

Spanish Year 11: Curriculum Overview



Curriculum intent

Languages at Colne Primet Academy aim to spark curiosity and nurture a love of languages through an inclusive and ambitious curriculum, built around the three key pillars of language learning: vocabulary, grammar, and phonics. These pillars are explored through the four key skills of listening, reading, speaking, and writing, enabling students to make progress and become confident, expressive communicators—both in the target language and in their wider literacy.

Cultural knowledge is woven into lessons to promote respect and understanding of the diverse, multicultural world we live in, supporting students to grow into responsible, informed global citizens.

Our curriculum is designed to be motivating, enabling learners to see the value of language skills beyond the classroom. Students explore how languages can open doors to exciting opportunities in education, travel, and future careers—broadening their horizons and raising their aspirations.

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Year 11 Overview

In Year 11, students build on their learning from Year 10 to complete the Edexcel GCSE Spanish course. They deepen their understanding of key topics such as food and drink, daily routine, local area, global issues, future plans, education, and employment. Lessons continue to develop students' ability to describe experiences, give and justify opinions, and explore wider social and environmental issues relevant to life in both Spanish-speaking countries and their own communities.

Grammatical knowledge is extended through regular use of the **present, preterite, imperfect, near future, simple future, and conditional tenses**. Students also consolidate and apply complex structures such as **reflexive verbs, object pronouns, comparatives, superlatives, and si clauses** to communicate ideas more accurately and confidently across different time frames.

All four language skills—**listening, reading, speaking, and writing**—continue to be developed and practised in line with the GCSE assessment model, with each skill contributing equally to students' final grade. Translation remains a key focus, with students translating both into and from Spanish to reinforce grammar and vocabulary recall. In speaking, students practise role plays, photo cards, and general conversation questions across all themes. In writing, they produce longer, structured answers using a wide range of language. Reading and listening activities help students tackle more challenging texts, identify tense and tone, and develop strong decoding strategies that support both Spanish and broader literacy skills.

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Week Number	Themes/ Topics	Vocabulary	Grammar	Phonics	Key Assessments
1 - 5	Healthy Lifestyle	<ul style="list-style-type: none"> Food and drink related vocabulary and meal times Daily routine activities and common verbs Time expressions and frequency adverbs Healthy lifestyle and diet-related terms Childhood activities and routines Illnesses, symptoms, and health-related vocabulary Lifestyle change terminology Comparative and superlative language Linking words and opinion expressions Advice and suggestion phrases 	<ul style="list-style-type: none"> Present tense of regular, irregular, and reflexive verbs Use and placement of frequency adverbs Telling the time with "ser" Imperative forms for giving advice and commands Use of "hay" for existence statements Modal verbs plus infinitive for advice (deber, tener que) Imperfect tense for past habitual actions and background information Contrast between imperfect and preterite tenses Use of "soler" + infinitive for past routines Comparatives and superlatives for making comparisons Si clauses Type 1 (conditional statements) Future tense formation and use Differences between ser vs estar, por vs para Direct and indirect object pronouns Use of opinion phrases in multiple tenses 	<ul style="list-style-type: none"> Ch Ca/co/cu Cu + vowel Ce/ci rr/r 	End of Module assessment
6 – 10	School	<ul style="list-style-type: none"> Vocabulary for describing school environment and school year 	<ul style="list-style-type: none"> Present tense verbs for describing routines and habits Expressing opinions using present tense and simple phrases 	<ul style="list-style-type: none"> Z ñ/n R/rr Ce/ci 	GCSE Mock Reading, Listening, Writing, Speaking

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		<ul style="list-style-type: none"> • Terms for school uniform and clothing items • Daily school schedule and activities during break and after school • School subjects and expressing opinions about them • Vocabulary related to school rules and regulations • Study habits and related actions • Describing teachers' personality and appearance • Vocabulary connected to school trips and excursions • Expressions for improvements and future intentions 	<ul style="list-style-type: none"> • Simple future tense (ir + a + infinitive) for plans and intentions • Conditional tense to express hypothetical improvements or suggestions • Use of modal verbs for advice related to study habits and school rules • Comparative structures for evaluating subjects and teachers • Use of adjectives with correct agreement to describe people and things • Use of reflexive verbs for daily school routines • Imperative mood for expressing rules and commands • Question formation for asking about school preferences and activities 	<ul style="list-style-type: none"> • u 	
11 - 18	Town & Region	<ul style="list-style-type: none"> • Local area vocabulary • Directional language • City and town descriptions • Shopping and preferences vocabulary • Countryside vs city comparisons • Future plans and improvements • Weekend and past activities vocabulary • Time phrases (past, present, future) • Phrases for opinions and preferences 	<ul style="list-style-type: none"> • Present tense (regular and irregular verbs) • Preterite tense • Imperfect tense • Present perfect tense • Immediate future tense (ir + a + infinitive) • Simple future tense • Conditional tense • Comparatives and superlatives • Adjective agreement 	<ul style="list-style-type: none"> • LL/L • Cu + vowel • RR • Vowel stress patterns • Vowels together • Ce/ci/z • ca/co/cu 	Writing assessment

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			<ul style="list-style-type: none"> Combining multiple tenses in speaking/writing 		
19 - 23	The world around us	<ul style="list-style-type: none"> Volunteering and charity work Helping others and community action Environmental issues and sustainability Global problems and solutions Weather vocabulary Activists and inspirational figures Future ambitions for helping the world Phrases for expressing concern and giving solutions Opinion and justification phrases 	<ul style="list-style-type: none"> Present tense Preterite tense Near future tense Simple future tense Conditional tense Present perfect tense Use of si clauses Complex opinion structures Combining multiple tenses in speech and writing 	<ul style="list-style-type: none"> Ca/co/cu V/b Silent h n/ñ Que/qui 	<p>Final Mock</p> <p>Listening, Reading, Writing, Speaking</p>
24 - 28	Work & Future plans	<ul style="list-style-type: none"> Future plans and career aspirations Post-16 and post-18 pathways (college, apprenticeships, university) Part-time jobs and employment vocabulary Job preferences and professional ambitions Childhood aspirations Language learning and its benefits Society and world of work changes Technology and artificial intelligence 	<ul style="list-style-type: none"> Simple future tense Conditional tense Imperfect tense for past aspirations Modal verbs for giving opinions and justifications Use of <i>por qué / porque</i> for reasons Use of <i>para</i> + infinitive to express purpose Combining present, past, and future tenses Question structures and speaking strategies 	<ul style="list-style-type: none"> Penultimate syllable stress Written accents Final syllable stress Gue/gui Ge/gi Ga/go/gu a/e/i/o/u 	<p>Speaking exam preparation</p>

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		<ul style="list-style-type: none">• Speaking exam question types and topic vocabulary			
28 - 30	Exam skills & Revision				Final GCSE Speaking exam Listening, Reading and Writing final exams