



CHS South Curriculum Intent

CREATIVE: A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

HAPPY: Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUCCESSFUL: An education where imagination, curiosity and resilience enable us to ignite our learning.

CHS South Curriculum Area Framework for Learning – Years 7-11

SUBJECT	Spanish
INTENT	<p>The Spanish Curriculum intends to ignite a love of languages and spark an interest and tolerance of other cultures. Through a focus on communication, the MFL department will foster a passion for exploring a foreign language, its vocabulary and patterns within it. Our Spanish curriculum will provide insight into Spanish speaking countries and their cultures and thus widen pupils’ intellectual horizons.</p> <p>By concentrating on communication and grammatical application in Spanish, pupils will also become to understand their own language better. In addition to the obvious benefits of communication and literacy, MFL learners will learn how to work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude, therefore it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our Curriculum plans to equip pupils with versatile and adaptable tools for language transmission and provides carefully spaced opportunities for pupils to revisit the more difficult aspects.</p> <p>Our Curriculum in 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. 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>



CHS SOUTH: CURRICULUM

Year Group	7 - Mi Vida – My life					
Rationale/ Narrative	In year 7, pupils learn the basics of the Spanish language in the context of their own lives, whilst comparing it to that of young people in Spanish speaking countries. Pupils are introduced to the basic principles of pronunciation, grammar and vocabulary learning whilst describing the world around them. By the end of the year, pupils should feel confident introducing themselves and expressing opinions on their pastimes and their studies. Pupils should also be able to describe their family and their home and understand and partake in a conversation about themselves.					
	Autumn 1 iViva! 1 Module 1	Autumn 2 iViva! 1 Module 2	Spring 1 iViva! 1 Module 2	Spring 2 iViva! 1 Module 3	Summer 1 iViva! 1 Module 3	Summer 2 iViva! 1 Module 4
KNOWLEDGE	Vocabulary to introduce myself including my age, birthday and personality. Learning how to say whether I have brothers/sisters.	Different free time activities including sports. Giving opinions and reasons.	Learning about Dia de Reyes Describing the weather and different adverbs of frequency. Asking people what they do in their free time and different weathers.	Revision of module 2 for progress tests. School subjects and different times of the day. Giving opinions on subjects and teachers and justifying these.	Vocabulary on school facilities and descriptions of them. Different break activities and using time phrases with them.	What I look like. Family members and their appearance. Describing people's personality. Using adjectival agreement.
SKILLS	Asking questions and introducing myself. Using tener, ser and llamarse to describe myself and others. Being able to use Pearson Active Learn to practice reading and listening skills.	Giving opinions with the infinitive and justifying them with reasons. Using negatives. Using the present tense of ar verbs.	Revision of the present tense. Extended opinions. Varying time phrases and using different connectives in written work	Giving opinions of singular and plural nouns with reasons. Extending opinions with a range of contrasting adjectives and connectives.	Using the present tense of er and ir verbs. Comparing and contrasting discussing advantages and disadvantages.	Using tener in present tense. Using the third person to give detailed accounts of how they look.
ASSESSMENTS	Marking Point 1 Translation task	Marking Point 2	Marking Point 1	Marking Point 3	Marking Point 1	Marking Point 3



