New Line Learning Academy
Believe and Achieve

Accelerated Spanish Curriculum Intent

Year 8/9

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.

Having begun their study of Spanish mid-year in 2025/6, this curriculum is designed to support students to develop a secure understanding of a range of topics that encompass their personal identity, slowly zooming out from themselves and their families, to their free time, studies and local area. This forms the basis of a spiral curriculum which interleaves key vocabulary, grammar structures and commonly used verbs to develop and encourage deeper thinking from pupils, and to allow them to retain information in the long term, opening the door to continued study of Spanish into Year 9 and/or Key Stage Four.

Term 1
Topic/Theme/Enquiry

What are the similarities and differences between the Spanish and English education systems?

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

This topic introduces students to vocabulary related to school life while developing their understanding of regular *-er* and *-ir* verbs in the present tense. Students build confidence in describing school subjects, facilities, and daily routines using accurate and meaningful sentences.

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

Key vocabulary

- school subjects
- school facilities
- regular -er and -ir verbs

Key grammar

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- definite and indefinite articles
- using me gusta + noun
- conjugating regular -er and -ir verbs in the present tense

Key skills

- giving justified opinions
- reading for detail
- using prediction as a listening strategy

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students will be required to recognise and give the time to the nearest five minutes, with physical props being provided to support those for whom this is a challenge. Knowledge of 'me gusta' from Module 2 will be developed in this unit to include the use of opinion phrases with nouns, and the concept of grammatical gender and adjective agreement introduced in Module 1 will be applied to the new context of school subjects. The use of indefinite articles from Module 1 will be expanded to include the plural, and the skills of verb conjugation learned in Module 2 in the context of -ar verbs will be applied to the new verb 'estudiar' as well as to regular -er and -ir verbs.

Pitch Up

How will we challenge ourselves?

In this module students will be challenged to develop higher-order literacy and oracy strategies, including the use of cognates, near-cognates and prediction. The introduction of a range of intensifiers and expressions of frequency will challenge them to write in greater detail and with more varied syntax. Students will also be encouraged to develop their editing and proof-reading skills, with a focus on grammatical accuracy and using accents.

Wider Framework

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

Key stage 3

The skills of time-telling in Spanish will be revisited in Year 7 Module 5 as well as Year 8 Module 5 in the context of arranging an outing with friends/family. The use of opinion phrases with nouns will underpin the expression of preference in a range of units moving forward, as will the deeper understanding of adjective agreements as fundamental to the accurate expression of justified opinions.

Key stage 4

This unit links into Theme 1 Topic 3 of the GCSE curriculum – Education and work - and will be recalled and expanded in Year 10 Module 5.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students will benefit from an increased understanding of educational systems and practices around the globe as linked to Citizenship and Human/Political Geography.

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Authentic connections

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

The exploration of educational systems and practices around the world, with specific emphasis on the similarities and differences between British and Hispanic systems, forms part of a wider moral and social debate about the rights of the child vs individual liberty and the economic constraints of poverty. There are also cultural questions to be asked about the content of national curricula around the world and their diversity, while exploring how the curriculum shapes our national and personal identities.

This module provides an opportunity to explore the various career avenues open under the teaching of English as a Foreign/Second language, and to unpick the difference between 'similar' jobs internationally, such as teaching, in terms of salary, working conditions, etc.

Students develop **Listening** and **Problem Solving** through prediction, recognising cognates and near-cognates, and identifying key details in spoken and written texts about school life. **Speaking**, **Creativity** and **Teamwork** are strengthened through comparing educational experiences and justifying opinions, while **Planning** and **Adapting** are developed as students organise increasingly detailed responses and improve their accuracy through editing and feedback.

Resources

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

VIVA 1 textbook, Module 3, Mi insti, pg 54
Spanish education system factfile: inspain.news/understanding-spains-education-system/

Assessment

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

Students will sit a listening assessment incorporating knowledge and skills from this and previous modules. This will include:

- multiple choice questions (10 marks)
- gap-fill exercise (10 marks)
- dictation (10 marks)
- open answer questions (10 marks)
- positive/negative/both questions (5 marks)

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

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	feedback given to students and work given to students to address the gaps in their knowledge.

Term 2 Topic/Theme/Enquiry		***How do I use the third persons singular and plural to talk about others?***

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

This topic develops students' ability to talk about family and describe people's appearance and personality. Students learn key descriptive vocabulary and sentence structures, enabling them to communicate confidently about themselves and others.

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

Key vocabulary

- family members
- physical descriptions (hair colour, eye colour, height, build, etc.)
- character descriptions
- adverbs of frequency

Key grammar

- using possessive adjectives *mi/mis*
- using 3rd person verbs (*se llama(n), tiene*)
- adjective agreement
- using the verbs *ser* and *tener* in the 1st and 3rd persons.

