



Queen Elizabeth's Girls' School

Educating Women of the Future

Spanish Key Stage 5 Curriculum

	Topic/Big Question	Focus	National Curriculum
Year 12	¿Por qué los valores sociales españoles han cambiado tanto en los últimos 40 años? Why have social values changed so much in the last 40 years? (Unit 1)	Students will have the opportunity to describe the various types of 21st-century Spanish family and how these differ from the family model of the past. They will also understand trends in marriage and how modern and traditional values differ and discuss changes in the influence of the Catholic Church. This topic gives students a solid understanding of how to use the imperfect and imperfect continuous tenses as well as the use of the imperfect and preterite tenses together.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	¿La tecnología e Internet han mejorado nuestra vida? Have technology and the Internet improved our lives? (Unit 2)	Students will be able to discuss the positive and/or negative influence of the Internet and the positive and/or negative effects of the smartphone. They will also consider the type of influence social networks have on society. This topic covers the use of <i>ser</i> and <i>estar</i> , the present and present continuous tenses, comparatives and superlatives, the future and conditional tenses .	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	¿Es la sociedad española machista y/u homófoba? Is Spanish society sexist and/or homophobic? (Unit 3)	This topic will allow students to discuss women in the world of work and study the role of women at home. They will also discuss male chauvinism, look at the role of feminism and understand and talk about changes to LGBTI+ rights. In this topic students will learn the use of indefinite adjectives and pronouns, the perfect tense, the pluperfect tense, the future perfect and the conditional perfect tenses.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	¿Son siempre los famosos una buena influencia para la sociedad? Are celebrities always a	In this topic students will discuss the positive and/or negative influence singers and musicians have on people as well as the positive and/or negative effect TV and cinema stars have in our society. They will also consider the type of influence fashion models have on young people. Students will practise the passive voice and learn the use of direct and indirect object pronouns.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

	good influence on society? (Unit 4)		
	<i>¿Crees que las diferentes lenguas que se hablan en España son un elemento de cohesión o división?</i> Do you think the different languages spoken in Spain are a source of unity or division? (Unit 5)	Students will have the opportunity to describe and discuss Spanish customs and traditions and similarities and differences in the gastronomy of Spain. They will also consider the languages that are spoken in Spain and the issues surrounding them. In this topic students will learn how to use numerals, the present subjunctive of regular verbs and the perfect tense in the subjunctive.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<i>¿Merece la pena cuidar del patrimonio cultural?</i> Why must we take care of the nation's cultural inheritance? (Unit 6)	Students will be able to understand civilisations that contributed to the cultural heritage of Spain and the diversity of Hispanic music and dance. They will also discuss the pre-Columbian heritage of Latin America, Spanish and Latin America artists and the role of architecture in Spain. Students will learn the use of subjunctive efficiently after verbs of emotion, surprise, doubt, etc, understand and use demonstrative and possessive adjectives and imperatives.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

	Topic/Big Question	Focus	National Curriculum
Year 13	<i>¿Crees que los “sin papeles” deberían tener los mismos derechos que un nativo?</i> Do you think illegal immigrants should have the same rights as locals? (Unit 1)	This topic encourages students to discuss the positive and negative aspects of immigration, explore about immigration in the Spanish-speaking world, investigate and discuss what problems illegal migrants might face. This topic gives students a solid understanding of how to form and use the present tense, allows students to revise the imperfect and preterite tenses and use compound tenses.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<i>¿Son los españoles tolerantes y abiertos con otras razas y nacionalidades?</i> Are Spanish people tolerant and open-minded with other nationalities and backgrounds? (Unit 2)	This topic gives students solid understanding of the key concepts of racist and xenophobic attitudes in the Spanish-speaking world and the measures to combat racism and their effectiveness. Students look at existing legislation against racism and discuss possible new legislation. In this topic students improve the use of nouns and adjectives as well as the conditional and future tenses. They express approval and/or disapproval, obligation and learn to translate the English gerund (-ing form) into Spanish.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<i>¿Hasta qué punto crees que la convivencia de culturas es una quimera?</i> To what extent do you think communal living is a fantasy? (Unit 3)	This topic gives students the opportunity to develop their knowledge and understanding about the different ways cultures integrate in Hispanic society, the issues surrounding the integration of different cultures within the sphere of education and the coexistence of various religions in the Hispanic world. Students learn the many verbs that require a specific preposition when they are followed by an infinitive, varying sentence structure to enhance writing and structure an argument.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<i>¿Qué valores luchan por obtener los jóvenes de la actualidad?</i> What values are young people nowadays fighting for?	This topic allows students to discuss the importance of politics in young people's lives and gives students a solid understanding of why their attitude to politics is changing. Students discuss the unemployment situation amongst young people nowadays and how it is affecting them and the type of society young people in the Hispanic world want to live in. This topic gives students the opportunity to improve their use of the present subjunctive, the perfect subjunctive and the imperatives.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

	(Unit 4)		
	<i>En tu opinión, ¿un régimen dictatorial puede tener aspectos positivos y negativos?</i> <i>In your opinion, can a dictatorship have positive and negative aspects?</i> (Unit 5)	This topic introduces students to Franco and the Spanish dictatorship and it gets students to investigate life under Franco's dictatorship. Students develop their knowledge and understanding of the impact of the civil war, discuss the changes from monarchy and republic to dictatorship and the transition from dictatorship to monarchy. Students explore dictatorships in Latin America, particularly in Panama, Chile and Argentina. In this topic students revise the preterite tense, form and use the imperfect subjunctive and use a sequence of tenses.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<i>¿Hasta qué punto crees que las manifestaciones son efectivas en los países hispanicos?</i> To what extent do you think protests are effective in the Spanish-speaking countries? (Unit 6)	In this topic students consider and discuss how effective protests and strikes are, the power of trade unions and investigate the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina. Students use their previous knowledge and understanding about the if clauses and use if clauses with imperfect subjunctive and pluperfect subjunctive and develop their knowledge and understanding of the passive voice.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11