

Year 8 Topics:

In Year 8 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<p>1. Nuestra Dieta y Salud</p> <p>Our Diet and health</p>	<p>This unit builds on opinions seen in Year 7 and introduces more grammar, particularly the 'se debe + infinitive' construction and there is opportunity for the conditional tense to be demonstrated, too. Furthermore, this is a topic, which will be covered in the GCSE course; therefore, it exposes students early on to key language.</p>	Conjugate the present and the preterite tenses and recognise a range of key vocabulary to describe what you eat and drink	Como, bebo, comer, beber, cenar, tomar, fruta, verduras, leche, zumo, agua, carne, pollo, pescado, arroz, tostadas, salchichas, salmón, gambas, sano, malsano, delicioso, sabroso, picante.	<p>Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on using the present and the preterite tense. All students will be able to recognise the immediate future tense and will be able to conjugate the verbs in the 1st person and some will be able to use the 3rd person in speaking and writing.</p> <p>By the end of this unit, students will have developed literacy and oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Listen to activities describing healthy and unhealthy diets, including daily routine habits. - Translate sentences from Spanish into English and English into Spanish. - Express and justify opinions about their favourite food. - Write 40-60 words about a their lifestyle and food and drink preferences. <p>There is the opportunity in this unit as an enrichment activity to analyse the menus of typical Hispanic restaurants and perform a role-play.</p>
		Recall the present tense to speak about what you eat and drink	Té, café, kiwi, pera, pizza, cognado, desayuno, como/almuerzo, meriendo, ceno, como, bebo.	
		Express opinions and use Spanish exclamations to authentically give views on food from the Hispanic world	Paella, arroz, carne, tapas, fajitas, guacamole, pimientos, congrí, arepas, verduras, legumbres, ceviche, marisco, guisantes, queso, jamón, plato favorito, me chifla, prefiero, ni ... ni, me gusta, me repugna, ¡qué bueno/malo!	
		Use exam skills to practice interpreting and ordering food from Spanish menus	Delicioso, asqueroso, sabroso, insípido, salado, amargo, dulce, picante, restaurante, carta, plato, menú, entrante, primer, segundo, postre.	
		Know a wide range of vocabulary to describe your health	Estoy enfermo/a, resfriado/a, me duele la cabeza/ la barriga/ la garganta, estoy fatal/regular	
		Use exam skills to practice a role play about a visit to the doctor	Qué tal	

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2.Nuestra cultura Our Culture	In this unit students have the opportunity to make links with Spanish culture, with particular reference to TV, music and fashion. The unit builds upon progress made in the previous unit, as well as on opinions on TV and films seen in Year 7. It introduces more grammar, particularly the superlative and the conditional. There is opportunity for the present and past tenses to be demonstrated, too.	Elicit a range of adjectives and (complex) opinion phrases about television, musicians and music	En mi tiempo libre, ver, veo, no veo, los programas, mi programa favorito, me chifla, no me gusta nada, me da igual, prefiero, creo que, un programa de cocina, una telenovela, el telediario, el tiempo, una serie, un documental, un programa de deportes, un anuncio/la publicidad, una comedia/una serie americana, un programa de música, un concurso, las películas de acción, las comedias, las películas de oeste, las películas de ciencia ficción, las películas de terror, las películas de amor, las películas de arte marciales, los dibujos animados, las películas de guerra, mi película preferida, mi cantante favorito/a, mi actor/actriz preferido/a, ¡qué + adjective!, (a) mi hermano/a le encanta ver... / ve...	Students will use a wider range of complex opinions. They will be able to use a range of verbs in the preterite and conditional tenses tense, some will be able to use the 1 st and 3 rd person. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Complete a listening activity describing types of TV programmes and styles of music. - Translate a 'Big Text' using complex opinion phrases, intensifiers and the superlative. - Read a survey about what types of clothes fit different people the best. - Write at least 60 words describing their uniform and what clothes they would like to wear in the future. There is the opportunity in this unit as an enrichment activity to describe a Hispanic singer of the student's choice and present their findings to the class.
		Recognise a range of time frequency phrases	Siempre, todos los días, a menudo, a veces, normalmente, una vez a la semana, de vez en cuando, nunca.	
		Recognise and understand how to form verb paradigms of <i>escuchar</i> and <i>comer</i> in the preterite tense	Anoche, el fin de semana pasado, ayer, en marzo, la semana/el verano/ el año pasado, anteayer, escuché, escuchaste, escuchó, escuchamos, escuchasteis, escucharon, comí, comiste, comió, comimos, comisteis, comieron.	
		Elicit and review the meaning of comparative and superlative statements and complex opinions	más....que, menos....que, tan....como el/la/lo más + adjective	
		Know a wide range of vocabulary to describe clothes and school uniform	Una falda, unas zapatillas de deporte, una chaqueta, una sudadera, un vestido, unos vaqueros, unos calcetines, unas botas, una bufanda, un chándal, unos pantalones, una camisa, una camiseta, unos zapatos, un jersey, una camiseta de fútbol, unos pantalones cortos, una gorra, unos guantes, cómodo, incómodo, feo, bonito, práctico, guay, ancho, estrecho.	
		Recognise a wide range of verbs in the present, preterite and conditional tenses	Fui, fuimos, fue, comí, comimos, llevé, no llevé, me lo pasé, escuché, bailé, bailamos, me gustaría, tendría, sería, llevaría.	

