

### Year 8 – Subject-Spanish

Curriculum intent	<p>In year 8, the learners will study Spanish. We aim to enable learners to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations in class and real life scenarios such as describing their free time and holidays. We will support pupils' spiritual, moral, social and cultural development by exploring the role of languages in communication and culture, promoting a positive attitude towards learning through independent work and research as well through teaching with authentic materials. In both key stages, they will use the 'Active learning platform' to provide structure and consistency to the lessons and home learning.</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Spanish: ¡Viva! 1</b> <b>Módulo 3 Mi insti – My school</b></p> <p>Learners will know the vocabulary for school subjects and will understand that nouns in Spanish are either masculine or feminine. Learners will continue to develop the skill of conjugating -ar verbs but with a focus on saying what 'we' do. Learners will continue to practice giving opinions and shown how to use 'me gusta(n)' +</p>	<p><b>Spanish: ¡Viva! 2</b> <b>Módulo 2 Todo sobre mi vida – All about me</b></p> <p>Learners will know how to talk about their mobile phones with a focus on the present tense. They will give a range of opinions, both positive and negative on the types of music they enjoy. Learners will be taught how to use comparative adjectives in order to contrast the sorts of television programmes they watch.</p> <p>There will also be opportunities to</p>	<p><b>Spanish: ¡Viva! 2</b> <b>Módulo 3 ¡A comer! Let's tuck in!</b></p> <p>Learners will discuss food preferences and describe what they have at different mealtimes. They will take part in a restaurant role-play where they will order food and drinks and play the part of a waiter, taking orders. They will use the 'near' future tense in the context of arranging a party and they will describe a party in the past. During this sequence of</p>	<p><b>Spanish: ¡Viva! 2</b> <b>Módulo 4 ¿Qué hacemos? What do we do?</b></p> <p>Learners will be able to make arrangements to go out with friends or family. They will use the conditional tense to say what they would like to do. Learners will be able to make excuses to say why they don't want to or can't go out using the verbs poder (to be able) and querer (to want to). They will use reflexive verbs</p>	<p><b>Spanish: ¡Viva! 2: Módulo 5 Operación Verano - Holidays</b></p> <p>Learners will be able to describe a holiday home and explain why they prefer certain types of homes. They will know how to describe locations, using a range of adjectives. They will understand how to use comparative adjectives and talk about holiday activities using the superlative.</p>	<p><b>Spanish: ¡Viva! 3: Módulo 1 Somos así – The way we are</b></p> <p>Learners will develop the topic of personal information and be able to discuss the things they like and dislike. Learners will revise how to conjugate the verb 'ser' 'to be' in the present tense.</p> <p>They will discuss a range of different activities that i do on different days of the week using adverbs of frequency such as always, never, sometimes and often.</p> <p>Learners will be able to talk about the cinema and describe the genres of film they enjoy and why and say how often I go to the cinema. They will also discuss plans for how they intend to celebrate my</p>



	<p>el/la/los/las to discuss school subjects. Learners will also be encouraged to develop my opinions with the use of connectives and justifications. Learners will continue to build my knowledge of descriptive vocabulary and demonstrate greater confidence in applying adjectival agreements. Learners will be able to describe what they do during break and lunch times.</p>	<p>analyses an authentic text and further develop their reading skills.</p> <p>Learners are encouraged to apply the language they learn in HT1 to be able to apply the preterite tense with the free-time vocabulary. Many learners will use the 3<sup>rd</sup> person to describe the interests of others.</p>	<p>lessons they will have the opportunity to use 3 tenses and a range of opinions and justifications.</p>	<p>to describe how they prepare for a night out and describe what they will wear. They will use three tenses to describe events and give opinions and justifications. They will learn how to use a bilingual dictionary.</p>	<p>They will know how to ask for and give directions and be able to apply imperative endings to verbs of direction. They will use three tenses to describe holiday camps in the past present and future.</p>	<p>next birthdays using the 'near future' tense.</p>
<b>Skills</b>	<p><b>LISTEN:</b> Learners will practice listening tasks on school. This will be the first time that learners will have encountered</p>	<p><b>LISTEN:</b> Learners will listen to a variety of dialogues about what they do in their freetime</p>	<p><b>LISTEN:</b> Learners listen to teenagers saying what they like and don't like to eat and drink. They will listen to a</p>	<p><b>LISTEN:</b> Learners listen to teenagers talking about where to go. Learners will be</p>	<p><b>LISTEN:</b> Learners read advertisements for holiday homes (a-c). They then listen to three speakers</p>	<p><b>LISTEN:</b> Learners listen to and read the texts about the three teenagers describing their likes and dislikes. They copy and complete the table in their</p>

