

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 9 Overview 2024-25 – Subject

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment									
8 weeks (20 Lessons) (38 Days)													
2-Sep	A	1	<p>Viva 3 - Module 1 – Somos así – Communicating details about hobbies (17 lessons)</p> <p>Unit 1 – Cosas que me molan</p> <p>L1: Talking about things you like using a range of opinion phrases.</p> <p>L2: Talking about things you like using irregular verbs in the present tense (ir, hacer, ser).</p> <p>L3: Talking about likes and dislikes using irregular verbs and more complex structures.</p>	<p>Students will learn how to communicate and understand details in longer pieces about preferences and events including hobbies, films, activities, and birthdays. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic. As well as developing a deeper understanding of how to conjugate verbs in the present, preterite and near future tenses.</p> <p>Grammar focus – regular and irregular verbs in the present tense, preterite tense, near future tense.</p>									
9-Sep	B	2	<p>Unit 2 – Mi semana</p> <p>L4: Using the present tense to talk about your week.</p> <p>L5: Using the present tense to talk about your week. 40 word writing task.</p>	<p>Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1, free time and customs and traditions.</p>									
16-Sep	A	3	<p>Unit 3 – Cartelera de cine</p> <p>L6: Talk about films using the near future tense.</p> <p>L7: Talk about films using the near future tense.</p> <p>L8: Recall task Communicating details about films and going to the cinema.</p>	<p>Historical/cultural links – Spanish and LA films and cinema, use authentic resources (for example video clips) for exposure to cultural resources. On topic of birthdays discuss ‘quinceañera’ celebrations in South America, discuss the importance of turning 15 in their culture and compare with UK</p>									
23-Sep	B	4	<p>Unit 4 – Un cumpleaños muy especial</p> <p>L9: Use the preterite tense to talk about a birthday</p> <p>L10: Use the preterite tense to talk about a birthday.</p>	<p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the different Spanish celebrities and Hispanic countries.</p>									
30-Sep	A	5	<p>Unit 5 – Los famosos</p> <p>L11 – Feedback for recall task. Speaking skills lesson.</p> <p>L12 – Use three tenses together.</p> <p>L13 - Use three tenses together.</p>	<table border="1"> <thead> <tr> <th>Prior</th> <th>Now</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>Communicating simple details about likes and dislikes.</td> <td>Understand and communicate using three tenses together.</td> <td>Use the imperfect and the preterite to refer to the past.</td> </tr> <tr> <td>Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.</td> <td></td> <td></td> </tr> </tbody> </table>	Prior	Now	Next	Communicating simple details about likes and dislikes.	Understand and communicate using three tenses together.	Use the imperfect and the preterite to refer to the past.	Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.		
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Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.													
7-Oct	B	6	<p>L14 – Preparing for extended writing task.</p> <p>L15 – Extended writing task.</p>										
14-Oct	A	7	<p>L16 – Feedback for writing task. Listening skills.</p> <p>L17 - Skills- reading – zona lectura - Las Estrellas, understanding challenging texts.</p>										
21-Oct	B	8	<p>Module 2 – ¡Oriéntate! – Communicating details about jobs</p> <p>Unit 1 – Hotel catastrofe</p> <p>L1: Introduction to jobs. Use ‘tener que’ to say what you have to do at work</p> <p>L2: Giving opinions of work with more complex justifications.</p> <p>L3: – Culture – Dia de los muertos</p>	<p><i>Parent and Carers month/Black History month</i></p> <p><i>3/9 World afro day</i></p> <p><i>23/9 International day of sign languages</i></p> <p><i>10/10 world mental health day</i></p> <p><i>5/10 world teachers day</i></p> <p><i>6/10 World cerebral palsy day</i></p>									
Half-Term 7 weeks (20 lessons) (34 Days)													
4-Nov	A	9	<p>Unit 2 - ¿En qué te gustaria trabajar?</p> <p>L4: say what job you would like to do using correct adjectival agreement</p> <p>L5: say what job you would like to do using correct adjectival agreement</p>	<p>Module 2 – ¡Oriéntate!</p> <p>Students will learn how to communicate and understand details about jobs and future plans including jobs, places of work, ambitions, and future plans. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of jobs.</p>									
11-Nov	B	10	<p>Unit 3 - ¿Cómo va a ser tu futuro?</p> <p>L6: Use near future tense to talk about your future</p>										

			<p>L7: Use near future tense to talk about your future</p> <p>L8: speaking skills including conversation-style questions</p>	<p>Students are introduced to conditional phrases to say what they would like to do in the future and 'tener que' to discuss job roles and duties.</p>						
18-Nov	A	11	<p>Unit 4 - ¿Como es un día típico?</p> <p>L9: Recall task. Understanding when three tenses are used together to describe a job.</p> <p>L10: Using three tenses together to describe your job.</p>	<p>Key Focuses: Module 2:</p> <p>GW – pupils understand more complex vocab inc. tener que + me gustaría</p> <p>BI – pupils can use their knowledge of 3 verb tenses to talk in detail about jobs & the future</p> <p>EW – pupils can use basic phrases in the conditional & include more complex phrases using tener que in their work</p>						
25-Nov	B	12	<p>L11: Feedback for recall task. Dictionary skills.</p> <p>L12: El día de trabajo. Focus on reading skills.</p> <p>L13: Skills – Extended writing preparation.</p>	<p>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics.</p> <p>Grammar focus – tener que, conditional tense, preterite, present and near future tenses.</p>						
2-Dec	A	13	<p>L14: Skills – Writing 90 word task</p> <p>L15: Feedback for extended writing task</p>	<p>Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 3, future study and employment.</p>						
9-Dec	B	14	<p>L16: Skills – Speaking skills lesson including role play.</p> <p>L17: Skills – Speaking skills lesson including photo card.</p> <p>L18: Skills – Writing skills lesson including translations, photocard and 40 word.</p>	<p>Historical/cultural links – discussing important industries in Spain and linking to job opportunities for young Spanish people (for example tourism, textile industry – Zara, Mango) video example of work experience in Spain (Viva video), students can compare to UK. Importance of speaking Spanish in certain industries, 2nd most widely spoken language in the world etc.</p>						
16-Dec	A	15	<p>L19: Culture – Christmas celebrations in Spain.</p> <p>L20: Culture – Christmas celebrations in Spain.</p>	<p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in job opportunities between England, Spain and Hispanic countries.</p> <p><i>Mens health awareness month/disability confident month</i> <i>1/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>25/12 Christmas Day</i></p> <table border="1"> <thead> <tr> <th>Prior</th> <th>Now</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.</td> <td>Can communicate information on jobs. Is able to use more complex structures such as 'tener que' and conditional phrase.</td> <td>Use 'if' clauses to talk about future plans.</td> </tr> </tbody> </table>	Prior	Now	Next	Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Can communicate information on jobs. Is able to use more complex structures such as 'tener que' and conditional phrase.	Use 'if' clauses to talk about future plans.
Prior	Now	Next								
Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Can communicate information on jobs. Is able to use more complex structures such as 'tener que' and conditional phrase.	Use 'if' clauses to talk about future plans.								
Christmas Holiday			6 weeks (15 lessons) (30 Days)							
6-Jan	B	16	<p>Module 3 – En Forma - Communicating details about healthy living.</p> <p>Unit 1 - ¿Llevas una vida sana?</p> <p>L1: Talking about diet using direct object pronouns.</p> <p>L2: Talking about diet using direct object pronouns</p> <p>L3: Revision of module 1 & 2.</p>	<p>Module 3 – En Forma</p> <p>Students will learn how to communicate and understand details about healthy lifestyles including diet, getting fit, daily routine, and ailments and injuries. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of healthy living.</p> <p>As well as developing a deeper understanding of reflexive and stem-changing verbs and indirect object pronouns.</p>						
13-Jan	A	ST1	<p>L4: ST1 preparation / exam / feedback</p> <p>L5: ST1 preparation / exam / feedback</p>	<p>Key Focuses: Module 3:</p>						

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			Revise modules 1 &2.	GW – pupils can recognise more complex grammar points and use vocabulary relating to health & fitness BI – pupils understand finer grammar rules, such as how & when to use reflexive verbs, how and when to use indirect object pronouns etc EW – pupils can independently use IOPs, stem-changing verbs & reflexive verbs to talk about health & fitness
20-Jan	B	ST1	L6: ST1 preparation / exam / feedback Revise modules 1 &2. L7: ST1 preparation / exam / feedback Revise modules 1 &2. L8: ST1 preparation / exam / feedback Revise modules 1 &2.	
27-Jan	A	19	Unit 2 – Preparados, listos, ya L9: Talking about an active lifestyle using stem-changing verbs. L10: Talking about an active lifestyle using stem-changing verbs.	Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics.
3-Feb	B	20	Unit 3 - ¿Cuál es tu rutina diaria? L11: Talk about daily routine using reflexive verbs. L12: Talk about daily routine using reflexive verbs. L13: Skills – Writing skills including 40/90 word task about your daily routine and lifestyle.	Grammar focus – reflexive verbs, indirect object pronouns, stem-changing verbs, 'se debe', preterite, present and near future tenses. Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1, healthy lifestyles.
10-Feb	A	21	Unit 4 – Muevete. L14: Recall task. Talk about getting fit using se debe/no se debe L15: Talk about getting fit using se debe/no se debe	Historical/cultural links – Mediterranean diet and lifestyle – benefits and differences from UK (for example fresh fish, fruit and veg, how climate impacts diet), popular sports in Spain, for example 'la pelota vasca' and its links to Basque country culture and identity. Compare daily routine with young people in South American countries. Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in diets and lifestyles between England, Spain and Hispanic countries. <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i> <i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i>
Half-Term			6 weeks (15 lessons) (24 Days)	
25-Feb	B	22	Unit 5 - Me duele todo. L1: Feedback for recall task. Talk about ailments using 'me duele(n). L2: Talk about ailments using 'me duele(n). L3: Skills – Preparation for extended writing task.	Module 4 – Jóvenes en acción Students will learn how to communicate and understand details about social and global issues including rights, fair trade, recycling, and problems and improvements in a city. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of social issues. Students are introduced to key verbs in the imperfect tense and are able to use it when comparing what a city was like before with what it is like now.
3-Mar	A	23	L4: Extended writing task: L5: Skills – Speaking focus. Photo card and roleplay.	

Prior	Now	Next
Communicating simple details about food and sports in the past. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Understands and can communicate more confidently using reflexive and stem-changing verbs to talk about others as well as themselves	Use reflexive and stem-changing verbs in a variety of tenses.

10-Mar	B	24	<p>Module 4 – Jóvenes en acción – Communicating details about social issues.</p> <p>Unit 1 – Mis derechos</p> <p>L6: talk about children’s rights using the verb poder.</p> <p>L7: talk about children’s rights using the verb poder.</p> <p>L8: talk about children’s rights using the verb poder.</p>	<p>Key Focuses: Module 4:</p> <p>GW – pupils can recognise more complex grammar points and tenses and use vocabulary relating to world issues.</p> <p>BI – pupils understand finer grammar rules, such as verb conjugations in 4 tenses, and are able to use ‘se debería’ accurately.</p> <p>EW – pupils can independently use 4 tenses and discuss world issues.</p> <p>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics.</p> <p>Grammar focus – ‘se debería’, imperfect tense</p>						
17-Mar	A	25	<p>Unit 2 – El comercio justo</p> <p>L9: talk about fair trade expressing your point of view</p> <p>L10: talk about fair trade expressing your point of view</p>	<p>Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 2, global issues.</p>						
24-Mar	B	26	<p>Unit 3: Reciclamos</p> <p>L11: talk about recycling using ‘se debería’</p> <p>L12: Recall task. Talk about recycling using ‘se debería’</p> <p>L13: Culture: Easter celebrations in Spain.</p>	<p>Historical/cultural links – UN convention on the rights of the child, look at different Spanish speaking countries and discuss if rights are met/if they have the same rights as us in the UK (for example, children not able to go to school because they have to work, polluted environments etc.) fair trade, look at case studies in South America, such as coffee growers/bananas/cocoa beans to discuss different working conditions and the difference fair trade organisations make to people’s day-to-day lives. Focus on a city (Medellin – Colombia, Lima – Peru or Montevideo – Uruguay) for a research project.</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in the way the environment is protected between England, Spain and Hispanic countries.</p> <p><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p> <table border="1"> <thead> <tr> <th>Prior</th> <th>Now</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>Communicating simple details about cities and routines in the past. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.</td> <td>Understands and can communicate more confidently using 4 tenses together (including imperfect tense).</td> <td>Use more complex structures to discuss social issues (for example subjunctive imperfect continuous)</td> </tr> </tbody> </table>	Prior	Now	Next	Communicating simple details about cities and routines in the past. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Understands and can communicate more confidently using 4 tenses together (including imperfect tense).	Use more complex structures to discuss social issues (for example subjunctive imperfect continuous)
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Communicating simple details about cities and routines in the past. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Understands and can communicate more confidently using 4 tenses together (including imperfect tense).	Use more complex structures to discuss social issues (for example subjunctive imperfect continuous)								
31-Mar	A	27	<p>Unit 4 – Mi ciudad</p> <p>L1: Feedback for recall task. Using the present and the imperfect tense together to describe where you live.</p> <p>L2: Using the present and the imperfect tense together to describe where you live.</p>							
Easter Holiday			6 weeks (15 lessons) (29 Days)							
22-Apr	B	28	<p>L3: Solidarios: writing about fundraising using three tenses</p> <p>L4: Extended writing preparation.</p>	<p>Module 4 – Jóvenes en acción</p> <p>Students will learn how to communicate and understand details about social and global issues including rights, fair trade, recycling,</p>						

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			L5: Extended writing task.	<p>and problems and improvements in a city. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of social issues. Students are introduced to key verbs in the imperfect tense and are able to use it when comparing what a city was like before with what it is like now.</p> <p>Key Focuses: Module 4: GW – pupils can recognise more complex grammar points and tenses and use vocabulary relating to world issues. BI – pupils understand finer grammar rules, such as verb conjugations in 4 tenses, and are able to use ‘se debería’ accurately. EW – pupils can independently use 4 tenses and discuss world issues.</p> <p>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics.</p> <p>Grammar focus – ‘se debería’, imperfect tense</p> <p>Exam links - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 2, global issues.</p> <p>Historical/cultural links – UN convention on the rights of the child, look at different Spanish speaking countries and discuss if rights are met/if they have the same rights as us in the UK (for example, children not able to go to school because they have to work, polluted environments etc.) fair trade, look at case studies in South America, such as coffee growers/bananas/cocoa beans to discuss different working conditions and the difference fair trade organisations make to people’s day-to-day lives. Focus on a city (Medellin – Colombia, Lima – Peru or Montevideo – Uruguay) for a research project.</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in the way the environment is protected between England, Spain and Hispanic countries.</p> <p><i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></p>						
29-Apr	A	29	L6: Skills – Focus on speaking. L7: Skills – Feedback for Extended writing task. Listening and reading strategies – Exampro style tasks							
6-May*	B	30	L8: Film project – Las Voces Inocentes El Salvador and themes of the film. L9: Film project – Las Voces Inocentes El Salvador and themes of the film							
13-May	A	31	L10: Film project – Las Voces Inocentes El Salvador and themes of the film. L11: Film project – Las Voces Inocentes El Salvador and themes of the film							
20-May			L12: Film project – Las Voces Inocentes El Salvador and themes of the film L13: Film project – Las Voces Inocentes El Salvador and themes of the film L14: Film project – Las Voces Inocentes El Salvador and themes of the film L15: Revision of module 1 – all skills. L16: Revision of module 2 – all skills. L17: Revision of module 3 – all skills.							
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Prior	Now	Next								
Communicating simple details about cities and routines in the past. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Understands and can communicate more confidently using 4 tenses together (including imperfect tense).	Use more complex structures to discuss social issues (for example subjunctive imperfect continuous)								

