

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 2025-26 – PE

Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment								
8 weeks (16 Lessons) (38Days)															
		CHLM	Girls 1 KW	Girls 2 JT	Boys 1 MT	Boys 2 ST									
		STWY	Girls 1 JT	Girls 2 KW	Boys 1 ST	Boys 2 MT									
es 2-Sep s Y7 only nesday- le school	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	<b>Unit Learning Outcome: Cambridge</b> GW- to know the different types of social groups BI- to know and explain the values of Olympics and Paralympics EW- Identify and explain the impact of performance drugs  1. Social groups 2. Popularity of sport 3. Olympics and Paralympics 4. Performance enhancing drugs <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Class discussing on equality in sport, Olympics and Paralympics and Efl lessons dangers of drugs.</td><td>Understanding of the four Cambridge national modules listed above</td><td>Understanding of trends in sport, hosting major events, sporting etiquette, NGB's</td></tr></table>			Prior (Y8)	Current (Y9)	Next (Y10)	Class discussing on equality in sport, Olympics and Paralympics and Efl lessons dangers of drugs.	Understanding of the four Cambridge national modules listed above	Understanding of trends in sport, hosting major events, sporting etiquette, NGB's
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3-Sep	B	2	Netball	GCSE/CA M Theory	TT	Fitness Training methods									
5-Sep (INSET Friday)	A	3	Netball	GCSE/CA M Theory	TT	Fitness Training methods									
2-Sep	B	4	Netball Assessment Week	GCSE/CA M Theory Assessment Week	TT Assessment Week	Fitness Training methods Assessment Week									
9-Sep	A	5	XC cont. training	XC cont. training	XC cont. training	XC cont. training	<b>Unit Learning Outcome: GCSE (unit 6)</b> GW- to how to lead a healthy lifestyle, in terms of, physical, mental and social wellbeing. BI-to explain what a sedentary lifestyle is and how it could impact ill health. EW-explain how diet and hydration can have an positive impact on health and performance  1. Physical, social and mental wellbeing 2. Dangers of sedentary lifestyle 3. Impact diet has on health and performance 4. Impact hydration has on health and performance <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Class discussing on wellbeing, (mental, social and physical wellbeing), diet and hydration.</td><td>Understanding of the four GCSE modules listed above that will help them lead a healthier lifestyle.</td><td>Understanding of energy expenditure and somatotypes and apply knowledge to exam questions for unit 5.</td></tr></table> <b>Unit Learning Outcome: Fitness</b>  GW-to be able to identify and explain 3 of the training methods and explain, who and how, they use them to aid their performance. Be able to adapt the 3 sessions using FITT.  BI-to be able to identify and explain 5 of the training methods and explain, who and how, they use them to aid their performance. Be able to adapt the 5 sessions using FITT.  EW--to be able to identify and explain all of the training methods and explain, who would use them to aid their performance. Be able to adapt all the sessions using FITT.  1. Components of fitness – linked to methods of training 2. Circuit training – any/skill 3. Plyometric training - power 4. Continuous training - Cardio 5. Fartlek training - cardio			Prior (Y8)	Current (Y9)	Next (Y10)	Class discussing on wellbeing, (mental, social and physical wellbeing), diet and hydration.	Understanding of the four GCSE modules listed above that will help them lead a healthier lifestyle.	Understanding of energy expenditure and somatotypes and apply knowledge to exam questions for unit 5.
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3-Oct	A	7	Fitness Training methods	Netball	GCSE/CA M Theory	TT									
0-Oct	B	8	Fitness Training methods Assessment Week	Netball Assessment Week	GCSE/CA M Theory Assessment Week	TT Assessment Week									

							<div>6. Interval training - speed</div> <div>7. Static training – flexibility</div> <div>8. SPORT/FITT</div> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.</td><td>To identify and explain the different methods of training for each component of fitness. Linking SPORT &amp; FITT</td><td>To apply knowledge to a training programme</td></tr></table> <div>Parent and Carers month/Black History month</div> <div>World afro day</div> <div>International day of sign languages</div> <div>world mental health day</div> <div>world teachers day</div> <div>World cerebral palsy day</div> <div><div>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</div></div>	Prior (Y8)	Current (Y9)	Next (Y10)	To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.	To identify and explain the different methods of training for each component of fitness. Linking SPORT & FITT	To apply knowledge to a training programme
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#### Foundational Concepts

