New Line Learning Academy
Believe and Achieve

Spanish Curriculum Intent	Year 8

At New Line Learning we believe that language learning is about more than just words: learning a language should involve learning *about* language and languages, how they work and why they are used in certain ways across place and time. Language learning is also about culture and identity: it is a window out into other ways of seeing the world, and a window in to how we think and communicate.

For this reason students will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and coherently in the target language, being able to convey what they want to say with increasing accuracy; however they will also develop their social, spiritual, moral and cultural understanding and solidify their commitment to the Fundamental British Values of mutual respect and tolerance. Alongside this, they will develop positive learning habits and employability skills that will equip them for future study and employment.

In this, their second year of Spanish, students will apply and develop the substantive and disciplinary knowledge gained in Year 7 to continue to expand their sphere of reference. Having previously focussed on present tense discussions of themselves, this programme of study expands their horizons to include the past and future tenses, as well as discussion of holidays, eating out and making plans with friends. Students will be introduced to more transactional language that allows them not just to describe, but to request and interact, as well as narrate a wider range of events in diverse time frames. By the end of the year, students will have laid solid foundations of descriptive, narrative and transactional vocabulary and structures to be deployed with the support of grammatical structures in three time frames.

Term 1
Topic/Theme/Enquiry

What influence do media and technology have on my daily life?
¿Qué hago en mi móvil?

Big Picture
What are the main ideas and big questions in this topic?

This topic introduces students to vocabulary related to online activities, music, and television while developing their ability to express and justify personal preferences. Students build confidence in discussing how they use technology, their favourite forms of entertainment, and their opinions using simple spoken and written Spanish.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- online activities
- musical genres
- television programmes
- expressions of frequency

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Key grammar
- comparatives
- definite and indefinite articles

Key skills
- using expressions of frequency to add detail to your writing
- using a range of sentence openers to agree and disagree
- giving justified reasons for opinions
- using cognates and near-cognates
- reading for gist

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module builds on the foundations of present tense verb conjugation studied in Year 7 Module 4, and on the use of justified opinions as introduced in Year 7 Module 3. It also requires a working knowledge of definite and indefinite articles and the ability to deploy literacy strategies such as cognates, skimming and scanning.

Pitch Up
How will we challenge ourselves?

This module contains new content and builds upon previous learning. Students are challenged not just to give justified opinions, but to give comparisons between two options. Where students grasp this concept successfully they can be further challenged to use 'as ... as' in addition to 'more/less than'. Having previously seen conjugation of regular verbs, students will be encouraged to pitch it up through routine use of a range of conjugations, including opinion verbs in the third person for the first time.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key Stage 3
In introducing the preterite tense to describe the simple past, this module introduces the foundation for future study of past events, including in Year 8 Module 2 on holidays, and every module thereafter. The study of comparative structures is also an important precursor to the study of superlatives which is introduced in Year 9 Module 5.

Key Stage 4
This module links to Theme 2 Topic 1 (Free time activities) and Theme 2 Topic 3 (Celebrity Culture) of the new GCSE curriculum and will be recalled and expanded upon in Year 10 Module 2 and Year 11 Module 1.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of different genres of music and films, and some related terminology. The artists studied will build on this knowledge and incorporate specific examples of Hispanic musical and film culture. The unit of mobile phone usage will also link to students' understanding of online safety and digital technology.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

By citing and exploring examples of Hispanic music, film and television, this module will develop students' cultural and social understanding and appreciation. The expression and justification of personal preferences and opinions is also key to the development of students' identity and self-awareness, enabling them to develop a respect for others and others' boundaries within the context of healthy relationships.

Many students espouse an interest in careers in the media, including social media, and this module provides a fantastic opportunity to look at labour market information for this sector as well as case studies for actors, musicians and influencers who have made it big in the Hispanic world.

Students develop **Listening** and **Problem Solving** by using cognates, near-cognates, context and gist-reading strategies to interpret authentic media content. **Speaking** and **Creativity** are built through expressing, comparing and justifying personal opinions, while **Adapting** and **Planning** are developed as students respond to feedback and refine the range, detail and accuracy of their communication.

Resources

What books, websites, videos and materials will support our learning?

VIVA 2 textbook
Spanish television guide: Programacion TV - TVguia.es
Spanish music chart: Top 50 Songs in Spain - Braina Music

Assessment

How will we show what we know, remember and can apply?

Students will sit an end of module reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules.

