




<p style="text-align: center;"><b>Year 7- Term 1</b>  <b>Big Question: What inspired Victorian writers?</b></p>		
<p><b>HEAD</b></p> 	<p><b>HEART</b></p> 	<p><b>HAND</b></p> 
<p><b>Pre-1900s Prose:</b> A thematic approach to Victorian literature, which includes Sherlock Holmes. An experience of a whole pre-1900’s text.</p> <p><b>Fiction Extracts:</b> To be introduced to a broad range of 19th Century writers. For example, The Time Machine, Mary Poppins, Oliver Twist.</p> <p><b>Poetry:</b> To introduce a selection of Victorian Poetry.</p> <p><b>Speaking and Listening:</b> To present ideas on the Big Question in groups.</p> <p><b>Reading Lists:</b> To engage with a variety of books which improve their subject knowledge of the Victorian period and reading comprehension.</p> <p><b>Vocabulary lists:</b> To focus on vocabulary which is specific to the Victorian Literature theme.</p>	<p>To explore the links between Victorian literature and the influence of these contextual factors.</p> <p>Students will have the opportunity to take on different roles in a group and share ideas with others. Develop a deeper understanding of the big question.</p> <p>All of our students will be encouraged to embed a love and curiosity of literature and challenging 19<sup>th</sup> Century texts. Students will also be introduced to Accelerated Reader and given plenty of reading time. This will lead to students taking the initiative when choosing books which will improve their reading.</p>	<p>To begin making textual reference to the texts.</p> <p>To start to use the ‘what-how-why’ process to structure their responses.</p> <p>To make general comments on the writer’s intentions and what the effect of these are.</p> <p>To know and understand similes and metaphors and their effect.</p> <p>To increase their reading fluency and rapidity.</p> <p>To begin making links to the wider links and themes of Victorian literature and give interpretations.</p> <p>To reflect on the thoughts and feelings of a character they have read about.</p> <p>To draft and write a narrative or description based on a contextually relevant image.</p> <p>To know a range of vocabulary that they can identify and use</p>

<p>To revise subject specific terminology and methods and identify them in literature. To begin to notice how language, structure and form are used between texts</p> <p>To identify quotations with assistance.</p> <p>To start their exploration of what the author’s intent is and how this may influence a reader.</p> <p>To begin an investigation into different forms of writing and structural choices that writers make</p> <p>To begin to identify the thoughts and feelings of a character.</p>		<p>for a range of purposes.</p> <p>To tailor the language of a presentation and use both verbal and non-verbal techniques to engage the audience.</p>
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**Year 7 - Term 2**  
***Big Question: What makes a hero and a villain?***

<p>A thematic approach to <i>‘What makes a hero’</i> through the study of Greek Mythology, heroes and villains in literature and modern-day heroes in the real world.</p> <p><b>Mythology:</b> To build on previous knowledge of Greek, Roman, African, Norse, Native Myths. To investigate the origins of a myth and why they are still significant in literature.</p> <p><b>Unseen Fiction:</b> To engage with a range of unseen short stories and comment on the role of a hero and a villain.</p> <p><b>Speaking and Listening:</b> To present developed ideas on the Big Question in groups.</p>	<p>To start to make connections with previous literature studied and the wider contextual influences that Mythology has across a range of texts.</p> <p>Students will offer their ideas to groups about various ways to present information. To take different roles during debates, they will find ways of sharing ideas with others and be able to present their findings on the big question.</p> <p>Students will reflect on what makes a hero from a range of different context and consider what this means to them personally.</p>	<p>To start exploring textual reference to the texts with closer analysis.</p> <p>To write clear ‘what-how-why’ paragraphs to structure a response.</p> <p>To begin developing an understanding of character development and comment on how they are presented.</p> <p>To begin writing about structural methods a story uses to interest the reader.</p> <p>To begin using speech conventions and developing their own viewpoint in writing.</p> <p>To continue building their reading skills and rapidity.</p>
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<p><b>Reading Lists:</b> To engage with a variety of books which improve their subject knowledge of Mythology and heroes.</p> <p><b>Vocabulary Lists:</b> To introduce higher level key vocabulary from the topic. To understand the narrative structure of a story.</p> <p>To recognise what makes a hero and a villain across a range of different contexts.</p>		<p>To begin using imaginative ways to presents ideas based around the Big Question.</p>
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**Year 7 - Term 2**  
***Big Question: Why and how does English Language change over time?***

