



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 10

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>By the end of year 7 pupils will be able to discuss and describe and give opinions on their family, their hobbies, their school and town as well as communicate clearly in the present tense. by the end of year 8 pupils will continue to give their opinions and reasons why on the topics of free-time activities, technology, their region, healthy living and holidays. Pupils will also be able to communicate using the past present and future tense. By the end of our year 9 Transition year pupils will be able to give increasing detail and complexity on the topics of Family, Technology, hobbies, celebrations as well as showing an understanding of Spanish culture and festivals. Pupils will be able to communicate with increasing complexity and depth using the past, present and future tenses.</p> <p>By the end of KS4 pupils will be able to communicate in a range of tenses (including the imperfect and conditional) communicate their opinions and increasingly complex information on a range of topics from Theme 1 (Identity and Culture), Theme 2 (local, national, international and global areas of interest) and Theme 3 (Current and Future Study and Employment).</p>



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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.

Year Group	10 Spanish					
Rationale/ Narrative	Theme 2: in year 10 I will develop and deepen the knowledge I gained from year 8 topics. I will be able to understand and convey opinions and discuss advantages and disadvantages of Theme 2 topics. Including my home and region, charity and healthy living, homelessness, the environment and travel and tourism. I will be able to listen and read for detail and gist and be able to respond accurately and confidently in both writing and speaking. Textbook: GCSE AQA Spanish (Oxford)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Describing my house and activities I do there. Discussing my neighborhood and region and what can be done there. Discussing preferences of city and country living.	Talking about holiday destinations and activities that can be done. Discussing weather and accommodation. Being able to use the past and future tense accurately to describe visits.	Continue Talking about holiday destinations and activities that can be done. Discussing weather and accommodation. Being able to use the past and future tense accurately to describe visits.	Discussing charities and charity work. Social issues and healthy lifestyles	Discussing the environmental issues and solutions. Talking about what we do to help the planet.	Discussing poverty and inequalities. Learning how to prepare for and tackle the Speaking Exam. Mock Speaking Exam.
SKILLS	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening) Being able to give advantages and	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening) Being able to talk about past, present	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening) Being able to book a hotel room, and being	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening) Being able to discuss the importance of helping others, and	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening) Discussing would we should, could and will	Learning how to approach each aspect (Role play, Photo Card and General Conversation), in order to complete the speaking exam.



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	disadvantages and compare.	and future holiday plans.	able to book a restaurant.	we do to help. Being able to say what we do to keep healthy.	do to help the environment .	
ASSESSMENTS	Marking Point 1 GCSE Style Writing Task (40/90 words)	Marking Point 2 GCSE style Writing Paper Marking Point 3 Progress Test - GCSE style Reading	Marking Point 1 GCSE style translation task (Q3 Foundation Paper/ Question 4 Higher Paper)	Marking Point 2 GCSE style Writing Paper Marking Point 3 Progress Test - GCSE Listening paper	Marking Point 1 GCSE THEME 2 SPEAKING ANSWERS.	Marking Point 2 GCSE Listening and Reading Papers Marking Point 3 GCSE Speaking Mock Exam