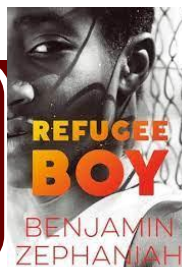


9

Debate Competition  
(At Frome College)

Poetry Study  
(From other cultures)

Graphic Novel  
(Romeo and Juliet)



Creative Writing  
(Propaganda and war poetry)

Research Project  
(In the Trenches)

ENGLISH

Love and Conflict within Friendships  
8

7

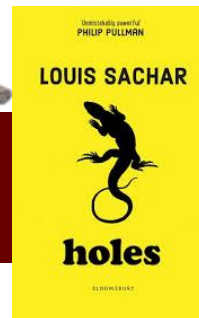
Exploring the Concept of Thrillers and Tragedies

Formal Letters (To the teacher)

Creative Writing  
(Suspense)

Research Project  
(Who was Shakespeare?)

Film Review  
(Tempest)



Creative Writing  
(Gothic Literature)

Debate Competition  
(Across Frome's middle schools)

Research Project Presentations  
(Hobbies and Interests)



Formal and informal letters  
(Hotel review)

Discussion/ Debate  
(The Trial)

Formal Reports  
(Police reports: Traditional tales)

Short Stories  
(19<sup>TH</sup> Century Classics)

Narrative  
(The Blitz)



Biographies  
(Authors)

Explanation  
(Contraptions)

Challenges leading to problem solving Portrayal  
6

5

Theme: Journeys Leading to Discoveries

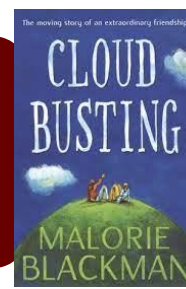
Informal Letters (To first schools)



Instructions  
(What makes a good pupil?)

Character and Setting Descriptions  
(Aliens and Planets)

Narrative-  
(Voyage to a new planet)



Performance Poetry  
(Poetry Slam)












Research Project  
Diary Entry  
(Ship's log: Myths and Legends)






# YEAR 5 Theme: Journeys Leading to Discoveries (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)

<p><b>Scheme of Learning</b></p>	<p><b>Letter to your first school</b></p> 		<p><b>Instructions</b> <b>What makes a good pupil?</b></p> 
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• Paragraphs with clear topic sentences</li> <li>• Punctuation is used to structure writing- commas for list, question marks and contractions</li> <li>• Capital letters and full stops</li> <li>• 1<sup>st</sup> person</li> <li>• Direct address</li> <li>• Verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary, Inference, Prediction. Explain. Retrieve summarise</li> <li>• Exploring change in a novel</li> <li>• Effective use of adjectives</li> <li>• Use quotations as evidence</li> <li>• Modal verbs to give advice</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</li> <li>• Bullet points, numbered stages, chronological order, time adverbials</li> <li>• To use informal and formal language in different sections</li> <li>• Present tense, Imperative Verbs, second person</li> <li>• Shifts in formality</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<ul style="list-style-type: none"> <li>• To use a neat, joined handwriting style with increasing accuracy and speed</li> <li>• To proofread consistently and amend their own and others' writing, correcting errors</li> </ul> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p>	<p><b>PSHE - friendship</b></p> <ul style="list-style-type: none"> <li>• To refer to authorial style, overall themes (e.g. triumph of right versus wrong) and features</li> <li>• To begin to use ideas from own reading and modelled examples to plan writing</li> </ul> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p>	<p><b>Infinity Curriculum/DT – Food Tech.</b></p> <ul style="list-style-type: none"> <li>• To use a neat, joined handwriting style with increasing accuracy and speed</li> <li>• To consistently organise writing into paragraphs</li> <li>• To proofread consistently and amend own and others' writing, correcting errors</li> </ul> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p>
<p><b>Enrichment Opportunities and British Values</b></p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff</p>  <p>INDIVIDUAL LIBERTY</p>  <p>THE RULE OF LAW</p>  <p>MUTUAL RESPECT</p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Biographer, Youth Probation Officer, Author, Counsellor.</p>  <p>INDIVIDUAL LIBERTY</p>  <p>THE RULE OF LAW</p>  <p>MUTUAL RESPECT</p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Company Directors, Lawyers</p>  <p>INDIVIDUAL LIBERTY</p>  <p>THE RULE OF LAW</p>  <p>MUTUAL RESPECT</p>

