

Autumn 1 (10 weeks) Children	Spring 1 (8 weeks) Gothic and Horror	Summer 1 (8 weeks) Story Telling and War
<p><u>Reading:</u></p> <p><b>Fiction:</b> <i>Holes</i> by Louis Sachar and extracts from <i>Lord of the Flies</i> by William Goldsmith with a focus on the presentation of children</p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Presentation of feelings and emotions</li> <li>• Writer’s use of language to present ideas</li> <li>• The structure of the text and structural devices used within the texts</li> <li>• Writer’s view point</li> <li>• Impact on the reader/different interpretations</li> <li>• Forming an opinion of their own</li> </ul> <p><b>Poetry:</b> A poem– embedded into the teaching of the fiction text. Practise unseen poetry skills. Examples include:</p> <ul style="list-style-type: none"> <li>• The Chimney Sweeper’s Boy by William Blake</li> </ul>	<p><u>Reading :</u></p> <p><b>Fiction:</b> Key passages from <i>Frankenstein</i> and <i>Dracula</i></p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Gothic settings</li> <li>• Context</li> <li>• Role/presentation of women</li> <li>• Language change</li> <li>• Imagery and figurative language</li> <li>• Mood and atmosphere</li> <li>• Build-up of tension</li> </ul> <p>Extracts from, <i>A Christmas Carol</i> and <i>Great Expectations</i> by Charles Dickens, <i>The Sand Man</i> by BFI Screening Short, <i>Lost Hearts</i> by MR James</p> <p><b>Poetry:</b> A selection of modern poems by Carol Ann Duffy such as:</p> <ul style="list-style-type: none"> <li>• <i>Havisham</i></li> <li>• <i>Elvis’ Twin Sister</i></li> <li>• <i>Stealing</i></li> </ul> <p><b>Non Fiction:</b></p>	<p><u>Reading:</u></p> <p><b>Fiction:</b> <i>Good Night Mr Tom</i> / <i>Machine Gunners</i> with possibly some extracts from <i>The Boy in the Striped Pyjamas</i> by John Boyne (the extracts are not essential as an extract features in the end of half term assessment but may be useful to offer a different perspective and to challenge the most able)</p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Presentation of feelings and emotions</li> <li>• Writer’s use of language to present ideas</li> <li>• The structure of the texts and structural devices used within the texts</li> <li>• Writer’s view point</li> <li>• Impact on the reader/different interpretations</li> <li>• Forming an opinion of their own</li> </ul> <p><b>Poetry:</b> A selection of World War 2 poems (2/3)</p> <ul style="list-style-type: none"> <li>• <i>Picture from the Blitz</i> by Lois Clark</li> </ul>

<p><b>Non-Fiction:</b> Stylistic conventions of non-fiction texts of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries with a focus on the presentation of children.</p> <ul style="list-style-type: none"> <li>• Extracts/articles on working Victorian children (workhouses etc)</li> <li>• Identifying and explaining purpose and audience</li> </ul> <p>Key terms to be recorded in a key terminology book which will continue through to GCSE</p> <p>Key terminology to be influenced by the GCSE specification</p> <p><u>Writing:</u>  <b>Persuasive writing</b> with clear purpose and audience  Topic – Should adolescents be sent to correctional institutions?  <b>Summary writing</b> e.g. summarise the article/extract/diary in your own words. Focus on the use of ambitious and varied vocabulary.  <b>Descriptive writing</b> – A description of a tour of Madame Zeroni’s village  <b>Narrative writing</b> –How Madame Zeroni lost her foot  <b>Newspaper report writing</b>- Write a newspaper report about The burning down of the school</p>	<p>Stylistic conventions of non-fiction texts of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries</p> <ul style="list-style-type: none"> <li>• Newspaper articles about ‘real-life’ vampires</li> <li>• Historical texts about Vlad the Impaler</li> <li>• Purpose and audience</li> <li>• Use of language and grammar for effect</li> <li>• Language over time</li> </ul> <p>Key terminology to be influenced by the GCSE specification</p> <p><u>Writing:</u>  <b>Writing to describe</b> – Gothic scenes – write a scene from <i>The Sandman</i> as a description, building up suspense and tension  <b>Narrative writing</b> -write own ‘gothic’ story</p> <hr/> <p><u>Speaking and Listening:</u> Group presentation about vampire hunters.</p> <p><b>Assessment: Use Spoken Language criteria Pass / Merit / Distinction (GCSE criteria)</b></p>	<ul style="list-style-type: none"> <li>• <i>Auschwitz</i> (extract) by Elizabeth Wyse</li> <li>• <i>Shema</i> by Primo Levi</li> <li>• <i>Flames</i> (extract) Toge Sankichi</li> </ul> <p>Poetic features and devices application and analysis</p> <p><b>Non Fiction:</b> Diary entries from World War 2, letters, extracts from <i>The Diary of Anne Frank</i>, <i>Zlata’s Diary</i></p> <ul style="list-style-type: none"> <li>• Stylistic conventions of non-fiction texts of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>• Purpose and audience</li> <li>• Use of language and grammar for effect</li> <li>• Language over time</li> </ul> <p>Key terminology to be influenced by the GCSE specification</p> <p><u>Writing:</u>  Use of <b>comparative</b> skills in order to produce a <b>comparative style essay</b> in preparation for GCSE – e.g. comparing two non-fiction extracts/ comparing two poems/comparing an extract from <i>Good Night Mr Tom</i> to an</p>
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<p>house in Green Lake</p> <p><b>Formal report writing-</b> write a report for the police about Zero’s absconding</p> <p><b>Diary Writing-</b> Write from the viewpoint of one of the other campers about what is happening while Stanley and Zero are away</p> <p><b>Key conventions of each style of writing with appropriate grammar focus</b></p> <p><b>Speaking and Listening:</b> 5 minute presentation on a subject of their choice Research a subject and produce a presentation to the class. Must not read from a script but may use notes/ppt to help.</p>	<p><b>End of Term Assessment: AQA Year 7 Pack 2, Paper 2 (ONLY SECTION B)</b> (20<sup>th</sup> century non-fiction <i>The Cheapest Gig in Town...</i> by Charlotte Higgins, <i>The Guardian</i>, 1999 and 19<sup>th</sup> century literary non-fiction <i>Street Musicians</i> by Henry Mayhew, 1851)</p> <p>(Unseen/less guided approach)</p> <p><b>End of Half Term Assessment: AQA Year 7 Pack 3, Paper 1</b> (20<sup>th</sup> century prose fiction <i>Don’t Ask Jack</i> by Neil Gaiman, 1995)</p> <p>Cross moderation – ACHS, SSMS, WMS</p>	<p>extract from <i>The Boy in the Striped Pyjamas</i>; diary entry from Anne Frank compared to a soldier diary entry</p> <p><b>Writing to describe</b> – scenes/places and characters. Use of fiction, poetry and non-fiction extracts to create stimulus and to be used as examples. Use of images to generate ideas for creative writing as per the GCSE examination and <b>assessment pack 1 paper 1</b></p>
<p><b>End of Term Assessment: AQA Year 7 Pack 1, Paper 2</b> (21<sup>st</sup> century non-fiction <i>Living Dolls</i> by Elizabeth Day, <i>The Observer</i> 2010 and 19<sup>th</sup> century literary non-fiction <i>London Labour and London Poor</i> by Henry Mayhew)</p> <p>Additional fiction extracts to support the teaching of this unit may include the work of Charles Dickens eg <i>Great Expectations</i> (Estella and Pip) and <i>Oliver Twist</i> (Oliver)</p>		<p><b>Speaking and Listening:</b> Write and perform a script based on predictions of what might happen next in the text</p> <p><b>End of Half Term Assessment: AQA Year 7 Pack 1, Paper 1 (SECTION A ONLY)</b> (21<sup>st</sup> century prose-fiction extract from <i>The Boy in the Striped Pyjamas</i>, 2006)</p>