- Skill development, mental and physical well being, health and safety, reflective analysis, leadership, competitive opportunities.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students are aware of the importance of using multiple body parts to execute shots and the importance of using effective foot patterns to be in the correct position to execute shots effectively. Students will learn how varying the position of the bat affects the direction and result of contact on the ball.
- Students will need to be in control of their body. Learning how to move smoothly, using the music to help them express their ideas within the project.
- Students will need to be in control of their body. Learning how to move smoothly, using a variety of stimuli to help them express their ideas within the unit. This will build on the work carried out whilst in Year 8.
- Throwing and catching skills developed through Year 7 will be built upon. Also students will have experienced some elements of striking within Primary school and these skills will be developed.
- Students will be introduced to the grip, stance and technique of different shots within the sports. During the process they will reflect on technique and be provided with competitive opportunities within lesson and in extracurricular

#### 2/3 Vocabulary

- Spinning, vision, spatial awareness, scanning, curling, block, power
- Trajectory, flat, open, closed, follow through, coordination, body stance, ready position, footwork.
- Posture, control, timing, rhythm, cannon, unison.
- Balance, transition, control, fluidity, movement, extension.
- Follow through, long barrier, contact, etiquette, release
- Competitive, trajectory, acceleration, technique, changeover, pacing, timing, reaction time, coordination, speed, muscular endurance, cardiovascular endurance
- Warm up, etiquette, technique, reaction time, coordination, forehand, backhand

#### Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?

- Football (or soccer as the game is called in some parts of the world) has a long history. Football in its current form arose in England in the middle of the 19th century. But alternative versions of the game existed much earlier and are a part of the football history.
- Rugby - The Reverend **William Webb Ellis** (24 November 1806 – 24 January 1872) was an English **Anglican** clergyman and the supposed inventor of **rugby football** while a pupil at **Rugby School**. According to legend, Webb Ellis picked up the ball and ran with it during a school football match in 1823, thus creating the "rugby" style of play.
- Table Tennis - The game was invented in England in the early days of the 20th century and was originally called Ping-Pong, a trade name. The name **table tennis** was adopted in 1921–22 when the old Ping-Pong Association formed in 1902 was revived. The origins of the game can be traced to a 12th–13th-century French handball game called jeu de paume ("game of the palm"), from which was derived a complex indoor racket-and-ball game: real **tennis**.
- **Dance** is a series of support skills and fitness options that enhance every other activity a person will do. For example, spatial awareness and movement development are necessary in every sport an "elite athlete" will participate in. First archaeological proof of **dance** comes

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from the 9 thousand year old cave paintings in India. One of the earliest uses of structured **dance** was introduced in religious ceremonies that told the stories of ancient myths and gods. Egyptian priests used this kind of visual storytelling in their rituals.

- **Gymnastics** is thought to have began in ancient Greece about 2500 years ago where it was used in training to keep fit for sporting activities. In the Greek city of Athens, **gymnastic** tournaments were held, including tumbling, rope climbing, and other similar activities. The gymnasium was the hub of cultural activity.
- The sport of cricket has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognised, in 1877. Cricket is the world's second most popular spectator sport after association football (soccer). Governance is by the International Cricket Council (ICC) which has over one hundred countries and territories in membership although only twelve currently play Test cricket
- Athletics contests in running, walking, jumping and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC.
- Gymnasium derives from the Ancient Greek word gymnos, which means naked and that's previously how athletes would train and compete in these open-air venues. This was not only for aesthetic reasons, to show off the athletic male form, but it's also thought to have been a tribute to the gods. Note that only men were permitted to train, a stance that would be upheld by many civilisations to come. Gymnasiums were not simply used as places to train. People would also come for communal bathing, socialising and to engage in intellectual and philosophical pursuits. Plato and his student Aristotle were just two philosophical greats would frequent these places. The rationale behind combining these pursuits is that it produced a sound body and mind. The Greeks used the word arete to describe this, which is often translated as 'virtue' or 'excellence'. Essentially, it's the process of becoming the best you can be and fulfilling your potential. For Greek men, the two pillars of physical exercise and education were critical to this. While structured exercise and physical training continued to develop, particularly in the field of gymnastics, the advancement of the gym (or gymnasium) as a dedicated place to exercise did not. The downfall of the Greek and then Roman empires saw an appreciation for art, music, philosophy and the finely-tuned physical form subverted. Christianity's ascension in the West and Islam, Hinduism and Buddhism's prevalence in the East, turned the physical form into not something to be admired but rejected. Aesthetics was aggressively replaced by asceticism. By the Middle Ages, exercise was simply a by-product of manual labour or military service, not something one pursued to achieve a greater purpose.

