

Year 8

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking , encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Verb form paradigm -ar verbs What is a definite article? Knowledge of masculine and feminine nouns.	Saying what subjects you study Using -ar verbs to say what 'we' do	'we' form of -ar verbs	¿Qué estudias? Estudio... (el) dibujo (el) inglés (la) educación física (la) música (el) francés (las) matemáticas ¿Cuál es tu día favorito? Mi día favorito es el...	Look at a typical Spanish timetable and compare. (different times, lunch at home, different subjects) Tolerance for differences from other countries.
Opinion phrases. What does 'singular and 'plura' mean? Adjectival agreement (previously covered in colours) Masculine and feminine nouns.	Giving opinions about school subjects Using <i>me gusta(n) + el/la/los/las</i>	using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects checking verbs, definite articles and adjectival agreement in sentences giving opinions	¿Te gusta...? / ¿Te gustan...? <i>Me gusta(n)... / No me gusta(n)...</i> <i>No me gusta(n) nada...</i> <i>Me encanta(n)...</i> <i>porque es...</i> <i>interesante, importante, práctico/a, difícil, fácil, útil</i> <i>el profesor/la profesora es...</i> <i>paciente</i> <i>severo/a</i> <i>raro/a</i>	

	Describing your school Using the words for 'a', 'some' and 'the'	plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the')	<i>En mi instituto hay...</i> <i>no hay...</i> <i>un campo de fútbol</i> <i>un comedor</i> <i>un gimnasio</i> <i>un patio</i> <i>una clase de informática</i> <i>una piscina</i> <i>moderno/a, antiguo/a, grande</i>	Comparing the differences between English, Spanish and South American schools. Human Rights - the right to an education - differences in rights around the world and what this means for their futures.
What is an infinitive verb? Order of pronouns when forming verbs. How to form present tense of AR verbs Steps to take to conjugate a verb.	Talking about break time Using <i>-er</i> and <i>-ir</i> verbs'	present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms)	<i>¿Qué haces durante el recreo?</i> <i>Como...</i> <i>una chocolatina</i> <i>unos caramelos</i> <i>chicle</i> <i>fruta</i> <i>Bebo...</i> <i>algo</i> <i>agua</i> <i>primero</i> <i>luego</i> <i>normalmente</i> <i>a veces</i>	
What is a cognate? What is a false friend? Knowledge of subjects and opinions from previous lessons plus vocabulary from module 1.	Understanding details about schools Using prediction as a listening strategy	Nothing new	Review of language from the module	
Revision and Assessment Could use: • Pupil Book pp. 68-69 <i>iResumen!</i> and <i>iRepaso!</i> • Pupil Book pp. 70-71 <i>iAdelante!</i> • Pupil Book pp. 72-73 <i>iGramática!</i> • Pupil Book pp. 74-75 <i>iPalabras!</i> • Pupil Book pp. 130-131 <i>iTe toca a ti!</i> • Assessment Pack End of Module 3 tests				

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking , encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Previous family vocabulary (brother/sister) What is a possessive adjective? Masculine and feminine nouns	Describing your family Using possessive adjectives	Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i>	<i>mi madre, mi padre, mis padres</i> <i>mi hermano/a</i> <i>mi abuelo/a</i> <i>mis abuelos</i> <i>tiene/tienen... años</i> <i>se llama/se llaman</i> <i>veinte, treinta, cuarenta</i> <i>cincuenta, sesenta, setenta, ochenta, noventa, cien</i>	Importance of family in England, Spain and South America. Spanish Royal Family. Tolerance for different attitudes.
Differentiating the use of <i>ser</i> and <i>tener</i> . Adjectival agreement. word order. Sentence structure using nouns and adjectives.	Describing your hair and eye colour Using verbs <i>ser</i> and <i>tener</i>	irregular verbs <i>tener</i> and <i>ser</i> position of adjectives (after the noun)	<i>¿De qué color tienes los ojos?</i> <i>Tengo los ojos...</i> <i>azules, grises, marrones, verdes</i> <i>Llevo gafas.</i> <i>¿Cómo tienes el pelo?</i> <i>Tengo el pelo...</i> <i>negro, rubio, castaño, azul, liso, rizado, largo, corto</i> <i>Soy pelirrojo/a.</i> <i>Soy calvo.</i>	Describing famous Hispanic people. Tolerance for differences

