	Year 11 Overview 2025-26 – Spanish						
Date	Wk	Wk	Units Studied & Learning Outcomes	Key Concepts & Assessment			
			8 weeks (20 Lessons) (38 Days)May	y fall in different weeks timetable dependant.			
Tues 2-		1	Module 5 - !A clase! ( To note this	Overview of Unit			
Sep Tues Y7 only Wednesday -whole school			is continued form Y10 and lesson 1 will require some recall of basic descrotipons os school and describing a typical day) Lesson 1 Un dia en el insti – recall and describe a typical school day Leson 2 ¿Cómo cambiarías tu instituto? – introduce the conditional tense discuss how you would change your school	Module 5 - IA clase! Students will learn how to communicate and understand details in longer pieces about school 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 customs.  As well as developing a deeper understanding of how to conjugate verbs in the present, preterite, future and conditionalquestion forms, a varity of tenses and exam skills. Looking at how to use preterite to describe school day, and , with a focus on negatives and irregular verbs in the present.			
8-Sep	A	2	Lesson 3 2 ¿Cómo cambiarías tu instituto ? –discuss how you would change your school.  Lesson 4la gente en mi insti – Discuss pupils and teachers in your school and	Foundational Concepts – Using three tenses with a range of opinions and justifications. Recognising key vocabulary linked to the topic of Festivals with the ability to access GCSE Exam questions. Students are able to refer to three frames with complex language in spoken and written task.  Assessment of Progress – Students are required to complete exam skill questions in every lesson and there are exam skills lessons carried out			
	В		introduce the use of complex negatives.  Lesson 5: Exam skills lesson — foundation 90 word practice Higher 150 word practice — using modelling to offer scaffolding and guidance.	once a fortnight. Students are given frequent opportunities to complete GCSE photo card, role play, general conversation and translation tasks. There is an assessed piece of writing of 90/150 words at the end of the unit. Students also complete a formative assessment task to apply knowledge from a specific sequence of learning.  Tier 2/3 Vocabulary			
15-Sep (INSET Friday)	А	3	Lesson 6/7 El viaje de fin de curso Describe a past school trip focusing on using adjectives and adverbs Exam skill listening from exampro	How will it link to history, culture, authentic artefacts, music, art, literature?  Key Focuses: Module 6  GW: students can use a variety of tense verbs to say what they do during school and how they would like to change their school ( conditional			
22-Sep		4	L8: Exam skills – recall quiz – listening / reading task + Exam skills lesson focus on role play and question words	tense) using topic specific vocab (3 tenses minimum). Additionally, 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.			
			Module 6 Mi barrio y yo Lesson 9 En Colombia todo es posible	<b>BI:</b> Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.			
	В		Introduce and describe a city in your region Lesson 10 Medellín, ciudad inteligente Using the perfect tense to describe cities including use of prepositions	<b>EW:</b> In addition, students can write coherent extended texts on a variety of areas relating to the topic of school, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view			
29-Sep	U	5	Lesson 11/12 Medellín ahora y antes – dsecribing what a city used to be like using the imperfect tense.	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.			
6-Oct	Α	ST1	Exam skills questions – listening and reading exampro. L13/14/15 - Recall quiz EBI feedback	<b>Grammar focus</b> – irregular verbs in the present tense, reflexive verbs in the preterite tense, infinitive structures, negatives, using the conditional tense and forming questions			
	В		ST1 Revision: Recall Revisions, units 1- 5. Covering all exam skill areas. When not in exams				

