

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 – Subject

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (?? Lessons) (38Days)										
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	Viva 3 - Module 1 – Somos así – Communicating details about hobbies (17 lessons) Unit 1 – Cosas que me molan L1: Talking about things you like using a range of opinion phrases. L2: Talking about likes and dislikes using irregular verbs in the present tense and more complex structures.	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.						
8-Sep	B	2	Unit 2 – Mi semana L3: Using the present tense to talk about your week. L4: Using the present tense to talk about your week. 40 word writing task.	Grammar focus – regular and irregular verbs in the present tense, preterite tense, near future tense. 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.						
15-Sep (INSET Friday)	A	3	Unit 3 – Cartelera de cine L5: Talk about films using the near future tense. L6: Recall task Communicating details about films and going to the cinema.	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						
22-Sep	B	4	Unit 4 – Un cumpleaños muy especial L7: Use the preterite tense to talk about a birthday L8: Use the preterite tense to talk about a birthday.	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.						
29-Sep	A	5	Unit 5 – Los famosos L11 – Feedback for recall task. Speaking skills lesson. L12 - Use three tenses together.	<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about likes and dislikes. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.</td><td>Understand and communicate using three tenses together.</td><td>Use the imperfect and the preterite to refer to the past.</td></tr></table>	Prior	Now	Next	Communicating simple details about likes and dislikes. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Understand and communicate using three tenses together.	Use the imperfect and the preterite to refer to the past.
Prior	Now	Next								
Communicating simple details about likes and dislikes. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.	Understand and communicate using three tenses together.	Use the imperfect and the preterite to refer to the past.								
6-Oct	B	6	L13 – Preparing for extended writing task. L14 – Extended writing task.							
13-Oct	A	7	L15 – Feedback for writing task. Listening skills. L16 - Skills- reading – zona lectura - Las Estrellas, understanding challenging texts.							
20-Oct	B	8	Module 2 – ¡Oriéntate! – Communicating details about jobs Unit 1 – Hotel catastrofe L1: Introduction to jobs. Use ‘tener que’ to say what you have to do at work L2: Giving opinions of work with more complex justifications.	Parent and Carers month/Black History month World afro day International day of sign languages world mental health day world teachers day World cerebral palsy day						
Half-Term 7 weeks (?? lessons) (35 Days)										
3-Nov	A	9	Unit 2 - ¿En qué te gustaria trabajar? L3: say what job you would like to do using correct adjectival agreement L4: say what job you would like to do using correct adjectival agreement	Module 2 – ¡Oriéntate! 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						

10-Nov	B	10	Unit 3 - ¿Cómo va a ser tu futuro? L5: Use near future tense to talk about your future L6: speaking skills including conversation-style question	and use previously learnt grammar points and vocabulary within the topic of jobs. 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.						
17-Nov	A	11	Unit 4 - ¿Como es un día típico? L7: Recall task. Understanding when three tenses are used together to describe a job. L8: Using three tenses together to describe your job.	Key Focuses: Module 2: GW – pupils understand more complex vocab inc. tener que + me gustaría BI – pupils can use their knowledge of 3 verb tenses to talk in detail about jobs & the future EW – pupils can use basic phrases in the conditional & include more complex phrases using tener que in their work						
24-Nov	B	12	L9: Feedback for recall task. Dictionary skills. El día de trabajo. Focus on reading skills. L10: Skills – Extended writing preparation.	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.						
1-Dec	A	13	L11: Skills – Writing 90 word task L12: Feedback for extended writing task Skills – Speaking skills including role play.	Grammar focus – tener que, conditional tense, preterite, present and near future tenses.						
8-Dec	B	14	L13: Skills – Speaking skills lesson including photo card. L14: Skills – Writing skills lesson including translations, photocard and 40 word.	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.						
15-Dec	A	15	L15: Culture – Christmas celebrations in Spain. L16: Culture – Christmas celebrations in Spain.	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, 2 nd most widely spoken language in the world etc. 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 opportunites between England, Spain and Hispanic countries.						
<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><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 phrases</td><td>Use ‘if’ clauses to talk about future plans.</td></tr></table> <p>Mens health awareness month/disability confident month Diwali Remembrance Sunday Transgender awareness week World Diabetes Day World AIDS day Christmas Day</p>					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 phrases	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 phrases	Use ‘if’ clauses to talk about future plans.								
Christmas Holiday										
6 weeks (?? lessons) (30 Days)										

