

Curriculum Overview

Subject: Spanish

Ambition

By the end of Year 11 a student of Spanish at Dixons Trinity will:

- Develop a strong command of Spanish, enabling students to understand and use the language effectively in various contexts, including the four skill areas of listening, speaking, reading and writing, as well as, a wide knowledge of phonics, grammar and vocabulary.
- Increase their cultural awareness by gaining a deep understanding and appreciation of the cultures where Spanish is spoken, fostering an awareness of cultural diversity and global citizenship.
- Think critically and become independent learners, able to apply their language skills to real-world situations and continue learning beyond the classroom.

Department Sentence

"The department celebrated acceptance through providing intercultural opportunities and championing linguistic proficiency"

Principles

• Intelligent sequencing of powerful knowledge

- Students acquire the four key assessment skills:
 - listening through interactive listening activities, real-life conversations and classroom instructions in Spanish.
 - speaking by conducting pair activities where students must converse in Spanish. Use phonetic exercises to improve pronunciation and utilise language learning apps and platforms that offer speaking practice with feedback.
 - reading by reading diverse reading material, comprehension exercises and incorporating literature that reflects the culture of Spanish-speaking countries, fostering cultural appreciation alongside language learning.
 - writing by starting with controlled writing activities, such as guided sentence construction and gradually move to free writing essay-style tasks.
- Students will comprehend, infer meaning to extract information, communicate spontaneously and with accurate pronunciation and intonation, vocabulary acquisition, the ability to apply grammar accurately and translation both into and out of Spanish. We believe that students should be taught phonics and verb conjugation explicitly from Year 7; this is supplemented with lexicogrammar through Conti-styled sentence builders.
- Students gain a wealth of cultural insights into the Spanish-speaking world: examples of these include holidaying, festivals, eating out, shopping, comic strips and the Spanish education system, all with the aim of making students educated citizens of the world. Students gain a wealth of cultural insights into the Spanish-speaking world: examples of these include holidaying, festivals, eating out, shopping, comic strips and the Spanish education system, all with the aim of making students educated citizens of the world.
- The curriculum makes reference to different faiths and festivals in Year 7 Cycle 2 and Year 10 Cycle 3. Students study where they live in Year 8 Cycle 1 and the advantages and disadvantages of living in a city in Year 10 Cycle 2, in addition to what they would do to change their city. It also references LBGT role models in listening and reading.
- We use Reading Reconsidered strategies such as 'Control The Game' and 'Close Reading' as part of a wide range of techniques to promote reading fluency, and work with the iBase to continually review our reading offer. Mathematically fluency is promoted in Spanish in ways such as the teaching of numbers, telling the time, the 24 hour clock for transport, dealing with prices, shopping transactions and using large numbers, years and percentages for statistics.
- Learning Spanish can open up a world of opportunities for students, with over 400 million native speakers; Spanish is the second most spoken language in the world. Proficiency in Spanish can enhance a student's CV, making them more competitive in the job market, especially in the fields like international business, diplomacy and tourism. Additionally, many universities offer Spanish language courses and study abroad programs, linked in with other degree courses such as business and law. Mastering Spanish can also improve cognitive abilities, such as problem solving and multitasking, which are essential skills for success in any career. Careers links are made explicit via a 10-minute Careers Spotlight in Weeks 6 and 12 in Years 7-11

• Beyond the National Curriculum

- We provide the opportunity to explore cultural aspects such as celebrating festivals like 'día de los muertos' or 'la feria de abril'. This is to further aid acceptance through providing intercultural opportunities.



Overview

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 Reception 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.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge Introduced	Introducing yourself, freetime activities	School, my family and friends	My city
	Knowledge Revisited	Numbers, alphabet	Grammar	Irregular verbs
Year 8	Knowledge Introduced	Technology	Food	Daily routine
	Knowledge Revisited	Opinion verbs, past tense	Future tense	Clothing, sports
Year 9	Knowledge Introduced	School	Holidays	Identity and culture
	Knowledge Revisited	School subjects, opinion verbs	Past tense	Describing people
Year 10	Knowledge Introduced	Interests and influences	Cities	Traditions
	Knowledge Revisited	Free-time activities	Future tense	Festivals
Year 11	Knowledge Introduced	Jobs and future aspirations	Environment	
	Knowledge Revisited	Future tense	Food	

**A powerful, knowledge-rich curriculum teaches both substantive knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on the Trust website, for further information about how we have designed our curriculum around these concepts .*

Homework

From Y7 onwards, our belief is that homework should be 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 for every year group and is tied to Morning Meeting.

In addition, to support depth of learning and retrieval of powerful knowledge specifically in our subject domain we also:

- Languagenut is an educational platform designed to aid the teaching of languages, through interactive activities, games and lessons. It provides powerful knowledge in Spanish by offering comprehensive curriculum aligned with proficiency levels, covering vocabulary, grammar, listening, speaking, reading, and writing skills. Its engaging and immersive approach makes learning Spanish enjoyable and effective for learners of all ages.