

| Curriculum Map |  |  |   |   |   |  |   |
|----------------|--|--|---|---|---|--|---|
| Year 8         |  |  |   |   |   |  |   |
| Half term      | Unit title with hyperlink to scheme of work                            | Unit summary   | Skills & content covered  | Skills & content revisited  | Links to GCSE skills and content  | Summary of formative marking, feedback and student response      | Summative assessment schedule, including assessment criteria  |
| Autumn 1       | Travel (or Year 8 Pending as advised by NCELP)                         | <a href="#">Talking about what people and places are like now vs in general.</a> | <b>SER</b> (es, son), adjective agreement, para + infinitive        | Revisit English and Spanish question formation                    | Travel and tourism<br>Paper 1: Speaking<br>Paper 2: Listening and understanding<br>Paper 3: Reading and understanding<br>Paper 4: Writing     | in class assessments and evaluations.<br>Weekly homework (NCELP) | <a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a> |
| Autumn 2       | School   | <a href="#">Describing events in the past and present</a>                        | regular (-ar, -er, -ir verbs) in plural persons in past and present | <i>Revisit TENER</i>  | Studying and my future<br>Paper 1: Speaking<br>Paper 2: Listening and understanding<br>Paper 3: Reading and understanding<br>Paper 4: Writing | in class assessments and evaluations.<br>Weekly homework (NCELP) | <a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a> |
| Spring 1       | Technology and Social networks (or Year 8 Pending as advised by NCELP) | <a href="#">Describing what people do (technology and social networks)</a>       | Past tense (preterite) –ar verbs in 3rd person singular             | Revisit high-frequency regular –ar/-er/-ir verbs in new contexts. | Media & Tech<br>Paper 1: Speaking<br>Paper 2: Listening and understanding<br>Paper 3: Reading and understanding<br>Paper 4: Writing           | in class assessments and evaluations.<br>Weekly homework (NCELP) | <a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a> |
| Spring 2       | Birthdays: giving and receiving  | <a href="#">Describing a series of events (Narration)</a>                        | Direct object pronouns 'lo', 'la'                                   | Contrast [n] and [ñ]<br><br>Revisit [v] and [b]                   | My personal world<br>Paper 1: Speaking<br>Paper 2: Listening and understanding<br>Paper 3: Reading and understanding<br>Paper 4: Writing      | in class assessments and evaluations.<br>Weekly homework (NCELP) | <a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a> |

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| Summer 1 | City (or Year 8 Pending as advised by NCELP)             | <a href="#">Describing family members</a>                       | Comparatives 'más' and 'menos'                            | Deepening vocabulary and grammar knowledge through work with a challenging text. | My neighbourhood<br>Paper 1: Speaking<br>Paper 2: Listening and understanding<br>Paper 3: Reading and understanding<br>Paper 4: Writing   | in class assessments and evaluations.<br>Weekly homework (NCELP) | <a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a> |
| Summer 2 | Hispanic culture (or Year 8 Pending as advised by NCELP) | <a href="#">Learning about a famous Spanish speaking person</a> | regular (-ar, -er, -ir verbs) in singular persons in past | • <b>Revisit the full range of SSC taught this year</b>                          | Travel/Media/World<br>Paper 1: Speaking<br>Paper 2: Listening and understanding<br>Paper 3: Reading and understanding<br>Paper 4: Writing | in class assessments and evaluations.<br>Weekly homework (NCELP) | <a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a> |