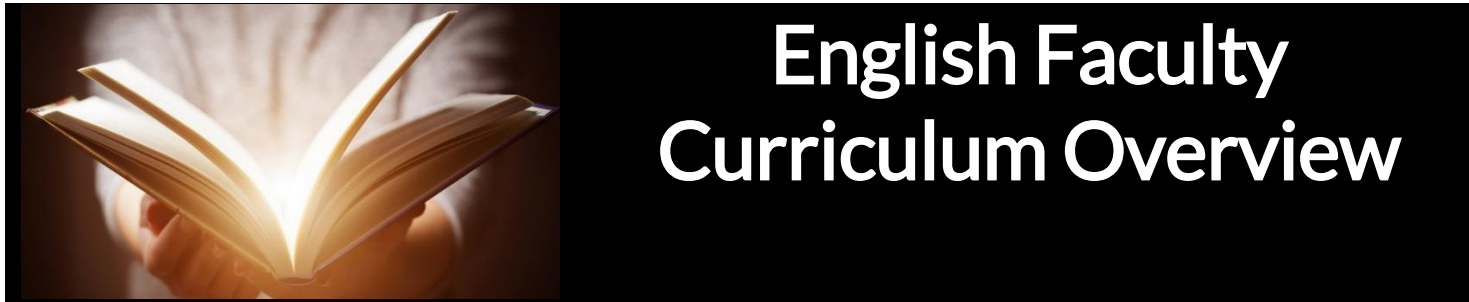


"Inspiring learning, unlocking potential, achieving success."

Curiosity | Aspiration | Resilience | Readiness



Key

Core Skills (steps within a unit)

Core Knowledge (Core Skills and Core Knowledge have been mapped into 'focuses' for delivery within units of work.)

Key Assessment Task (to assess understanding cumulatively against 8 Core Threads)

Staff responsible for unit development

Assessment Point

Year 7 (7 English lessons per fortnight and 1 Literacy lesson per fortnight)

Term 1	Term 2	Term 3
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<p>Autumn 1 – Conflict - Private Peaceful (8 weeks)</p> <p>Core Skills– Language Analysis/Empathic Writing S1 – Making clear inferences S2 – Explaining ideas about symbols/linking to context S3 – Comparison S4 – Comprehension S5 – Analysis part 1 S6 – Writing appropriately for task (diary) S7 – Accurate Punctuation</p> <p>Core Knowledge: K1 – WW1 (key facts)/Conflict (vocabulary) K2 – Symbolism (terminology) K3 – School systems: Now and Then (key facts) K4 – Poetry (terminology) rhyme/noun/adjective/verb K5 – Cipher (vocabulary) K6 – The Welfare State (key facts) Empathic (vocabulary) K7 – Adverb (terminology)</p> <p>Key Assessment Task 1 – How does Morpurgo make Mr Munnings a dislikeable character? (Threads 1, 2 and 5)</p> <p>Key Assessment Task 2 – Write a diary entry from the point of view of Molly’s mother about the time she looked after Molly. (Threads 6, 7 and 8)</p>	<p>Spring 1 – Science Fiction (6 weeks)</p> <p>Core Skills – Reading Analysis/Descriptive writing S1 – Identifying the conventions of science fiction in blurbs S2 – Making clear inferences S3 – Explaining how writers use word choice for effect S4 – Linguistic devices – What? How? Why? S5 – Writing descriptively S6 – Creating original imagery S7 – Showing, not telling using a range of writing techniques</p> <p>Core Knowledge: K1 – The conventions of science fiction (key facts) K2 – Inference and analysis (terminology) K3 – Mood, connotation, verb, adjective quotation, phrase (terminology/recall) K4 – Simile, metaphor, personification, hyperbole (terminology) K5 – Synonyms and recalling devices (terminology) K6 – Cliché (vocabulary) K7 – Subject terminology (recall)</p> <p>Key Assessment Task 5 - Reading analysis of an extract that focusses on a character from <i>The Time Machine</i> by H. G. Wells. (Threads 1 and 2)</p> <p>Key Assessment Task 6 – Create your own character for a Science-Fiction story and write a description of them. (Threads 6, 7 and 8)</p> <p>Assessment Point 1: 20/1/20 using combined data from Key Assessments 1-6</p>	<p>Summer 1 – Oracy - Introduction to Spoken Language (5 weeks)</p> <p>Core Skills – Individual Speaking and Listening Skills S1 – Identifying features to engage an audience S2 – Planning skills S3 – Analysing descriptions S4 – Writing the text for a leaflet S5 – Evaluating S6 – Effectively rehearsing presentations</p> <p>Core Knowledge: K1 – Inversion (vocabulary) statistics (terminology) K2 – Alliteration, exaggeration (terminology) K3 – Extended metaphor, (terminology) K4 – Persuasive methods (recall) K5 – Evaluate (vocabulary) purpose and audience (terminology) K6 – Presentational skills (terminology)</p> <p>Key Assessment Task 9 – <i>Theme Park</i> individual presentation (Spoken Language assessment - oracy)</p> <p>Assessment Point 2: 20/4/20 using combined data from Key Assessments 1-9</p>
October Half Term	February Half Term	May Half Term
<p>Autumn 2 – Continuation of Conflict - Private Peaceful (7 weeks)</p> <p>Core Skills – Analysing Language for Audience and Purpose/Writing from a Viewpoint S1 – Reading skills/Comprehension S2 – Writing to explain S3 – Identifying and explaining the effects of persuasive methods S4 – Identifying and explaining the effects of poetic devices S5 – Exploring the connotations of vocabulary choices</p> <p>Core Knowledge: K1 – Context WW1 (key facts) K2 – Rhetorical devices (terminology) K3 – Context WW1 and rhetorical devices (recall) K4 – Poetry (terminology) repetition/questions and rhyme (recall) K5 – Noun, adjective (recall) and connotation (terminology)</p>	<p>Spring 2 – Continuation of Science Fiction (6 weeks)</p> <p>Core Skills – Reading Analysis/Structural Analysis/Narrative Writing S1 – Exploring how writers structure a text S2 – Identifying the features of narrative structure using precise terminology S3 – Exploring the impact of sequencing S4 – Creating effective narrative openings S5 – Making structural choices to produce effective writing</p> <p>Core Knowledge: K1 – The conventions of science fiction (recall) K2 – Structure, zoom, shift, concealing/revealing information (terminology) K3 – Sequencing, dialogue (terminology) K4 – Impact, evaluation (terminology) K5 – Punctuation rules</p>	<p>Summer 2 – Introduction to Shakespeare (7 weeks)</p> <p>Core Skills – Letter Writing/Reading Analysis/Demonstrating contextual understanding S1 – Recalling information S2 – Letter writing S3 – Identifying methods and language features S4 – Analysis</p> <p>Core Knowledge: K1 – Context: Shakespeare’s times and theatre (key facts) K2 – Context: Witches (key facts)/Features of a letter K3 – New vocabulary from extract (vocabulary) K4 – Context (recall)</p> <p>Key Assessment Task 10 – Write a letter to a local judge accusing someone of being a witch. (Threads 5, 6, 7 and 8)</p>

