



YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Topic – The Natural World - poetry	Topic – The Natural World - poetry	Topic – Of Mice and Men – post 1914 prose text	Topic – Of Mice and Men – post 1914 prose text	Topic – Creative writing - Adventure Stories	Topic – Creative writing - Science Fiction
Key concepts	<p>AO1 Lit: 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>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>AO1 Lit: 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>AO1 Lang:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts <p>AO2 Lang: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject</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>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>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Lit: Show understanding of relationships between texts and the contexts in which they were written.</p>	<p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</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>AO3 Lit: Show understanding of relationships between texts and the contexts in which they were written.</p>	<p>terminology to support their views</p> <p>AO4 Lang: Evaluate texts critically and support this with appropriate textual references</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>
Themes	Nature	Nature	Loneliness and relationships; context	Loneliness and relationships; power	Adventure, tension	Science fiction, tension
Challenge	Deeper questioning, choice of task (Pike)	Creative tasks using different perspectives	LATERMEOWQ paragraphs; inference skills; independent reading; trickier challenge comprehension questions	Including dialect/accents words in empathetic writing; high-level WAGOLLS	Re-writing texts to improve them; additional challenging success criteria;	Use techniques from the writer's palette; choice to perform scripts; verb progression, high-level WAGOLLS; minimum word count (350 words)



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



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

Queen Elizabeth High School



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