<p><b>Language Change:</b> A thematic approach to language change through the study of Early Modern English, such as; Chaucer and Beowulf, Shakespeare, accents and dialects, the impact of technology, language development and codeswitching.</p> <p><b>Early Modern English:</b> To be introduced to a range of extracts from Chaucer and Beowulf.</p> <p><b>Shakespeare:</b> To begin their exploration of the language conventions in The Tempest or Much Ado about Nothing.</p> <p><b>Non-Fiction:</b> To begin researching into language change and patterns.</p> <p><b>Speaking and Listening:</b> To present clear ideas on the Big Question in groups.</p> <p><b>Reading Lists:</b> To engage with a variety of books which improve their subject</p>	<p>To explore the links between early language development and how technology has had an impact on how we use language today.</p> <p>Students will understand the concept of English language and why this is relevant in today's society. They will consider a language timeline and think about where the language they use fits into history.</p> <p>Students will think about how language variation is embedded into society and helps us to empathise and understand others.</p>	<p>To build on making textual reference to the texts.</p> <p>To develop the use the 'what-how-why' process to structure a response to the Shakespeare play.</p> <p>To build on inference skills when interpreting ideas from the texts.</p> <p>To further increase their reading fluency and rapidity.</p> <p>To develop the use of persuasive language techniques.</p> <p>To write an article which explores a viewpoint on an element of the English Language.</p> <p>To begin considering how Shakespeare uses methods and themes to engage with the audience.</p> <p>To know different language patterns and terminology and why they are effective.</p>
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knowledge of language change and reading comprehension.

**Vocabulary Lists:** To focus on key vocabulary from the topic.

To learn spoken language patterns and semantics.

To know and understand the rules for a range of sentence structure and the effect.

To start to formulate opinions on current language change issues.

To begin an investigation into different accents and dialects and why these evolve.

To have increased confidence when presenting ideas and use both verbal and non-verbal techniques to engage the audience.

Year 8- Term 1

Big Question: How do people use the power of the written word to try and change the world?

**HEAD**



**HEART**



**HAND**



**Modern Novel:** A thematic approach which includes a whole text experience of a modern novel.

**Poetry:** To expand knowledge of poetry that is thematically linked to Other Cultures.

**Non-Fiction:** To explore a range of persuasive speeches and articles which link to the big question.

**Speaking and Listening:** To select appropriate ways to present ideas on the Big Question in groups or individually.

**Reading Lists:** To engage with a variety of books, with increasing complexity, which improve their subject knowledge of the theme and show reading comprehension.

**Vocabulary Lists:** Higher level vocabulary which is specific to the theme.

To have a clear understanding of subject specific terminology and methods and identify them in literature.

To have a broad appreciation of how discrimination can be identified in a range of literature and current world issues. To consider how people use written expression to try and change the world.

Students will take on a variety of roles in class discussion and debates and be able to work confidently as a part of a team. Students will need to respectfully consider the opinions of others.

Students will be dealing with emotive topics which will spark discussions but helps them to think deeper and show empathy for others.

To make clear textual reference to the texts.

To use the 'what-how-why' paragraph structure with more confidence.

To make clear comments on the writer's intentions and what the effect of these are.

To know and understand some poetry terminology.

To increase their reading fluency and rapidity.

To make effective links with contemporary contextual factors and make personal interpretations.

To sustain the language of a presentation by using a variety of techniques.

To clearly use different formats when presented ideas.

<p>They can identify and begin to explain clearly how language, structure and form are used between texts.</p> <p>They can identify and use quotations.</p> <p>To explain clearly what the author’s intent is and how this may influence a reader.</p> <p>To know and comment on the different forms of writing and structural choices that writers make.</p> <p>To revisit persuasive techniques and how to express a viewpoint.</p>		
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**Year 8 - Term 2**  
***Big Question: What happens when society breaks down?***

