

Curriculum Intent

By the end of their secondary education, a student of Spanish at Dixons McMillan will have:

- Developed their knowledge of Hispanic countries around the world and understand how Spanish has come to be the second most spoken language in the world;
- Understand the differences in pronunciation in Spain and other Spanish speaking countries;
- Developed their listening skills, by understanding and responding to different types of spoken language;
- Gained confidence in speaking skills, by communicating and interacting coherently in a range of different scenarios and contexts, with accurate pronunciation and intonation;
- Understood and responded to different types of written language including literary texts
- Conveyed ideas and opinions in writing on a variety of themes and for different purposes

In order to truly appreciate the subject and create deep schema, topics within Spanish have been intelligently sequenced with the following rationale:

- The Spanish curriculum at DMA is a spiral curriculum (Bruner: 1960), whereby students revisit topics and themes several times throughout their school career. The complexity of the topic increases with each visit as students develop familiarity and confidence. New learning has a relationship with old learning and is put in context with old information. The benefits of this approach are that students recycle language, practise retrieval, interleave starting with what they know. Progression is built in, with chunked new knowledge, and progress is cyclical rather than linear
- The importance of building in significant time in year 7 lessons to develop students' awareness of the phonological system in Spanish to ensure that by the end of year 7, students are able to recognise sounds and develop their pronunciation skills and accuracy in spelling
- By the end of KS3, students will be able to identify and use tenses or other expressions to convey the past, present and future. Students will also be able to use a wide range of vocabulary to give and to justify opinions. Students will be taught and assessed to use accurate grammar, spelling and punctuation
- Students in KS3 will develop their linguistic competency by listening to a variety of forms of spoken language, authentic and teacher led. Students will be able to transcribe words and short sentences through dictation practice. Students will express their ideas verbally and in writing with increasing levels of accuracy. By the end of KS3, it is expected that students will be able to express themselves clearly and accurately with accurate intonation and pronunciation and be able to ask questions. Students will read a variety of different texts for different purposes, including literary texts or extracts to develop comprehension skills and translation skills. Students will also be able to write at varying length for different purposes and audiences and be able to translate short written texts from English to Spanish

The Spanish curriculum at Dixons McMillan has been influenced by:

- The belief that learning of vocabulary and grammar together, and not as separate ideas underpins the teaching of Spanish at DMA. Teaching lexicogrammar (in chunks and patterns) helps students to understand words and how they behave grammatically
- Vocabulary is introduced in "chunks", not individual word lists (Ellis & Shintanin: 2013; Singleton & Lesniewska 2021), for example, students would include an article with a noun. This focus on learning vocabulary and grammar in the form of sentences and chunks helps students to build their knowledge of language beyond word level, towards a more spontaneous production of language which in turn builds competence in communication
- Each half term, meetings are held with the Dixons Trust cross-cutting team for languages heads of department to discuss the curriculum design. Much work has been done to ensure that Spanish departments within the Dixons Trust offer a broad curriculum and cover the same content across the schools. This allows us to complete Trust wide assessments at the end of cycle 3 to ensure that standards are high and fair across the Trust for our students. Curriculum discussion and planning is a main focus in these meetings and seminars to discuss diversity in the curriculum and how this is addressed in our teaching and also strategies to improve student outcomes in key skills such as listening and writing. Staff in the department have done joint planning with other teachers across the trust, sharing good practice

Our Spanish curriculum ensures that social disadvantage is addressed through:

- Students will use booklets in class to record their work. This will include reference materials in the form of sentence builders to embed lexicogrammar (Conti and Smith:2019), reading texts, listening scaffolds, marked writing tasks, practice assessment questions and Directed Independent Review Time (DIRT) work all in one place. This idea falls in line with Doug Lemov's notion of 'everything in one place' (Lemov: 2021)



- Teachers take time to plan purposeful and personalised interventions within lessons, these can be seen on intervention and prevention plans with annotated seating plans to ensure that SEN students and those who are socially disadvantaged are provided with the necessary support to ensure that they are able to make as much progress as their peers.
- Intervention sessions run twice a week during DEAR sessions to support students to fill any gaps in their knowledge, with a particular focus on exam technique in listening and reading. Morning mastery sessions also help disadvantaged students in year 11 to improve their reading and listening skills after the mock 2 exams. In Cycle 3, the Spanish department are looking to provide intervention sessions to year 10 students to focus on listening skills.
- The Spanish department have worked and are working with other departments and students across the school to create resources about the languages we know to celebrate Culture Week, to celebrate the diverse community at Dixons McMillan. This is an opportunity for students to learn about cultures and practices from around the world and to try new foods. In Spanish lessons, students will learn about festivals in the Spanish speaking world and are able to make comparisons to festivals with from around the world

Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

- In years 7 and 9, homework booklets are provided for students each learning Cycle to ensure that students have chunked vocabulary and grammar to help them to complete home learning tasks to a high standard. In years 10 and 11, students receive homework booklets containing exam practice questions, including listening tasks. Students also receive a vocabulary learning booklet and a copy of the GCSE specification vocabulary booklet to prepare them for their exams
- Every Spanish lesson starts with a focus on knowledge retrieval where students recall knowledge from the previous lesson, usually in the form of translation tasks and the other half of the tasks will focus on learning from further back. This adheres to the cognitive science theory 'The forgetting Curve' (Ebbinghaus: 1880 also 2015) that unless we revisit knowledge regularly, there is a sharp decline in recall and if the information is not transferred to long term memory from working memory due to not revisiting, it will be lost
- New learning in Spanish is chunked to prevent cognitive overload *CLT*. (Sweller: 1988)
- Collective learning sessions in the form of a year group lecture are used to address common misconceptions in year 7, identified from previous cohorts, class teacher feedback and assessment analysis
- Prep sessions take place for year 10 and 11 students where topics from previous learning cycles are revisited with exam practice questions to help prepare students for their GCSE exams. AO4 writing is 25% of the GCSE Spanish exam and is an area that students have worked on in year 10 and 11 prep sessions, after many students in Cycle 1 had left blank spaces for some of the questions in their exams. The prep sessions are planned to help develop confidence and familiarity with the types of question they will answer in the exam and to revisit topics that have been covered earlier in the course. The prep sessions are also an opportunity to review the use of tenses which were not secure in Cycle 1

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers. We fully believe Spanish can contribute to the personal development of students at Dixons McMillan through:

- Exposing students to customs and festivals in the Spanish speaking world. Ensuring that there are opportunities to share their own opinions on a variety of themes and understand the opinions of others
- Developing a sense of social, linguistic and cultural diversity in the Spanish speaking world, through exposure to a range of authentic texts in lessons
- The topics covered in language across KS3 and KS4, including eating healthy, healthy lifestyles, problems facing young people, social and environmental issues, the world of work, all fit in with PDS and also cut across different subjects, such as geography
- Offering the opportunity to study other languages as an elective, helping students makes links between European languages and supplementing their knowledge of world and community languages
- The language department has had a guest speaker from Sanako to talk about languages and technology. This was a great motivator for many boys in the year 10 cohort and feedback and engagement from students was excellent
- Embracing the Spanish culture by repeating the mantra ¡Que aproveche! During family dining sessions
- Every year during each learning cycle there is a focus on employability. In the Spanish department we focus on the communication skills that are developed as a result of knowing a second language and what these communication skills would bring to any career; not only a career in a languages
- In previous years, the Spanish department ran a five-day trip to Cantabria. This helped engage students in their learning and students were able to learn about the culture and customs of the region and practise their language skills. Post COVID, the languages department are in discussion about running a similar trip in the future



Further information can be found in:

- AQA GCSE (9-1) Spanish exam specification
- Spanish Curriculum Overview (KS3 & GCSE)
- Spanish Long-Term Plans (Y7-11)
- KS3 (Y7 - 8) and GCSE (Y9-11) Schemes of work

References:

- **Bruner, J (1960)**, *The process of education*. Cambridge, MA: Harvard university Press
- **Conti, G & Smith, S (2019)**, 'Lexis, grammar and...lexicogrammar' in *Breaking the Sound Barrier. Teaching language Learners How to Listen*. Imprint: Independently Published. pp.99-120
- **Ebbinghaus, H (1885)**, *Memory: A contribution to experimental psychology*. New York: Dover.
- **Ellis, R & Shintani, N (2013)**, *Exploring Language and Pedagogy through Second Language Acquisition Research*. Routledge.
- **Lemov, D (2021)**, 'Double Planning' in *Teach Like A champion 3.0*. Jossey-Bass: Hoboken, New jersey. Pp.58-62
- **Singleton, D & Lesniewska, J (2021)**, *The critical Period Hypothesis for L2 Acquisition: an unfalsifiable Embarrassment?* Available at: <https://www.semanticscholar.org/paper/The-Critical-Period-Hypothesis-for-L2-Acquisition%3A-Singleton-Le%C5%9Bniewska/cea407f8f30144d10b64dca98662f310e5ea3951>
- **Sweller, J (1988)**, *Cognitive Load during Problem Solving: Effects on Learning*. Cognitive Science. A Multidisciplinary journal. Volume 12, issue 2. pp.257-285 . Available at: https://onlinelibrary.wiley.com/doi/epdf/10.1207/s15516709cog1202_4



Curriculum Overview – Spanish

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Y7 through to Y11 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 schema.

