

Curriculum Intent-Spanish

'With languages, you are home everywhere.' Edmund De Waal

Intent (Aims and Purposes)

In the Spanish department, we will provide an **inspirational, inclusive and coherent knowledge led curriculum** that not only allows students to **understand and communicate in Spanish, but also fosters a love of languages**. To achieve this, we will:

- **Challenge our students to think and speak like linguists** by equipping all them with the knowledge and skills to succeed in language learning through our carefully mapped out curriculum;
- **Encourage and inspire students with quality first teaching** and broaden their awareness of Spanish speaking countries.
- **Help students to develop an appreciation of the different cultures and languages** spoken in the Hispanic world through a range of activities that promote curiosity and confidence, for example, students research different towns and cities in Spain to identify cultural differences and go shopping for food products on-line at a Spanish supermarket.
- **Immerse students in the traditions and festivals in the Spanish speaking world** which link together with Religious Studies and our "Aspire to Be" programme.

Throughout the curriculum we will contribute to our academy ethos of **raising aspirations** by promoting the relevant skills for successful employment. These are interleaved in our schemes of learning and re-enforced through lesson topics. Also, through teacher modelling, we will encourage our students to be well-mannered and mindful of others.

Curriculum Rationale

Our curriculum is a learning journey. As a department we have mapped out and sequenced the journey that our students need to take to become successful linguists by deciding what it is exactly that they need to know and when; students start off in Year 7 by introducing themselves and giving simple opinions, and by the end of Year 9 they are able to use a range of past, present and future tenses. **Further rationale** behind our curriculum design include the following:

- **The revisiting and building on existing knowledge** that students have previously studied. The topic areas and grammatical structures which are introduced at KS3 provide the building blocks for more in-depth learning at KS4, such as free time activities and adjectives to describe people and places for vocabulary, and giving opinions, reasons and using 3 tenses for grammar.
- **A knowledge-based curriculum based on recall.** We believe that knowledge underpins and enables the application of skills. We focus on the two key strands of content knowledge (vocabulary) and grammar knowledge in lessons, as both are interlinked and work together. We recall both content and grammar knowledge throughout our KS3 curriculum by having a carefully planned progression through our curriculum, with content and grammar knowledge clearly defined in our schemes of work which revisit and build on existing knowledge. For example, in Year 7 we use the topic of School to introduce opinions and justifications. We build on this in Year 8 by giving opinions of free time activities and this is extended further in Year 9 through the topic of food and saying what food students like to eat. In this way we develop students' understanding of the language in small steps which help students to develop effective schema and fluency. The aim is that they will be able to apply knowledge from long-term memory to speak and write with increasing sophistication.

Opening minds, opening doors.

Cultural Capital, British Values and SMSC

In the Spanish Department, we have incorporated **British Values and SMSC** into our curriculum and build the **Cultural Capital** of our students by embedding their linguistic acquisition within a framework which introduces them to a wide range of knowledge **which goes beyond their own cultural experience and sets them up as intercultural citizens** from the very start of their study with us. We do this by:

- **Teaching grammatical structures, syntax and vocabulary to all our students;** using the correct terminology and making explicit links to English and Spanish grammatical structures and vocabulary.
- **Teaching language contextually within topic areas.** Topics include My Family in Year 7, In Town in Year 8 and My Holidays and Barcelona in Year 9, all of which provide the building blocks for beyond Key Stage 3.
- **Studying relevant topics** that allow students to be able to communicate in Spanish after Key Stage 3 if they do not decide to continue with further study. Topics in Year 9 include studying different typical Spanish dishes, ordering food and drink in a restaurant, buying clothes and discussing holiday excursions.
- **Using target language** in the classroom to model excellence and encourage students to communicate in Spanish.
- **Providing examples of Cultural Awareness.** Our students are taught about Hispanic culture, for example, different festivals such as The Day of The Dead and Easter in Spain, and it is our mission to offer every student the opportunity to experience this whilst learning our Spanish curriculum, to set them up as citizens of the world and have an appreciation, tolerance and curiosity of other cultures.
- **Providing links to British Values, SMSC and employability skills.** In each lesson, these are referred to and referenced throughout, such as problem solving and time management for employability skills.

Implementation

Our students **will be challenged** through **the implementation of a curriculum** that is sequenced to allow for **deepening knowledge**. They will naturally make progress as they travel through the curriculum using retrieval and practice from previous years. To ensure this is achieved, we will:

- **Ensure students develop resilience and confidence** in their reading, listening, and writing and oracy skills in Spanish by studying themes that will present a variety of vocabulary which will challenge learners, such as free time activities and family and friends being the base of developing the language at KS3, whereas international and global issues and careers at KS4 present challenge with specialist vocabulary, as students are deepening their knowledge and understanding of how the language is formed.
- **Implement our curriculum through using a variety of teaching approaches and tasks** which encompass the four key skills of listening, speaking, reading and writing. Within our lessons, we embed challenge, metacognition, memory techniques and literacy into our curriculum.
- **Embed our 'Big Ideas'.** This is a document that contains what we believe to be the core knowledge of Spanish that we have ensured is present throughout each Composite in our curriculum that will allow students to be creative with the language independently at the end of KS3, but also sets them up for further study at KS4. This substantive knowledge such as verb endings, opinions, reasons and descriptions will be re-visited in every unit we cover to ensure students are developing their schema from novice to expert.

Opening minds, opening doors.

Impact

We believe that our **carefully planned curriculum** allows students to **progressively understand the structure of Spanish** and it provides the knowledge to help students **extend their spoken and written work with the ability to express and justify opinions on a range of topics as well as applying prior knowledge to new situations**. In addition to this, **the impact** of our curriculum will be that:

- **Students will recognise and apply grammatical knowledge and improve vocabulary in both English and Spanish.** Their learning is strengthened and deepened as they move through KS3 into KS4 as students will be able to communicate spontaneously and express their opinions on a range of themes, using a range of different tenses and grammatical structures. This is assessed through Listening, Speaking, Reading and Writing assessments for each Composite.
- **Our Spanish curriculum will develop excellence** as our students become able to use transactional skills such as confidence, communication and presentation that they can also use beyond the classroom and academy.
- **We create a new generation of linguists** that can apply the skills developed in our classroom to whatever discipline they choose to follow in the future.
- **Students enjoy the subject;** through student voice, we hope that students will express enjoyment of the lessons and will specifically mention the support they receive and the quality of teaching. Previously, teaching has been praised during learning walks by both external and internal observers and so our high expectations need to continue.

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