaningful challenge in the run-up to the GCSE examinations comes in the form of GCSE style questions (listening, reading, translation, speaking and writing) with the support of checklists for content, language and skill to ensure that students are deploying at all times their full arsenal of knowledge and understanding, whilst practising the application of these to real exam scenarios. Where applicable, cross-over exercises with A level topics/texts can be used to add additional cultural, cognitive or linguistic challenge.

Wider Framework

How does this learning connect to future topics and bigger goals?

Key Stage 4
This unit consolidates the full range of GCSE themes, vocabulary, grammatical structures and examination skills studied throughout Key Stage Four. Students will make connections across topics and time frames, identifying recurring language patterns and transferring knowledge between listening, speaking, reading, translation and writing tasks.

Beyond Key Stage 4

Students will benefit from understanding that examination preparation involves more than recalling vocabulary: it requires strategic revision, independent reflection and the ability to select and apply knowledge in unfamiliar contexts. These transferable study skills will support future learning at sixth form, college, university and in the workplace, while continued engagement with authentic Spanish-language material will provide a

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students will benefit from understanding how memory, retrieval and cognitive load affect learning. Knowledge of strategies such as spaced practice, interleaving and regular low-stakes recall will help them recognise why effective revision is more successful when it is planned over time rather than concentrated immediately before an examination.

Students will also deepen their understanding of examination performance by exploring the relationship between stress, concentration and confidence. This includes recognising how sleep, routine, preparation and positive self-regulation can support recall and decision-making under pressure, helping students approach their final examinations with greater independence and resilience.

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foundation for further study at AS or A Level and for using languages in real-world contexts.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students use **Planning** to organise revision, prioritise gaps in their knowledge and select appropriate strategies for each examination component. **Problem Solving** and **Adapting** are developed through responding to unfamiliar questions, correcting misconceptions and modifying approaches after question-level analysis, while collaborative rehearsal builds **Listening**, **Speaking** and **Teamwork**; **Leadership** and **Creativity** are strengthened as students take responsibility for their progress and apply language flexibly across different tasks and contexts.

Resources

What books, websites, videos and materials will support our learning?

AQA GCSE Spanish (Foundation and Higher) textbook, Pearson
Exampro

Assessment

How will we show what we know, remember and can apply?

Students will complete their final GCSE exams at the end of this part of the course.

We follow the AQA GCSE qualification in Spanish:
SPANISH – AQA | Spanish | GCSE | GCSE Spanish