



# Queen Elizabeth's Girls' School

Educating Women of the Future

## Spanish Key Stage 3 Curriculum 2022/23

	Topic/Big Question	Focus	National Curriculum
Year 7	<p><b>¿Qué hay en tu mochila?</b></p> <p>What is there in your school bag? (Claro 1 Unit 1)</p>	<p>This topic introduces students to the basic vocabulary required to introduce themselves. In this topic students explore the Spanish-speaking countries of the world and different ways to greet people, learn numbers 1-31, colours, classroom items and language, understand dates and give basic opinions.</p> <p>Students are introduced to the verb <i>tener</i> and encouraged to use a variety of question words. The topic gives students an understanding of word order, verb endings, masculine, feminine and plural nouns.</p>	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<p><b>¿Cómo es tu mejor amiga?</b></p> <p>What is your best friend like? (Claro 1 Unit 2)</p>	<p>In this topic students explore numbers up to 100 in Spanish, use their previous knowledge and understanding of family members to say if they have brothers or sisters or any pets, describe hair and eyes, as well as other facial features, what you and others look like and personal traits.</p> <p>Students are introduced to possessive adjectives, adjective endings, the verb <i>tener</i> in the present tense and important adverbs of frequency.</p>	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<p><b>¿Qué famosos/as te gustan más en las redes sociales? ¿Por qué?</b></p> <p>What celebrities do you like to follow more on social media? (Claro 1 Unit 3)</p>	<p>This topic gives students the opportunity to discuss hobbies, sports and weather. Students use their previous knowledge and understanding of opinion phrases to give detailed opinions on sports using verbs like <i>gustar</i> with <i>porque</i> to give reasons. Students explore some famous Spanish-speaking musicians and compare celebrity profiles on social media.</p> <p>Students are introduced to the regular present tense, the verbs <i>jugar</i> and <i>hacer</i>, “if” and “when” constructions, the use of <i>que</i> to make longer sentences and the comparatives <i>más</i> and <i>menos</i>.</p>	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<p><b>¿Cómo sería tu casa de ensueño? ¿Por qué?</b></p> <p>What would your dream house be like? Why? (Claro 1 Unit 4)</p>	<p>This topic gives students the opportunity to discuss the area where they live, describe types of house, their bedroom, their dream home and household tasks.</p> <p>Students explore the differences between the verbs <i>ser</i> and <i>estar</i>, develop their knowledge and understanding of the verb <i>vivir</i> in the present tense, use the definite article, prepositions of place with <i>estar</i>, some basic conditional expressions and say how many times they do things.</p>	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8

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Year 8	<p><b>¿Qué instalaciones hay en mi ciudad y cómo podemos mejorar la calidad de la vida de la comunidad?</b></p> <p>What facilities are there in my city and how can we improve the quality of life in the community?</p> <p>(Claro 1, Unit 5 En mi ciudad)</p>	<p>In this topic students explore the vocabulary for facilities and places in town, and will discover how to use the expression 'hay' with singular and plural nouns. They will develop translation skills. Students will have the opportunity to describe what they can do with the town's facilities. They will experience using the verb 'ir' in the present tense and discover the infinitive forms of verbs.</p> <p>Students will experience giving and understanding directions, using the imperative form to give directions. They will discover how to talk about recreational time at the weekend and have the opportunity to use the near future tense to do so.</p> <p>Students will develop their understanding of urban and rural environments and consider the advantages and disadvantages of each, including how different environments have an impact on the health and safety of the community. Pupils will discover how to compare country life with city life and have the opportunity to investigate how their neighbourhood has changed in recent years, allowing them to consider how life has improved and if anything has deteriorated.</p>	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<p><b>¿Por qué aprendemos tales asignaturas y son útiles para nuestras carreras futuras?</b></p> <p>Why do we learn such subjects and are they useful for our future careers?</p> <p>(Claro 1, Unit 6. Mi Insti)</p>	<p>In this topic students will discover the vocabulary for school subjects and experience using the verb 'estudiar'. They will explore using a greater variety of expressions to give their opinions (e.g. 'x me entretiene', 'y me aburre' and 'qué frío!').</p> <p>Students will discover how to tell the time and describe their timetable in a Spanish school. They will be discovering the vocabulary for school facilities as well as rules, regulations and using related expressions ('se debe' and 'se puede'). They will explore how school facilities and regulations can contribute to a positive learning environment.</p> <p>Students will be introduced to the vocabulary for extracurricular activities and will discover how these can contribute to a positive learning experience. They will have the opportunity to research cultural knowledge and will discover how it can enhance their learning.</p> <p>Students will explore the vocabulary and expressions for doing part-time work and future plans following on from school, including further education, travel and other languages.</p>	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<p><b>¿Por qué es importante comer y beber bien y cuidar la salud?</b></p> <p>Why is it important to eat and drink well and to look after your health?</p> <p>(Claro 2, Unit 1 Dieta y salud)</p>	<p>In this topic students will discover the verbs for eating and drinking (including those particular to different meal times), and the vocabulary for a variety of food and drink opinions on food and drink. They will explore how to widen their range of opinions including negative expressions. They will also discover the variety of cuisine in the Hispanic world. They will discover the language required for ordering food and drink in a restaurant. They will have the opportunity to practise role plays in formal and informal situations, using tú and usted.</p> <p>Students will explore what types of food are healthy and unhealthy, they will have the opportunity to give advice to each other on what to consume and what to avoid.</p> <p>Using the quantifying adjectives mucho and poco, they will discover how they can add subtlety to their advice. They will discover what words they need to use to identify different parts of the body and the expressions required for saying that parts of the body hurt. They will also discover how to say a physical ailment has been affecting them.</p> <p>Students will build on their knowledge of body parts by exploring the various ways of dealing with aches and pains-taking medications, applying ointment etc.</p>	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<p><b>¿Por qué es importante</b></p>	<p>Students will be introduced to the vocabulary needed for different forms of transport as well as more countries.</p>	GV 1, 2, 3, 4 / LC 1, 2,

