



The Fisher Way: Curriculum



The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Spanish
Year Group	Year 11
Intent	<p>Successful and resilient learners: who appreciate and have an awareness of the many varied cultures and languages in Europe and beyond</p> <p>Confident individuals: who can apply their knowledge in practical situations abroad in Spanish-speaking countries</p> <p>Responsible citizens: who have empathy and understanding of cultural diversity at home and further afield; global citizens</p>

Narrative	<p>By the end of year 11 all learners will have the relevant skills for either foundation or higher-level GCSE exam entries. They will have covered all the topics they need for their exams. They will have practised exam techniques in all 4 skill areas to give them the confidence to tackle all four exams.</p> <p>This is a culmination of all the vocabulary and structure knowledge they have gained.</p> <p>This gives the learners the ability to study and work abroad as well as greet guests from abroad in their future work places. It also allows them to use Spanish in their recreational time when they visit Spanish speaking countries and communicate with more people.</p>					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Global issues: The environment Poverty/homelessness	Travel and tourism	My studies	Life at school/college	Education post 16 Jobs, career choices and ambitions	
Key skills	<ul style="list-style-type: none"> modal verbs linked to behaviours (must do/can do/should do/could do etc.) past tense for effects of behaviours on environment si sentences revised for outlining consequences of actions pluperfect tense perspective 	<ul style="list-style-type: none"> consolidation of preterite and imperfect tenses (see Worksheets: Holidays: the preterite tense, Holidays: the imperfect tense and Holidays: the preterite and imperfect tenses) sequencing words, expressions and phrases antes de/después de haber 	<ul style="list-style-type: none"> tener que + infinitive deber + infinitive hay que + infinitive (compulsory subjects), porque to express reasons perfect tense regular verbs (escoger/decidir/dejar - options) Two verbs together eg. ir 	<ul style="list-style-type: none"> transfer deber/poder/hay que/querer to school rules context quantity words mucho/demasiado/bastante (including with plurals) perfect tense using regular and common irregular verbs (he hecho mis deberes). 	<ul style="list-style-type: none"> enhanced statements of possibility including subjunctive after conjunctions of time (cuando) quisiera 	

		etc/mientras/desde hace/acabar de developing greater complexity in spoken and written accounts of past events or experiences <ul style="list-style-type: none"> • weather expressions with hacer • possessive pronouns mío etc 	a/esperar/gustar más <ul style="list-style-type: none"> • comparative and superlative in expressing opinions about subjects (see My studies: making comparisons – Worksheet and Teaching notes) • use of tú and usted in informal/formal exchanges 			
Cultural capital	Climate change, pollution, clean public transport, environmental protection, recycling	Spanish holiday destinations Spanish conventions including eating times	Subjects studied and length of school day in Spain. School holiday differences	Spanish education/exam system	Differences in jobs in Spain World of work, careers, apprenticeships; university studies; aspirations; Working times	
Assessment	Past papers	Past papers Mocks R & W	Past papers	Past papers Mocks S & L	GCSE speaking exam	GCSE exams