

Curriculum Map template



Subject: Spanish

Year: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Content</b>	<ol style="list-style-type: none"> <li>1. De vacaciones</li> <li>2. ¿Qué hiciste?</li> <li>3. El último día</li> <li>4. ¿Cómo te fue?</li> <li>5. El verano pasado</li> </ol>	<ol style="list-style-type: none"> <li>1. Mi vida mi móvil</li> <li>2. ¿Qué tipo de música te gusta?</li> <li>3. Prefiero las comedias</li> <li>4. ¿Qué hiciste ayer?</li> <li>5. Mi guía</li> </ol>	<ol style="list-style-type: none"> <li>1. ¿Qué te gusta comer?</li> <li>2. ¿Qué desayunas?</li> <li>3. En el restaurante</li> <li>4. ¿Qué vamos a comprar?</li> <li>5. Fiesta</li> </ol>	<ol style="list-style-type: none"> <li>1. ¿Te gustaría ir al cine?</li> <li>2. Lo siento, no puedo</li> <li>3. ¿Cómo te preparas?</li> <li>4. ¿Qué vas a llevar?</li> <li>5. Hoy partido</li> </ol>	<ol style="list-style-type: none"> <li>1. ¿Qué casa prefieres?</li> <li>2. ¿Qué se puede hacer en...?</li> <li>3. ¿Dónde está?</li> <li>4. Campamentos de verano</li> <li>5. Destinos</li> </ol>	<p><b>CLIL module</b></p> <p>Gothic short stories</p> <ol style="list-style-type: none"> <li>1. El nuevo vendedor</li> <li>2. El cuegle</li> <li>3. Cumpleaños en la casa encantada</li> <li>4. La muñeca diabólica</li> <li>5. El fantasma de Marta</li> </ol> <p>-Revision and recap on vocabulary and grammar from year 8</p> <p>-Introduction to literary</p>	<p><b>Music project</b></p> <p>Plan a European tour for pop project bands. Pupils are responsible for budgeting e.g. travel, food, accomodation, merchandise.</p> <p>-Future tense</p> <p>-Key vocab linked to music, travel, clothes, food, accomodation, beginners' Spanish travel phrases</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>-Talking about a holiday in the past</li> <li>-Say what you did</li> <li>- Describing the last day of the holiday</li> <li>- creating a presentation about your holiday</li> </ul>	<ul style="list-style-type: none"> <li>-Saying what you use your phone for</li> <li>-saying what type of music you like</li> <li>-talking about tv</li> <li>- understanding a tv guide</li> </ul>	<ul style="list-style-type: none"> <li>-Saying what food you like</li> <li>-Describing mealtimes</li> <li>-Ordering a meal</li> <li>- Discussing what to buy for a party</li> <li>-Giving an account of a party</li> </ul>	<ul style="list-style-type: none"> <li>-Arranging to go out</li> <li>- Making excuses</li> <li>- Discussing getting ready to go out</li> <li>-Talking about clothes</li> <li>-Talking about sporting events</li> </ul>	<ul style="list-style-type: none"> <li>-Describing a holiday home</li> <li>- Describing holiday activites</li> <li>-Asking for directions</li> <li>- Talking about summer camps</li> <li>-Describing a world trip</li> </ul>		

						texts	
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Using the preterite of <b>ir</b></li> <li>-Using the preterite of regular <b>-ar verbs</b></li> <li>-Using the preterite of <b>-er</b> and <b>-ir verbs</b></li> <li>-Using the preterite of <b>ser</b></li> <li>- Making sentences interesting</li> </ul>	<ul style="list-style-type: none"> <li>-Revising the present tense giving a range of <b>opinions</b></li> <li>-using the <b>comparative</b></li> <li>-using the <b>preterite</b> and <b>present</b> tenses</li> <li>-Tackling an <b>authentic text</b></li> </ul>	<ul style="list-style-type: none"> <li>-Using a wider range of <b>opinions</b></li> <li>-Using <b>negatives</b></li> <li>- using <b>usted/ustedes</b></li> <li>-using the <b>near future tense</b></li> <li>-using <b>three tenses together</b></li> </ul>	<ul style="list-style-type: none"> <li>-Using <b>me gustaría + infinitive</b></li> <li>-Using <b>querer</b> and <b>poder</b></li> <li>-using <b>reflexive verbs</b></li> <li>- saying <b>this/these tenses</b></li> <li>-using <b>three tenses</b></li> </ul>	<ul style="list-style-type: none"> <li>-Discovering more about the <b>comparative</b></li> <li>-Using the <b>superlative</b></li> <li>-using the <b>imperative</b></li> <li>-Using <b>three tenses</b></li> <li>-Tackling a <b>challenging listening</b></li> </ul>	<ul style="list-style-type: none"> <li>-<b>Present tense</b> revision</li> <li>-<b>adverbs</b> and <b>adjectives</b></li> <li>-revision of the <b>near future tense</b></li> <li>-<b>connectives</b></li> <li>-revision of <b>reflexive verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>-Budgetting</li> <li>-Team work</li> <li>-IT skills</li> <li>-Better understanding of travel to and within a European country</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>-How do you form the preterite tense?</li> <li>-What is an irregular verb?</li> </ul>	<ul style="list-style-type: none"> <li>-How do you form the present tense?</li> <li>Can you explain how to form sentences using comparatives/ superlatives?</li> </ul>	<ul style="list-style-type: none"> <li>What structures can we use to make sentences negative?</li> <li>How do you form the near future tense?</li> <li>How can we identify three tenses ?</li> </ul>	<ul style="list-style-type: none"> <li>What is an infinitive?</li> <li>Can you explain why stem changing verbs are different to regular verbs?</li> <li>How can we adapt work to include three tenses?</li> </ul>	<ul style="list-style-type: none"> <li>How would you say the most/ least....?</li> <li>What strategies can be used to make listening easier?</li> </ul>	<ul style="list-style-type: none"> <li>How can we identify three tenses ?</li> <li>How can we adapt work to include three tenses?</li> <li>What strategies can be used to make reading authentic texts easier?</li> </ul>	

<b>Assessment</b>	Listening and Speaking	Reading and writing	Listening and Speaking	Reading and writing	Listening and Speaking	Listening, speaking, reading and writing	Pupils present their proposal to the management, competing with other bands in the class to see who will get to go on tour.
<b>Literacy/numeracy/SMSC/Character</b>	Expressing opinions	Making comparisons	Using different time frames  Using polite/friendly forms	Using demonstrative adjectives  Telling the time	Using the superlative  Building learning skills	Reading authentic literary texts  Building learning skills	- Budgeting - Presentation of research
<b>Enrichment opportunities and futures</b>		Film club				Visit to cervantes institute	- Cultural awareness of Spain and Spanish music