

## Year 8 Spanish Curriculum Sequence

**Intent:** • To foster pupils' curiosity and deepen their understanding of the world. • To express ideas and thoughts in another language • To understand and respond to speakers of that language in speech and writing • To communicate for practical purposes • Provide the foundation for further language learning

HT1 - Holiday activities	HT1&2 - Past holiday	HT2&3 - Technology, TV and film	HT4 - Food and drink	HT5&6 - Weekend plans	HT6 - Project: Hispanohablante
<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. We begin Y8 with this topic as students have just returned from the summer holidays and so students will be able to talk about their real-world experiences</li> <li>. Students will use the reflexive verb <b>se puede</b> and expand their knowledge of the present tense with common holiday verbs to be able to talk about what you normally do/can do on holiday and who with.</li> <li>. Students will also incorporate opinion phrases to discuss what they like to do on holiday.</li> <li>. Students will expand their knowledge of adjectives be able to form and use the superlative.</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students will now demonstrate their knowledge of holiday-based vocabulary from the previous module and be able to use the preterite tense of regular and irregular verbs to express where they went on holiday and what they did</li> <li>. Students will also acquire the vocabulary to be able to discuss how they travelled, who with and where they stayed</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. In our increasingly technological society, it is vital students know how to express how they use different types of technology and what they watch on TV and in the cinema.</li> <li>. Students will further develop their ability to give and justify opinions on what they like/dislike using technology for in addition to expressing what they like/dislike watching</li> <li>. Students will acquire wider variety of adjectives and learn how to use these to draw comparisons</li> <li>. Students will also broaden their cultural capital by learning about Spanish films and TV programmes.</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students will expand their cultural capital by learning about different Spanish foods and drinks and also about the Spanish lifestyle with regards to mealtimes.</li> <li>. Students will learn to talk about what they eat and drink at different mealtimes and provide opinions of these items consolidating their knowledge of opinions phrases and broadening their knowledge of adjectives to give justifications for their opinions</li> <li>. Students will also consolidate their ability to conjugate verbs in the 2nd and 3rd persons to talk about what others eat and drink</li> <li>. Students will also practice ordering food in a restaurant setting providing them with a valuable skill for future travel</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students will also study how to form the near future tense to be able to discuss what they will do next weekend</li> <li>. Students will also learn how to talk about the weather and change plans according to the weather</li> <li>. Students will study further how to use the conditional tense and the preterite tense to be able to discuss what they would like to do at the weekend and what they did last weekend.</li> <li>. Students will develop the ability to use 3 tenses together which is a key skill before moving onto deeper language study.</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students will extend their knowledge of a Spanish-speaking country and its culture by undertaking a cultural research project of an assigned country and presenting their findings to their peers.</li> </ul>
<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>. To continually improve pronunciation and intonation</li> <li>. To develop a wide-ranging and deepening vocabulary</li> <li>. Listen to spoken language from a range of authentic sources, obtain information and respond</li> <li>. Read literary texts from a variety of authentic sources, obtain information and respond</li> <li>. Transcribe short sentences they hear with increasing accuracy</li> <li>. Translate short texts into English and the language of study</li> <li>. To initiate and develop conversations coping with some unfamiliar language</li> <li>. To communicate personal and factual information which goes beyond students' immediate needs and interests</li> <li>. To speak with increasing confidence, fluency and spontaneity on an increasing variety of topics</li> <li>. To write and speak confidently and coherently</li> <li>. To write and speak with increasing confidence, fluency and spontaneity to express and develop own ideas and opinions and provide justifications</li> <li>. Use more complex grammar, spelling and punctuation with increasing accuracy</li> <li>. Identify and use the present tense, past tense and the conditional mood</li> <li>. To continually develop competence in listening, reading, writing and speaking</li> <li>. To expand students' understanding of language, culture and the world around them</li> </ul>				<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>. To continually improve pronunciation and intonation</li> <li>. To develop a wide-ranging and deepening vocabulary</li> <li>. Listen to spoken language from a range of authentic sources, obtain information and respond</li> <li>. Read literary texts from a variety of authentic sources, obtain information and respond</li> <li>. Transcribe short sentences they hear with increasing accuracy</li> <li>. Translate short texts into English and the language of study</li> <li>. To initiate and develop conversations coping with unexpected responses</li> <li>. To communicate personal and factual information which goes beyond students' immediate needs and interests</li> <li>. To speak with increasing confidence, fluency and spontaneity on an increasing variety of topics using a variety of grammatical structures to express own ideas and opinions.</li> <li>. To write at varying length and for different purposes and audiences using a variety of grammatical structures</li> <li>. To write and speak with increasing confidence, fluency and spontaneity to express and develop own ideas and opinions and provide justifications in a range of tenses</li> <li>. Use a variety grammar, structures spelling and punctuation with accuracy</li> <li>. Identify and use the present, past and future tenses and the conditional mood</li> <li>. To demonstrate competence in listening, reading, writing and speaking which provide a foundation for further language learning</li> <li>. To demonstrate and appreciation of language, cultures and the world around them</li> </ul>	
<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching past holidays in Y8 HT2</li> <li>. Teaching weekend plans Y8 HT5+6</li> <li>. Teaching holidays in Y11 T1</li> <li>. Teaching the absolute superlative Y9 (depth) T1/2</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching activities in weekend plans in Y8 HT5+6</li> <li>. Teaching past and future tenses in Y8 HT5+6</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Giving opinions on food/drink in Y8 HT4</li> <li>. Teaching life online in Y10 T1</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching of healthy living in Y9 (breadth) T2</li> <li>. Teaching of food trends in Y10 T2</li> <li>. Giving opinions of school in Y9 (depth) T1/2</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Using 3 tenses in extended writing tasks</li> <li>. Discussing what you used to do in Y10 HT1</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching holidays in Y11 T1</li> <li>. Teaching global issues in Y9 (breadth) T3</li> <li>. Research and presentation skills</li> </ul>
<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of free time activities from Y7 HT5</li> <li>. Knowledge of opinions from Y7 HT5</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of holidays from Y8 HT1</li> <li>. Knowledge of the verb <i>ir</i> in Y7 HT5</li> <li>. Knowledge of countries in Y7 HT3</li> <li>. Knowledge of regular and irregular verbs from Y7 HT5+6</li> <li>. Knowledge of family members from Y7 HT4</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of opinions for Y7 HT5</li> <li>. Recognition of cognates from Y7 HT1</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of present tense verbs from Y8 HT1</li> <li>. Knowledge of verb conjugation from Y7 HT6</li> <li>. Knowledge of adjectives from Y8 HT2+3</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of free time activities from Y7 HT4</li> <li>. Knowledge of past tense from Y8 HT2</li> <li>. Knowledge of conditional tense Y7 HT5</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of culture from Y7 HT1+6</li> <li>. Knowledge of countries from Y8 HT1</li> </ul>