<p>Key Assessment Task 3 - How does the Sergeant-Major use language to persuade his audience? (The Sergeant-Major's speech) (Threads 1, 2 and 5)</p> <p>Key Assessment Task 4 - Imagine you are a WW1 soldier who has arrived home from war. Write a speech about your experiences of war to dissuade others from joining. (Threads 6, 7 and 8)</p>	<p>Key Assessment Task 7 – How does a writer use structure to interest the reader in the extract? (Threads 1 and 2)</p> <p>Key Assessment Task 8 - Write the opening of a Science-Fiction story for a competition. (Threads 6, 7 and 8)</p>	<p>Key Assessment Task 11 - Reading analysis of Act 1, Scene 1 of Macbeth. How does Shakespeare structure the opening of the play to interest the audience? (Threads 1, 2 and 5)</p>
<p style="text-align: center;">Christmas Holiday</p>	<p style="text-align: center;">Easter Holiday</p>	<p style="text-align: center;">Summer Holiday</p>

Year 8 (7 English lessons per fortnight and 1 Literacy lesson per fortnight)

Term 1	Term 2	Term 3
<p>Autumn 1 – Relationships - Blood Brothers (8 weeks)</p> <p>Core Skills – Analysing and Comparing Characters/Writing to Explain (Letter) S1 – Explaining how Contextual Information has Impact S2 – Language Analysis S3 – Analysis of Character/Comparison of Characters/Links to Context S4 – Writing to Explain</p> <p>Core Knowledge: K1 – Context Timeline (Social and Historical) Social Class (Vocabulary) K2 – Plot Sequencing/Key Quotes/Character Profile Information Narrator/Monologue/Dialogue/Symbol/Foreshadow/Characterisation (Terminology) K3 – Key Vocabulary for comparison K4 – Letter Formatting</p> <p>Key Assessment 1: How does Russell present the characters of Micky and Edward in Blood Brothers? (Threads 1, 2, 3 and 5)</p> <p>Key Assessment Task 2: Write a letter from Mrs Johnstone to Edward explaining her reasons for giving him up. (Threads 6, 7 and 8)</p>	<p>Spring 1 – Gothic Horror (6 weeks)</p> <p>Core Skills – Analysis of Structure/ Creative writing: focus on structure S1 – Understanding Context S2 – Exploring structural choices S3 – Explaining the impact of structure S4 – Embedding evidence S5 – Using advanced structural features in writing</p> <p>Core Knowledge: K1 – Features of the Horror Genre (Context/terminology recall) K2 – Narrative Arc (terminology) K3 – Structural features of short stories (terminology) K4 – How to use quotation marks (recall) K5 – Advanced features of structure: foreshadow, flashback (terminology)</p> <p>Key Assessment Task 5 – How does the writer structure this extract to interest the reader? Monkey’s Paw ending. (Threads 1, 2 and 4)</p> <p>Key Assessment Task 6 – Write the opening of a chapter for a horror story, using structure to interest the reader. (Threads 6, 7 and 8)</p>	<p>Summer 1 – Travel and Culture (5 weeks)</p> <p>Core Skills – Reading analysis S1 – Reading/ Comprehension skills S2 – Identifying viewpoints clearly S3 – Structuring a response S4 – Supporting ideas with relevant evidence S5 – Identify explicit and implicit meanings</p> <p>Core Knowledge: K1 – Context – Countries and Cultures (Social and Historical) K2 – Viewpoint (terminology) K3 – Key phrases for stating and supporting viewpoints K4 – Quotation marks (use of punctuation) K5 – Irony/Understatement (terminology)</p> <p>Key Assessment Task 9 – Reading analysis – How does Bryson present his Views of travelling to Hammerfest? (Threads 1 and 2)</p>
<p>October Half Term</p>	<p>February Half Term</p>	<p>May Half Term</p>