	<p><b><i>considerar cómo viajamos en el mundo?</i></b> Why is it important to consider how we travel in the world? (Claro 2, Unit 2, Por fin de vacaciones!)</p>	<p>They will explore the language needed for talking about what they do on holiday and giving positive and negative opinions on activities. Students will discover how to talk about holidays they have experienced in the past and what they hope to do in the future. They will explore how the verbs 'ir' and 'ser' can be used in the simple past tense and the future tense . They will also discover some of the features of the Amazon rainforest and how it is under threat. They will have the opportunity to question whether tourism is always a good thing.</p>	<p>3, 4, 5, 6, 7, 8</p>
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	Topic/Big Question	Focus	National Curriculum
Year 9	<p><b><i>El ocio y el trabajo desde casa.</i></b> <b><i>¿Vamos hacia una sociedad más individualizada?</i></b></p> <p>Leisure and work from home. Are we heading to a more individualised society? (Claro 2 Unit 3)</p>	<p>This topic covers social media, film, tv &amp; work vocabulary, giving the students the opportunity to discuss leisure and work from home in the future and consequently, we are heading to a more individualised society. Students will learn simple future tense, the use of <i>ser</i> and <i>estar</i> and consolidate the use of comparisons.</p>	<p>GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8</p>
	<p><b><i>¿Gastamos apropiadamente nuestro dinero?</i></b></p> <p>Do we spend our money properly? (Claro 2 Unit 4)</p>	<p>In this topic students have the opportunity to describe fashion in great detail, visit a shopping centre and discuss hypothetical situations as well as exploring fashion in the Hispanic world. They will learn how to form and use the conditional tense, direct object pronouns and demonstrative and indefinite adjectives.</p>	<p>GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8</p>
	<p><b><i>¿Qué se puede hacer para reducir la huella ecológica?</i></b></p> <p>What can be done to reduce the carbon footprint? (Claro 2 Unit 5)</p>	<p>This topic allows students to describe their daily routine and good habits in order to reduce the carbon footprint. They will also talk about global issues and possible solutions. Relevant grammar points to this topic are the use of reflexive verbs, direct object pronouns, irregular verbs in the future and conditional tenses.</p>	<p>GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8</p>
	<p><b><i>¿En qué país hispanohablante te gustaría vivir y por qué?</i></b></p> <p>What Spanish-speaking country would you like to live in? (Claro 2 Unit 6)</p>	<p>This topic explores several Spanish-speaking countries. It is a great opportunity for students to learn about different cultures, traditions, music, dance, etc. To do so, students will work on forming radical-changing verbs in the present, the perfect tense, the imperfect tense and combining the future and conditional tenses.</p>	<p>GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8</p>