



CHORLTON HIGH SCHOOL: CURRICULUM

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
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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 disadvantages and compare.	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening) Being able to talk about past, present and future holiday plans.	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 able to book a restaurant.	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 we do to help. Being able to say what we do to keep healthy.	Responding to bullet points (Writing and Speaking) deducing key info from a text (Reading and Listening) Discussing would we should, could and will do to help the environment .	Learning how to approach each aspect (Role play, Photo Card and General Conversation), in order to complete the speaking exam.
ASSESSMENTS	Marking Point 1	Marking Point 2	Marking Point 1	Marking Point 2	Marking Point 1	Marking Point 2



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	GCSE Style Writing Task (40/90 words)	GCSE style Writing Paper Marking Point 3 Progress Test - GCSE style Reading	GCSE style translation task (Q3 Foundation Paper/ Question 4 Higher Paper)	GCSE style Writing Paper Marking Point 3 Progress Test - GCSE Listening paper	GCSE THEME 2 SPEAKING ANSWERS.	GCSE Listening and Reading Papers Marking Point 3 GCSE Speaking Mock Exam
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