

Curriculum Overview – Year 8 Spanish

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>VIVA 1 Module 4</p> <p>Mi familia y mis amigos</p> <ul style="list-style-type: none"> • <i>Describing your family</i> • <i>Describing your hair and eye colour</i> • <i>Saying what other people look like</i> • <i>Describing where you live</i> • <i>Reading about a Carnival in Cadiz</i> 	<p>Using possessive adjectives, (My, your, his and her)</p> <p>Using the verbs SER and TENER</p> <p>Using verbs in the third person</p> <p>Using the verb ESTAR</p> <p>Looking up new Spanish words in a dictionary</p>	<p>Research opportunities to develop wider knowledge</p> <p>Life skill: Team work</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked with personalised feedback.</p> <p>Neater books competition.</p> <p>Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills.</p> <p>Worksheets/ Textbooks</p>	<p>Every half term, students are given the opportunity to talk about a person who in their opinion, reflect on the Ursuline value we are focusing on.</p> <p>Solidarity All nationalities as ‘one family’ in the eyes of God no matter our nationality, traditions and preferences.</p> <p>Participation (and the common good) Reminding pupils that we are all part of a local, regional, national and global community – ‘Global Sustainability’ (Environment and Social Issues)</p> <p>Grateful for different musicians’ contributions to music.</p>	<p>Vocabulary of Theme 1: Local, national, international and global areas of interests in preparation for GCSE Spanish specification</p>
		<p>Learning short texts off by heart in Spanish and</p>				

<p>Cultural lesson: A song</p>		<p>performing them in front of the class. Illustrating texts in a creative way.</p> <p>Interpreting meaning and tone in songs in Spanish. Identifying how key themes are revealed through a singer's specific language choices Reading unseen texts for meaning · Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary · Information retrieval · Language analysis · Deduction and inference</p>			<p>Being courageous with singing in a foreign language and resilient when making mistakes. Focus on public speaking oration skills and ability to answer questions under pressure <i>(Interview skills / Public speaking)</i> Appreciation of different music styles. Art (creating posters for display) Music (song)</p>	
<p>Cultural lesson: European Day of Languages (26th September)</p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p>Dignity in Work Importance of working to achieve a GCSE in an MFL and how the study of Spanish builds a person's general literacy and work</p>	

					<p>ethic.</p> <p>Appreciation of cultural richness of foreign countries</p> <p>Learning about the advantages of studying languages for future careers.</p>	
Autumn Term 2						
<p>Module 4 (Continued)</p> <p>Group work:</p>	<p>To learn about the carnival in Cádiz through group work and presentations.</p>	<p>Team work</p> <p>Public speaking</p>	<p>4 skills (Listening/ Speaking/ Reading/ Writing) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Regular peer and self-assessment of work.</p> <p>Exercise books marked.</p> <p>End of Module 1 and 2 Assessment marked according to</p>	<p>One piece of homework per week practising a variety of skills.</p> <p>Worksheets/ Textbooks.</p>	<p>Appreciation of facts about Spain and sites to visit.</p> <p>Develop a sense of awe for the diversity of the world.</p> <p>United in Harmony.</p> <p>Dignity of God's people</p> <p>Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p>	

<p>Cultural lesson: <i>Christmas in Spain</i></p>	<p>To learn about Spanish Christmas, La noche vieja and the custom of Las Uvas de la Suerte (The lucky grapes for New Year's Eve) and Los Reyes (The Three Kings) on 6th January</p>	<p>Student work in groups and present to the class: Creation of posters for display.</p>	<p>the National Curriculum Levels. Assessment review and target setting for the next one. End of Year target setting.</p>	<p>Family values/ United in Harmony/ being grateful for Christmas gatherings and compassionate for the less fortunate ones. <i>Learning about Christmas customs in Spain.</i> <i>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</i> Listening and attentive – students challenged to go beyond customs they are used to and explore different cultures. Dignity of God's people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. <i>Stewardship – clear reasons as to why</i></p>	
--	---	--	---	--	--

					empathy is so important.	
Spring Term 1						
<p>VIVA 1 Module 5</p> <p>Mi Ciudad</p> <ul style="list-style-type: none"> • Describing a town or village • Telling the time • Ordering in a café • Saying what you are going to do • Write a blog about your town and activities <p>Cultural lesson: <i>Role-play –A scene in a cafe</i></p>	<p>Using un/una, unos/unas and muchos/muchas</p> <p>Using the verb IR to say where you go</p> <p>Using the verb QUERER to say what you want in a café</p> <p>Using the near future to say what you plan to do</p> <p>Listening for details</p> <p>To create and perform a role play in the café ordering food and drink</p>		<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i></p> <p>practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked with personalised feedback.</p> <p>Neater book competition.</p> <p>Regular peer and self-assessment of work.</p>		<p>Solidarity All nationalities as ‘one family’ in the eyes of God no matter our nationality, traditions and preferences.</p> <p>Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p> <p>Drama</p>	<p>Vocabulary of Theme 2: Local, national, international and global areas of interests in preparation for Spanish specification</p> <p>Spanish GCSE speaking: Role -plays</p>