13-Oct	A	ST1	Lessons 16/17 Walking Talking Mock. Focus on skills – exam technique for AT1&3 ST1 Revision: Recall Revisions, units 1- 5. Covering all exam skill areas. Walking Talking Mock. Focus on skills – exam technique for AT1&3 Writing 90 / 150 Words (House & Home) When not in exams Lesson 18/19 recall Describing 2 Photos (Free Time) GCSE Role Plays (Shopping / Eating Out / Sport) When not in exams	listening, speaking and to Speaking exam, theme of Historical/cultural links the UK and in different of Equality Diversity and It diet of representative speaking world. Studen	— Comparisons made w Spanish speaking countri- enclusion: Students are p es from all communitients look at the difference ish speaking countries, a	vered every 2 lessons.  ith school,s in Spanin to ies,  presented with a diverse es within the Spanish between eating habits
20-Oct	В	8	Lesson 20:i A comprar!	Prior	Now	Next
			Discuss shopping preferences and revising direct object pronouns  Exam skill read aloud task and unprepared questions.	they live Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.  Parent and Carers mont 3/9 World afro day 23/9 International day of 10/10 world mental health 5/10 world teachers day 6/10 World cerebal palsy of	communicate using irregular and reflexive verbs more confidently in different tenses and to refer to others  th/Black History month of sign languages day	Use irregular verbs in more complex tenses and structures.
Half-Term		T		(17 lessons) (34 Days)		
3-Nov	А	9	Lesson 1/2 ¿Donde prefieres vivir? Giving preferences on where you will live and using comparisons Higher – using the present subjunctive with cuando Exam skills –Translations Lesson 3/4/5 Un intercambio cultural Discussing where you live using a	longer pieces about tow features of a region, pro to live. They extend and and learn how to adapt vocabulary within the to As well as developing a in the present, preterite	to communicate and un on and region including problems, and the pros and build on prior knowledge and use previously learropic of town and region. deeper understanding or	places in town, shopping, all cons of different places ge linking to this topic, at grammar points and flow to conjugate verbs es. Looking at how to use

variety of tenses and consolidating irregular pretirite tense verbs

Exam Skills: speaking exam, photocard

Focus on all exam skills using Pgs 146-

L8 Describing the natuarla world using

recapping key sound pronunciations

and general conversation

Recall Task feedback

Un mundo major para todos

pronouns and prepostionsand

Exam skills read alound task

Lesson 8/9/10

Recall Task

L6/7

155

L9/10

В

Α

В

17-Nov

24-Nov

10

11

12

ow to conjugate verbs Looking at how to use do tomorrow, and how to recognise and use different tenses together.

## **Key Focuses: Module 8**

**GW:** students can use present tense verbs to discuss where they live and their prefences for their future living place, 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 on the topic of global issues.

BI:: students can use a variety of tenses to say will live and be able to describe what it used to be like 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 on this topic.

EW: students can use a variety of tenses to say where they will live use the present tense subjunctive with cuando. They will also be able to draw inferences and organise and present relevant details from longer