Scheme of Learning	<div>Character Descriptions (Aliens)</div> 	<div>Setting Descriptions (A new planet)</div> 	<div>Narrative (Voyage to a new planet)</div> 
Knowledge GPS Foci	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using relative clauses beginning with who and whose, using commas to clarify meaning or avoid ambiguity in writing</li> <li>To use figurative language</li> <li>Simple sentences are joined to make complex sentences using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Using relative clauses beginning with which, where, when, that or with an implied (i.e. omitted) relative pronoun</li> <li>To use prepositions to extend sentences</li> <li>To more advanced punctuation such as parenthesis and hyphenated words</li> <li>To use the five senses to add detail</li> </ul>	<ul style="list-style-type: none"> <li>To consider, when planning narratives, how to develop characters and settings</li> <li>Use different cohesive devices to connect clauses in a sentence.</li> <li>Use correctly punctuated direct speech to convey character.</li> </ul>
Sequencing Statements/ Cross Curricular Learning	<p><b>Science- The Solar System and Beyond</b></p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Considering how authors have developed characters in what pupils have read, listened to or seen performed</li> <li>Assessing the effectiveness of own and others' writing</li> </ul> <p><b><u>(Respect, Kindness.)</u></b></p>	<p><b>Science- The Solar System and Beyond</b></p> <ul style="list-style-type: none"> <li>Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p><b><u>(Respect, Kindness)</u></b></p>	<p><b>Science – scientific vocabulary and diagrams</b></p> <ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>To proofread consistently and amend their own and others' writing, correcting errors</li> </ul> <p><b><u>(Ambition, Etiquette, Respect, Kindness.)</u></b></p>
Enrichment Opportunities and British Values	<p><b>Possible Careers:</b> Scientist, Author.</p> <div>   </div> <div> <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> <p>MUTUAL RESPECT</p> </div>	<p><b>Possible Careers:</b> Scientist, Author</p> <div>   </div> <div> <p>MUTUAL RESPECT</p> <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> </div>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author.</p> <div>   </div> <div> <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> <p>MUTUAL RESPECT</p> </div>
















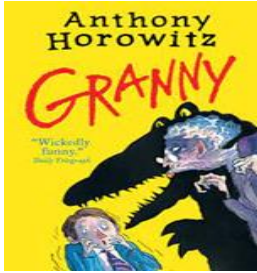



<p><b>Scheme of Learning</b></p>		<p><b>Performance Poetry Competition</b></p> 	
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary, Inference, Prediction, Explain Retrieve</li> <li>• Figurative language as a poetry device</li> <li>• Use of annotation to collect evidence</li> <li>• Types and structure of poetry</li> <li>• Physiological discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Use relevant strategies to build vocabulary</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary, Inference, Prediction, Explain, Retrieve</li> <li>• Retrieval- nouns/pronouns- inverted commas</li> <li>• Categories of nouns</li> <li>• Possessions/apostrophes</li> <li>• Non-fiction</li> <li>• Verb tenses</li> <li>• Subject verb agreement</li> <li>• Definitions/ using a dictionary</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><b>PSHE - friendship</b></p> <ul style="list-style-type: none"> <li>• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• To recognise and discuss some different forms of poetry</li> </ul> <p><b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></p>	<p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>• Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection - Gesture &amp; posture - Facial expression &amp; eye contact</li> </ul> <p>Linguistic Oracy:</p> <ul style="list-style-type: none"> <li>• Vocabulary - Appropriate vocabulary choice - Register – Grammar</li> </ul> <p><b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></p>	<p><b>Geography – maps and countries</b></p> <ul style="list-style-type: none"> <li>• To use dictionaries to check the meaning of words</li> </ul> <p><b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></p>
<p><b>Enrichment Opportunities and British Values</b></p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Poet, Composer.</p> <div>  <p>INDIVIDUAL LIBERTY</p>  <p>MUTUAL RESPECT</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> </div>	<p><b>Possible Careers:</b> Poet, Actor, Composer, Public Speaker</p> <div>  <p>MUTUAL RESPECT</p>  <p>DEMOCRACY</p> </div>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Historian.</p> <div>  <p>MUTUAL RESPECT</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> </div>

