

Year 8 Overview 2025-26 – Spanish

| Date | Wk | Assess | 8 weeks - 16 lessons | Key Concepts & Assessment | | | | | | |
|---|---|--|---|--|-------|-----|------|---|---|--|
| Tues 2-Sep Tues Y7 only Wednesday- whole school | A | 1 | First day back – Tues 6 th September L1&2 – Unit 1 – De Vacaciones – past tense of IR + countries /transport/people. | Module 1 – Mis vacaciones Students will learn how to communicate and understand details about holidays including destinations, weather, activities, modes of transport and problems. They extend and build on prior knowledge linking to this topic and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of holidays. Students are introduced to the preterite tense (regular verbs and key irregular verbs) to talk about a past holiday. Key Focuses: Module 1 GW: students can understand/produce simple sentences on holidays using past tense. Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications BI: students can sequence events and give their opinions in past tense. Additionally, students can produce and write short texts referring to present and future tense. They can translate simple sentences with confidence and are beginning to translate with accuracy. EW: students can move between present and past tenses and give full details of a past and present holiday Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics. Grammar focus – preterite tense, regular -ar, -ir, -er conjugations and ‘ser’ and ‘ir’ Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 2, travel and tourism. Historical/cultural links – link to student’s own experiences on holiday in Spain/Spanish speaking country. Speaking skills lesson on the Riviera Maya in Mexico (p16) discuss holiday activities as well as history and food of that part of Mexico, for example Mayan ruins. Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in towns for holidays between England, Spain and Hispanic countries. <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Opinion phrases, present tense verb conjugations, free time activities.</td><td>Understand and communicate using the near future tense to talk about weekend plans.</td><td>Use three tenses accurately to discuss free time activities and weekend plans.</td></tr></table> Parent and Carers month/Black History month 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day | Prior | Now | Next | Opinion phrases, present tense verb conjugations, free time activities. | Understand and communicate using the near future tense to talk about weekend plans. | Use three tenses accurately to discuss free time activities and weekend plans. |
| Prior | Now | Next | | | | | | | | |
| Opinion phrases, present tense verb conjugations, free time activities. | Understand and communicate using the near future tense to talk about weekend plans. | Use three tenses accurately to discuss free time activities and weekend plans. | | | | | | | | |
| 8-Sep | B | 2 | Module 1 – Mis vacaciones L3&4 - Unit 2 - ¿Qué hiciste? - past tense of AR verbs & sequencers Practice of AR verbs – manipulate other verbs. Dialogues asking others where they have been + other details / write a blog about where they went last year. | | | | | | | |
| 15-Sep (INSET Friday) | A | 3 | L5&6 Unit 3 – el último día – past tense of ER + IR verbs/sequencers. Verb practice in preterite tense. (P13 new edition – translations into preterite tense) Write an article about last year’s holiday recall tasks | | | | | | | |
| 22-Sep | B | 4 | L7&8 - Unit 4 - ¿Cómo Te Fue?- preterite of SER + adjectives. Top sets – do Adelante from New Edition | | | | | | | |
| 29-Sep | A | 5 | L9&10 - Unit 4 – El Verano pasado preparing longer answers in the past tense - Extended writing preparation – use extension p. to help prepare for the writing. | | | | | | | |
| 6-Oct | B | 6 | L11&12 – Feedback from Extended Writing – Vaya vacaciones! Speaking skills: mini presentation - peer assessed and mark recorded on your past holidays Use p. 16-19 to help and provide models for this. | | | | | | | |
| 13-Oct | A | 7 | Module 2 – Todo sobre mi vida L13/14 - Unit 1 – Mi Vida Mi Móvil- - revise present tense of AR/ER/IR verbs - Practise using frequency time phrases Write a message to others about what they do on their phone and how often. Extra Reading and photo card – New Edition p. 31 | | | | | | | |
| 20-Oct | B | 8 | L15/16- Unit 2 – ¿Qué tipo de música te gusta? Revision of opinions and reasons with music types YouTube clip Juan Luis Guerra (on ppt) Flamenco reading questions (on ppt) p. 33 new edition – gap fill listening and photo card | | | | | | | |

