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| Year 7 | **Topic:** Transition from KS2/Cirque du Freak  **Period:** Autumn 1 |
| **Overview of topic:**  The first two weeks of Year 7 help to establish a baseline and settle students into what is expected of them at KS3. Students work around the theme of settling into school and write a letter to advise future students about their first day at Walton-le-Dale. Students then start by studying poetry about starting school and begin to build on reading structures such as PEE used at KS2. Students then study a class reader ‘Cirque du Freak’ and are directed to focus on the use of language and structure to create effective narrative openings, settings and characterisation, using their class reader and other examples as a model for success. Students begin to develop their knowledge of gothic horror conventions and develop their creative writing skills by writing their own narrative pieces. | |
| **Key** **knowledge: Pupils will understand the plot of the book, as well the contexts of vampire legends, Victorian ‘freak shows’ and Gothic literature**  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **engaging**  **trepidation**  **suspense**  **ethical**  **moral/immoral**  **stereotypical**  **plausible**  **abhorred/abhorrent**  **malignity**  **malevolence**  **countenance**  **bespoke**  **manipulative** | **first person narrative**  **dialogue**  **saga**  **genre**  **figurative language** | | **Key skills:**  -PEE/PEA structure for analysing language.  Oral skills discussing the effect of structural devices such as enjambment  -inference  -how to make predictions about what will happen in a text.  -analysing language in the opening  -Analysis of structure-Why did Shan choose to open his novel in this setting? Initial impressions of characters  -Reading skills, skimming and scanning (select and retrieval)  -How individual words and phrases can affect the reader when describing setting and character -Oracy skills, presentation and delivery.  -How to structure a story and ensure the opening is engaging  -How to write accurately  -How to choose specific vocabulary for effect  -How to comment on the effect of the writer’s choice of language at word level |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  -Spotlight focus on the author Darren Shan and his career.  -Look at the creative writing process and model this while students write their own texts.  -Publicise age-appropriate writing competitions.  -School library has the series of books from the Darren Shan Saga and other works by this author. | **Key reading skills taught: clarify, question, summarise, predict Key texts: *Cirque du Freak* by Darren Shan**  **Wider Reading Opportunities/Links:**  Extracts from canonical Gothic texts including *Dracula*  National Curriculum: Study a range of fiction (poetry and novel); reading independently (homelearning/celebration of reading); learning about poetic conventions; challenging vocabulary; textual reference; inference; writing for audience and purpose; grammatical knowledge; author study.  Cross-curricular links:  The knowledge you gain will help you in subjects such as History and Citizenship. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |