

Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

For example:

We have a careers focused unit of work which encourages all students to develop their reflective skills and apply this in Spanish. Students will start at word level topic vocabulary regarding careers, incorporating prior learning, high frequency words together with different grammatical concepts, thus providing opportunities to progress in their range of language and complexity demonstrating speaking and memory proficiency.

Additionally, students are given an opportunity to develop future aspirational skills. Students investigate the wider Spanish speaking world and plan a future holiday, budgeting the costs of flights, accommodation and food, then calculating how much money they would have to save a month to be able to afford it, fostering essential life skills.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

For example:

Throughout KS3 the three pillars of language learning are thoughtfully introduced, applied, revisited and built upon. For example, in Year 7 opinion verbs are learnt, followed by reasons and justifications. These skills on each topic covered are consolidated in Year 8, and a wider range practised with the topic of school subject. Further development of opinions can be found in Year 9 when integrating comparatives and superlatives. Subsequent topics offer opportunities to apply basic to advance varied opinions - giving a solid foundation to KS3 content.

Our curriculum embodies our **vision and ethos** through educating for knowledge, wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

For example:

Knowledge of living in the wider world is widened through comparing and contrasting cultural traditions. Students investigate Spanish festivals and understand how communities work together participating in parades, contributing to the sense

of belonging and living well together.

Another unit of work in year 9 educates for hope and aspiration looking at the global economy; reflecting on personality, interests and personal qualities in Spanish; looking at role models and advocating the necessary changes for future careers.

promotes the **spiritual development** of all students

For example:

Learning a language opens up a new way to view the world through exploring cultural traditions and nuances of language. A vision of global diversity, opening the gaze to a world full of differences, harnessing this in a sense of togetherness.

The festival of the Day of the Dead explains how the passing of loved ones is celebrated with a day of remembrance of all those who have passed with special food, rituals, flowers, altars and parades, keeping the memory alive.

develops students' **21st century learning skills**, and is underpinned by a **literacy strategy** that supports increased vocabulary acquisition and reading fluency

For example:

Using the four modalities of speaking, listening, reading and writing, language acquisition is carefully structured to secure automaticity and self-efficacy through phonics, grammar and topic vocabulary. Students develop effective communication skills: being aware of tone of voice; body language; and using the appropriate register with their audience. Proficiency is fostered through promoting a growth mindset to tasks, perseverance and resilience, necessary employability skills.