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5-Jan	B	16	Module 3 – En Forma - Communicating details about healthy living. Unit 1 - ¿Llevas una vida sana? L1: Talking about diet using direct object pronouns. L2: Talking about diet using direct object pronouns	Module 3 – En Forma 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. As well as developing a deeper understanding of reflexive and stem-changing verbs and indirect object pronouns.
12-Jan	A	ST1	L3: ST1 preparation / exam / feedback Revise modules 1 & 2. L4: ST1 preparation / exam / feedback Revise modules 1 & 2.	Key Focuses: Module 3: 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 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. 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. 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.
19-Jan	B	ST1	L5: ST1 preparation / exam / feedback Revise modules 1 & 2. L6: ST1 preparation / exam / feedback Revise modules 1 & 2.	
26-Jan	A	19	Unit 2 – Preparados, listos, ya L7: Talking about an active lifestyle using stem-changing verbs. L8: Talking about an active lifestyle using stem-changing verbs.	
2-Feb	B	20	Unit 3 - ¿Cuál es tu rutina diaria? L9: Talk about daily routine using reflexive verbs. L10: Talk about daily routine using reflexive verbs. Skills – Writing skills including 40/90 word task about your daily routine and lifestyle.	
9-Feb	A	21	Unit 4 – Muevete. L11: Recall task. Talk about getting fit using se debe/no se debe L12: Talk about getting fit using se debe/no se debe	

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.

LGBT+ History month
Holocaust memorial day

World Hijab Day

				Children's mental health week. Safer internet day Chinese New Year						
Half-Term				6 weeks (?? lessons) (28 Days)						
23-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). 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. 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. 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. Grammar focus – 'se debería', imperfect tense 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. 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. 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.						
2-Mar	A	23	L3: Extended writing task: L4: Skills – Speaking focus. Photo card and roleplay.							
9-Mar	B	24	Module 4 – Jóvenes en acción – Communicating details about social issues. Unit 1 – Mis derechos L5: talk about children's rights using the verb poder. L6: talk about children's rights using the verb poder.							
16-Mar	A	25	Unit 2 – El comercio justo L7: talk about fair trade expressing your point of view L8: talk about fair trade expressing your point of view							
23-Mar	B	26	Unit 3: Reciclamos L9: talk about recycling using 'se debería' L10: Recall task. Talk about recycling using 'se debería' and Culture: Easter celebrations in Spain.							
30-Mar (finish Wednesday 1 st April)	A	27	Unit 4 – Mi ciudad L1: Feedback for recall task. Using the present and the imperfect tense together to describe where you live. L2: Using the present and the imperfect tense together to describe where you live.							
				<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about cities and routines in the past. Introduction to opinion phrases, adjectives, the preterite and</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,</td></tr></table>	Prior	Now	Next	Communicating simple details about cities and routines in the past. Introduction to opinion phrases, adjectives, the preterite and	Understands and can communicate more confidently using 4 tenses together (including imperfect tense).	Use more complex structures to discuss social issues (for example subjunctive,
Prior	Now	Next								
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				<div>near future tenses in year 8.</div> <div></div> <div>imperfect continuous)</div>					
				<div>Women's history month</div> <div>Ramadhan begins</div> <div>World Down Syndrome day</div> <div>Transgender day of visibility</div>					
Easter Holiday									
5 weeks (?? lessons) (24 Days)									
20-Apr	B	28	<div>L3: Solidarios: writing about fundraising using three tenses and Extended writing preparation.</div> <div>L4: Extended writing task.</div>	<div>Module 4 – Jóvenes en acción</div> <div>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.</div> <div>Key Focuses: Module 4:</div> <div>GW – pupils can recognise more complex grammar points and tenses and use vocabulary relating to world issues.</div> <div>BI – pupils understand finer grammar rules, such as verb conjugations in 4 tenses, and are able to use ‘se debería’ accurately.</div> <div>EW – pupils can independently use 4 tenses and discuss world issues.</div> <div>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.</div> <div>Grammar focus – ‘se debería’, imperfect tense</div> <div>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.</div> <div>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.</div> <div>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.</div>					
27-Apr	A	29	<div>L5: Skills – Focus on speaking.</div> <div>L6: Skills – Feedback for Extended writing task.</div> <div>Listening and reading strategies – Exampro style tasks</div>						
4-May (Bank holiday Mon)	B	30	<div>L7: Film project – Las Voces Inocentes</div> <div>El Salvador and themes of the film.</div> <div>L8: Film project – Las Voces Inocentes</div> <div>El Salvador and themes of the film</div>						
11-May	A	31	<div>L9: Film project – Las Voces Inocentes</div> <div>El Salvador and themes of the film.</div> <div>L10: Film project – Las Voces Inocentes</div> <div>El Salvador and themes of the film</div>						
18-May	B	32	<div>L11: Film project – Las Voces Inocentes</div> <div>El Salvador and themes of the film</div> <div>L12: Film project – Las Voces Inocentes</div> <div>El Salvador and themes of the film</div>						
			<table><tr><td>Prior</td><td>Now</td><td>Next</td></tr><tr><td>Communicating simple details</td><td>Understands and can communicate</td><td>Use more complex</td></tr></table>	Prior	Now	Next	Communicating simple details	Understands and can communicate	Use more complex
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Communicating simple details	Understands and can communicate	Use more complex							