			iActúa ya! Talking about how you help your community using the imperative and a	texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material		
1-Dec			variety of key structures to express how you help.  L11 – El planeta en peligro  Talking about climate change	<b>Teaching</b> - 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.		
			Using the imperfect continuous tense and discussing the weather in 2 tenses (	non across modules.		
			foundation) and using the passive - higher	Grammar focus – F: using different tenses in one text H: subjunctive, imperfect continuous and a variety of tenses		
	А	13	Lesson 12 - Recall Task - Exam skills - listening coping strategies and new key vocab	<b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 2.		
8-Dec	В	14	Lesson 13/14/15 Protegemos el planeta Discuss what you do to help the enviornoment using the I and we froms and – Higher – avoiding the passive  Exam skills – reading – Positive and negative questions	Historical/cultural links – Casas cuevas in Granada, Spain, which are traditional Andalucían 'cave houses' within a discussion of different types of housing. Discuss that more people live in flats/apartments in Spain than in the UK. 'War of Water' protests in Bolivia (2000), where protests broke out over the steep inflation of water prices. International sporting events such as the Olympic Games, La Vuelta a España, the World Cup. Natural disasters in Spanish speaking countries, for example an earthquake in Colombia, tornado in Mexico, forest fires in Mallorca and flooding in Bolivia.		
15-Dec			L16 - Exam Skill Lesson : Extended Written Task Preparation (90/150) L17 - Exam Skill Lesson : Extended Written Task / General Conversation	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 environmental projects between England, Spain and Hispanic countries		
			Additional - Exam skills-writing	Prior Now Next		
			50/90/150 word task for forward planning for ST2	Communicating simple Understand and Use of the subjunctive		
			planning for 312	details about their towrcommunicate using tense with phrases of		
				Introduction to opinion more complex judgment.  phrases, adjectives, the structures to discuss preterite and future Their town tenses at KS3.		
				Mens health awareness month/disability confident month Diwali Remembrance Sunday Transgender awareness week World Diabetes Day World AIDS day Christmas Day		
	Α			Hannukah		
		15		Transacti .		
Christmas H	loliday		T	s ( 16 lessons) (30 Days)		
			Lesson 1 / 2 Nuestra mundo, nuestra	Module 7 un mundo mejor para todos Students will learn how to communicate and understand details in		
			responsadildad	longer pieces about the environment and how to protect the		
			Discuss possible solutions to environmental issues	environment They extend and build on prior knowledge linking to this		
			Exam skills — all speaking style	topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of jobs.		
			questions	As well as developing a deeper understanding of how to conjugate verbs		
			Higher using the present subjunctive to give opinions	in the present, preterite and future and imperfect tenses. Looking at how to use the preterite and imperfect tenses together to talk about		
5-Jan	В	16	Foundation – using no se deberia + infinitive	work experience.		
	_		Lesson 3/4/5	Key Focuses: Module 7		
12-Jan	Α	17	Possible mock speaking exams			
TZ-JQ[]		17	El futuro está en nuestras manos			

Second   Comprehension skills   Communicating simple bloderstand and disclaration of comprehension skills   Listening   Li-Steparation: Recall of Units 3 + 4 - Writing   Li-Steparation: Recall of Units 3 + 4 - Writing   Li-Steparation: Recall of Units 3 + 4 - Writing   Li-Steparation: Recall of Units 3 + 5 - 6. Reading & Listening   Li-Steparation: Recall of Units 7 - Reading & Listening   Li-Steparation: Recall of Units 7 - Reading & Listening   Li-Steparation: Recall of Unit 7: Reading & Listening   Listening and reading   Listening and common misconceptions   Listening and common misc				Discussing community projects to help	Prior	Now	Next
19-Jan   16- Hexall 1sas - Reading & Listening Lay-512 reperpation: Recall of Units 3- introduction to principle specifies a livering Lay-9-512 reperpation: Recall of Units 3- introduction to principle specifies which reproduces the provision of Unit 7- Reading & Listening Lo-Reading & Listening and reading continuous looking and the lo					Communicating simple	Understand and	Using complex
17-S12 Preparation: Recall of Julis 3 + (2: Writing)   18/9-S12 Preparation: Recall of Julis S   18/9-S12 Prepar					details about the	communicate using a	structures in written
Second Company Compa							work
B   L8/9 - ST2 Preparation : Recall of Units				1	•		
Section   Sect		В				the environment	
A 26-Jan A 577 Preparation: Recall of Unit 7: Reading & Listening Lio - Recall Lesson: Unit 5: Writing Em Lio - Lesson: Unit 5: Writing Em Lesson: Unit 5: Writing Em Lesson: Unit 5: Writing Em Lesson: Unit 6: Writing Em Lesson: Uni	19-Jan		ST2		l l'		
Defense Result Search Line S: Writing Response Recall Lesson Line S: Writing Lesson 14 Florus on skills speaking – all tasks and common missionceptions from the mock speaking exams Lesson 15/16 Such S:						resent tense verbs to sa	ay what jobs interest
26-Jan B  2-Feb B  20  The semantic service of the semantic service semantic service of the semantic semanti		Δ			them and why and use	processes to work out r	neaning in short authentic
2-Feb B  3-Feb B  2-Feb B  3-Feb B  2-Feb B  3-Feb B  3-F	26-Jan		ST2		texts (e.g. adapted adve	erts, poems and songs).	
Lesson 14 Focus on skills speaking – all tasks and common misconceptions from the mock speaking expensions from the mock speaking exams.  Module 8 - El futuro te espera Lesson 15/16 Sueños y experanzas Discussing your future plans and dreams with a variety of future tense expressions.  Exam skills – listening and reading-exampro  Exam skills – typical part-time jobs or young people in Spain such as lifeguard at beach/outdoor pool, summer camp coordinator, waiter in the summer holidays. Job opportunities for young people in Spain such as lifeguard at beach/outdoor pool, summer camp coordinator, waiter in the summer holidays. Job opportunities for young people in Spain such as lifeguard at beach/outdoor pool, summer camp coordinator, waiter in the summer holidays. Job opportunities for young people in Spain such as lifeguard at beach/outdoor pool, summer camp coordinator, waiter in the summer holidays. Job opportunities for young people in Spain such as lifeguard at beach/outdoor pool, summer camp coordinator, waiter in the summer holidays. Job opportunities for young people in Spain such as lifeguard at beach/outdoor pool, summer camp, tourism services. Environmental projects in Honduras such as conservation projects of turtles/ marine life. Gap year trave in South According to the summer life. Spain and tispain countries for young to turtles/ marine life. Gap year trave in South According to t			<u> </u>		Die students can use air	vo aninians about athor	es and use the near future
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9-Feb					•		
9-Feb					Children's mental health w	veek.	
9-Feb 21		Α					
Half-Term   5 weeks (13 lessons) (24 Days)     23-Feb	9-Feb		21		Chinese New Year		
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Lesson 1 / 2 /3 íA trabajar!	22 5-5		5 wee				
íA trabajar!	23-Feb						
		В	22	1			

