



YEAR 8 SPANISH CURRICULUM OVERVIEW & KNOWLEDGE MAPS



Year 8 Spanish HalfTerm 1 Curriculum Overview

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|-------------|--|--|--|---|--|--|--|
| My holidays | 18 (based on 5 lessons per fortnight) | <p>Students should be able to:</p> <ul style="list-style-type: none"> Talking about a past holiday Using the preterite of ir Saying what you did on holiday Using the preterite of regular -ar verbs Describing the last day on holiday Using the preterite of -er and -ir verbs Saying what your holiday was like Using the preterite of ser Giving a presentation about your holiday Making your sentences interesting Using the present and the preterite together Describing an amazing holiday Finding out about a holiday destination | <p><i>¡Viva!</i> 2 Module 1 Units 1-4 PPTs</p> <p>Viva 2 Textbook</p> <p>Workbook</p> <p>Sentence builders</p> <p>Vocabulary booklets</p> <p>Cuadernos de ejercicio</p> <p>MFL Magic Worksheets</p> <p>Talking Dice</p> <p>ActiveTeach & ActiveLearn</p> <p>Audio Files</p> <p>Teacher's Guide</p> | <p>SMSC: Cultural and linguistic differences/ similarities Cultural capital – Introductory unit.</p> <p>Literacy: Use of tier 1 words in Spanish. Use of different tenses. Use of grammatical terms.</p> <p>CEIAG 1: Looking at jobs in the tourism industry. https://www.youtube.com/watch?v=bJzarQYvKzU Languages in hospitality & tourism</p> | <p>Reading: Understanding and interpreting short & increasingly longer texts in Spanish in different tenses.</p> <p>Writing: Developing writing skills by using connectives and time expressions, giving opinions & reasons and using exclamations. Using a range of tenses in the first person.</p> <p>Speaking: Developing speaking skills by using connectives and time expressions, giving opinions & reasons and using exclamations.</p> <p>Thinking skills: Understanding how to form the correct verb ending.</p> | <p>Challenge:</p> <ul style="list-style-type: none"> Extension workbook Extension tasks embedded into PowerPoints Using connectives Plural forms of adjectives Using third person verbs Breadth vs Depth – Using a range of tenses in the first person only (The 20 Keys) Cuaderno de ejercicio B Te toca a tí section B of the textbook Nine Ninjas (Higher tier) <p>Scaffold:</p> <ul style="list-style-type: none"> Clear instructions on slides Workbooks to annotate Sentence builders Vocabulary book Te toca a tí section A of the textbook Cuaderno de ejercicio A Nine Ninjas (Foundation Tier) | <p>Formative Assessment:</p> <ul style="list-style-type: none"> La Chispa retrieval practice Self/Peer Assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn / Memrise Vocabulary & verb tests 1 piece of teacher assessed work in purple assessment books per term Frequent questioning Resumen section of the textbook Prepárate section of the textbook <p>Summative Assessment:</p> <ul style="list-style-type: none"> End of unit tests End of year tests Data drops |

