

# Curriculum Intent - Spanish

## Curriculum Priorities

The Spanish Curriculum at Nottingham Girls' Academy is designed to ignite intercultural curiosity and understanding in our pupils. Our inner-city school is ethnically diverse, with a diverse range of home languages spoken in our wider community. By providing a gateway into the Hispanic world, we aim to demonstrate the interdependence between pupils' local and global perspectives. In line with our BUILD philosophy, our Spanish curriculum cultivates tolerance and empathetic attitudes towards others through the exploration of different customs and traditions practiced in Spain and beyond.

At NGA, we choose to teach Spanish promote social mobility for all and we passionately believe that modern foreign languages are not an elitist subject and are essential in all walks of life, given that they build confidence, resilience and communication skills which benefit pupils in the wider world of academia and work.

We aim to nurture a can-do attitude, taking pupils out of their comfort zone in a supportive learning environment where pupils see that mistakes are a central part of the learning process, overridden by the will to try and the desire to succeed.

Our pedagogy is underpinned by expert subject knowledge and a passion for the language and culture of Spain and Hispanic America.

## Knowledge

By the end of Key Stage 4 we want pupils to have developed thematic, grammatical and cultural knowledge enabling them to read, write, listen, speak and translate with confidence and accuracy in Spanish across a range of topics. We believe the curriculum should be pertinent to the experiences and interests of our school's community. We also want to develop pupils' interest in hispanic culture and therefore we weave appropriate cultural material into many topics. Our curriculum is organised thematically, and these three themes are split into eight topics, supplemented by the explicit teaching of phonics presented through NCELP resources to create an awareness of sound-spelling links.

These themes are:

### **Theme 1 – Identity and Culture**

#### **Topic 1: Me, my family and friends**

- Relationships with family and friends
- Marriage/partnership

#### **Topic 2: Technology in everyday life**

- Social media
- Mobile technology

### **Topic 3: Free-time activities**

- Music
- Cinema and TV
- Food and eating out
- Sport

### **Topic 4: Customs and festivals in Spanish-speaking countries/communities**

## **Theme 2 - Local, national, international and global areas of interest**

### **Topic 1: Home, town, neighbourhood and region**

### **Topic 2: Social issues**

- Charity/voluntary work
- Healthy/unhealthy living

### **Topic 3: Global issues**

- The environment
- Poverty/homelessness

### **Topic 4: Travel and tourism**

## **Theme 3 - Current and future study and employment**

### **Topic 1: My studies**

### **Topic 2: Life at school/college**

### **Topic 3: Education post-16**

### **Topic 4: Jobs, career choices and ambitions**

## **Grammar**

- Noun
- Articles
- Adjectives
- Adverbs
- Quantifiers/intensifiers
- Pronouns
- Verbs
- Prepositions
- Conjunctions
- Number, quantity, dates
- Time

## Tenses:

- present indicative
- present continuous
- preterite
- imperfect: in weather expressions with *estar, hacer*
- imperfect (R)
- immediate future
- future (R)
- perfect: most common verbs only
- conditional: *gustar* only in set phrases
- pluperfect (R)
- gerund (R)
- imperative: common forms including negative
- subjunctive, present (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)
- subjunctive, imperfect: *quisiera*
- impersonal verbs: most common only.

## Skills

For those who study Spanish at **Key Stage 4**, we want pupils to be able to:

Speak naturally, communicating ideas and thoughts **orally** with confidence, fluency and spontaneity, and with accurate pronunciation and intonation. This is achieved through being able to initiate and develop discussions on a range of topics; using the appropriate register; being able to use language creatively to exchange and fully justify a wide range of ideas/opinions and developing decoding / coping strategies to deal with the unknown.

Manipulate transactional language with confidence and accuracy, showcasing their ability to communicate in real-life scenarios.

In the skill of **writing** to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied; to be able to give descriptions, narrations and justified opinions in a range of timeframes; to write accurately, avoiding minor errors in written work (e.g. spellings, genders, agreements); to be able to translate longer sentences or passages to and from Spanish; to recognise what makes a successful piece of writing and prepare their ideas before they write by planning with success criteria in mind.

To be able to understand the overall message and key points of a range of **reading texts**, including authentic materials and extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures.

To display the resilience to persevere with more challenging texts, using a range of techniques to identify and decode key information.

When **listening**, to be able to understand gist and finer detail in short and longer passages, including opinions with justifications, a range of basic grammatical structures and reference to three tenses.

To use strategies to identify when key information occurs in listening passages.

To transcribe sentences accurately.

For those who study Spanish at **Key Stage 5**, we want students to:

Develop an appreciation for Spanish-speaking culture through exposure to Hispanic literature; film; art; architecture; cultural heritage; gastronomy; music; dance; festivals. Understand how pre-Hispanic civilisations; the Romans; the Moors all contributed to and enriched Spain and the Hispanic world and thus promote inter-cultural sensitivity. Conduct internet-based research into a chosen topic area using authentic Hispanic resources such as research papers; documentaries; podcasts and newspaper articles, thus enabling the candidates to develop skills needed in the higher education setting.