CHS SOUTH: CURRICULUM

	Describing myself, age and family.	Writing task 30 words describing free time activities Marking Point 3 Progress Test – Reading and Listening.	Translation task on free time Marking Point 2 Extended writing on free time and extended opinions	Progress Test – Reading, Listening and writing.	Translation Marking Point 2 Writing on my school.	Speaking exam covering all topics in year 7.
HOME LEARNING	Online reading and listening tasks	Progress test revision Online reading and listening tasks	Online reading and listening tasks	Progress test revision Online reading and listening tasks	Online reading and listening tasks	Progress test revision Online reading and listening tasks
READING, WRITING, TALK	<p>Talk: Learning to ask questions and introduce ourselves. Use of role plays to develop speaking confidence.</p> <p>Writing: Being able to use tener and ser accurately to describe myself and others.</p> <p>Reading: Recognizing what I know and don't know in a text to deduce meaning. Breaking down information.</p>	<p>Talk: Learning to identify and use opinions.</p> <p>Writing: Using verbs accurately in the present tense first person</p> <p>Reading: Beginning to recognize negatives that change the meaning in a text.</p>	<p>Talk: Learning to ask questions about leisure activities and giving responses and opinions. Use of sentence stealers to develop longer sentences.</p> <p>Writing: Using verbs accurately in the present tense with a range of pronouns. Using a range of connectives and time phrases</p> <p>Reading: Using inference skills in longer texts.</p>	<p>Talk: Using tengo, estudio and opinions to partake in conversations on my school subjects. Being able to refer to my teachers</p> <p>Writing: To be able to write extended sentences in Spanish giving justified opinions on school subjects.</p> <p>Reading: Identifying and highlighting contrasting opinions in a text and recognizing connectives.</p>	<p>Talk: Using hay and no hay to partake in conversations on school facilities using trap doors and role plays.</p> <p>Writing: To be able to write extended texts to improve upon last terms work on school and extend it with comparisons and details on facilities.</p> <p>Reading: Dissecting a longer text that contains lots of unknown vocabulary. Using authentic resources.</p>	<p>Talk: Learning to ask and answer questions on how people look using 'Guess who' game as a prompt. Asking and answering questions on our houses/flats and where they are.</p> <p>Writing: To be able to write extended texts on our family, where we live and how they look.</p> <p>Reading: Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>



CHS SOUTH: CURRICULUM

TIER 3 VOCAB						
PSPSMC, BRITISH VALUES	<p>Social / Cultural: learning about language that others speak and listening to native Spanish speakers</p> <p>Moral: Agreeing to the climate for learning.</p> <p>British Values: Tolerance of other cultures.</p>	<p>Social / Cultural: learning about christmas in Spain</p> <p>Moral: learning to ask questions and justify opinions</p> <p>British Values: understanding sporting culture in Spain</p>	<p>Social / Cultural: Group work to develop social skills</p> <p>Moral: Being able to be part of a team in group work.</p> <p>British Values: Tolerance of others opinion.</p>	<p>Social / Cultural: Looking at differences in schools between Britain and Spanish speaking world</p> <p>Moral: asking questions and justify opinions</p>	<p>Social / Cultural: speaking group work to social skills.</p> <p>Moral: being able to be part of a team in group work.</p> <p>British Values: discussing family and home life.</p>	<p>Social / Cultural: learning about Spanish cities</p> <p>Moral: learning to ask questions and being polite in a café</p> <p>British Values: tolerance of other cultures</p>



CHS SOUTH: CURRICULUM

Year Group	8 - Mi lugar en el mundo – My place in the world					
Rationale/ Narrative	In year 8, pupils extend their understanding of Spanish by concentrating on their communicative proficiency in the context of the wider world. They begin to delve deeper into the grammatical workings of the language through understanding and beginning to use three tenses: the preterite past tense, the present tense and the near future tense. By the end of the year pupils should be able to access authentic resources and pick out information from more challenging texts within the context of travel, food, fashion and culture.					
	Autumn 1 - Viva 2 module 1	Autumn 2 - Viva 2 module 2	Spring 1 - Viva 2 module 3	Spring 2 - Viva 2 module 4 (in parts)	Summer 1 - viva 2 module 5	Summer 2 - viva 2 module 5
KNOWLEDGE	Holiday destinations and activities. Past tense time phrases. Understanding of the past tense. Opinions in the past.	Different music styles, films and TV programs. Past tense activities. How we use our phones. Revision of time phrases and opinions.	Vocabulary on foods, drinks and snacks. Typical Spanish food and mealtimes. Talking in three tenses about food	Revision of ordering in a restaurant. How to say I am thirsty I am hungry. Revision of mealtimes and time phrases (including telling the time). Parties in Spanish speaking nations. Semana santa, typical foods etc	Clothes items. Opinions on clothes. Revision of future and preterite tenses. Saying what I wore and what I'm going to wear	Types of holiday accommodation. Holiday activities and use of 'se puede'. Revision of places around a town.
SKILLS	Talking about things in the past tense using ar, er and ir verbs, including irregulars. Giving extended opinions of past experiences.	Using a Spanish TV guide. Expressing opinions on music, lyrics, apps and films. Learning about Spanish young people's lives. Using and revising the past tense.	Describing meal times and food. Using negatives. Ordering a meal in Spanish. Discussing what to buy for a party and using the near future tense to order.	Revision of using three tenses together. Ordering a meal in Spanish.	Using three tenses together to discuss what we wear and when. Giving opinions on clothes. Discussing a sporting event and what we wear.	Using the comparative to give extended opinions. Revision of using three tenses.
ASSESSMENTS	Marking Point 1 Translation task. Past tense activities of holiday activities	Marking Point 3 Progress Test –Reading and Listening	Marking Point 1 Translation: three tenses on food, drink and parties	Marking Point 2 Progress Test – Reading and Listening.	Marking Point 1 Grammar and Translation Task: using three tenses	Marking Point 3 Speaking exam cover all topics form the year and using



