



## Year 8 Subject PoS

<p style="text-align: center;"><b>Learning</b></p> <p style="text-align: center;">Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly</p>	<p style="text-align: center;"><b>Loving</b></p> <p style="text-align: center;">Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising</p>	<p style="text-align: center;"><b>Living</b></p> <p style="text-align: center;">Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond</p>
<b>Curriculum Intent</b>		
<ul style="list-style-type: none"> <li>• <b><i>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</i></b></li> <li>• The curriculum in Y8 Spanish will allow students to be able to respond to stimuli on familiar topics in both listening and reading.</li> <li>• Building on the MFL curriculum from KS2 and Y7 (where present tense, opinions, descriptions and daily activities were taught) the Y8 Spanish curriculum continues to work on decoding sounds to develop excellent pronunciation skills so they can express themselves in Spanish accurately and with good, accurate intonation – this will lead to greater confidence and coherence in speaking.</li> <li>• It also focuses on building sentences through learning and practising clearly defined ‘chunks’ of simple language which can be recycled in different contexts in order to use and manipulate these creatively in their own independent work. This will include describing future and past events.</li> <li>• In terms of grammar and vocabulary, it will allow them to develop their vocabulary so that they can express themselves with a variety of simple structures but they are keen to develop their vocabulary learning skills to broaden out their knowledge and start to understand how they can substitute word in the sentence builder for words they know already – ie different adjectives or connectives. In terms of grammar they will be able to use adjective agreement correctly in simple sentences, they will be able to use a variety of regular and irregular verbs (hacer, ir, ser, estar, poder, querer, deber) in the present, past and near future tenses with increasing accuracy in a spontaneous conversation or writing task</li> <li>• <b><i>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</i></b></li> <li>• Weekly vocabulary tests (low stakes) and routine testing and retrieval of previous structures is inbuilt into every lesson so that students are aware of the vocabulary they need to know,</li> <li>• End of unit tests include recall of vocabulary, exam style reading &amp; listening questions in both English and TL and an exam style writing task (40 words) on the topic that they have been working on. Speaking is peer assessed and teacher assessed in the lessons.</li> <li>• End of topic tests are differentiated (foundation/higher) from Y8 onwards – the % of each test is recorded on centralised tracking sheets and students are given a feedforward lesson to go through their corrections and identify areas of strength/weakness.</li> <li>• End of year exams in Y8 build on the content from throughout the year and use exam style questions across all 4 skills to assess their performance so</li> </ul>		



students can demonstrate their knowledge.

- ***It's planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.***
- The curriculum in Y8 aims to allow students to build on their prior knowledge from Y7 but will allow for recapping and recycling of Y7 content where it is appropriate in order for students to make progress on the 'new' content.
- Y7 and previous Y7 Content is recycled at the start of each new topic and each new unit as appropriate – ie opinion phrases will be recycled at the start of each sequence of teaching where students will be required to give their opinions on different topics. Grammar is taught only when students have grasped the content of that grammar topic – ie students will not do the rules surrounding adjective agreement until they have learnt examples of this in practice – the practical element of recognising and using the vocabulary is paramount – 'pop up' grammar will be used once students have a secure knowledge of the content.
- Students are also taught specific memorising techniques and specific modelling techniques for tackling certain kinds of tasks to enable the skills of listening, reading, writing and speaking to develop. We follow the following basic guideline to develop a 'can do' metacognitive approach to language learning -
  1. Learning Strategies are named and presented by the teacher
  2. Strategies are modelled by the teacher
  3. Strategies are practised with scaffolding (sentence builders, classwork)
  4. Strategies are used without scaffolding and finally 5. Strategies uptake is verified by test and/or verbal report with student voice a part of this. Students and teachers should be aware that metacognitive strategies rely wholly on secure knowledge of the content being assessed or the task being attempted so knowledge acquisition must be explicitly explained to the students in order to ensure that they buy-in to lessons and commit to learning vocabulary and structures consistently.
- ***It has high ambition for all pupils***
- All parents will be sent a letter at the start of each year with a list of the topics studied in Spanish that year with expectations in terms of weekly vocabulary tests and how they can support their child's learning at home. This letter will also reiterate our expectations in terms of behaviour in lessons and expectations of work to be completed. We have a behaviour expectations document specific to languages that again teachers will be following in lessons to ensure maximum participation. There is a focus on rewarding positive student attitudes through stars of the half term certificates sent by the Head of Faculty as well as stars of the week sent home by class teachers as well as the school reward system. Students will be taught in form groups throughout Y7 to enable a level playing field and will be taught both Higher and Foundation tasks. A combination of the end of year exams and end of unit assessments as well as commitment to languages will be used to decide a 'top' set in Y8 with the rest of the cohort being taught in mixed ability groups to allow movement between the groups more easily and to avoid 'bottom' sets with the low student self- efficacy that this can lead to.
- There are also opportunities for students to read literary texts (stories, songs and poems) in the TL as appropriate to the topic in Y8.
- ***Spaced Memory retrieval for all topics***
- Students are given sentence building grids' and a link to an accompanying Quizlet set at the start of each topic within a unit which contains the language they should know and be able to recall after the sequence of lessons WITHOUT use of the sentence builder– as well as at the end of each half-term - this language will be recycled and revised throughout the unit as it will be built upon as the unit progresses. At the end of each unit students will have a checklist of 'I can' statements which they can RAG rate in their books to check understanding – they can then use the sentence building grids to form a revision list along with the Quizlet set that will accompany it to revise that topic. Opportunities will be given in lessons for



