Year 8 Spanish: Curriculum Intent The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing. The Year 8 curriculum builds from the composite end point of Year 7, building on from forming opinions and reasons and giving introductory information. Pupils will learn how to describe their home and local area, their experiences of holidays, their relationship with the media and food. A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works. Year 8 Spanish Essential Knowledge Summary **Topic 2: Holidays** Topic 1: Town **Topic 3: Media** Composite Knowledge: Pupils will gain an Composite Knowledge: Pupils will gain an understanding of **Composite Knowledge:** Pupils will gain an understanding of how to understanding of how to describe our local area and how to describe past holiday by learning how to use the describe past holiday by learning how to use the preterite tense to how to use the near future. preterite tense to give an account. give an account. **Component Knowledge: Component Knowledge: Component Knowledge:** Foundational Knowledge: Foundational Knowledge: Foundational Knowledge: Declarative Knowledge: Declarative Knowledge: Declarative Knowledge: Places in town vocabulary To describe where you went on a past holiday and To describe what I use my phone for how you got there Telling the time vocabulary To say what kind of music I like Vocabulary for ordering snacks in a café bar Describing activities you did on a past holiday To talk about TV programmes Describing future plans Describing what your holiday was like To say what I did yesterday Procedural Knowledge: Procedural Knowledge: Procedural Knowledge: Use of hay and no hay to describe a local area The preterite tense of the verb ir A range of opinions The verb ir - to go Formation of regular -ar verbs in the preterite tense Revising the present tense Using the comparative Stem changing verbs Stem changing verbs in the preterite tense Modal verbs Irregular verbs in the preterite tense Using the present and the preterite Forming the near future **Upper Hierarchical Knowledge Upper Hierarchical Knowledge** Giving a verbal presentation about a past holiday Understanding authentic Spanish texts **Upper Hierarchical Knowledge** Interchanging three tenses in written / spoken texts Understanding extended listening texts and listening for detail to demonstrate a variety of structures. Using two tenses at the same time **Topic 4: Food** Composite Knowledge: Pupils will gain an understanding of how to say what food and drink they like and dislike, how to order in a restaurant and typical food in Spanish speaking countries. **Component Knowledge:** Foundational Knowledge: Declarative Knowledge: Saying what food you like and dislike Describing mealtimes Ordering in a restaurant Discussing what to buy for a party Describing a party

Year 8 Spanish Final Composite Knowledge End Point

Describing my local area in Spanish.

A variety of opinion phrases

Understanding how to tell the time in Spanish.

Using coping strategies when speaking Responding to what people say verbally

• Expressing future plans.

Procedural Knowledge:

Using negatives
Using usted/ustedes
Using the near future tense
Using three tenses together

Upper Hierarchical Knowledge

- Good understanding of the preterite tense to describe completed actions in the past.
- A wide range of food/drink vocabulary
- Awareness of differences with food and drink in Spanish speaking countries