

**Curriculum Information Year 8 Spanish
Autumn Term**

Unit title	Key Questions	Knowledge	Assessing Understanding
Holidays	<p><i>¿Adónde fuiste de vacaciones?</i> <i>¿Con quién fuiste?</i> <i>¿Cómo fuiste?</i> <i>¿Qué hiciste en tus vacaciones de verano?</i> <i>El último día de tus vacaciones, ¿qué hiciste?</i> <i>¿Cómo te fue?</i></p>	<p>Talking about a past holiday. Saying what you did. Using the preterite and the present tense together. Saying what it was like. Giving a presentation.</p>	<p>How understanding is assessed In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments.</p> <p>Skills</p> <ul style="list-style-type: none"> ● Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. ● Speak coherently and confidently with increasingly accurate pronunciation and intonation. ● Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. ● Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation. <p>Assessment Point Information Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.</p>
Media	<p><i>¿Qué haces con tu móvil?</i> <i>¿Qué tipo de música te gusta?</i> <i>¿Qué tipo de música escuchas?</i> <i>¿Qué hiciste ayer?</i></p>	<p>Saying what you do on your phone. Saying what type of music you like. Giving a range of opinions. Talking about TV. Using the comparative. Saying what you did yesterday. Learning about young peoples' lives using he/she.</p>	<p>How understanding is assessed In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments.</p> <p>Skills</p> <ul style="list-style-type: none"> ● Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. ● Speak coherently and confidently with increasingly accurate pronunciation and intonation. ● Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. ● Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation. <p>Assessment Point Information Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.</p>

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Food	<p><i>¿Qué te gusta comer/beber?</i> <i>¿Qué no te gusta comer/beber?</i> <i>¿Qué desayunas?</i> <i>¿Qué comes?</i> <i>¿Qué cenas?</i> <i>¿Qué va a tomar (usted)?</i> <i>¿Qué van a tomar (ustedes)?</i> <i>¿Y de segundo?</i> <i>¿Para beber?</i> <i>¿Algo más?</i> <i>¿Qué vas a traer/comprar?</i></p>	<p>Saying what food you like. Using a wider range of opinions. Describing mealtimes. Using negatives. Ordering a meal. Discussing what to buy for a party. Using the near future. Giving an account of a party. Using three tenses together.</p>	<p>How understanding is assessed In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments.</p> <p>Skills</p> <ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. • Speak coherently and confidently with increasingly accurate pronunciation and intonation. • Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. • Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation. <p>Assessment Point Information Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.</p>
Going out	<p><i>¿Te gustaría ir al/a la...?</i> <i>¿Te gustaría venir a mi casa?</i> <i>¿Quieres salir?</i> <i>¿Cómo te preparas cuando sales de fiesta?</i> <i>¿Qué llevas normalmente los fines de semana?</i></p>	<p>Arranging to go out. Making excuses. Saying what people look like. Talking about clothes. Talking about sporting events. Using three tenses.</p>	

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Summer time activities	<p><i>¿Qué se puede hacer en...?</i> <i>¿Dónde está...?</i></p>	<p>Describing a holiday home. Discovering more about the comparative. Describing summer activities. Using the superlative. Asking for directions. Using the imperative. Talking about summer camps.</p>	<p>How understanding is assessed In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments.</p> <p>Skills</p> <ul style="list-style-type: none"> ● Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. ● Speak coherently and confidently with increasingly accurate pronunciation and intonation. ● Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. ● Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation.
Revision Exploring the Spanish-speaking world		<p>Using three tenses. Tackling more challenging listening tasks.</p>	<p>Assessment Point Information Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.</p>