



# Queen Elizabeth's Girls' School

Educating Women of the Future

## Spanish Key Stage 4 Curriculum

	Topic/Big Question	Focus	National Curriculum
Year 10	<p><b>¿Porqué es importante considerar el impacto de mis acciones en mi familia y otras personas?</b> Why is it important to consider the impact of my actions on my family and other people? (Unit 1 Family and Friends, Marriage &amp; partnership)</p>	<p>Pupils build on their knowledge of vocabulary for family and friends to explore ways of describing their relationships with other people, including using adverbs of frequency and adjectives for describing people's appearances and personalities. They will discover new ways of considering future plans and events, including possibilities of relationships, marriage, divorce and retirement.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b>La tecnología portátil, ¿buena o mala?</b> Mobile technology- good or bad? (Unit 2 Social Media, Mobile Technology)</p>	<p>Students explore the possibilities of using social media, having the opportunity to express what they have already experienced using mobile technology. Expanding their knowledge of adverbs of frequency and consolidating their speaking and writing skills for giving opinions, they will discuss and have the opportunity to debate whether social media is a force for good and give their opinions on mobile technology, discovering ways of giving positive and negative opinions on it.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b>¿Qué importante es dedicar tiempo a los pasatiempos?</b> How important is it to devote time to pastimes? (Unit 3- Music, cinema, TV, Eating out, Sport)</p>	<p>Pupils will build on their knowledge of free time vocabulary and grammar to discover how to express in greater depth and with more details, including frequency and justifications. They will explore how to give more detail when discussing future plans. They will also discover how to invite others to social events. Building on their knowledge of food and drink vocabulary, they will explore ways of ordering in a restaurant and discussing a variety of food and drinks as well as describing how they taste. In exploring the language of practising a range of sports, they will also expand their understanding of how to plan future activities, using time phrases and the simple future tense.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b>¿Es importante celebrar las costumbres culturales?</b> Is it important to</p>	<p>Students will explore Spanish culture and festivals, enriching their understanding of how to give opinions on whether they enjoyed something they have experienced, having the opportunity to comment on a range of festivals and justify their opinions. In addition, students will also explore festivals in other Spanish speaking countries. In the process of this, they</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6,</p>

	<p>celebrate cultural customs? (Unit 4-Customs and Festivals in Spain &amp; other Hispanic countries)</p>	<p>will discover how to talk about what events used to be like in the past, allowing them the opportunity to compare culture in the past with that of the present. They will also explore some activities that take place during festival time and consolidate their knowledge of how to use the preterite and the imperfect tense together.</p>	<p>7</p>
	<p><b>¿Para qué deberíamos familiarizarnos con nuestros pueblos?</b> Why ought we get to know our towns? (Unit 5, My home, Where I live)</p>	<p>Pupils will build on their linguistic knowledge of places to live and objects in the home to discover new words and phrases to enlarge their vocabulary and describe their homes and where they live. They will also enrich their knowledge of quantifiers and have the opportunity to refine how they use them. Furthermore, they will use demonstrative pronouns to discover how to describe the amenities in their town in greater depth. Using their knowledge of past, present and future tenses, students will explore how to compare their towns in the present with how they used to be and how they will be in the future. They will build on the previous modules studied in order to give a more detailed description of what can be found in their cities and talk about the advantages and disadvantages of living in the city as opposed to the countryside.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b>¿Todos deberíamos hacer obras benéficas o podemos dejarlas a las organizaciones benéficas?</b> Should we all do voluntary work or can we leave it to charities? (Unit 6, Charity and Voluntary work, Healthy &amp; Unhealthy Living)</p>	<p>Students will be introduced to the vocabulary for talking about charities and voluntary work. They will have the opportunity to express their opinions on what they would do to help raise money for charities. Considering the importance of charities and people in need, students will also explore using the conditional tense and the possibilities of doing different things for worthy causes if they had more resources. In this unit students will also explore the importance of healthy and unhealthy living and the consequences of not having a healthy lifestyle. In considering lifestyles, students will also increase their vocabulary by discussing and debating social issues and explore the language used when agreeing or disagreeing with other people. They will also discover the subjunctive tense and explore how it is used, especially in the context of social issues.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>

