



Year 7

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	Autumn		Spring		Summer							
	TERM 1 (7 WEEKS)	TERM 2 (8 WEEKS)	TERM 3 (6 WEEKS)	TERM 4 (6 WEEKS)	TERM 5 (6 WEEKS)	TERM 6 (7 WEEKS)						
Unit of Study	<p style="text-align: center;">Culture</p> <p>TEXT STUDY: Pieces of Silver and a selection of culture poems.</p> <p>WRITING: Travel Writing (writing for purpose)</p> <p>CORE SKILL: Language Analysis</p> <p>CORE KNOWLEDGE: The concept of identity /culture. Poetic Features.</p>	<p style="text-align: center;">What the Dickens!</p> <p>TEXT STUDY: Oliver Twist, Great Expectations, A Christmas Carol.</p> <p>WRITING: to persuade (letter)</p> <p>CORE SKILL: Evaluation</p> <p>CORE KNOWLEDGE: World of Dickens</p>	<p style="text-align: center;">All about Gothic</p> <p>TEXT STUDY: Frankenstein, Dracula, The Woman in Black, The Raven.</p> <p>WRITING: Narrative</p> <p>CORE SKILL: Structure Analysis</p> <p>CORE KNOWLEDGE: Conventions of Narrative</p>	<p style="text-align: center;">Shakespeare Study</p> <p>TEXT STUDY: The Tempest, Shakespearean Sonnets.</p> <p>WRITING: to persuade (leaflet)</p> <p>CORE SKILL: Applying Context</p> <p>CORE KNOWLEDGE: Shakespeare's World</p>	<p style="text-align: center;">The Wicked World of Wizards and Witches</p> <p>TEXT STUDY: The Hobbit, The Lion, The Witch and The Wardrobe, Harry Potter.</p> <p>WRITING: Descriptive</p> <p>CORE SKILL: Language Analysis</p> <p>CORE KNOWLEDGE: Characterisation and features of fantasy fiction.</p>	<p style="text-align: center;">Disaster!</p> <p>TEXT STUDY: Non-Fiction Articles and Autobiographical Writing (Titanic and Natural Disasters)</p> <p>WRITING: to argue (speech)</p> <p>CORE SKILL: Comparison</p> <p>CORE KNOWLEDGE: Conventions of Non-Fiction</p>						
Key Vocabulary	Discrimination Prejudice Empathy	Metaphor Tolerance	Oppression Poverty Loyalty	Simile Humility Bildungsroman	Grotesque Ominous Sinister	Pathetic Fallacy Mercy	Hierarchy Monarchy Betrayal	Rhyming Couplet Forgiveness	Ambitious Desolation Mythical	Foreshadowing Sacrifice	Morality Elite Injustice	Hyperbole Truth
Assessment Objectives	AO1 AO2 AO5 AO6	AO1 AO2 AO4 LIT AO S+L	AO2 AO5 AO6	AO1 AO2 LIT AO	AO1 AO2	AO2 AO3 AO5 AO6 S+L						
Assessment	1. Reading baseline. Retrieval, comprehension and inference. AO1 AO2.	2. Evaluate Q based on Dickens study. AO1 AO2 AO4 Lit AO	3. Creative writing - narrative. AO5 AO6.	4. Spoken Language. Role Play.	5. Language and Structure Analysis. AO1 AO2.	6. Writing to argue. AO5 AO6. 7. Spoken Language. Speech.						
