

Year 8	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Curriculum Content	Unit 1: Composite- Self and family (Identity and Culture) Components: - Introducing yourself - Family relationships and reflexive verbs - Daily routines - Helping around the house - The present tense	Unit 2: Composite- Holiday (Local area, Holiday and travel) Components: - Holiday locations - Travel - Places to stay - Things to do on holiday - Christmas traditions	Unit 3: Composite- Media and technology (Identity and Culture) Components: - TV preferences - Film preferences - Reading preferences - What you use technology for - Introduction of the past tense - Making plans	Unit 3: Composite- Media and technology (Identity and Culture, continued) Unit 4: Composite- Out and about (Identity and Culture) Components: - Describing your town - Describing shops - Describing clothing - Making plans to go out - Asking for and giving directions	Unit 4: Composite- Out and about (Identity and Culture, continued) Unit 5: Composite- Food and drink (Identity and Culture) Components: - Describe food preferences - Ordering in a restaurant - Buying things in a shop - Role play task introduction	Unit 5: Composite- Food and drink (Identity and Culture, continued) Components: - Describe food preferences - Ordering in a restaurant - Buying things in a shop - Role play task introduction
Prior knowledge and skills (from previous year / key stage)	Personal introductions and a range of questions and answers linked to self. Present tense recap.	Use of adjectives and adjectival agreement, seen throughout the course of study. Reflexive verbs, as seen in unit 1. Vocabulary for weather and activities recapped from Year 7 unit 4.	A range of opinions with adjectives to give justifications. Use of time phrases. Use of the past tense, seen previously as lexical items.	Study of the future tense. Activities revisited from unit 2 in Year 8 and unit 4 in Year 7. Numbers recapped for asking about prices. Vocabulary for asking someone to make plans to go out, seen in unit 3.	Activities and a range of opinions revisited. Recap of basic food vocabulary used in Year 7, unit 3. Time phrases recapped and tenses recapped/ covered as lexical items.	Activities and a range of opinions revisited. Recap of basic food vocabulary used in Year 7, unit 3. Time phrases recapped and tenses recapped/ covered as lexical items.
Assessment Objectives	To assess understanding of key basic items of vocabulary and develop learners confidence in spoken Spanish	Reception and production skills- Writing assessment- translation and production of answers to key questions	Vocabulary checks and understanding of key sentence structures.	Developing examination skills and revision techniques	Vocabulary checks and understanding of key sentence structures.	Whole school End of Year assessment- Consideration of all skills.
Vocabulary / Key Subject Terminology	See KO Nouns (gender), adjectives (agreement and placement) Use of Qu.A.C.O features to develop mastery work.	KO Present tense, opinion phrases, indicators of time and frequency, quantifiers. Use of Qu.A.C.O features to develop mastery work.	KO Future tense, Indications of time and conjugation of irregular verbs. Use of Qu.A.C.O features to develop mastery work.	KO Conditional tense. Use of Qu.A.C.O features to develop mastery work.	KO Preterite tense, conditional tense. Use of Qu.A.C.O features to develop mastery work.	KO Consolidation of tenses. Present, future, preterite and conditional tenses. Use of Qu.A.C.O features to develop mastery work.
Assessment 1	Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing	Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing	Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing	Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing	Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing	Summative end of year assessment Year 8 w/c _____ All skills, tbc

<p>Assessment 2</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>1 x writing mastery task</p> <p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>
<p>Cross Curricular Links with other Faculties</p>	<p>The European Day of Languages – Wednesday 26th September. All departments are invited to contribute by planning a link e.g. bell task linked to Spain/ another European country. PSHE programme.</p> <p>The Spanish festival, The Day of the Dead will be used as a focus for the Year 9 non-fiction study in autumn term 2.</p>	<p>The Maths SFL will study exchange rates in Year 8, summer 1 which will link in with work relating to the use of different currency abroad.</p>	<p>International Mother Tongue Language Day- Thursday 21st Feb. All departments to be invited to contribute by planning a link e.g. bell task linked to Spain/ another country. PSHE programme. Media. Explore the use of Spanish in the wider world. Opportunities to be developed for literacy- promoting reading in Spanish. Spanish film and music opportunities.</p>		<p>In Food technology students study diets in different countries including the seasonality of food which links with the study of the Mediterranean diet. Spanish students will do food tasting and options to be explored for cooking a Spanish dish. Students also study menus in Art in Year 8. In Year 10 summer 1 Computing, students will use recipes in Spanish to apply algorithms to putting a recipe in order.</p>	<p>Ongoing links from last term.</p>
<p>Knowledge Organiser content</p>	<p>Identity and Culture Recap the basics, personal information, questions and answers. Key verbs and grammatical features.</p>	<p>Local area, Holiday and travel Key verbs and grammatical features.</p>	<p>Identity and Culture Media and technology. Key verbs and grammatical features.</p>	<p>Identity and Culture Shopping, clothing, making plans and directions. Key verbs and grammatical features.</p>	<p>Identity and Culture Food and drink, ordering in a restaurant. Key verbs and grammatical features.</p>	
<p>Extra-Curricular Offer</p>	<p>Language themed activities during the week of the European Day of Languages.</p> <p>Spanish film club</p>	<p>Spanish film club</p>	<p>Spanish film club</p> <p>Onatti theatre production company.</p>	<p>Spanish film club</p>	<p>Spanish film club</p>	<p>Spanish trip abroad</p> <p>Spanish film club</p>
<p>Links to the UNCRC</p>			<p>ARTICLE 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Pupils will discuss what free time activities they enjoy and why that is important.</p>			<p>Pupils consider what is a healthy diet.</p> <p>ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>