



YEAR 7	Topic: Transition – The Island	Topic: Autobiography	Topic: Childhood	Topic: Childhood	Topic: The Theme Park	Topic: Introduction to Shakespeare
Key concepts	<p>AO5 Lang:</p> <ul style="list-style-type: none"> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and 	<p>AO5 Lang:</p> <ul style="list-style-type: none"> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	<p>AO1 Lit:</p> <p>Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. <p>AO2 Lit:</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p>	<p>AO5 Lang:</p> <ul style="list-style-type: none"> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>AO6 Lang:</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity,</p>	<p>AO5 Lang:</p> <ul style="list-style-type: none"> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	<p>AO1 Lit:</p> <p>Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.



	<p>grammatical features to support coherence and cohesion of texts</p> <p>AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, Purpose and effect, with accurate spelling and punctuation.</p>	<p>AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 Lang: Demonstrate presentation skills in a formal setting.</p> <p>AO8 Lang: Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</p>	<p>AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Themes	Transition – The Island	Autobiography	<p>Childhood – Skellig</p> <p>War/sacrifice/empathy</p> <p>Relationships/love/conflict</p> <p>childhood – War</p> <p>Horse/Pig-Heart</p> <p>Boy/Private Peaceful</p>	<p>Childhood – Skellig</p> <p>War/sacrifice/empathy</p> <p>Relationships/love/conflict</p> <p>childhood – War</p> <p>Horse/Pig-Heart</p> <p>Boy/Private Peaceful</p>	The Theme Park	<p>Introduction to Shakespeare</p> <p>Magic</p> <p>Violence</p> <p>Love</p>
Challenge	Using technical	Using technical terminology,	Using technical terminology, deeper	Using technical terminology, deeper	Using technical terminology,	Using technical terminology,

Queen Elizabeth High School



	terminology, deeper questioning and analysis; creating own characters instead of using set characters; writing from a different perspective; own choice of task to write instructions for	deeper questioning and analysis; use of all types of sentence structures in each lesson; writing brief; writer's palette	questioning and analysis; independent reading.	questioning and analysis; writing from an omniscient narrator perspective; research task with no research website suggestions; independent reading.	deeper questioning and analysis; higher word count; evaluation tasks within a group setting; independent tasks.	deeper questioning and analysis; choice of tasks; trickier Shakespearean quotes to learn/use;
Support	Slow writing frames, sample responses/WAGOLs	Slow writing frames; sample responses/WAGOLs; planning frames	Slow writing frames, sample responses/WAGOLs; guided reading.	Slow writing frames, sample responses/WAGOLs; writing from first person perspective; websites given for research tasks; guided reading.	Slow writing frames, sample responses/WAGOLs, help desk; lower word count; paired tasks.	Slow writing frames, sample responses/WAGOLL, help desk; choice of tasks; easier Shakespearean quotes to learn/use; choice of scenarios to use; pre-written sentence



						starters and word banks
Literacy focus	Basic punctuation (full stops and commas)	Sentences - simple/compound/complex sentences	Spelling strategies	Use of standard English in spoken language	Homophones Language techniques	Quotation marks. Integrated quotes
Numeracy focus	N/A	Work on dates	Statistics surrounding surrenders and prisoners of war. Discussions around how long ago WW1 was. Dates.	N/A	N/A	Dates and ages
Cross-curricular links	Geography - Maps and topographical features on an island Music -How music can affect mood Drama - How to perform a presentation Art	PSHE/Citizenship - Racism issues (Lewis Hamilton, Obama) - Current affairs (Malala Yousafzai and the Taliban) History - Anne Frank and the Nazis	Science S – evolution History WH – WW1/role of cavalry. Teen life in 1914. Farming in the 1900s. The role of animals in the war. Prisoners of war. PP – WW1/early 20 th C life Geography PP – The battlefields of France and Belgium	Drama – presentation skills	Art/DT - Designing whole theme park including designing roads and rides	History - Context of Shakespearean England - History of witchcraft and people's attitudes.



	- Designing and creating an island					
SMSC & MBV	Leadership qualities/ teamwork; empathising with others	Discussion of a range of people who've written autobiographies (such as Nelson Mandela, Barack Obama and Anne Frank, etc.)	<p>S – Diversity/ faith/charity Students are to consider the importance of first impressions.</p> <p>WH – empathy/ sacrifice. Relationships. Teamwork. Love and conflict.</p> <p>PP – patriotism/fighting for your country/standing up to bullies telling the time</p> <p>PHB – Friendship/betrayal/ forgiveness/animal rights medical ethics/growing up disability/loss</p>	<p>S – Diversity/ faith/charity Students are to consider the importance of first impressions.</p> <p>WH – empathy/ sacrifice. Relationships. Teamwork. Love and conflict.</p> <p>PP – patriotism/fighting for your country/standing up to bullies</p> <p>PHB – Friendship/betrayal/ forgiveness/animal rights medical ethics/growing up disability/loss</p>	Group/teamwork	Links to themes of love and conflict, and discussions about how these themes were different in Shakespeare's times as to how we would look at them in present day; complicated love and relationship issues (from AMND)
ASSESSMENTS	CAT/Reading tests (KL/ED) Language (Creative Prose) writing: - Write about how a character tracks their	Language (Transactional non-fiction) writing: - Write about a memorable event that has happened to you.	<p>WH – How does Michael Morpurgo use language to present the relationship between Joey and Albert?</p> <p>PP – Write a diary entry as Tommo, explaining your feelings about at this point.</p> <p>PHB – How does Malorie Blackman use language to</p>	<p>WH – Write a story from the point of view of an animal. Choose from one of these titles:</p> <ul style="list-style-type: none"> • The Accident • A Memorable Weekend • A Time When I Was All Alone 	Language (Transactional non-fiction) writing: Write a guide to your theme park, giving advice and suggestions for visitors to give them the best	Literature: Extract from A Midsummer Night's Dream. Look at how these characters speak and behave here. How might an



	prey across the island.		present the relationship between Cam and Marlon?	<ul style="list-style-type: none"> As I looked back and saw him, I knew it was all over. Write a story ending with this line. <p>PP – Choice of letter writing tasks, writing as the character of Tommo. PHB – Write a letter/speech to Dr. Bryce explaining your feelings about having a pig-heart transplant.</p>	experience for their family day out.	audience respond to this part of the play? Refer closely to details from the extract to support your answer.
Out of school learning	Spellings Literacy focused homeworks	Discussion with family about past events, homework tasks based on sentence structures. Literacy focused homeworks	<p>WH – research project on the history/main events of WW1/Teens in 1914/farming in 1900s. PP – research project on the conditions for troops in WW1</p> <p>PHB – research controversial animal rights Articles. Literacy focused homeworks</p>	Practising of presentation skills Literacy focused homeworks	Making a theme park in a box Literacy focused homeworks	Research tasks – context for Shakespeare Literacy focused homeworks