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|-----------------------|---|-----------------|--|--|
| | | | | <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i> |
| Half Term Term | | | | 7 weeks (14 lessons) (35 Days) |
| 3-Nov | A | 9 | L1&2- Unit 3 – me gustan las comedias Opinions with plurals, comparatives / conjugation of the verb preferir- new edition p. 34 New edition – translations – p. 35 YouTube clip on operación triunfo (on ppt) | Module 2 – Todo sobre mi vida Students will learn how to communicate and understand details about free time including phones, music, TV and hobbies. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of free time. Students continue to develop their knowledge of the preterite tense (regular verbs and key irregular verbs) and apply it to a different topic. |
| 10-Nov | B | ST1 (core only) | L3/4 - ST1 revision & exams | GW: students can understand/produce simple sentences on free time activities using preterite and present tense and give opinions BI: students can use comparatives and produce accurate sentences in two tenses. Additionally, students can demonstrate an understanding of short texts referring to present and past tense. They can translate simple sentences with confidence and are beginning to translate with accuracy. EW: students readily move between present and preterite tenses accurately, and with confidence, use comparatives and work out meaning in longer passages of Spanish. |
| 17-Nov | A | ST1 (core only) | L5/6 - ST1 Feedback | |
| 24-Nov | B | 12 | L7/8 - Unit 4 - ¿Qué hiciste ayer? Revision of preterite tense and preterite of hacer/ use of present and preterite tenses Exercises enabling pupils to recognise each tense (to start to try and differentiate between them) | |
| | | | | Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics. Grammar focus – present, preterite and future tenses, plurals – agreement, comparatives Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1, free time. |

| 1-Dec | A | 13 | <p>L9/10- Unit – 5 focus on skills – reading – reading for gist p. 38-39</p> <p>Adelante from New Edition – focus on all 4 skills at a higher level</p> <p>Extended Writing</p> | <p>Historical/cultural links – Spanish music, for example Juan Luis Guerra, Flamenco, Rosalía – include authentic material for students to give their opinions on current Spanish artists and to be exposed to cultural element. Use TV clips for example from ‘Operación Triunfo’ to expose students to real Spanish TV show.</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in customs, free time and leisure between England, Spain and Hispanic countries .</p> <p><i>Mens health awareness month/disability confident month</i></p> <p><i>1/11 Diwali</i></p> <p><i>12/11 Remembrance Sunday</i></p> <p><i>13/11-19/11 Transgender awareness week</i></p> <p><i>14/11 World Diabetes Day</i></p> <p><i>1/12 World AIDS day</i></p> <p><i>25/12 Christmas Day</i></p> | | | | | | |
|--|---|---|--|---|-------|-----|------|--|---|---|
| 8-Dec | B | 14 | L11& 12 – Mi vida tu vida Pgs 40/41 recall of 3rd person and past and present tenses. | <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Opinion phrases, present tense verb conjugations, some free time activities.</td><td>Express and justify opinions on a variety of free time activities in two tenses. Use comparatives accurately.</td><td>Use three tenses to talk about others and free time activities.</td></tr></table> | Prior | Now | Next | Opinion phrases, present tense verb conjugations, some free time activities. | Express and justify opinions on a variety of free time activities in two tenses. Use comparatives accurately. | Use three tenses to talk about others and free time activities. |
| Prior | Now | Next | | | | | | | | |
| Opinion phrases, present tense verb conjugations, some free time activities. | Express and justify opinions on a variety of free time activities in two tenses. Use comparatives accurately. | Use three tenses to talk about others and free time activities. | | | | | | | | |
| 15-Dec | A | 15 | Lesson 13 - Extended Writing feedback and opportunities for EBIs and book checks for presentation and organisation Lesson 14 – Navidad traditions in Spain | | | | | | | |
| 6 weeks – (12 lessons) | | | | | | | | | | |
| 5-Jan | B | 16 | <p>Module 3 - ¡A comer!</p> <p>L1&2 - Unit 1 - ¿Qué te gusta comer? - use a wider range of opinions + food and drink</p> <p>Youtube clip on Spanish typical food (on ppt)</p> <p>Revise singular + plural + me gusta</p> | <p>Module 3 - ¡A comer!</p> <p>Students will learn how to communicate and understand details about food including drinks, food, restaurants, shopping and mealtimes. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of food.</p> | | | | | | |
| 12-Jan | A | 17 | <p>L3/4- Unit 2 - ¿Qué desayunas? say times of meals + use present and preterite tenses (revise again). Recap of time, Youtube clip on food in Spain (on ppt), translations pP57 New Edition</p> | <p>Students continue to develop their knowledge of the preterite tense (regular verbs and key irregular verbs) as well as revising the future tense and how to use when asking questions.</p> | | | | | | |
| 19-Jan | B | 18 | <p>L5/6 - Unit 3 – En el restaurante – ordering a meal in a restaurant / understanding when to use usted/ustedes</p> | <p>GW: students can communicate and demonstrate an understanding of simple opinions and times on food. They can write simple sentences</p> | | | | | | |