Knowledge Map

Module 1



Year
8

Module 1



Holidays

All about
me



Module 2

Module 3



Food & drink

Summer
time



Module 5

Module 4



Going out

Year 7

Introduction
& Cultural
Capital

Talking
about a past
holiday 1

Talking
about a past
holiday 2

20 KEYS
The verb IR

Saying what
you did on
holiday 1

Saying what
you did on
the last day

20 KEYS
The verb
SER

Saying
what your
holiday
was like

20 KEYS The
verb HACER
The weather

Saying what
you did on
holiday 2

Presentation
on a past
holiday

Understanding
longer texts

Writing a
longer text
using 3 time
frames

Retrieval,
recall &
expansion

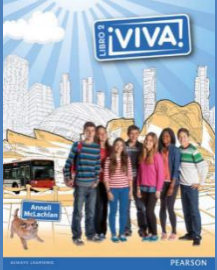
Module
2

Year 8 Spanish Half Term 2 Curriculum Overview

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|--------------|--|--|--|---|---|--|--|
| My holidays | 8 (including assessment and CTG lessons) | Students should be able to: <ul style="list-style-type: none"> Give a presentation about a holiday. Produce a text about a holiday using three different tenses. | ¡Viva! 2 Module 1 Unit 5 ¡Viva! 2 Module 1 Extension See over view for Half Term 1 | See the overview for Half term 1 | See the overview for Half Term 1 | See the overview for Half Term 1 | See the overview for Half Term 1 |
| All about me | 8 (covering classroom and IT lessons) | Students should be able to: <ul style="list-style-type: none"> Saying what you use your phone for Revising the present tense Saying what type of music you like | ¡Viva! 2 Module 1 Units 1-2 PPTs Viva 2 Textbook Workbook Sentence builders Vocabulary booklets Cuadernos de ejercicio MFL Magic Worksheets Talking Dice ActiveTeach & ActiveLearn Audio Files Teacher's Guide | SMSC: Cultural and linguistic differences/similarities Literacy: Use of tier 1 words in Spanish. CEIAG: There are three sessions per year in terms 1, 4 & 5. | Reading: Understanding and interpreting increasingly longer texts in Spanish and in different tenses. Writing: Developing writing skills by using connectives and time expressions, giving justified opinions and using exclamations. Speaking: Developing speaking skills by using connectives and time expressions, giving opinions & reasons and using exclamations. Thinking skills: Understanding how to form the correct verb ending. Using first/second/third person. | Challenge: <ul style="list-style-type: none"> Extension workbook Extension tasks embedded into PowerPoints Using connectives Plural forms of adjectives Using third person verbs Breadth vs Depth – Using a range of tenses in the first person only (The 20 Keys) Cuaderno de ejercicio B Te toca a tí section B of the textbook Nine Ninjas (Higher tier) Scaffold: <ul style="list-style-type: none"> Clear instructions on slides Workbooks to annotate Sentence builders Vocabulary book Te toca a tí section A of the textbook Cuaderno de ejercicio A Nine Ninjas (Foundation Tier) | Formative Assessment: <ul style="list-style-type: none"> La Chispa retrieval practice Self/Peer Assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn / Memrise Vocabulary & verb tests 1 piece of teacher assessed work in purple assessment books per term Frequent questioning Resumen section of the textbook Prepárate section of the textbook Summative Assessment: <ul style="list-style-type: none"> End of unit tests End of year tests Data drops |

Knowledge Map

Module 1



Year
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Module 1



Holidays

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Food & drink

Summer
time



Module 5

Module 4



Going out

Year 7

Introduction
& Cultural
Capital

Talking
about a past
holiday 1

Talking
about a past
holiday 2

20 KEYS
The verb IR

Saying what
you did on
holiday 1

Saying what
you did on
the last day

20 KEYS
The verb
SER

Saying
what your
holiday
was like

20 KEYS The
verb HACER
The weather

Saying what
you did on
holiday 2

Presentation
on a past
holiday

Understanding
longer texts

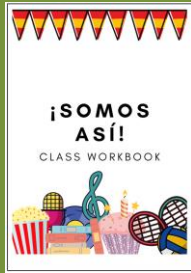
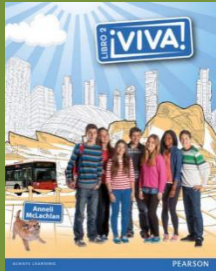
Writing a
longer text
using 3 time
frames

Retrieval,
recall &
expansion

Module
2

Knowledge Map

Module 2



Year
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Module 1



Holidays

All about
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Module 3



Food & drink

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Module 5

Module 4



Going out

Module
1

Introduction
& Cultural
Capital

Introduction
to
Technology

Revising
the Present
Tense

Saying how
you use your
phone

Saying what
you did
yesterday

Comparatives

Saying what
you watch on
TV

Giving
opinions
about music

20 KEYS
The verb
HACER

Using two
time frames
together

Reading Skills &
understanding
longer texts

End of Unit
Speaking
Task

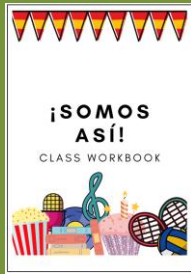
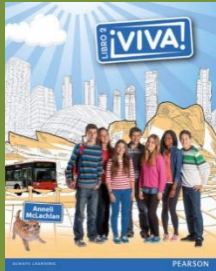
Module
3

