



Spanish

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, compassionate global citizens**. Our curriculum, rooted in our belief in the inherent worth of all people as children of God, showcases the **beauty and diversity of different cultures**, and promotes respect for human dignity in all its forms. Through the study of foreign languages and cultures, students are exposed to strive for **ambitious communication** that instils aspiration and hope, encouraging them to dream big, while also developing wisdom and critical thinking skills. Our **inclusive** community of learners offers support, encouragement, and opportunities to share thoughts and ideas, fostering growth in both language proficiency and personal development. By embracing humility and serving others with kindness, students are challenged to broaden their perspectives and appreciate the world's rich cultural heritage, grounded in a deep reverence for the divine.

Our language curriculum offers a unique opportunity to provide students with a window through which to view our ever-changing world. Language learning is integral to the appreciation of different cultures, helping students **break down barriers** and appreciate morality, togetherness and diversity. We want our pupils to know and **respect** the **culture** and history of the Hispanic countries and of their languages. Our students learn how to **communicate**, to an **exceptional standard**, for a variety of different purposes. We teach students to communicate and articulate with confidence – 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. Learning a foreign language greatly supports other curriculum areas, for example revising parts of speech which are vital for success in English exams. Children's confidence can also be improved through speaking and listening exercises which are an intrinsic part of language pedagogy. There is also evidence that language learning improves memory and increases neurological capacity.

Finally, in a town in which tourism constitutes a major industry, success in languages gives our students a competitive edge in employment after school. We want, first and foremost, to **foster a culture of engagement and a love for learning**, building **resilience**, and supporting personal development and growth.

Students should recognise not just the immediate practical benefits of being able to speak Spanish but also the sense of achievement that comes from learning a new skill. All pupils should have access to outstanding teaching, and we remember that academic excellence resulting in good GCSE results constitutes the best pastoral care. Students will understand that a deep understanding of another language and its culture enriches their own and provides them with an edge in an ever-demanding job market.

In order to achieve a true understanding of MFL, topics have been intelligently sequenced based on the following rationale that key concepts for successful language learning are:

- **Memorisation**
- **Mastery**
- **Manipulation**

We aim to equip our students with the tools to actively **memorise** high level, high frequency vocabulary. In lessons, we help our students to **master** what they have learnt by frequently **revisiting content** – **making learning stick** to ensure our students become excellent linguists. We strongly believe that we must consistently reinforce and strengthen what students have learnt. In turn, we teach students how to **manipulate** the language they have learnt, thus allowing them to **express their own ideas independently**. The curriculum supports students' acquisition of the grammar and vocabulary required for them to communicate their opinions and thoughts, orally and in writing, as well as understanding aural and written texts. From Year 7 to Year 11, the course offers insights into the culture and traditions of Spanish speaking countries. The curriculum aims to build students' confidence in Spanish and develop a deep interest in Hispanic culture, thus encouraging further study of Spanish at a higher level beyond GCSE. As well as **rigorous, logical grammar progression** and regular **revisiting** of grammar and vocabulary, the Spanish curriculum at St. George's **embeds phonics** and language-learning strategies from the start to allow students to absorb and engage with a new language in a confidence building environment.

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

- Oracy can be a key determining factor in a child's future social and, ultimately, professional success;

The Spanish curriculum therefore strongly promotes the development of self-expression and perspective communication on a variety of social and cultural topics in a public setting. Providing such a culturally rich curriculum allows us to improve the aspirations and attainment of

disadvantaged pupils – no matter their background or starting opportunities.

- Students will also independently answer questions in full sentences in front of their peers, **building confidence and articulation**, giving our students the ability to communicate effectively in a range of scenarios.

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

- Students will develop their social competence in languages. Amongst other things, students will learn how to work with others through practising their speaking skills. 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.
- The Spanish curriculum will also provide students with a multitude of opportunities to understand right and wrong with different ethical and moral viewpoints, but from the same core Christian foundations.
- 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, students will learn how to express their opinions on the many religious festivals that take place in Spain and France.
- Students will discuss various social and global issues. 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.
- 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.

At KS3 and KS4, our belief is that homework should be an interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice. This can also be applied through academic writing. At KS4, all pupils complete a program of application through exam preparation.

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

- Students will have an opportunity to put their Spanish knowledge and skills into contextualised practice during learning trips abroad.
- Through study of post-16 education and the world of work, our students explore the different routes second-language acquisition offers in today's business sector. 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.
- Furthermore, with their teachers, students discuss benefits knowing a second language can have in their immediate career ambitions.

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

- The GCSE specification includes a lot of 'assumed knowledge'. One could argue that this knowledge is geared more towards those students who attend fee-paying schools. As a result, students will receive electives that sit alongside the main curriculum; these lessons provide students 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.

Spanish 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 students 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.

		Sequencing
Year 7	Progress Period 1	Mi familia y yo - My family and I
	Progress Period 2	Donde vivo yo - Where I live
Year 8	Progress Period 1	Mis pasatiempos - My hobbies
	Progress Period 2	Mi instituto - My school
Year 9	Progress Period 1	Mis vacaciones y el mundo hispánico - My holidays and the Hispanic World
	Progress Period 2	El mundo de sabores - A world of flavours
Year 10	Progress Period 1	Ciudades - Cities
	Progress Period 2	La tecnología y el tiempo libre - Technology and free time.
	Progress Period 3	Las vacaciones y las costumbres - Holidays and Festivals.
Year 11	Progress Period 1	Mi insti y la universidad - My School and University.
	Progress Period 2	Mi gente - My relationships.