<p><b>Scheme of Learning</b></p>	<div> <div> Research project Diary Entry (Ship's log: Myths and Legends) </div>  </div>
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• Ability to acquire problem-solving skills based on evaluation</li> <li>• Acquire skills for effective communication, such as verbal and presentational skills as well as written and organizational skills</li> <li>• Acquire skills for independent research, such as problem identification, and the ability to plan and execute a research project appropriate to the problem under investigation</li> <li>• To develop resourcefulness, flexibility, creativity, and clarity of thought, also the self-confidence that is gained because of managing an independent research project</li> <li>• The ability to critically analyse a situation and to draw conclusions.</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<ul style="list-style-type: none"> <li>• <b>History –Myths and Legends</b></li> <li>• Understand the concept of a Myths and Legends</li> <li>• <b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></li> </ul>
<p><b>Enrichment Opportunities and British Values</b></p>	<div> <div> <b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Historian. </div> <div>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> </div> <div>  <p>INDIVIDUAL LIBERTY</p> </div> </div>






**Year 6 Theme: Challenges leading to problem solving**  
**(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)**

Scheme of Learning	<div>Explanation</div> <div>How does a contraption work?</div> 	<div>Biographies</div> <div>(Authors)</div> 	
Knowledge Grammar Foci	<ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>To habitually proofread for spelling and punctuation errors</li> <li>Time adverbials/Coordinating conjunctions</li> <li>Commas are used in a list./Present tense</li> </ul>	<ul style="list-style-type: none"> <li>To consider, when planning narratives, how to develop characters and settings</li> <li>To use personal pronouns consistently</li> <li>To use past tense consistently</li> <li>To habitually proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise</li> <li>To examine the use of superlatives to emphasise the description</li> <li>Exploring similes</li> <li>To make comparisons</li> </ul>
Sequencing Statements/ Cross Curricular Learning	<div>Design and Technology – Resistant Materials</div> <ul style="list-style-type: none"> <li>To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</li> <li>To consistently link ideas across paragraphs</li> </ul> <div>(Ambition.)</div>	<ul style="list-style-type: none"> <li>To consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <div>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</div>	<ul style="list-style-type: none"> <li>To participate in discussions about books, building on own and others’ ideas and challenging views courteously</li> </ul> <div>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</div>
Enrichment Opportunities and British Values	<div>Possible Careers:</div> <div>Educational Staff, Engineer, Mechanic</div>  <div>THE RULE OF LAW</div>	<div>Possible Careers:</div> <div>Proofreader and Editor, Writer, Educational Staff, Biographer/ Auto biographer.</div>  <div>MUTUAL RESPECT</div>	<div>Possible Careers:</div> <div>Proofreader and Editor, Writer, Educational Staff, Author, Estate Agent.</div> <div>  <div>MUTUAL RESPECT</div>  <div>INDIVIDUAL LIBERTY</div> </div> <div>  <div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div> </div>










<p><b>Scheme of Learning</b></p>	 <p><b>Narrative The Blitz</b></p>	 <p><b>Short Stories (19<sup>TH</sup> Century Classics)</b></p>	 <p><b>Police Report (Traditional tales)</b></p>
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• To consider, when planning narratives, how to develop characters and settings</li> <li>• Use different cohesive devices to connect clauses in a sentence</li> <li>• Use correctly punctuated direct speech to convey character. Distinguish between the language of speech and writing using a shift in formality</li> <li>• To habitually proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary, Inference, Prediction. Explain. Retrieve summarise</li> <li>• Spelling: hyphens</li> <li>• Grammar: Past and Progressive Tense</li> <li>• Spelling: Prefixes</li> <li>• Grammar: Commas for Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• To use the passive voice.</li> <li>• To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>• To habitually proofread for spelling and punctuation errors</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><b>History – WW2</b></p> <ul style="list-style-type: none"> <li>• To consider, when planning narratives, how authors have developed characters and settings</li> <li>• To consistently link ideas across paragraphs</li> </ul> <p><b><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></p>	<ul style="list-style-type: none"> <li>• <b>History- pre-1950.</b></li> <li>• What life was like pre 1950s</li> <li>• To understand and appreciate classic literature</li> <li>• What makes a classic a classic</li> <li>• To explore the difference between classic and the modern-day texts</li> <li>• To analyse characters and settings from the time period</li> </ul> <p><b><u>Respect, Kindness and Pride.)</u></b></p>	<ul style="list-style-type: none"> <li>• To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p><b><u>(Etiquette, Honesty, Respect,)</u></b></p>
<p><b>Enrichment Opportunities and British Values</b></p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Historian.</p>  <p>INDIVIDUAL LIBERTY</p>  <p>THE RULE OF LAW</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Historian</p>  <p>INDIVIDUAL LIBERTY</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Lawyer, Police service Expert Witness, Journalist, Newscaster</p>  <p>THE RULE OF LAW</p>  <p>INDIVIDUAL LIBERTY</p>  <p>INDIVIDUAL LIBERTY</p>

