



Curriculum Statement

Spanish Department

Ranelagh School

For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control

2 Timothy 1:7

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this, we seek wisdom and pursue excellence.

Core values

The Spanish curriculum at Ranelagh School provides all students, regardless of race, gender, ability, religious beliefs or social background, with the necessary skills and knowledge to become confident, resilient and self-assured learners, whilst embedding the shared vision and core values of the Ranelagh School Learner Profile:

- **Confidence**- Students who are self-assured are more likely to take risks, using the target language to express their opinions and to communicate for a variety of practical purposes. They see mistakes as learning opportunities and embrace the challenges of communicating in a foreign language.
- **Resilience** - Students are able to keep learning even when they find work difficult. They show flexibility and stamina when encountering new and unfamiliar vocabulary, and use a range of strategies to work out the meaning of new words. When they face challenges, they persevere.
- **Curiosity** - Students show an interest for the foreign language and culture, and are keen to enquire and ask questions to learn more. They are inquisitive and work hard on further developing their language skills and their knowledge of Spanish culture, customs and traditions. This gives them a better understanding of our global society, as well as of their own interests and abilities.
- **Creativity** - Students use inventive, resourceful and original ways to learn and to communicate in Spanish. When encountering new or unfamiliar language, they can find creative ways to sustain communication and they produce linguistic and communicative outcomes that demonstrate their ingenuity and imagination.
- **Empathy** - Students can listen, understand and learn from others. They work well as part of a team and they show warmth, humour and positivity when collaborating with others. They recognise their peers' struggles when speaking in Spanish and are

supportive and encouraging. They show awareness and understanding of cultural differences, and are respectful and keen to learn more about such differences, recognising that these enrich them as individuals.

- **Independence** - Students are self-motivated, they understand how they learn and can manage themselves. When learning Spanish, they are able to employ independently a variety of strategies to cope with unfamiliar language, such as using context, cognates or dictionaries to work out the meaning of new vocabulary. They have self-belief and can adapt and develop the language they have learned to communicate successfully both in and beyond the classroom.

Intent of the Spanish Curriculum

The Spanish curriculum fosters students' love of the Spanish language and allows pupils to develop a passion for language learning. It promotes students' curiosity about different cultures, deepening their understanding of life in Spanish-speaking countries and equipping them with the linguistic and cultural tools to communicate in the Hispanic world.

The curriculum provides all pupils with the necessary knowledge and skills to communicate confidently in Spanish, both in speech and in writing, for a variety of purposes and in a range of increasingly complex situations, whilst following the National Curriculum.

By developing students' cultural capital, our curriculum also fosters students' empathy and curiosity, promoting new ways of thinking and developing skills that will prepare them for the next stage of their lives.

In addition, the Spanish curriculum supports pupils to develop their Literacy and Oracy skills. By providing opportunities for students to recognise and establish links between the foreign language and their mother tongue, the curriculum aims to enrich students' vocabulary and grammatical understanding in both English and Spanish.

Our curriculum reflects our ambition for all pupils to develop a love of language learning, embedding the knowledge and skills they learn in the language classroom in their long-term memory, and preparing them for life beyond the classroom.

At each Key Stage our curriculum aims to:

Key Stage 3

- Develop language skills (listening, speaking, reading and writing in Spanish) that will enable students to communicate both in the foreign language and in English

- Develop students' cultural understanding of the wider world with a particular focus on Spanish-speaking countries
- Allow students to become confident communicators, both in speech and writing
- Enjoy their learning and develop a passion for foreign languages and cultures

Key Stage 4

- Master linguistic skills (listening, speaking, reading and writing) that will enable them to engage confidently with the outside world, both in the foreign language and in English
- Deepen students' cultural understanding of the Spanish-speaking world
- Foster students' passion for the foreign language and appreciate the richness it brings

Key Stage 5

- Communicate fluently and confidently in Spanish, both in speech and writing, in a variety of complex contexts and situations, and employing a range of linguistic registers.
- Engage in current affairs, being able to discuss these confidently and competently

Implementation of the Spanish Curriculum

At Ranelagh, pupils study either Spanish or French, starting in Year 7. They are taught in mixed ability groups at all Key Stages.

In Spanish, pupils have five contact hours a fortnight in Year 7, and 4 hours in Year 8 and 9.

At KS4, students can carry on studying Spanish as part of their GCSE options, with 5 lessons per fortnight. Students can continue learning Spanish at A Level, where contact time increases to 9 hours a fortnight, supplemented by one hour of independent study.

At KS3, the curriculum has been purposefully structured around the key language, grammar and skills that best suit the needs of our students at the different stages of their learning.

At GCSE and A Level, the Curriculum is based on the demands of the Edexcel and AQA specifications respectively, whilst ensuring that students develop all the knowledge and skills that are needed to use the language for real-life purposes.

