



Spanish Curriculum

Intent

Curriculum Vision

Being able to communicate in more than one language opens-up a world of opportunities in regards to personal travel, friendship and employment opportunities. The academic rigour involved in the acquisition of a second language facilitates the development of memory and reasoning skills, and gives students a broader perspective that contributes to success in other academic areas.

Through studying Spanish, students develop linguistic skills and self-confidence in their role as a "World Citizen". Students knowledge of and interest in the Spanish language and culture inspires them to work towards developing mastery and an enduring curiosity.

Concepts and Skills

Concepts

Language is a medium for communication and the development of relationships.

1. Different world views and values in relation to our own
2. The importance of grammar in effective communication
3. Phonetic competency
4. The use of non-verbal communication adds to speech to represent meaning.

Skills:

Students will develop the four linguistic skills needed to successfully communicate :

- Listening: listen, understand and respond to spoken language
- Speaking: communicate in speech whilst demonstrating an ability to understand and display visual symbols, show knowledge of and apply appropriate Spanish grammar
- Reading: read, understand and respond to written language
- Writing: communicate in writing, showing knowledge of and applying appropriately Spanish grammar

Vocabulary

Students are taught vocabulary in context so they are able to start recognising words as soon as possible and progress onto independent production.

A sampling of high frequency Spanish verbs that are embedded from the start of year 7 are: to be, to have, to go, to do, to be able to, to say, to want to, to know, to see, to have to, to come, to follow, to speak, to take, to look at, to believe, to think, to wait for, to find, to let, to give, to like, to need

Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in Spanish. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval and embedding of knowledge into the long-term memory. Our low stakes *Do Now*'s at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser tests at the end of each term.

Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has time to 'rest and be refreshed'.

Homework in Spanish gives students an opportunity to complete independent practice outside of lesson. Meaningful homework is assigned once students have had ample opportunity in lessons to:

- a) watch their teacher model the work,
- b) complete guided practice,
- c) respond to questions where the teacher is checking for understanding,
- d) experience high rates of success,
- e) use scaffolding (when needed) for more difficult tasks

Homework helps our students achieve mastery in Spanish. Students who need extra support to achieve mastery are supported by our 10:10 programme in Spanish and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in Spanish is sequenced coherently and thoughtfully so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding.

Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of-year assessments which are cumulative. Vocabulary is developed in Spanish through embedding the most frequently used verbs and vocabulary from the start of their learning journey and students are taught to communicate with fluency.

Technology is employed to enable students to continue learning Spanish outside the classroom as applications are used to improve knowledge and retention of vocabulary and expose them to authentic speech. This maximizes student learning by placing information into their long term memory to strengthen learning.

Learning character is developed each lesson through the use of the six Learning Applications (LApps). To interact meaningfully in Spanish, students are taught communication strategies as this greatly increases their ability to cope successfully with unknown Spanish words. The skills and confidence needed to use these strategies are taught explicitly in lessons.



Impact

Key Stage Three

Through studying the Key Stage Three curriculum, students will initially be able to talk about themselves, their family and friends. By the end of year 9, students will be able to talk about issues of global concern, such as human rights and environmental issues.

Key Stage Three Spanish students will develop a deep understanding of the nature of language and be able to apply this knowledge successfully as they work towards building mastery.

Students will develop all the Lapps but especially their resilience and independence through their reflection of teacher and peer feedback and improving their work in meaningful ways.

Students will have an introduction to the disciplinary literacy required to be able to communicate like an expert in Spanish, and all opportunities to develop numeracy are fully exploited in context, such as learning to count into the thousands and completing word problems in Spanish. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and awareness about managing their own cognitive load.

Students will develop a greater understanding of the myriad of cultures that make-up the Hispanic world and develop an understanding and tolerance of these cultures so they are open and adaptable to new experiences throughout their journeys of becoming global citizens.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of using all four skills to effectively communicate in Spanish. Through developing their knowledge of more complex grammatical structures, they are able to listen, read, write and speak with increasing fluency in Spanish. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Their progress in Spanish is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.