| | | | Pupils create own dialogues and role-plays playing the different roles in a restaurant. | BI: students can also communicate in more detail, use a range of opinions and demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present EW: students readily move between present and preterite tenses and near future tenses accurately. Give full details of visit to a restaurant. Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics. Grammar focus – present, preterite and future tenses, use of usted/ustedes, asking questions in future tense. Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1, customs. Historical/cultural links – video clips and reading texts on typical foods in Spain and Mexico, discuss student’s own experiences of Spanish/ Mexican foods. Compare typical meal times in Spain to the UK, discuss differences (eg. evening meal eaten at 9/10pm) and possible reasons. Links to South American animals (p53) for example llama, puma, turtle Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in festivals and traditional food between England, Spain and Hispanic countries . <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i> <i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i> <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Opinion phrases, present and preterite tense conjugations, basic food vocabulary and knowledge of future tense from year 7.</td><td>Understand and communicate using three tenses.</td><td>Use three tenses to talk about others accurately.</td></tr></table> | Prior | Now | Next | Opinion phrases, present and preterite tense conjugations, basic food vocabulary and knowledge of future tense from year 7. | Understand and communicate using three tenses. | Use three tenses to talk about others accurately. |
|---|--|---|--|---|-------|-----|------|---|--|---|
| Prior | Now | Next | | | | | | | | |
| Opinion phrases, present and preterite tense conjugations, basic food vocabulary and knowledge of future tense from year 7. | Understand and communicate using three tenses. | Use three tenses to talk about others accurately. | | | | | | | | |
| 26-Jan | A | 19 | L7/8- Unit 4 ¿Qué vamos a comprar- buying food+ quantities / near future tense. Introduction of near future tense this year – full revision of how to use it, with lots of practice. Listening/photocard p. 61 new edition | | | | | | | |
| 2-Feb | B | 20 | L9/10 - Unit 5 - ¡Fiesta! Talk about going to parties/ use 3 tenses together YouTube clip of tour of Mexican street food (on ppt) Recap on all 3 tenses – separately at first, then try to get pupils to use all 3 in one piece of work – both speaking and writing. | | | | | | | |
| 9-Feb | A | 21 | L11 -- ¿ y tu? ¿ Qué opinas? Focus on skills – Recap on all 3 tenses – separately at first, then try to get pupils to use all 3 in one piece of work – both speaking and writing in 3 tenses. Speaking skills - Role-play assessment Extended writing Adelante – new edition p. 68/69 – listening/ reading / translation L12 - ¿ Qué comemos ? – discuss food in hispanic countries. | | | | | | | |
| 5 weeks (10 lessons) | | | | | | | | | | |
| 23-Feb | B | 22 | L1 /2 - Extended writing feedback L3&4 - Module 4 — ¿Qué hacemos? Unit 1 ¿Qué hacemos? - Te gustaría ir al cine?- inviting people to go out using te gustaría + infinitive Short YouTube clip on inviting someone out(on ppt) | | | | | | | |

