



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 and where it is - 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 - Idiomatic opinions - <i>me mola / me flipa / me chifla</i> (literacy)	- Express justified opinions - Describe a school timetable using 12 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	Cultural Capital: - <i>Camavá</i> in Cadiz & Spanish carnivals & traditions - Describe a painting by Velázquez and compare with a modern version of	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

			education for girls in Guatemala	the painting by Eleazar		Spanish speaking world
NEW KEY VOCABULARY* <i>Important words and phrases</i>	<i>¡Hola! ¿Qué tal?</i> <i>Fenomenal /Bien</i> <i>Gracias</i> <i>Regular / Fatal</i> <i>Me llamo...</i> <i>Vivo en...</i> <i>Adiós / Hasta luego</i> <i>Mi cumpleaños es el... de...</i> <i>Tengo un hermano / una hermana</i> <i>No tengo hermanos</i> <i>Soy hijo único/hija única</i>	<i>Me gusta mucho / no me gusta</i> <i>todos los días/ a veces/ nunca / de vez en cuando</i> <i>hace calor / frío / sol</i> <i>en primavera, en verano</i> <i>Hago natación</i> <i>Juego al fútbol</i>	<i>Estudio...</i> <i>En mi instituto hay...</i> <i>No hay...</i> <i>Me encanta(n)...</i> <i>porque es...</i> <i>el profesor/la profesora</i> <i>Como... /Bebo...</i> <i>Mi día favorito es el...</i> <i>Durante el recreo...</i>	<i>Tengo los ojos...</i> <i>Tengo el pelo...</i> <i>¿Cómo tienes el pelo?</i> <i>Llevo gafas</i> <i>mi madre tiene...años</i> <i>mis padres tienen...años</i> <i>Mis abuelos</i> <i>se llama/se llaman</i>	<i>Vivo en...</i> <i>Está en...</i> <i>el norte / el sur</i> <i>un pueblo</i> <i>una ciudad</i> <i>la montaña</i> <i>la costa</i> <i>bonito/a</i> <i>antiguo/a</i> <i>cómodo/a</i> <i>pequeño/a</i> <i>Es la una</i> <i>Son... las dos, las seis</i> <i>y cinco</i> <i>y diez</i> <i>y cuarto</i> <i>y media</i> <i>...menos veinticinco</i> <i>...menos veinte</i> <i>...menos cuarto</i> <i>Voy... al cine</i> <i>Voy a la bolera</i> <i>Voy a la playa</i> <i>Hay... un mercado</i> <i>No hay...</i>	<i>Voy a jugar...</i> <i>Vas a bailar...</i> <i>Va a ser...</i> <i>Vamos a ver...</i> <i>Vais a ir...</i> <i>Van a comer...</i> <i>Por la mañana</i> <i>Por la tarde</i> <i>A las nueve de la mañana</i> <i>Primero</i> <i>Luego</i> <i>Finalmente</i> <i>Mucho que hacer</i>

* **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