

# Year 8 ~ Curriculum Map for Spanish

What are the intended aims for this year's curriculum? To build on transferable vocabulary (opinions, connectives, intensifiers, etc...) and introduce topics related to the wider world to complement what has been studied in year 7 and set the foundations for what will also be studied at an extended level in year 9.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Topic(s): Diet and health (Dieta y salud)	Topic(s): Holidays (Por fin de vacaciones)	Topic(s): Media (Aquí mando yo)	Topic(s): Shopping (Adict@s a la moda)	Topic(s): The world around me (Yo y mi mundo)	Topic(s): Around the Hispanic world (De paseo por el mundo hispano)	
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of EoY	
'Big idea(s)' / fundamental concepts	Talking about what you eat and drink, preferences and opinions on food, world food and ordering food in a restaurant, discuss healthy diet, aches and pains, health problems and treatments.	Talking about transports and countries/places to travel to, holiday activities, holiday description, describing a past and future holiday, extending travel description.	Talking about the Internet and social media, types of TV programmes, films and music. Create an online profile to describe personal interest and discuss jobs and careers.	Talking about clothes and describing what you wear, describing fashion in greater detail, talking about shops on the High Street, a visit to the shopping centre and problems, talking about hypothetical situation.	Describing your morning, afternoon and evening routine, talking about relationships with friends and family, comparing routines, discussing global issues and their solution.	- Discovering Texan culture, comparing two big Spanish cities, discovering Mexico City, finding out about Peru, learning about life in Cuba, planning a trip across South America.	
Knowledge to be learnt	<ul style="list-style-type: none"> <li>- Range of words for food and drinks – focus on breakfast /lunch/dinner food.</li> <li>- Range of adjectives to describe food.</li> <li>- Understanding a menu</li> <li>- Key phrases in a conversation with a waiter</li> <li>- What you should/shouldn't eat in a healthy diet and why.</li> <li>- Range of words for body and how to say where it hurts.</li> <li>- Range of phrases for health issues and how to get better</li> <li>- Using the verb comer and beber</li> <li>- Forming negative expressions</li> <li>- Using tu and usted</li> <li>- Using mucho and poco</li> <li>- Using the verb doler in the present tense</li> <li>- Using the imperative</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for different kind of transport.</li> <li>- Words for countries and main cities in the world.</li> <li>- Range of phrases for holiday activities</li> <li>- Range of ideas to describe a holiday. (Review weather, opinions)</li> <li>- Range of phrases in the past and the future tense to talk about different holidays.</li> <li>- Range of ideas to extend a holiday description further</li> <li>- Using ir with prepositions</li> <li>- Using the verb ser in the present tense</li> <li>- Using common slang expressions</li> <li>- Forming the perfect tense (regular and irregular verbs)</li> <li>- Revisiting the near future</li> </ul>	<ul style="list-style-type: none"> <li>- Range of information about what you do when using the Internet</li> <li>- Range of phrases for different TV programmes</li> <li>- Range of words and phrases for types of films</li> <li>- Range of words and phrases for different types of music</li> <li>- Range of words for musical instruments</li> <li>- Range of information to describe personal interest</li> <li>- Range of words for jobs</li> <li>- Revisit conditional and future tense to discuss future plans</li> <li>- Forming negative phrases</li> <li>- Using acabar de</li> <li>- Using major and peor</li> <li>- Making comparison using preferir....a.....</li> <li>- Using ser, estar and the future tense</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words for different type of clothes (regular clothes + school uniform)</li> <li>- Range of phrases to describe different kind of fashion</li> <li>- Introduce a range of words for shops you can find on the High Street</li> <li>- Phrases to describe a visit to the shopping centre (floors, shop sections, etc...)</li> <li>- Range of phrases to describe a problem with a recent purchase</li> <li>- Range of phrases to talk about situation in the condition if you won the lottery.</li> <li>- Using demonstrative adjectives</li> <li>- Forming the present continuous tense</li> <li>- Using indefinite adjectives</li> <li>- Using cardinal and ordinal numbers</li> <li>- Using direct object pronouns</li> <li>- Forming the conditional</li> </ul>	<ul style="list-style-type: none"> <li>- Range of phrases to describe morning routine</li> <li>- Range of phrases to describe afternoon and evening routine</li> <li>- Revisit frequency words/to phrases to say how often you do the routine</li> <li>- Range of phrases to describe positive and negative relationship with people</li> <li>- Phrases to compare routine depending on where you live</li> <li>- Range of phrases for environmental and global issues.