

Year 8 Spanish Curriculum Intent 2024 – 2025

The Essential Crucial Knowledge is to be taught slowly in chunks where appropriate. Please make links with it when teaching topics where applicable.

Crucial Knowledge is on the Topic Sentence Builders – this is the “key language” that all pupils must know.

Term	What? Crucial Knowledge	Why?	How? (Grammar)	Assessment	National Curriculum Links
Term 1.1 September Recap and School Life	Essential Crucial Knowledge Focus Recap of topics studied in Year 7: <ul style="list-style-type: none"> ○ Introductions ○ Opinions ○ School items ○ School subjects ¿Qué haces en clase? (new topic) - To say what you do in	Pupils will begin the year by focusing on the Essential Crucial Knowledge and understand the importance of it. Pupils will understand that the ECK is necessary in every aspect of the language. Pupils will also spend some time recapping what they studied un Year 7. This will allow them to feel prepared and ready to learn new topics once they feel confident with the	Pupils will learn all the different parts of the ECK (verbs, adjectives, opinions, time phrases). <ul style="list-style-type: none"> ○ Articles (the definite and indefinite article) ○ Regular verbs in the present tense – vivir, estudiar, aprender ○ Me gusta vs me gustan 	Essential Crucial Knowledge Test. 50 word writing and sentence level translation to assess understanding of crucial knowledge learnt from Y7.	<ul style="list-style-type: none"> ○ To produce accurate pieces of work. ○ To allow pupils to write at varying lengths on different topics. ○ To speak with confidence, fluency and spontaneity. ○ To initiate and develop conversations. ○ Accurate pronunciation and intonation. ○ To communicate for practical purposes.

	class using the present tense of AR/ER/IR verbs.	<p>application of the language learned in previous topics.</p> <p>Pupils will recap the present tense of AR/ER/IR verbs to say what they do in class. Pupils will already have a knowledge of the present tense as they will have already learned the present tense of AR verbs.</p>	<p>The present tense of regular verbs.</p> <p>Negatives and time phrases.</p>		<ul style="list-style-type: none"> ○ To equip pupils for studying or working abroad. ○ Read and understand texts. ○ Listen to a variety of forms of spoken language. ○ To be able to ask questions. ○ How to use grammar spelling and punctuation.
<p>Term 1.1</p> <p>Family and Relationships</p> <p>September - October</p>	<ul style="list-style-type: none"> ○ Describe tu familia ○ Describe your family ○ Family members 	<p>Pupils will describe their family and say how many siblings they have. Pupils will also recycle structures such as <i>se llama</i> and <i>tiene</i> to talk about name and age of each family member.</p>	<p>Using possessives (mi,mis,tu,tus,su,sus)</p> <p>Using “tener” in the present tense.</p> <p>Introducing the third person : <i>Se llama.</i> <i>Tiene... años.</i></p>	<p>Speaking and Writing:</p> <p>Speaking: Pupils will complete a reading aloud task and questions on the topic of family.</p> <p>Writing: Pupils will complete a 50 word writing task and a</p>	<ul style="list-style-type: none"> ○ Identify and use tenses ○ Use and manipulate a variety of key grammatical structures. ○ Use a wide range of vocabulary and justify opinions. ○ To be able to ask questions.

				gap fill task to assess their understanding of the conjugation of verbs and some sentence level translations.	<ul style="list-style-type: none"> ○ How to use grammar spelling and punctuation. ○ Justifying points of view when speaking and writing. ○ Identify and use tenses.
	<ul style="list-style-type: none"> ○ ¿Cómo eres? (What are you like?) ○ Hair and eyes 	<p>Pupils will describe their hair and eyes and other facial features using the verb tener.</p> <p>Pupils will also be able to extend their knowledge by describing others' facial features using the third person and the third person plural.</p>	The verb tener in the present tense.		
	<ul style="list-style-type: none"> ○ ¿Cómo eres? (What are you like?) (2) ○ Physical descriptions 	Pupils will learn how to describe themselves and others physically.	<p>The verb ser in the present tense.</p> <p>Using quantifiers to add more detail.</p>		

