



Chellaston Academy

Spanish	Year 8 (Claro 1 Units 5-6, Claro 2 Units 1-2)
Intent	<p>As in Year 7 we aim to deliver a Year 8 Spanish curriculum which is accessible to all students, irrespective of starting points and not dependent on how much progress was made in Year 7. We will continue to develop an awareness of other cultures celebrating the similarities and differences that exist. Students will become increasingly confident with the four language learning skills (writing, speaking, reading and listening) and will start to develop an awareness of their own personal strengths and weaknesses. Students will cover grammatical elements which will be covered in the KS4 course, recap on vocabulary covered in Year 7 and expand their range of vocabulary and variety of expression. We will also highlight the importance of life skills that will be developed as part of the Year 8 curriculum. We also hope that students are starting to develop a liking for Spanish instilled in them by our hardworking and passionate team of teachers.</p> <p>We will cover the following vocab topics; Local area, School, Healthy Living and Holidays</p> <p>The following grammar points will be covered; Future tense, comparatives, introducing the imperfect tense, preterite tense, use of modal phrases.</p>
Implementation	<p>We want to develop resilient, independent learners. We will give students the opportunity to work on their own, in pairs and in groups facing challenging exercises which will require our students to develop problem solving skills. We expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in the development of their 4 language learning skills providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. There will be opportunities for students to revisit work covered in the Year 7 curriculum. The MFL department will have control of the setting of our students and will change and move students based on the progress they are making. Accuracy and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice, knowledge organisers and graphic organisers.</p>
Impact	<p>Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the Spanish curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place in year 8 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted or intervention is needed. Students will move into year 9 as more confident linguists who have made good progress towards their end of Key Stage academic targets.</p>
Links to prior learning	<p>The Year 8 curriculum builds on the language skills learned in Year 7 by consolidating and reinforcing the vocab and skills that they have covered. Students will revisit some of the grammatical rules covered in Year 7 as well as covering some of the vocabulary again as new topics are introduced.</p>
Links to future learning	<p>The Year 8 Curriculum introduces some crucial grammar points that underpin a lot of the work that is covered again both within the rest of the KS3 curriculum but also within Key Stage 4 and 5, especially the introduction of tenses with our most able students. Students will cover vocabulary and grammar points that will be important throughout their language learning at Chellaston. The understanding and learning of these elements will be reinforced and revisited in the Year 9 curriculum, where learners will be encouraged to build on these basics and work with more complexity and yet still maintain the accuracy in their work.</p>



Links to other subjects and the wider curriculum

The Year 8 curriculum links to other subjects through developing a greater awareness of academic language, the importance of accuracy and the diversity of the world around us. The development of students' oracy, numeracy and literacy will link in with the work done in other subjects. The development of resilience, when work isn't immediately understandable, is another skill that can help students across the wider Chellaston curriculum.



Topics

Autumn 1 into 2 – Town, Directions and near future activities (Claro 1 Unit 5)		Home Learning Vocab learning Grammar exercises testing understanding of new and older grammar points Written pieces working on developing accuracy Photo card practice	
Reading Information Retrieval Translation skills	Writing Attention to detail ir verb use future tense formation Basic translation Negatives	Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Recognition of question words	Listening Information retrieval Awareness of different phonics Recognise future
Topics in unit 1 <ul style="list-style-type: none"> ▪ Talking about places in town (use of <i>hay</i> and descriptives / negatives) ▪ Describing where you go in town (present tense of <i>ir + para + infinitive</i>) ▪ Giving and understanding directions (basic imperative constructions) ▪ Discussing plans for the weekend (near future) ▪ Comparing rural and urban environments (comparisons, adjectival accuracy) ▪ Describing how areas have changed over time (introduction to imperfect tense) 			
Assessment Speaking – description of a photo followed by conversation based on questions covered across the two units. Listening – listen to a range of texts with a range of exercises and questions. Completed after Unit 1 and 2			
Wider curriculum			
Literacy <ul style="list-style-type: none"> • Oracy skills 	Numeracy Recap numbers 1-60	British Values <ul style="list-style-type: none"> • respect and tolerance of others 	Employability <ul style="list-style-type: none"> • cultural understanding • verbal communication • group work • listening carefully • attention to detail
SMSC <ul style="list-style-type: none"> • Looking at the 	Cultural Capital Developing academic	Character Education <ul style="list-style-type: none"> • Resilience to 	Personal Development Taking responsibility for



Spanish city of Bilbao	language.	complete a task <ul style="list-style-type: none"> • Working independently • Participation • Working under pressure • Courage to complete speaking assessment when nervous 	learning.
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<p>Autumn 2 into Spring 1– School and future plans (Claro 1 Unit 6)</p> <p>Reading Information Retrieval Translation skills</p> <p>Speaking Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Photo card work</p> <p>Writing Attention to detail Basic translation</p> <p>Listening Information retrieval Awareness of different phonics Tense recognition</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new rules (tenses)</p> <p>Written pieces working on developing accuracy.</p> <p>Question word recognition.</p> <p>Preparation of answers to holiday questions.</p>
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<p>Topics in unit 2</p> <ul style="list-style-type: none"> ▪ Talk about school subjects ▪ Give more detailed opinions about school subjects (new opinion phrases, negatives, accurate adjectives) ▪ Compare school subjects (comparisons, descriptions of teachers – accuracy) ▪ Describe school timetable (telling the time, sequencing) ▪ Describe your school environment (modal verbs) ▪ Talk about extracurricular activities ▪ Discuss ideal day / future plans (conditional tense, future time phrases) ▪ Describe photo card - spontaneity



Assessment **Speaking** – description of a photo followed by conversation based on questions covered across the two units.
Listening – listen to a range of texts with a range of exercises and questions.
Completed after Unit 1 and 2

Wider curriculum

<p>Literacy</p> <ul style="list-style-type: none"> Oracy skills 	<p>Numeracy</p> <ul style="list-style-type: none"> 	<p>British Values</p> <ul style="list-style-type: none"> Tolerance of differences 	<p>Employability</p> <ul style="list-style-type: none"> cultural understanding verbal communication group work listening carefully attention to detail
<p>SMSC</p> <ul style="list-style-type: none"> Schools in Spain vs England 	<p>Cultural Capital Developing academic language</p>	<p>Character Education</p> <ul style="list-style-type: none"> Resilience to complete a task Working independently Participation Working under pressure – speaking tests Developing confidence 	<p>Personal Development Taking responsibility for own learning.</p>



Spring 2 into Summer 1 – Diet and healthy living / injuries (Claro 2 Unit 1)		Home Learning Vocab learning Grammar exercises – imperatives / negatives Translation both ways Writing with accuracy and complexity Writing to a mark scheme
Reading Information Retrieval Reading for gist Tense recognition Translation	Writing Linking sentences into paragraphs Attention to detail Including tenses Writing in the 1 st and 3 rd person Translation Adding complexity	
Speaking Awareness of some pronunciation rules Speaking under pressure (recap basic questions)	Listening Information retrieval Recognition of different tenses	

Topics in unit 3 <ul style="list-style-type: none"> ▪ Talk about what you eat and drink (present tense <i>comer</i> and <i>beber</i>) - tenses ▪ Give opinions on food and drink (introducing further negatives) ▪ Order food in a restaurant (identify questions, develop a conversation) ▪ Discuss what makes a healthy diet (complex opinions) ▪ Say what parts of the body are hurting (using verb <i>doler</i>) ▪ Discuss health problems and treatments (revisiting imperative) ▪ Identify a range of food types in the Spanish-speaking world
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Assessment Reading – comprehension and translations Writing – extended written piece and translations (20-40 words for lower ability groups) Completed after unit 3
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Wider curriculum			
Literacy Writing and reading	Numeracy Recap basic numbers	British Values	Employability <ul style="list-style-type: none"> • cultural understanding • verbal communication • group work



			<ul style="list-style-type: none"> • listening carefully • attention to detail
SMSC Food in Spain – traditional food and drink	Cultural Capital Developing academic language	Character Education Working under pressure Reflection – what do I need to include in my work?	Personal Development Understanding how you work under pressure

<p>Summer 1 and 2– Holidays (transport and activities) (Claro 2 Unit 2)</p> <p>Reading Information retrieval Tense recognition Understanding global issues Reading for gist</p> <p>Speaking Recap on speaking questions covered Continued recognition of sound patterns Speaking in different tenses</p> <p>Writing Writing in paragraphs Including more complexity in writing Attention to detail</p> <p>Listening Information retrieval Recognise tenses Change of subject Listening for gist</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of tenses (preterite tense)</p> <p>Written pieces working on developing accuracy</p> <p>Translation practice</p> <p>Question recognition</p>
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<p>Topics in unit 4</p> <ul style="list-style-type: none"> ▪ Talk about transport and holiday travel (ir & prepositions) ▪ Describe holiday activities (use of <i>soled</i> + infinitive) ▪ Extend holiday descriptions with further common opinion expressions & slang & new adjectives ▪ Describe a past holiday (regular preterite tense) ▪ Make complex travel descriptions (irregular preterite tense) ▪ Describe future holiday plans (revisit near future)
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<p>Assessment End of Year</p> <p>Speaking – pre-learnt questions and answers in a conversation</p> <p>Listening – Range of exercises including a range of tenses – comprehension exercises</p>

Wider curriculum			
Literacy Oracy skills	Numeracy Large numbers 1-100 +	British Values Charity and helping others around the world who are struggling with hunger,	Employability <ul style="list-style-type: none"> • cultural understanding • verbal



		war etc	communication <ul style="list-style-type: none">• group work• listening carefully• attention to detail
SMSC Study of Guatemala	Cultural Capital Developing academic language Wealth sharing	Character Education Development of independent skills Working under assessment pressure Motivation Courage when worried	Personal Development Completing tests that fill some students with fear!