



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 9

SUBJECT	Spanish
INTENT	<p>The Spanish Curriculum intends to ignite a curiosity and love of languages and other cultures. Through a focus on both culture and communication the MFL department aim to foster a passion for exploring a foreign Language and comparing it to our own. Language learning provides an insight into others’ countries and cultures and thus widens our intellectual horizons.</p> <p>Learning a foreign language builds a deeper understanding of your own and in addition to the obvious benefits for the key skills of communication and literacy, MFL learners are required to work collaboratively with their peers and develop independent skills. The study of MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world.</p> <p>Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.</p>



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Year Group	9 Spanish -Transition Year.					
Rationale/ Narrative	My World: In year 9 I will develop and deepen the knowledge gained in year 7. I will be able to apply the grammar I have learnt in year 8 to topics I already know. I will be able to understand and convey opinions and discuss preferences of My World topics. Including Family and Friends, Free Time Activities, Technology and Festivals. Wil also be able to listen and read for detail and gist and be able to respond accurately and confidently in both writing and speaking. Textbook: AQA Spanish (oxford)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Revisiting specific grammar and vocabulary from years 7 & 8 to build confidence in its recognition when reading and listening, and usage when speaking and writing. Describing the personality and physical attributes of yourself and others. Providing more specific details, such as how different people get along, current relationship status and opinions on marriage.	Understanding and providing different opinions on technology. Stating which activities people can undertake through using technology. Recognizing and using different tenses to describe actions undertaken at different points in time.	Expanding our recognition of specific free-time activities taught through years 7 & 8. Learning a range of regular verbs to describe what I and others do in our free time. Using opinions to express specific likes/dislikes of different activities and developing the ability to provide specific locations where these activities are undertaken.	Learning about different types of food and drink, providing a wider variety of opinions and using specific adjectives and intensifiers, as well as recognising different cultural gastronomy and conventions..	Learning about different festivals celebrate in Spain and Latin America. Being able to describe actions in the past at different celebrations.	Revisiting topics studied during Year 9. Reinforcing both recognition and confidence in using different tenses and grammatical structures. Revisiting important high-frequency verbs and vocabulary commonly used in GCSE papers.
SKILLS	Using key verbs in the present tense to refer to myself and others.	Using high frequency verbs in the present, present continuous and perfect tenses to describe what I do, am doing, have done using technology and during your/their free time.	Recapping regular verbs and using their infinitive forms with different opinions to say what I and others like/dislike doing in our free time. Covering the radically changing verb 'jugar' and the irregular verb	Continuing to use the present tense and introducing further examples of radical changing verbs.	Communicating actions and expressing options using 'ir' and 'ser' in the preterite tense. Conjugating regular verbs in the preterite tense in all forms.	Recapping: <ul style="list-style-type: none"> SER + ESTAR Articles + adjectives Key family + relationship vocabulary High-frequency verbs describing relationships.



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		Undertaking a role play in a specific scenario using numbers + items of technology.	<p>'hacer' to describe what I and others 'play' and 'do.'</p> <p>Learning how to describe specific locations in which you can play sport.</p> <p>Using the simple future tense to describe what activities I will do in the future.</p>		Recognizing and using the imperfect tense to describe recurring actions in the past.	
ASSESSMENTS	<p>Marking Point 1 GCSE Writing task mirroring Foundation Tier 40-word question- talking about positive + negative familial relationships + ideal partners.</p>	<p>Marking Point 2 Grammar Task - key present tense verbs irregular and irregular</p> <p>Marking Point 3 Progress Test - GCSE style writing and Listening</p>	<p>Marking Point 1 Week 2: Independent translation task assessing understanding of opinions, conjugating verbs in the 1st person, frequency markers and justifications.</p>	<p>Marking Point 2 Grammar Task – radical changing verbs</p> <p>Marking Point 3 Progress Test – GCSE Reading and Listening.</p>	<p>Marking Point 1 Week 4 – GCSE style translation task assessing understanding and recall of 3 tenses, time phrases and vocabulary relating to customs and festivals Green pathway: 5 sentences Blue pathway: 57 word paragraph.</p>	<p>Marking Point 2 GCSE Listening and Reading.</p> <p>Marking Point 3 Progress Test - GCSE Speaking Answering Theme 1 Questions.</p>