	<ul style="list-style-type: none"> ○ ¿Cómo es tu personalidad? ○ Personality descriptions. 	Pupils will continue to use the verb ser in the present tense to describe their personality and other people's personality.	<p>Adjective agreement</p> <p>Time phrases</p>		
	<ul style="list-style-type: none"> ○ ¿Te llevas bien con tu familia? (Do you get on with your family?) ○ Relationship phrases 	Pupils will describe who they get on with and why the adjectives learned when describing personality.	<p>Reflexive verbs (set phrases in the first and third person)</p> <p>Adding more detail to our work.</p>		
<p>Term 1.2</p> <p>November - December</p> <p>Free Time</p>	<ul style="list-style-type: none"> ○ ¿Qué te gusta hacer en tu tiempo libre? (What do you like to do in your free time?) ○ Free time activities 	Pupils will use a range of opinions and infinitive phrases to describe what they like to do in their free time.	<p>Opinions + infinitive structure.</p> <p>Adjectives</p> <p>Connectives</p> <p>Quantifiers</p>	<p>Listening and Reading Assessment:</p> <p>Pupils will complete a range of questions that mimic the GCSE on the topic of Free Time.</p>	<ul style="list-style-type: none"> ○ Pupils will be applying grammatical structures to use the third person and look at patterns and differences between the two. ○ Take part in discussions. ○ Transcribe words and short sentences they
	<ul style="list-style-type: none"> ○ ¿Qué deportes haces? (Which sports do you do?) ○ Sports 	Pupils will use the present tense of hacer, jugar and ir to say which sports they do/ play/go	<p>The present tense of jugar and hacer.</p> <p>Using cognates to increase vocabulary.</p> <p>Time phrases</p>		

	<ul style="list-style-type: none"> ○ ¿Qué haces cuando...? (What do you do when...?) ○ Weather 	Pupils will be able to say which free time activity they do in different weather conditions.	“If” and “when” constructions.		<ul style="list-style-type: none"> ○ hear with accuracy. ○ Initiate and develop conversations ○ Pupils will start writing confidently to describe their family and themselves. ○ To be able to ask questions. ○ How to use grammar spelling and punctuation.
	<ul style="list-style-type: none"> ○ ¿Qué te gusta ver en la tele? (What do you like watching on TV?) ○ TV programmes 	Pupils will use opinion phrases to say which programmes they like watching.	Opinion phrases and adjectives.		
	<ul style="list-style-type: none"> ○ ¿Qué tipo de películas te gustan y por qué? (What time of films do you like?) ○ Comparing different films. 	Pupils will use the comparative and superlative to give their opinion and describe different types of films they prefer.	Using comparatives más and menos. Mejor/peor		
<p>Term 2.1</p> <p>January – February</p> <p>Holidays</p>	<ul style="list-style-type: none"> ○ ¿Adónde vas de vacaciones? Where do you go on holiday? ○ Transport and holiday travel. 	<p>Pupils will use the present tense of ir with tense time phrases to say where they go on holiday.</p> <p>Pupils will also use different prepositions and learn different types</p>	<p>Present tense of ir.</p> <p>Using ir with prepositions: voy con, en, a...</p>	<p>Speaking and Writing Assessment:</p> <p>Pupils will complete a Reading Aloud Speaking Assessment.</p> <p>Writing Assessment:</p>	<ul style="list-style-type: none"> ○ Identify and use tenses ○ Use and manipulate a variety of key grammatical structures. ○ Use a wide range of vocabulary and justify opinions.

		of transport to say how they get there.		Pupils will complete an extended writing assessment.	<ul style="list-style-type: none"> ○ To be able to ask questions. ○ How to use grammar spelling and punctuation. ○ Justifying points of view when speaking and writing. ○ Identify and use tenses. ○ To be able to ask questions. ○ Take part in discussions.
<ul style="list-style-type: none"> ○ ¿Qué actividades haces? (Which activities do you do?) ○ Describing holiday activities 	Pupils will reuse the opinion + infinitive structure to say which activities they like doing when they go on holiday and why. Pupils will also use the verb <i>soler</i> + infinitive to say what they usually do when they are on holiday.	<p><i>Soler</i>+ infinitive.</p> <p>Opinion+ infinitive.</p> <p>Expressions to add more detail.</p>			
<ul style="list-style-type: none"> ○ ¿Qué hiciste en tus últimas vacaciones? (What did you do during your last holidays?) ○ Describing a past holiday. 	Pupils will use the preterite tense to describe what they did during their last holiday.	<p>The preterite tense of regular verbs.</p> <p>The preterite tense of some irregular verbs: fui, fuimos, hice, hicimos.</p> <p>Past tense time phrases</p>			
<ul style="list-style-type: none"> ○ ¿ Adónde vas a ir de vacaciones en el futuro? (Where are you going to go on holiday in the future?) ○ Describing future holiday plans. 	Pupils will apply the immediate future tense to say what their plans are for a future holiday.	The immediate future tense.			

	<ul style="list-style-type: none"> ○ ¡Habláme de las vacaciones! (Tell me about your holidays!) ○ Answering questions in Spanish. 	Pupils will be able to apply all their crucial knowledge on the topic of Holidays in an extended piece of writing using all three tenses.	Question words		
<p>Term 2.2</p> <p>March - April</p> <p>Where I live</p>	<ul style="list-style-type: none"> ○ Recap of ¿Dónde Vives? (Where do you live?) ○ The area in which we live ○ Different types of home ○ Who we live with 	Pupils will recap the foundations of this topic that they covered in Y7.	<p>The difference between <i>es</i> and <i>está</i>.</p> <p><i>Está en una ciudad vs es una casa moderna</i></p> <p>Quantifiers</p> <p>Adjectives and adjective agreements – <i>un pueblo turístico/ una ciudad moderna</i></p> <p>The present tense of <i>vivir</i></p>	Pupils will complete a Listening and Reading assessment to assess their understanding of the crucial knowledge learnt this topic.	<ul style="list-style-type: none"> ○ To speak with confidence, fluency and spontaneity. ○ To initiate and develop conversations. ○ Accurate pronunciation and intonation. ○ To communicate for practical purposes. ○ Identify and use tenses ○ Use and manipulate a variety of key grammatical structures and patterns.
	<ul style="list-style-type: none"> ○ ¿Cómo es tu casa? (What is your house like?) ○ Rooms of the house 	Pupils will describe their house in more detail by saying what rooms there are.	<p>The definite article (<i>un/una/unos/unas</i>)</p> <p>Introductions to prepositions (<i>abajo, arriba</i>)</p>		

			Opinions – me gusta mi casa porque...		<ul style="list-style-type: none"> ○ Use a wide range of vocabulary and justify opinions. ○ Take part in discussions. ○ Using grammar, spelling and punctuation. <p>Transcribe words and short sentences that they hear with accuracy.</p>
○ ¿Cómo es tu dormitorio? (What is your bedroom like?)	○ Describing your bedroom	Pupils will use a range of prepositions to give more detail when describing their bedroom.	Prepositions		
○ ¿Cómo sería tu casa ideal? (What would your ideal home be like?)	○ Describing your ideal home	Pupils will be able to use the conditional tense to describe their ideal home.	Using some phrases in the conditional tense: Me gustaría + noun Me gustaría tener... Tendría + noun Habría + noun Sería + adjective		
○ ¿Qué hay en tu ciudad? (What is in your city?)	○ Talking about places in town.	Pupils will describe their town/city by using hay with singular and plural nouns.	Using hay with singular and plural nouns. Using no + hay – no hay estadio...		
○ ¿Qué se puede hacer en tu ciudad? (What can you do in your town?)		Pupils will be able to say what you can do in their town using the se puede and a	Using se puede + infinitive.		

	<ul style="list-style-type: none"> ○ Describing what you can do in your town. 	range of infinitive phrases.	Using higher level phrases such as lo bueno es que/ lo malo es que...		
<p>Term 3.1 April - May</p> <p>Recap and assessment</p>	<ul style="list-style-type: none"> ○ Recap of House and Home topic. 	As this is a very short half term, pupils will spend this half term catching up with learning, recapping prior learning and preparing for their reading and listening assessment.	<p>Tenses</p> <p>Higher level phrases</p> <p>Prepositions</p> <p>Hay vs no hay</p> <p>Adjective agreement</p> <p>Placement of adjectives.</p>		
<p>Term 3.2 June - July</p> <p>Food and healthy living</p>	<ul style="list-style-type: none"> ○ ¿Qué comes? (What do you eat?) ○ Talking about what you eat and drink at different times of the day. 	Pupils will be able to say what they eat and drink at different times of the day using a wide range of verbs on the topic of food.	<p>Using comer and beber.</p> <p>Using other verbs to describe what we eat and drink at different times of the day.</p>	<p>Speaking and Writing:</p> <p>Pupils will complete and Speaking and Writing Assessment to assess their understanding of the topic of food and health.</p>	<ul style="list-style-type: none"> ○ Pupils will be applying grammatical structures to use the third person and look at patterns and differences between the two. ○ Take part in discussions.
	<ul style="list-style-type: none"> ○ ¿Qué te gusta comer? (What do you like to eat?) Giving opinions on food and drink. 	Pupils will use a wide range of opinions and adjectives to describe their food preferences.	<p>Adjectives</p> <p>Negative expressions</p> <p>No, nunca, ni, nada</p>		

	<ul style="list-style-type: none"> ○ ¿Llevas una vida sana? (Do you have a healthy lifestyle?) ○ Discussing what makes a healthy/unhealthy lifestyle. 	<p>Pupils are going to say what they eat/drink and what they do that makes them healthy or unhealthy.</p>	<p>Using mucho and poco.</p> <p>Es + adjective + infinitive) es recomendable comer muchas verduras/ es esencial evitar comidas grasientas...</p>		<ul style="list-style-type: none"> ○ Transcribe words and short sentences they hear with accuracy. ○ Initiate and develop conversations ○ Pupils will start writing confidently to describe their family and themselves. ○ To be able to ask questions. ○ How to use grammar spelling and punctuation
	<ul style="list-style-type: none"> ○ ¿Qué se debería hacer para llevar una vida sana? (What should you do to have a healthy lifestyle?) ○ Saying what we should do/avoid to be healthy. 	<p>Pupils will use the se debe/se debería structure to say what they should/must do in order to be healthy.</p>	<p>Using se debe/ se debería + infinitive structures</p> <p>Using :Hay que, hace falta...</p>		