

Primary & Secondary schools in Hackney teach Spanish as the first language



Secondary schools also teach Arabic, Mandarin, French, Italian, Turkish, Polish, Latin, Modern and Ancient Hebrew.

153 languages spoken in our schools

GCSE entries in 17 languages (2025)

Transition activities:

- Joint activities of pupils/students
- Transfer of Year 6 Spanish attainment for every child
- Transfer of completed ASCL checklist in May
- Info on numbers transferring to each secondary, who has been teaching in primary, level of the HPSA, links with Spanish schools & visits
- Joint CPD and eg UEL, theatre, Kings, Turing



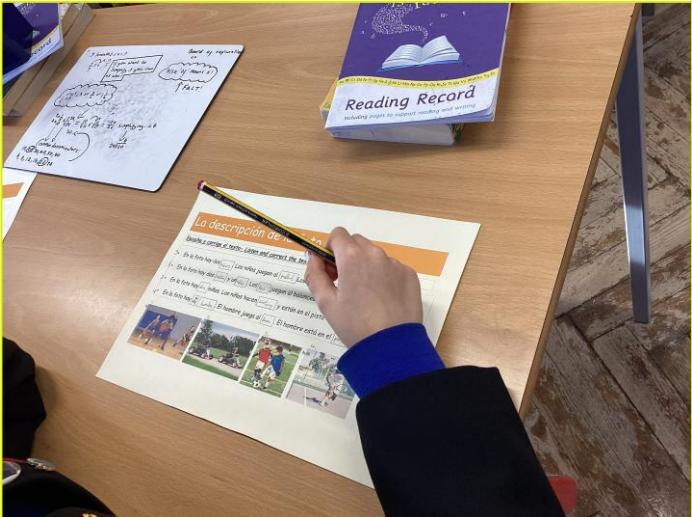
“According to the 2024 Languages Trends survey, over half of primary schools reported no contact with local secondaries regarding Languages provision.



(246) While reviewing different means to support the transition from Key Stage 2 to Key Stage 3, the Review was interested to learn about the approach taken in Hackney, where the majority of schools in the borough focus on teaching a single language (Spanish) to ensure continuity and consistency from Key Stage 2 to Key Stage 4. The initiative also includes an emphasis on inter-school relationships, teachers' professional development and close engagement with cultural institutions such as the Spanish Consejería de Educación.(247)

Analysis of the 2024/25 GCSE entry data shows Hackney had the highest take-up of Spanish of all local authorities in England.(248) This does come at the expense of the study of other languages, with almost no take-up of German in 2025 and French take-up at approximately half of the regional and national average. Overall, however, take-up of a modern language in Hackney is much higher than the national average.” CAR report November 2025 pages 90/91

Primary- Secondary School work beyond transition activities



1. CPD: It helps me to better understand how students learn and progress at KS2 so that I can design a coherent programme of study at KS3



2. Development of students' leadership: Student leadership opportunities are created so that secondary pupils are leading learning for others. They know what they need to do to achieve a good grade and are able to articulate it in front of an audience for a real purpose



Benefits for Year 6 students

1. Reduces anxiety about transition
2. Builds confidence
3. Increases motivation
4. Improves listening and speaking skills
5. Encourages active participation
6. Provides real role models
7. Supports continuity of learning
8. Promotes positive attitudes to languages

Sara Alonso Jimeno, Blossom Federation



Samantha Saggar, Waterside Academy

Spanish Spelling Bee



- transition activity
- 13 primary schools took part last year
- words/phrases taken from new GCSE spec
- phonics practice

Waterside Academy and LEAP Federation

- Y7s taught a Spanish lesson to Y5 and Y6 pupils



Case Study A year 6 – year 7 project

Teaching Art through Spanish

A CLIL (Content and Language Integrated Learning) project overview



Jacqueline Smith
*Head of Languages
(Primary and Secondary)*



What is CLIL?

Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.

The Team & Setup

Cross-Department Collaboration

Partnership between the Primary School Teacher (Spanish) and the Art Teacher.

Target Group

Year 7 students, piloted over one half-term.

Schedule

Weekly sessions (Fridays), 1x lesson per week.

Methodological Approach



Curriculum Integration

We used the existing Year 7 Art curriculum but delivered the instruction entirely in Spanish, making the language the medium for creativity.



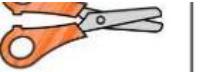
Careful Scaffolding

Language was broken down into manageable chunks to ensure students could access the complex art concepts without being overwhelmed by new vocabulary.