<p>A thematic approach which studies Dystopian Fiction and the theme of War through extracts and some poetry.</p> <p><b>War Literature:</b> To provide an insight how literature can shape our understanding of the world before and after conflict.</p> <p><b>Unseen Fiction:</b> to engage with a range of unseen dystopian fiction extracts and short stories.</p> <p><b>Speaking and Listening:</b> to present sustained ideas on the Big Question individually or in groups.</p> <p><b>Reading Lists:</b> to explore new ideas with a variety of books which improve their subject knowledge dystopia and</p>	<p>To make conscious connections with the wider world and the complexities that define literature based around conflict.</p> <p>Students will recognise the roles of leadership within different sections of society and begin to appreciate the struggles that there may be. They will understand their role within society and develop reflective skills.</p> <p>Students will be dealing with emotive topics and will show empathy towards oppressed sections of society.</p>	<p>To identify and retrieve key information from a text and explore hidden meanings.</p> <p>To write ‘what-how-why’ paragraphs with more confidence to structure a reading response.</p> <p>To make effective comparisons between two texts from the same genre and show a clear understanding of meanings and writer’s methods.</p> <p>To independently use different forms of plot, characterisation, imagery and structural features in creative writing.</p> <p>To broaden and develop an understanding of how to structure an argument.</p>
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<p>conflict.</p> <p><b>Vocabulary Lists:</b> Acquiring knowledge of high-level key words.</p> <p>To understand and explore the genre conventions of Dystopian Fiction.</p> <p>To begin an appreciation of poetry meanings, language and structure.</p>		<p>To analyse the impact of imagery in a wide range of unseen texts.</p> <p>To develop the skills required for discussion and presenting ideas based around the Big Question.</p>
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**Year 8 - Term 3**  
**Big Question: How do writers present different types of relationships?**

<p><b>Shakespeare:</b> To appreciate the insights of relationships within literature through a study of a Shakespeare play.</p> <p><b>Non-Fiction:</b> To explore a range of non-fiction texts on the theme of 'Relationships', including newspaper articles, magazines and some aspects of the media.</p> <p><b>Poetry:</b> To study a range of Love and Relationship poetry.</p> <p><b>Speaking and Listening:</b> To present multi-layered ideas on the Big Question individually or in groups.</p> <p><b>Reading Lists:</b> To independently explore a wider range of non-fiction books which ignite a curiosity of the real world. 3</p> <p><b>Vocabulary Lists:</b> To use and recall poetry terminology and dramatic devices.</p> <p>To understand a range of human emotions through a variety of forms.</p>	<p>To show an appreciation of Shakespeare and the intricacies of storytelling, making connections with wider, contemporary topics.</p> <p>Students will have the opportunity to appreciate how different relationships affect our lives, including: familial, friendship, and love. They will be asked to think, imagine and feel what the impact of positive and negative relationships are, which will give them scope to reflect on their own relationships.</p> <p>They will be asked to share their opinions and interpretations of what a relationship is and how important they are.</p>	<p>To identify persuasive techniques and comment on their effect.</p> <p>To independently write 'what-how-why' paragraphs and give confident personal interpretations.</p> <p>To understand how non-fiction texts, present their ideas and replicate this effectively.</p> <p>To develop the use of increasing sophisticated vocabulary.</p> <p>To confidently analyse poetry methods and their effect.</p> <p>To begin exploring skills and how to write about a Shakespeare play as a whole.</p> <p>To comment on themes and meanings with increasing confidence.</p> <p>To engage listener's attention and interest by using multi-layered presentation skills based around the Big Question.</p>
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Year 9- Term 1

**Big Question: How do writers encourage us to think beyond our own values and beliefs?**

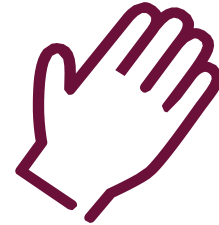
**HEAD**



**HEART**



**HAND**



**Modern Novel:** A study of a modern novel.

**Speaking and Listening:** To independently present ideas which promote in-depth discussion.

**Reading Lists:** To explore wider themes and make connections between fiction and real-world issues.

**Vocabulary Lists:** To learn and use ambitious words and recognise how writers choose specific vocabulary.

To effectively understand the impact of language and structure in fiction texts.

To appreciate the importance of contextual factors and the influence on a reader.

To explore different forms and make deep connections with real world issues and debates.

Students will be encouraged to discuss and debate respectfully on topical issues. They will be able to apply their own personal experiences to the topic as well as be able to challenge and appreciate the experiences of others.

They will learn about characters that are on the fringes of society and consider how this may be relevant in real-life situations.

To write analytical 'what-how-why' paragraphs which begin to show detailed interpretations.

To select the most appropriate way to locate and retrieve key information.

To know and identify a range of language and structural devices.

To use a range of language and structural devices when writing creatively.

To use ambitious and imaginative vocabulary to create different meanings in writing.

To formulate a viewpoint of a text and write a detailed response with limited intervention.

To develop characterisation skills.

To sustain a variety of roles and actively engage listeners when presenting ideas about the Big Question.



**Year 9 - Term 2**

***Big Question: How do powerful and disturbed voices give us an insight into the human condition?***

**Modern play:** A in-depth study of a modern drama.

**Poetry:** An in-depth poetry anthology which considers the human condition.

**Non-fiction:** To explore non-fiction texts which focus on the theme of crime and punishment.

**Speaking and Listening:** To present multi-layered ideas on the Big Question individually or in groups.

**Reading Lists:** To independently explore a wider range of non-fiction books which ignite a curiosity of the real world.

**Vocabulary Lists:** To learn and use specific drama and poetic terminology and apply this to reading responses and recalling poetry terminology and dramatic devices.

To learn and begin to use the literary terminology of hubris, hamartia and fatal flaw.

To develop the skill of empathising with a constructed character and link this to authorial intent and contextual factors.

To examine the ways in which non-fiction texts present information and to see that themes explored in fiction can be related to real current events.

To enhance an appreciation of the shared human experience and how this influences the wider world context.

Students will be exploring what it is to be human and consider that they have a myriad of emotions. They will appreciate that humans have flaws and how writers use this to express ideas.

They will be sharing ideas in discussions about what drives people to make mistakes and how they can learn from them.

To explore a whole play and insightfully comment on how selected extracts fit within the whole text.

To successfully write 'what-how-why' paragraphs and give detailed personal interpretations.

To understand and confidently use new poetry terminology when analysing and discuss their effect.

To make developed links between two poems and also between literary forms (drama and poetry).

To confidently discuss the conventions of plays and poetry and make links to the writers' intentions.

To examine in detail the ways information is presented in non-fiction texts and insightfully comment on their effect.

To develop the use of increasing sophisticated literary terminology.

To tailor speaking and listening by using a variety of processes and narratives and adapting presentation conventions based around the Big Question.

Year 9 - Term 3

**Big Question: Why are readers fascinated with horror and the supernatural?**

A thematic approach that serves as a transition into KS4. A range of unseen gothic fiction texts and the introduction of Macbeth.

**Unseen Fiction:** To have broad understanding of the conventions of gothic literature and the influence of context through a range of extracts and short stories.

**19th Century:** Explore character, themes and contextual factors that influenced writers from this period.

**Shakespeare:** To begin their study of Macbeth as preparation into GCSE.

**Speaking and Listening:** To have a repertoire of resources to structure ideas based on the Big Question

**Reading Lists:** To read a wide range of complex books which focus on the wider themes and allow for greater interpretation.

**Vocabulary Lists:** To learn and use specific terms linked to the gothic genre and etymology of archaic vocabulary.

Understand semantic fields of gothic vocabulary, motifs and themes.

**Relevant Cultural Capital:** To appreciate the popularity of gothic fiction in the late 18th and early 19th centuries and consider the impact of genre on culture. Students will also explore the contextual factors of the supernatural in literature.

Students will be encouraged to have a growth mind-set by preparing for the challenges of GCSE and full understanding of the value of studying older texts. They will have resilience when dealing with unseen texts and demonstrating what they have they learnt across KS3.

To independently and securely write 'what-how-why' paragraphs and give detailed personal interpretations.

To begin to identify Assessment Objectives elements of model answers and to be able to fulfil these objectives in reading responses.

To adapt and consistently make use of increasingly sophisticated vocabulary.

To confidently retrieve key information from gothic texts and use this within their analysis.

To have a deep understanding of the conventions of creative writing and shape whole text structure.

To understand that the gothic genre encompasses different forms and be able to analyse hidden meanings and effects in depth.

To have the ability to draw secure conclusions about a range of gothic characters and link these to authorial intent

To insightfully comment upon the deliberate/conscious language and structural choices made by a writer.

To apply their knowledge of writers' methods to a Shakespeare text.