Knowledge, skills and understanding to be gained at each stage			
	Cycle 1	Cycle 2	Cycle 3
Year 7	<p>Topics: Introductions; classroom instructions; numbers 1-31, describing personality; months of the year; pets; talking about siblings; giving opinions; hobbies; weather.</p> <p>Grammar:</p> <p>Plural nouns; adjectives that end in o/a; adjectival agreement; regular present tense –ar verbs; irregular present tense verbs <i>tener, hacer</i> and <i>ser</i>; making verbs negative; opinions using <i>me gusta</i> + infinitive; using <i>cuando</i> to form subordinate clauses.</p>	<p>Topics: My school; describing family; physical descriptions; bigger numbers; describing where you live; carnival.</p> <p>Revisited: Numbers 1-31; colours; opinions</p> <p>Grammar:</p> <p>The indefinite article; the definite article; opinion + article; regular present tense –er and –ir verbs; possessive adjectives; the verb <i>estar</i>; using verbs in the third person; questions; <i>sober</i> + infinitive; ordinal numbers; connectives.</p>	<p>Topics: My city; telling the time; activities in the city/town; ordering food; weekend plans; festivals; saying what you did last weekend.</p> <p>Revisited: Numbers 1-31; hobbies; saying where you live</p> <p>Grammar:</p> <p>The irregular verb <i>ir</i>; using the verb <i>querer</i>; the near future tense; using two tenses together; the preterite tense of the verb <i>ir</i>.</p>
CEAIG	<i>Careers in the Spanish speaking world; careers as a secondary school teacher; careers as a travel writer.</i>		
Year 8	<p>Topics: Holidays; transport; mobile phones; music preferences; Spanish music and culture.</p> <p>Revisited: opinions; hobbies; months of the year; weather.</p> <p>Grammar: The preterite tense of regular verbs; The preterite tense of irregular verbs <i>ser</i> and <i>hacer</i>; using the preterite and present tenses together; adverbs of frequency</p>	<p>Topics: Food preferences; meal times; in a restaurant; television; saying what you did yesterday.</p> <p>Revisited: opinions; the time; numbers 1-31; ordering food.</p> <p>Grammar: negatives; <i>usted</i>; using three tenses together; using comparatives.</p>	<p>Topics: Making shopping plans; party plans; describing a party; arranging to go out; making excuses; clothes; sporting events; routine.</p> <p>Revisited: Opinions; hobbies; the verb <i>querer</i>.</p> <p>Grammar: <i>me gustaría</i> + infinitive; the verb <i>poder</i>; this and these; stem changing verbs; reflexive verbs; sequencers.</p>
CEAIG	<i>Careers in logistics and distribution; careers as a fashion buyer; careers as a tour manager.</i>		
Year 9	<p>Topics: Summer and winter holidays; holiday preferences; accommodation; making reservations; problems; points of the compass; understanding percentages.</p> <p>Revisited: weather; days of the week; months of the year; holiday activities; bigger numbers; the geography of Spain; opinions; reasons; transport.</p> <p>Grammar: Using verbs of opinion to refer to different people; opinions in the past; the imperfect tense of <i>tener, ser</i> and <i>haber</i>; time expressions.</p>	<p>Topics: School rules; clothes; teachers; problems in school; planning a school exchange.</p> <p>Revisited: Numbers; times; days of the week; opinions; reasons; school subjects; colours; facilities.</p> <p>Grammar: Expressions with an infinitive; using exclamations; <i>desde hace</i> to say how long you have been doing something; using object pronouns.</p>	<p>Topics: Socialising; technology and social networks; reading preferences; talking about friends; free time; saying what it trending; different types of entertainment.</p> <p>Revisited: Describing people; making arrangements; television; time; opinions; reasons; understanding percentages.</p> <p>Grammar: <i>Para</i> + infinitive; the present continuous tense; reflexive verbs for relationships; the personal 'a'; imperfect regular verbs; the perfect tense; <i>acabo de</i> + infinitive; indirect object pronouns.</p>
CEAIG	<i>Careers in travel and tourism; careers in further education; career as a broadcast journalist.</i>		



Year 10	<p>Topics: Town and local area; making plans; clothes shopping; problems in the town.</p> <p>Revisited: Places in town; directions; time; numbers; weather; opinions.</p> <p>Grammar: The simple future tense; the conditional tense.</p>	<p>Topics: Illnesses and injury; At the pharmacy; customs and festivals</p> <p>Revisited: describing meal times; routine; time; food; ordering food in a restaurant; opinions; reasons.</p> <p>Grammar: The passive; avoiding the passive; preterite tense reflexive verbs; absolute superlatives.</p>	<p>Topics: Careers; work experience; summer work; languages for employment; a gap year; future aspirations.</p> <p>Revisited: Time; opinions; transport.</p> <p>Grammar: <i>saber</i> v. <i>conocer</i>; the imperfect subjunctive; <i>cuando</i> + present subjunctive.</p>
CEAIG	<i>Careers in hospitality; career as an interpreter; languages for communication.</i>		
Year 11	<p>Topics: Healthy lifestyles; the environment; local and global issues.</p> <p>Revisited: types of residence; ordinal numbers; understanding percentages; local environmental problems; opinions.</p> <p>Grammar: <i>Se debería</i>; the present subjunctive to express points of view; the subjunctive in commands; the pluperfect tense.</p>	<p>Topics: Social issues; voluntary work.</p> <p>Revisited: Local issues in the town; work experience.</p> <p>Grammar: The imperfect continuous.</p>	
CEAIG	<i>Careers in political affairs; careers in international aid ir development</i>		