3. Nuestro Pueblo y nuestra Región Our Town and Region	This unit builds upon progress made throughout the year whilst introducing negatives, the imperfect and the immediate future tense. Furthermore, this is a topic, which will be covered in the GCSE course; therefore, it exposes students early on to key language.	Recognise a range of key vocabulary to describe your town	El campo, la ciudad, las afueras, la costa, una granja, pequeño, ruidoso, sucio, moderno, interesante, feo, grande, tranquilo, limpio, antiguo, aburrido, bonito, bastante, muy, demasiado, un poco, un castillo, una iglesia, un colegio, un ayuntamiento, un centro comercial, un hospital, un estadio, un cine, un museo, una tienda, una piscina, una plaza de toros.	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on using the present, the imperfect and immediate future tenses. All students will be able to recognise the imperfect and immediate future tenses and will be able to conjugate the verbs in the 1 st person and some will be able to use the 3 rd person in speaking and writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Listen to activities describing the town and directions. - Translate sentences from Spanish into English and English into Spanish. - Express and justify opinions about their town. - Write 40-60 words about a Spanish speaking town /their town. There is the opportunity in this unit as an enrichment activity to study a Spanish speaking country in Latin America and present their country to the class using all the linguistic structures they have learnt.
		Describe your town in the past using the imperfect tense	Era, había, tenía.	
		Elicit a range of weather conditions in the present.	Hace buen tiempo, hace mal tiempo, hace calor, en verano, hace frío, hace sol, en otoño, hay niebla, nieva, hace viento, en primavera, está nublado, hay tormenta, en invierno, está despejado.	
		Recognise a range of vocabulary and structures to ask directions	Dobla/ gira a la izquierda/ a la derecha, sigue todo recto, está a la izquierda/ a la derecha, toma la primera/segunda calle, ¿dónde está...?, ¿hay un/a... por aquí?, está cerca, está lejos.	
		Elicit key information for making plans such as days, times and venues	Voy al... / voy a la..., lunes, martes, miércoles, jueves, viernes, sábado, domingo, a la una, a las dos y media, a las tres y cuarto, a las cuatro menos cuarto.	
		Know how to use structures such as <i>se puede</i> + infinitive and <i>lo bueno/lo malo</i>	<i>Se puede</i> + infinitivo, es más/menos... que, mucho, demasiado, un poco, bastante.	
		Understand a range of negative structures.	No vivo, nunca voy a la piscina, no hay nadie, ni grande ni pequeño, no me gusta nada.	
		Understand how to form the immediate future tense and key phrases which indicate future plans.	mañana, este fin de semana, el viernes, la semana que viene, voy a/ vamos a + infinitivo.	

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4. Nuestras vacaciones Our holidays	This is the most complex unit, which is why it is the final unit of Year 8 before their end-of-year project. Most students should be able to use 3 tenses in this unit and all students should be able to recognise three tenses, for example the present, the preterite and the immediate future tenses. This is an exciting and engaging topic where students have the opportunity to plan a holiday to a Spanish-speaking holiday destination. Furthermore, this is a topic, which will be covered in the GCSE course; therefore, it exposes students early to key language.	Understand what people think is important for a holiday	La playa, el sol, el tiempo, las tiendas, los deportes acuáticos, la piscina, la gente, el alojamiento, el mar, la comida, lo más/ menos importante.	All students will use two tenses, the present and the preterite tenses, while most should be able to use the immediate future as well. They will be able to use a range of verbs in the preterite tense; some will be able to use the 1 st and 3 rd person. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Complete a listening activity describing weather and reservations. - Translate a 'Big Text' using the preterite tense. - Perform a role-play in a hotel. - Write at least 60 words about a previous holiday and where you would like to go in the future There is an enrichment activity for students to record a weather report in Spanish. Students can also research a Spanish holiday destination and present their destination to the class.
		Recognise names of countries	Alemania, Argentina, Cuba, Escocia, España, Francia, Gales, Grecia, India, Inglaterra, Irlanda, Italia, México, Los Estados Unidos, Portugal, República Dominicana, Suiza.	
		Recognise a range of holiday activities	Esquiar, tomar el sol, hacer windsurf, leer libros, nadar en la piscina, visitar monumentos, probar la comida, bailar en las discotecas, quedarme en el hotel, ir a la playa, montar en bicicleta, descansar, escuchar música, sacar fotos, pasar tiempo con mi familia, ir un parque temático, comprar recuerdos, comer helados.	
		Elicit a range of weather conditions in the present and the future.	Hace buen tiempo, hace mal tiempo, hace calor, en verano, hay una ola de calor, hace X grados, hace frío, hace sol, en otoño, hay niebla, nieva, hace viento, en primavera, está nublado, hay tormenta, en invierno, está despejado, hay una ola de frío, cuando... va a hacer/ va a haber...	
		Know key vocabulary about hotels	Diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien, ciento diez, doscientos, trescientos, una habitación doble/individual, con balcón, baño, vistas al mar, quiero reservar.	
		Know the preterite and the immediate future tenses	Visité, visitaste, visitó, visitamos, visitasteis, visitaron, descansé, monté en bicicleta, mandé mensajes, charlé con mi familia, fui/ fuimos de excursión, jugué al voleibol, tomé el sol, nadé en la piscina, el año pasado, por la mañana, por la noche, voy/vamos a ir/nadar/comer.	

