**Y8 Spanish Curriculum Progression Map**

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|  | **Term 1** | **Term 2** | **Term 3** |
| **Dates** | September – December | January – March | April - July |
| **Weeks** | Approximately 14 weeks | Approximately 11 weeks | Approximately 13 weeks |
| **Lessons** | Approximately 21 lessons | Approximately 15 lessons | Approximately 20 lessons |
| **Inset** |  |  |  |
| **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 * Future holiday plans | * 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 * Future plans for the weekend * Using comparatives | * Saying what food you like * Giving a range of opinions * Describing mealtimes * Using negatives * Ordering a meal * Using usted/ustedes * 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. | 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. | 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. |
| **Key Building Blocks** | **Knowledge of**:  Preterite tense (regular verbs)  Preterite tense (irregular verbs) | **Knowledge o**f:  Present tense  Comparatives  Preterite tense  Near future tense | **Knowledge of**:  Present tense  Preterite tense  Near future tense  Negatives  Formal/infomal speech |
| **Retrieval Practices** | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework |
| **Key Skills** | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation |
| **Key terms** | Preterite Exclamation  Conjugate Irregular  Sequencer Regular  Present Time expression  Verb | Justified Gist  Comparatives Context  Time expression Plural  Frequency Singular | Formal  Informal  Negative structure |
| **Numeracy** |  | Activity frequency  Charts of which activities are preferred | 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 | AP2 exam | AP2 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 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 |