

Year 8 Curriculum Overview [2025-2026]

Subject – Spanish

Autumn Term	Knowledge & Understanding			Literacy Skill Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
T1.1 Unit 1 (Travel)	<ul style="list-style-type: none"> Classroom Language and expectations Recap: ser, estar and tener Past tense (preterite) –ar verbs in 1st person singular Past tense (preterite) -ar verbs vs present tense -ar verbs 1st person Weather past vs present Past tense (preterite) –ar verbs in 2nd person singular and questions 	<ul style="list-style-type: none"> Classroom instructions and a focus on spontaneous speech Describing personality, traits, location, mood and what people have Describing events in the past and present (travel) Talking about the weather on holiday Comparing past experiences using questions 	<p>Vocabulary (last lesson):</p> <ul style="list-style-type: none"> -ar, -er and -ir verbs Adjectives Nouns <p>Grammar (last week):</p> <ul style="list-style-type: none"> Present tense -ar, -er and -ir verbs Ser and Estar Question formation <p>Phonics (last term):</p> <ul style="list-style-type: none"> Vowels All key sounds revisited <p>Translation (last year):</p> <ul style="list-style-type: none"> Greetings Age Numbers Birthdays Tener 	<ul style="list-style-type: none"> Reading comprehension Translating Dictation Reading aloud Phonics Longer sentences 	<ul style="list-style-type: none"> Literacy Oracy Creativity Organisational Reflective Confidence 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formatives and summative

Year 8 Curriculum Overview [2023-2024]

Subject – Spanish

	Knowledge & Understanding	Literacy Skill		
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Autumn Term	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
T1.2 Unit 2 (School)	<ul style="list-style-type: none"> Past tense (preterite) –er and –ir verbs in 1st person singular Prenominal adjectives Revisit TENER IR in 3rd person plural 	<ul style="list-style-type: none"> Describing events in the past and present (at school) Describing events in the past and present (free time activities) Describing what people have Describing where people go 	<p>Vocabulary (last lesson):</p> <ul style="list-style-type: none"> -ar, -er and -ir verbs Adjectives Nouns <p>Grammar (last week):</p> <ul style="list-style-type: none"> Present tense -ar, -er and -ir verbs Past tense -ar verbs in 1st and 2nd person singular Prenominal adjectives Tener <p>Phonics (last term):</p> <ul style="list-style-type: none"> Vowels All key sounds revisited <p>Translation (last year):</p> <ul style="list-style-type: none"> Greetings Age Numbers Birthdays Ser and Estar 	<ul style="list-style-type: none"> Reading comprehension Translating Dictation Reading aloud Phonics Longer sentences 	<ul style="list-style-type: none"> Literacy Oracy Creativity Organisational Reflective Confidence 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formatives and summative
Catholicity Across the Spanish Curriculum	<p>Working with authentic texts to promote CST principles: <i>option for the poor and vulnerable (P5 Preferential option for the poor).</i></p> <ul style="list-style-type: none"> A story like El Pan de la Abuela (a short story about sharing and generosity). This to be linked to Mary's Meals. Explicit teaching of vocabulary relating to poverty and homelessness. Translating short sentences about helping others i.e. 'it is our duty to care for the poor'. Spanish prayer to end the lesson with. 					

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T2.1	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 3rd person singular Past tense (preterite) –er and –ir verbs in 3rd person singular Revisit possessive adjectives ‘mi’, ‘tu’ 	<ul style="list-style-type: none"> Describing what people do (technology and social networks) Describing what different people did in the past (Free time activities) Talking about the environment Saying what you do for others Routines and daily life 	<p>Vocabulary (last lesson):</p> <ul style="list-style-type: none"> -ar, -er and -ir verbs Adjectives Nouns <p>Grammar (last week):</p> <ul style="list-style-type: none"> Past tense -ar, -er and -ir verbs Personal ‘a’ Reflexive ‘me’ and ‘te’ Revisit possessive adjectives ‘mi’, ‘tu’ Prenominal adjectives <p>Phonics (last term):</p> <ul style="list-style-type: none"> Vowels All key sounds revisited <p>Translation (last year):</p> <ul style="list-style-type: none"> Greetings Age Numbers Birthdays Ser and Estar Tener 	<ul style="list-style-type: none"> Reading comprehension Translating Dictation Reading aloud Phonics Longer sentences 	<ul style="list-style-type: none"> Literacy Oracy Creativity Organisational Reflective Confidence 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formatives and summative