CHS SOUTH: CURRICULUM

	Marking Point 2 Writing (40 word)			Marking Point 3 Grammar Task: using three tenses together	Marking Point 2 Writing: 90 word. Clothes past present and future	the past, present and future.
HOME LEARNING	Online reading and listening tasks	Progress test revision Online reading and listening tasks	Online reading and listening tasks	Progress test revision Online reading and listening tasks	Online reading and listening tasks	Progress test revision Online reading and listening tasks
READING, WRITING, TALK	<p>Talk: Learning to ask questions and respond in conversations on topic of holidays. Being more creative in our speech.</p> <p>Writing: Becoming more creative in our written accounts. Writing coherently in the past tense.</p> <p>Reading: Recognizing what I know and don't know in a text to deduce meaning. Breaking down information.</p>	<p>Talk: Asking questions about leisure activities and giving responses and opinions. Use of sentence stealers to develop longer sentences.</p> <p>Writing: Using verbs accurately in the present tense and past tense together to describe and contrast activities.</p> <p>Reading: Using authentic resources in unusual formats to be able to find information.</p>	<p>Talk: Ordering in a restaurant and buying food in a Spanish supermarket. Use of role play, trap door and sentence stealers.</p> <p>Writing: To be able to write extended sentences in Spanish on food and what I eat when.</p> <p>Reading: Using authentic materials to skim read for known vocabulary. Picking out information from longer texts/</p>	<p>Talk: Using three tenses to partake in longer conversations on food</p> <p>Writing: To be able to write extended texts on a sporting event using three tenses proficiently.</p> <p>Reading: Being able to translate written Spanish and notice errors in our peers' work and giving feedback to correct upon this with a focus on their use of three tenses.</p>	<p>Talk: Talking in three tenses about clothes.</p> <p>Writing: To be able to write extended texts on what clothes we wear, like, dislike and using three tenses.</p> <p>Reading: Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>	<p>Talk: Taking part in a conversation on the idea of summer camps.</p> <p>Writing: To be able to write extended text in three tenses on a trip to a Spanish summer camp.</p> <p>Reading: Reading authentic resources of summer camps. Being able to infer information and pick out important data from authentic texts and posters.</p>



CHS SOUTH: CURRICULUM

TIER 3 VOCAB						
PSPSMC, BRITISH VALUES	Social / Cultural: learning about language that others speak and listening to native Spanish speakers Moral: Agreeing to the climate for learning. British Values: Tolerance of other cultures.	Social / Cultural: learning about Spanish leisure times Moral: learning to ask questions and justify opinions British Values: understanding sporting culture in Spain	Social / Cultural: Learning about several different cultures' food traditions. Group work to develop social skills Moral: Being able to be part of a team in group work. British Values: Tolerance of others opinion and respect of other cultures	Social / Cultural: Looking at differences in food between Britain and Spanish speaking world Moral: asking questions and justify opinions British Values: Understanding difference between lifestyle in Spain	Social / Cultural: Looking at differences in fashion between Britain and Spanish speaking world Moral: being able to be part of a team in group work. British Values: Tolerance of other cultures	Social / Cultural: learning about Spanish summer camps Moral: learning to ask questions and being polite British Values: tolerance of other cultures