Adjectival agreement. Conjugation of tener and ser Third person verbs (es, tiene)	Saying what other people look like Using verbs in the third person	Agreement of adjectives with nouns	(No) Es... alto/a bajo/a pequeño/a joven viejo/a guapo/a simpático/a inteligente Tiene pecas. Tiene barba.	Describing famous Hispanic people. Tolerance for differences
Vivo en.. (module 1) Adjectival agreement. Sentence structures using nouns and adjectives	Describing where you live Using the verb <i>estar</i> (to be)	the verb <i>estar</i>	Vivo en... una casa, un piso bonito/a, antiguo/a, cómodo/a pequeño/a, grande, moderno/a Está en... la montaña, un pueblo, la costa el campo, el desierto, el norte, el este, el sur, el oeste, el centro	How houses are different in Spain and South America and why they are built in that way. Socio-economic differences and how this impacts their lives. How can people help?
What is a cognate? What is a false friend?	Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary	Nothing new	Review of language from Units 1-4	The history of carnival and how it is celebrated in Cadiz. Why is this important to Spanish culture: identity.
Revision and Assessment Could use: • Pupil Book pp. 92-93 <i>iResumen!</i> and <i>iRepaso!</i> • Pupil Book pp. 94-95 <i>iAdelante!</i> • Pupil Book pp. 96-97 <i>iGramática!</i> • Pupil Book pp. 98-99 <i>iPalabras!</i> • Pupil Book pp. 132-133 <i>iTe toca a ti!</i> • Assessment Pack End of Module 4 tests				

Viva 2

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Order of pronouns for verb formation What is an infinitive verb?	Talking about a past holiday Using the preterite of <i>ir</i>	preterite of <i>ir</i> (full paradigm)	<i>¿Adónde fuiste de vacaciones?</i> <i>el año pasado</i> <i>el verano pasado</i> <i>Fui a...</i> <i>Escocia, España, Francia</i> <i>¿Con quién fuiste?</i> <i>Fui con...</i> <i>mi clase, mi familia, mis padres</i> <i>¿Cómo fuiste?</i> <i>Fui/Fuimos en...</i> <i>autocar, avión, barco, coche</i>	Talking about different types of holiday - ski holiday, beach, sightseeing, historical, cultural. Broadening horizons
-ar infinitives of free time activities Bailar, montar, visitar	Saying what you did on holiday Using the preterite of regular -ar verbs	preterite of regular -ar verbs (full paradigm) preterite of sacar: spelling change <i>saqué</i> preterite + <i>no</i>	<i>¿Qué hiciste en tus vacaciones de verano?</i> <i>Bailé.</i> <i>Compré una camiseta.</i> <i>Descansé en la playa.</i> <i>Mandé SMS.</i> <i>Monté en bicicleta.</i> <i>Nadé en el mar.</i> <i>Saqué fotos.</i> <i>Tomé el sol.</i> <i>Visité monumentos.</i> <i>el primer día</i> <i>luego</i> <i>más tarde</i> <i>después</i>	Talk about places to visit in Spain and what you can do/see there. Broadening horizons

What is an ER/IR verb? What is an infinitive? Order of pronouns for verb formation	Describing the last day on holiday Using the preterite of <i>-er</i> and <i>-ir</i> verbs	preterite of regular <i>-er</i> and <i>-ir</i> verbs (full paradigm) preterite of <i>ver</i>: <i>vi</i>	<i>El último día de tus vacaciones, ¿qué hiciste?</i> <i>Bebí una limonada.</i> <i>Comí paella.</i> <i>Conocí a un chico guapo.</i> <i>Escribí SMS.</i> <i>Salí con mi hermana.</i> <i>Vi un castillo interesante.</i> <i>por la mañana</i> <i>por la tarde</i>	Talk about places to visit in Spain and what you can do/see there Broadening horizons
Adjectives Cognates - horrible	Saying what your holiday was like Using the preterite of <i>ser</i>	preterite of <i>ser</i>	<i>¿Cómo te fue?</i> <i>Fue...</i> <i>divertido, flipante, genial, guay</i> <i>horrible, horroroso</i> <i>Porque...</i> <i>conocí a una chica guapa.</i> <i>hizo buen tiempo.</i> <i>visité monumentos interesantes.</i> <i>comí algo malo y vomité.</i> <i>Llovió.</i> <i>perdí mi pasaporte/mi móvil.</i> <i>Me gustó.</i> <i>Me encantó.</i>	
Revision and Assessment Could use: • Pupil Book pp. 18-19 <i>¡Resumen!</i> and <i>¡Repaso!</i> • Pupil Book pp. 20-21 <i>¡Adelante!</i> • Pupil Book pp. 24-25 <i>¡Gramática!</i> • Pupil Book pp. 26-27 <i>¡Palabras!</i> • Pupil Book pp. 126-127 <i>¡Te toca a ti!</i> • Assessment Pack End of Module 1 tests				