	Topic/Big Question	Focus	National Curriculum
Year 11	<p><b>¿Qué debería hacer el gobierno para proteger el medio ambiente y mejorar la situación de los sin techo?</b></p> <p>What should the government do to protect the environment and help the homeless? (Unit 7)</p>	<p>In this topic students discuss ways of protecting the environment, build their knowledge and understanding of environmental problems and explore the importance of helping the homeless and the needy.</p> <p>Students develop their grammar knowledge of if clauses and will learn to apply the second and third types of if clauses. This topic will also get students to use modal verbs to express recommendations and obligations, reflexive constructions such as <i>se debe, se puede</i>+infinitive as well as subjunctive expressions.</p>	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7
	<p><b>¿Qué hiciste y qué te gustaría hacer durante las vacaciones?</b></p> <p>What did you do and what would you like to do on holidays? (Unit 8)</p>	<p>In this topic students discuss holiday accommodation and activities. Students build on their previous knowledge to understand tourist leaflets and websites and describe a region.</p> <p>Students have the opportunity to use expressions of sequence, revise the use of preterite and imperfect tenses and use <i>estar</i>+past participles.They are introduced to the passive and passive forms with <i>se</i>.</p> <p>This topic introduces students to the use of exclamations using the subjunctive, further expressions of sequence (<i>antes de haber, después de haber, mientras</i>+imperfect) and <i>desde hacía</i>+imperfect. It also allows students to give opposite views.</p>	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7
	<p><b>¿Cómo ser un buen estudiante?</b></p> <p>How can you be a good student? (Unit 9)</p>	<p>This topic gives students a solid understanding of the key concepts of your studies. Students have the opportunity to discuss their school.</p> <p>As main grammar points students explore the use of the imperative and the personal <i>a</i>.</p> <p>As subsidiary grammar points, students build on their knowledge and understanding of the perfect tense and <i>desde hace</i>+the perfect tense.</p>	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7
	<p><b>¿Qué es lo bueno y lo malo del instituto?</b></p> <p>What are the good and bad aspects about school? (Unit 10)</p>	<p>In this topic students discuss school rules and uniforms and debate about the good and bad aspects of school.</p> <p>As main grammar points students develop their knowledge and understanding of <i>se debe, hay que, tener que</i> and use <i>debería ser</i> and <i>debería haber</i>.</p> <p>As subsidiary grammar points, students build on their knowledge and understanding of modal verbs (verbs that take the infinitive) and the imperative</p>	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7
	<p><b>¿Vale la pena ir a la universidad?</b></p>	<p>In this topic students discuss choices at 18 and debate about work or university. Students explore the benefits of higher education.</p>	NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7,

	<p>Is it worth going to university? (Unit 11)</p>	<p>This topic introduces students to <i>lo que</i> and <i>lo</i>+adjectives and develops their knowledge and understanding about the present subjunctive after conjunctions of time.</p> <p>As subsidiary grammar points, students build on their knowledge and understanding of expressions with <i>tener</i> and the infinitives of reflexive verbs.</p>	<p>8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>
	<p><b>¿Cuál sería tu trabajo ideal? ¿Por qué?</b></p> <p>What would be your ideal job? Why? (Unit 12)</p>	<p>This topic gives students the opportunity to look for and apply for jobs and discuss their ideal job.</p> <p>In this topic students are encouraged to use a variety of tenses and explore the use of the present subjunctive in hypothetical situations.</p> <p>As subsidiary grammar points, students have the opportunity to revise adjectives and how to form and use the past continuous tense.</p>	<p>NC Grammar, L1, 2, 3, 4, 5, S1, 2, 3, 4, 5, 6, 7, 8, R1, 2, 3, 4, 5, 6, 7, W1, 2, 3, 4, 5, 6, 7</p>