



# Year 7

|                       | <b>Autumn</b><br>(6 weeks & 8 weeks)  | <b>Spring</b><br>(6 weeks & 6 weeks)  |   | <b>Summer</b><br>(6 weeks & 7 weeks)   |   |                    |
|-----------------------|---|---|---|--|---|--------------------|
| <b>Language</b>       | <b>New Beginnings</b><br>(Transition Unit)<br><br><i>Writing to describe.</i><br><i>Reading for meaning, inference, analysis.</i>   | <b>Narrative writing</b><br>(based on Gothic Literature)  | <b>Exploring Fiction</b><br>(Paper 1 skills - range of 20 <sup>th</sup> and 21 <sup>st</sup> Century short stories) <ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Structure analysis</li> <li>• Writer's ideas</li> <li>• Evaluating methods</li> </ul>   | <b>Titanic</b><br>(Paper 2 skills – Non-Fiction) <ul style="list-style-type: none"> <li>• Features of non-fiction</li> <li>• Synthesis</li> <li>• Language analysis</li> <li>• Comparison</li> <li>• Writing to express a viewpoint</li> </ul>   |   |                    |
|                       | <b>Literacy Lessons</b><br>Functional Skills.<br>Reading Challenge: Bronze Award.   | <b>Literacy Lessons</b><br>History of Language.<br>Reading Challenge: Silver Award.   |   | <b>Literacy Lessons</b><br>Decoding and Language Exploration<br>Reading Challenge: Gold Award.   |   |                    |
| Assessment Objectives | AO1 AO2 AO5 AO6   | AO5 AO6   | AO1 AO2 AO4   | AO1 AO2 AO3 AO5 AO6  |   |                    |
| <b>Literature</b>     | <b>Myths and Legends</b><br>(The Hobbit) <ul style="list-style-type: none"> <li>• Conventions of genre</li> <li>• Inference</li> <li>• Language / Structure analysis</li> <li>• Contextual influences</li> <li>• Writer's ideas</li> <li>• Speaking &amp; Listening</li> </ul>  | <b>Gothic Literature</b><br>(Extracts) <ul style="list-style-type: none"> <li>• Speaking &amp; Listening</li> <li>• Language analysis</li> <li>• Structure analysis</li> <li>• Writer's ideas</li> <li>• Evaluating methods</li> <li>• Contextual influences</li> </ul> | <b>Different Cultures poetry</b> <ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Structure analysis</li> <li>• Writer's ideas</li> <li>• Contextual influences</li> <li>• Comparison</li> </ul>   | <b>Shakespeare</b><br>(Midsummer Night's Dream or The Tempest) <ul style="list-style-type: none"> <li>• Contextual influences</li> <li>• Conventions of genre</li> <li>• Features of drama</li> <li>• Language analysis</li> <li>• Speaking &amp; Listening</li> </ul>   | <b>What the Dickens!</b><br>(Oliver Twist, Great Expectations and non-fiction extracts) <ul style="list-style-type: none"> <li>• Conventions of genre</li> <li>• Language analysis</li> <li>• Writer's ideas</li> <li>• Evaluating methods</li> <li>• Contextual influences</li> </ul>  |                    |
|                       | Assessment Objectives   | AO1 AO2 AO4 Lit AO  | AO1 AO2 AO4 Lit AO  | AO1 AO2 AO3 AO4  | AO1 AO2 Lit AO  | AO1 AO2 AO4 Lit AO |
| <b>Assessment</b>     | 1. Writing baseline. Descriptive- AO5 + AO6.<br>WC 14 <sup>th</sup> Sept  | 2. Extract Q based on class reader. AO1 AO2 Lit AO<br>WC 26 <sup>th</sup> Oct<br><br>3. Spoken Language. Role play.<br>WC 7 <sup>th</sup> Dec   | 4. Creative writing. Narrative – AO5 + AO6.<br>WC 11 <sup>th</sup> Jan  | 5. Poetry comparison. AO1 AO2 AO3<br>WC 15 <sup>th</sup> Mar   | 6. English Language Paper 1 exam KS3 Paper. (Q1-3)<br>AO1 AO2<br>WC 19 <sup>th</sup> + 26 <sup>th</sup> Apr<br><br>7. Writing to argue (linked to Titanic)<br>AO5 + AO6<br>WC 24 <sup>th</sup> May  |                    |
|                       | 8. Evaluate Q based on Dickens study. AO1 AO2 AO4 Lit AO<br>WC 28 <sup>th</sup> Jun<br><br>9. Spoken Language linked to Dickens study. Group debate<br>WC 12 <sup>th</sup> July   |   |   |  |   |                    |
| SMSC                  | <b>New Beginnings</b><br>How can you help a friend in need this year?<br>Should we judge others even if we do not know them?<br>How can we bring happiness to others who are struggling with transition?<br><br><b>Myths &amp; Legends</b><br>How would you feel if you were the person in the story? Would you act differently?<br>No matter how far a character falls, there is still always hope.<br>What does it mean to be brave?<br>Should we always give the opportunity of forgiveness?<br>What do we learn about society of that time?<br>How does the story relate to your own experiences of life?<br>What do we mean by 'treasure'? Is 'treasure' always an object?<br>What 'treasures' can we find in our own lives? |   | <b>Gothic Literature</b><br>What comes after death?<br>Monster nature vs nurture debate.<br>Do you think aspects of behaviour are a product of either inherited (i.e., genetic) or acquired (i.e., learned) influences?<br>Should we be allowed to play God?<br>How can we be sure that we will be able to control what we create?<br>Is fear an important human emotion?<br>What is a 'monster'? Can a human be a 'monster'? | <b>Poetry</b><br>What do we learn about each society's culture? Should we be more tolerant of other cultures?<br>How can we relate the moral message of each poem?<br>How does our culture affect the way we treat others? What is diversity and why is it important?<br>Why are empathy and understanding important skills? | <b>Titanic</b><br>Why do we have a class system? Should everybody be treated the same? Should we always be judged depending on our class?<br>Who should be saved a first-class passenger, or a third-class passenger? Explain.<br>Can our beliefs be so powerful that they can cloud real facts and our vision?<br><b>Shakespeare: AMSND and The Tempest</b><br>Do all actions have consequences?<br>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?<br>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?<br><b>Oliver Twist &amp; GE</b><br>Should we always persevere in the face of adversity?<br>What does it mean to belong? Do we take life for granted?<br>Do you think that money does not equate to happiness or personal fulfilment and that companionship, kindness is all we need in life?<br>Affection, loyalty, and conscience are more important than social advancement, wealth, and class- do you agree? |                    |



