

DEPARTAMENTO DE ESPAÑOL



Introduction:

The aim of our schemes of work is to promote consistency within the Spanish Department in order to plan and deliver lessons that challenge and engage all students and that allow teachers to use assessments effectively. These schemes of work should also give students the opportunity to learn about the world and different cultures and to show them the wide variety of opportunities that the future will offer them when they are able to speak another language.

Languages Vision Statement (GD):

Spanish will inspire you to engage with the world, different societies and cultures, so that you can broaden your tolerance, adaptability, knowledge and thinking skills.

Languages introduction (GD):

You will develop your linguistic confidence in a safe and supportive environment in which you are encouraged to take risks. The lessons foster cooperation, collaboration and teamwork.

You will develop your linguistic skills through the use of authentic materials (songs, articles, stories) in a positive atmosphere. Your teachers are experts in building positive relationships and they will have high expectations of you to engage and adapt to the pace of your lessons. You will find teachers draw on their own experiences, which helps to take the subject outside of the classroom. You will be challenged to question where you have seen Spanish used in the wider world, out of school. You will be given the opportunity to participate in a residential visit abroad.

YEAR 8 CURRICULUM MAP (GD): BIENVENIDOS A ESPAÑOL



During Year 8, we will be teaching students topics that will enable them to start basic conversations in Spanish to communicate with friends and family should they travel to a Spanish speaking country. They will also be able to write paragraphs about themselves, read and decode basic information in Spanish and understand basic questions in the target language. Finally, the cultural element of the SOW will allow students to discover other cultures and familiarise themselves with different styles of life.

We will also be developing links with a Spanish school so students can start writing to their pen pals in Spanish.

Timeline	Subject content (GD)	Skills (linguistic competence)
Sept-Oct HT	<p>Hola ¿cómo estás?: Greetings, phonics, dates, basic instructions and classroom language.</p> <p>Introduction to cultural awareness*.</p> <p>End of Module Project: Super Curriculum: Mi primer carnet de identidad.</p>	<p>Pronunciation.</p> <p>Initial development of speaking, listening and reading and writing simple sentences. Learning to use a dictionary.</p> <p>Some students might be able to start writing paragraphs and understanding longer pieces of work*.</p> <p>Grammar: present tense*, basic opinions, word order, masculine and feminine and questions words.</p>
Oct HT-Christ	<p>Yo mismo: describing people and animals, numbers. Christmas in Spain*.</p> <p>Super curriculum: exchange of Christmas cards with our Penpals in Spain*.</p> <p>End of Module Project: Película: Encanto (Learning about Colombia)*</p>	<p>Justifying opinions.</p> <p>Use of adjectives, connectives and intensifiers to extend sentences. Learn and retain new vocabulary. Learn to use a dictionary.</p> <p>Consolidation of present tense, introduction to irregular verbs*</p>
Christ-Feb HT	<p>Mis pasatiempos. ¡Cómo molan!: talking about hobbies, sports and weather.</p> <p>End of Module Project: first penpal letters to students at Nuryana (Partner School in Tenerife).*</p>	<p>Use of cognates and comparatives.</p> <p>Consolidation of justified opinions and present tense. More irregular verbs*</p>
Feb HT-Easter	<p>Mi insti es el mejor: describing school, subjects, teachers and timetable, facilities, rules and uniform.</p> <p>Learning about schools in Spain*.</p> <p>Super curriculum: * Learning about the Spanish education system. Watching videos from Nuryana school (partner school in Tenerife)</p> <p>End of Module Project: catwalk (dream uniform)*.</p>	<p>Learn how to ask questions efficiently. Use of prepositions.</p> <p>Simple conditional sentences and understanding of "ser and estar"*</p> <p>Using verbs such as "se debe" "se permite" (impersonal "se").</p>
Easter-May HT	<p>Famosos y fiestas: researching Hispanic celebrities (artists, musicians, athletes, etc...), researching festivals and traditions in the Hispanic world*.</p> <p>End of Module Project: poster of Hispanic celebrity / festivity.</p>	<p>Using adjectives and adjectives agreements</p> <p>Revision of vocabulary from previous topics</p> <p>Using 2 tenses in paragraphs (present and conditional with confidence) *</p> <p>Delivering presentations in Spanish*</p> <p>Developing their opinions (give examples of personal events)*</p>
May HT-End	<p>Revision and cultural presentations: vocabulary revision from all topics (all "cinturones") and all grammar.</p> <p>End of Module Project: students' cultural presentations</p>	<p>Revision of vocabulary from all previous topics (all "Cinturones")</p> <p>Tenses (Present, Conditional)</p> <p>Common irregulars</p> <p>Adjectives (position and agreement)</p> <p>Using a variety of opinions</p> <p>Justifying points of view</p> <p>Describing themselves and other people</p> <p>Expressing their likes and dislikes with confidence.</p> <p>Talking about someone else*</p> <p>Telling the time;</p> <p>Using "se puede", "se debe"*</p> <p>Talking about the weather</p> <p>Improving their cultural knowledge of the Hispanic world *</p>

*Differentiated approach.

*International links.

GD: global dimension.

Assessment Scheme: end of unit assessment every half term (Reading, Listening, Writing, Speaking and Translation).

Step information: the majority of students start at Step 2 and work up to Step 3M/4L.