Listening

- multiple choice questions
- gap-fill exercise
- dictation
- open answer questions
- positive/negative/both questions

Reading

- reading comprehension (multiple choice, true false and open-answer questions)

	• gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since reading and listening assessments that took place in Terms 2 and 3 of Year 7.

Term 2 Topic/Theme/Enquiry		***¿Adónde fuiste?*** ***How does the past tense work in Spanish***

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' understanding of key verb forms used to communicate about the past. Students learn to use the irregular verbs ir and ser alongside regular -ar verbs in the preterite, enabling them to describe completed actions, past experiences, and events with increasing accuracy and confidence.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- holiday destinations
- modes of transport
- holiday activities

Key grammar
- the preterite tense
- key irregular verbs 'ir' and 'ser'
- regular -ar verbs in the preterite

Key skills

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- using exclamations to add interest and variety
- using sequencers to make your sentences longer and more interesting

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Success in this module relies on a secure understanding of the preterit tense as first introduced in Module 1 of Year 8, and of the rules and vocabulary of verb conjugation as explored in Year 7.

Pitch Up
How will we challenge ourselves?

Building on students' prior knowledge of verb conjugation in the present, this module challenges students to make use of a variety of regular and irregular verbs in the preterit tense. The use of exclamations encourages students to be expressive in their use of the target language, and to manipulate language for their own purpose. In terms of cognitive challenge, students are encouraged to develop the skill of oral presentation, including preparing, rehearsing and delivering a presentation in the target language.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key Stage 3
Content in this module will be recalled and expanded upon in Year 8 Module 3 to consolidate the preterit and add the future tense.

Key Stage 4
This module links to Theme 3 Topic 1 – Travel and tourism – of the new GCSE curriculum and will be recalled and expanded upon in Year 10 Module 4.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from the cultural capital related to travel, and an awareness and experience of modes of travel, different types of accommodation, and typical holiday experiences. Whilst these experiences may not be shared by all, lessons will give attainable concrete examples to bridge the gap.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Travel and tourism are key to the economy of Spain and other Hispanic countries, with many job opportunities available in the related industries. Lessons will include concrete examples of jobs available for linguists within the travel sector and pathways into these careers.

Exploration of the world around them also fosters students' sense of identity and belonging within global society, as well as encouraging cultural understanding and appreciation. Lessons will encourage the Fundamental British Values of Mutual Respect and Tolerance whilst exploring the diverse experiences available through travel, and our moral responsibilities as travellers to build positive intercultural links with people from other cultures. On the other hand, this opens up an important conversation about the moral responsibilities of environmental stewardship and the link between travel and climate change which is built into lesson activities regarding different methods of travel using the comparison structures seen in Module 1.

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Students strengthen **Listening** and **Speaking** through preparing, rehearsing and delivering accounts of past holidays, with careful attention to pronunciation, intonation and sequencing. They demonstrate **Creativity** by shaping engaging narratives, **Adapting** by persevering with unfamiliar past-tense forms, **Planning** by improving accuracy and detail, and **Leadership** by taking responsibility for planning and presenting their work confidently.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
VIVA 2 textbook **Spanish Ministry of tourism:** Ministry of industry and tourism - Tourism	Students will complete a speaking assessment, incorporating vocabulary and structures from modules 1 and 2. This will take the form of a read-aloud task where students are given a mark for their pronunciation and intonation when reading aloud a short text in Spanish. This is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Terms 3 and 4 Topic/Theme/Enquiry	***¿Qué planes tienes?*** ***How can I combine three time frames?***

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' ability to add detail and sophistication to their communication by using superlatives and the impersonal structure se puede(n). Students learn to compare people, places, and things while describing what can or cannot be done in different contexts.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Key vocabulary
- holiday destinations
- accommodation
- location
- holiday activities

Key grammar
- using comparatives
- formulating superlatives
- the impersonal 'se puede(n)'
- present, preterite and near future tenses
- 'ser' vs 'estar'

Key skills
- combining three tenses
- using fillers to play for time
- distinguishing between near homographs and homophones

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

In order to describe a holiday home students will need to recall, recycle and reuse vocabulary from Year 7 Module 5 in a new context. In order to grasp the superlative, prior knowledge of the comparative must also be secured. Vocabulary for places in the town and holiday activities should be familiar to students from Year 7 Module 5 and Year 8 Module 2.

Pitch Up
How will we challenge ourselves?

