

			Year 7/8 Long Term Plan (Year 1)	
Year Group 7/8 YEAR 1	Childhood and memories Roald Dahl and his works. Focus on Autobiographical text	KEY WORDS Tier 2 - high frequency words that students encounter and have multiple meanings. Tier 3 -Low frequency subject specific words.	Rationale	Links to Wider Curriculum and Careers
TERM 1	Summative Assessments Reading - Comprehension task. Key skills: 1 and 2 Writing (Transactional) - Write your autobiography detailing a memorable day in your life. Key skills 2 3 and 5. Writing - Write a poem about one of the key events from the text 'Boy'. Key skills 1, 5 Formative Assessments: Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment	Adjectives Imagery Auto-biography 1 st person Stanza Rhyme Simile Alliteration Onomatopoeia Metaphor Imagery	<p>This unit is taught now as students have transitioned from primary school and will have experienced lots of events in their lives so far. Therefore, this unit of study will enable them to express some of their adventures in the form of an informal letter and a poem.</p> <p>This unit is the first study of non-fiction texts and it develops student's knowledge and understanding of biographical works and builds on the skills they have learned in primary school when reading and writing biographical texts. It will also develop student's skills in reading and writing as they will be introduced to effective techniques that will enable them to write imaginatively and expressively. Students will also build upon their poetry skills by discussing the figurative language used in a variety of poems and the effect of them. Students will demonstrate their understanding of poetic devices by creating their own poem.</p> <p>For the transactional writing component, students will clearly demonstrate the purpose, audience, tone and format for the task. They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing in the form of an autobiography. They will draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their autobiography.</p>	<p>As autobiographies are often retrospective, looking back at major events in writer's life they are important and link the studies of History and Personal Development as they often a record of important historical events and from a personal viewpoint, so they allow the reader to understand their own life experiences better.</p> <p>Links to Careers - Writer, publisher and journalist.</p> <ul style="list-style-type: none">
TERM 2	Shakespeare Project. Introduction to Shakespeare and his works.	KEY WORDS	Rationale	Links to Wider Curriculum and Careers
	Summative Assessments Writing (Transactional) - Write a report on Shakespeare that includes Who What Where When and Why. Key skills: 2 3 4 Reading - How does Shakespeare create mood and tension in his opening scenes? Key skills: 2 3 and 5 Reading - Comprehension exercise. 1 2 3 Formative Assessments: Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment and Frayer model.	Playwright Beliefs Superstition Tragedy Comedy Sonnets Astrology Witchcraft Religion Tension Suspense Imagery	<p>This unit is taught now as an introduction to the famous playwright 'Shakespeare'. Students will become familiar with the social, historical and cultural context within which Shakespeare wrote his plays and poems and how the context reflects key themes in his writing.</p> <p>This unit will broaden student's knowledge of Shakespeare and the variety of genres within his writing. It is the first unit of fiction and will introduce students to creative writing, focusing on how Shakespeare creates mood within the settings of various plays. Students will be able to make relevant comments about the writer's choice of language and start to use appropriate references from the texts to support their points.</p> <p>For the transactional writing component, students will clearly demonstrate the purpose, audience, tone and format for the task. They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing on the theme of Shakespeare. They will learn to write well-structured texts, supporting ideas with any necessary factual detail. They will draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their report writing.</p>	<ul style="list-style-type: none"> The plays provide students with a stepping-stone to begin thinking about these important topics, as well as a space to explore their own ideas. This is particularly useful for other subjects across the school curriculum, as similar themes will be raised when studying history, politics and curriculum for life. <p>Link to Careers</p> <p>Students who enjoy Shakespeare may be inspired to become writers, journalists, actors, artists and stage designers, costume designers and make-up artists.</p>

TERM 3	Introduction to Genre - Focus on Gothic - Frankenstein project.	KEY WORDS	Rationale	Links to Wider Curriculum and Careers
	<p>Summative Assessments</p> <p>Writing - Write the start of a horror story. Key skills - 1 4 and 5 (Gothic conventions)</p> <p>Reading - How does the writer, Mary Shelly, create empathy for the monster in this extract? Skills - 2 and 4.</p> <p>Introduction to Transactional Writing - Write a review of the text 'Frankenstein'. Skills 2, 3, 4, 5</p> <p>Formative Assessments:</p> <p>Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment and Frayer model.</p>	<ul style="list-style-type: none"> Companion Revenge Empathy Context Adjectives Imagery Infer Analyse Pathetic fallacy Adjectives Gothic 	<p>This unit is taught now as students will have knowledge of gothic conventions from the previous term when studying Shakespeare's writings and it the first of the 19th Century texts that they will study. Students will now be familiar with figurative language and how writers use it for effect so they will now shift their focus from settings to a particular character.</p> <p>This unit will give students the opportunity to enhance their knowledge of how writers use language for effect. They will focus on the 'Monster' and start to build their confidence in inference by trying to explain how the writer uses language for a deliberate effect and be able to consistently select relevant quotes/references to support their point. Students will now start to develop their skills in the craft of writing settings to gothic stories: using pathetic fallacy, imagery, metaphors and adjectives. Using this knowledge, they will now practice how to plan, write and redraft the opening scene of a horror story, creating a setting with atmosphere and tension.</p> <p>For the transactional writing component, students will clearly demonstrate the purpose, audience, tone and format for the task. They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing on the theme of a book review. They will learn to write well-structured arguments, supporting ideas with any necessary factual detail. They will draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their review writing.</p>	<p>The study Frankenstein has links to the wider curriculum. It resonates with religion, science, personal development, curriculum for life, history and art.</p> <p>Links to careers: Science and medicine are paramount in Frankenstein so studying genealogy, becoming a scientist, doctor or nurse.</p>