



Curriculum Map: Year 8 Subject: Spanish

Year 8 Spanish

| Topic | Key Knowledge <i>What will all students KNOW by the end of the topic?</i> | Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i> | Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i> |
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| Describing what people do | <ul style="list-style-type: none"> • Describing activities (Technology) • Describing what people do • Describing what people and possessions • Describing when and where people go • Describing future plans • Working with a challenging text | <ul style="list-style-type: none"> • present tense -ar verbs : • modal verbs; -ar verbs in plural persons; SER vs ESTAR in plural persons • present tense -er & -ir verbs: • yes/no Qs - raised vs 'flat' intonation • mi vs mis; tu vs tus; es/son, está/están, tiene/tienen, -ar/-er/-ir verbs 3rd person sing. vs plural • revisit question words • IR (to go, going) - voy / vas / va / a (present); al vs a la • 1st person plural for -ar verbs; IR - voy / vas / va / vamos a + infinitive to express future • al vs a la | <ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-test (Vocab, Grammar, Reading and Writing) |
| Describing events in the present and past and | <ul style="list-style-type: none"> • Comparing past experiences • Talking about people and places now vs in general | <ul style="list-style-type: none"> • past tense (preterite) -ar verbs: • present tense -er verbs only: • use of present simple for ongoing meaning | <ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. |

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| <p>comparing past experiences</p> | <ul style="list-style-type: none"> • Comparing what you and someone else (we) do (News and media) • Describing what different people do (At home) • Asking what people can and must do (in class) • Describing what you and someone else (we) do (Parties / celebrations) | <ul style="list-style-type: none"> • HACER - hago hacemos; hace hacen; haces; revisit negatives • use of subject pronouns • Use of modal verbs PODER - puedo podemos; puede pueden; DEBER - debo debemos debe deben; revisit possessives • present tense -ir verbs only: 1st person plural (-imos); contrast with: 3rd person plural (-en); negatives | <ul style="list-style-type: none"> • End of term assessment (Phonics, listening, vocab, grammar and writing) |
| <p>Using the past and present tense Introducing the near future</p> | <ul style="list-style-type: none"> • Describing events in the past and present (At school) • Describing events in the past and present (Free time activities) • Describing how people feel in the present (Feelings and emotions) • Describing where people go and why | <ul style="list-style-type: none"> • past tense -er & -ir verbs: 1st person singular (-í); Contrast pair: 1st person singular present (-o) • past tense -er & -ir verbs: 2nd person singular (-iste); Contrast pair: 1st person singular past (-í); question words; awareness raising of 'do' and 'did' in English questions • TENER in singular and plural persons; cuánto(s); idiomatic uses of TENER + noun (e.g., calor, frío, hambre, sed); • QUERER - quiero queremos; quiere quieren + infinitive; DAR - doy damos; da; dan • IR - voy, vas, va, vamos, van a + infinitive; uses of 'de'; al vs a la; del vs de la; para + infinitive | <ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. |

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| | | <ul style="list-style-type: none"> • Work on challenging text: Bolivia: un país diverso • regular -ar/-er /-ir verbs: 1st person plural PRESENT tense (-amos, -emos, -imos) & 3rd person plural (-an, -en) | |
| Revisiting the past tense to describe travel | <ul style="list-style-type: none"> • Describing what people do (Technology and Social networks) • Describing travel in the present and past • Describing what different people did in the past • Describing friendships and relationships • Talking about daily life | <ul style="list-style-type: none"> • regular -ar verbs: 3rd person singular PAST (-ó) vs 1st person singular PRESENT (-o); cuánto, cuándo, quién • regular -er/-ir verbs 3rd person singular PAST (-ió) vs 3rd person singular present (-e); regular -ar & -er/-ir verbs: 1st, 2nd & 3rd person singular PAST • regular -ar, -er, -ir verbs: 1st, 2nd, 3rd person singular singular PAST tense • personal 'a' • reflexive 'me' & 'te'; mi vs mis; tu vs tus | <ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • End of term assessment (Vocab, Listening, Grammar) |
| Word order to describe a series of events | <ul style="list-style-type: none"> • Describing a series of events (Narration) • Giving opinion about something • Describing friendships and relationships • Work on a challenging text | <ul style="list-style-type: none"> • OVS word order with direct object 'lo' 'la' • indirect object pronouns (me, te, le); OVS word order • gustar / interesar / alegrar / encantar-type verbs & indirect object pronouns (me, te, le); OVS word order | <ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • End of year assessments |

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| | | <ul style="list-style-type: none"> • Work on challenging text: Ayaymamá | |
| Literacy Skills | <p>Working on authentic texts:</p> <ul style="list-style-type: none"> • Las ánimas de mi abuela • Manuel, el hombre lobo español • ¿Quién soy? | <ul style="list-style-type: none"> • Students will build on their vocabulary while developing their ability to read texts. They will also be able to revise and apply their grammatical knowledge to short, structured tasks. Furthermore, students will have the opportunity to prepare independent writing tasks. | |
| <p>Ongoing Developing all skills Developing independent learners (e.g. Weekly homework with a phonics and vocabulary focus) Weekly vocab tests Sharing learning techniques e.g. memorisation Use of target language</p> | | | |