Half-Term			7 weeks (?? lessons) (35 Days)	
2-Jun	A	33	L1: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4. L2: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4.	<p>Module 4 - Intereses e influencias Students will learn how to communicate and understand details in longer pieces that use a range of past tenses about free time, including a range of sports and extreme sports, frequency of activities, what they did when they were younger, giving details about TV programmes and films and events and saying why you admire someone. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of school. As well as developing a deeper understanding of how to conjugate verbs in the perfect, preterite and imperfect tenses.</p> <p>GW: students can use present tense verbs to say what they do in their free time and demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly on social media and in their free time.</p> <p>BI: students can use direct object pronouns and make adjectives agree when giving opinions about others and students can use a variety of tenses to say what they do and demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures</p> <p>EW: students can use a variety of tenses and Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material on the topic of free time and leisure events</p> <p>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, as well as using exampro tasks and setting interleaving tasks for homework from across modules.</p> <p>Grammar focus – Conjugating stem changing verbs in the present tense. Using <i>soler</i> in the present tense. Introduction of the perfect tense, how to use three tenses together.</p> <p>Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 1.</p> <p>Historical/cultural links – Look at percentages for different activities done by Spanish teenagers. Links with singers and dances in latin America. Lots of sports and free time activities that have links with English e.g. videojuegos, television and most sports.</p> <p>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in free time preferences between England, Spain and Hispanic countries .</p> <p><i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i></p>
9-Jun	B	ST2	L3: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4. L4: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4. L5: ST1 preparation / exam / feedback	
16-Jun	A	ST2	Module 5 – GCSE module – Module 4 - Intereses e influencia, communicating details about free time and hobbies. Using foundation textbook. L6: PDP 1– Freetime activities using the present and past tense with familiar verbs. L7: PDP 2 – Talking about TV programmes using adjectives correctly.	
23-Jun	B	36	Module 1 ¡Desconéctate! L8 - PDP Discussing holiday/ summer activities. Revising present tense formation and frequency. L9: PDP - Revising summer activities and weather phrases in the present tense. L10: Speaking focus – understanding question words. Answering questions in the present and past tense.	
30-Jun	A	37	Module 3– Mi gente L11: Talking about socialising and family using verbs in the present tense. L12: Describing people using adjectival agreement. Recall task.	
7-Jul	B	38	Module 5 – Ciudades L13: Discussing where you go in town, recapping places in town. L14: Discussing different types of shops. Feedback for recall task. L15: Translating and writing focus: Using different past tenses to describe what you do in town.	
14-Jul	A	39	Module 6 - ¡De Costumbre! L11: Describing mealtimes, describe routines (present tense focus and recap, reflexive verbs) L12: Describing mealtimes, describe routines (present tense focus and recap, reflexive verbs)	

Prior

Now

Next

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				Introduction to opinion phrases, free time activities at KS3. Introduction to past tenses. Understanding infinitives.	Recognising and using 3 past tenses together. Using infinitives with the verb soler.	Using the verb soler in the past tense.	
(Total: 190 Days)							

* Bank Holidays

Overview of Year 9	
Based on your Flight Path <i>(E.g. Targets 1L – 4L)</i>	By the end of Year 9, students will have learned
GW: <i>(E.g. Grade 1)</i>	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
BI: <i>(E.g. Grades 2-3M)</i>	<i>Students can recognise</i>
EW: <i>(E.g. Grades 3U-4L)</i>	<i>Students can understand information from a variety</i>

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
 - For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)