



Spanish Curriculum

Intent

Curriculum Vision

Being able to communicate in more than one language opens the doors to many new experiences with regards to personal travel, friendship, and employment opportunities. The academic rigour involved in the acquisition of a second, or third, language strengthens the development of memory and reasoning skills which contribute to success in other academic areas.

Through their study of Spanish, students develop an awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken. This enables them to reflect on their British Values and broaden their perspectives to increase their Cultural Capital to prepare them for their futures in a globalized world.

Students will gain systematic knowledge of the three pillars of language learning: vocabulary, grammar and phonics so they develop four linguistic areas of skill in their pursuit of mastery of effective communication in Spanish:

1. Listening
2. Speaking
3. Reading
4. Writing

Students who have Spanish as a first language will also follow a reading programme aimed at deepening their cultural capital and improving their competency.

Implementation

Overview Statement

The curriculum in Spanish is sequenced coherently 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 progress check tests strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Spanish every lesson. Students learn Spanish phonics through explicit and implicit instruction to support clear and confident pronunciation, and accurate spelling. Technology is employed for retrieval and practice activities in class to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps).



Impact

Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to communicate about themes which are relevant to their age group such as: 'their lives and their communities' and 'environmental issues'. They will have developed a deep knowledge of the foundations of grammar through these themes to work with increased confidence and be able to apply this knowledge across the four skills of listening, speaking, reading and writing.

Students' character develops in each of the LApps but especially in their Resilience to overcome the more challenging aspects of more complex grammar, and in Awareness as students recognise that Spanish is a global language and a gateway to different cultures, with an appreciation of the importance of intercultural understanding.

Students have an introduction to the disciplinary literacy required to be able to communicate like a linguist, and all opportunities to develop numeracy are fully exploited in context, such as euro currency. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load.

Students benefit from opportunities for independent learning. Students draw upon their knowledge of other languages and previous language learning to make comparisons in discussions about the how the Spanish language works.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge of grammar and vocabulary exploring themes in greater depth. In this way, they are able to increase their competency in listening, speaking, reading, and writing. 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/BTEC 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.

Having had the experience of learning Spanish, students will realise that their Spanish skills can be built on further or transferred to the learning of another language as part of their life-long learning regardless of career aspirations.

Homework

All students in years 7-10 have Languagenut as their weekly, or part of their weekly, homework in Spanish. The Languagenut content is in line with the sequencing of the curriculum. Completion of Languagenut tasks set through forced practice encourages the retrieval of and embedding of knowledge in 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 Progress check 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 had time to 'rest and be refreshed'.

Students in year 9 also have additional homework in Spanish. Students complete teacher monitored tasks online to consolidate learning covered in class.