				<p>about cities and routines in the past. Introduction to opinion phrases, adjectives, the preterite and near future tenses in year 8.</p> <p>more confidently using 4 tenses together (including imperfect tense).</p> <p>structures to discuss social issues (for example subjunctive, imperfect continuous)</p> <p><i>Good Friday</i> <i>Easter Sunday</i> <i>Autism and stress awareness month.</i> <i>World Malaria Day</i> <i>Lesbian visibility day</i> <i>UK national walking month.</i> <i>Deaf awareness week</i></p>
Half-Term			7 weeks (?? lessons) (35 Days)	
1-Jun	A	33	<p>L1: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4.</p> <p>L2: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4.</p>	<p>Module 4 - Intereses e influencias</p> <p>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>
9-Jun	B	ST2	<p>L3: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4.</p> <p>L4: ST1 preparation / exam / feedback Revise modules 1, 2, 3 & 4.</p>	
16-Jun	A	ST2	<p>Module 5 – GCSE module – Module 4 - Intereses e influencia, communicating details about free time and hobbies.</p> <p>Using foundation textbook.</p> <p>L5: PDP 1– Freetime activities using the present and past tense with familiar verbs.</p> <p>L6: PDP 2 – Talking about TV programmes using adjectives correctly.</p>	
23-Jun	B	36	<p>Module 1 ¡Desconéctate!</p> <p>L7 - PDP Discussing holiday/ summer activities. Revising present tense formation and frequency.</p> <p>L8: PDP - Revising summer activities and weather phrases in the present tense. Speaking focus – understanding question words. Answering questions in the present and past tense.</p>	
30-Jun	A	37	<p>Module 3– Mi gente</p> <p>L9: Talking about socialising and family using verbs in the present tense.</p> <p>L10: Describing people using adjectival agreement. Recall task.</p>	
7-Jul	B	38	<p>Module 5 – Ciudades</p> <p>L11: Discussing where you go in town, recapping places in town.</p> <p>L12 Discussing different types of shops. Feedback for recall task.</p>	
14-Jul	A	39	<p>Module 6 - ¡De Costumbre!</p>	

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			<p>L13: Describing mealtimes, describe routines (present tense focus and recap, reflexive verbs)</p> <p>L14: Describing mealtimes, describe routines (present tense focus and recap, reflexive verbs)</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> <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Introduction to opinion phrases, free time activities at KS3. Introduction to past tenses. Understanding infinitives.</td><td>Recognising and using 3 past tenses together. Using infinitives with the verb soler.</td><td>Using the verb soler in the past tense.</td></tr></table> <p><i>LGBTQ+ pride month.</i></p> <p><i>Gypsy, Roma and Traveller history month.</i></p> <p><i>world day against child labour</i></p> <p><i>autistic pride day</i></p> <p><i>World refugee day</i></p>	Prior	Now	Next	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.
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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)										

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