Learning Through Application

Students developed their artwork *through* the Spanish language. By applying technical terms (brush, shading, mixing) immediately to physical actions, retention and understanding were significantly boosted.

| | | | | | | |
|---|---|---|---|---|---|--|
| para la clase de arte? |  |  |  |  |  |  |
| el borrador | el lápiz | el papel | el sacapuntas | observar | hablar | |
|  |  |  |  |  |  | |
| la cartulina | el dibujo | los crayones | los lápices de colores | escuchar | pensar | |
|  |  |  |  |  |  | |
| la brocha | el pincel | la paleta | el caballete | pintar | dibujar | |
|  |  |  |  |  |  | |
| el artista | los marcadores | la pintura | el cuadro | cortar | pegar | |
|  |  |  |  |  |  | |

| | | | |
|-------------|--------|------------|----------|
| fucsia | rojo | anaranjado | amarillo |
| verde limón | verde | turquesa | azul |
| morado | rosado | blanco | celeste |
| gris | beige | marrón | negro |



Spanish Vocabulary used in the Art class.

Project Implementation & Outcomes

Structuring the CLIL journey from foundations to creative application



Phase 1: Foundation Building

Half-Term Pilot

Establishing core Spanish vocabulary through art materials and basic concepts, enabling immediate practical application in the classroom.

KEY VOCABULARY SCAFFOLDING:

Colours

Shapes

Utensils (Brush, Paint)

Techniques (Shading)



Phase 2: The Picasso Project

Creative Application

Moving beyond basics to complex artistic expression, drawing on the vocabulary of Picasso and Cubism concepts.

STUDENT ACTIVITY:

Students analyzed Picasso's style using target language and created their own Cubist portraits, applying Spanish adjectives and spatial prepositions to describe their choices.

Key Outcomes



Seamless Integration

Pupils adapted their art work using simple Spanish language without hesitation.



Active Language Use

Target vocabulary was successfully used to name utensils and describe technical processes.



Overall Success

The pilot demonstrated that Year 7 students could effectively learn Spanish through the medium of another subject.



"It was a huge success learning Spanish through another subject."

Pictures of the CLIL Project



Transition projects with Secondary schools by Raquel Tola Rego

- Supporting secondary schools to develop CLIL projects (e.g.; observing and supporting Skinners Academy with their Art CLIL project).
- Working with multiple secondary schools simultaneously in and out of Hackney to support events, such as running workshops during our Hispanic Week.
- Welcoming students from secondary schools who come to teach Spanish lessons to KS1 & KS2 pupils and taking Y5 and Y6 pupils to teach Y8 students
- Receiving primary trainees from UCL and secondary ML trainees from UEL
- Taking Y5 & Y6 pupils to secondary schools for taster lessons of other languages.
- Joining joint activities organised by Hackney Education for KS2 & KS3 like attending a film in Spanish at the Rio Cinema, or a Theatre performance in Spanish at All Saints Secondary School.
- Teachers in primary and secondary sharing good practice.



With
universities



University of
East London



Working for every child

Examples of transition



workshops



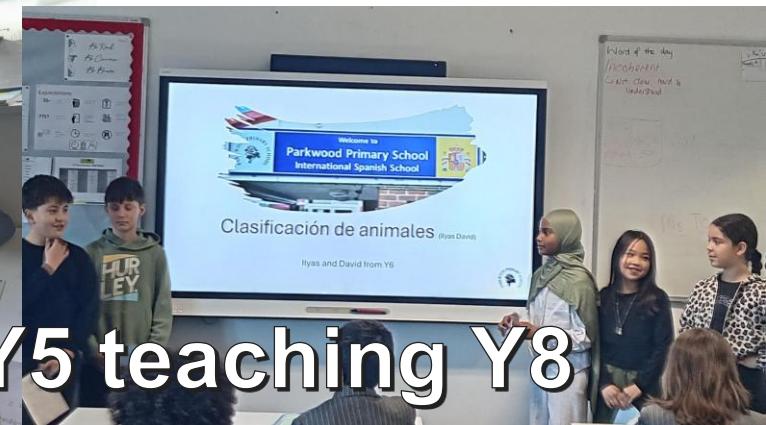
Y8 teaching Y5



Taster lessons



Y6 & Y5 teaching Y8



H Hackney



CONSEJERÍA DE EDUCACIÓN
EN EL REINO UNIDO E IRLANDA



Working for every child

Everyone was amazing and very talented. I learn so much. They were also so helpful.

I enjoyed this lesson. I learned a lot of new Spanish words today.

They were impressive like them. They are kids they understand Spanish more than I do.

Some feedback from Y8

The students were very helpful and sweet. Their vocabulary was extremely impressive and for their age, their knowledge was great.

I Learned I think a lot of things and I really enjoyed this lesson. It helped me improve my ~~flawish~~ Spanish.

I enjoyed this. I would like to have an experience like this again.

It was a very calm lesson and I would want more lessons like this and I learned a bit more and thank you.



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<https://www.hackneyservicesforschools.co.uk/extranet/spanish>