#### **careers links**

- All sports can be linked to careers as performers, officials or volunteers.
- The PE corridor has a board linking PE to specific carers in sport and students are signposted here.
- Careers day in school and careers evening.

#### **Equality Diversity and Inclusion (EDI) links?**

- All students will be given the same opportunity to partake in all sports.
- Promotion of sporting stars that are having a positive effect in Sport at present. This will be used in particular when delivering the specific sport. Basketball (Michael Jordan), Athletics (Dina Asher Smith), Football (Raheem Sterling, anti racism campaigns). Nicola Adams (OBE) within boxing, Gareth Thomas (Wales Rugby Union, British lions Rugby Union) and Elinor Snowsill (Wales Rugby Union) who are all strong advocates of LGBT+ community in sport.
- Promotion of sporting stars that are having a positive effect in promoting LGBT+ in Table tennis at present e.g Kelly Sibley (born 21 May 1988) is a former professional table tennis player and current coach from England. Sibley won the singles, girls doubles and mixed doubles at the UK Junior Championships and has represented England at senior level at the Commonwealth Games, European Championships and World Championships. Sibley married her wife Laura in April 2017.
- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum. Students will be encouraged to work at their own fitness level and intensity and learn how this is essential in order that you can train effectively and safely.
- Strategies and tactics and how students can use their bodies effectively to overcome the opposition.
- Somatotypes (Ectomorph, Endomorph, Mesomorph), taught within theory unit.
- Encouraging students to use physical activity as a way of dealing with stress and pressures within the theory unit.
- During the fitness unit, ensuring students are aware of how they can utilise a training program to ensure that they live a healthy and active life.
- Link to religion via Christine Ohuruogu (400 meter runner)
- Making PE accessible for all with enrichment offered with no costs involved.
- PP students provided with kit and equipment to enable them to partake.

#### **Assessment** (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)

- Students will be assessed on an ongoing basis throughout the 6 lessons. Assessment will focus on both skill development and application of skills within match situations. Students will also complete a self-assessment that will include knowledge assessment and identification of strengths (www) and areas for development (ebi). This will then be reviewed the following years by students to check on progress.

