**Y8 Spanish Curriculum Progression Map**

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|  | **Term 1** | **Term 2** | **Term 3** |
| **Dates** | 1st September – 22nd December | 5th January – 8th April | 25th April – 15th July |
| **Weeks** | 14 Weeks | 13 Weeks (1st week = half week) | 12 Weeks |
| **Lessons** | 21 Lessons (including AP1) | 19/20 Lessons (including AP2) | 18 Lessons (including AP3) |
| **Inset** | 1st Sept, 17th Sept, 3rd December, 6th December | - | - |
| **Unit Title** | Holidays | My life | Food and drink |
| **Sequence** | * Talking about a past holiday * Preterite tense of “ir” * Saying what you did on holiday * Preterite tense of -AR verbs * Describing the last day of a holiday * Preterite tense of -ER + -IR verbs * Giving opinions in the past * Preterite tense of “ser” * Using the preterite and present tenses together * Buying tickets/booking a room | * Introduction to technology * Saying what you use your phone for * Revising the present tense * Saying what type of music you like * Giving a range of opinions * Talking about TV preferences * Using comparatives * Saying what you did yesterday * Talking about clothes * Tackling an authentic text | * Saying what food you like * Giving a range of opinions * Describing mealtimes * Using negatives * Ordering a meal * Using usted/ustedes * Using the near future tense * Discussing what to buy for a party * Giving an account of a party * Using 3 tenses together * Study of film – Zipe y Zape y la isla del capitán |
| **Rationale** | The first topic of year 8 starts by looking at the previously unseen preterite tense but does so by recycling a lot of the vocabulary and grammar structures seen in Y7.  The grammar here goes into more detail, increasing in challenge throughout the topic. Pupils are introduced to using the preterite and present tense together which builds upon being able to use the present and the future tense together at the end of year 7.  We introduce practice of role plays to improve pupils’ speaking skills. | This topic recaps opinions used in year 7 but builds on it by introducing more complex adjectives and asking pupils to use the same language in different contexts.  We also build upon simple opinions by introducing comparatives, giving pupils the opportunity to discuss why they like something more than something else.  More simple reading skills are developed here by the introduction of “authentic texts”.  We also revisit the near future tense in the context of clothes | Here, we build upon pupils’ knowledge of tenses and opinions but using different vocabulary. Negatives are introduced in more detail to allow pupils to express more strongly their dislikes.  Discussion of the formal and informal “you” in Spanish – this is developed through speaking skills, using role plays to consolidate understanding.  We revisit the near future tense in the context of parties. Pupils look in depth at using three tenses together for the first time in their writing, developing their knowledge of how to write a cohesive piece of writing in Spanish. |
| **Key Building Blocks** | Knowledge of:  Preterite tense (regular verbs)  Preterite tense (irregular verbs)  Key writing skills  Key speaking skills | Knowledge of:  Present tense  Comparatives  Preterite tense  Near future tense  Key reading skills | Knowledge of:  Present tense  Preterite tense  Near future tense  Negatives  Formal/infomal speech  Key speaking skills |
| **Retrieval Practices** | Mini whiteboard activities  Do Now activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Do Now activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Do Now activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework |
| **Key Skills** | Listening  Speaking  Reading  Writing | Listening  Speaking  Reading  Writing | Listening  Speaking  Reading  Writing |
| **Key terms** | Preterite Exclamation  Conjugate Irregular  Sequencer Regular  Present Time expression  Verb | Justified Gist  Comparatives Context  Time expression Plural  Frequency Singular | Formal  Informal  Filler  Negative structure |
| **Numeracy** | Prices/numbers | Activity frequency  Charts of which activities are preferred | Basic time  Prices |
| **Formative Assessment** | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback |
| **Summative Assessment** | AP1 exam  AP2 exam  AP3 exam | AP1 exam  AP2 exam  AP3 exam | AP2 exam  AP3 exam |
| **SMSC & Cultural Capital** | Researching Hispanic countries – differences between them and the UK. | Pros and cons of technology – are young people addicted?  Difference between music styles in Hispanic countries and UK. | Differences in Spanish and UK daily routine.  Differences in food in UK and Spain – food tasting to be done.  Looking at healthy living – healthy and unhealthy foods.  Understanding formal and informal |
| **Linking curriculum to careers** | European Day of Languages – how languages and careers go together | N/A | Role plays of working in a restaurant |