

# Spanish



## Year 8 Curriculum Map

	<h2>Year 8 – Autumn Term</h2> <h3>Describing events in the past</h3> <h3>Travel and holidays</h3>
<b>Prior Learning</b>	<p>Pupils will recap the skill of conjugation and AR verbs which pupils met in year 7 such as <i>jugar/montar/comprar</i>. Pupils will recap connectives to extend sentences such as <i>sin embargo, y, and pero</i>. Pupils will revisit travel vocabulary from year 7. The key verbs <i>ser</i> and <i>estar</i> are also revisited.</p>
<b>What will I learn?</b>	<p>Pupils will learn to form and conjugate the preterite tense of AR verbs to say what they have done in the past. Pupils will also be able to describe what places were like in the past. Pupils will also learn how to compare what they and other people do at home.</p>
<b>How will I be assessed?</b>	<p>Regular formative assessment is used in lessons through targeted questioning, quick quizzes and mini whiteboard work. The department also conducts regular vocabulary and phonics tests. At the end of the unit formal assessments take place which assess pupils' application of vocabulary and grammar. These test at least two of the key skills: listening, speaking, reading and writing</p>
<b>Next Steps</b>	<p>Pupils revisit preterite tense in year 9 half terms 1 and 5 in the films and health and illness units. At key stage 4, pupils revisit the preterite tense in many units, where they will use the tense to narrate what happened in the past. Key units to demonstrate this are <i>vacaciones</i> and <i>mis ocios</i>.</p>
<b>Opportunities for Independent Learning</b>	<p>Pupils can practise the preterite tense using the link to Languages Online. There are plenty of gap fills and match up tasks to complete to help embed the conjugation rules.  <a href="https://www.languagesonline.org.uk/Spanish/preterite/1.htm">https://www.languagesonline.org.uk/Spanish/preterite/1.htm</a></p>
<b>Personal Development and CEIAG</b>	<p>Pupils will again have the opportunity to compare their immediate environment to a range of locations, developing their understanding of global citizenship. Pair and groupwork activities will help to teach collaboration skills which will be useful in later life</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<p>Pupils are given the chance to sample food from Spain such as <i>chorizo/tortilla de patatas</i> and olives, to talk about food they have eaten, which they taste test in class. Pupils can see in their local supermarkets what Spanish food is available.</p> <p>Explore the holidays on offer on a Spanish travel website e. g <a href="https://es.tui.com/">https://es.tui.com/</a>  Pupils choose a holiday destination from the site and pretend they have visited it on vacation. They write a postcard to their teacher telling them where they stayed, what it was like and what activities they did.</p>

	<h2>Year 8 – Spring Term</h2> <h3>Technology</h3>
<b>Prior Learning</b>	<p>Pupils have been introduced to the preterite tense in the previous unit of work. In this unit, they revisit it but use it in a different context and practise different parts of the verb. They revisit high-frequency regular <i>-ar/-er/-ir</i> verbs in new contexts and how to form questions.</p>

<b>What will I learn?</b>	Pupils will learn to talk about what kind of technology they use in their daily lives and what they use it for. They will learn how to describe what other people have done in the past. Pupils will also learn how to describe their daily routine and use <i>me and le</i> reflexive pronouns. During this unit, pupils also read the Amazonian legend Ayamama – an authentic Latin American Folklore.
<b>How will I be assessed?</b>	The department uses a range of formative assessment methods (such as retrieval quizzes, mini whiteboard activities, vocabulary tests and targeted questioning) to assess pupils' understanding of key concepts during the course. At the end of the unit of work pupils will sit an end of unit assessment which will test their progress in at least two of these key skills: listening, reading, writing, speaking and phonics.
<b>Next Steps</b>	Pupils revisit the technology vocabulary in year 10 during the <i>ocios</i> topic. They will also re-cap reflexive verbs and daily routine in the Health and Illness topic in half term 4 of year 9. Authentic texts and reading with correct intonation are a key feature of the current GCSE syllabus and the future one. The skill of reading and interpretation of such a text is revisited in years 10 and 11 throughout the course.
<b>Opportunities for Independent Learning</b>	Pupils can practise using reflexive verbs to describe their daily routine by using this language website – Green Mouse. They should watch the short video and answer the multiple-choice questions <a href="https://agreenmouse.com/daily-routine-in-spanish/">https://agreenmouse.com/daily-routine-in-spanish/</a>
<b>Personal Development and CEIAG</b>	Pupils will gain further insights into Hispanic culture and therefore developing respect for others and helping them to challenge stereotypes and racism. Through working with new, unfamiliar vocabulary in the story, pupils learn resilience and how to cope with challenge. Pupils also briefly discuss online safety in the context of Social Media.
<b>Enrichment Opportunities (Cultural Capital)</b>	Pupils can read about the pros and cons of using mobile phones and technology here: <a href="#">Fomo, stress and sleeplessness: are smartphones bad for students?   Teacher Network   The Guardian</a> They can create a leaflet or poster in Spanish listing the pros and cons of the internet/mobile use.