SMSC and Big Questions	<p>What is diversity and why is it important?</p> <p>What do we learn about each society's culture? Should we be more tolerant of other cultures? How can we relate the moral message of each poem? How does our culture affect the way we treat others? Why are empathy and understanding important skills?</p>	<p>What does it mean to belong? Should we always persevere in the face of adversity?</p> <p>Do we take life for granted? Do you think that money does not equate to happiness or personal fulfilment and that companionship, kindness is all we need in life? Affection, loyalty, and conscience are more important than social advancement, wealth, and class- do you agree?</p>	<p>Should we be allowed to play God? How can we be sure that we will be able to control what we create?</p> <p>What comes after death? Monster nature vs nurture debate. Do you think aspects of behaviour are a product of either inherited (i.e., genetic) or acquired (i.e., learned) influences? Is fear an important human emotion? What is a 'monster'? Can a human be a 'monster'?</p>	<p>Do all actions have consequences?</p> <p>The fairies try to help the mortals but all they do is make things worse. Do you agree? Should we always try to help others? What is the difference between helping and interfering? If you love someone, it should not be because of their appearance but because of their personality? Is it nobler to forgive than to take revenge? What does justice really mean for humanity, and how do we cope with it? How is The Tempest a lesson in forgiveness? Is love more important than anything else?</p>	<p>Should we always give the opportunity of forgiveness?</p> <p>How would you feel if you were the person in the story? Would you act differently? No matter how far a character falls, there is still always hope. What does it mean to be brave? What do we learn about society of that time? How does the story relate to your own experiences of life? What do we mean by 'treasure'? Is 'treasure' always an object? What 'treasures' can we find in our own lives?</p>	<p>Should everybody be treated the same?</p> <p>Why do we have a class system? Should we always be judged depending on our class? Who should be saved a first-class passenger, or a third-class passenger? Explain. Can our beliefs be so powerful that they can cloud real facts and our vision?</p>						
Career Links	<p>Communication: Pupils taught to understand the importance of good communication and why this is important in the world of work. Pupils to learn how the use of linguistic devices and techniques in the classroom can be applied to the workplace.</p> <p>Formality: Pupils to learn how to utilise appropriate formality in their speech and writing. Pupils taught to understand the importance of using appropriate formality in the wider world.</p> <p>Creativity: Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p>Textual analysis: Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p>Critical Thinking: Pupils encouraged to consider where they can use critical thinking in the world of work.</p>											
Reading Homework	Range of texts (fiction and non-fiction) linking to different cultures and traditions with a focus on comprehension.	Range of extracts from Dickensian texts with features of Bildungsroman. Focus on stylistic features of the genre.	Range of extracts from the Gothic genre with a focus on decoding and stylistic features.	Non-fiction texts linked to play of study and Shakespearean sonnets. Focus on vocabulary and reading for meaning.	Range of extracts from Fantasy Fiction genre with focus on comprehension and decoding.	Range of non-fiction texts linked to topic. Focus on stylistic features of non-fiction texts and purpose.						



Year 8

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Unit of Study	<p style="text-align: center;">Freedom and Injustice</p> <p>TEXT STUDY: Noughts and Crosses, Non-Fiction extracts. Half Caste by John Agard.</p> <p>WRITING: to argue (speech).</p> <p>CORE SKILL: Language and Structure Analysis.</p> <p>CORE KNOWLEDGE: The concept of racial injustice and real world examples from past and present.</p>		<p style="text-align: center;">Other Worlds!</p> <p>TEXT STUDY: Range of extracts from dystopian, fantasy, science-fiction. Unseen Poetry.</p> <p>WRITING: to describe</p> <p>CORE SKILL: Using devices and vocabulary for effect.</p> <p>CORE KNOWLEDGE: How to approach an unseen poem.</p>		<p style="text-align: center;">Shakespeare Study</p> <p>TEXT STUDY: A Romeo & Juliet, The Merchant of Venice, Shakespearean Sonnets.</p> <p>WRITING: Script Writing.</p> <p>CORE SKILL: Applying Context. Evaluation.</p> <p>CORE KNOWLEDGE: 16th C. Gender Roles and Societal Expectations.</p>		<p style="text-align: center;">What a Mystery!</p> <p>TEXT STUDY: The Speckled Band, Hound of the Baskervilles. Modern Detective Fiction extracts.</p> <p>WRITING: Narrative Writing</p> <p>CORE SKILL: Inference.</p> <p>CORE KNOWLEDGE: Conventions of Detective Fiction</p>		<p style="text-align: center;">Decades of Change</p> <p>TEXT STUDY: Blood Brothers. Range of Non-Fiction extracts.</p> <p>WRITING: to persuade (article)</p> <p>CORE SKILL: Evaluation</p> <p>CORE KNOWLEDGE: Understanding of societal issues through the decades.</p>			
Key Vocabulary	Injustice Segregation Compassion	Cohesion Forgiveness	Oppression Prejudice Emotive Language	Malevolent Benevolent Integrity	Dystopia Utopia Corruption	Enjambment Peace	Subservient Patriarchal Fate	Anti-Semitism Justice	Morality Enigma Forensic	Triple Alibi Implicit/Explicit	Disadvantage Destiny Rhetorical Question	Sacrifice Compassion Anecdote
Assessment Objectives	AO1 AO2 AO4 Lit AO		AO1 AO2 AO4 Lit AO		AO1 AO2 AO4 Lit AO		AO1 AO2 Lit AO		AO1 AO2 AO3 Lit AO		AO1 AO2 AO4 LIT AO	
Assessment	1. Evaluation. N+C extract-based Question. AO1 AO2 AO4		2. Writing to argue linked to Black History study. Spoken Language. Speech.		3. Creative writing – descriptive. AO5 AO6		4. Poetry Analysis (Sonnet) AO1 AO2 LIT AO		5. Language and Structure Analysis. AO1 AO2		6. Evaluation. BB extract-based Q. AO1 AO2 7. Spoken Language. Group role play task.	
SMSC and Big Questions	<p>Do you think it is ever truly possible to achieve equality in every aspect of our lives? What brings about inequality and how can we overcome it?</p> <p>How do the characters challenge our perceptions of race, power and truth? Does the society Callum and Sephy live in, have an impact on their lives? Are the issues of acceptance and equality muddled by the dilemma of morality in the novel? What problems still exist between people of different race who fall in love? Does equality exist in modern society?</p> <p>Should one man’s sacrifice be for the greater good? How can we relate this to discrimination in modern society? What is meant by democracy? How can we explore concepts such as identity, diversity, and community cohesion? Why is community cohesion so important? Do you think we can ever be rid of injustice and segregation?</p>		<p>What is the importance of individual liberty over doing the right thing?</p> <p>Does Dystopian fiction take something that already exists in our society and intensifies its effect or power? Can power corrupt? Do you believe mass surveillance of citizens by their own government is a necessary evil? What were the ethical and emotional challenges people faced during the war? Is War morally wrong? War involves deliberately killing or injuring people, and this is an abuse of the victims' human rights. Do soldiers have the right to complain?</p>		<p>Do we always know the differences between right and wrong?</p> <p>How did R & J exercise free will? Is a patriarchal society fair? Do you think we should go against our family by standing up for our beliefs?</p> <p>Should we judge a religion on appearances? Is it fair to segregate religions? How can we be more tolerant of other religions? How can we bring equality into the world between religions? Is the treatment of Shylock fair?</p>		<p>Should we be exposed in literature to the inner lives of people who are unlike us?</p> <p>Does justice and goodness triumph over evil and injustice? If we possess a moral imagination, will we be moved by moral arguments? Do murder mysteries have much to teach us in our lives? Is there is an underlying moral order that underpins society?</p>		<p>Nature vs. Nurture. Do you think aspects of behaviour are a product of either inherited (i.e., genetic) or acquired (i.e., learned) influences?</p> <p>Do you believe in fate rather than destiny? Is grieving your past counterproductive? How can we relate this to morality in the play? Will your past mistakes always come back to haunt you? Do you think it is right to judge someone on their past behaviour?</p>			
Career links	<p>Communication: Pupils taught to understand the importance of good communication and why this is important in the world of work. Pupils to learn how the use of linguistic devices and techniques in the classroom can be applied to the workplace. Pupils to developing an understanding of why listening is an important skill for success in the wider world of work.</p> <p>Formality: Pupils to learn how to utilise appropriate formality in their speech and writing. Pupils taught to understand the importance of using appropriate formality in the wider world.</p> <p>Creativity: Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p>Textual analysis: Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p>Critical Thinking: Pupils encouraged to consider where they can use critical thinking in the world of work.</p> <p>Managing emotions: Pupils encouraged to explore how to manage differences of opinion constructively through debate. Pupils encouraged to think about how they would manage different emotions/opinions within the workplace. Pupils to explore why empathy, understanding and tolerance are important skills in the wider world of work.</p>											
Homework	Range of non-fiction texts linked to topic. Focus on developing/ understanding links to real world issues.		Poetry extracts linked to topic with a focus on reading for meaning.		Range of extracts from across dystopian and fantasy genres with a focus on comprehension and decoding.		Non-fictive texts linked to play of study and Shakespearean sonnets. Focus on vocabulary and reading for meaning.		Range of fiction extracts linked to mystery genre with a focus on stylistic features of the genre.		Range of non-fiction texts linked to context of the play. Focus on making links to real world issues and developing vocabulary.	