CHS SOUTH: CURRICULUM

Year Group	9					
Rationale/ Narrative	In year 9 pupils begin to explore the more mature topics present in the MFL curriculum, such as the world of work, health and global issues. They begin with a term of revision to ensure a solid foundation and build upon this each week with more complex vocabulary and grammatical structures. They will then work on being able to discuss making healthy choices, taking part in sporting activities and finishing the year with a module of work on the careers and the world of work					
	Autumn 1 - Viva 3 module 1	Autumn 2 -	Spring 1 - Viva 3 Module 3	Spring 2 - Viva 3 Module 3	Summer 1 - Viva 3 Module 2	Summer 2 - Viva 3 Module 4
KNOWLEDGE	Things I like and don't like. Films, going to the cinema and plans for birthday celebrations.	School life and studies, rules, uniform. saying what i did yesterday at school	Revision of food, Making healthy plans and new years resolutions. What I ate yesterday and revision of the past tense	Sports and activities to keep fit. Giving advice on keeping healthy. Revision of the future and past tense.	Jobs and tasks we have to do, future career plans and life goals	Revision of Health, food and routine. Revision of jobs and future plans
SKILLS	Understanding longer spoken texts using the four Ws when listening. Using authentic texts to read about films and books. Revision of using the preterite and near future tense.	Giving developed extended opinions on school teachers and subjects. Comparing school subjects. Using the preterite tense.	Describing foods and diet. Use of the near future tenses and verbs with the infinitive to express intentions. Using the past tense to describe what I ate yesterday	Using stem changing verbs. Using se debe and no se debe to talk about fitness and health and what we should and shouldn't do. Using the future and past tenses together	Describing future job plans. Referring to different tasks at work. How to use tener que. Using three tenses together.	Learning how to answer questions. Practicing adapting model texts. Planning extended answers to general conversation questions.
ASSESSMENTS	Marking Point 1 Writing task 40-word question. Marking Point 2 Translation task	Marking Point 3 Progress Test	Marking Point 1 Translation and grammar task on food and drink	Marking Point 2 Progress Test – Reading and Listening. Marking Point 3 Writing on health using three tenses.	Marking Point 1 translation task Marking Point 2 Writing on jobs (two questions to be used as speaking exam)	Marking Point 3 Progress Test Speaking examination on Theme 1 and 3



CHS SOUTH: CURRICULUM

HOME LEARNING	Online listening and reading activities.	Progress test revision Online reading and listening tasks	Online reading and listening tasks	Progress test revision Online reading and listening tasks	Online reading and listening tasks	Progress test revision Online reading and listening tasks
READING, WRITING, TALK	<p>Talk: Asking questions about leisure activities and giving responses and opinions. Use of sentence stealers to develop longer sentences.</p> <p>Writing: Using verbs accurately in the present tense and past tense together to describe and contrast activities.</p> <p>Reading: Recognizing what I know and don't know in listening work to deduce meaning. Breaking down information.</p>	<p>Talk: Learning to ask questions and respond in conversations on school. Being more creative in our speech.</p> <p>Writing: Becoming more creative in our written accounts. Writing coherently in the future tense. Using connectives and time phrases</p> <p>Reading: Using authentic resources in unusual formats eg blogs and school trip agendas to be able to find information.</p>	<p>Talk: Expressing intentions in future tense on new years resolutions and give reasons for them. Asking questions on other people's plans.</p> <p>Writing: To be able to write a coherent narrative of daily routine and creatively write about changing it.</p> <p>Reading: Reading peers' work and correcting/assessing their efforts. Noticing small spelling and grammar issues in future tense.</p>	<p>Talk: Using three tenses to partake in longer conversations on sport and health. Describing illness and ailments in a doctor's office.</p> <p>Writing: To be able to write extended texts on a sporting event using three tenses proficiently.</p> <p>Reading: Being able to access authentic resources on sport and healthy living regardless of their format.</p>	<p>Talk: Learning to ask and answer questions on our imaginary hotel job giving our opinions on these using comparatives.</p> <p>Writing: To be able to write extended texts on what we wouldn't like to do in the future and why</p> <p>Reading: Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>	<p>Talk: Taking part in a conversation with someone about food, health and jobs.</p> <p>Writing: To be able to write extended texts answering different questions.</p> <p>Reading: Reading model texts and adapting.</p>
TIER 3 VOCAB						
PSPSMC, BRITISH VALUES	Social / Cultural: learning about films books and cinema	Social / Cultural: learning about Spanish school system	Social / Cultural: Learning about how to lead a healthy life	Social / Cultural: Looking at how sport and other activities	Social / Cultural: Looking at career opportunities and	Social / Cultural: learning about job aspirations and how