Spring Term 2						
Module 5 (Continued)			<p>4 skills (Listening/ Speaking/ Reading/ Writing)</p> <p>practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked.</p> <p>End of Module 3 and 4 Assessment marked according to the National Curriculum Levels.</p> <p>Assessment review and target setting for the next one.</p> <p>Regular peer and self-assessment of work.</p>			

Easter in Spain

To learn about Lent and Easter in Spain. Pascua and L a Semana Santa

Creativity:
Display work on Easter

Catholic Easter and Spanish customs.
Peace and Reconciliation
Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.
Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.

Peace and Reconciliation
Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.
Community and Participation (and the common good)
Reminding pupils that we are all part of a local, regional, national

					and global community – 'Global Sustainability' (Environment and Social Issues) Art	
Summer Term 1						
Viva 2 Module 1 Mis Vacaciones <ul style="list-style-type: none"> • <i>Talking about a past holiday</i> • Saying what you did on your holiday • Describing what you did on the last day • Saying what the holiday was like. • Giving a presentation about your holiday 	Vocabulary to be able to talk about TV programmes, films, reading and internet. Vocabulary to be able to express opinion about the above and to give an account of what they did yesterday using the perfect tense. Using present/past tense. Using sequencers/ expression of frequency. Expressing opinions Structures.	Student will further their understanding of verb formation in Spanish and think about tenses	4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of Unit Assessment marked according to the National Curriculum Levels. Assessment review and		Learn about and appreciating different holidays in the Spanish speaking world. Reflect on how Spanish holidays compare to holidays in the UK Ursuline value: Grateful United in Harmony Listening and Attentive Sense of community To appreciate talking and asking other people about their holidays Be attentive to other people's lives and tastes and what makes them happy. Solidarity All nationalities as 'one family' in the eyes of God no matter our nationality, traditions	Vocabulary for holidays preparation of GCSE Spanish specification, Theme 2. International and global areas of interest: Identity and culture.

			target setting for the next one. Regular peer and self-assessment of work.		and preferences.	
--	--	--	---	--	------------------	--

Summer Term 2

<p>VIVA 2 Module 2</p> <p>Todo sobre mi vida-</p> <ul style="list-style-type: none"> • <i>Saying what you use your phone for</i> • <i>Saying what type of music you like</i> • <i>Talking about TV</i> • <i>Saying what you did yesterday</i> • <i>Understanding a TV guide</i> 	<p>Revising the present tense for all three verb types and using expressions of frequency. Giving a range of opinions and using el, la, los or las with the verb GUSTAR Using comparatives using más+adjective +que Using both the present tense and the past tense (preterite) in a text.</p>	<p>Write an extended paragraph using the past tense and the present tense</p> <p>Read and understand an authentic text by looking for cognates, for words you recognise and by working out what type of text you are reading to help you predict what type of information will be in it</p> <p>Research opportunities to develop wider knowledge Group work: Life skill:</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of year assessment marked according to the National Curriculum Levels. Reviewing End of year targets.</p>		<p>Learn about the different places/ Landmark in Paris and some aspects of the French culture. Ursuline value: Grateful (Develop awe for the wideness and richness of the world) United in Harmony British value: Mutual respect and tolerance for those of other faiths and beliefs Appreciation of facts about France and sites to visit.</p> <p>Art ICT</p>	<p>Vocabulary of Theme 1 of GCSE Spanish specifications: Identity and culture</p>
---	--	--	---	--	---	---

<p>Cultural lesson: Spanish music and flamenco dancing</p>	<p>To learn about some Spanish artist and understand about the flamenco style of dancing in Spain</p>	<p>Team building skills Creation of a posters for display and presentation of musical tastes Public speaking</p> <p>Appreciate different styles of music for different cultures</p>	<p>Regular peer and self-assessment of work.</p>			<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE Spanish specification.</p>
---	---	---	--	--	--	---