

Curriculum Map: Year 8 Spanish/French

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	Term 1	Term 2	Term 3
Topic	School	Where I live	Holidays
Intent	To learn how to discuss school and the differences between English and Hispanic/Francophone schools.	To learn how to describe my house, my region, my dream house, and why Bradford deserves to be City of Culture.	To learn how to talk about holidays and describe a holiday in the past.
Key Knowledge	Verbs (inc. "to study" and "there is/are") Modal verbs such as "must" and "should". Plural opinions and reasons. Basic imperfect tense. Superlatives. Modal verbs such as "should" and "could". Imperatives. Using modal verbs to say what should and could happen. Using imperatives to give commands. Using "para" + infinitive.	Verbs (inc. "to live", "to buy", "to cost") Use of "estar" with locations (Spanish). Conditional tense.	Verbs (inc. "to go" and "to reserve"). Verbs in the preterite tense (first-person singular and plural).
Key Skills	Use of modal verbs. Giving opinions in the imperfect tense.	Use of "estar" with locations (Spanish). Using the conditional tense in the first and third-person singular. Giving opinions in the past tense. Giving directions. Using prepositions Describing the weather in the past tense.	Description in the past tense. Making reservations over the phone – asking and answering questions.
Key Vocabulary	School subjects. School facilities. Adjectives to describe subjects, teachers, rules and facilities. Adjectives to describe environmental issues. .	Regions. Types of living. Shops and places in town. Directions. Adjectives to describe house and region. City of Culture vocabulary.	Countries Airport vocabulary Adjectives to describe holiday destinations, accommodation and activities.
Key Reading	Reading texts in the target language on school. Authentic texts: HT1 = Articles on learning English HT2 = Articles on surprising school rules	Reading texts in the target language on houses and regions. Authentic texts: HT3 = Estate Agent Listings HT4 = Articles on Bradford City of Culture	Reading texts (including authentic materials) in the target language on holidays. Authentic texts: HT5 = Poetry on holidays HT6 = Trip Advisor Reviews

End Point	I can give a description of my school including subjects, teachers, rules, facilities, primary school and environment. I can also explain the different between English and Hispanic/Francophone schools.	I can describe where I live, my dream home, and what there is in my region. I can also buy products in a shop and give/follow directions.	I can organise a holiday (including packing and reserving a room) and talk about a holiday in the past tense.
Form of Assessment	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities.	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities. Formal assessments.	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities. Formal assessments.
Enrichment opportunities	Languages Cinema, European Day of Languages activities/competitions, trips abroad, Day of Hispanic/Francophone Culture activities.		
Leadership opportunities	Support during Open Evenings, leading class and group discussions.		