</li> <li>- Ideas for solutions to these problems</li> <li>- Using reflexive verbs</li> <li>- Using direct object pronouns</li> <li>- Using certain prepositions with verbs</li> <li>- Forming irregular verbs in the future and conditional</li> <li>- Forming impersonal phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce a range of idea about what life is like in Texas and how it blends aspects from USA and Hispanic culture</li> <li>- Introduce information about Madrid and Barcelona</li> <li>- Introduce information and facts about Mexico City</li> <li>- Introduce information and interesting facts about Peru and Machu Picchu</li> <li>- Discuss interesting facts about what life in Cuba is like</li> <li>- Introduce a range of interesting tourist activities to do in South America.</li> <li>- Forming radical-changing verbs in the present tense</li> <li>- Forming the perfect tense</li> <li>- Using irregular past participle</li> <li>- Forming the imperfect tense</li> <li>- Reflexive verbs in different tenses</li> <li>- Combining future and conditional</li> </ul>	
Key vocabulary	<ul style="list-style-type: none"> <li>- Range of food and drink (desayuno/como/bebo/ceno/leche/verdure/patatas fritas/carne/pollo etc...)</li> <li>- Review preference phrases (me gusta/no me gusta/etc...)</li> <li>- Adjectives to describe food (delicioso, asqueroso, sabroso, etc...)</li> <li>- Menu vocabulary (primer plato/segundo plato/postres)</li> <li>- Conversation phrases (que va a tomar, etc...)</li> <li>- Tapas phrases (gambas al ajillo, pulpo, calamares, etc...)</li> <li>- Key phrases linked with diet (poco, mucho)</li> <li>- Reasons for a healthy diet (es esencial, es ideal, es importante, etc...)</li> <li>- Parts of the body (la cabeza, los ojos, la nariz, la mano, el brazo, etc...)</li> <li>- Phrase to say you've hurt yourself (me duele)</li> <li>- Key phrases for health issues (cansado/gripa/vomitos/etc...)</li> <li>- Treatment (pastillas/medicinas, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Words for transports (el autocar, el avión, el barco, etc...)</li> <li>- Saying by + transport (en autocar, en coche, etc...)</li> <li>- Countries (Alemania, Estados Unidos, Turquía, etc...)</li> <li>- Holiday activities (alojarme en un hotel, comer en restaurantes, sacar fotos, etc...)</li> <li>- Slang expressions to describe a holiday (es flipante, es la pera, es muy guay)</li> <li>- Holiday description (hacer un picnic, hacer senderismo, etc...)</li> <li>- Past tense (el año pasado, fui, visité, etc...)</li> <li>- Extended holiday description (hacer una visita guiada, subir una montaña, etc...)</li> <li>- Revisiting future ideas (el año que viene, voy a, hacer un crucero, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Words for activities to do online (descargar música, subir fotos, ver videos, etc...)</li> <li>- Types of TV programmes (el concurso, el documental, etc...)</li> <li>- Types of films (una película...comica, de aventuras, de miedo, etc...)</li> <li>- Opinions on films (cautivador, espeluznante, etc...)</li> <li>- Types of instruments (la guitarra, la trompeta, el violín, etc...)</li> <li>- Types of music (la música...rap, pop, rock, etc...)</li> <li>- Review like/dislike phrases (me gusta, no me gusta, etc...)</li> <li>- Personal interest (leer las noticias, subir selfis, etc...)</li> <li>- Range of words for jobs (medico/a, profesor/a, cocinero/a etc...)</li> <li>- Future tense phrases (trabajé – I will work, jugaré – I will play, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Range of words clothes (Llevo – I wear, la camisa, la camiseta, la chaqueta, etc...)</li> <li>- Opinions on clothes (elegante, bonito, etc...)</li> <li>- Demonstrative adjectives (este/esta/estos/estas)</li> <li>- Different type of fashion (de cuadros, de flores, hortera, etc...)</li> <li>- Range of words for shops (la carnicería, la panadería, etc...)</li> <li>- Visit to the shopping centre (primero, segundo, tercero, etc.../planta)</li> <li>- Sections of shops (el hogar, la moda deportiva, etc...)</li> <li>- Phrases to describe problems with a recent purchase (tiene un agujero, esta roto/a, cambiar, el tique de compra, etc...)</li> <li>- Using the conditional with if (si ganara la lotería, si fuera millonario, compraría, tendría, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Morning routine (desayunar, ducharse, etc...)</li> <li>- Frequency words (normalmente, a menudo, a veces, etc...)</li> <li>- Afternoon and evening routine (acostarse, cenar, hacer los deberes, etc...)</li> <li>- Relationships (criticar, discutir, enfadarse, gritar, etc...)</li> <li>- Adjective for people (estricto/a, razonable, etc...)</li> <li>- Comparison of different kind of routines (ambicioso/a, el puente, dejar de, etc...)