CARSHALTON BOYS SPORTS COLLEGE

SPANISH — YEAR 8

Key Stage 3 | Foundations for AQA GCSE (9-1) Spanish | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Spanish Matters

Our Vision

Year 8 builds directly on the Year 7 foundation of gender, agreement and the present tense, extending pupils into three progressively more demanding topics: Daily Routine and Free Time Activities, Home and Area, and Healthy Living and Lifestyle.

The year opens with daily routine because reflexive verbs and telling the time give an immediately useful extension of the present tense, before free time introduces the first stem-changing and irregular verbs (jugar, hacer, ir) alongside comparatives and justified opinions. Healthy Living and Lifestyle closes the year with the most demanding content — a direct rehearsal for the GCSE topic of the same name in Year 10–11.

Key Concepts This Year

- **Communication:** Daily routine, free time, home and healthy living are all topics pupils can speak about with direct personal relevance from the first lesson of each unit.
- **Grammatical Accuracy:** Reflexive verbs, stem-changing verbs and comparatives are taught explicitly, each building on the gender/agreement foundation from Year 7.
- **Opinion and Justification:** Pupils learn for the first time to give an opinion and justify it (me gusta… porque…), a structure that underpins all subsequent GCSE writing and speaking.
- **Cultural Awareness:** Poems and literary texts embedded in each Sentence Builder extend pupils' exposure to authentic Hispanic language and culture.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SB 1–3: Daily Routine and Free Time Reflexive verbs, telling the time; jugar, hacer, ir; opinions on hobbies with comparatives.	**SB 3–4: Opinions; Near Future Plans** End of unit assessment SB 1–4, then near future tense (ir + infinitive) for weekend plans; Christmas in the Hispanic world.	**SB 5–7: Home and Area** Where I live, house and rooms, town and facilities — es/está, hay, se puede + infinitive.	**SB 8: Directions; Healthy Living Begins** Giving directions; end of unit assessment SB 1–8; then healthy eating — hay que, se debe.	**SB 9–10: Diet and Habits** Healthy diet, then habits now and in the past — present vs imperfect tense (llevo/llevaba).	**Revision + SB 11: Illness** Full Year 8 revision and end-of-year assessment, then aches and pains (doler) and creative/cultural lessons.

A Spiral Curriculum The present tense is extended this year to reflexive verbs, regular -ER/-IR verbs and key irregular/stem-changing verbs, with comparatives and justified opinions introduced for the first time. Year 9 then introduces the preterite tense, and Healthy Living & Lifestyle and Free Time return as full GCSE topics in Years 10–11.

Assessment Information

How Pupils Are Assessed

- Starter and retrieval quizzes at the start of each Sentence Builder
- Mini-assessments rotating across speaking, reading and writing (PATHS)

Formal Assessment by Unit

- SB 1–4 (Daily Routine and Free Time) — end of term assessment (all four skills)
- SB 1–8 (Free Time and Home & Area) — end of term assessment (all four skills)

▸ End of unit/term assessments covering all four skills ▸ PATHS written and verbal feedback after every formal assessment	▸ SB 1–10 (all Year 8 content) — end-of-year assessment, with PATHS feedback

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the department's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, evidence-referenced strength — never generic praise.	"Your use of the imperfect tense to describe what you used to do as a child is accurate and well-chosen."
A	Attainment Mark / Grade	State clearly where the pupil is performing against the AQA mark scheme or grade boundary.	"Your speaking response is currently a Grade 5. To reach Grade 7 you need a wider range of tenses and more justified opinions."
T	Target to Improve	One specific, actionable target only — never a list.	"Your next step is to include one example of the near future tense in your next written response."
H	How-To Instructions	Concrete, replicable, step-by-step guidance.	"(1) Conjugate ir in the present tense for the correct person; (2) add a; (3) add the infinitive verb."
S	Student Response	Pupils respond in writing or speech to the feedback, checked by the teacher.	Green-pen response rewriting the weak section and noting what to do differently next time.