



CHORLTON HIGH SCHOOL: CURRICULUM

Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations

Curriculum Area: Spanish AQA TEXT BOOK: AQA SPANISH FOUNDATION/ HIGHER [O.U.P]

Year 10	Autumn 1 7 WEEKS THEME: Local, national, international and global interest. UNIT 5: Home, town, neighbourhood and region TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Autumn 2 8 WEEKS THEME: Local, national, international and global interest. UNIT 8: Travel and tourism TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Spring 1 6 WEEKS THEME: Local, national, international and global interest. UNIT 8: Travel and tourism UNIT 6: Social issues TEXTBOOK: AQA Spanish Foundation & Higher Textbook	Spring 2 5 WEEKS THEME: Local, national, international and global interest. UNIT 6: Social issues TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Summer 1 6 WEEKS THEME: Current and future study and employment. UNIT: 7 Global issues TEXTBOOK: AQA Spanish Foundation & Higher Textbook	Summer 2 7 WEEKS THEME: Current and future study and employment. UNIT: 7 Global issues TEXTBOOK: AQA Spanish Foundation & Higher Textbook.
Syllabus	<p>AQA: 8698</p> <p>The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.</p> <p>Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.</p>	<p>AQA: 8698</p> <p>The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.</p> <p>Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.</p>	<p>AQA: 8698</p> <p>The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.</p> <p>Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.</p>	<p>AQA: 8698</p> <p>The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.</p> <p>Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.</p>	<p>AQA: 8698</p> <p>The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.</p> <p>Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.</p>	<p>AQA: 8698</p> <p>The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers.</p> <p>Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.</p>
Knowledge	<p>Weeks 1 & 2 Green Route (MAPs) Blue Route (HAPs)</p> <p>“¿Cómo es tu casa?” Saying what your house</p>	<p>Weeks 1 & 2 Green Route (MAPs) & Blue Route (HAPs) “¿Dónde te alojas?” Talking about holiday accommodation Grammar: using</p>	<p>Week 1 Green Route (MAPs) Blue Route (HAPs) “¿En qué región vives?” Talking about the</p>	<p>Week 1 Green Route (MAPs) & Blue Route (HAPs) “La importancia de hacer obras benéficas” Learning more about charities and</p>	<p>Weeks 1 & 2 Preparation for MOCK SPEAKING EXAM 4 role-plays 4 photo cards THEME 2 and 3 of General</p>	<p>Week 1 “Los “sin techo” Green Route (MAPs) & Blue Route (HAPs) Talking about homelessness Grammar: using</p>

ELE – 1 Day:

Work Experience – 2 Weeks



CHORLTON HIGH SCHOOL: CURRICULUM

<p>is like Grammar: using prepositions to say where things are. Further preposition.</p> <p>Weeks 3 & 4</p> <p>PREPARE REVISION HANDOUT FOR AUTUMN TERM PROGRESS TEST: WRITING)</p> <p>Green Route (MAPs) & Blue Route (HAPs)</p> <p>“Mi ciudad” Talking about the amenities in your area. Grammar: using demonstrative adjectives and pronouns. Present tense and preterit tenses of ir and hacer.</p> <p>Weeks 4 & 5:</p> <p>Green Route (MAPs) “Mi casa” Saying what your house is like. Grammar: using prepositions to say where things are. Further prepositions. Blue Route (HAPs) “Mi casa y mi barrio” Describing your house and where it is. Grammar: formulating more complex questions. More</p>	<p>expressions of sequence. Exclamations using the subjunctive.</p> <p>Week 3 & 4:</p> <p>Green Route (MAPs) ¡Me voy de vacaciones! Talking about travelling to holiday destinations. Grammar: talking about the weather (including weather expressions in the past)</p> <p>Blue Route (HAPs)</p> <p>¿Qué hiciste y qué te gustaría hacer durante las vacaciones? Talking about holiday activities Grammar: revising the use of preterit and imperfect tenses. Further expressions of sequence (antes de haber, después de haber, mientras + imperfect</p> <p>Week 5</p> <p>- EXAMS Reading & Writing Sports Hall</p> <p>Week 6 & 7</p> <p>PLC+ “Un folleto turístico Green Route (MAPs) & Blue Route (HAPs) Understanding tourist leaflets Grammar: using</p>	<p>regions of Spain Grammar: using the points of the compass. Adverbs of place.</p> <p>Week 2</p> <p>Green Route (MAPs)</p> <p>Blue Route (HAPs) “Describiendo tu region” Describing a region Using the passive and 5 passive forms with se</p> <p>Weeks 3</p> <p>PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST: READING & WRITING</p> <p>Green Route (MAPs) & Blue Route (HAPs) Quiéres ser voluntari/a?” Talking about different ways of volunteering. Grammar: learning about verbs that are followed by the infinitive. Revising the present tense.</p> <p>Week 4</p> <p>Green Route (MAPs) Blue Route (HAPs) “Me gustaría ayudar” talking about charities and voluntary work.</p> <p>Week 5 and 6</p>	<p>volunteering. Grammar: using the conditional tense. Formation and use of the gerund.</p> <p>Week 2</p> <p>Green Route (MAPs) & Blue Route (HAPs) Vamos a comer afuera Revision of food items Booking a restaurant (role-play) Describing problems in a restaurant (role-play)</p> <p>Week 3</p> <p>Green Route (MAPs) & Blue Route (HAPs) “¿Comes bien?” Talking about healthy eating Grammar: using expressions with comer. Expressions MEJOR QUE and PEOR QUE.</p> <p>Week 4</p> <p>- EXAMS Reading & Writing</p> <p>Weeks 5</p> <p>PLC+ Green Route (MAPs) & Blue Route (HAPs) “¿Llevas una vida sana?” Talking about healthy and unhealthy lifestyles. Grammar: using negative words Use of DEBER, TENER QUE, and HAY QUE.</p> <p>Week 6</p> <p>Green Route (MAPs) &</p>	<p>Conversation</p> <p>Week 3</p> <p>Green Route (MAPs) & Blue Route (HAPs) “Reutilizar, reducir, reciclar” Talking about reusing things, reducing waste and recycling Grammar: using ME PREOCUPA(N) and similar expressions. Expressions followed by MUCHO, (UN)POCO, etc.</p> <p>Week 4</p> <p>Green Route (MAPs) & Blue Route (HAPs) “Protegiendo el medio ambiente” Talking about ways of protecting the environment Grammar: using IF sentence. The pluperfect tense.</p> <p>Week 5</p> <p>Green Route (MAPs) & Blue Route (HAPs) “Problemas ecológicos” Understanding and discussing environmental problems. Grammar: using modal verbs to express recommendations and obligations. Formation and use of the preterit to describe past events and actions.</p> <p>week 6 “los necesitados” Green Route (MAPs) & Blue Route (HAPs)</p>	<p>reflexive constructions such as SE DEBE, SE PUEDE, + infinitive. Negative expressions.</p> <p>Week 2:</p> <p>Green Route (MAPs) Blue Route (HAPs) “Es importante ayudar a los demás” Talking about helping the homeless and the needy Grammar: using ME ENCANTA, ME PREOCUPAS, etc. S HIGHER - subjunctive. The imperfect subjunctive and its use in IF clauses.</p> <p>Week 3</p> <p>Reading and Listening exams.</p> <p>Week 4</p> <p>PLC+</p> <p>Blue Route (HAPs) Green Route (MAPs) How to approach the role play Theme 1 and 2</p> <p>Week 5</p> <p>Blue Route (HAPs) Green Route (MAPs) How to approach the photo card.</p> <p>WEEK 6 & 7</p> <p>Blue Route (HAPs) Green Route (MAPs)</p> <p>Mock Speaking in class</p>
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CHORLTON HIGH SCHOOL: CURRICULUM

