

# Spanish Curriculum Overview – Year 8



Your child will study four hours of Spanish over a two-week timetable.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	My town, your town	Food, drink and celebrations	Film, TV and making plans to go out
Topic Objectives	To be able to describe where I live, what places there are in my town and what activities you can do in the local area pending on the weather.	To be able to discuss food and drink preferences, typical international meals and family celebrations.	To be able to express justified opinions on films, TV programmes and social media use and to make plans to go out with friends.
Acquired Knowledge/Skills	<p><i>vivir</i> in the present tense;  <i>hay / no hay</i> + nouns and adjectives;                      Present tense of <i>ir</i> + place vs <i>hacer</i> + activity;                      Weather phrases with <i>cuando</i> + present tense;  <i>se puede/podemos</i> + inf</p> <p>Phonics:                      - silent h                      - v, c followed by vowel                      - n</p> <p>Understand details from a written and spoken text.                      Give detailed descriptions including expressing opinions and justifications.</p>	<p><i>comer/ beber/llevar</i> in the present and past tense;  <i>unos/ unas</i> (partitive article);  <i>Mas and menos</i> to compare;                      Time expressions and frequency adverbs;                      Adjective agreement and position.</p> <p>Phonics:                      - que,                      - x,                      - n</p> <p>Understand in the past, present and future details from a written text and spoken text.                      Order in a restaurant.                      Give preferences and make comparisons using at least two tenses.                      Describe and express opinion on family celebrations.</p>	<p><i>regarder/ voir / utilizar</i> in the present and conditional tense;  <i>Para</i> + infinitives;  <i>Mas and menos</i> to compare;                      Range of connectives;                      Time expressions and frequency adverbs.</p> <p>Phonics:                      - i,                      - v,                      - ch,                      - é</p> <p>Understand details in the present and conditional from a written text and spoken text.                      Ask and respond to questions on films, TV and social media.                      Understand and conduct a conversation on making plans to go out.</p>
Assessments	Reading and Writing assessment	Listening and Reading and Speaking	Reading and Writing
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> The Wider World and interconnectivity</li> <li>• <b>Careers Education:</b> Valuing diversity and difference – working with people from different countries and backgrounds</li> <li>• <b>Fundamental British Values:</b> Challenging stereotypes</li> <li>• <b>SMSC Development:</b> Living environments across different countries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Health and culture</li> <li>• <b>Careers Education:</b> Organisational skills – careers in (international) hospitality and festival planning</li> <li>• <b>Fundamental British Values:</b> Mutual respect and tolerance</li> <li>• <b>SMSC Development:</b> Customs and traditions of other countries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Media literacy and building friendships</li> <li>• <b>Careers Education:</b> Organisational skills – creative sector careers</li> <li>• <b>Fundamental British Values:</b> Cultural diversity and independence</li> <li>• <b>SMSC Development:</b> Appreciation of the arts and communication for purpose</li> </ul>

	Spring 2	Summer 1	Summer 2
Topic(s)	Healthy lifestyle	Travel and holiday	Celebrating Hispanic art and culture

Topic Objectives	To revisit sports and activities preferences and discuss leading a healthy lifestyle.	To name holiday destinations and preferences and to give an account of a past and future holiday.	To give a critique of Hispanic art and understand details of Hispanic culture.
Acquired Knowledge/Skills	<p><i>jugar and hacer</i> in the present and conditional; Frequency adverbs and phrases; Complex opinions and reasons; Plural - s/z - ces/ n – nes; Quantifiers and intensifiers.</p> <p>Phonics: - silent h</p> <p>Understanding details in the present and conditional from a written and spoken text. Give an account of what makes a healthy lifestyle.</p>	<p><i>ir, viajar, pasar</i> in the present, past and conditional tense; Negatives; Demonstrative adjectives and word order; Sequencing adverbs; Connectives and link words; Idioms.</p> <p>Phonics: -j -ll -ce</p> <p>Understanding details in the present, past and conditional future from a written and spoken text. Give an account of holidays past and future.</p>	<p><i>dibujar, pintar, preferir</i> in the present and near future; Revisit all tenses; Complex opinions and further justifications; Comparatives and superlatives; Negatives.</p> <p>Phonics: -j</p> <p>Understanding details in the present, past and conditional future from a written and spoken text. Describe paintings with critique.</p>
Assessments	Writing and Speaking	Reading and Writing	End of Year project
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Promoting physical activity and a healthy lifestyle</li> <li>• <b>Careers Education:</b> Communication and interpersonal skills – careers in sports and health</li> <li>• <b>Fundamental British Values:</b> Expressing personal opinions</li> <li>• <b>SMSC Development:</b> Health choices and self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Cultural awareness and global citizenship</li> <li>• <b>Careers Education:</b> Communication and teamwork skills – careers in travel and tourism</li> <li>• <b>Fundamental British Values:</b> Mutual respect and tolerance</li> <li>• <b>SMSC Development:</b> Fostering global citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Intercultural understanding and respect</li> <li>• <b>Careers Education:</b> Valuing diversity and difference – careers in international administration</li> <li>• <b>Fundamental British Values:</b> Personal expression and acceptance of different point views</li> <li>• <b>SMSC Development:</b> Empathy, cultural understanding and critical thinking</li> </ul>