7 weeks (14 lessons) (35 Days)															
0-Nov	A	9	TT	Fitness Training methods	Netball	GCSE/CA M Theory	<b>Unit Learning Outcome: Netball</b> GW-know how to carry out tactical set plays BI- To perform set plays in skills against a defender EW- To apply set plays in games with success  1. When to apply different passes in a game 2. How to perform a spin dodge and when to reoffer or clear. 3. Create a backline or side line tactic. 4. Create a centre court tactic								
0-Nov	B	10	TT	Fitness Training methods	Netball	GCSE/CA M Theory									
7-Nov	A	11	TT Assessment Week	Fitness Training methods Assessment Week	Netball Assessment Week	GCSE/CA M Theory Assessment Week									
4-Nov	B	12	GCSE/CA M Theory	TT	Fitness Training methods	Netball									
1-Dec	A	13	GCSE/CA M Theory	TT	Fitness Training methods	Netball									
3-Dec	B	14	GCSE/CA M Theory Assessment Week	TT Assessment Week	Fitness Training methods Assessment Week	Netball Assessment Week	<b>Unit Learning Outcome: Table Tennis</b> GW-know how to carry out tactical shots BI- To perform tactical shots in skills EW- To apply tactical shots in games with success	Fitness Training methods	Netball						
5-Dec	A	15	Skills Assessment	Skills Assessment	Skills Assessment	Skills Assessment	1. To play an effective forehand topspin shot. 2. To play an effective backhand topspin shot. 3. To play an effective backhand slice shot. 4. To be able to execute tactics to exploit your opponents weaknesses.								
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Christmas Holiday															
6 weeks (12 lessons) (30 Days)															
5-Jan	B	16	Trampoli ning	Handball	Football	Dance	<b>Unit Learning Outcome: Football</b> GW-know how to carry out tactical set plays BI- To perform set plays in skills against a defender EW- To apply set plays in games with success  1. Passing – switching play 2. Shooting – power and accuracy 3. Defensive Tactics 4. Set Plays								
2-Jan	A	ST1	Trampoli ning	Handball	Football	Dance									
	B	ST1	Trampoli ning Assessment Week	Handball Assessment Week	Football Assessment Week	Dance Assessment Week									
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							Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.	Application of strategies and tactics including defensive tactics, set plays, and switching the attack. Small-sided games for understanding.	Progressing on to larger games, incorporating corners, free kicks. Introduction to referee																																																																																																														
2-Feb	B	20	Dance	Trampoli ning	Handball	Football																																																																																																																	
			Dance Assessment Week	Trampoli ning Assessment Week	Handball Assessment Week	Football Assessment Week	<b>Unit Learning Outcome: Handball</b> GW-know how to carry out tactical set plays BI- To perform set plays in skills against a defender EW- To apply set plays in games with success  <div><div>1. Transition play</div><div>2. Tactically utilising zonal defence</div><div>3. Set plays in attack</div><div>4. Application of skills in a competitive situation</div></div> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Core skills development focusing on ball control, passing, dribbling, and tackling.</td><td>Advanced skills developed for example lofted pass. Small sided games for understanding.</td><td>Utilising strategies and tactics (formations) via effective skill application. Medium sized games for understanding.</td></tr></table> <div>LGBT+ History month Holocaust memorial day  World Hijab Day Children's mental health week. 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Learn ginga step of capoeira</div><div>2. Use mirroring and timing of ginga step</div></div></td></tr>			Prior (Y8)	Current (Y9)	Next (Y10)	Core skills development focusing on ball control, passing, dribbling, and tackling.	Advanced skills developed for example lofted pass. Small sided games for understanding.	Utilising strategies and tactics (formations) via effective skill application. Medium sized games for understanding.																				A	21								6 weeks (12 lessons) (28 Days)										3-Feb	B	22	Football	Dance	Trampoli ning	Handball	<b>Unit Learning Outcome: Trampolining</b> GW-recap on how to perform basic shapes, front and back landing and hands and knees turn over BI- perform more advanced linking moves for front and back landing and somersault EW- perform a sequence with linking front and back landing, and somersault  <div><div>1. Sequences with basic shapes, half turns and landings</div><div>2. Seat drop in and out</div><div>3. 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							<div>3. Use cause and effect</div> <div>4. Development of phrase using DARTS.</div> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td><b>KB to complete</b> Create movement phrases that include dynamics based on a social situation and character.</td><td>Learn a set phrase in differing styles. Learn basic Capoeira steps</td><td>N/A</td></tr></table> <div><div><div>• <b>Equality Diversity and Inclusion (EDI) links?</b></div><div>LGBT+ History month</div><div>27/1 Holocaust memorial day</div><div>1/2 World Hijab Day</div><div>6/2-12/2 Children's mental health week.</div><div>7/2 Safer internet day</div><div>10/2 Chinese New Year</div></div></div>	Prior (Y8)	Current (Y9)	Next (Y10)	<b>KB to complete</b> Create movement phrases that include dynamics based on a social situation and character.	Learn a set phrase in differing styles. Learn basic Capoeira steps	N/A
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<b>KB to complete</b> Create movement phrases that include dynamics based on a social situation and character.	Learn a set phrase in differing styles. Learn basic Capoeira steps	N/A											

