



Queen Elizabeth's Girls' School

Educating Women of the Future

Spanish Key Stage 3 Curriculum

	Topic/Big Question	Focus	National Curriculum
Year 7	<i>What helps us communicate in a new language?</i>	Students begin their Spanish learning by introducing themselves, greeting others and talking about birthdays, colours and classroom language. They develop confidence with pronunciation, numbers, question words and simple opinions while learning about the Spanish-speaking world. Grammar focuses on gender, articles, present tense forms of <i>estar</i> , <i>llamarse</i> and <i>tener</i> , and basic sentence structure.	GV 1–4 / LC 1–8
	<i>How do our families and friendships shape who we are?</i>	Students describe their families, pets and friends, discussing physical appearance and personality. They express opinions and make simple comparisons while developing cultural awareness of family life across the Hispanic world. Grammar includes possessive adjectives, adjective agreement, <i>ser</i> and <i>tener</i> , plurals and adverbs of frequency.	GV 1–4 / LC 1–8
	<i>How do we enjoy our free time?</i>	Students explore hobbies, sports, music, social media and weather, expressing opinions and explaining preferences. They compare interests with those of young people in Spanish-speaking countries. Grammar includes regular present tense verbs, <i>gustar</i> , <i>hacer</i> , <i>jugar</i> , comparatives and opinion structures using <i>porque</i> .	GV 1–4 / LC 1–8
	<i>How does school prepare us for the future?</i>	Students discuss school subjects, facilities, rules and extracurricular activities while comparing aspects of school life in Spain and the UK. They describe timetables and express opinions about learning. Grammar develops present tense verbs, telling the time, <i>se puede</i> , <i>se debe</i> , intensifiers and infinitive constructions.	GV 1–4 / LC 1–8

	Topic/Big Question	Focus	National Curriculum
Year 8	<i>How can our local area become a better place to live?</i>	Students describe towns and neighbourhoods, give directions and discuss leisure opportunities. They compare urban and rural life and propose improvements to local communities while exploring cultural aspects of Spanish-speaking towns and cities. Grammar develops <i>hay</i> , <i>ir</i> , <i>ser</i> and <i>estar</i> , the near future, imperatives and impersonal structures such as <i>hay que</i> and <i>se debe</i> .	GV 1–4 / LC 1–8
	<i>Why do we travel and what can we learn from other cultures?</i>	Students explore holidays, transport, tourist attractions and travel experiences across the Hispanic world. They describe past, present and future holidays while developing an understanding of environmental issues linked to tourism. Grammar includes the preterite tense, near future, weather expressions and verbs of movement.	GV 1–4 / LC 1–8
	<i>How can we live a healthy lifestyle?</i>	Students discuss food, healthy eating, restaurants, exercise and health issues. They compare diets across the Hispanic world and learn how to seek help when feeling unwell. Grammar focuses on negatives, <i>tener que</i> , <i>doler</i> , <i>desde hace</i> , expressions with <i>tener</i> and formal/informal language.	GV 1–4 / LC 1–8
	<i>How is technology changing our lives?</i>	Students evaluate the role of technology, television, films, gaming and social media in everyday life. They discuss responsible online behaviour and the benefits and drawbacks of digital communication. Grammar includes <i>solér</i> , present continuous, <i>para</i> + infinitive, <i>lo</i> + adjective and further use of <i>ser</i> and <i>estar</i> .	GV 1–4 / LC 1–8

	Topic/Big Question	Focus	National Curriculum
Year 9	<i>How do education and careers shape our future?</i>	Students explore post-16 choices, future careers, work experience and ambitions. They discuss education systems and employment opportunities while considering working abroad. Grammar develops the simple future, irregular future forms, asking questions and communicating confidently across three time frames.	GV 1–4 / LC 1–8
	<i>How can we improve our communities and protect the environment?</i>	Students revisit daily routines before exploring relationships, local issues and environmental challenges in Spanish-speaking countries. They evaluate solutions to sustainability issues and consider their own role in protecting the environment. Grammar includes reflexive verbs, object pronouns, possessive adjectives, present participles and the imperative.	GV 1–4 / LC 1–8
	<i>How do famous people influence society?</i>	Students investigate celebrity culture, influencers and role models across the Hispanic world. They discuss fame, positive and negative influences and imagine their own future lives. Grammar includes the imperfect tense, conditional tense, advanced reflexive structures and more sophisticated use of multiple time frames.	GV 1–4 / LC 1–8
	<i>How do festivals and traditions reflect Hispanic cultures?</i>	Students explore festivals, sporting events and celebrations across Spain and Latin America, comparing customs and traditions. They use a range of tenses to describe cultural experiences and develop intercultural understanding. Grammar revisits the perfect tense, <i>acabar de</i> + infinitive, larger numbers and suffixes such as <i>-ito</i> .	GV 1–4 / LC 1–8
	<i>What makes the Hispanic world so diverse?</i>	Students discover the geography, history and cultures of the Spanish-speaking world through regions including Texas, the Amazon, Bolivia, Peru and Argentina. They compare lifestyles and traditions while consolidating grammatical knowledge in preparation for Key Stage 4. Grammar revisits future and past tenses, superlatives, prepositional pronouns and confident use of multiple time frames.	GV 1–4 / LC 1–8