This module contains new content and builds upon previous learning. Students are challenged to combine three tenses for the first time, having been introduced to the preterite in the previous module. Students will also be required to distinguish between near homographs 'esta' and 'está', testing their understanding of the role and function of diacritical markers. Using the superlative will build on knowledge of the comparative from previous modules, whilst requiring close attention to the peculiarities of Spanish syntax, whilst using the impersonal 'se puede(n)' will test students' ability to conceive of some of the fundamental difference in agency between Spanish and English and how this is both expressed in language and affects how Spanish speakers see the world.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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Key Stage 3: This ability to combine past, present and future time frames will be a fundamental expectation for all modules from this point. Travel as a specific context will be revisited in Year 9 Modules 3 and 4 on the world of work and global issues. **Key Stage 4:** This unit links into Theme 3 Topic 1 – Travel and tourism – of the new GCSE curriculum and will be recalled and expanded upon in Year 10 Module 4, as well as Theme 3 Topic 3 of GCSE curriculum – The environment and where people live – which will be fully explored in Year 11 Module 1.	Students will benefit from the cultural capital related to travel, and an awareness and experience of modes of travel, different types of accommodation, and typical holiday experiences. Whilst these experiences may not be shared by all, lessons will give attainable concrete examples to bridge the gap. Activities related to the asking for and giving of directions also build on the life skill of orienteering, as also related to the study of Geography and Physical Education.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Travel and tourism are key to the economy of Spain and other Hispanic countries, with many job opportunities available in the related industries, including but not limited to the cultural phenomenon of the 'summer camp' studied in this module. Lessons will include concrete examples of jobs available for linguists within the travel sector and pathways into these careers.

Exploration of the world around them also fosters students' sense of identity and belonging within global society, as well as encouraging cultural understanding and appreciation. Lessons will encourage the Fundamental British Values of Mutual Respect and Tolerance whilst exploring the diverse experiences available through travel, and our moral responsibilities as travellers to build positive intercultural links with people from other cultures. On the other hand, this opens up an important conversation about the moral responsibilities of environmental stewardship and the link between travel and climate change which is built into lesson activities regarding different methods of travel using the comparison structures seen in Module 1.

Students apply **Problem Solving** when combining three time frames, distinguishing between similar sounds and spellings, interpreting directions and selecting the most appropriate grammatical structures. Through planning holidays, comparing destinations and completing collaborative speaking tasks, they develop **Listening**, **Speaking**, **Creativity** and **Teamwork**, while **Leadership**, **Adapting** and **Planning** are strengthened as students make decisions, respond to changes and organise increasingly ambitious spoken and written responses.

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Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
VIVA 2 textbook **Spanish Ministry of tourism: Ministry of industry and tourism - Tourism** Summer camp brochures: Campamentos de verano 2026 y viajes fin de curso	Students will sit a written assessment testing their ability to encode information in the three time frames (present, past and future). This will include the following question types: • description of the photo (10 marks) • translation into Spanish (10 marks) • gap-fill grammar task (5 marks) • 50-word writing task (10 marks) The writing assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as how much progress they have made since their last written assessment at the end of Year 7 Module 4. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 5
Topic/Theme/Enquiry

¿Qué va a tomar?
What role does food play in determining our cultural identity?

Big Picture
What are the main ideas and big questions in this topic?

This topic prepares students to communicate confidently in real-life situations by developing language for ordering food and drink and using the formal form usted. Students learn to interact politely and appropriately in cafés, restaurants, and other formal settings.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- a variety of foods and ingredients
- meals
- ordering a meal at a restaurant/café
- quantities (e.g. 200g, a bottle, a packet of, etc.)

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Key grammar
- near future
- the singular and plural formals 'usted' and 'ustedes'
- regular -er and -ir verbs in the preterite
- negatives 'nunca' and 'nada'

Key skills
- combining time frames
- giving the time
- ordering a meal at a restaurant/café
- making plans using the near future

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This unit combines the use of opinion phrases with verbs and with a range of nouns, as previously introduced in Year 7. It also expands on the knowledge of the simple negative 'no', requiring an understanding of Spanish syntax for negatives. At this stage, recognition and conjugation of the present, preterit and near future tenses becomes a pre-requisite to study at this level.

Pitch Up
How will we challenge ourselves?

This module challenges students to rethink the lexical and morphological patterns of English by offering new vocabulary and structures that encode specific meanings unavailable to the English language (e.g 'desyuno' = for breakfast I have, 'usted' = you formal) and that call into question the lack of specificity available to it (e.g. 'I have' for 'I eat/drink'). Students will also be challenged to acquire and use a range of onomatopoeia in Spanish to add authenticity and expression to their language.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key stage 3
Content in this module will be recalled and expanded upon in Year 9 Module 2 in the context of healthy diet and daily routine. The vocabulary learned to purchase food and drink in a restaurant will also be repurposed to the context of souvenir shopping in Year 9 Module 5.