retrieval of 'old' vocabulary and structures as appropriate.

Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p>What I did....</p> <p>Describing what I did over the summer holidays – using common verbs in the pretérito indefinido learnt in chunks, revision of present tense of tener/ser-estar, common time phrases in the pretérito indefinido, giving opinions and reasons in the past.</p> <p>RESPONDING to questions on these</p> <p>GRAMMAR – Ser-Estar, formation of past participles for regular verbs</p> <p>REVISION – present tense of tener, common connective words, reasons and opinions</p>	14	
Autumn 2	<p>What I did continued</p> <p>Describing what I did last weekend in more detail – more unusual verbs and use of weather phrases in the past, describing a weekend outing, 24 hour clock and revision of telling the time in Spanish. Forming Questions in the pretérito indefinido.</p> <p>RESPONDING to questions on these.</p> <p>GRAMMAR – tener/ser-estar verbs and agreements and verb drills – pretérito indefinido.</p> <p>CULTURE- Navidad</p>	14	
Spring 1	<p>Talking about music, films, books (part 1) – likes/dislikes and why</p> <p>Talking about a concert that I saw, narrating events using sequencing words</p> <p>Talking about a film I saw, a book I read and a TV programme I watched</p> <p>Questions in the pretérito indefinido.</p> <p>What kind of music I am GOING to listen to/ what I'm going to watch in the near future</p> <p>RESPONDING to questions on these</p> <p>GRAMMAR – pretérito indefinido combined with present tense, revision of near future tense and revision of present tense verbs, use of verb ver in three tenses</p> <p>CULTURE- Flamenco – Rosalia</p>	12	
Spring 2	<p>Talking about Internet and new media – likes, dislikes and why</p> <p>Talking about how I use new media</p> <p>Being able to describe what I used the computer for/internet for</p>	12	



	How I plan to use technology in the future GRAMMAR – simple future tense		
Summer 1	Talking about healthy living Describing healthy and unhealthy food -likes/dislikes and why Talking about what you did, you do and you will do to keep up a healthy living GRAMMAR – preterite, present and future tenses	12	
Summer 2	Una visita a Granada Using the near future tense to say what you are GOING to do or WOULD like to do if you were in Granada. Research project on something you would like to visit in Granada or a historical event or literary work/film set in Granada and originally written in Spanish – using devices. Write a description of it in Spanish, Add in ‘fake’ trip advisor reviews CULTURE1- Lorca’s poem – Granada CULTURE2- Zipi y Zape	12	

Review			
Date	Comment	Staff Code	Actions?