



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

MODERN FOREIGN LANGUAGES CURRICULUM

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CURRICULUM PHILOSOPHY

The Spanish Department at St. George's, guided by our Christian values of dignity, hope, community, wisdom, humility, and kindness, seeks to cultivate confident, articulate and compassionate young people who are equipped to thrive in an increasingly interconnected world. Our curriculum, rooted in our belief in the inherent worth of all people as children of God, celebrates the beauty and diversity of Spanish-speaking cultures and promotes respect for human dignity in all its forms. Through the study of Spanish, pupils are challenged to communicate with increasing accuracy, confidence and independence, developing resilience, curiosity and aspiration while broadening their understanding of the wider world. Our inclusive learning community provides support, encouragement and opportunities to share ideas, fostering growth in both language proficiency and personal development. By embracing humility, empathy and kindness, pupils learn to appreciate different perspectives and recognise the shared humanity that unites diverse cultures and communities.

Our language curriculum offers a unique opportunity to provide pupils with a window into our ever-changing world. Language learning is integral to understanding different cultures, helping pupils break down barriers and develop respect for diversity, identity and shared human experiences. We want our pupils to know and respect the history, traditions and contemporary cultures of the Spanish-speaking world while recognising the value of linguistic and cultural diversity.

Our pupils learn to communicate fluently and confidently for a variety of different purposes. Through carefully sequenced teaching of phonics, vocabulary and grammar, pupils develop the knowledge and confidence to express increasingly sophisticated ideas, not only about themselves and the world around them, but also about important social and cultural issues such as climate change, poverty and educational inequality. The curriculum develops pupils' ability to understand, interpret and respond to both spoken and written language with increasing independence. Language learning also reinforces wider literacy by strengthening pupils' understanding of grammar, sentence structure and vocabulary, supporting success across the curriculum, particularly in English. Regular opportunities for speaking and listening develop pupils' confidence, memory, metalinguistic awareness and communication skills, all of which are fundamental to successful second language acquisition.

Finally, in a town in which tourism constitutes a major industry, success in languages gives our pupils a distinct advantage in future employment. Above all, we seek to foster curiosity, resilience and a genuine love of language learning. Students should recognise not just the immediate practical benefits of being able to speak Spanish but also the sense of achievement that comes from mastering a challenging and rewarding discipline. Outstanding teaching enables

every pupil, regardless of starting point, to achieve academic excellence, recognising that strong outcomes open doors to future education, employment and lifelong opportunities. Through studying another language and culture, pupils gain the knowledge, confidence and cultural understanding needed to become informed, respectful and outward-looking citizens in an increasingly global society.

In order to achieve a true understanding of MFL, our curriculum has been deliberately sequenced around three core principles of successful language acquisition:

- Memorisation
- Mastery
- Manipulation

We aim to equip our pupils with the tools to securely memorise high level, high frequency vocabulary, phonics and grammatical structures, providing the strong foundations required for successful communication. Knowledge is introduced in carefully sequenced, manageable steps to reduce cognitive overload and enable pupils to build secure long-term memories.

In lessons, we help our pupils to master this knowledge through regular retrieval practice, spaced revisiting, deliberate practice and frequent opportunities to apply previously taught vocabulary and grammar in new contexts. We strongly believe that language learning depends on pupils knowing more and remembering more over time. Therefore, previously taught knowledge is continually revisited so that it becomes increasingly automatic.

In turn, we teach pupils how to manipulate the language they have learnt, allowing them to express their own ideas with increasing fluency, accuracy and independence. Rather than simply reproducing memorised language, pupils learn to adapt vocabulary and grammatical structures to communicate meaning confidently in unfamiliar situations.

The curriculum supports pupils' acquisition of the grammar and vocabulary required for them to communicate their opinions and thoughts, orally and in writing, while also developing their ability to understand increasingly complex spoken and written texts. Explicit grammar instruction enables pupils to recognise patterns within the language, make connections between concepts and apply their knowledge with increasing precision.

From Year 7 to Year 11, the curriculum offers meaningful insights into the cultures, traditions and diversity of the Spanish-speaking world. Cultural understanding is deliberately interwoven with language learning so that pupils appreciate language as a living means of communication rather than an isolated academic subject. The curriculum aims to build pupils' confidence in Spanish and develop a deep interest in Hispanic culture, thus encouraging further study of Spanish at a higher level beyond GCSE.

Alongside a carefully planned progression in grammar and vocabulary, the Spanish curriculum embeds systematic phonics instruction from the very beginning of Year 7. Secure knowledge of phonics enables pupils to decode unfamiliar language, pronounce new vocabulary accurately, improve listening comprehension and develop confidence when speaking aloud. Regular retrieval, cumulative review and increasingly independent application ensure that knowledge becomes secure, enabling pupils to communicate with confidence and success.

The Spanish curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

- Oracy is a key component of academic achievement, social mobility and future professional success.
- The Spanish curriculum therefore places a strong emphasis on developing pupils' confidence to express themselves clearly, justify opinions and communicate effectively across a variety of social and cultural topics. A carefully sequenced curriculum, underpinned by explicit modelling, retrieval practice and structured speaking opportunities, ensures all pupils, regardless of background, develop the confidence to communicate independently. Providing a culturally rich curriculum broadens pupils' cultural capital, raises aspirations and prepares them for future success.
- Students will also independently answer questions in full sentences in front of their peers, manipulate previously learnt language and articulate increasingly sophisticated ideas, building confidence and fluency while developing the communication skills required in education, employment and everyday life.