Key stage 4
This unit links into Theme 2 Topic 1 (Free time activities) and Theme 2 Topic 2 (Customs, festivals and celebrations) of the GCSE curriculum and will be recalled and expanded in Year 10 Module 1 and Year 11 Module 3.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of healthy eating and nutrition as related to Food and Cookery, PSHEE, Physical Education and Biology curricula, as well as the life skills of food purchasing and preparation. Experience of food from around the world will be of benefit, but not necessary for study, as lessons will explore different authentic dishes within the context of menus and imagery.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The context of food ordering is among the most useful for second language learners, both as travellers and in the world of work given the availability of food service jobs for second language speakers in job markets around the world. Lessons on this skill will emphasise the importance not just of learning to be the customer, but key vocabulary and structures for the employee as well as a chance to practice key service interactions.

As a key manifestation of culture, this module on food also provides a valuable opportunity to explore international cuisines and enhance students' cultural appreciation and understanding, as well as the social role of foods and mealtimes and the impact of food on identity and healthy living. There is also scope for the moral considerations regarding vegetarianism and veganism, as well as organic and GM foods.
Students develop **Listening** and **Speaking** through authentic restaurant role-plays in which they must understand requests, respond appropriately and adapt their language to formal social situations. **Problem Solving**, **Creativity** and **Adapting** are developed as they manage unfamiliar interactions, while planning conversations and taking turns as customers and employees build **Planning**, **Leadership** and **Teamwork**.

Resources

What books, websites, videos and materials will support our learning?

VIVA 2 textbook
Spanish Ministry of Food: Ministerio de Agricultura, Pesca y Alimentación
Local Spanish restaurant menu: Restaurant with Spanish Flavour - La Taberna Maidstone

Assessment

How will we show what we know, remember and can apply?

Students will sit an end of module reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules.

Listening

- multiple choice questions
- gap-fill exercise
- dictation
- open answer questions
- positive/negative/both questions

Reading

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	• reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since reading and listening assessments that took place at the end of Module 1.

Term 6 Topic/Theme/Enquiry		***¿Qué hacemos?*** ***How can I use a variety of tenses and structures to make plans?***

Big Picture
What are the main ideas and big questions in this topic?

This topic introduces two key structures for expressing wishes and obligations. Students learn to use me gustaría to talk about what they would like to do and tengo que to describe responsibilities, enabling them to communicate personal intentions and everyday routines with greater confidence.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- places in the town
- prepositions of place
- making excuses

Key grammar
- *me gustaría* + infinitive
- *tengo que* + infinitive
- modal verbs 'querer' (to want) and 'poder' (to be able to)

Key Skills

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- arranging to go out
- telling the time
- using exclamations to add interest

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module builds on the use of stem-changing verbs by introducing 'poder' and 'querer'. The verb 'tengo' also finds a new usage in the structure 'tengo que' and the emerging use of the conditional 'me gustaría' is predicated on secure prior knowledge of structures involving 'me gusta'.

Pitch Up
How will we challenge ourselves?

This module challenges students to recognise intricate patterns in the language and its use, from the morphology of shop names to stem-changing verbs. Students are also encouraged to step into the colloquial with the use of authentic exclamations, and to use sequencers to add structure to their writing.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key stage 3
'Me gustaría' will recur throughout modules as an additional way to refer to the future.

Key stage 4
This unit links into Theme 2 Topic 1 (Free time activities) of the GCSE curriculum and will be recalled and expanded in Year 10 Spanish Module 2.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from a background knowledge of urban development, and popular hobbies and destinations for young people in their own city and abroad.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This module provides students with the opportunity to rehearse key social interactions in the second language context, including invitations to social gatherings, making plans and setting boundaries.

Students use **Listening**, **Speaking** and **Problem Solving** to negotiate invitations, interpret excuses, suggest alternatives and agree plans involving times and locations. Paired role-plays develop **Teamwork** and **Leadership**, while **Creativity**, **Adapting** and **Planning** are fostered as students organise conversations, respond when arrangements change and sustain increasingly spontaneous and accurate interactions.

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	Resources *What books, websites, videos and materials will support our learning?*		Assessment *How will we show what we know, remember and can apply?*
	VIVA 2 textbook Interactive clock: Interactive Clock | Telling Time | Analog & Digital | Toy Theater		Students will sit a speaking assessment. This will consist of a role-play that students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication, as well as their pronunciation and intonation. The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment at the end of Module 2. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge