



Queen Elizabeth's Girls' School

Educating Women of the Future

Spanish Key Stage 4 Curriculum

	Topic/Big Question	Focus	National Curriculum
Year 10	What shapes our identity and relationships?	Students explore identity, personality, family structures and friendships. They describe relationships, compare family life and discuss what makes a good friend. Grammar includes present tense verbs, adjective agreement, possessive adjectives, reflexive verbs and common irregular verbs.	NC Grammar L1–5; R1–5; W1–4
	How can we lead a healthy and balanced life?	Students discuss healthy lifestyles, exercise, diet and wellbeing. They compare eating habits, explore Spanish culture and give advice about healthy living. Grammar includes radical-changing verbs, the immediate future, modal verbs and expressions with <i>tener</i> .	NC Grammar L1–5; R1–5; W1–4
	How does education prepare us for the future?	Students reflect on school life, post-16 education and career aspirations. They compare schools, discuss rules and facilities, and explore future ambitions and careers. Grammar includes comparatives, superlatives, the future tense, infinitive constructions and negative structures.	NC Grammar L1–5; R1–5; W1–4
	How do leisure, traditions and culture shape our lives?	Students explore hobbies, sport, television, film and free-time activities, expressing opinions across different time frames. Grammar includes the present continuous, preterite tense, superlatives and verbs with prepositions.	NC Grammar L1–5; R1–5; W1–4

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Year 11	How do festivals and traditions reflect culture and identity?	Students explore Spanish and Latin American festivals, celebrations, music and traditions. They describe past experiences, compare cultural practices and develop an appreciation of the diversity of the Hispanic world. Grammar includes a range of preterite forms, sequencing language and present participles.	NC Grammar L1–5; R1–5; W1–4
	What influence do celebrities have on society?	Students study influential Hispanic figures and discuss celebrity culture, role models and the advantages and disadvantages of fame. Grammar develops use of the imperfect, preterite versus imperfect and communicating confidently across three time frames.	NC Grammar L1–5; R1–5; W1–4
	How is the world around us changing?	Students explore travel and tourism, technology, media, local areas and environmental issues. They discuss holidays, social media, future technologies and sustainability while developing more sophisticated grammar, including the conditional, passive voice, perfect tense, imperative and present subjunctive.	NC Grammar L1–5; R1–5; W1–4
	¿How can we become confident and independent linguists?	Throughout Year 11, students consolidate all GCSE themes through retrieval practice, authentic materials and exam-style tasks across listening, speaking, reading and writing. They refine their grammatical accuracy, spontaneity, pronunciation and translation skills while developing confidence in communicating across familiar and unfamiliar contexts in preparation for the GCSE examinations.	NC Grammar L1–5; R1–5; W1–4