	<p>the vocabulary, but the vast majority are cognates or near-cognates.</p> <p><b>SPEAK:</b> Ask and answer questions about your school in pairs. Use the opportunity to emphasise the pronunciation.</p> <p><b>READ:</b> Learners read a text and pick out key words on school and respond to comprehension questions about their school. Learners will be encouraged to use a variety of techniques to aid when reading in Spanish.</p> <p><b>WRITE:</b> Write about your school in Spanish.</p>	<p><b>SPEAK:</b> Learners will answer and respond to questions about their music, film and TV preferences</p> <p><b>READ:</b> Learners will read a variety of texts about freetime activities.</p> <p><b>WRITE:</b> Learners will write about their TV, film and music preferences</p>	<p>variety of other authentic materials about food.</p> <p><b>SPEAK:</b> learners will talk about the food and drink they like/dislike. They will ask answer questions about food. <i>Pronunciación</i> box highlights the pronunciation of ñ.</p> <p><b>READ:</b> Learners will have the opportunity to read a variety of authentic texts.</p> <p>The Skills box reminds learners that they don't need to understand every word to do the matching task; it recommends looking for (near-) cognates and turning to the glossary if</p>	<p>exposed to a variety of listening tests to practice key listening skills.</p> <p><b>SPEAK:</b> Learners will ask and answer questions about where they go out.</p> <p><b>READ:</b> Learners will complete a variety of reading comprehension tasks during this topic.</p> <p>The Tip box draws learners attention to the fact that de + el forms del.</p> <p><b>WRITE:</b> Finally, learners write their own chatroom dialogue</p>	<p>describing the house they prefer and match them up.</p> <p>The words cómodo and la chimenea are glossed for support, and the Tip box points out the difference in meaning and pronunciation between esta and está.</p> <p><b>SPEAK:</b> Learners build up descriptions of the two houses represented by the symbols. They take turns to describe a feature, as modelled in the example. Learners can refer back to the adverts in</p>	<p>notebooks with the correct information.</p> <p><b>SPEAK:</b> Learners make up interviews. They can use the prompts in the Learner Book to guide them.</p> <p><b>READ:</b> Learners read the English phrases and find the Spanish equivalent in the texts.</p> <p><b>WRITE:</b> Learners imagine they are a famous person and write two or three sentences about what that person likes and dislikes (they can make it up).</p>
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			<p>necessary. Then learners translate two of the texts into English.</p> <p><b>WRITE:</b> Learners will write about what they eat and their food preferences.</p>	modelled on the WAGOLL	<p>exercise 1 for support.</p> <p><b>READ:</b> Learners reread the texts in order to find the Spanish words for the rooms and other features listed in English. If necessary, they can make a guess and then check by referring to the glossary.</p> <p><b>WRITE:</b> Learners imagine that they are a celebrity of their choice and write a description of their luxury home. They can use the exercise 6 texts as a Wagoll.</p>	
<b>Assessments</b>	Speaking and Listening Assessments	Writing and Reading Assessments	Speaking and Listening Assessments	Writing and Reading Assessments	Speaking and Listening Assessments	Writing and Reading Assessments



**Rayner Stephens**

H I G H S C H O O L

<b>Enrichment</b>	European Day of Languages Bake Off Escape Room Art Competition Poetry Competition Model Competition	<b>Cultural focus:</b> Day of the Dead – learners will create masks. Students will also learn about how Christmas and the Day of the Kings are celebrated in Spain	Learners will plan and take part in a Mexican restaurant/Cafe	Spanish fiestas in Spain- Creative tasks Spanish Exchange	Students complete treasure hunt on holidays	Spanish Movie Day
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