CHS SOUTH: CURRICULUM

	<p>culture in another country</p> <p>Moral: Listening to others opinions</p> <p>British Values: Tolerance of other cultures.</p>	<p>Moral: learning to ask questions and justify opinions</p> <p>British Values: understanding another culture's ethos of education</p>	<p>and have a balanced diet</p> <p>Moral: Being able to be part of a team in group work.</p> <p>British Values: Tolerance of others opinion and respect of other cultures</p>	<p>can improve our health</p> <p>Moral: asking questions and justify opinions</p> <p>British Values: Understanding difference between lifestyle in Spain</p>	<p>seeing the importance of education</p> <p>Moral: being able to be part of a team in group work.</p> <p>British Values: Tolerance of other cultures</p>	<p>these can help us reach our life goals.</p> <p>Moral: learning to ask questions and question our own responsibilities</p> <p>British Values: understanding of world issues</p>
--	--	--	---	--	---	---



Year Group	10 Spanish					
Rationale/ Narrative	Over the course of Year 10 pupils will cover topics from all three themes of the GCSE AQA Specification. They will start the course by deepening their understanding and extending their skillset on the more familiar topics of holidays, school and leisure. They will then use these skills to access the more challenging parts of the MFL specification to prepare them for GCSE success.					
	Autumn 1 Viva GCSE AQA Module 1	Autumn 2 Viva GCSE AQA Module 2	Spring 1 Viva GCSE AQA Module 3	Spring 2 Viva GCSE AQA Module 4	Summer 1 Viva GCSE AQA Module 5	Summer 2 Viva GCSE AQA Module 6
KNOWLEDGE	Different holiday activities and weather. Holiday destinations and preferences (accommodation/travel /seasons). Places in Barcelona. Vocabulary used to reserve accommodation and deal with hotel problems. Higher numbers. Vocabulary to describe travel problems.	Current and future study. Opinions on school subjects. Describing school and routines. School rules and problems. Planning a school exchange. Extra-curricular activities and achievements.	Talking about friends and family. Relationships. Describing people using adjectival agreement. Social networks/apps. Making plans to meet up. Reading preferences and e-books.	Free time activities and sports. TV programmes and films. Talking about what's trending and live entertainment. Talking about role models and why inspires us and why.	Places in a town or city and directions. Shops and souvenirs. Features of different regions and the pros and cons of life in a city. Plans in town tomorrow. Describing a past visit to Arequipa. Shopping for clothes and presents	Mealtimes and daily routine. Food and different typical diets. Festivals and special days around the world. Eating in a restaurant. Describing a trip to a music festival.
SKILLS	Using <ul style="list-style-type: none"> the present tense of regular and irregular verbs. verbs of opinion to refer to different people. 	Using <ul style="list-style-type: none"> justified opinions and adjectives negative structures in present tense introducing imperfect tense 	Using <ul style="list-style-type: none"> Reflexive verbs for relationships Para + infinitives Present continuous for 	Using <ul style="list-style-type: none"> Stem changing verbs Suelo + infinitive The imperfect tense 	Using <ul style="list-style-type: none"> Se puede Questions The future tense Exclamation Demonstrative adjectives 	Using <ul style="list-style-type: none"> Reflexive verbs Quantity expressions Verbs in we/they form The preterite Antes/depues de + infinitive



CHS SOUTH: CURRICULUM

	<ul style="list-style-type: none"> the preterite tense. opinions in the past verbs with usted. higher numbers. three tenses together 	<ul style="list-style-type: none"> infinitive structures revising near future tense 3 tenses together 	arrangements <ul style="list-style-type: none"> A range of connectives Ser and estar 	<ul style="list-style-type: none"> The perfect tense Algunos/otros/demasiados 	<ul style="list-style-type: none"> The conditional tense Tan/tanto Different tenses together 	<ul style="list-style-type: none"> Questions and complaints in a restaurant.
ASSESSMENTS	Speaking Questions on Holidays and travel.	Speaking Questions on school. READING AND LISTENING progress tests	Speaking Questions on my family and friends.	Speaking Questions on free time, sports and film READING AND LISTENING progress tests.	Speaking Questions on my town and different cities.	Speaking Questions on food, routine and customs. READING AND LISTENING progress tests
HOME LEARNING	READING AND LISTENING Tasks on PAL Independent vocabulary revision Preparation of Speaking Questions on Holidays and travel.	READING AND LISTENING Tasks on PAL Independent vocabulary revision. Preparation of Speaking Questions on school.	READING AND LISTENING Tasks on PAL Independent vocabulary revision Preparation of Speaking Questions on my family and friends.	READING AND LISTENING Tasks on PAL Independent vocabulary revision Preparation of Speaking Questions on free time, sports and film.	READING AND LISTENING Tasks on PAL Independent vocabulary revision Preparation of Speaking Questions on my town and different cities.	READING AND LISTENING Tasks on PAL Independent vocabulary revision Preparation of Speaking Questions on food, routine and customs.
READING, WRITING, TALK	Talk: Talking about holidays and asking people about their opinions and past	Talk: Talking about their opinions on their school including school	Talk: Describing relationships and what you do with	Talk: Talking about what's trending and taking part in conversations	Talk: Taking part in a conversation in a shop. Learning how to	Talk: Taking part in a conversation in a restaurant. Learning



CHS SOUTH: CURRICULUM

	<p>experiences. Booking accommodation and dealing with problems. Asking the price of accommodation.</p> <p>Writing: Writing a detailed account of a past holiday including opinions and interesting details. Using positive and negative opinions together.</p> <p>Reading: Recognizing three tenses in a text and picking out the most important information.</p>	<p>subjects, teachers and uniform. Agreeing and disagreeing with school rules. Talking about plans for a school exchange.</p> <p>Writing: Writing a description of their school including justified opinions and a range of adjectives. Using the future tense to talk about future study and plans.</p> <p>Reading: Reading correspondence from Spanish speakers about extra-curricular activities and schools including negative structures.</p>	<p>friends and family. Discussing what makes a good friend. Giving opinions on internet/apps. Expressing preferences.</p> <p>Writing: Writing about mobile use including past/present and future activities. Detailing opinions with family and future plans with friends and family.</p> <p>Reading: Understanding key relationship structures. Recognizing descriptions of other people including physical and personality adjectives.</p>	<p>about a live event. Giving developed opinions on films and TV. Talking about role models.</p> <p>Writing: Writing about different spots and what I do now compared to in the past. Writing about someone who has inspired us.</p> <p>Reading: Reading tweets and different authentic sources. Understanding three time frames in longer written texts.</p>	<p>complain and return an item that has an issue. Expressing opinions on different places to live.</p> <p>Writing: Writing extended passages on different towns and a visit to Arequipa in Peru.</p> <p>Reading: Understanding authentic resources about different Spanish speaking places and identifying advantages, disadvantages and different time frames.</p>	<p>how to speak to waiters, order food and complain when there is an issue.</p> <p>Writing: Writing about how we celebrate different special days. Writing in the past tense about a recent celebration.</p> <p>Reading: Understanding authentic restaurant advertisements. Reading about different Spanish festivals and celebrations. Reading and understanding a variety of different foods.</p>
TIER 3 VOCAB	<p>Holiday activities Weather</p>	<p>School subjects Opinions Facilities</p>	<p>Relationships. Reflexive verbs</p>	<p>Free time activities Sports</p>	<p>Places in a town directions Different shops</p>	<p>Mealtimes Daily routine</p>



CHS SOUTH: CURRICULUM

	<p>Holiday destinations Accommodation Transport Seasons Places in Barcelona. Vocabulary used to reserve accommodation Hotel problems Higher numbers. Vocabulary to describe travel problems</p> <p>See Knowledge organisers on Teams</p>	<p>School rules and problems Extra- curricular activities Achievements</p> <p>See Knowledge organisers on Teams</p>	<p>Social networks/apps Present continuous verbs Reading preferences</p> <p>See Knowledge organisers on Teams</p>	<p>Time phrases TV programmes Films live entertainment Role models</p> <p>See Knowledge organisers on Teams</p>	<p>Souvenirs Features of different regions the pros and cons of life in a city Future tense verbs Shopping vocabulary</p> <p>See Knowledge organisers on Teams</p>	<p>Food and different typical diets Festivals and special days around the world. Vocabulary for eating in a restaurant music festivals</p> <p>See Knowledge organisers on Teams</p>
<p>PSPSMC, BRITISH VALUES</p>	<p>Social / Cultural: Understanding and tolerance of other cultures and how they travel.</p> <p>Moral: talking about what I do to relax</p>	<p>Social / Cultural: Understanding Spanish school system and schools in South America</p> <p>Moral: talking about my past school achievements and successes.</p> <p>British Values: tolerance of other cultures</p>	<p>Social / Cultural: Talking about different types of families and relationships.</p> <p>Moral: Talking about friendship and who I get on with and why.</p> <p>British Values: Tolerance of different families and relationships</p>	<p>Social / Cultural: Talking about what's trending and live entertainment.</p> <p>Moral: Talking about role models and why inspires us and why.</p> <p>British Values:</p>	<p>Social / Cultural: Features of different regions and the pros and cons of life in a city. Describing a past visit to Arequipa.</p>	<p>Social / Cultural: Understanding different typical diets. Festivals and special days around the world. Learning about eating out in different countries. Choosing a restaurant and looking at a menu</p> <p>Moral: talking about different spiritual celebrations.</p> <p>British Values: tolerance of different cultural celebrations.</p>



CHS SOUTH: CURRICULUM



CHS SOUTH: CURRICULUM

Year Group	11					
Rationale/ Narrative	In Year 11, pupils cover the most mature areas of the GCSE Spanish curriculum from Theme 2 and 3 before completing their final mock examinations. As pupils will now know which tier they will be taking in their final examination, the content is tailored to suit the requirements of the exam board. With all content covered by December, pupils then begin revision and preparation for the speaking exam.					
	Autumn 1 Viva GCSE AQA Module 7	Autumn 2 Viva GCSE AQA Module 8	Spring 1 Viva GCSE AQA Module 1-8	Spring 2 Viva GCSE AQA Module 1-8	Summer 1 Viva GCSE AQA Module 1-8	Summer 2
KNOWLEDGE	Future careers, part time jobs and how you earn money. Work experience and job applications. The value of learning languages in jobs and travel. Other future plans including gap years and marriage.	Types of homes and how we are green at home. Global issues and local action. Natural disasters. Healthy living, diet and bad habits. Global sporting events.	Revision of all three themes with focus on <ul style="list-style-type: none"> Negative structures Time frames and indicators High frequency language Exam technique 	Revision of all three GCSE themes with a focus on preparing pupils for their speaking exam after Easter holidays.	Revision of all three themes with a focus on <ul style="list-style-type: none"> Negative structures Time frames and indicators High frequency language Exam technique 	Preparation for writing examination (dependent on AQA date)
SKILLS	Using <ul style="list-style-type: none"> Opinions and reasons Verbs followed by the infinitive Words with more than one meaning 	Using <ul style="list-style-type: none"> The superlative High numbers Se deberia Synonyms Extended opinions 	Using <ul style="list-style-type: none"> Past, present and future tense Comparatives and superlatives Questions and spontaneous responses 	<ul style="list-style-type: none"> Spontaneity Question words Role plays Photo cards 	Using <ul style="list-style-type: none"> Past, present and future tense Comparatives and superlatives Questions Negatives 	



CHS SOUTH: CURRICULUM

	<ul style="list-style-type: none"> The preterite and imperfect together The present and the present continuous Saber vs conocer Formal language The 24 hr clock The subjunctive (higher only) 	<ul style="list-style-type: none"> Different tenses The subjunctive, pluperfect and imperfect continuous (higher only) 	<ul style="list-style-type: none"> Negatives 		<ul style="list-style-type: none"> Tricks and tips in READING AND LISTENING exam 	
ASSESSMENTS	Speaking questions on jobs.	Mock examinations	Practice exam	GCSEs	GCSEs	
HOME LEARNING	<p>READING AND LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p> <p>Preparation of Speaking Questions on jobs and future plans</p>	<p>READING AND LISTENING Tasks on PAL</p> <p>Independent vocabulary revision.</p> <p>Preparation of Speaking Questions on global issues.</p>	<p>READING AND LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p> <p>Preparation of Speaking Questions</p>	<p>READING AND LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p> <p>Preparation of Speaking Questions</p>	<p>READING AND LISTENING Tasks on PAL</p> <p>Independent vocabulary revision</p>	
READING, WRITING, TALK	<p>Talk:</p> <p>Talking about future plans. Asking and</p>	<p>Talk:</p> <p>Talking about global issues. Being able to</p>	<p>Talk:</p> <p>Preparing structured responses for the GCSE</p>	<p>Talk:</p> <p>Preparing for photo card and role play</p>	<p>Talk:</p> <p>Completion of speaking exam</p>	



CHS SOUTH: CURRICULUM

	<p>answering questions about jobs and career goals. Talking about plans for marriage/children.</p> <p>Writing: Writing a detailed account of a past work experience including tasks and descriptions of how it was and what we learnt.</p> <p>Reading: Recognizing three tenses in a text and picking out the most important information.</p>	<p>answer questions on the environment and what we do to be green.</p> <p>Writing: Writing about what we should and shouldn't do to help on a local level. Writing about what worries us.</p> <p>Reading: Reading complex authentic resources about global crises and picking out key information.</p>	<p>general conversation element of examination.</p> <p>Writing: Writing in three tenses and responding to the AQA bullet point style questions</p> <p>Reading: Tackling unfamiliar language and preparing to pick out the most important points in authentic resources.</p>	<p>tasks in speaking examination. Concentrating on spontaneous speech and improvisation.</p> <p>Writing: Writing in three tenses.</p> <p>Reading: Recognizing three tenses in a text and picking out the most important information.</p>	<p>Writing: Writing in three tenses.</p> <p>Reading: Recognizing three tenses in a text and picking out the most important information.</p>	
<p>TIER 3 VOCAB</p>	<p>Future careers Part time jobs Work experience Vocabulary for job applications future plans</p> <p>See Knowledge organisers on Teams</p>	<p>Types of homes how we are green at home Global issues and local action Natural disasters Healthy living and bad habits Global sporting events</p>				



CHS SOUTH: CURRICULUM

		See Knowledge organisers on Teams				
SMSC, BRITISH VALUES	<p>Social / Cultural: Thinking about future career plans and aspirations.</p> <p>Moral: The value of learning languages in jobs and travel. Other future plans including gap years and marriage.</p>	<p>Social / Cultural: Types of homes and how we are green at home. Healthy living, diet and bad habits. Global sporting events.</p> <p>Moral: Global issues and local action. Understanding natural disasters.</p>				