			Writing skills 50/90 words				
2-Mar			Lesson 4/5 Module 3 Un trabajo para todos Discuss different future career	Women's history month Ramadhan begins World Down Syndrome day Transgender day of visibility Easter Sunday			
			intentions	Luster Suriday			
	۸		Exam skills – translations Spanish to	Prior	Current (Y11)	Next (Y12)	]
	Α	23	English and English to Spanish	Introduction to	Understand	Use 3	
9-Mar			Lesson 6/7/8 module 4	simple phrases	details linking	tenses to	
			1	across varied topics	to varied	communica	
			Las lenguas te abren las puertas Discuss the importance of learning	e.g. jobs and careers	topics, eg, jobs	te details	
	В	24	languages using modal verbs	Opinions and	and careers in	about	
16-Mar			Lesson 9/10	reasons, past and	more complex	varied	
10 IVIAI			Module 5 El trabajo antes ahora y	future tenses.	and longer	topics, eg,	
			mañana		texts and	future	
			Talking about the changes in the world		sequences of	career	
			of work focus on listening ( especially		speech.	orientations	
			numbers)		1 - 1		1
	Α	25	10/10/11				
23-Mar			Lessons 12/13 / 14				
			El futuro sin límites Talking about the impact of artificial				
			intelligence recognising a variety of less				
			common complex structures in reading				
	В	26	texts				
30-Mar			Lesson 1: GCSE Revision : Unit 1 :				
(finish			Speaking				
Wednesday			Lesson 2: GCSE Revision: Unit 2:				
1 <sup>st</sup> April)			Speaking				
	^		Lesson 3: GCSE Revision : Unit 3 :				
Easter Holid	A		Speaking	(16 lessons) (29 Days)			
	ау	l	T	· · · · · · · · · · · · · · · · · · ·			
20-Apr			Lesson 4: GCSE Revision: Unit 4: Reading & Listening	Overview of Unit – Re	call Lessons to ma	aximise studei	nt progress.
			Lesson 5: <b>GCSE Revision</b> : Unit 4:	Chudanta anhanas and as		la a	.f.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	В		Speaking	Students enhance and co revision lessons to prepa		_	
27-Apr			Lesson 6: (Speaking Exams?) GCSE	complete a range of writ		,	
_, ,,,			Revision: Unit 7: Reading, Listening,	assessments They are a	•		
			Writing	opinions and justification			•
			Lesson 7: (Speaking Exams?) GCSE	reading, listening and tra	nslation tasks to en	hance and cons	olidate their
			Revision :Unit 8: Writing	skills.			
			Lesson 8: (Speaking Exams?) GCSE Revision: Use QLA to determine Skill &	Foundational Concepts -			
	Α	29	Area of Study	are confident to attempt			
4-May	- •		Lesson 9: <b>GCSE Revision</b> : Use QLA to	meaning and understand literary texts, which inclu			
(Bank		GCS	determine Skill & Area of Study	opinions and some unfar			,
holiday		Е	Lesson 10: GCSE Revision: Use QLA to		, , , , , , , , , , , , , , , , , , ,	,	
Mon)	В		determine Skill & Area of Study				
11-May			Lesson 12: GCSE Revision: Use QLA to	Assessment of Progress	_		
-			determine Skill & Area of Study	complete exam skill ques			
			Lesson 13: <b>GCSE Revision</b> : Use QLA to	lessons carried out once	-		
		GCS	determine Skill & Area of Study Lesson 14: <b>GCSE Revision</b> : Use QLA to	opportunities to complet			
	Α	E	determine Skill & Area of Study	conversation and translar of 90/150 words at the e			_
18-May	- •		Lesson 15: GCSE Revision: Use QLA to	formative assessment tas			
10 IVIUY			determine Skill & Area of Study	of learning.		0 :	4
			Lesson 16: <b>GCSE Revision</b> : Use QLA to				
			determine Skill & Area of Study	Tier 2/3 Vocabulary – Ter			the state of the s
		CCC		future, imperfect tense, s			ng opinions
	В	GCS		with justifications, expres	ssions of frequency.		
l.		E		İ			

How will it link to history, culture, authentic artefacts, music, art, literature?

Students are expected to respond to questions that include: Spanish literature, Spanish speaking musicians, environmental issues, customs and traditions around the Spanish speaking world.

#### **Learning Outcomes**

**GW:** students can access all exam style tasks. They can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. **BI:** students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language.

**EW:** students can access all exam style tasks and are confident to attempt a variety of styles of tasks in the target language. They can respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors..

Good Friday 18/4
Easter Sunday 20/4
Autism and stress awareness month.
25/4 World Malaria Day
26/4 Lesbian visibility day
UK national walking month.
1/5-7/5 Deaf awareness week
23/05 Vesak

Prior (Y10)	Current (Y11)	Next (Y12)
Introduction to	Understand	Use 3 tenses to
simple phrases	details linking to	communicate
across varied	varied topics, eg,	details about
topics e.g. school	school and free	varied topics, eg,
& free time.	time in more	school and
Opinions and	complex and	freetime
reasons, past and	longer texts and	
future tenses.	sequences of	
	speech	

1-Jun		Lesson 1: GCSE Revision: Use QLA to	
		determine Skill & Area of Study	
		(writing)	L

Lesson 2: **GCSE Revision**: Use QLA to

determine Skill & Area of Study (writing) Lesson 3: **GCSE Revision**: Use QLA to determine Skill & Area of Study

A E (writing)

GCS

Half-Term

9-Jun

GCS
B

Lesson 4: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)

# 7 weeks (8 lessons) (35 Days)

Students enhance and consolidate exam skills over a range of recall and revision lessons to prepare them for their ST2 Exams. They continue to complete a range of written and spoken tasks in preparation for their assessments. They are able to use three tenses and express a range of opinions and justifications. Students also complete a range of past paper reading, listening and translation tasks to enhance and consolidate their skills.

Overview of Unit - Recall Lessons to maximise student progress.

