



St George's School
MFL Department
Year 8 Curriculum Map for SPANISH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	My personal world: <i>Mi vida - My life</i> - What is your name? - Describe your personality - Talk about brothers, sisters and pets	My personal world: <i>Mi tiempo libre - My free time</i> - What do you like to do in your free time and why? - What sports do you do? - What are your favourite things?	Studying and my future: <i>Mi insti - My school</i> - What subjects do you study at school? - What subjects/teachers do you like and why? - Describe your school	My personal world: <i>Mi familia y mis amigos - My family and friends</i> - Describe your family and what they look like - Describe another person eg. a famous person or character from a story	My neighbourhood: <i>Mi ciudad - My city</i> - Describe your home - What is there in your town or village? - Where do you go on Saturdays?	My neighbourhood: <i>Mi ciudad - My city</i> - What are you going to do at the weekend? - Ask someone else what they are going to do at the weekend
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	- Understand and apply Spanish phonics - Use adjectives correctly - Use connectives and intensifiers to make language more interesting (literacy)	- Use adverbs of frequency - Talk about free-time activities using the present tense - Refer to weather	- Express justified opinions - Describe a school timetable using 24 hour clock (numeracy) - Describe a photo of a classroom	- Describe what family members / friends look like - Be able to plan and give a presentation about yourself - Describe a painting	- Use a / some / many to talk about what there is in your town or village - Be able to refer to times (numeracy) - Talk about where you go in your town or village at weekends	- Use the near future tense to refer to plans for next weekend - Use two tenses together (near future and present) - Listening for detail, in particular: time-frames (present or future)

FEEDBACK <i>Noteworthy tasks and assessments</i>	Autumn 1 assessment - Reading aloud	Autumn 2 assessment - Listening skills	Spring 1 assessment - Reading skills	Spring 2 assessment - Speaking skills	Summer 1 assessment - Writing skills	Summer 2 assessment - Listening skills
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Cultural capital: - Awareness of the Spanish speaking world - Día de muertos	Cultural capital: - Christmas traditions in Spain and other Spanish speaking countries	Cultural Capital: - The differences between school in UK and Spanish speaking countries e.g. Guatemala - Wider reading: Research the right to education for girls in Guatemala	Cultural Capital: - Carnival in Cadiz & Spanish carnivals & traditions - Describe a painting by Velázquez and compare with a modern version of the painting by Eleazar	Cultural capital: - Different types of homes in different regions of Spain	Cultural capital: - Life for young people in Havana, Cuba - Explore what you can do in Seville in 24 hours - Fiestas - Learn about festivals around the Spanish speaking world

<p>NEW KEY VOCABULARY* Important words and phrases</p>	<p>¡Hola! ¿Qué tal? Fenomenal / Bien Gracias Regular / Fatal Me llamo... Vivo en... Adiós / Hasta luego Mi cumpleaños es el... e... Tengo un hermano / una hermana No tengo hermanos Soy hijo único/hija única</p>	<p>Me gusta mucho / no me gusta todos los días/ a veces/ nunca / de vez en cuando hace calor / frío / sol en primavera, en verano Hago natación Juego al fútbol</p>	<p>Estudio... En mi instituto hay... No hay... Me encanta(n)... porque es... el profesor/la profesora Como... Mi día favorito es el...</p>	<p>Tengo los ojos... ¿Cómo tienes el pelo? Llevo gafas mi madre tiene...años mis padres tienen...años Mis abuelos se llama/se llaman</p>	<p>Vivo en... Está en... bonito/a antiguo/a cómodo/a pequeño/a Es la una Son... las dos, las seis ...menos veinticinco ...menos veinte ...menos cuarto Voy... al cine Voy a la bolera Voy a la playa Hay... un mercado No hay...</p>	
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* **Retrieval** of vocabulary relevant to each topic previously encountered and learnt will be built on at each stage of learning. **High frequency words** - eg. qualifiers, sequencers, connectives and time expressions will be consolidated throughout students' learning journey