



SUBJECT INTENTIONS:	<ul style="list-style-type: none"> To develop imaginative and inquisitive learners, who are motivated to achieve their best, are ready to learn and who are resilient in the face of challenges; To develop learners who collaborate, communicate and challenge one another safely in mutual respect and tolerance; To instil a belief that all pupils can achieve and enjoy English, and ensure that pupils recognise the value these skills hold for life beyond school. 					
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
IMPLEMENTATION	Topic: Transition – The Island	Topic: Autobiography	Topic: <i>Animal Farm</i>	Topic: <i>Animal Farm</i>	Topic: The Theme Park	Topic: Introduction to Shakespeare
Key concepts	AO5 Lang: • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and	AO5 Lang: • 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	AO1 Lit: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to	AO1 Lit: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.	AO5 Lang: • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using	AO1 Lit: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to



	<p>ideas, using structural and 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>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>support and illustrate interpretations.</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>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</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>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>structural and 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>support and illustrate interpretations.</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	Communism, revolution, corruption, power, class and inequality.	Communism, revolution, corruption, power, class and inequality.	The Theme Park	<p>Introduction to Shakespeare</p> <p>Magic</p> <p>Violence</p> <p>Love</p>

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Challenge	Using technical 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	Using technical terminology, deeper questioning and analysis; use of all types of sentence structures in each lesson; writing brief; writer's palette	Using technical terminology, deeper questioning and analysis; independent reading; introduction to LATERMEOWQ principles; high-level modelled responses.	Using technical terminology, deeper questioning and analysis; writing from an omniscient narrator perspective; research task with no research website suggestions; independent reading; building on ability to use LATERMEOWQ principles; high-level modelled responses.	Using technical terminology, deeper questioning and analysis; higher word count; evaluation tasks within a group setting; independent tasks.	Using technical terminology, deeper questioning and analysis; choice of tasks; trickier Shakespearean quotes to learn/use;
Support	Slow writing frames, sample responses/ WAGOLLS	Slow writing frames; sample responses/ WAGOLLS; planning frames	Slow writing frames, sample responses/ WAGOLLS; guided reading, modelling of responses.	Slow writing frames, sample responses/ WAGOLLS; websites given for research tasks; guided reading, modelling of responses.	Slow writing frames, sample responses/ WAGOLLS, 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	Sentences - simple/compound/ complex sentences	Spelling strategies	Spelling strategies Use of technical terminology	Homophones Language techniques	Quotation marks. Integrated quotes



	(full stops and commas)					
Numeracy focus	N/A	Work on dates	N/A	N/A	N/A	Dates and ages
Cross-curricular links	<p>Geography</p> <ul style="list-style-type: none"> - Maps and topographical features on an island <p>Music</p> <ul style="list-style-type: none"> - How music can affect mood <p>Drama</p> <ul style="list-style-type: none"> - How to perform a presentation <p>Art</p> <ul style="list-style-type: none"> - Designing and creating an island 	<p>PSHE/Citizenship</p> <ul style="list-style-type: none"> - Racism issues (Lewis Hamilton, Obama) - Current affairs (Malala Yousafzai and the Taliban) <p>History</p> <ul style="list-style-type: none"> - Anne Frank and the Nazis 	<p>History</p> <ul style="list-style-type: none"> - communism within Russia/USSR - the Russian Revolution - the impact of propaganda 	<p>History</p> <ul style="list-style-type: none"> - communism within Russia/USSR - the Russian Revolution - the impact of propaganda 	<p>Art/DT</p> <ul style="list-style-type: none"> - Designing whole theme park including designing roads and rides 	<p>History</p> <ul style="list-style-type: none"> - Context of Shakespearean England - History of witchcraft and people's attitudes.
SMSC & MBV	<p>Leadership qualities/ teamwork; empathising with others</p>	<p>Discussion of a range of people who've written autobiographies (such as Nelson Mandela, Barack Obama and Anne Frank, etc.)</p>	<ul style="list-style-type: none"> - Manipulation and the power of the psychology of propaganda - Democracy and the rule of law and individual liberty 	<ul style="list-style-type: none"> - Manipulation and the power of the psychology of propaganda - Democracy and the rule of law and individual liberty 	<p>Group/teamwork</p>	<p>Links to themes of love and conflict, and discussions about how these themes were different in Shakespeare's</p>

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						times as to how we would look at them in present day; complicated love and relationship issues (from AMND)
KEY PIECE OF WORK	Lesson 5 – Following instructions in 10 bullet points or fewer	Lesson 5 – Diary entry 1 paragraph/100-150 words	Lesson 6 – LATERMEOWQ task – 1 paragraph – How does Orwell want a reader to feel towards Snowball and Boxer in this passage?	Lesson 15 – 2 statements about the pigs' leadership on Animal Farm. Bullet point a list of reasons/justifications as to why you agree with your chosen statement.	Lesson 6 – Marketing for your theme park 75-100 words	Lesson 6 – Personal opinion on witches. 1 paragraph
ASSESSMENTS	CAT/Reading tests (KL/ED) Language (Creative Prose) writing: - Write about how a character tracks their prey across the island. MS: Language – Creative writing /40	Language (Transactional non-fiction) writing: - Write about a memorable event that has happened to you. MS: Language – Transactional writing /20	Literature – Post 1914 text: - How has Napoleon made himself the leader of Animal Farm? MS: Literature – Post 1914 prose /40 (5 marks for SPAG)	Literature – Post 1914 text: - Write about the character of Napoleon and how he changes throughout the text MS: Literature – Post 1914 prose /40 (5 marks for SPAG)	Language (Transactional non-fiction) writing: Write a guide to your theme park, giving advice and suggestions for visitors to give them the best experience for their family day out.	Literature: Extract from <i>A Midsummer Night's Dream</i> . Look at how these characters speak and behave here. How might an audience respond to this part of the play? Refer closely to details from the extract

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					MS: Language – Transactional writing /20	to support your answer. MS: Literature – Shakespeare Q1 /15
Out of school learning	Spellings Literacy focused homeworks	Discussion with family about past events, homework tasks based on sentence structures. Literacy focused homeworks	Spellings to learn Research on historical elements of the Russian Revolution.	Spellings to learn Literacy focused homeworks	Making a theme park in a box Literacy focused homeworks	Research tasks – context for Shakespeare Literacy focused homeworks