Year 8 Spanish Half Term 2 Curriculum Overview

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|--------------|--|--|---|---|---|--|--|
| All about me | 12 (covering classroom and IT lessons) | <p>Students should be able to:</p> <ul style="list-style-type: none"> Talking about TV Using the comparative Saying what you did yesterday Using the present and the preterite tense Understanding a TV guide Tackling an authentic text Learning about young people's lives Using two tenses in the 'he/she' form Learning about Hispanic singers Writing a profile of a singer | <p><i>¡Viva!</i> 2 Module 1 Units 3-5</p> <p><i>¡Viva!</i> 2 Extension PPTs</p> <p>Viva 2 Textbook</p> <p>Workbook</p> <p>Sentence builders</p> <p>Vocabulary booklets</p> <p>Cuadernos de ejercicio</p> <p>MFL Magic Worksheets</p> <p>Talking Dice</p> <p>ActiveTeach & ActiveLearn</p> <p>Audio Files</p> <p>Teacher's Guide</p> | <p>SMSC: Cultural and linguistic differences /similarities</p> <p>Literacy: Use of tier 1 words in Spanish.</p> <p>CEIAG: There are three sessions per year in terms 1, 4 & 5.</p> | <p>Reading: Understanding and interpreting increasingly longer texts in Spanish and in different tenses.</p> <p>Writing: Developing writing skills by using connectives and time expressions, giving justified opinions and using exclamations.</p> <p>Speaking: Developing speaking skills by using connectives and time expressions, giving opinions & reasons and using exclamations.</p> <p>Thinking skills: Understanding how to form the correct verb ending. Using first/second/ third person.</p> | <p>Challenge:</p> <ul style="list-style-type: none"> Extension workbook Extension tasks embedded into PowerPoints Using connectives Plural forms of adjectives Using third person verbs Breadth vs Depth – Using a range of tenses in the first person only (The 20 Keys) Cuaderno de ejercicio B Te toca a tí section B of the textbook Nine Ninjas (Higher tier) <p>Scaffold:</p> <ul style="list-style-type: none"> Clear instructions on slides Workbooks to annotate Sentence builders Vocabulary book Te toca a tí section A of the textbook Cuaderno de ejercicio A Nine Ninjas (Foundation Tier) | <p>Formative Assessment:</p> <ul style="list-style-type: none"> La Chispa retrieval practice Self/Peer Assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn / Memrise Vocabulary & verb tests 1 piece of teacher assessed work in purple assessment books per term Frequent questioning Resumen section of the textbook Prepárate section of the textbook <p>Summative Assessment:</p> <ul style="list-style-type: none"> End of unit tests End of year tests Data drops |

Knowledge Map

Module 2



Year
8

Module 1



Holidays

All about
me



Module 2

Module 3



Food & drink

Summer
time



Module 5

Module 4



Going out

Module
1

Introduction
& Cultural
Capital

Introduction
to
Technology

Revising
the Present
Tense

Saying how
you use your
phone

Saying what
you did
yesterday

Comparatives

Saying what
you watch on
TV

Giving
opinions
about music

20 KEYS
The verb
HACER

Using two
time frames
together

Reading Skills &
understanding
longer texts

End of Unit
Speaking
Task

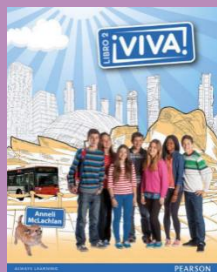
Module
3

Year 8 Spanish Half Term 4 Curriculum Overview

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|-----------|--|---|---|--|---|--|--|
| Let's eat | 12 (covering classroom and IT lessons) | <p>Students should be able to:</p> <ul style="list-style-type: none"> Saying what food you like Using a wider range of opinions Describing mealtimes Using negatives Ordering a meal Using usted / ustedes Discussing what to buy for a party Using the near future Giving an account of a party Using three tenses together Using coping strategies when speaking Responding to what people say Learning about food in other countries Using direct pronouns | <p><i>¡Viva!</i> 1 Module 4 Units 1-6</p> <p>Viva 2 Textbook</p> <p>Workbook</p> <p>Sentence builders</p> <p>Vocabulary booklets</p> <p>Cuadernos de ejercicio</p> <p>MFL Magic Worksheets</p> <p>Talking Dice</p> <p>Active Teach & Active Learn</p> <p>Audio Files</p> <p>Teacher's Guide</p> | <p>SMSC:</p> <ul style="list-style-type: none"> Awareness of inclusive language Cultural events in Spain <p>Literacy: Use of tier 1 words in Spanish</p> <p>CEIAG 2: https://www.youtube.com/watch?v=DdqZ7cfZtY4 How languages help in your career.</p> | <p>Reading: Understanding and interpreting increasingly longer texts in Spanish and in different tenses.</p> <p>Writing: Developing writing skills by using connectives and time expressions, giving justified opinions and using exclamations.</p> <p>Speaking: Developing speaking skills by using connectives and time expressions, giving opinions & reasons and using exclamations. Understand how to order food & drink in a restaurant.</p> <p>Thinking skills: Understanding how to form the correct verb ending. Using first/second/ third person.</p> | <p>Challenge:</p> <ul style="list-style-type: none"> Extension workbook Extension tasks embedded into PowerPoints Using connectives Plural forms of adjectives Using third person verbs Breadth vs Depth – Using a range of tenses in the first person only (The 20 Keys) Cuaderno de ejercicio B Te toca a tí section B of the textbook Nine Ninjas (Higher tier) <p>Scaffold:</p> <ul style="list-style-type: none"> Clear instructions on slides Workbooks to annotate Sentence builders Vocabulary book Te toca a tí section A of the textbook Cuaderno de ejercicio A Nine Ninjas (Foundation Tier) | <p>Formative Assessment:</p> <ul style="list-style-type: none"> La Chispa retrieval practice Self/Peer Assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn / Memrise Vocabulary & verb tests 1 piece of teacher assessed work in purple assessment books per term Frequent questioning Resumen section of the textbook Preparate section of the textbook <p>Summative Assessment:</p> <ul style="list-style-type: none"> End of unit tests End of year tests Data drops |