	<h2>Year 8 – Summer Term</h2> <h3>Describing a City</h3> <h3>Sports and Festivals</h3>
<b>Prior Learning</b>	Pupils have met the concept of conjugating AR, IR and ER verbs in the 1 <sup>st</sup> 2 <sup>nd</sup> and 3 <sup>rd</sup> person at regular intervals throughout the Year 7 course. As conjugation is an important skill, this is revisited in this unit of work. Pupils also re-cap language used in year 7 such as interesante hermoso grande blanco and hay/haber- and use it to describe and give opinions in a new context. Family members are also recapped in the context of jobs.
<b>What will I learn?</b>	Pupils will learn to talk about a Spanish city (Santa Cruz, Tenerife). They will be able to describe what there is to see and do there. Pupils will learn how to describe what people do to prepare for a trip and will consolidate their knowledge of verb conjugation in the present tense. Pupils will learn about the Carnival in Tenerife and what you can see and do there as well as other famous Spanish festivals like <i>tomatina</i> and <i>san Fermin</i> . Finally, pupils will be describe parts of the body, sports and give their opinion. They will look at the Spanish sports of pelota and pañuelo.
<b>How will I be assessed?</b>	The department uses a range of formative assessment methods ( such as retrieval quizzes, mini whiteboard activities , vocabulary tests and targeted questioning) to assess

	pupils' understanding of key concepts during the course. At the end of the unit of work pupils will sit an end of unit assessment which will test their progress in at least two of these key skills: listening, reading, writing, speaking and phonics.
<b>Next Steps</b>	Pupils revisit sports and hobbies vocabulary in Year 10 in half terms 3 and 4. They re-cap parts of the body in year 9 during the Health and Illness topic. Festivals are examined again in year 10 during half term 6.
<b>Opportunities for Independent Learning</b>	Pupils can practise describing a town here <a href="https://www.languagesonline.org.uk/Spanish/Cam1/Cam1Uni7/3221.htm">https://www.languagesonline.org.uk/Spanish/Cam1/Cam1Uni7/3221.htm</a> They can also complete a reading comprehension about a different Spanish city (Estepona) and use the model to write one of their own. <a href="https://www.languagesonline.org.uk/Spanish/Cam1/Cam1Uni7/3223.htm">https://www.languagesonline.org.uk/Spanish/Cam1/Cam1Uni7/3223.htm</a>
<b>Personal Development and CEIAG</b>	Pupils will be able to discuss sports and keeping fit, encouraging them to take part in physical activity and sport for health and enjoyment. Pupils continue to work on their interpersonal skills through group work, pair work and peer assessment. This helps build transferable skills which can be useful for future careers.
<b>Enrichment Opportunities (Cultural Capital)</b>	Read the rules of <i>Pañuelo</i> here <a href="https://calicospanish.com/panuelito-authentic-spanish-game/">https://calicospanish.com/panuelito-authentic-spanish-game/</a> Create a poster explaining the game. Watch a short video clip of the game being played here <a href="https://youtu.be/05EGP7tERi4">https://youtu.be/05EGP7tERi4</a> Which three numbers does the referee call out first? Which team would you rather be on and why?