



## CHS Curriculum Intent

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

**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.

## CHS Curriculum Area Framework for Learning – Year 8

<b>SUBJECT</b>	<b>Spanish</b>
<b>INTENT</b>	<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>In each year, pupils cover topics from all three themes of the Spanish GCSE. This approach ensures pupils are continually developing their confidence and familiarity with each Theme and are given ample time to revisit, thus reinforcing and deepening knowledge before commencing GCSE courses.</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</p>



interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.

Year Group	<b>8 - Mi lugar en el mundo – My place in the world</b>					
<b>Rationale/ Narrative</b>	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, the media, food, fashion and culture.					
	Autumn 1 iViva! 1 Module 2	Autumn 2 iViva! 1 Module 3	Spring 1 iViva! 1 Module 4 and 5	Spring 2 iViva! 2 module 1	Summer 1 iViva! 2 module 2	Summer 2 iViva! 2 module 3
<b>KNOWLEDGE</b>	Different free time activities including sports. Giving opinions and reasons. Describing the weather and different adverbs of frequency.	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. Comparing schools.	Family members and their appearance. Vocabulary on different homes and descriptions of these. Introductory to comparatives.	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 and social media.	Vocabulary on foods, drinks and snacks. Typical Spanish food and meal times. Restaurant and shopping vocabulary. Planning a Mexican party.
<b>SKILLS</b>	Giving opinions with the infinitive and justifying them with reasons. Using negatives. Using the present tense of ar verbs.	Giving opinions of singular and plural nouns with reasons. Using comparatives. Extending opinions with a range of contrasting adjectives and connectives. Using the	Using tener in present tense. Using the third person to give detailed accounts of how they look. How to use esta vs es. Being able to compare something using mas and menos	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	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. Giving an



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		present tense of er and ir verbs. Comparing.		Making sentences interesting.	revising the past tense.	account of a party in three tenses.
<b>ASSESSMENTS</b>	<p><b>Marking Point 1</b> Writing task 30 words describing free time activities</p> <p><b>Marking Point 2</b> Progress Test – Reading and Listening.</p>	<p><b>Marking Point 3</b> Progress test – Reading and Listening</p>	<p><b>Marking Point 1</b> Reading Task on family and home life.</p>	<p><b>Marking Point 2</b> Translation task. Past tense activities of holiday activities</p> <p><b>Marking Point 3</b> Progress test – Reading and Listening</p>	<p><b>Marking Point 1</b> Writing (40 word) Present and preterit tense on TV film and music</p> <p><b>Marking Point 2</b> Progress Test – Reading and Listening</p>	<p><b>Marking Point 3</b> Translation Assessment: three tenses on food, drink and parties</p>