

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Topic – The Natural	Topic – The Natural	Topic – Of Mice and	Topic – Of Mice	Topic – Creative	Topic – Creative
	World - poetry	World - poetry	Men – post 1914	and Men – post	writing -	writing - Science
			prose text	1914 prose text	Adventure Stories	Fiction
Key concepts	AO1 Lit:	AO5 Lang:	AO1 Lit:	AO1 Lang:	AO5 Lang:	AO5 Lang:
	Read, understand	 Communicate 	Read, understand	 Identify and 	 Communicate 	 Communicate
	and respond to	clearly, effectively,	and respond to	interpret explicit	clearly, effectively,	clearly, effectively,
	texts. Students	and imaginatively,	texts. Students	and implicit	and imaginatively,	and imaginatively,
	should be able to:	selecting and	should be able to:	information and	selecting and	selecting and
	 maintain a 	adapting	 maintain a 	ideas	adapting	adapting
	critical style and	tone, style and	critical style and	Select and	tone, style and	tone, style and
	develop an	register for different	develop an	synthesise	register for	register for
	informed	forms, purposes and	informed	evidence from	different forms,	different forms,
	personal	audiences	personal	different texts	purposes and	purposes and
	response	 Organise 	response		audiences	audiences
	 use textual 	information and	 use textual 	AO2 Lang:	 Organise 	 Organise
	references,	ideas, using	references,	Explain, comment	information and	information and
	including	structural and	including	on analyse how	ideas, using	ideas, using
	quotations, to	grammatical	quotations, to	writers use	structural and	structural and
	support and	features to	support and	language and	grammatical	grammatical
	illustrate	support coherence	illustrate	structure to	features to	features to
	interpretations.	and cohesion of	interpretations.	achieve effects	support coherence	support coherence
		texts		and influence	and cohesion of	and cohesion of
	AO2 Lit:		AO2 Lit:	readers, using	texts	texts
		AO6 Lang:		relevant subject		

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	Analyse the	Candidates must use	Analyse the	terminology to	AO6 Lang:	AO6 Lang:
	language, form and	a range of	language, form and	support their	Candidates must	Candidates must
	structure used by a	vocabulary and	structure used by a	views	use a range of	use a range of
	writer to create	sentence structures	writer to create		vocabulary and	vocabulary and
	meanings and	for clarity,	meanings and	AO4 Lang:	sentence	sentence
	effects, using	purpose and effect,	effects, using	Evaluate texts	structures for	structures for
	relevant subject	with accurate	relevant subject	critically and	clarity,	clarity,
	terminology where	spelling and	terminology where	support this with	purpose and	purpose and
	appropriate.	punctuation.	appropriate.	appropriate	effect, with	effect, with
				textual references	accurate spelling	accurate spelling
	AO3 Lit:		AO3 Lit:		and punctuation.	and punctuation.
	Show understanding		Show			
	of relationships		understanding of			
	between texts and		relationships			
	the contexts in		between texts and			
	which they were		the contexts in			
	written.		which they were			
			written.			
Themes	Nature	Nature	Loneliness and	Loneliness and	Adventure, tension	Science fiction,
			relationships;	relationships;		tension
			context	power		
Challenge	Deeper questioning,	Creative tasks using	LATERMEOWQ	Including	Re-writing texts to	Use techniques
	choice of task (Pike)	different	paragraphs;	dialect/accent	improve them;	from the writer's
		perspectives	inference skills;	words in	additional	palette; choice to
			independent	empathetic	challenging	perform scripts;
			reading; trickier	writing; high-level	success criteria;	verb progression,
			challenge	WAGOLLS		high-level
			comprehension			WAGOLLS;
			questions			minimum word
						count (350 words)

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Support	Slow writing frames,	Slow writing frames,	PEE paragraphs;	Aim for ambitious	Dictionary work;	Sentence starters;
Support	sample	sample	guided reading;	vocabulary;	writing frames;	'magpie' vocab
	responses/WAGOLLs	responses/WAGOLLs	easier support	WAGOLLS; slow	guided reading;	choices from
	responses/ w/ tooles	responses, wridolls	comprehension	writing frames	story mountain	extracts; word
			questions slow	Writing fruities	guide; word banks;	banks; story
			writing frames.		glossary of	mountain guide;
			Writing frames.		characters; paired	WAGOLLS; choice
					work	of scenarios to pick
					WOLK	from; minimum
						word count (250
						words)
Literacy focus	Language choices	Writing to persuade,	Vocabulary choices;	Structure of formal	Descriptive	Tenses, including
,	(key terminology),	ambitious	PEE/	letters; sentence	vocabulary	metaphors and
	PEE paragraphs	vocabulary choices,	LATERMEOWQ	starters	choices; sentence	extended
		constructing	paragraphs		structures and	metaphors
		sentences			starters; verb	
					progression	
Numeracy focus	N/A	Understanding the	N/A	Financial planning	Writing to a word	Writing to a word
		impact of statistics		to save and build	count	count
				their home (G&L)		
Cross-curricular	History – Arrival of	Science –	History – The Great	History – The	Science – Some	Science – space
links	the American	importance of	Depression and its	Great Depression	reference to	travel/alien
	railroads, Industrial	pollination,	impact on America	and its impact on	scientific	lifeforms
	Revolution in UK.	protecting the		America	discoveries	
		environment	PSHE/Citizenship –			
			Racism and	PSHE/Citizenship –	History – folk tales	
			discrimination in	Racism and	from other	
			America in the early	discrimination in	cultures (e.g.	
			20 th C	America in the	Beowulf)	
				early 20 th C		

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SMSC & MBV	Context for each poem, the impact of our actions on the environment/nature	Context for each poem, the impact of our actions on the environment/nature, responsibility for actions	Focus on the hardships that people had during the Depression, understanding of the issues of racism, age discrimination and treatment of the disabled.	Racism within America in the 20 th C; attitudes towards women and how they have changed, the impact of bullying on vulnerable members of society.	N/A	N/A
ASSESSMENTS	Explore the way in which Muir conveys the power of the horses in this poem.	Write a persuasive speech, explaining to the general public why it is important to look after our planet and protect ourselves and our endangered species.	How is the theme of loneliness presented?	Choice of task: Write a formal letter to a newspaper explaining your view that: - Lennie is a dangerous predator OR - Lennie is an innocent victim	Creative writing title: The Trap	Creative writing choice of titles: - Write a story ending: 'I never dared to say this to you until now.' - Write a story beginning: 'Gradually the earth grows colder.' - Write about a time you were scared Write about a time you changed the world forever.
Out of school learning	Spellings Learning of key poetic terms	Research tasks – bees and endangered creatures	Research – the American Depression; the events of the early	Journal entries, research on women's role in	Story planning, story writing practice	Story planning, story writing practice



		20 th C in America;	American society	
		American society	in the 1930s.	
		and prejudices		