<b>Autumn 2 (5 weeks) Non Fiction/Advertising</b>	<b>Spring 2 (6 weeks) Ballads and Narrative Poetry</b>	<b>Summer 2 (5 weeks) Journeys</b>
<p><u>Reading:</u></p> <p><b>Media:</b> PAPER 2 SKILLS - Analysis of still and moving image advertising Create own product – chocolate bar</p> <p><b>Non Fiction:</b> Persuasive holiday brochures – language and presentational features</p> <p>Key terminology to be influenced by the GCSE specification</p> <p><u>Writing:</u> <b>Persuasive</b> – writing own holiday brochure entries</p>	<p><u>Reading:</u></p> <p><b>Poetry:</b> A selection of ballads:</p> <ul style="list-style-type: none"> <li>• <i>The Lady of Shalott</i> By Alfred Lord Tennyson</li> <li>• <i>Isabella or The Pot of Basil</i> by John Keats</li> <li>• <i>The Highway Man</i> by Alfred Noyes</li> <li>• <i>The Ballad of Charlotte Dymond</i> by Charles Causley</li> </ul> <p><b>Focus on Lang Paper 1 skills</b></p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Figurative language and structure</li> <li>• Characterisation</li> <li>• Relationships</li> <li>• Rhythm and rhyme</li> <li>• Setting</li> </ul>	<p><u>Reading:</u></p> <p>History of Language – influence of invaders on English language Beowulf, Chaucer, Shakespeare</p> <p>Views from abroad</p> <p><b>Fiction:</b> Extracts from <i>Heart of Darkness</i>-Joseph Conrad</p> <p><b>Non Fiction:</b> Travel writing – Apricots on the Nile, Travelling in Malawi, Lonely Planet extracts, <i>Through the Dark Continent</i> – Henry Morton Stanley</p>
<p><u>Speaking and Listening:</u> Dragon’s Den sales pitch <b>Assessment: Use Spoken Language criteria Pass / Merit / Distinction (GCSE criteria)</b></p>	<p><b>Non Fiction:</b> Historical news articles on Charlotte Dymond murder and highway men</p>	<p><u>Writing:</u></p> <p><b>Argument</b> – the pros and cons of travelling</p>
<p><b>End of Term Assessment: AQA Year 7 Pack 2, Paper 2 (ONLY SECTION B)</b> (20<sup>th</sup> century non-fiction <i>The Cheapest Gig in Town...</i> by Charlotte Higgins, <i>The Guardian</i>, 1999 and 19<sup>th</sup> century literary non-fiction <i>Street Musicians</i>)</p>	<ul style="list-style-type: none"> <li>• Conventions of articles</li> <li>• Presentation and layout</li> <li>• Language features</li> <li>• Bias</li> </ul>	<p><u>Speaking and Listening:</u> Presentation on an experience of travelling of their own (in UK or abroad)</p> <p><b>End of Half Term Assessment: AQA Year 7</b></p>

<p>by Henry Mayhew, 1851)</p> <p>(Unseen/less guided approach)</p> <p>Cross moderation – ACHS, SSMS, WMS</p>	<p>Key terminology to be influenced by the new GCSE specification and recorded in key terminology books</p> <p><u>Writing:</u></p> <p>Poems into <b>narrative</b>-Write Isabella poem as a narrative</p> <p><b>Witness statement writing</b> – Charlotte Dymond murder witness</p> <hr/> <p><u>Speaking and Listening:</u> presentation on highway men – group research</p> <p><b>End of Half Term Assessment: AQA Year 7 Pack 2, Paper 1 (SECTION B ONLY) (21<sup>st</sup> century prose-fiction extract from <i>The Fire Eaters</i> by David Almond, 2003)</b></p> <p>Cross moderation – ACHS, SSMS, WMS</p>	<p><b>Pack 3, Paper 2</b> (21<sup>st</sup> century non-fiction <i>Floating Over Bhutan</i> by Martin Fletcher, <i>The Sunday Times</i>, 2015 and 19<sup>th</sup> century literary non-fiction <i>Hot air balloon ride over London</i> by Henry Mayhew, 1852)</p> <p>Cross moderation – ACHS, SSMS and WMS</p>
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