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|--------------|--|--------------------------|---|---|---|---|
| Career Links | <p><b>Communication:</b> 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><b>Formality:</b> 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><b>Creativity:</b> Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p><b>Textual analysis:</b> Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p><b>Critical Thinking:</b> Pupils encouraged to consider where they can use critical thinking in the world of work.</p> |                          |   |   |   |   |
| Homework     | Spelling and key vocabulary.   | Punctuation and Grammar. | Paragraphs, discourse markers, subordinate clauses. | Writing for purpose. (Inform + Explain) | Independent research project linked to non-fiction. | Sentence forms/ using sentences for effect. |



# Year 8

|                       | <b>Autumn</b><br>(6 weeks & 8 weeks)   | <b>Spring</b><br>(6 weeks & 6 weeks)  |   | <b>Summer</b><br>(6 weeks & 7 weeks)  |  |  |
|-----------------------|--|---|---|---|--|--|
| <b>Language</b>       | <b>Writing for an audience</b><br>(Linked to key Literature texts)<br><i>Writing to inform, explain, entertain.</i> <ul style="list-style-type: none"> <li>Scripts</li> <li>Letters</li> <li>Articles</li> <li>Monologue/speech</li> <li>Speaking &amp; listening</li> </ul> | <b>Exploring Non-Fiction</b><br>Black History Month<br>(Range of texts from 20 <sup>th</sup> /21 <sup>st</sup> Century) <ul style="list-style-type: none"> <li>Conventions of genre</li> <li>Language analysis</li> <li>Comparing writer's perspectives/ methods</li> <li>Synthesis</li> </ul>  | <b>Writing to Express a Viewpoint</b><br>(Linked to prejudice/discrimination) <ul style="list-style-type: none"> <li>Writing to argue.</li> <li>Speaking &amp; Listening (speech)</li> </ul>  | <b>Dystopian Fiction</b><br>(Extracts across genres) <ul style="list-style-type: none"> <li>Conventions of genre</li> <li>Language analysis</li> <li>Writer's ideas</li> <li>Descriptive/narrative writing</li> </ul>   |  |  |
|                       | <b>Literacy Lessons</b><br>Functional Skills.<br>Reading Challenge: Bronze Award.  | <b>Literacy Lessons</b><br>Decoding – advanced level<br>Reading Challenge: Silver Award.  |   | <b>Literacy Lessons</b><br>The Importance of Independent Study<br>Reading Challenge: Gold Award.  |  |  |
| Assessment Objectives | AO5 AO6  | AO1 AO2 AO3 AO4   | AO5 AO6   | AO1 AO2 AO5 AO6   |  |  |
| <b>Literature</b>     | <b>Modern Play</b><br>(Blood Brothers) <ul style="list-style-type: none"> <li>Conventions of genre</li> <li>Features of drama</li> <li>Language analysis</li> <li>Writer's ideas</li> <li>Contextual influences</li> </ul>   | <b>19<sup>th</sup> Century Literature</b><br>(Speckled Band, Hound of the Baskervilles) <ul style="list-style-type: none"> <li>Conventions of mystery genre</li> <li>Inference</li> <li>Language analysis</li> <li>Evaluating methods</li> </ul>  | <b>Modern Literature</b><br>(Noughts and Crosses) <ul style="list-style-type: none"> <li>Inference</li> <li>Language analysis</li> <li>Structure analysis</li> <li>Evaluating writer's methods</li> </ul>   |   | <b>Shakespeare</b><br>(Romeo & Juliet or Merchant of Venice) <ul style="list-style-type: none"> <li>Conventions of genre</li> <li>Features of drama</li> <li>Language analysis</li> <li>Writer's ideas</li> <li>Contextual influences</li> <li>Speaking &amp; Listening</li> </ul> | <b>Conflict poetry</b><br>(Moon on the Tides anthology) <ul style="list-style-type: none"> <li>Language analysis</li> <li>Structure analysis</li> <li>Writer's ideas</li> <li>Contextual influences</li> <li>Comparison</li> </ul>   |
|                       | 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   |
| <b>Assessment</b>     | 1. Speaking and Listening. Group role play task. WC 14 <sup>th</sup> Sept<br><br>2. BB extract-based Q. AO1 AO2 AO4 WC 5 <sup>th</sup> Oct   | 3. Writing to argue. AO5 AO6 WC 16 <sup>th</sup> Nov  | 4. N+C extract-based Q. AO1 AO2 Lit AO WC 25 <sup>th</sup> Jan<br><br>(Paper 2 skills assessed in exam next term)   | 5. Writing to express a viewpoint. Speech. AO5 AO6 WC 22 <sup>nd</sup> March  | 6. Speaking & Listening linked to Shakespeare. Pair role play/ individual monologue. WC 26 <sup>th</sup> Apr<br><br>7. English Language Paper 2 exam KS3 Paper. (Q1-4) AO1 AO2 AO4 WC 17 <sup>th</sup> + 24 <sup>th</sup> May  | 8. Creative writing (linked to Dystopian fiction) AO5 AO6 WC 14 <sup>th</sup> June<br><br>9. Poetry comparison. AO1 AO2 AO3 WC 29 <sup>th</sup> June   |
|                       | SMSC   | <b>Blood Brothers</b><br>Nature vs. Nurture. Do you think aspects of behaviour are a product of either inherited (i.e., genetic) or acquired (i.e., learned) influences? 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? | <b>Sherlock Study</b><br>Does justice and goodness triumph over evil and injustice? If we possess a moral imagination, will we be moved by moral arguments? Should we be exposed in literature to the inner lives of people who are unlike us? Do murder mysteries have much to teach us in our lives? Is there an underlying moral order that underpins society? | <b>Noughts and Crosses</b><br>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? 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?<br><br><b>Discrimination</b><br>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? |  | <b>Romeo &amp; Juliet</b><br>How did R & J exercise free will? Is a patriarchal society fair? Do we always know the differences between right and wrong? Do you think we should go against our family by standing up for our beliefs?<br><br><b>MOV</b><br>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? |



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|--------------|--|--------------------------|---|------------------------|--|----------------|
| Career links | <p><b>Communication:</b> 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><b>Formality:</b> 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><b>Creativity:</b> Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p><b>Textual analysis:</b> Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p><b>Critical Thinking:</b> Pupils encouraged to consider where they can use critical thinking in the world of work.</p> <p><b>Managing emotions:</b> 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     | Complex Punctuation: semi colons, colons etc.  | Spelling and vocabulary. | Independent research project linked to non-fiction topic. | Reading comprehension. | Independent research project linked to Shakespeare. (E.g. prejudice of Jews) | Poetic Devices |