	<p>interrogative words and expressions. Using different vocabulary to express the same idea.</p> <p>Weeks 6 & 7: Green Route (MAPs) "¿Qué se puede hacer donde vives?" Talking about what you can do and where you live Grammar: using PUEDO & SE PUEDE Use ESTAR to say where things are. Blue Route (HAPs) "La ciudad y el campo" Using possessive pronouns. The expressions LOS QUE/ LAS QUE</p>	<p>ESTAR + past participle. Words which help you give opposite views.</p> <p>Weeks 8 & 1st Week of Spring 1 Green Route (MAPs) ¿En qué región vives? Talking about the regions of Spain Grammar: using the points of the compass. Advers of place. Blue Route (HAPs) Describiendo tu región Describing a region Using the passive and passive forms with se</p>	<p>WORK EXPERIENCE</p>	<p>Blue Route (HAPs) "¿Qué opinas?" Discussing opinions related to healthy living Learning about the present subjunctive. The imperfect tense.</p>	<p>Talking about poverty Grammar: algo/alguien, 3rd person singular common verbs – use photo card to practice.</p>	<p>in prep for Aut 1. Feedback for revision over the summer.</p>
<p>Skills</p>	<p>MAIN FOCUS Listening: understand and respond to spoken language.</p> <p>GREEN ROUTES [MAPS] Grade 3-5 Demonstrate general and specific understanding of different types of spoken language.</p> <p>Follow and understand clear standard speech using familiar language across a range of specified context.</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages</p> <p>Recognizing the</p>	<p>MAIN FOCUS Writing: communicate in writing.</p> <p>GREEN ROUTES [MAPS] Grade 3-5 Communicate effectively in writing for a variety of purposes across a range of specified contexts.</p> <p>Write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information.</p> <p>Produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately</p>	<p>MAIN FOCUS Reading: understand and respond to written language.</p> <p>GREEN ROUTES [MAPS] Grade 3-5 Understand and respond to different types of written language.</p> <p>Understand general and specific details within texts using high frequency familiar language across a range of contexts.</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex</p>	<p>MAIN FOCUS Listening: understand and respond to spoken language.</p> <p>GREEN ROUTES [MAPS] Grade 3-5 Demonstrate general and specific understanding of different types of spoken language.</p> <p>Follow and understand clear standard speech using familiar language across a range of specified context.</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages</p> <p>Recognizing the relationship between past, present and future</p>	<p>MAIN FOCUS Reading: understand and respond to written language.</p> <p>GREEN ROUTES [MAPS] Grade 3-5 Understand and respond to different types of written language.</p> <p>Understand general and specific details within texts using high frequency familiar language across a range of contexts.</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognizing the relationship between past, present and future events.</p>	<p>MAIN FOCUS Speaking: communicate and interact in speech.</p> <p>GREEN ROUTES [MAPS] Grade 3-5 Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.</p> <p>Take part in a short conversation, asking and answering questions, and exchanging opinions.</p> <p>Make appropriate and accurate use of variety of vocabulary and grammatical structures, including some more complex forms, with reference to past,</p>



CHORLTON HIGH SCHOOL: CURRICULUM

	<p>relationship between past, present and future events.</p> <p>Blue Route (HAPs) Grade 5-9 (Green Route skills PLUS...)</p> <p>Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes.</p> <p>Recognize and respond to key information, important themes and ideas in more extended spoken texts, including authentic sources, adapted and abridge, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</p>	<p>for different purposes and in different settings.</p> <p>Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events.</p> <p>Translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</p> <p>Blue Route (HAPs) Grade 5-9; (Green Route skills PLUS...)</p> <p>Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</p> <p>Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and</p>	<p>language and recognizing the relationship between past, present and future events.</p> <p>Translate a short passage from Spanish into English</p> <p>Blue Route (HAPs) Grade 5-9 (Green Route skills PLUS...)</p> <p>Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives an authentic material addressing relevant contemporary and cultural themes.</p> <p>Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</p> <p>Demonstrate understanding by being able to scan for</p>	<p>events.</p> <p>Blue Route (HAPs) Grade 5-9 (Green Route skills PLUS...)</p> <p>Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes.</p> <p>Recognise and respond to key information, important themes and ideas in more extended spoken texts, including authentic sources, adapted and abridge, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</p>	<p>Translate a short passage from Spanish into English</p> <p>Blue Route (HAPs) Grade 5-9 (Green Route skills PLUS...)</p> <p>Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives an authentic material addressing relevant contemporary and cultural themes.</p> <p>Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</p> <p>Demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</p>	<p>present and future events.</p> <p>Use accurate pronunciation and intonation to be understood by a native speaker</p> <p>Blue Route (HAPs) Grade 5-9 (Green Route skills PLUS...)</p> <p>Convey information and narrate events coherently and confidently, using and adapting language for new purposes</p> <p>Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate</p> <p>Initiate and develop conversations and discussions, producing extended sequences of speech.</p> <p>Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view.</p>
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CHORLTON HIGH SCHOOL: CURRICULUM

		points of view, in order to interest, inform or convince	particular information, organize and present relevant details, draw inferences in context and recognize implicit meaning where appropriate			
Assessment	<p>Marking point 1 GCSE Style Reading: La Casa Reading (F & HIGH.) + Connectives worksheet for HIGH. Ex 1 + 3</p> <p>Marking point 2 GCSE Listening task: La Ciudad Find the 4 correct statements</p> <p>Marking point 3 GCSE STYLE Writing task: 90 word task advantages and disadvantages of living in the countryside / city</p>	<p>Marking point 1 GCSE Grammar: conjugating the preterit & imperfect tenses</p> <p>Marking points 2 & 3 Listening comprehension skill. Writing skill PROGRESS TEST</p>	<p>Marking point 1 GCSE Style Reading Describiendo tu región worksheet, reading for specific information</p> <p>Marking point 2 GCSE style Listening task on Volunteering, True False Not Mentioned.</p> <p>Marking point 3 GCSE Grammar: use and conjugation of ser, tener, estar</p>	<p>Marking point 1 GCSE Style Speaking – restaurant role play.</p> <p>Marking points 2 & 3 Reading and Writing test.</p>	<p>Marking point 1 and 2 Theme 2 and 3 General Conversation answers.</p> <p>Marking point 3 GCSE Listening task on environmental issues. Find the 4 correct statements.</p>	<p>Marking point 1 and 2 Reading and listening exams.</p> <p>Marking point 3 GCSE Speaking mock in class.</p>
Cultural Enrichment	<p>READ La Cenicienta</p> <p>WATCH Carlitos</p> <p>VISIT Bar San Juan 56 Beech Rd, Manchester M21 9EG</p>	<p>READ Buenas Noches Luna</p> <p>WATCH La Casa Muda</p> <p>VISIT Home Cinema Manchester for new releases of Spanish Films.</p>	<p>READ Cali y Mona</p> <p>WATCH La Misma Luna</p> <p>VISIT Lunya barton arcade, Deansgate, Manchester M3 2BB</p>	<p>READ Chimoc en Machu Picchu</p> <p>WATCH The Ophanage</p> <p>VISIT Instituto Cervantes 26- 330 Deansgate, Campfield Avenue Arcade, Manchester M3 4FN</p>	<p>READ Cuadros de Familia</p> <p>WATCH El La berinto Del Fauno</p> <p>VISIT Ibérica Spinningfields 14-15, The Avenue Spinningfields, Spinningfields Square, Hardman St, Manchester M3 3HF</p>	<p>READ La Cenicienta</p> <p>WATCH Carlitos</p> <p>VISIT Bar San Juan 56 Beech Rd, Manchester M21 9EG</p>



CHORLTON HIGH SCHOOL: CURRICULUM

Character	 <p>QofS – Optimism Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment</p> <p>CV – Openness & Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy.</p> <p>Being optimistic about learning more complex grammar points such as prepositions (week 3)</p>	 <p>QofS – Empathy Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self-manage in their own learning.</p> <p>Being empathetic about the effects of tourism on Spanish towns (week 6)</p>	  <p>QofS – Creativity & Curiosity Curious to try sports/games that are popular in Spain (e.g. handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p> <p>Being curious and creative about using the conditional tense to say how you would like to help others in the future,</p>	  <p>QofS – Responsibility & Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam.</p> <p>Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p> <p>Being responsible for preparing for the writing progress test (week 4) and reflecting on the feedback given</p>	  <p>QofS – Practice & Resiliency Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary when.</p> <p>Being resilient about preparing questions (week 1,2), photo cards and role-plays and practising them for the end of year Speaking mock.</p>	 <p>QofS – Motivation Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them</p> <p>CV – Self-Responsibility Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects.</p> <p>Being motivated to revise speaking skills for the end of year mock. (week 6/7)</p>