

Curriculum Map (MFL) – Spanish (Year 8)

The curriculum map below demonstrates where our planned curriculum introduces, revisits, develops and expands on the following areas (informed by National Curriculum for KS3 MFL):

- 1) Language Production (Speaking, Writing, Translation);
- 2) Deepening vocabulary;
- 3) Deepening grammatical structures.
- 4) Tenses (identifying and using);
- 5) Expression and justification of opinions;
- 6) Use of authentic sources and expanding understanding of culture(s);

For each key topic, the number in brackets indicates the corresponding GCSE Topic Area.

The Year 8 Spanish course is based on Units 2-3 of the textbook “Zoom 1”. Each chapter revisits vocabulary and structures from Year 7, and we also supplement this with the near-future tense. Learners deepen their knowledge of vocabulary and structures for the Year 8 topics (free-time and daily routine, talking about where you live, food and healthy lifestyle, and introduction to holidays).

By the end of the year, all students will be able to recognise and infer language from longer listening and reading extracts and be able to give spoken presentations and/or extended responses to questions in general conversation and in writing in relation to both Year 7 and Year 8 set topics. Learners will be able to use the present tense with a wider range of verbs, the near-future tense, and the preterite (past) tense.

Curriculum Map (MFL) – Spanish (Year 8)

<u>Year 8 Spanish</u>	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
Term 1 Revision + Free time activities	Asking and answering questions in the present and future tenses	Revision and consolidation of Year 7 vocabulary Weather and free-time activities	Consolidation of key grammar concepts: verbs and adjectives Negative structures Weather structures Broadening the selection of infinitives on offer	Revision of present tense for regular verbs and tener, ser, ir and hacer hay Introduction of future tense form	Expressing basic descriptions of free time activities and preferences	Culture: geography of Spanish-speaking countries
Term 2 Daily routine	Describing a day in the life of themselves and others Translation – using	revisit times and how to say “at” Ordering food at a Spanish restaurant	broadening of more verbs to be included in the daily routine, not all reflexive	Transforming sentences to/from present to/from future	Expressing more advanced opinions on towns and daily routine and justifying with	Culture: opportunity to talk about a town, real or fantasy Xmas in Spain/Spanish-speaking

Curriculum Map (MFL) – Spanish (Year 8)

	<p>correct tenses</p> <p>Describing a picture orally</p>	<p>Quantities and big numbers, ingredients and cooking methods</p> <p>Vocabulary to describe a picture</p>	<p>introduction of complex grammar with ser/estar/ hay and vivir</p> <p><i>introduction to verbs for the daily routine, including the reflexive verbs in the present tense (1st person only)</i></p>		<p>longer/more creative justifications</p>	<p>country, looking at shepherds and kings</p>
<p>Term 3</p> <p>My house/my bedroom</p>	<p>Writing longer creative paragraphs using different tenses (4 bullet points)</p>	<p>Places in town</p> <p>Connectives – more complex</p> <p>Prepositions eg. next to, in front of</p>	<p>Structure <i>hay / no hay</i></p> <p>Position of the adjective</p> <p>Prepositions al lado de / entre / cerca de</p>	<p>introduction of the immediate future tense using know verbs</p>	<p>Expression of likes and dislike using me gusta / prefiero, porque es + adjectives</p> <p>Giving opinions in</p>	<p>Culture: Spanish towns and traditional places in town</p>

Curriculum Map (MFL) – Spanish (Year 8)

	Creating a dialogue in situ		More prepositions of space		the future tense	
Term 4 Food	Writing longer, more creative paragraphs, including a variety of different structures and tenses	Food Adjectives for food Frequencers	Revisiting adjectival agreements	Present tense – revision of regular verbs with comer and tomar Revision of future tense	Using opinions + infinitives, ie. me gusta comer	Spanish menu creation
Term 5 Speaking examination and revision	Conducting of oral exams / speaking tests Writing a text - 3 bullet point task–	Revision of all above	Revision of all above	Revision of all above	Revision of all above	

Curriculum Map (MFL) – Spanish (Year 8)

	approx. 100 words					
Term 6 Examination week & feedback Transport (flipped learning/ project work)	Translation – correct word order and tenses Making a reservation Writing in 3 different tenses	Transport The time Holidays – revision of countries, holiday preferences Holiday activities	<i>Immediate future</i> <i>“to” (a)</i>	Introduction of the preterite Conditional : revisit me gustaría	Recap of phrases for agreeing and disagreeing	A small project on Dalí

The following end points for each topic area have been adapted from each chapter of the course book (*Zoom español 1*). Any learning outcomes that have been added to the course using extra materials is **bold and underlined**, any that have been omitted from the course or not given an explicit focus are ~~crossed out~~.

End Points (by end of Term 2)

I can...

- talk about the weather
 - talk about what you do in your free time
 - say what you do in the morning
 - use the radical-changing verb *jugar (ue)*; recognise and use idioms with the verb *hacer*
 - use *gustar* + verb
 - use reflexive verbs
 - ▶ recognise and learn patterns in radical-changing verbs
 - ▶ explain patterns in verbs
-

- talk about what you do after school
- talk about weekend activities; recognise and use additional vocabulary on sports and hobbies
- say where you live
- use the full verb *ir* – to go
- differentiate between *ser* and *estar*
- ▶ use sequencing to add interest and cohesion to what you write and say
- ▶ pronounce cognates correctly
- ▶ extend sentences using frequency adverbs

End Points (by end of Term 4)

I can...

- name the rooms in a house
 - say what furniture is in your bedroom
 - use prepositions correctly
 - use more prepositions
 - ▶ improve your speaking and writing using adjectives
 - ▶ work out the gender of new words
 - ▶ give your opinions about the region where you live
-
- talk about what you eat at different mealtimes
 - talk about food you like and dislike, and say what is healthy
 - ask for food in a café; understand language used when ordering food
 - discuss different types of food
 - use nouns and verbs to talk about mealtimes
 - use *más que* and *menos que*
 - use *tengo hambre* and *tengo sed*; use *tú* and *usted*
 - practise using adjectives and *se come mucho*
 - ▶ understand the differences between Spanish and English mealtimes

Curriculum Map (MFL) – Spanish (Year 8)

- ▶ give a short presentation in Spanish
- ▶ be aware of foods in different cultures

End Points (by end of Term 6)

I can...

- talk about means of transport
- talk about the weather in the past tense
- use the immediate future tense: *voy a viajar*
- use the verb *ir* correctly in the preterite
- ▶ create a dialogue from a model
- ▶ link sentences to avoid repetition