Knowledge Map

Module 3



Year
8

Module 1



Holidays

All about
me



Module 2

Module 3



Food & drink

Summer
time



Module 5

Module 4



Going out

Module
2

Introduction
& Cultural
Capital

Saying
what food
you like

Using a
wider range
of opinions

Describing
mealtimes

Using the
near
future
tense

Discussing
what to
buy

Using
usted/
ustedes

Ordering
a meal

Using
negatives

Giving an
account

Using three
time frames
together

Coping
Strategies for
Speaking

Responding
to what
people say

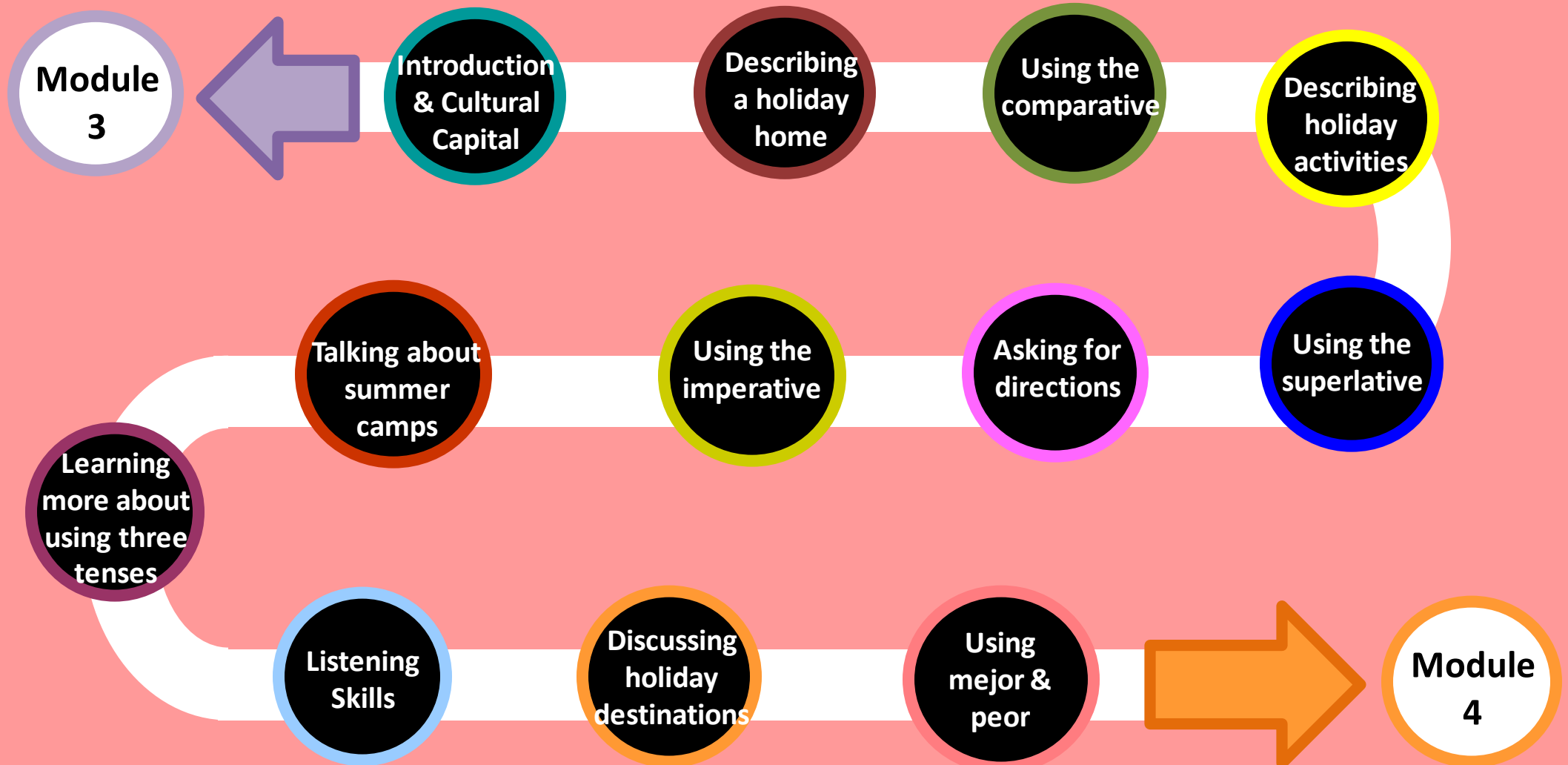
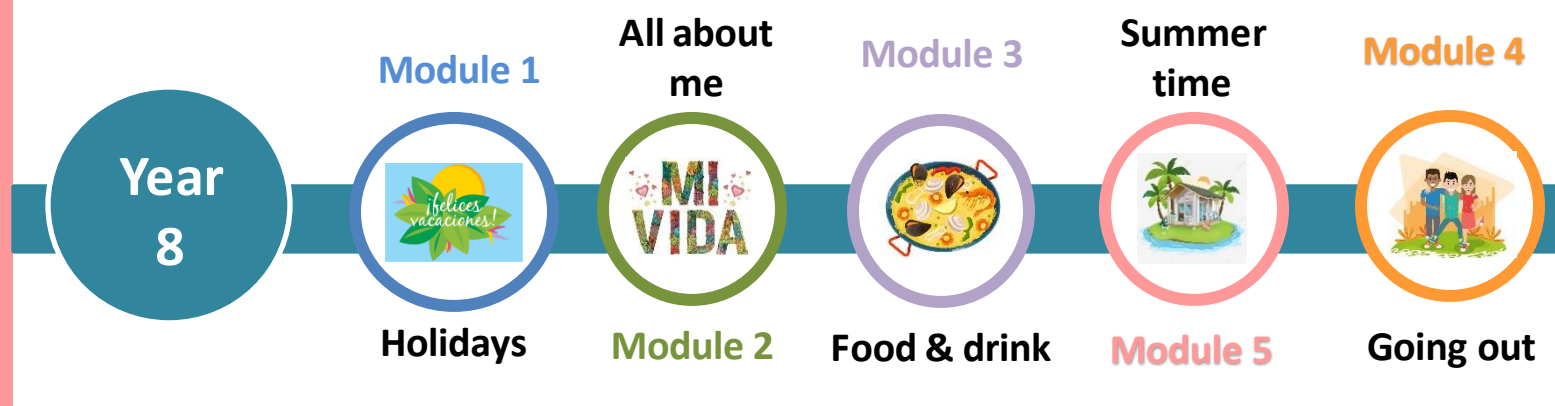
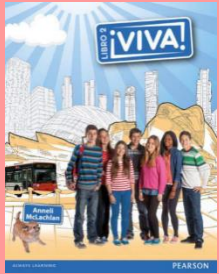
Module
5

