



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 9

SUBJECT	Spanish
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Year Group	9 Spanish					
Rationale/ Narrative	Theme 1: 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 Theme 1 topics. Including Family and Friends, Free Time Activities, Technology and Festivals. Will 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: GCSE AQA Spanish (oxford)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Revision of Basics in Spanish and use of articles.</p> <p>Describing my appearance + personality and that of others, as well as how people get along with each other.</p>	<p>Understanding and providing different opinions on technology. Stating which activities people can undertake through using technology.</p> <p>Recognizing and using different tenses to describe actions undertaken at different points in time.</p>	<p>Learning a range of regular verbs to describe what I and others do in our free time.</p> <p>Using opinions to express likes/dislikes of different activities.</p> <p>Using key verbs to express opinions on different sporting activities.</p>	<p>Learning about different types of food and drink, giving opinion and justifying these using a variety of specific adjectives.</p>	<p>Learning about different festivals celebrate in Spain and Latin America.</p> <p>Being able to describe actions in the past at different celebrations.</p>	<p>Revisiting topics studied from Theme 1 during Year 9.</p> <p>Reinforcing both recognition and confidence in using different tenses and grammatical structures.</p> <p>Revisiting important high-frequency verbs and vocabulary commonly used in GCSE papers.</p>
SKILLS	<p>Using key verbs in the present tense to refer to myself and others.</p>	<p>Using high frequency verbs in the present, present continuous and perfect tenses to describe what I do, am doing, have done using technology and during your/their free time.</p> <p>Undertaking a role play in a specific</p>	<p>Recapping regular verbs and using their infinitive forms with different opinions to say what I and others like/dislike doing in our free time.</p> <p>Covering the radically changing verb 'jugar' and the irregular verb 'hacer' to describe</p>	<p>Continuing to use the present tense and introducing further examples of radical changing verbs.</p>	<p>Communicating actions and expressing options using 'ir' and 'ser' in the preterite tense.</p> <p>Conjugating regular verbs in the preterite tense in all forms.</p>	<p>Recapping:</p> <ul style="list-style-type: none"> SER + ESTAR Articles + adjectives Key family + relationship vocabulary <p>High-frequency verbs describing relationships.</p>



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		scenario using numbers + items of technology.	<p>what I and others 'play' and 'do.'</p> <p>Learning how to describe specific locations in which you can play sport.</p> <p>Using the simple future tense to describe what activities I will do in the future.</p>		Recognizing and using the imperfect tense to describe recurring actions in the past.	
ASSESSMENTS	<p>Marking Point 1 GCSE Writing task mirroring Foundation Tier 40-word question- talking about positive + negative familial relationships + ideal partners.</p>	<p>Marking Point 2 Grammar Task - key present tense verbs irregular and irregular</p> <p>Marking Point 3 Progress Test - GCSE style writing and Listening</p>	<p>Marking Point 1 Week 2: Independent translation task assessing understanding of opinions, conjugating verbs in the 1st person, frequency markers and justifications.</p>	<p>Marking Point 2 Grammar Task – radical changing verbs</p> <p>Marking Point 3 Progress Test – GCSE Reading and Listening.</p>	<p>Marking Point 1 Week 4 – GCSE style translation task assessing understanding and recall of 3 tenses, time phrases and vocabulary relating to customs and festivals Green pathway: 5 sentences Blue pathway: 57 word paragraph.</p>	<p>Marking Point 2 GCSE Listening and Reading.</p> <p>Marking Point 3 Progress Test - GCSE Speaking Answering Theme 1 Questions.</p>