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| | | | Lots of dialogue practice – swap roles so practise forming the questions too. | |
| 2-Mar | A | 23 | L3/4 Unit 2 – Lo siento no puedo! make excuses. Present tense of poder and querer Practise agreeing and refusing to go out. | Module 4 – ¿Qué hacemos? Students will learn how to invite and respond to invitations to go out. They will also learn to make excuses and discuss getting ready and clothes. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic. Students learn key phrases using the conditional ‘te/me gustaría’ and use present tense of poder and querer to make excuses. Students are able to use reflexive verbs to discuss daily routine and getting ready. Students continue to develop their knowledge of the near future tense and are able to use it with increasing accuracy. GW: students can give and understand invitations and excuses. Form ‘I’ form of reflexive verbs and communicate what going to wear with some clothes. Additionally, Students can recognise main points and opinions from a variety of <i>familiar</i> topics. BI: students can also communicate in more detail, and use all 3 tenses with more ease. Additionally, Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. EW: students readily move between present and preterite tenses and near future tenses accurately. Give full account of sporting events. Use reflexive verbs in all persons. Additionally, Students are able to recognise a range of details from a range of texts, including 3 tenses and opinions and students are beginning to produce and write longer texts |
| 9-Mar | B | 24 | L5/6 Unit 3 – ¿Cómo te preparas? present tense of reflexive verbs Youtube clip on reflexive verb infinitives – getting ready (on ppt) Whiteboard practice on reflexive verbs/ talk about their own and others’ routines Speaking skills – in pairs/groups write a dialogue and perform (peer assessed) Recall task | |
| 16-Mar | A | 25 | L7/8 - Unit 4 – ¿Qué vas a llevar? near future tense + clothes and colours. Este/estos etc. | |
| 23-Mar | B | ST2 | Revision for ST2 and Module 4 extended writing practice to prepare for ST2 exam written section L9/10 – Unit 5 – ¡Hoy partido! Talk about sporting events in 3 tenses. Revise formation of all 3 tenses – practise separately and together (when not completing exam or EBIS) | Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics. Grammar focus – present, preterite and future tenses, te/me gustaría + infinitive, reflexive verbs and poder and querer in present tense, use of este/estos Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1, free time. Historical/cultural links – sporting events in Spain, for example ‘Copa del Rey’, introduction to Pablo Neruda (Chilean poet) and some of his famous works. ‘Manolito Gafotas’ – literary text. This also links to GCSE and accessing literary texts in reading exam. Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in daily routines between England, Spain and Hispanic countries . <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i> |