</li> <li>- Environmental and global issues (la basura, medioambiental, la sequía, etc...)</li> <li>- Opinions about these problems (me enfurece, me da miedo, me da pena, etc...)</li> <li>- Solutions to the problems (cuidar de, proteger, reciclar...carton/latas/papel, usar el transporte público, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Information about Texas (el beisbol, la comida Tex-Mex, montar a caballo, el rodeo, etc...)</li> <li>- Information to compare Madrid and Barcelona (el arquitecto, la avenida, la catedral, el palacio, etc...)</li> <li>- Information about Mexico City (la artesanía, el mural, la bandera, el poncho, etc...)</li> <li>- Information about Peru and Machu Picchu (la altura, la hacienda, la ruina, etc...)</li> <li>- Information about life in Cuba (caribeno/a, amable, el alfabetismo, etc...)</li> <li>- Information to plan a trip to South American countries (acompañar, hacer submarinismo, la Aventura, la expedición, etc...)</li> <li>- Future and conditional (comeré/comería, haré/haría, etc...)</li> <li>- Past participle (visto, hecho, vuelto, etc...)</li> </ul>	
	Students reading, writing and listening skills are tested in term 1. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	Students reading, writing and listening skills are tested in term 1&2. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	Students reading, writing and listening skills are tested in A&R 2 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1&2. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	NO A&R IN TERM 3	Students reading, writing and listening skills are tested in A&R 3 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3 & 4. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	NO A&R IN TERM 5	Students reading, writing and listening skills are tested in A&R 4 – students complete 3 reading tasks and 2 listening tasks on the topics covered in term 1, 2, 3, 4, 5 & 6. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.

The role of reading and comprehension	<ul style="list-style-type: none"> <li>- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension.</li> <li>- Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc...</li> </ul>		<ul style="list-style-type: none"> <li>- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension.</li> <li>- Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc...</li> </ul>		<ul style="list-style-type: none"> <li>- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension.</li> <li>- Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc...</li> </ul>		<ul style="list-style-type: none"> <li>- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension.</li> <li>- Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc...</li> </ul>		<ul style="list-style-type: none"> <li>- Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension.</li> <li>- Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc...</li> </ul>	
The role of independent extended writing	<ul style="list-style-type: none"> <li>- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.</li> <li>- Students will also have the opportunity to test their writing skills by completing an English to Spanish translation on single words and with two sentences varying from basic to more complex in their A&amp;R end of term assessment.</li> </ul>		<ul style="list-style-type: none"> <li>- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.</li> <li>- Students will also have the opportunity to test their writing skills by completing an English to Spanish translation on single words and with two sentences varying from basic to more complex in their A&amp;R end of term assessment.</li> </ul>		<ul style="list-style-type: none"> <li>- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.</li> <li>- Students will also have the opportunity to test their writing skills by completing an English to Spanish translation on single words and with two sentences varying from basic to more complex in their A&amp;R end of term assessment.</li> </ul>		<ul style="list-style-type: none"> <li>- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.</li> <li>- Students will also have the opportunity to test their writing skills by completing an English to Spanish translation on single words and with two sentences varying from basic to more complex in their A&amp;R end of term assessment.</li> </ul>		<ul style="list-style-type: none"> <li>- Each term students will have the opportunity to undertake <b>one</b> independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language.</li> <li>- Students will also have the opportunity to test their writing skills by completing an English to Spanish translation on single words and with two sentences varying from basic to more complex in their A&amp;R end of term assessment.</li> </ul>	
The role of maths/ numeracy	- N/A for this unit		- N/A for this unit		- N/A for this unit.		- Telling the time when talking about your routine.		N/A for this unit.	