### **Speaking:**

Converse on a range of mature topics such as racism; integration; equality; the role of religion and family in modern society; technology; youth politics; social protest; the monarchy; dictatorships.

Communicate ideas and thoughts, on the above, orally with confidence; fluency and spontaneity; and with accurate pronunciation and intonation.

Communicate these same ideas with a level of vocabulary similar to that of a native Spanish speaker of the same age.

Justify one's ideas and thoughts by evidencing knowledge of Hispanic society and culture.

Interrogate others on their views and thoughts on said topics.

Consider differing opinions to one's own.

To be able to present one's own research into a Hispanic topic area confidently and concisely and then subsequently take part in a spontaneous, 10-minute conversation in which the candidate can express opinion; justify opinion; exemplify, analyse and evaluate.

### **Vocab/Grammar/Writing:**

To widen vocabulary knowledge to an extent where the candidate may be able to identify, or know, synonyms to replace a noun.

To widen grammar knowledge to an extent where the candidate can narrate events in any time frame; write about hypothetical situations as well as actual ones; alternate between the active and passive voice according to which is better suited to the purpose of the communication; use the full range of pronouns in order to achieve a better level of fluency.

To be able to apply the vocabulary and grammar rules taught along with the skill of self-monitoring to accurately translate a non-fiction text, based on any of the 12 module topics covered, of around 200 words into the opposite language.

To be able to summarise the key points of a Spanish text (both written and audio) in Spanish using one's own words.

To be able to produce an essay plan and essay, based on both a Hispanic film and novel, which analyse and evaluate the key themes, characters and cinematographic and literary technique used while also drawing on one's knowledge of the cultural and social contexts of the works studied.

To be able to produce these same essays to an accurate level of Spanish i.e., with only a minimal number of major errors (verb and pronoun errors)

### Reading and listening:

To be able to use the receptive skills of reading and listening to an extent where the candidate can understand the gist of the text or audio; infer meaning when presented with unknown vocabulary; gain cultural awareness from its content; summarise and answer comprehension questions on the key points included.

To be able to use the skill of listening to understand the opinions and interrogations of others in order to be able to take part in a spontaneous conversation of around 10 minutes in length on a pre-decided topic area.

To be able to understand the gist and specific key details of a Hispanic novel in the original Spanish version with the aid of vocabulary lists and accompanying guided comprehension activities.

To be able to understand the gist and specific key details of a full feature length film in the original Spanish language with the aid of Spanish sub-titles and accompanying guided comprehension activities.

## Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,  
Practical &  
Technical



Digital Literacy

For example:

**Literacy:** literacy underpins everything we do in Spanish. The skills we develop in Spanish are a natural reflection of those acquired in pupils' home languages. These include, but are not limited to; an awareness of sound/spelling links to support accurate pronunciation and spelling; building an awareness of cognates and word families which serves to enrich pupils' English vocabulary; decoding questions/instructions in both English and Spanish, so we are able to understand and provide the required information; the recognition of similarities in and differences between grammatical structures in English and Spanish, thus creating an awareness of what constitutes good grammar in both languages; developing translation techniques both to and from Spanish builds accuracy in spelling from word to paragraph level; developing inference skills by learning to recognise the clues that signal implicit meaning.

**Numeracy:** from the simple sums and number games we introduce in KS3 to recognising and producing times, both analogue and digital, and prices in transactional language, to the ordinal numbers we teach as sequencers, numeracy is both explicitly and implicitly taught.

**Communication:** our ambition as a department to empower pupils to become confident communicators in Spanish shines through in all lessons. We believe that the advantage of teaching a phonetic language is that 'if you can say it, you can write it' so confidence in written production is created through verbal production. We aim to include a speaking element in each lesson. Communication in Spanish is encouraged and rewarded through structures presented in our KOs from KS3 onwards.

**Problem solving:** we empower pupils to use their knowledge base to manipulate the language they need to decode and produce by recognising and applying the patterns they see. This is demonstrated in, but not limited to: verb conjugations, the effect gender has on nouns, adjectives and other applicable grammar and using questions to create sentence starters.

**Metacognition:** our schemes of work are built to include regular retrieval and interleaving of thematic and grammatical content, helping pupils to commit learning to long term memory.

**Collaboration:** we encourage collaborative learning and problem solving in pair and group work through all key stages, whilst also recognising the importance of independence once confidence has been established.

**Physical, Practical & Technical:** we use kinaesthetic resources such as Tarsia, card-sorts to encourage pupils to classify vocabulary or other content.

