SPANISH
The MFL department's ethos is that pupils should have something to say rather than having to say something. We embed the use of the target language, using routines, repetition and retrieval activities that are engaging, and which require pupils to actively use the language. Pupils 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. The MFL dept has adopted 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 longer-term. We establish the target language as the language of the classroom by developing and encouraging pupils' spontaneous use of the language through target language routines, which are developed over time.
Year 8 Spanish

Module 1	
Big picture	**Todo sobre mi vida**
Zoom in	Unit 1 Saying what you use your mobile for Revising the present tense Unit 2 Saying what type of music you like Giving a range of opinions Unit 3 Talking about TV Using the comparative Unit 4 Saying what you did yesterday Using the present and the preterite tenses Unit 5 Learning about young people's lives Using 2 tenses in the he/she forms Unit 6 Talking about Hispanic singers Writing a profile of a singer
Pitch it up	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. Following the introduction of key verbs in the preterit students are now also expected to routinely be referring to three time frames.
Pre-requisite knowledge	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.
Wider framework next steps	**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	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 inc. SMSC and Careers	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.

Resources
Memrise links: https://community-courses.memrise.com/community/course/2191605/viva-2-module-2/ VIVA 2 textbook

Assessments
Students will sit an end of module reading and listening. 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. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Module 2	
Big picture	**Mis vacaciones**
Zoom in	Unit 1 Talking about a past holiday Using the preterite of *ir* (to go) Unit 2 Saying what you did on holiday Using the preterite of regular *-ar* verbs Unit 3 Describing the last day on holiday Using the preterite of *-er* and *-ir* verbs Unit 4 Saying what your holiday was like Using the preterite of *ser* (to be) Unit 5 Giving a presentation about your holiday Making sentences longer and more interesting
Pitch it up	Building on Module 1's introduction of the preterit, 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.
Pre-requisite knowledge	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.
Wider framework next steps	**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	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 inc. SMSC and careers	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.

Resources
Memrise links: https://community-courses.memrise.com/community/course/2191605/viva-2-module-2/ VIVA 2 textbook
Assessments
Students will complete a listening and reading assessment, incorporating vocabulary and structures from modules 1 and 2. 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.

Module 3	
Big picture	**El Verano – future holidays**
Zoom in	Unit 1 Describing a holiday home Discovering more about the comparative Unit 2 Describing holiday activities Using the superlative Unit 3 Asking for directions

	Using the imperative Unit 4 Learning about summer camps Learning more about three tenses Unit 5 Describing a world trip Tackling challenging listening activities
Pitch it up	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.
Pre-requisite knowledge	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.
Wider framework next steps	**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.
Curriculum hinterland	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 inc. SMSC and careers	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.

Resources
Memrise links: https://community-courses.memrise.com/community/course/5686750/viva-2-module-5/ VIVA 2 textbook
Assessments
Students will sit a written assessment testing their ability to encode information in the three time frames (present, past and future). 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. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Module 4	
Big picture	**¡A comer!**
Zoom in	Unit 1 Saying what food you like Using a wider range of opinions Unit 2 Describing mealtimes Using negatives Unit 3 Ordering a meal Using *usted/ustedes* Unit 4 Discussing what to buy for a party Using the near future tense

	Unit 5 Giving an account of a party Using three tenses together Unit 6 Learning about food in other countries Using direct object pronouns
Pitch it up	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.
Pre-requisite knowledge	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.
Wider framework next steps	**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	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.
Authentic connections inc. SMSC and careers	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.

Resources
Memrise links: https://community-courses.memrise.com/community/course/2191610/viva-2-module-3/ VIVA 2 textbook
Assessments
Students will sit a written assessment, incorporating aspects of Modules 1 to 4. 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. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Module 5	
Big picture	**¿Qué hacemos? A night on the town**
Zoom in	Unit 1 Arranging to go out Using *me gustaría* + infinitive Unit 2 Making excuses Using the verbs *querer* (to want) and *poder* (to be able to) Unit 3 Discussing getting ready to go out Using reflexive verbs Unit 4 Talking about clothes Saying *this* or *these* Unit 5 Talking about sporting events Using three tenses
Pitch it up	This module challenges students to recognise intricate patterns in the language and its use, from the morphology of shop names, stem0changing verbs and the shared etymology of the Spanish words for ‘cowboy’ and ‘jeans’. 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.
Pre-requisite knowledge	This module builds on the use of stem-changing verbs by introducing 'poder' and 'querer'. It also introduces a new use for reflexive verbs, previously only encountered as one-off lexical anomalies, now fully explored in its full conjugation. 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'.
Wider framework next steps	**Key stage 3** Daily routine verbs will be revisited in Year 9 Module 2 in relation to a healthy lifestyle, and '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	Students will benefit from a background knowledge of sporting events, including sporting landmarks and key figures in Spanish sport, including football. Some appreciation of colour theory and pattern will also apply from the Key Stage 3 Art and Design curriculum.
Authentic connections inc. SMSC and careers	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. It also explores the use of clothing as a method of both individual and societal self-expression, encouraging the Fundamental British Values of individual liberty and mutual respect.

Resources
Memrise links: All units: https://community-courses.memrise.com/community/course/2191618/viva-2-module-4/ VIVA 2 textbook
Assessments
Students will sit a speaking assessment. 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.