<p><b>Scheme of Learning</b></p>	 <p><b>Discussion/ Debate (The Trial)</b></p>	 <p><b>Formal and informal letters</b></p>	
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>Standard English and persuasive techniques confidently in a range of formal and informal contexts</li> <li>Expressing ideas and keeping to the point, participating in formal debates and structured discussions</li> <li>Summarising and/or building on what has been said</li> <li>Speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>To select vocabulary and grammatical structures that reflect what the writing requires – showing different levels of formality</li> <li>To use the subjunctive form in formal writing.</li> <li>To habitually proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary, Inference, Prediction, Explain Retrieve, Summarise</li> <li>Imagine and describe a setting</li> <li>To explore characters</li> <li>To introduce foreshadowing</li> <li>Explaining words in context</li> <li>Explaining how language choices enhance meaning</li> <li>To understand a plot structure</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><b><u>PHSE- Rule of Law/ Honesty</u></b></p> <p>Physical and Linguistic Articulation</p> <p><b><u>(Honesty, Respect, )</u></b></p>	<ul style="list-style-type: none"> <li>To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models <b><u>(Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></li> </ul>	<ul style="list-style-type: none"> <li>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction <b><u>( Etiquette, Honesty, Respect, Kindness and Pride.)</u></b></li> </ul>
<p><b>Enrichment Opportunities and British Values</b></p>	<p><b>Possible Careers:</b> Police Force, Solicitor, Court Officials.</p> 	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Lawyer, Mail Delivery Service, Estate Agent.</p> 	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Counsellor.</p> 





<p><b>Scheme of Learning</b></p>	<div>  <div> <p><b>Persuasive Speech Hobbies and Interests</b></p> </div>  </div>		
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</li> <li>• Use first person, direct address, modal verbs and rhetoric questions for persuasion</li> <li>• Use passive and subjunctive voice for authority and formality</li> </ul>		
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p>Physical Oracy:</p> <ul style="list-style-type: none"> <li>• Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection - Gesture &amp; posture - Facial expression &amp; eye contact</li> </ul> <p>Linguistic Oracy</p> <ul style="list-style-type: none"> <li>• Vocabulary - Appropriate vocabulary choice - Register – Grammar</li> </ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p>		
<p><b>Enrichment Opportunities and British Values</b></p>	<p>Possible Careers:</p> <p>Proofreader and Editor, Writer, Public speaker, Politician.</p> <div>  <p>MUTUAL RESPECT</p>  <p>INDIVIDUAL LIBERTY</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> </div>		

**Year 7 Theme: Exploring the Concept of Thrillers and Tragedies/ Human Rights and Justice.**  
**(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)**



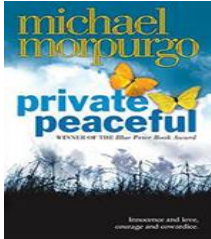










<b>Scheme of Learning</b>	<div>Formal Letters (To the teacher)</div> 	<div>Short Story What's Behind the Door?</div> 	<div>Research Project (Who was Shakespeare?)</div> 
<b>Knowledge Grammar Foci</b>	<ul style="list-style-type: none"><li>To select vocabulary and grammatical structures that reflect what the writing requires – showing different levels of formality</li><li>To use the subjunctive form in formal writing.</li><li>To habitually proofread for spelling and punctuation errors</li></ul>	<ul style="list-style-type: none"><li>To understand and use foreshadowing as a hook for the reader</li><li>To use structural devices to create suspense – rhetorical questions, dashes, ellipses.</li><li>To use structural devices to create tension – short sentences, exclamations</li></ul>	<ul style="list-style-type: none"><li>Acquire skills for effective presentational skills as well as written and organizational skills</li><li>Acquire skills for independent research, such as problem identification, and the ability to plan and execute a research project</li><li>To develop resourcefulness, flexibility, creativity, and clarity of thought, also the self-confidence that is gained because of managing an independent research project</li></ul>
<b>Sequencing Statements/ Cross Curricular Learning</b>	<ul style="list-style-type: none"><li>To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</li></ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p>	<ul style="list-style-type: none"><li>To consider, when planning narratives, how to develop characters and settings</li><li>Use different cohesive devices to connect clauses in a sentence</li><li>Use correctly punctuated direct speech to convey character. Distinguish between the language of speech and writing using a shift in formality</li></ul> <p><u>(Etiquette, Honesty, Respect,)</u></p>	<ul style="list-style-type: none"><li>Acquire skills for independent research, such as problem identification, and the ability to plan and execute a research project appropriate to the problem under investigation</li><li>To develop resourcefulness, flexibility, creativity, and clarity of thought, also the self-confidence that is gained because of managing an independent research project</li><li>The ability to critically analyse a situation and to draw conclusions</li></ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p>
<b>Enrichment Opportunities and British Values</b>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Lawyer, Mail Delivery Service, Estate Agent.</p> <div> MUTUAL RESPECT</div> <div> INDIVIDUAL LIBERTY</div>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author.</p> <div> TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div> <div> MUTUAL RESPECT</div>	<p><b>Possible Careers:</b> Researcher, Historian, Journalist,</p> <div> TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div> <div> MUTUAL RESPECT</div>

