

Yr. 8 Spanish – Curriculum Map

Advent 1 Interleaving Embedding Yr. 7 Learning	Advent 2 En La Ciudad (About Town)	CST Human dignity Stewardship Assessment KS3 Tracker Mi Familie (Reading and Listening) Key disciplinary knowledge: Listening Writing Speaking Reading Key skill: Memory retrieval Key concepts: Using 'a, some and many' The verb IR – to go Stem changing querer -to want. Tenses: Present and Future Culture/Cross- curricular links: Geography	Lent 1 Vacaciones (Holidays)	Lent 2 Ocio y socialización Leisure and socialising	CST Human dignity Stewardship Assessment KS3 Tracker (F) Mi Ciudad Writing assessment Disciplinary knowledge: Listening Writing Speaking Reading Key skill: Memory retrieval Grammar Regular and irregular verbs, adjectives, making verbs negative. Personal pronouns, cognates, regular and irregular AR, ER and IR verbs in present and preterite.. sequencers, signposting. Tenses: Past and Present Culture/Cross- curricular links: Exploring music culture	Pentecost 1 Vida y estilo de vida saludables Healthy Living and Lifestyle	Pentecost 2 Mejorar las habilidades lingüísticas Improving language skills	CST Human dignity Stewardship Common good Option for the poor Assessment: KS3 Tracker Mi Insti (Read) Key disciplinary knowledge: Listening Writing Speaking Reading Key skill: Memory retrieval Tenses: Past, present and future. Culture/Cross- curricular links: Personal Development – Healthy diets and the dangers of a poor diet. PD (Finance) Looking at spending and saving and wise money choices. British Values: Learning tolerance and respect for traditions & cultures
Pupils will learn to: Embed previous learning <u>REPASO: A revision and retrieval program devised and written using the REPASO sections for each previously studied Module of the VIVA ! textbook. Consists of a number of lessons which revisit in depth the skills, language and knowledge of the previous year7. (see Year 7 Curriculum) mi vida, Mi tiempo libre, mi insti, Mi familia y mis amigos, Mi ciudad. Modular assessment.</u>	Pupils will learn to: <u>¿Qué hay en tu ciudad? What's in your city?</u> Describe their town or village <u>¿Te gusta tu ciudad? Do you like your city?</u> Say what they are going to do in town at the weekend <u>¿qué hora es? (What time is it?)</u> Learn to tell the time <u>En la cafeteria (In the café)</u> Order in a café, <u>Mi vida en la Habana</u> Writing a blog		Pupils will learn to: <u>¿Que hiciste? What did you do?</u> Say what they did on a past holiday <u>El ultimo dia (the last day)</u> Describe the last day of the holiday using preterite of ER and IR verbs. <u>¿Como te fue? How did it go?</u> Say what their holiday was like using preterite of SER. <u>El Verano pasado (last summer)</u> SPEAKING SKILLS. Giving a presentation of your holiday, using present and preterite together.	Pupils will learn to: <u>Mi vida mi movil (my life, my mobile)</u> Say what they use their phone for. <u>¿tipo de musica te gusta? What kind of music do you like?</u> Give a range of opinions on music. <u>Prefiero las comedias (I prefer comedies)</u> Talk about TV using comparatives. <u>Que hiciste ayer? What did you do yesterday?</u> Say what they did yesterday.	Pupils will learn to: <u>¿Que hiciste? What did you do yesterday?</u> Say what they did yesterday.	Pupils will learn to: <u>¿Que te gusta comer? What do you like to eat?</u> Say what foods they like using a wide range of opinions. <u>¿Que desayunas (what do you have for breakfast?)</u> Describe mealtimes using negatives. <u>¿Qu vamos a comprar? What are we going to buy?</u> Order a meal. Fiesta! Party! Give an account of a using three tenses together.	Pupils will learn to: SER and ESTAR Different uses of verbs to be. Poder and the value of Modal verbs Using imperatives to give instructions. Authentic texts in Listening. REPASO (review) Summer paired and small group cultural project. TRAVELLING IN HISPANIC COUNTRIES GLOBAL CONTRIBUTION AND HISTORY OF SPANISH SPEAKING NATIONS AND CULTURE. INDIGENOUS CULTURE OF SOUTH AND CENTRAL AMERICA .	