Year 8 Spanish Half Term 5 Curriculum Overview

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|--------------|--|--|--|---|--|--|--|
| Summer plans | 12 (covering classroom and IT lessons) | <p>Students should be able to:</p> <ul style="list-style-type: none"> Describing a holiday home Discovering more about the comparative Describing holiday activities Using the superlative Asking for directions Using the imperative Talking about summer camps Learning more about using three tenses Describing a world trip Tackling challenging listening Discussing holiday destinations Using mejor and peor Describing a town in your area Creating a tourist brochure | <p>¡Viva! 1 Module 5 Units 1-5</p> <p>Viva 2 Textbook</p> <p>Workbook</p> <p>Sentence builders</p> <p>Vocabulary booklets</p> <p>Cuadernos de ejercicio</p> <p>MFL Magic Worksheets</p> <p>Talking Dice</p> <p>ActiveTeach & ActiveLearn</p> <p>Audio Files</p> <p>Teacher's Guide</p> | <p>SMSC: Knowledge of cities in Spanish-speaking countries</p> <p>Literacy: Use of tier 1 words in Spanish</p> <p>CEIAG 3: https://www.youtube.com/watch?v=ncPSxpYI-k8</p> <p>Languages in the Creative Industries</p> | <p>Reading: Understanding and interpreting longer texts in Spanish and in different tenses.</p> <p>Writing: Developing writing skills by using connectives and time expressions, giving justified opinions and using exclamations. Building in the use of adverbs and using a wider range of language.</p> <p>Speaking: Developing speaking skills by using connectives and time expressions, giving opinions & reasons and using exclamations. Using a wider range of language including quality vocabulary.</p> <p>Thinking skills: Understanding how to form the correct verb ending. Using first/second/ third person.</p> | <p>Challenge:</p> <ul style="list-style-type: none"> Extension workbook Extension tasks embedded into PowerPoints Using connectives Plural forms of adjectives Using third person verbs Breadth vs Depth – Using a range of tenses in the first person only (The 20 Keys) Cuaderno de ejercicio B Te toca a tí section B of the textbook Nine Ninjas (Higher tier) <p>Scaffold:</p> <ul style="list-style-type: none"> Clear instructions on slides Workbooks to annotate Sentence builders Vocabulary book Te toca a tí section A of the textbook Cuaderno de ejercicio A Nine Ninjas (Foundation Tier) | <p>Formative Assessment:</p> <ul style="list-style-type: none"> La Chispa retrieval practice Self/Peer Assessment Low stakes testing Mini white boards True/False cards Languagenut / ActiveLearn / Memrise Vocabulary & verb tests 1 piece of teacher assessed work in purple assessment books per term Frequent questioning Resumen section of the textbook Preparate section of the textbook <p>Summative Assessment:</p> <ul style="list-style-type: none"> End of unit tests End of year tests Data drops |