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T2.2	<ul style="list-style-type: none"> OVS word order Indirect object pronouns (me, te, le) Gustar-type verbs 	<ul style="list-style-type: none"> Describing a series of events (Narration) Talking about giving and receiving (Birthdays) Describing how things make people feel Giving opinions about school 	<p>Vocabulary (last lesson):</p> <ul style="list-style-type: none"> -ar, -er and -ir verbs Adjectives Nouns <p>Grammar (last week):</p> <ul style="list-style-type: none"> Past and present tense -ar, -er and -ir verbs Reflexive 'me' and 'te' Revisit possessive adjectives 'mi', 'tu' OVS word order Direct object pronouns 'lo', 'la' Indirect object pronouns (me, te, le) Gustar-type verbs <p>Phonics (last term):</p> <ul style="list-style-type: none"> Vowels All key sounds revisited <p>Translation (last year):</p> <ul style="list-style-type: none"> Greetings Age Numbers Birthdays Ser and Estar Tener 	<ul style="list-style-type: none"> Reading comprehension Translating Dictation Reading aloud Phonics Longer sentences 	<ul style="list-style-type: none"> Literacy Oracy Creativity Organisational Reflective Confidence 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formatives and summative
Catholicity Across the Spanish Curriculum	<p>Prayer and reflection in Spanish:</p> <ul style="list-style-type: none"> Expressions of gratitude Teach the school prayer side by side English and Spanish Put the prayer in order Translate the prayer relating back to the work of St Jerome 					

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T3.1	<ul style="list-style-type: none"> Revisit SER (es, son), adjective agreement, para + infinitive Possessive adjectives 'su' and 'nuestro' IR in past (preterite) in singular persons 	<ul style="list-style-type: none"> Visiting a Spanish speaking city Describing family members Describing how people feel Comparing things Describing what people do and did (sport) Comparing where people go and went 	<p>Vocabulary (last lesson):</p> <ul style="list-style-type: none"> -ar, -er and -ir verbs Adjectives Nouns Gustar-type verbs <p>Grammar (last week):</p> <ul style="list-style-type: none"> Adjective agreement Possessive adjectives 'su' and 'nuestro' Comparatives 'más' and 'menos' Demonstratives Hacer in the preterite Ir in preterite <p>Phonics (last term):</p> <ul style="list-style-type: none"> Vowels All key sounds revisited <p>Translation (last year):</p> <ul style="list-style-type: none"> Greetings Age Numbers Birthdays Tener Querer Dar 	<ul style="list-style-type: none"> Reading comprehension Translating Dictation Reading aloud Phonics Longer sentences 	<ul style="list-style-type: none"> Literacy Oracy Creativity Organisational Reflective Confidence 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formatives and summative

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T3.2	<ul style="list-style-type: none"> Revisit regular (-ar, -er, -ir verbs) in singular persons in past Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present Present continuous with –ar verbs Present continuous with –ir/-er verbs Revisit future plans with IR [revisited] 	<ul style="list-style-type: none"> Asking questions about what people did Learning about a famous Spanish speaking person Describing school Describing what is happening now Describing Hispanic traditions Talking about past and future trips Tik-Tok project before the summer holidays. 	<p>Vocabulary (last lesson):</p> <ul style="list-style-type: none"> Adjectives Nouns <p>Grammar (last week):</p> <ul style="list-style-type: none"> Past and present tense -ar, -er and -ir verbs Present continuous with -ar, -ir and -er verbs Future with IR Demonstratives <p>Phonics (last term):</p> <ul style="list-style-type: none"> Vowels All key sounds revisited <p>Translation (last year):</p> <ul style="list-style-type: none"> Greetings Age Numbers Birthdays Hacer 	<ul style="list-style-type: none"> Reading comprehension Translating Dictation Reading aloud Phonics Longer sentences 	<ul style="list-style-type: none"> Literacy Oracy Creativity Organisational Reflective Confidence 	<ul style="list-style-type: none"> Vocabulary tests Questioning MCQ MWB Formatives and summative
Catholicity Across the Spanish Curriculum	<p>Solidarity and stewardship (Principles 3 and 7): <i>expressing opinions and deber</i></p> <ul style="list-style-type: none"> Show students eco projects in Costa Rica through news articles, online texts. Teaching of explicit vocab 'I must / we must', 'we are going to care...' Create a poster in Spanish promoting care for the environment: the best one goes in the parent's newsletter and wins a prize. 					