| | | | | <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7.</td><td>Able to understand and communicate in three tenses and key phrases in the conditional tense. Able to use reflexive verbs to talk about daily routine.</td><td>Use reflexive verbs in past/future tenses.</td></tr></table> | Prior | Now | Next | Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7. | Able to understand and communicate in three tenses and key phrases in the conditional tense. Able to use reflexive verbs to talk about daily routine. | Use reflexive verbs in past/future tenses. |
|--|---|--|---|---|-------|-----|------|--|---|--|
| Prior | Now | Next | | | | | | | | |
| Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7. | Able to understand and communicate in three tenses and key phrases in the conditional tense. Able to use reflexive verbs to talk about daily routine. | Use reflexive verbs in past/future tenses. | | | | | | | | |
| 30-Mar (finish Wednesday 1 st April) | A | ST2 | Feedback and EBIs for ST2 (lessons may vary due to when the assessments occur) | | | | | | | |
| Easter Holidays | | | | | | | | | | |
| 5 weeks (10 lessons) | | | | | | | | | | |
| 20-Apr | B | 28 | Module 5 – Operación Verano L1 & 2 - Unit 1 - ¿Qué casa prefieres?- Adjectives and revisit of comparatives | Module 5 – Operación Verano Students will learn how to discuss where you live and what you can do there. They will also learn to make discuss activities during holidays and begin to use 3 tenses together. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic. Students learn key phrases using the conditional ‘se puede’ and use present tense of poder and infinitives to say what you can do. Students continue to develop their knowledge of the near future tense and are able to use it with increasing accuracy. GW: students can give and understand invitations and excuses. Se puede + infinitive verbs and communicate what what you can do in your area. Additionally, Students can recognise main points and opinions from a variety of familiar topics. BI: students can also communicate in more detail, and use all 3 tenses with more ease. Additionally, Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. EW: students readily move between present and preterite tenses and near future tenses accurately. Give full account of free time acitivities. Use reflexive verbs in all persons. Additionally, Students are able to recognise a range of details from a range of texts, including 3 tenses and opinions and students are beginning to produce and write longer texts Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics. Grammar focus – present, preterite and future tenses, te/me gustaría + infinitive, reflexive verbs and poder and querer in present tense, use of este/estos Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1. free time. | | | | | | |
| 27-Apr | A | 29 | L3/4 - Unit 2 - ¿Qué se puede hacer en....? Se puede + infinitive/ use of superlatives | | | | | | | |
| 4-May (Bank holiday Mon) | B | 30 | L5/6- Unit 2 - ¿Qué se puede hacer en....? Se puede + infinitive/ use of superlatives Recall task L5 & 6- Unit 3 - ¿Dónde está? – using directions and the imperative Short silent guide to Palma de Mallorca (on ppt) | | | | | | | |
| 11-May | A | 31 | L5 & 6- Unit 3 - ¿Dónde está? – using directions and the imperative Short silent guide to Palma de Mallorca (on ppt) L7 & 8– Camapmentos de verano – summer activities / use of 3 tenses – again recap all 3 tenses before using together | | | | | | | |
| 18-May | B | 32 | L7 & 8– Camapmentos de verano – summer activities / use of 3 tenses – again recap all 3 tenses before using together Speaking skills: Pair work and role plays on directions (peer assessed) And Extended writing preparation | | | | | | | |

| | | | | <p>Historical/cultural links – sporting events in Spain, for example ‘Copa del Rey’, introduction to Pablo Neruda (Chilean poet) and some of his famous works. ‘Manolito Gafotas’ – literary text. This also links to GCSE and accessing literary texts in reading exam.</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in daily routines between England, Spain and Hispanic countries .</p> <p><i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i></p> <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7.</td><td>Able to understand and communicate in three tenses and key phrases to talk about what you can do in the area.</td><td>Use a variety of tenses.</td></tr></table> <p><i>23/05 Vesak</i></p> | Prior | Now | Next | Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7. | Able to understand and communicate in three tenses and key phrases to talk about what you can do in the area. | Use a variety of tenses. |
|--|---|--------------------------|---|---|-------|-----|------|--|---|--------------------------|
| Prior | Now | Next | | | | | | | | |
| Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7. | Able to understand and communicate in three tenses and key phrases to talk about what you can do in the area. | Use a variety of tenses. | | | | | | | | |
| Half Term | | | | | | | | | | |
| 7 weeks (14 lessons) | | | | | | | | | | |
| 1-Jun | A | 33 | <p>L1/2</p> <p>Extended writing for module 5</p> <p>iDestinos! Focus on listening skills practice</p> | <p>Film Module</p> <p>Students will learn how to discuss and describe a film. They will also learn to make discuss activities during holidays and begin to use 3 tenses together. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic.</p> <p>Students learn key phrases using the conditional ‘se puede’ and use present tense of poder and infinitives to say what you can do. Students continue to develop their knowledge of the near future tense and are able to use it with increasing accuracy.</p> <p>GW: students can give and understand information about films and describe the film COCO. Additionally, Students can recognise main points and opinions from a variety of <i>familiar</i> topics.</p> <p>BI: students can also communicate in more detail, and use all 3 tenses with more ease. Additionally, Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts.</p> <p>EW: students readily move between present and preterite tenses and near future tenses accurately. Give full account of free time acitivities. Use reflexive verbs in all persons.</p> | | | | | | |
| 9-Jun | B | 34 | <p>L3/4</p> <p>Feedback and EBIS for extended writing</p> <p>De Vacaciones en España – introducing the superlative</p> | | | | | | | |
| 16-Jun | A | 35 | <p>film project -Coco</p> <p>L5/6 Introduce the film and discuss the festival “day of the dead” – introduce key characters and descriptions</p> | | | | | | | |

| 23-Jun | B | 36 | L7/8 - describe family members in the film COCO Introduce adjectives and be able to give character traits for characters in Coco introduce comparisons and then Discuss what the characters wear in the film Coco | Additionally, Students are able to recognise a range of details from a range of texts, including 3 tenses and opinions and students are beginning to produce and write longer texts Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics. Grammar focus – present, preterite and future tenses, te/me gustaría + infinitive, reflexive verbs and poder and querer in present tense, use of este/estos | | | | | | |
|--|---|--|---|--|-------|-----|------|--|---|--|
| 30-Jun | A | 37 | L9/10 write film review giving film preferences and consolidating all key vocab. Complete film reviews | Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1, free time. Historical/cultural links – sporting events in Spain, for example ‘Copa del Rey’, introduction to Pablo Neruda (Chilean poet) and some of his famous works. ‘Manolito Gafotas’ – literary text. This also links to GCSE and accessing literary texts in reading exam. | | | | | | |
| 7-Jul | B | 38 | Consolidation of Y8 key concepts Mira 2 L11 Describe daily routine Pg 12 Recall verbs in the present tense and introduce reflexive verbs. L12. Describe where you went on holiday (recall of the past tense) | Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in daily routines between England, Spain and Hispanic countries . <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i> | | | | | | |
| 14-Jul | A | 39 | L13 – buen viaje Mira 2 pg 44 (discuss how you travelled in the past L14 ¿Qué hiciste? Pg 46 Mira 2 talk about what you did and what it was like (pg 50 Mira 2 Extra content if required – un viaje estupendo – describing a past holiday trip and using the present tense in the same text. - Cultural lessons on Las fiestas en España | <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7.</td><td>Able to understand and communicate in three tenses and key phrases in the conditional tense. Able to use reflexive verbs to talk about daily routine.</td><td>Use reflexive verbs in past/future tenses.</td></tr></table> | Prior | Now | Next | Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7. | Able to understand and communicate in three tenses and key phrases in the conditional tense. Able to use reflexive verbs to talk about daily routine. | Use reflexive verbs in past/future tenses. |
| Prior | Now | Next | | | | | | | | |
| Opinion phrases, present and preterite tense conjugations, basic topic vocabulary and knowledge of future tense from year 7. | Able to understand and communicate in three tenses and key phrases in the conditional tense. Able to use reflexive verbs to talk about daily routine. | Use reflexive verbs in past/future tenses. | | | | | | | | |
| | | | (Total: 189 Days) | | | | | | | |

Key:

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| 1. INSET Day 1 | | |
| 2. INSET Day 2 | | |
| 3. INSET Day 3 | | |
| 4. INSET Day 4 - OPEN EVENING | | |
| 5. INSET Day 5 | | |
| | | |
| 6. Good Friday | | |
| 7. Easter Monday | | |
| 8. May Bank Holiday | | |
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| Overview of Year 8 | |
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| Based on your Flight Path (E.g. Targets 1L – 4L) | By the end of Year 8, students will have learned |
| GW: (E.g. Grade 1) | Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i> |
| BI: (E.g. Grades 2-3M) | <i>Students can recognise</i> |
| EW: (E.g. Grades 3U-4L) | <i>Students can understand information from a variety</i> |

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will we introduce it? (E.g. authentic artefacts, music, art, literature)
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW:
 - BI:

- EW

- Is it worth summarising in a knowledge organiser?
- How will you know they have learned what we taught?
- Skills used/learned
- How will it link to history, culture, authentic artefacts, music, art, literature?
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)