Year: 8
Subject: Spanish
Topic/Unit: Module 1: Talking about Past Holidays
When: Autumn Term 1 (September to October)

Huntington School
Learn and succeed

Overview: Why this? Why now? This unit introduces students to the **preterite (simple past) tense** to describe completed events. Transitioning from Year 7, students require the past tense to move beyond present-moment descriptions and begin narrating stories. The theme of holidays provides a high-interest, relatable context for mastering these foundational grammar structures.

Building on...building to: The curriculum **builds on** Year 7 present tense foundations and basic sentence structures. It **builds to** more complex linguistic production, where students will eventually use three tenses (present, past, and future) together to achieve higher marks in speaking and writing.

Sequence summary:

- **Weeks 1–2:** Introduction to the preterite of the irregular verb ***ir*** (to go) and **regular *-ar* verbs**. Students learn to specify destinations, transport, and holiday companions.
- **Week 3:** Mastery of **regular *-er* and *-ir* verbs** (e.g., *comí*, *escribí*, *salí*) to describe specific holiday activities.
- **Weeks 4–5:** Giving **opinions** using the preterite of ***ser*** (*fue*) and providing justifications with the connective ***porque***. Students complete a 40–50 word controlled writing task.
- **Week 6:** Feedback and **DIRT (Dedicated Improvement and Reflection Time)** based on the writing task. Introduction of peer-assessed speaking and reading aloud.
- **Week 7:** Final assessment and revision.

Key Vocabulary:

- **Verbs:** *Fui* (I went), *Fuimos* (We went), *Visité* (I visited), *Comí* (I ate), *Bebí* (I drank), *Saqué fotos* (I took photos).
- **Time Phrases:** *El verano pasado* (Last summer), *El primer/último día* (The first/last day).
- **Opinions:** *Fue genial* (It was great), *Fue un desastre* (It was a disaster), *Flipante* (Amazing).

Assessments:

- **Formative:** Weekly vocabulary tests and mini-whiteboard translations.
- **Summative:** A 40–50 word writing task (Week 4), a peer-assessed speaking task (Week 6), and formal Reading, Listening, and Dictation assessments (Week 7).

Able and interested: Higher-attaining students are encouraged to include details about **other people** (third-person verb forms) and use **multiple tenses** within a single response. Extended reading tasks, such as translating complex texts about the Riviera Maya or Argentina, provide additional challenge.

Inclusion, Personal Development and Wider Skills: Visual **sentence builders** provide essential scaffolding for all learners. Students develop "**Vocab Detective**" skills by using cognates and logic to decipher new words. Cultural awareness is fostered through the study of diverse Spanish-speaking destinations like Mexico, Argentina, and Uruguay.

Homework and Independent Learning: Weekly tasks include vocabulary memorisation from the **Sentence Builder Booklet** and digital revision through **ActiveHub**. Students are expected to produce evidence of independent study, such as flashcards or written translation practice.