

Bournville Spanish department 2023/2024

Curriculum rationale:

INTENT:

The curriculum we offer our students reflects the aims and aspirations we have for them. It reflects the world students live in using contexts familiar to them in their everyday lives and giving them insight into the culture of Spain and other Spanish speaking countries. Our curriculum at KS3 is based on the National Curriculum. We aim to:

- 1) Give them the knowledge, understanding and skills to progress onto the next stage of their education, irrespective of their prior attainment, background or ethnicity.**
 - The Spanish Department aims to produce confident, capable and articulate linguists who learn to improve their listening, speaking, reading and writing skills with a range of vocabulary, tenses and complex structures. We also include grammar progression in our lessons. In addition, our students are able to express opinions and offer justifications.
 - Learning is themed around real world topics and issues which gradually introduces increasingly complex levels of language to stretch and challenge students. It also gives emphasis on the recycling of language and structures to aid language retention.

- 2) Produce students with high aspirations, resilience and independence so that they can maximise the opportunities they are given to progress.**
 - The KS3 curriculum ensures that students are taught the language-learning skills and strategies they need to become independent language learners.
 - Students who study Spanish at KS4 are provided with a well-planned and challenging curriculum.
 - High expectations set the tone in lessons.
 - Pupils are expected to learn from their mistakes and are encouraged to do so.
 - Students are able to achieve and be successful in lessons. We celebrate the achievements of our linguists because learning a language is a great achievement.

- 3) Provide a broad curriculum through the key stages to allow students to maximise their attainment by developing the skills and talents they already hold.**
 - We provide students with opportunities to master the four skill areas of Listening, Speaking, Reading and Writing.
 - Students are regularly afforded opportunities to learn and work from memory to ensure they are fully prepared for the demands of the new GCSE.

- 4) Provide students with a range of enrichment opportunities to help them become responsible citizens who can make a positive contribution to society and the community.**
 - European Day of Languages is celebrated each year to celebrate diversity and difference.
 - The department organises activities with other schools in the local area whereby students compete against each other, but they learn from each other.

PROGRESSION:

Lessons should mimic natural language acquisition, which follows the progression of these skills: listening, speaking, reading and writing.

Each new topic follows this progression and continually builds on previous language learned.

Content: - Progression of topics is planned to meet the programmes of study. In the first year of language learning, students learn how to describe their day to day lives, from personal information, to family, to hobbies, school life and home life. Year two expands into language needed for trips abroad, such as holidays, shopping, eating out. Year 3 builds on language learned, in order to enable learners to communicate about a wider variety of topics relevant to their lives.

Grammar: - Grammar progression focuses primarily on verb competence. In year 7 the focus is on present tense. Students are introduced to present tense in all its forms: to have and to be; regular verbs, firstly in their singular form, then in their plural; irregular verbs; reflexive verbs; using verbs to ask questions. Nouns and gender also form the basis of year 7 grammar. An understanding of gender enables students to master adjectival agreements in Spanish. There is also a focus on the use of opinions.

In year 8, the past tense is the verb focus, and is practised with all verb types, through the different topics. Gender and word order continue to be reinforced. The future tense is introduced also.

In year 9, students will be expected to be able to use and recognise 3 tenses confidently with singular pronouns, with some higher ability students being able to conjugate 3 tenses with both singular and plural pronouns.

By the end of the Key Stage, students should be able to write and speak about 3 different time frames using a variety of vocabulary. Sentences should be linked using connectives and students should be able to write and speak using different pronouns (I, you, he/she, we, they). Students should be able give opinions and justify them. Students should be able to understand spoken and written texts containing this quality of language.

IMPLEMENTATION:

In all lessons (year 7 to 11), teachers follow the Teaching for Excellence cycle. At the beginning of each module a Sentence builder is given to all students to help them with key vocabulary and structures to improve their speaking and writing skills throughout the module. Students also have another copy that they can take home and do independent learning in order to expand their vocabulary range.

In each lesson, students start with a DO NOW activity. This activity consists of different tasks:

- A knowledge check – this is done weekly, and the department's aim is to recycle previously taught and learnt vocabulary. At the same time, it ensures that the vocabulary and expressions remain in the students' long-term memory. At the end of the knowledge check, students write a total mark out of 10 and tick on the corresponding level (novice, advanced, intermediate and master). The questions are in English, and students are tested on translation from English to Spanish and Spanish to English, a grammatical point or two, categories of words and use of negative sentences and questions.
- For years 9-11 students either describe a picture as part of their GCSE speaking and writing exam, they do a vocabulary test, a dictation, or a brainstorm activity with words previously taught and learnt.

Students do peer and self-assessment of all the work done in class using a green pen and this will be checked by the class teacher to ensure that accurate assessment is taking place. At the end of each activity students write a total mark and show whether the task has been peer or self-assessed by writing "self-assessed" or "marked by" with their signature. As regards writing tasks, the Spanish teachers will do Deep feedback: they will complete a sheet for each class which includes common mistakes, areas for concern, WWW, EBI and examples of good practice. This takes place two to three times every half term and the teachers use the following lesson to provide the students with feedback. Students, then, will rewrite the whole piece in green pen improving it. They will correct their spellings; they will include a wider variety of structures and vocabulary. They will also include how many words they have written, depending on the task. We also use Sentence Builders to make the language content as useful as possible for students and they build students' competence.

Our emphasis is on Deliberate Practice where students practice the four skills. Structured talk is used in lessons to check students' understanding. This make take the form of Wait time, Pose, pause, pounce, bounce and think, pair, share. Alongside this in the questioning phase, the use of diagnostic questions are used to assess students' understanding at that point in time.

At the end of each term, students are given a diagnostic assessment on the material that has been covered. This is an opportunity for students to showcase what they have learnt and see the progress they have made.

In the case of year 10 and 11 students, they are given written tasks from past papers and deep feedback is also applied. This takes place every half term. At the end of each module, students will be exposed to apply their knowledge by answering different tasks based on past papers. Thus, they do listening and reading practice. Regarding their speaking skills, an hour a week is allocated for the year 11 students. On a 1:1 basis, they will be exposed to the real exam. In the case of year 10, this happens every two weeks on a 1:1 basis.

Milestone assessments: These assessments are a summative assessment of a student's progress up until that moment of time (a sample of the modules that have been covered).

Impact:

The impact is monitored following the monitoring calendar. This consists of:

- 1) Work scrutiny.
- 2) Lesson visits
- 3) Students' voice
- 4) Spanish meetings / Humanities Faculty meetings