What do teachers need to retrieve from students before they start teaching new content?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking , encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Present tense verb endings. Free time activities Time frequency expressions	Saying what you use your phone for Revising the present tense	present tense of regular -ar, -ir, -er verbs, full paradigm (revision) present tense of stem-changing verbs (revision)	<i>¿Qué haces con tu móvil?</i> <i>Chateo con mis amigos.</i> <i>Comparto mis vídeos favoritos.</i> <i>Descargo melodías o aplicaciones.</i> <i>Hablo por Skype.</i> <i>Juego.</i> <i>Leo mis SMS.</i> <i>Mando SMS.</i> <i>Saco fotos.</i> <i>Veo vídeos o películas.</i> <i>todos los días</i> <i>dos o tres veces a la semana</i> <i>a veces</i> <i>de vez en cuando</i> <i>nunca</i>	Safe use of mobile phone. How to make good choices about use of mobile phone.
Adjectival agreement Opinion expressions with the definite article Definite articles	Saying what type of music you like Giving a range of opinions	<i>Me gusta</i> + the definite article agreement of adjectives	<i>¿Qué tipo de música te gusta?</i> <i>Me gusta.../Me encanta...</i> <i>No me gusta (nada)...</i> <i>el rap, el R'n'B, el rock</i> <i>la música clásica</i> <i>¿Qué tipo de música escuchas?</i> <i>Escucho rap.</i> <i>Escucho la música de...</i> <i>Mi cantante/grupo favorito es...</i> <i>porque...</i> <i>es guay/horrible/tonto/a/triste</i> <i>En mi opinión,...</i>	Give examples of Spanish and Latin American music. Tolerance for differences.

Indefinite articles Masculine and feminine nouns Adjectival agreement	Talking about TV Using the comparative	comparison of adjectives: <i>más... que...</i> agreement of indefinite article	<i>un concurso</i> <i>un documental</i> <i>un programa de deportes</i> <i>un reality</i> <i>una comedia</i> <i>una serie policíaca</i> <i>una telenovela</i> <i>el telediario</i> <i>más... que...</i> <i>emocionante</i> <i>informativo/a</i> <i>interesante</i>	Use Spanish programs in the examples. Tolerance for differences.
preterite verb endings	Saying what you did yesterday Using the present and the preterite	preterite of <i>hacer</i> (full paradigm) using the present and the preterite together	<i>¿Qué hiciste ayer?</i> <i>Bailé en mi cuarto.</i> <i>Hablé por Skype con mi abuela.</i> <i>Hice gimnasia.</i> <i>Hice kárate.</i> <i>Hice los deberes.</i> <i>Jugué en línea con mis amigos/as.</i> <i>Vi una película.</i> <i>ayer</i> <i>por la mañana</i> <i>luego</i> <i>por la tarde</i>	
	Understanding a TV guide Tackling an authentic text	Nothing new	<i>canal</i> <i>fecha</i>	
	Revision and Assessment Could use: • Pupil Book pp. 40-41 <i>¡Resumen!</i> and <i>¡Repaso!</i> • Pupil Book pp. 42-43 <i>¡Adelante!</i> • Pupil Book pp. 46-47 <i>¡Gramática!</i> • Pupil Book pp. 48-49 <i>¡Palabras!</i> • Pupil Book pp. 128-129 <i>¡Te toca a ti!</i> • Assessment Pack End of Module 2 tests			