We fully believe Spanish can contribute to the personal development of pupils at St George's:

- Students will develop the confidence and interpersonal skills to communicate effectively in another language. Amongst other things, pupils will collaborate through structured speaking activities, developing active listening, turn-taking and respectful communication. As pupils become increasingly confident communicators, they develop resilience, independence and the willingness to take risks when expressing unfamiliar language. They will develop their understanding of how people from different communities and countries have different values and beliefs, while also embedding our own Christian values and communicating them effectively. Students will develop their understanding and appreciation of different cultural backgrounds as language and culture are inextricably linked, building a thorough understanding of everyone's place within the global community. Regular opportunities for interpersonal dialogue, active listening and intercultural communication develop pupils' confidence, emotional intelligence and character while fostering respect for different perspectives.
- The Spanish curriculum provides pupils with opportunities to explore ethical and moral issues from a range of cultural perspectives while reflecting on these through our shared Christian values. Students explore a range of contemporary social, ethical and global issues through the medium of Spanish, encouraging them to consider

different viewpoints while developing informed, balanced opinions. These issues include different views on marriage and the family unit, the impact of social media on mental health and the increasing threat of global warming amongst other environmental issues. Analysing these global challenges links directly to critical thinking and decision-making, training pupils to evaluate complex, cross-cultural perspectives, debate ethical issues objectively, and make informed, principled choices.

- Students will also experience opportunities for spiritual development in the curriculum, reflecting and developing personal - but informed - viewpoints on wider beliefs and traditions, and how they align with our own Christian views. For example, pupils will learn how to express their opinions on the many religious festivals that take place in Spain and Latin America. This exploration of faith and heritage naturally links to our core Christian values, fostering deep compassion, inclusivity, and mutual respect for different cultures, while ensuring every individual appreciates their valued role within a diverse global community.

Through all key stages, our belief is that exam preparation, practice and home learning revision should be interleaved with revisited powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of tasks, from low-stakes quizzing to extended practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

- Students will have an opportunity to put their Spanish knowledge and skills into contextualised practice during learning trips abroad. Furthermore, with their teachers, pupils regularly explore how language learning constructs highly valued workplace employability skills, including intercultural understanding, advanced verbal presentation, adaptability, and the cross-cultural literacy essential for modern multinational teamwork.
- Through exploring post-16 pathways and the world of work, our pupils explore the different routes second-language acquisition offers in today's business sector. This active exploration bridges the gap to specific education routes and courses. Our carefully chosen content underpins GCSE Spanish and provides a springboard for A-Level Spanish study. In higher education, it opens direct pathways to BA (Hons) degrees in Modern Foreign Languages, Business with Spanish, International Relations, and Translation Studies, alongside specialized international business apprenticeships.
- This unit of study explores careers such as interpreters and translators both here in the UK and abroad. Moreover, the study of employment opportunities with routes into languages promotes the use of foreign language learning to boost the tourism, travel and hospitality sectors both within Blackpool and abroad. The comprehensive communication skills gained in Spanish also serve as a gateway to a broad spectrum of future careers in international law, diplomacy, the civil service, global marketing, logistics, and journalism.

A true love of Modern Foreign Languages involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure pupils are well prepared to be successful in GCSE examinations:

- The GCSE specification includes a lot of ‘assumed knowledge’. The GCSE specification assumes a breadth of cultural knowledge that cannot be taken for granted for all pupils. As a result, pupils will receive electives that sit alongside the main curriculum; these lessons provide pupils with the social and cultural capital they will need in order to be successful in their examinations.
- Students are encouraged to engage maturely with vocabulary learning apps which further promote and support language learning.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Spanish, at each key stage from Year 7 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Unit Sequencing		
Year 7	Progress Period 1	Mi familia y yo - My family and I - Describing yourself, others and relationships.
	Progress Period 2	Donde vivo yo - Where I live - Describing where you live, your town's amenities, giving directions and shopping habits.
Year 8	Progress Period 1	Mis pasatiempos - My hobbies - Describing sports you play/do, other leisure activities and the online world.
	Progress Period 2	Mi instituto - My school - Describing your subjects, teachers, jobs and future aspirations.
Year 9	Progress Period 1	Mi vida sana - My healthy life - Describing what a healthy diet consists of, plans to lead a healthy lifestyle and food.
	Progress Period 2	Mis vacaciones - My holidays - Describing what you do during the holidays, where you stay and future holiday plans.
Year 10	Progress Period 1	My neighbourhood: Describing your town, region and local facilities. Environmental issues and protecting nature.
	Progress Period 2	Lifestyle & wellbeing / media & technology: Describing diet, sleep and exercise. Managing stress and illness. How you use the internet. Describing music, cinema, TV and reading.
	Progress Period 3	Studying and my future: Describing subjects, uniform, school rules. Work experience, future jobs and study ambitions.
Year 11	Progress Period 1	My personal world: Describing personality, relationships, routines, daily life.
	Progress Period 2	Travel & tourism: Describing types of holidays and tourist attractions. Festivals, traditions and dealing with emergencies.