**Digital Literacy:** we use Quizlet to deliver and track vocab learning at all key stages and promote the use of online dictionaries such as Wordreference and Linguee. Speaking challenges across all key stages are not carried out using laptops, allowing pupils to record their work so teachers are able to listen later, thus maximising learning time in the classroom.

## Qualities

The qualities we aim to develop are:



For example:

**Resilience:** A 'can do' attitude is encouraged and rewarded throughout our curriculum. Apathy in the face of academic difficulty or challenges beyond pupils' comfort zones is something we strive to avoid. We prepare pupils for assessment through low stakes quizzes and stress that mistakes are opportunities to revisit learning and assessments are an

opportunity to showcase what a pupil is able to produce independently, without the collaboration of peers.

**Respect:** We provide a learning environment where mutual respect and tolerance create a safe space. Pupils speak and are heard by their teachers and their peers and 'mistakes' are welcomed as part of language practice. Expressing and justifying opinions is an integral part of our curriculum, both in English and Spanish.

**Kindness:** We are kind to each other on our learning journey and accepting of the difficulties along the way, both academically and in the wider pastoral sense. All teachers recognise that every lesson is a clean slate where every pupil has the opportunity to achieve their best.

**Empathy:** Pupils are encouraged to show empathy towards each other in collaborative work.

**Creativity:** This is encouraged in the production of written and spoken language, whether this be a low (incorporate Spanish vocabulary words / chunks to create a nonsense story) or high stakes activity (independent writing / assessment).

**Positivity:** Pupils are welcomed into a positive environment as modelled by staff. Positive attitudes towards learning are encouraged and rewarded and pupils are expected to be positive towards their Spanish education and the benefits this will bring.

**Integrity:** We promote a culture of learning where pupils understand that they are all different in terms of achievement and their learning is their own. In low-stakes quizzes, they are encouraged to match or beat their own scores rather than compare themselves to others. Whilst we understand that competition can motivate, this should not be at the expense of moral integrity.

**Aspiration:** By providing a window to the Hispanic world, pupils are encouraged to see further than the boundaries of their immediate physical environment. By building resilience, creating the confidence to venture beyond comfort zones and achieving academic qualifications, our pupils can go anywhere and do anything.

## Curriculum Principles

### Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- **Learning Challenge:** a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.
- **Learning Consolidation:** a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

## **Cultural Capital**

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

- Theatre Play – A production in Spanish by native speakers is delivered to KS3 pupils in the summer term
- Events as available from the University of Nottingham School of Cultures, Languages and Area Studies department
- We are exploring the logistics of a trip to Spain in collaboration with Art / Humanities / PE.
- Multilingual Club – In response to a request for exposure to different languages and cultures, our lunchtime multilingual club is delivered by both staff and pupils and has included Portuguese, French, Urdu, Quechua, Sign Language ...
- KS4 lunchtime conversation club

## **Equality**

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- Pupils learn about the rights of children in other parts of the world in year 9.
- We teach pupils about culturally significant events in Hispanic culture in Y7, 8, 9, 10 and 11 for example The Day of the Dead to facilitate discussion around other relevant cultural events for example Eid.
- Curiosity is fostered in all Spanish lessons when learning about Hispanic culture and a safe environment is provided in order to discuss points of commonality as well as difference between pupils.

## **Careers and Employability**

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

Within lessons, we persistently build key employability skills, through...

Opportunities to develop Public Speaking and Communication skills through the delivery of presentations to their peers and small groups, in a foreign language, starting as early as Year 7.

The development of other essential employability skills and explicit reference to these, for example:

- \*Resilience - dealing with the frustration of 'not knowing' & entirely understanding a text, showing pupils that this is a natural step along the path to fluency

- \*Adaptability – working around the 'unknown' and adapting communication to suit the same desired outcome

- \*Independence – stepping away from reliance on resources, exploring a range of essential study and organisational skills associated with learning a language, encouraging pupils to analyse which of these works best for them

- \*Collaboration and Leadership skills – in group tasks

- \*Listening skills – languages demonstrate the intense need to not only speak but listen as a form of learning

- \*Looking in depth at the need for Languages within the modern working world, both at the beginning of Year 7 and more in depth in Year 11. We raise pupils' awareness of the following:

- \*The growing linguistic deficit in the UK and why there is a growing need for language skills locally, nationally and globally

- \*The expanding demand for Spanish due to globalisation and rapid economic growth in Latin American countries, now making it the second most spoken language in the world

- \*In Year 11 and Sixth Form, writing a job application and letter in a formal context is explored, with an international perspective on the use of language, style and differing requirements

- \*Outside the classroom, pupils also have the following opportunities:

- \*Events as available from the University of Nottingham School of Cultures, Languages and Area Studies department

- \*Careers and Modern Foreign Languages session during year 10 careers week

- \*Opportunities for KS4 and KS5 to teach younger pupils their own home languages, or a language of personal interest in Multilingual Club