



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>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>



CHORLTON HIGH SCHOOL: CURRICULUM

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	9 Spanish -Transition Year. My World (Core and Higher)					
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 My Family and Me	Autumn 2 Technology	Spring 1 My Hobbies	Spring 2 Food and Drink	Summer 1 Celebrations	Summer 2 Festivals
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 past, present and future to describe the use of technology.	Expanding our recognition of specific free-time activities taught through years 7 & 8. Using the past present and future 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 recognizing different cultural gastronomy and conventions.	Learning about different Celebration and festivals celebrated in Spain and Latin America. Being able to describe actions in the past at different celebrations.	Consolidating Spanish Festivals. Revisiting topics studied during Year 9. Reinforcing both recognition and confidence in using past present and future tenses.
SKILLS	Using key verbs in the present tense to refer to myself and others.	Using high frequency verbs in the present, past and future	Recapping regular verbs and using infinitives and	Being able to order in a restaurant and use the past present and	Communicating actions and expressing options	Speaking Skills. Recapping:



CHORLTON HIGH SCHOOL: CURRICULUM

		tenses to describe use of technology. Being able to complete a role play scenario.	opinions to say what I and others like/dislike doing in our free time. Using past, present and future tenses to talk about sports and hobbies.	future to talk about eating habits and restaurant visits.	using 'ir' and 'ser' in the preterite tense. Conjugating regular verbs in the preterite tense in all forms.	<ul style="list-style-type: none"> • Family • Technology • Free-time activities • High-frequency verbs
ASSESSMENTS	<p>Marking Point 1 Bullet point Writing task 40-word question- talking about positive + negative familial relationships + ideal partners.</p>	<p>Marking Point 2 Listening Question Positive, Negative, Both.</p> <p>Marking Point 3 Progress Checkpoint, Reading Listening and translation (past, present and future).</p>	<p>Marking Point 1 90 word writing task about sports and hobbies using past present and future tenses.</p>	<p>Marking Point 2 Reading task, true False not mentioned on Food and Healthy Living.</p> <p>Marking Point 3 Progress Checkpoint – Reading, Listening and Translation (past, present and future)</p>	<p>Marking Point 1 Speaking Question Answers</p>	<p>Marking Point 2 Listening task on festivals and celebrations.</p> <p>Marking Point 3 Speaking progress checkpoint covering all aspects of my world. (photocard 20 marks / questions 30 marks)</p>