Links to careers/ aspirations	- Discuss aspiration about keeping a healthy diet.		- Opportunities for discussion around students aspiring to travel around the world and discover new cultures.		- Discuss aspiration and ambitions about jobs and careers.		- Opportunities for discussion around jobs/future career in retail, aspirations for the future with hypothetical situation.		- Raise awareness and aspiration of global issues and what to do to protect the environment.	
Core skills	<ul style="list-style-type: none"> <li>- Including cultural knowledge in your work</li> <li>- Describing an image</li> <li>- Answering questions in English</li> <li>- Writing without support</li> <li>- Re-using language</li> <li>- Performing a role-play</li> </ul>		<ul style="list-style-type: none"> <li>- Answering questions in Spanish</li> <li>- Improving knowledge of Hispanic culture</li> <li>- Listening for unfamiliar language</li> <li>- Narrating events</li> <li>- Writing in different tenses</li> <li>- Preparing for a written exam</li> </ul>		<ul style="list-style-type: none"> <li>- Saying anglicism in Spanish</li> <li>- Translating short sentences into Spanish</li> <li>- Inferring meaning</li> <li>- Answering multiple choice questions</li> <li>- Speaking in front of the class</li> <li>- Understanding short prose pieces</li> </ul>		<ul style="list-style-type: none"> <li>- Managing your time in exam</li> <li>- Researching a famous Hispanic person</li> <li>- Taking the initiative in a conversation</li> <li>- Making regular cultural references</li> <li>- Reacting to the unpredictable</li> <li>- Understanding different registers</li> </ul>		<ul style="list-style-type: none"> <li>- Drafting and re-drafting your work</li> <li>- Speak more authentically</li> <li>- Improve exam techniques (translation)</li> <li>- Understanding poetry</li> <li>- Writing interesting sentences</li> <li>- Constructing an argument</li> </ul>	
Dept. enrichment activities	<ul style="list-style-type: none"> <li>- European Day of Languages (26<sup>th</sup> September)</li> <li>- World Food Day (16<sup>th</sup> October)</li> <li>- Covered courtyard quiz: find the Spanish personalities pictured.</li> </ul>		<ul style="list-style-type: none"> <li>- Information about Christmas and New Year's celebration in Spain promoted via the covered courtyard screen.</li> </ul>		<ul style="list-style-type: none"> <li>- Spanish epiphany celebration: La Fiesta de los tres reyes mages.</li> <li>- Pancake day celebration in Spain – how is it different from the UK?</li> </ul>		<ul style="list-style-type: none"> <li>- World Book Day linked to Spanish with mentor time activities.</li> <li>- Recipes/Shrove Tuesday promoted via covered courtyard screen.</li> <li>- Spanish food multiple choice quiz – students to choose the correct name of the French dish pictured.</li> </ul>		<ul style="list-style-type: none"> <li>- Promote San Sebastian International Film festival through covered courtyard with Spanish film quiz.</li> </ul>	
Home learning opportunities	<ul style="list-style-type: none"> <li>- Promote World Languages Day website to parents. <a href="https://edl.ecml.at/">https://edl.ecml.at/</a></li> </ul>		<ul style="list-style-type: none"> <li>- Students can bring home Spanish Christmas cards they have created in class and give them to parents.</li> </ul>		<ul style="list-style-type: none"> <li>- Students can take away ideas for Shrove Tuesday recipes in Spain and try to make them at home with parents.</li> </ul>		<ul style="list-style-type: none"> <li>- Student can research characters from Spanish books for World Book day.</li> <li>- Shrove Tuesday recipes can be attempted again.</li> </ul>		<ul style="list-style-type: none"> <li>- In relationship to the San Sebastian film Festival students to be given the opportunity to watch a Spanish film at home with parents.</li> </ul>	