

Spanish
Year 8
Curriculum Overview



Intent: By the end of the year students will be able to talk about themselves and their lives and express opinions with reasons. Students will be able to use some transactional language and some more formal register. They will be able to use three tenses (present, near future and preterite) and more complex structures (e.g. conditional, comparative, superlative). They will also develop their knowledge of Hispanic culture.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	My holidays <ul style="list-style-type: none"> Countries Transport Holiday Activities Talking in the past tense. Giving opinions of a holiday. 	Technology and Entertainment <ul style="list-style-type: none"> Opinions on music What you use your phone for. TV Programmes Comparing TV programmes. Giving varied and detailed opinions. 	Food <ul style="list-style-type: none"> Discussing different foods. Giving opinions of foods. Ordering food in a restaurant. Speaking formally and informally. Discussing different mealtimes. Times of the day. Making plans for a party. 	Daily Life <ul style="list-style-type: none"> Making plans to go out. Giving excuses. Discussing getting ready to go out – routines. Talking about clothes. Describing clothes. 	Summer Plans <ul style="list-style-type: none"> Describing a holiday home. Asking for directions in Spanish. Giving instructions. Talking about summer camps. Talking in the past present and future together. Discussing holiday destinations. 	
Additional support links: Here are links to additional resources which will help your child	https://classroom.thenational.academy/units/year-8-unit-6-70d5	https://classroom.thenational.academy/units/year-8-unit-3-c5e1	https://classroom.thenational.academy/unit/s/a-comer-2d09	https://classroom.thenational.academy/units/me-visto-56c1	https://classroom.thenational.academy/units/mi-pueblo-5c2c	
Knowledge: Included here is the specific knowledge your child will learn in detail	<ul style="list-style-type: none"> Preterite of <i>ir</i> Preterite of regular –ar, -er and -ir verbs Preterite of <i>ser</i> (Extension) Two tenses together 	<ul style="list-style-type: none"> Revision of present tense Revision of <i>me gusta(n)</i> + noun Stem-changing verbs (<i>preferir</i>) Preterite of <i>hacer</i> Two tenses together (Extension) 3rd person, sing of preterite Adjectival agreement 	<ul style="list-style-type: none"> Negatives (<i>no, nunca, nada</i>) Near future Three tenses together Direct object pronoun 	<ul style="list-style-type: none"> <i>me/te gustaría</i> Stem-changing verbs <i>querer/poder</i> <i>tener que</i> + infinitive Reflexive verbs Three tenses together (Extension) Structures with two verbs (e.g. <i>prefiero bailar</i>) 	<ul style="list-style-type: none"> <i>ser/estar</i> The imperative Three tenses together The superlative The comparative 	
Skills: Included here is the specific skills your child will learn in detail	<ul style="list-style-type: none"> Making your writing interesting Recognising tenses Listening for clues, indirect information, time clues (L) TRAPS Preparing a photo task Writing a developed response 	<ul style="list-style-type: none"> Using <i>por eso</i> and <i>así que</i> Using two tenses Checking for accuracy Starting with what you know Using translation tools and dictionaries Skimming/scanning a text clues, cognates, context and common sense Drawing conclusions when listening Preparing a role play task 	<ul style="list-style-type: none"> Creating more complex sentences Avoiding lists and repetition Coping with unprepared questions TRAPS Understanding a literary text 	<ul style="list-style-type: none"> Creating complex sentences Recognising tenses Using a dictionary Clues, cognates, context and common sense Working with challenging texts 	<ul style="list-style-type: none"> Using correct word order Survival strategies Non-verbal communication Selecting essential vocabulary Understanding texts – step by step TRAPS 	
Common Lexicon:	Please see Knowledge Organiser 1	Please see Knowledge Organiser 2	Please see Knowledge Organiser 3	Please see Knowledge Organiser 4	Please see Knowledge Organiser 5	

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These are the key words and terms learnt. These can be found on knowledge organisers.

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THE HART
SCHOOL
Creative
Education
Trust