**Foundational Concepts** – Students can access all exam style tasks and are confident to attempt a variety of styles of tasks. They can deduce

16-Jun			Lesson 5: <b>GCSE Revision</b> : Use QLA to determine Skill & Area of Study (writing) Lesson 6: <b>GCSE Revision</b> : Use QLA to	_	nclude a range of at le	exts, including extracts last three different ten miliar, language.	
	А	GCS E	determine Skill & Area of Study (writing) Lesson 7: GCSE Revision: Use QLA to determine Skill & Area of Study (writing) Lesson 8: GCSE Revision: Use QLA to determine Skill & Area of Study (writing)	complete exam skill q lessons carried out or opportunities to comp conversation and tran of 90/150 words at the	uestions in every less nce a fortnight. Studer plete GCSE photo card Islation tasks. There is ne end of the unit. Stu	g 2. Students are requir on and there are exam nts are given frequent d, role play, general s an assessed piece of v dents also complete a dge from a specific sec	skills writing
23-Jun				Tier 2/3 Vocabulary –	se, subjunctive, passiv	;, future, conditional, si re voice, expressing opi y.	
						c artefacts, music, art,	
				-	eaking musicians, env	ions that include: Span ironmental issues, cust gworld.	
				understanding of a ra opinions and refer to BI: students can acces a variety of styles of t detail in longer texts, a range of at least thr as well as familiar, lar EW: students can acce attempt a variety of s respond to informatic containing occasional combination of comp less common vocabul websites). Translate lestructures and less cooccasional errors	nge of short and long the past or future as a state of sall exam style tasks asks. They can deduct including extracts from the edifferent tenses, on the edifferent tenses, on the ess all exam style task tyles of tasks in the tate on in texts, which including material a lex tenses, complex grary (e.g. international conger passages, containment of the editional containment	and are confident to a e meaning and unders m literary texts, which pinions and some unfa as and are confident to larget language. They caude authentic sources	ttempt tand include miliar, in
				Gypsy, Roma and Travel 12/6 world day against o 18/6 autistic pride day 20/6 World refugee day	•		
				Prior (Y10)	Current (Y11)	Next (Y12)	
				Introduction to simple phrases across varied topics e.g. school	Understand details linking to varied topics, eg, school and free	Use 3 tenses to communicate details about varied topics, eg,	
		Cont		& free time.	time in more	school and	
		inge ncy		Opinions and reasons, past and	complex and longer texts and	freetime	
	В	ПСУ		future tenses.	go. conto ana		

			sequences of speech.		
(Total: 190 Days)					

<sup>\*</sup> Bank Holidays

	Overview of Year 11
Based on your Flight Path	By the end of Year 11, students will have learned how to understand longer texts that include familiar and unfamiliar vocabulary. They will have learned how to apply their knowledge to each of the modalities. Students will have an awareness of how to achieve maximum marks in their exams. They will be able to communicate information across all 8 topics of study. They will be able to use different tenses and a range of opinions and reasons. Students will also be able to use complex language.
<b>GW</b> : (E.g. Grade 1-4)	Students are able to understand longer texts that include familiar and unfamiliar language. They will be able to use three tenses in their written and spoken work. Students will be able to apply knowledge to the different style of questions at GCSE. They will be able to recall knowledge effectively enabling them to tackle all topics they have studied.
<b>BI</b> : (E.g. Grades 5-6)	Students are successful in accessing more complex GCSE tasks as well as producing written and spoken work to a high standard. They are able to use three tenses with a range of complex opinions and justifications across the GCSE topics they have studied.
EW: (E.g. Grades 7+)	Students are able to use variety of tenses to communicate information about all of the topics they have studied for this unit. They are able to understand complex texts and access the higher ability end of the exam. They are able to apply their knowledge across all of the modalities to a high quality. This will include, the use and recognition of complex language structures that refer to different pronouns, tenses, negatives and unfamiliar language.

# **Prompt Questions**

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?

## 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?
  - o 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)

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