

Year: 8

Subject: Spanish

| Year 8 Spanish – Unit 1 | | |
|---|--|--|
| Overarching Topic: Holidays (Mis vacaciones) | | |
| What has come before and what comes later: | During the previous unit, students described their town and the places within it. They learnt how to tell the time and express prices. They also studied the near future tense. In the next unit, students will practise the past, present and future time frames further. Students will be able to give details and opinions about television, music and mobile phones. | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> How do you say where you went on holiday last year, who you went with, and how you travelled? List some activities you did on holiday last year. How do you give an opinion about last year's holiday with a reason? How do you form the preterite (past) tense in Spanish in the 'I' form? How do you say 'I went' in the preterite (past) tense? How do you say 'it was' in order to give an opinion about a past event? How do you describe activities in the present and either past or future? How do you pronounce the following sounds in Spanish: ca / co / cu / que / qui? | <ul style="list-style-type: none"> How do you form the near future tense in Spanish in the 'I' form? How do you form the preterite (past) and near future tense in Spanish in all forms? How is 'ir' conjugated in the preterite (past) tense? How do you describe activities in the past, present and future? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills. | <ul style="list-style-type: none"> Classwork and homework activities. Assessments. |

Year: 8

Subject: Spanish

| Year 8 Spanish – Unit 2 | | |
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| Overarching Topic: All about my life (Todo sobre mi vida) | | |
| What has come before and what comes later: | During the previous unit, students studied about holidays. In the next unit, they will learn about jobs or healthy living. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use one or two at the same time. Students are able to give a wider range of opinions and reasons. | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> How do you say what you use your phone for? How do you say how often you use your phone? How do you give opinions about music and television programmes and reasons for these? How do you compare two different items in Spanish using 'more than'? How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form? How do you say 'I did' in the preterite (past) tense? How do you describe activities in the present and either past or future? How do you pronounce the following sounds in Spanish: ce / ci / z? What are tapas? | <ul style="list-style-type: none"> How do you form the present, preterite (past) and near future tenses in Spanish in all forms? How is 'hacer' conjugated in the preterite (past) tense? How do you describe activities in the past, present and future? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Vocabulary learning skills – students identify 2-3 personal strategies to improve their vocabulary learning skills. | <ul style="list-style-type: none"> Classwork and homework activities. Assessments. |

Year: 8

Subject: Spanish

| Year 8 Spanish – Unit 3 (8X4 only) | | |
|---|--|---|
| Overarching Topic: Jobs and careers (¡Oriéntate!) | | |
| What has come before and what comes later: | This unit is only studied by students who do not study French. During the previous unit, students studied about music and television. In the next unit, they will learn about healthy living. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use one or two at the same time. Students are able to give a wider range of opinions and reasons. | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> • How do you say what job you do? • How do you give opinions and reasons about jobs? • How do you say what you have to do at work? • How do you say what job you would like to do? • How do you say what activities you did at work yesterday? • How do you say 'I have to' in Spanish? • If an adjective ends in 'o', a vowel other than 'o' or a consonant in the masculine form, what does the ending change to in the feminine form? • What do we add to an adjective to make it plural? • How do you say 'I would like to' in Spanish? • How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form? • How do you say 'I went' in the preterite (past) tense? • How do you describe activities in the present and either past or future? • How and why is the Las Fallas festival celebrated in Spain? | <ul style="list-style-type: none"> • How do you form the present, preterite (past) and near future tenses in Spanish in all forms? • How is 'ir' conjugated in the preterite (past) tense? • How do you describe activities in the past, present and future? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> • Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). • Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills. | <ul style="list-style-type: none"> • Classwork and homework activities. • Assessments. |

Year: 8

Subject: Spanish

| Year 8 Spanish – Unit 3 (Unit 4 for 8X4) | | |
|---|--|--|
| Overarching Topic: Healthy living (En forma) | | |
| What has come before and what comes later: | During the previous unit, students studied about music and television or jobs. In the next unit, they will learn about global issues. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use one or two at the same time. Students develop their knowledge of verbs further. | |
| | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> • How do you say 'I eat' and 'I drink'? • Name some food and drink items in Spanish. • How do you say how often you eat or drink something? • How do you say what activities you do to keep fit? • How do you describe what your daily routine is like? • How do you say what time you do an activity at? • List some parts of the body in Spanish. • How do you say which body part hurts? • How do you say what symptoms you have? • How do you say what you must/mustn't do to keep fit, what you did in the past and what you are going to do in the future? • How do you make a sentence negative in Spanish? • How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form? • How do you say 'I am', 'I play' and 'I prefer'? • What pronoun does a reflexive verb take in the 'I' form? • How do you say 'you must' in Spanish? • How do you say 'I would like to' in Spanish? • How do you describe activities in the present and either past or future? • How do you pronounce the following sounds in Spanish: ga / go / gu / gui? • How and why is the Las Fallas festival celebrated in Spain? | <ul style="list-style-type: none"> • How is 'estar' conjugated in the present tense? • How are stem-changing verbs conjugated in the present tense? • What are the reflexive pronouns for all subjects of the verb? • How do you say 'it' in Spanish using a direct object pronoun? • How do you form the simple future tense in Spanish in the 'I' and 'we' forms? • How do you form the present, preterite (past), near future and simple future tenses of verbs in Spanish in all forms? • How do you describe activities in the past, present and future? |
| | Skill/Technique | How students will develop and demonstrate this |
| Key skills | <ul style="list-style-type: none"> • Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). • Skills focus → Listening skills – students identify 2-3 personal strategies to improve their listening skills. | <ul style="list-style-type: none"> • Classwork and homework activities. • Assessments. |