

Spanish YEAR 8 Curriculum Map

	Learning map 1	Learning map 2	Learning map 3	Learning map 4	Learning map 5
Intent Mission Statement	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.				
TOPIC/BIG QUESTION	<i>Mi ciudad</i>	<i>Mis vacaciones</i>	<i>Todo sobre mi vida</i>	<i>¡A comer!</i>	<i>¿Qué hacemos?</i>
	Knowledge: <ul style="list-style-type: none"> ➤ Description of where you live ➤ Places in town ➤ Time + activities in town ➤ Ordering in a café 	Knowledge: <ul style="list-style-type: none"> ➤ Talking about a past holiday ➤ Saying what you did on holiday ➤ Describing the last day on holiday ➤ Positive and negative opinions in the past 	Knowledge: <ul style="list-style-type: none"> ➤ Mobile phone activities ➤ Music + opinions ➤ Talking about TV ➤ Saying what you did yesterday ➤ 	Knowledge: <ul style="list-style-type: none"> ➤ Food + opinions ➤ Describing mealtimes ➤ Ordering a meal ➤ Discussing what to buy for a party ➤ Giving an account of a party 	Knowledge: <ul style="list-style-type: none"> ➤ Arranging to go out ➤ Making excuses ➤ Discussing getting ready to go out ➤ Clothes ➤ Sporting events
	Skills: <ul style="list-style-type: none"> ➤ Using the verb ir and querer ➤ Using the near future tense ➤ Listening for detail ➤ Writing: using two tenses together 	Skills: <ul style="list-style-type: none"> ➤ Preterite tense of regular -AR, -ER and -IR verbs ➤ Preterite tense of irregular verbs (ir and ser) ➤ Speaking: giving a presentation 	Skills: <ul style="list-style-type: none"> ➤ Using the comparative ➤ Reading: tackling an authentic text 	Skills: <ul style="list-style-type: none"> ➤ Using usted/ustedes ➤ Using three tenses ➤ Speaking: using coping strategies and responding to what people say 	Skills: <ul style="list-style-type: none"> ➤ Using me gustaría ➤ Using querer and poder ➤ Using reflexive verbs ➤ Using demonstrative pronouns (this/these)
Prior knowledge/skills and interleaving:	<ul style="list-style-type: none"> - Knowledge: vocab (family, description, free time, school), key verbs, adjectives, opinions - Skills: present tense conjugation, adjective agreement, use of definite/indefinite article - Recap of Y7 topics 	<ul style="list-style-type: none"> - Present tense conjugation supports introduction to preterite tense - Students encouraged to use near future tense and using two tenses together - Previously learned activities used in the preterite tense 	<ul style="list-style-type: none"> - Preterite tense embedded - Recap of present tense - Positive and negative opinion structures - Students continue to practice using two tenses together 	<ul style="list-style-type: none"> - Development of ordering in a café dialogue - Use of present, past and future tenses - Use of comparative to give a wide range of opinions 	<ul style="list-style-type: none"> - Radical changing verbs - Present tense conjugation - Using three tenses - Opinion + infinitive
Formative assessment and feedback used for data drop:	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Deep mark (week 13) with bullet points linked to GCSE writing task. • Student follow up on teacher feedback given on group feedback sheets 	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Deep mark (week 27) with bullet points linked to GCSE writing task. • Student follow up on teacher feedback given on group feedback sheets 	<ul style="list-style-type: none"> • Knowledge test on learning so far to assess key vocabulary and grammar • Student follow up on teacher feedback given on group feedback sheets and green penning seen in books

		and green penning seen in books		and green penning seen in books	
Summative assessment & feedback used for data drop:	<ul style="list-style-type: none"> Learning map 1 listening, reading and writing formal assessment 		<ul style="list-style-type: none"> Learning map 1-3 listening, reading and writing formal assessment 		<ul style="list-style-type: none"> Learning map 1-5 listening, reading and writing formal assessment (EOY assessment) Formal speaking assessment - GCSE linked