The Spanish Curriculum at Ranelagh sequences language and grammar in a logical and coherent manner. Topic areas and grammatical points are presented in a progressive order

of complexity, and recall and retrieval strategies are embedded in the curriculum to build on pupils' prior knowledge.

At KS3 in particular, our choice not to use a commercially produced curriculum reflects our aim to develop students' mastery of the language, by introducing topics and grammar at a pace that allows in-depth coverage of the language. In order to achieve this, linguistic items are interleaved across a variety of contexts, in order to provide regular exposure and practice throughout the course.

Grammar is taught explicitly at all Key Stages, and grammatical concepts are progressively and gradually introduced throughout the course to allow for extensive practice and consolidation.

A strong emphasis is placed on vocabulary retention and recall. Activities that allow for active recall of the language, such as translations, are regularly embedded in the curriculum. Vocabulary books are used alongside class notebooks, and students regularly update and competently use them as part of their vocabulary retrieval practice.

The teaching of phonics plays a key role in the Spanish curriculum; activities that focus on pronunciation, and the association between written word and sound, are regularly included as part of the language instruction.

Regular cultural references are embedded in the curriculum, to deepen students' understanding of Spanish customs, traditions and way of life, and to develop students' cultural capital and their appreciation of cultural differences.

In order to become confident learners and communicate in the foreign language for a variety of purposes, our students learn to:

- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- listen to a variety of forms of spoken language to obtain information and respond appropriately
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- speak coherently and confidently with increasing accuracy, being able to initiate and develop conversations and coping with unfamiliar language
- write texts using an increasingly wide range of grammar and vocabulary, writing creatively to express their own ideas and opinions, and translate passages accurately into the foreign language.

- identify and use tenses or other structures which convey different time frames as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including different tenses and other structures that convey different time frames.
- develop and use a wide-ranging and deepening vocabulary that goes beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- translate increasingly complex texts into the target language, focussing on grammatical accuracy and vocabulary recall
- develop a solid grasp of phonics, pronunciation and intonation, which is regularly reinforced through listening and speaking tasks, as well as dictations and reading out loud.
- understand and appreciate cultural differences, by learning about Spanish customs, traditions and ways of life

At each Key Stage our programmes of study include:

- **Key Stage 3** – language related to everyday life; conjugation of verbs in the three tenses (past indicative, present indicative, near future).

In Year 8, students also take part in a penpal programme with our partner schools in Spain.

National Curriculum for SPANISH:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

- **Key Stage 4:** language related to every day life, future ambitions, cultural affairs and global dimension; conjugation of verbs in multiple tenses and moods (common indicative tenses, present subjunctive, present conditional); linguistic register; use of synonyms.

Pearson Edexcel GCSE specifications:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-Spanish.pdf>

At KS4 students also take part in a Foreign Exchange programme with our partner school in Valencia, which runs in Year 10.

- **Key Stage 5** – language related to current affairs; literature; films; conjugate and master tenses and moods (indicative, subjunctive and conditional); to use appropriate registers confidently; make stylistic choices, as outlined in the AQA A Level specification:

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-7692-SP-2016.PDF>

At KS5 students also take part in a Work Experience programme in Spain, which runs in Year 12.

Each of the four skills (Listening, Speaking, Reading and Writing) is formally assessed at least once a year, although a strong focus is placed on avoiding such assessments being unnecessarily burdensome for both students and staff. In order to do so, skills of a similar nature (e.g. receptive skills such as Reading and Listening) tend to be assessed together in order to facilitate students' revision. Additionally, a variety of marking and feedback strategies are implemented to ensure the assessment process is not unnecessarily onerous for staff.

As part of our aim to develop students' language skills and allowing them to become confident communicators, a range of extra-curricular activities are offered to students across all key-stages. These include the KS3 Language Club, the GCSE Revision Club, the A Level Speaking Club, as well as the termly culture-based events organised by KS3 students and open to all students across the school.

Opportunities for personal and professional development are also available to staff, such as externally run courses, workshops and webinars, to further develop their knowledge and teaching craft.