<p><b>Scheme of Learning</b></p>	 <p><b>Film Review The Tempest</b></p>		<p><b>Gothic Monsters</b></p> 
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>Studying setting, plot, and characterisation, and the effects of these</li> <li>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>Making critical comparisons across texts and film versions of the play</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences and referring to evidence in the text</li> <li>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul>	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>Making inferences and referring to evidence in the text</li> <li>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><b>Shakespeare</b> <b>History - Social, historical context</b></p> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p>	<p><u><b>Seminal World Literature</b></u> <b>The Wild West</b></p> <p><u><b>Preparation for GCSE</b></u></p> <ul style="list-style-type: none"> <li>Big Picture theme - crime and punishment</li> <li>Writing to compare</li> </ul> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p>	<p><b>Pre 1914 texts</b></p> <p>Draw on KS2 Reading knowledge to decipher challenging texts:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieve</li> </ul> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p>
<p><b>Enrichment Opportunities and British Values</b></p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Lawyer, Actor, Theatre Photographer, Understudy, Radio Host</p> 	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Probation officer, Counsellor.</p> 	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author.</p> 




<b>Scheme of Learning</b>	<div> <div> <b>Debate Competition</b>  <b>(Across Frome's middle schools)</b> </div>  </div>		
<b>Knowledge Grammar Foci</b>	<p>Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>• Using Standard English and persuasive techniques confidently in a range of formal and informal contexts, including classroom discussion</li> <li>• Giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>• Participating in formal debates and structured discussions, summarising and/or building on what has been said</li> </ul>		
<b>Sequencing Statements/ Cross Curricular Learning</b>	<p>Physical and Linguistic Articulation</p> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p>		
<b>Enrichment Opportunities and British Values</b>	<p><b>Possible Careers:</b>          Proofreader and Editor,          Writer, Educational Staff, Author, Radio Host, Journalist, Interviewer, Politicians, Newsreader</p> <div>    <b>DEMOCRACY</b> </div>		