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5. Nuestro viaje escolar Our school trip	This unit has been designed to consolidate and extend students' prior learning from Years 7 and 8 through an immersive, engaging, and practical context: planning a school trip to Spain. It embodies the core principles of project-based learning , where knowledge is acquired through the completion of a meaningful, real-world task.	¿Adónde vamos? Choosing a destination and justifying it	Recap countries, weather, regions of Spain, types of places (urban, rural, coast, etc.) Use: present tense, "me gusta", "prefiero", "porque..." Map skills + cultural geography Skill: Decision-making & reasoning	The unit provides an authentic purpose for oracy and language use: learners collaborate to plan and present a detailed itinerary for a fictional school trip. This naturally integrates key linguistic skills (listening, reading, writing, and speaking) with critical thinking, problem-solving, and teamwork . The project allows students to revisit and expand on high-frequency vocabulary and grammar structures previously taught (e.g. present, preterite, and near future tenses), while also acquiring new functional language (e.g. budgeting, safety rules, making recommendations, and giving instructions). The unit reflects a transdisciplinary approach , weaving together Spanish with geography (regions and climate), maths (budgeting and time), citizenship (group responsibility and codes of conduct), and PSHE (independence and social awareness). It is designed to help students recognise how language learning connects with other areas of their education and everyday lives. Additionally, the unit promotes collaborative and cooperative learning :
		¿Qué vamos a hacer allí? Planning the itinerary (activities, cultural visits, free time)	Use: immediate future tense (vamos a + infinitive) Cultural activities: flamenco, tapas, museum visits, etc. Link to existing hobbies vocab from Y7/Y8 Skill: Research and planning	
		¿Dónde nos vamos a alojar? Choosing and justifying accommodation	Vocab: hotel, youth hostel, camping, rural houses Preterite revision: past trips and hotel experiences Use of comparison (más... que, menos... que) Skill: Cost-benefit analysis, preferences	
		¿Cómo vamos a llegar? Exploring modes of transport + sustainability	Transport vocab, durations, costs Present and future tenses Integration of geography & sustainability (carbon footprint) Skill: Critical thinking	
		¿Cuánto cuesta? Budgeting for the trip	Euros, prices, numbers 1–500 Use of "hay que + infinitive" / "se debe + infinitive" for responsibility Simple calculations in Spanish Skill: Numeracy in context	
		¿Qué necesito llevar? Packing for the trip – clothes and essentials	Clothing + weather Use of present and conditional ("me gustaría llevar...") Include justification and context (e.g., "porque va a hacer calor") Skill: Practical decision-making	

		<p>Normas del viaje Setting the rules and safety expectations</p>	<p>Use of imperatives, modal verbs: “se debe”, “no se permite”, “hay que” Behaviour and responsibility vocab Skill: Leadership and accountability</p>	<p>students work in teams to research destinations, debate choices, plan logistics, and present their proposals. Each student takes on a defined role (e.g. itinerary planner, budget manager, cultural expert), supporting inclusive participation and skills-based development such as leadership, negotiation, and public speaking. Finally, “Nuestro viaje escolar” supports the integrated language curriculum by building intercultural awareness and encouraging students to use Spanish not just as a school subject, but as a real tool to engage with the wider world.</p>
		<p>¡Vamos! Presentamos nuestro viaje escolar Final group project presentations</p>	<p>In Spanish: present a proposal using slides, posters, or models Integrates all previous content Audience: classmates or mock “school council” Skill: Public speaking, teamwork, creativity</p>	