Bank Holiday	5 weeks (10 lessons) (24 Days)					
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0-Apr	B	28	Athletics	Tennis	Athletics	Athletics	<b>Unit Learning Outcome: Athletics</b> GW- Learn how to run up or spin to generate power in the technique and perform each event safely BI- Can perform a run up or spin to generate power to a good standard and know a little about measuring EW – Perform technique to a high standard, perform a run up or spin to generate power and understand how to measure <ul style="list-style-type: none"><li>• 100m</li><li>• 200m</li><li>• 800m or 1500m</li><li>• LJ</li><li>• HJ technique</li><li>• HJ competition</li><li>• Discus</li><li>• Javelin</li><li>• Shot</li><li>• Hurdles</li><li>• Relay</li></ul> <p>*this might not be all covered or in order, due to a number of groups on athletes and weather.</p> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Develop technique on each event and improve PB's</td><td>More technical skill development sprint starts etc. Improve PB</td><td>Development of technical ability &amp; PB's</td></tr></table> <p>Good Friday Easter Sunday Autism and stress awareness month. World Malaria Day Lesbian visibility day UK national walking month. Deaf awareness week</p> <p><b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</p>	Prior (Y8)	Current (Y9)	Next (Y10)	Develop technique on each event and improve PB's	More technical skill development sprint starts etc. Improve PB	Development of technical ability & PB's
Prior (Y8)	Current (Y9)	Next (Y10)											
Develop technique on each event and improve PB's	More technical skill development sprint starts etc. Improve PB	Development of technical ability & PB's											
7-Apr	A	29	Athletics	Tennis Assessment Week	Athletics	Athletics							
14-May (Bank holiday Mon)	B	30	Athletics	Athletics	Athletics	Tennis							
21-May	A	31	Athletics	Athletics	Athletics	Tennis Assessment Week							
28-May			Athletics	Athletics	Athletics	Athletics							
	B	32											

End of Term	7 weeks (?? lessons) (35 Days)					
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1-Jun	A	33	Athletics Assessment Week	Athletics Assessment Week	Athletics Assessment Week	Athletics Assessment Week	Developing basic skills. Introducing advanced skills	Advanced skills including smash, lob and drop shot. Application of	Full court singles games. Scoring and umpiring.
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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?

9-Jun	B	ST2	Tenns	Striking & fielding	Striking & fielding	Striking & fielding	including backhand slice and volley.	strategies and tactics. Doubles play.							
6-Jun	A	ST2	Tenns Assessment Week	Striking & fielding	Striking & fielding	Striking & fielding	<b>Unit Learning Outcome: Striking and Fielding</b> GW- how to tactically use skills, in rounder's/softball to outwit opponents BI- demonstrate tactics in skills EW- apply tactics to a game to outwit opponents  <div><div>1. How to bat tactically</div><div>2. How to bowl tactically</div><div>3. How to field tactically</div><div>4. Apply skills to a full sided game</div></div>								
3-Jun	B	36	Striking & fielding – Sports day prep	Striking & fielding – Sports day prep	Striking & fielding – Sports day prep	Striking & fielding – Sports day prep									
0-Jun	A	37	Striking & fielding – Sports day prep	Striking & fielding – Sports day prep	Striking & fielding – Sports day prep	Striking & fielding – Sports day prep	<table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>To know how to bat, bowl and field in a game.</td><td>To tactically, bat, bowl and field in a game.</td><td>Apply tactics to games</td></tr></table>			Prior (Y8)	Current (Y9)	Next (Y10)	To know how to bat, bowl and field in a game.	To tactically, bat, bowl and field in a game.	Apply tactics to games
Prior (Y8)	Current (Y9)	Next (Y10)													
To know how to bat, bowl and field in a game.	To tactically, bat, bowl and field in a game.	Apply tactics to games													
7-Jul	B	38	Striking & fielding	Striking & fielding	Tenns	Striking & fielding	<i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>world day against child labour</i> <i>autistic pride day</i> <i>World refugee day</i> <b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)								
4-Jul	A	39	Striking & fielding Assessment Week	Striking & fielding Assessment Week	Tenns Assessment Week	Striking & fielding Assessment Week									
(Total: 190 Days)															

### 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?
    - 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)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?