KS3				
		Autumn Term	Spring Term	Summer Term
<i>Myself and my world:</i>				
Year 7	Vocabulary	<ul style="list-style-type: none"> Phonics and associations between the spoken and written word Basic personal information (birthday, age etc) Family and pets 	<ul style="list-style-type: none"> School life (subjects, teachers, facilities) Afterschool clubs and activities 	<ul style="list-style-type: none"> Hobbies and free time activities Time references for present tense actions
	Grammar	<ul style="list-style-type: none"> Introduction to gender and number agreements Word order and cognates Common verbs: ser, tener, haber 	<ul style="list-style-type: none"> Consolidation of gender and number agreements The present tense of regular verbs 	<ul style="list-style-type: none"> Consolidation of the present tense: regular verbs and common irregulars
<i>A journey through the Hispanic world</i>				
Year 8	Vocabulary	<ul style="list-style-type: none"> Hispanic countries and nationalities Travelling around the Hispanic world (geographical features, transport, holiday activities) 	<ul style="list-style-type: none"> A recent holiday (holiday activities, accommodation, opinion structures, problems and complaints) 	<ul style="list-style-type: none"> Hispanic gastronomy (food, eating habits, traditional cuisine)
	Grammar	<ul style="list-style-type: none"> Consolidation of the present tense The near future tense 	<ul style="list-style-type: none"> Consolidation of the future tense The preterite tense: regular verbs and basic irregular 	<ul style="list-style-type: none"> Using three tenses together. Imperatives. Structures that require infinitives
<i>The world around me</i>				
Year 9	Vocabulary	<ul style="list-style-type: none"> My town now, before and in the future Discovering Valencia 	<ul style="list-style-type: none"> Jobs and daily routine Global issues 	<ul style="list-style-type: none"> Global and environmental issues
	Grammar	<ul style="list-style-type: none"> Using the three tenses together Basic imperfect structures 	<ul style="list-style-type: none"> Reflexive verbs The conditional tense 	<ul style="list-style-type: none"> Basic subjunctive structures
KS4				
		Autumn Term	Spring Term	Summer Term
Year 10	Vocabulary	<ul style="list-style-type: none"> Theme 2: Holiday, travel and touristic transactions Theme 3: School life 	<ul style="list-style-type: none"> Theme 1: Family & Relationships Theme 1: Hobbies 	<ul style="list-style-type: none"> Theme 2: My town and local area General revision
	Grammar	<ul style="list-style-type: none"> Present tense consolidation Introduction to the imperfect The near and simple future Comparatives 	<ul style="list-style-type: none"> Using three time frames (past, present and future) The conditional tense The perfect tense 	<ul style="list-style-type: none"> The perfect tense Consolidation of the simple future and conditional Passive and impersonal structures (se puede)

Year 11	Vocabulary	<ul style="list-style-type: none"> • Theme 1: Food, customs and festivals • Theme 4: Jobs and future aspirations 	<ul style="list-style-type: none"> • Theme 4: Jobs and future aspirations (continued) • Theme 5: environmental and global issues 	<ul style="list-style-type: none"> • Revision and preparation for the GCSE exam
	Grammar	<ul style="list-style-type: none"> • Consolidation of the perfect and imperfect tense • Comparing preterite and imperfect • The passive voice 	<ul style="list-style-type: none"> • Common uses of the present subjunctive • The pluperfect tense • The imperfect continuous 	<ul style="list-style-type: none"> • General grammar revision and consolidation
KS5				
		Autumn Term	Spring Term	Summer Term
Year 12	Course content	THEME 1: Aspects of Hispanic society: <ul style="list-style-type: none"> • Modern and traditional values • Cyberspace THEME 2 – Artistic culture in the Hispanic world <ul style="list-style-type: none"> • Modern day idols • Spanish regional identity 	THEME 1 (continued): <ul style="list-style-type: none"> • Gender equality and equal rights THEME 2 (continued) <ul style="list-style-type: none"> • Cultural heritage El laberinto del fauno: film study and analysis	El laberinto del fauno: film study and analysis (continued) History and cinema of the XX century in Spain: an interlinked approach THEME 4: Aspects of political life in the Hispanic World: <ul style="list-style-type: none"> • Monarchies and dictatorships
Year 13	Course content	THEME 3: Multiculturalism in Hispanic society <ul style="list-style-type: none"> • Immigration • Racism • Intergration Hispanic Literature: Crónica de una muerte anunciada. Study and analysis of the novel	THEME 4 (continued): Aspects of political life in the Hispanic World: <ul style="list-style-type: none"> • Young people and politics • Political parties and political and social movements Individual Research project	Exam revision, topic and language consolidation, speaking preparation

Impact of the Spanish Curriculum

Pupils frequently express their enjoyment of Spanish, often mentioning the quality of the teaching, the support they receive and the opportunities that are offered to them as part of the curriculum. Motivation and participation in class is very good, and students experience a real sense of achievement and success in their Spanish lessons. This is evident through lesson observations and student voice.

Results in Spanish public examinations in all years up to 2019 were excellent, and above the national average in both GCSE and A Level. In addition, a significant proportion of the students who study the A Level Spanish course choose to continue studying Foreign Languages at University, either as a full degree or as a module.

More importantly, the Spanish Curriculum at Ranelagh allows pupils to develop the resilience and confidence to become self-assured citizens of the world. By taking part in the enrichment programmes offered as part of the curriculum, such as the penpal programme, the foreign language exchange and work experience abroad, our students also develop their empathy and cultural understanding, embracing cultural differences and learning to live in our global society.