- using inference to improve comprehension
- using intensifiers to form more interesting sentences
- adding interest to my writing with adverbs of frequency

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

Pitch Up
How will we challenge ourselves?

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Students will have seen some personality adjectives from Module 1, which were used to describe themselves, but will now be challenged to use these in a wider range of agreements and in conjunction with intensifiers and adverbs of frequency. Key verbs 'tengo' and 'soy' have been previously encountered, with students now being exposed to the whole verb paradigm.	Students are increasingly challenged to write with greater depth and detail, for example, using frequency adverbs to describe family members' personalities. Their writing should also show increased grammatical range and complexity, using possessive and other adjectives in the singular and plural, and incorporating both reflexive and irregular verbs in a range of persons. Cognitive and linguistic challenge is provided through the study of translation difference and syntax, for example in the expression of hair and eye colour.

Wider Framework

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

Key Stage 3

This unit's focus on combining first and third person descriptions lays the foundations for greater variety in written and spoken expression throughout Years 8 and 9, as well as for third-person descriptions to come in Year 7 Module 5.

Key Stage 4

This unit links into Theme 1 Topic 1 of GCSE curriculum – Identity and relationships with others - and will be recalled and expanded in Year 10 Module 1.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Pupils would benefit from having an understanding of different sports, teams, events, musical genres and cuisines in the Hispanic World to understand the varying popularity of different activities in Spanish-speaking populations. Where students do not have this knowledge, this will be developed through discussion and authentic examples.

Authentic connections

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

This module builds on the Fundamental British Values of Mutual Respect, Tolerance and Individual Liberty, through exploring the description and identity of the self in relation to the family and different family models, as covered in PSHEE and RSE, enhancing the students' moral, social and cultural understanding.

Students use **Problem Solving** and inference to interpret descriptions of people and select accurate language for physical appearance, personality and family relationships. **Speaking** and **Creativity** are developed through producing increasingly detailed and individual descriptions, while **Planning**, **Adapting** and **Teamwork** are strengthened through paired questioning, peer feedback and refining language for different people and contexts.

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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 1 Textbook, Module 4	Students will sit a written assessment in which they describe themselves, incorporating elements of all modules covered so far this year. This will consist of the following questions • description of the photo (10 marks) • translation into Spanish (10 marks) • gap-fill grammar task (5 marks) • 50-word writing task (10 marks) 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

¿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
- accommodation
- modes of transport
- holiday activities
- weather
- problems on holiday

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Key grammar

- the preterite tense
- key irregular verbs 'ir' and 'ser'
- regular -ar verbs in the preterite
- regular –er and –ir verbs in the preterite

Key skills

- 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.

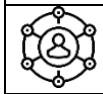
Key Stage 4

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?

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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.

Students strengthen **Planning** by sequencing past events and preparing, rehearsing and delivering accounts of holidays and travel experiences. They use **Problem Solving** to select and conjugate regular and irregular past-tense verbs, while **Listening**, **Speaking**, **Creativity** and **Adapting** are developed through responding to questions, describing unexpected problems and improving communication when vocabulary is unfamiliar; collaborative preparation also builds **Leadership** and **Teamwork**.

	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, Module 1, Mis vacaciones, pag 6 **Spanish Ministry of tourism:** Ministry of industry and tourism - Tourism		Students will complete a speaking assessment, incorporating vocabulary and structures from modules 1 to 3. 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.

Term 5 Topic/Theme/Enquiry		***What influence do media and technology have on my daily life?*** ***¿Qué hago en mi móvil?***

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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

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.

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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.

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, context and gist-reading strategies to interpret authentic content about technology, music and television. **Speaking**, **Creativity** and **Teamwork** are strengthened through discussing, comparing and justifying personal preferences, while **Planning** and **Adapting** are developed as students organise arguments, respond respectfully to different opinions and refine the detail and accuracy of their communication.

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

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

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VIVA 2 textbook, Module 2, Todo sobre mi vida, pag 28 Spanish television guide: Programacion TV - TVguia.es	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

Term 6 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?

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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.)

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

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

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.

necessary for study, as lessons will explore different authentic dishes within the context of menus and imagery.

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 café and restaurant role-plays in which they must understand requests, use formal language and respond appropriately as both customers and employees. **Problem Solving** and **Adapting** are strengthened as they manage unfamiliar interactions, while planning orders and conversations builds **Planning**, and rotating roles develops **Creativity**, **Leadership** and **Teamwork**.

Resources

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

VIVA 2 textbook, Module 3, A comer, pg 52
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 a written assessment in which they describe themselves, incorporating elements of all modules covered so far this year.
This will consist of the following questions

- description of the photo (10 marks)
- translation into Spanish (10 marks)
- gap-fill grammar task (5 marks)

	• 50-word writing task (10 marks) 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.