## Curriculum MapSubject:Spanish - KS3Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b> - WHAT will be learned? What previous learning can be linked? Why this	Module 1 Mis vacaciones	Module 2 Todo sobre mi vida	Module 3 ¡A comer!	Module 4 ¿Qué hacemos?	Module 5 Operación verano	<b>Revisiting</b> Pupils are <mark>revisiting</mark> this unit.
order/ <b>sequence</b> ?	This unit will allow pupils to talk about the Summer they have just had and to introduce them to the <b>preterite</b> tense and using the preterite and present tenses together. They will learn about <b>countries</b> , means of <b>transport</b> and some <b>holiday activities</b> in Spain and central America.	Pupils will continue to develop what they can say about their lives and their <b>likes/ dislikes</b> , including <b>comparatives</b> . This will unit also allow them to <b>revise</b> the present tense and continue to practise the <b>preterite</b> .	This unit will introduce more complex structure such as "conditional" me/te gustaría in context of arranging to go out and reflexive verbs in context of getting ready to go out. Further practice with three tenses (present, past & future)	In this unit pupils will continue to revisit key vocabulary and expressions such as: expressing likes/dislikes around food and learn transactional language relating to eating out (including usted(es). Continuing to practice with future.	In this unit of learning pupils will further develop the use of the comparative and the superlative in context of <b>holiday homes/activities</b> . They will also be introduced to the imperative for asking <b>directions</b>	They will have the opportunity to consolidate and <b>retrieve</b> previous learning from year 8 such as <b>transactional language and</b> continuing to practice with three tenses. Revisiting for end of year exam.
Skills- What will be developed?	Pupils will develop skills in listening, speaking, reading and writing skills when talking about holidays. Extensive core of vocabulary and grammatical structures within this topic.	Forming the present tense of regular and irregular AR/ER/IR verb <b>s.</b> Pupils will also develop their listening, speaking, reading and writing skills	Pupils will further develop their understanding of how to use the conditional and will also develop their knowledge of using the reflexive verbs. Pupils will develop their listening, speaking, reading and writing skills	Pupils will develop their understanding of how to use infinitives after expression of likes/dislikes: me gusta comer/ no me gusta comer	Pupils will further develop their understanding and how to use the 3 tenses together (present, past & future tenses)	Forming and using the perfect tense together with the appropriate time expressions and future tense. Pupils will also develop their listening, reading and writing skills
Key 'How'/'Why' Questions- What	Question around the theme	Question around the theme	Question around the theme	Question around the theme	Question around the theme	Question around the theme
powerful knowledge will be gained?	of local area & holidays:	of identity and culture:	of identity and culture:	of identity and culture:	of Local area and holidays:	of identity and culture:
What areas/themes/concepts will be explored?	Where did you go on holiday last summer? Who with?	How do you use your mobile phone? What type of	Do you eat and drink healthily? How?	What do you normally wear? What did you wear	Describe a past holiday giving as much details as possible- Use the past tense	Describe your town/ village? What do you think about
	How? What did you do? What did you think about it? Why?	music/tv show you like? Why		last weekend? What are you going to wear?		your town/village? Why? Use different tenses
SEND- how will support be seen? Seating	What did you think about it?	, ,	Mini whiteboards	you going to wear?	Seating plan – usually at the	, , , , , , , , , , , , , , , , , , , ,
<b>SEND</b> - how will support be seen? Seating plans? Simplified questions?	What did you think about it? Why?	Why	Mini whiteboards Seating plan – usually at the front – Using live marking	you going to wear?	· · ·	Use different tenses
	What did you think about it?Why?Using live markingMini whiteboardsScaffolded sentence startersprovided at all opportunitiesfor independent writing.Modelled responsesprovided at thebeginning/end of a piece of	Why Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the	Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses	you going to wear? Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Seating plan – usually at the	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the	Use different tenses Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses
	What did you think about it?Why?Using live markingMini whiteboardsScaffolded sentence startersprovided at all opportunitiesfor independent writing.Modelled responsesprovided at thebeginning/end of a piece ofwritingSeating plan – usually at thefront	Why Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Using live marking	Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing	you going to wear? Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Using live marking	Use different tenses Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing
	What did you think about it?Why?Using live markingMini whiteboardsScaffolded sentence startersprovided at all opportunitiesfor independent writing.Modelled responsesprovided at thebeginning/end of a piece ofwritingSeating plan – usually at the	Why Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing	Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of	you going to wear? Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Seating plan – usually at the front – Using live marking	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing	Use different tenses Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of

