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| Spanish Year 8 | Curriculum Intent: In year 8 students will study 3 areas pertinent to their life, in great detail. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures in each topic, such as the past, present and future tenses, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and present tense verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each module with repeated practice. Each assessment will be used to inform future learning in the next unit and will focus upon key GCSE exam skills, allowing teachers to focus on areas of knowledge and understanding which may need more practice along with new language. | | | | | |
| | Weeks 1-9 | | Weeks 10-23 | | Weeks 24-38 | |
| Module | Holidays | | Hobbies & Technology | | Cuisine | |
| Interleaving | Previous knowledge & understanding are revisited using a variety of starters. Grammar progression is built in. | | | | | |
| Knowledge | Talking about where I went, who with and how I travelled in the past, present and future tenses. Being able to give your opinion on these holidays and explain a wide range of activities in the past and present tenses. Ideas should be linked together well with connectives and sequencers. To be able to describe what is in your suitcase, in 3 tenses and for different weather types. | | To be able to understand and produce vocabulary relating to how you use your mobile phone, in the present and future tense. Talking about which musical genres you like, and to be able to give justified reasons. To be able to compare different genres of television, and to justify those comparisons. Finally, to talk about hobbies in 3 different tenses and be able to recognise each clearly. | | Recognise key Spanish food delicacies, and to be able to talk about foods you like/dislike and justify why. To be able to discuss dietary requirements and be able to order food in a restaurant and understand what a waiter is likely to say, using 'usted' to address the customer formally. To be able to discuss which food items you are buying at a market in 3 tenses. To have the opportunity to participate in Spanish food tasting | |
| Understanding | Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> • Connectives • Intensifiers • Present tense of regular -ar -ir and -er verbs • Sequencers • Recognise key regular and irregular verbs in the past tense | | Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> • Comparisons (more/less) and the use of adjectival agreements. • wide range of opinions and reasons | | Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> • Usted/ustedes for formal conversations • Recap of the 3 tenses and increase confidence in key irregulars • Use of negatives in explaining dietary requirements and coping mechanisms for speaking | |
| Skills | listening | | speaking | | reading | |
| Assessment | MM1: Reading | | MM3: Listening | | MM5: Speaking (Roleplay) | |
| | MM2: Writing | | MM4: Translation | | MM6: End of Year Assessment | |
| | | | | | Listening | Reading |
| | | | | Translation | | |