Knowledge Map

Module 5

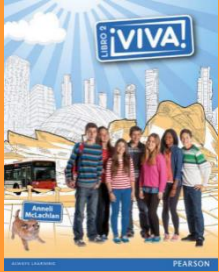


Year 8 Spanish Half Term 6 Curriculum Overview

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|-------------------|--|--|---|---|--|--|---|
| What shall we do? | 16 (covering classroom and IT lessons) | <p>Students should be able to:</p> <ul style="list-style-type: none"> • Arranging to go out • Using me gustaría + infinitive • Making excuses • Using querer and poder • Discussing getting ready to go out • Using reflexive verbs • Talking about clothes • Saying 'this/these' • Talking about sporting events • Using three tenses • Describing a fancy dress outfit • Using a dictionary • Learning about food in other countries • Using direct pronouns | <p><i>¡Viva!</i> 1 Module 2 Units 1-6</p> <p>Viva 2 Textbook</p> <p>Workbook</p> <p>Sentence builders</p> <p>Vocabulary booklets</p> <p>Cuadernos de ejercicio</p> <p>MFL Magic Worksheets</p> <p>Talking Dice</p> <p>ActiveTeach & ActiveLearn</p> <p>Audio Files</p> <p>Teacher's Guide</p> | <p>SMSC: Awareness of music, dance and sporting culture in Spanish-speaking countries</p> <p>Literacy: Use of tier 1 words in Spanish</p> <p>CEIAG: There are three sessions per year in terms 1, 4 & 5.</p> | <p>Reading: Understanding and interpreting longer texts in Spanish and in different tenses.</p> <p>Writing: Developing writing skills by using connectives and time expressions, giving justified opinions and using exclamations. Building in the use of adverbs and using a wider range of language.</p> <p>Speaking: Developing speaking skills by using connectives and time expressions, giving opinions & reasons and using exclamations. Using a wider range of language including quality vocabulary.</p> <p>Thinking skills: Understanding and manipulating verb paradigms Noticing and following grammatical rules</p> | <p>Challenge:</p> <ul style="list-style-type: none"> • Extension workbook • Extension tasks embedded into PowerPoints • Using connectives • Plural forms of adjectives • Using third person verbs • Breadth vs Depth – Using a range of tenses in the first person only (The 20 Keys) • Cuaderno de ejercicio B • Te toca a tí section B of the textbook • Nine Ninjas (Higher tier) <p>Scaffold:</p> <ul style="list-style-type: none"> • Clear instructions on slides • Workbooks to annotate • Sentence builders • Vocabulary book • Te toca a tí section A of the textbook • Cuaderno de ejercicio A • Nine Ninjas (Foundation Tier) | <p>Formative Assessment:</p> <ul style="list-style-type: none"> • La Chispa retrieval practice • Self/Peer Assessment • Low stakes testing • Mini white boards • True/False cards • Language nut / ActiveLearn / Memrise • Vocabulary & verb tests • 1 piece of teacher assessed work in purple assessment books per term • Frequent questioning • Resumen section of the textbook • Prepárate section of the textbook <p>Summative Assessment:</p> <ul style="list-style-type: none"> • End of unit tests • End of year tests • Data drops |

Knowledge Map

Module 4



Year
8

Module 1



Holidays

All about
me



Module 2

Module 3



Food & drink

Summer
time



Module 5

Module 4



Going out

Module
5

Introduction
& Cultural
Capital

Arranging
to go out

Using me
gustaría +
infinitive

Making
excuses

Talking
about
clothes

Using
reflexive
verbs

Discussing
getting ready
to go out

Using querer
& poder

Saying
this/these

Talking
about
sporting
events

Using three
tenses

Writing an
extended
text

Year
9