# Year 8 Theme: Love and Conflict within Friendships (Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)

<div>Scheme of Learning</div>	<div> <div>Research Project (In the Trenches)</div>  </div>	<div> <div>Creative Writing (Propaganda and war poetry)</div>  </div>	<div>  </div>
<div>Knowledge Grammar Foci</div>	<div> <ul style="list-style-type: none"> <li>Effective communication, such as verbal and presentational skills as well as written and organizational skills</li> <li>Independent research, the ability to plan and execute a research project</li> <li>Resourcefulness, flexibility, creativity, and clarity of thought, also the self-confidence that is gained because of managing an independent research project</li> <li>The ability to critically analyse a situation and to draw conclusions</li> </ul> </div>	<div> <p>Read critically through:</p> <ul style="list-style-type: none"> <li>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>Recognising a range of poetic conventions and understanding how these have been used</li> <li><b>Big Picture thematic learning in preparation from GCSE study</b></li> </ul> </div>	<div> <ul style="list-style-type: none"> <li>Making inferences and referring to evidence in the text</li> <li>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul> </div>
<div>Sequencing Statements/ Cross Curricular Learning</div>	<div> <p><u>Seminal World Literature</u> <u>World War 1</u> <u>Preparation for GCSE</u></p> <ul style="list-style-type: none"> <li>Big Picture theme - conflict</li> <li>Writing to persuade</li> </ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p> </div>	<div> <p><b>History - Social, historical context</b></p> <ul style="list-style-type: none"> <li>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology</li> <li>studying setting, plot, and characterisation, and the effects of these. <b>Sequencing Statements/ Cross Curricular Learning</b></li> </ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p> </div>	<div> <p><u>Seminal World Literature</u> <u>World War 1</u> <u>Preparation for GCSE</u></p> <ul style="list-style-type: none"> <li>Big Picture theme - conflict</li> <li>Writing to persuade</li> </ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p> </div>
<div>Enrichment Opportunities and British Values</div>	<div> <p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Historian, Poet, Graphic Designer.</p> <div>  <div>MUTUAL RESPECT</div> </div> <div>  <div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div> </div> </div>	<div> <p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Historian, Poet, Graphic Designer.</p> <div>  <div>INDIVIDUAL LIBERTY</div> </div> <div>  <div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div> </div> <div>  <div>THE RULE OF LAW</div> </div> <div>  <div>MUTUAL RESPECT</div> </div> </div>	<div> <p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Historian.</p> <div>  <div>MUTUAL RESPECT</div> </div> <div>  <div>INDIVIDUAL LIBERTY</div> </div> <div>  <div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div> </div> <div>  <div>THE RULE OF LAW</div> </div> </div>

<p><b>Scheme of Learning</b></p>		 <div data-bbox="1370 35 1658 277"> <p><b>Romeo and Juliet</b></p> </div> 	 <div data-bbox="1870 111 2244 272"> <p><b>Poetry from other cultures</b></p> </div>
<p><b>Knowledge Grammar Foci</b></p>	<ul style="list-style-type: none"> <li>• Making inferences and referring to evidence in the text</li> <li>• Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Studying setting, plot, and characterisation, and the effects of these</li> <li>• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>• Making critical comparisons across texts</li> </ul>	<ul style="list-style-type: none"> <li>• Making critical comparisons across texts</li> <li>• Studying a range of authors</li> <li>• <b>Big Picture thematic learning in preparation from GCSE study</b></li> <li>• <b>Exploring poetry in preparation for GCSE</b></li> </ul>
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p><u>Seminal World Literature</u> Africa and Refugees</p> <p><u>Preparation for GCSE</u></p> <ul style="list-style-type: none"> <li>• Big Picture theme - conflict</li> <li>• Writing to persuade</li> <li>• Formal letter</li> </ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p>	<p><b>Shakespeare</b> History - Social, historical context Big Picture thematic learning in preparation from GCSE study. Women in Shakespeare's time. <u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p> 	<p><b>Seminal World Literature</b> Read critically through:</p> <ul style="list-style-type: none"> <li>• Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning (In the Trenches)</li> <li>• Recognising a range of poetic conventions and understanding how these have been used (In the Trenches)</li> </ul> <p><u>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</u></p>
<p><b>Enrichment Opportunities and British Values</b></p>	<p>Possible Careers: Proofreader and Editor, Writer, Educational, Author.</p> 	<p>Possible Careers: Proofreader and Editor, Writer, Educational Staff, Actor, Author, Understudy, Theatre Photographer.</p> 	<p>Possible Careers: Proofreader and Editor, Writer, Educational Staff, Author, poet.</p> 

<p><b>Scheme of Learning</b></p>	<div data-bbox="529 72 828 308"> <p><b>Debate Competition (At Frome College)</b></p> </div> 	
<p><b>Knowledge Grammar Foci</b></p>	<p>Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>• Using Standard English and persuasive techniques confidently in a range of formal and informal contexts, including classroom discussion</li> <li>• Giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>• Participating in formal debates and structured discussions, summarising and/or building on what has been said</li> </ul>	
<p><b>Sequencing Statements/ Cross Curricular Learning</b></p>	<p>Physical and Linguistic Articulation</p> <p><u><b>(Ambition, Etiquette, Honesty, Respect, Kindness and Pride.)</b></u></p> <div data-bbox="682 1029 1019 1289">  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>MUTUAL RESPECT</p>  <p>DEMOCRACY</p> </div>	
<p><b>Enrichment Opportunities and British Values</b></p>	<p><b>Possible Careers:</b> Proofreader and Editor, Writer, Educational Staff, Author, Radio Host, Journalist, Interviewer, Politicians, Newsreader.</p>	