## Year Group:

	skills taught in both half	elements from last term's	and skills taught in both half	elements from last term's	knowledge and skills taught	students understand the taught
	terms, so that we can report	content.	terms, so that we can report	content.	throughout the whole year.	topics and that they can write
	to parents about progress		to parent about progress			with reasonable accuracy.
	made so far.		made so far.			
What memory for learning skills will be	Each lesson starts with	Each lesson starts with	Each lesson starts with	Each lesson starts with	Each lesson starts with	Each lesson starts with
required- modelling? Concrete answers?	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.
Retrieval?	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics
	causing misconception	causing misconception	causing misconception	causing misconception	causing misconception	causing misconception
	Homework quizzes to	Homework quizzes to	Homework quizzes to	Homework quizzes to	Homework quizzes to	Homework quizzes to
	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the
	sessions	sessions	sessions	sessions	sessions	sessions
	In class-modelling is used	In class-modelling is used	In class-modelling is used	In class-modelling is used	In class-modelling is used	In class-modelling is used
	regularly to support and	regularly to support and	regularly to support and	regularly to support and	regularly to support and	regularly to support and
	enhance students' learning	enhance students' learning	enhance students' learning	enhance students' learning	enhance students' learning	enhance students' learning
	and confidence.	and confidence.	and confidence.	and confidence.	and confidence.	and confidence.
Literacy- reading, extended accurate	Extended writing: Guided	Extended Writing: Students	Extended Writing: Students	Extended Writing: Students	Extended writing: To write	Extended writing:
writing and oracy opportunities	writing	to write about what they	to write about what they	to write about what they	about a detailed past holiday	Describe your local area and
	Students to write about <b>a</b>	do/did in their spare time	eat/ate and drink using like/	normally wear and what	using the past tense	what there is to do. Giving
	past holiday (60 words)	(using mobile phone, films,	dislikes/reasons.	they are going to wear at the	(Reading competitions	opinion
		music and Tv)		weekend (3 tenses)	project)	
Numeracy/computing skills	ICT: Research about the	ICT: Research the different	ICT: Reviewing the unit in	ICT: Reviewing the unit in	ICT: Reviewing the unit in	Numbers in Spanish
	differences between British	sports in Spanish-speaking	Active learn online	Active learn online	Active learn online	Telling the time in Spanish
	and Spanish schools/	countries – PPT about	Active learn	Active learn	Active learn	ICT: Active learn
	subjects	Sportsmen and	Memerise (apps)=- language	Memerise (apps)=- language	Memerise (apps)=- language	(apps) Memerise, Duolingo
		sportswomen	gym	gym	gym	language gym
			Quizlet	Quizlet	Quizlet	Quizlet
Character development	Students work in pairs/	Students will learn about	Using polite language	Learning about famous	Students work in pairs/	Students will be able to talk
	groups to discuss where they	some famous sport	through the use of <b>Usted</b> &	sportspersons, musicians	groups to discuss where they	about their town. Villages to
	went on holiday, who with,	personalities, actors, singers	Tu when taking to people of	and singers from Spanish-	went on holiday, who with,	tourists from Spanish-
	how they went there and	from around the Spanish-	different ages.	speaking countries (role	how they went there and	speaking countries
	what they did. They will be	speaking countries	Using the conditional to talk	models)	what they did. They will be	
	taught to effectively listen to		politely to people		taught to effectively listen to	
	each other's ideas whilst				each other's ideas with respect.	
Equality/Diversity opportunities	practising the language Learning about many	Students will learn about	Pupils will learn about	Pupils will have the	Pupils will have the	Learning about culture, food
Equality Diversity opportunities	Spanish-speaking countries	how young people the	typical Spanish menus and	opportunity to learn about	opportunity to learn about	and places of interest in
	holiday destinations and	Spanish-speaking countries	learn	the Spanish holiday	the Spanish holiday	many Spanish cities/ towns
	places of interest	use technology in their daily	about traditional foods of	destination of Mallorca	destination of Barcelona ant	
	History	life.	Central and South America		the surrounding areas	
Homowork /Independent logging	Homework tasks via Satchel	Homowork tooks via Catabal	Homowork tooks via Catabal	Homowork tooks via Catak -	Homowork tooks via Catabal	Homowork tooks via Catakal
Homework/Independent learning	One will show accumulation	Homework tasks via Satchel One will show accumulation	Homework tasks via Satchel One will show accumulation	Homework tasks via Satchel One will show accumulation	Homework tasks via Satchel One will show accumulation	Homework tasks via Satchel One will show accumulation
	of vocabulary and	of vocabulary and	of vocabulary and	of vocabulary and	of vocabulary and	of vocabulary and
	independence over time	independence over time	independence over time	independence over time	independence over time	independence over time
	such as:	such as:	such as:	such as:	such as:	such as:
	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes
	quizzes set weekly	quizzes set weekly	quizzes set weekly	quizzes set weekly	quizzes set weekly	quizzes set weekly

CIAG coverage/links	Careers spotlight: Media &	Careers spotlight:	Careers spotlight: working	Careers spotlight: working	Careers spotlight: working in	Careers spotlight: working in
	Journalism	Jobs related to new	in the tourism & hospitality	as fashion designer, shop	the tourism & hospitality	the tourism & hospitality
	Careers spotlight: working in	technologies: engineering/	industry - booking a holiday	manager/ assistant/	industry - booking a holiday	industry - booking a holiday
	the tourism & hospitality	programmers/	activity/working on	salesperson/ marketing	activity/working on	activity/working on
	industry - booking a holiday		reception in a hotel etc.		reception in a hotel etc.	reception in a hotel etc
	activity/working on					
	reception in a hotel etc.					