



## 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 7

|                |  |
|----------------|--|
| <b>SUBJECT</b> | <b>Spanish</b>   |
| <b>INTENT</b>  | <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              | 7 ¡Claro!1   |  |  |   |  |  |
|-------------------------|--|--|--|---|--|--|
| Rationale/<br>Narrative | To be able to talk about my myself and my family. To describe what I do and like to do in my free time concerning sports, technology and food. I will be able to briefly describe where I live and other countries. I will have mastered the regular present tense in Spanish and will have learnt key irregular verbs off by heart in the present tense. I will be able to answers questions spontaneously. The knowledge gained in year 7 will cover all of THEME 1 of the GCSE course, this will be revisited in more depth in year 9, giving pupils a cyclical learning experience that will draw on the foundation set in year 7. |  |  |   |  |  |
|                         | Autumn 1<br>¡Claro!1 unit 1  | Autumn 2<br>¡Claro!1 unit 2  | Spring 1<br>¡Claro!1 unit 3  | Spring 2<br>¡Claro!1 unit 4   | Summer 1<br>¡Claro!1 unit 5  | Summer 2<br>¡Claro!1 unit 6  |
| KNOWLEDGE               | Getting to know the Spanish Speaking world. Introducing myself. Describing myself and others. Using dates and giving basic opinions  | Talking about my family and pets. Giving detailed descriptions and using ser in the present tense.       | To talk about sports, I do and play, able to conjugate the verbs HACER, JUGAR and IR to say what others do in the present tense. | Describe my room, house and where I live. Being able to describe a dream home.                      | Describing my neighborhood and town. Saying what there is and what can be done there.                              | Be able to give opinions on school subjects, my school and teachers.                 |
| SKILLS                  | Asking questions and introducing myself. Using tener and llamarse to describe myself and others.   | Being able to use the present tense of ser and estar to describe yourself and others.                    | Speaking and writing confidently using the present tenses of ir hacer and jugar.   | Revision of the verbs ser and estar. Using the verb vivir in the present tense.                     | Linguistic skills to improve sentence structure and position of adjectives. Reading and listening skills strategy. | Being able to listen for question words and answer accurately.                       |
| ASSESSMENTS             | <b>Marking Point 1</b><br><b>Translation task</b><br>Describing myself, age and family.  | <b>Marking Point 2</b><br>Writing task 30 words describing family members.<br><br><b>Marking Point 3</b> | <b>Marking Point 1</b><br><b>Grammar and conjugation task using tener, hacer, ir, jugar.</b><br>In the present tense.            | <b>Marking Point 2</b><br>Listening Task True, False statements on house.<br><b>Marking Point 3</b> | <b>Marking Point 1</b><br><b>Reading Task on town and activities in town.</b>                                      | <b>Marking Point 2</b><br>Describing a photo: writing.<br><br><b>Marking Point 3</b> |



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|  |  | Progress Test –<br>Reading and Listening. |  | Progress Test –<br>Reading, Listening and<br>writing. |  | Progress Checkpoint,<br>Reading, listening and<br>translation (present<br>tense and opinions) |
|--|--|---|--|---|--|---|