<p>Autumn 2 – Relationships - Continuation of Blood Brothers (7 weeks)</p> <p>Core Skills – Exploring and Interpreting Key Themes/Writing to Persuade (Speech) S5 – Analysis of Language and Structure S6 – Selecting Quotations/Exploring Themes S7 – Writing to Persuade</p> <p>Core Knowledge: K5 – Plot and Character Knowledge/Structural Terminology/Key Quotes/ Dramatic Irony/Motif (Terminology) K6 – Key Vocabulary/Contextual Facts K7 – Speech Formatting</p> <p>Key Assessment Task 3: How does Russell explore the theme of social class in Blood Brothers? (Threads 1,2,3 and 5)</p>	<p>Spring 2 – Metamorphosis (6 weeks)</p> <p>Core Skills – Reading analysis/ Descriptive writing S1 – Identifying and comparing the conventions of dystopia S2 – Developing inferences S3 – Explaining how writers use word choice for multiple effects S4 – Developing explanations of linguistic devices S5 – Writing descriptively S6 – Structuring and linking ideas</p> <p>Core Knowledge: K1 – Context (historical) K2 – Genre (terminology) K3 – Alternative (vocabulary)/Foreshadowing/Contrast (terminology) K4 – Metaphor/Extended Metaphor/Personification (terminology) K5 – Dystopia (vocabulary)</p>	<p>Summer 2 – Continuation of Travel and Culture (7 weeks)</p> <p>Core Skills – S6 – Making and supporting evaluative statements S7 – Explaining reader’s response S8 – Creating an engaging tone in speeches S9 – Using vocabulary and language devices for persuasion</p> <p>Core Knowledge: K6 – Evaluation (terminology) K7 – Tension (vocabulary) K8 – Tone (terminology) K9 – Rhetorical Features (terminology)</p> <p>Key Assessment Task 10 – A student has said, ‘The way that the writers present their account of the accident is</p>

<p>Key Assessment Task 4: 'The class system that exists today is unfair and out of date.' Write a speech for a school assembly expressing your point of view on this statement. (Threads 6, 7 and 8)</p> <p>Assessment Point 1: 11/11/19 using combined data from Key Assessments 1-4</p>	<p>K6 – Connective (terminology)</p> <p>Key Assessment Task 7 – Compare the ways the writers describe the dystopian settings in these two extracts: The Road and Nineteen Eighty-Four. (Threads 1, 2 and 3)</p> <p>Key Assessment Task 8 – Write a description of as suggested by an image: Disaster Photo. (Threads 6, 7 and 8)</p> <p>Assessment Point 1: 30/3/20 using combined data from Key Assessments 1-8</p>	<p>tense.' How far do you agree with this statement? <i>Touching the Void</i> extract. (Threads 1, 2 and 4)</p> <p>Key Assessment Task 11 – 'Mountain climbing is dangerous. People should not engage in hazardous, extreme sports.' Write the text for a speech, to be given in a school assembly, in which you present your viewpoint in response to the statement. (Threads 6, 7 and 8)</p>
Christmas Holiday	Easter Holiday	Summer Holiday

Year 9 (7 English lessons per fortnight and 1 Literacy lesson per fortnight)

Term 1	Term 2	Term 3
<p>Autumn 1 – Identity - Of Mice and Men (8 weeks)</p> <p>Core Skills – Analysing writer’s craft/ Creative writing: description S1 – Understanding Context S2 – Reading skills: comprehension/ inference S3 – Explaining and interpreting vocab and language devices S4 – Expressing ideas clearly S5 – Identifying and evaluating writers’ methods</p> <p>Core Knowledge: K1 – Depression/ Dustbowl/ Wall Street Crash (social and historical/terminology) K2 – Analysis (terminology) K3 – Structure (terminology) K4 – Vocabulary for writing strong statements K5 – Context: racism and slavery/Word classes and language devices (terminology – recall)</p> <p>Key Assessment Task 1 – How does Steinbeck present the characters of George and Lennie, and their relationship in the first chapter? (Threads 1, 2 and 5)</p> <p>Key Assessment Task 2 – Write a description, as suggested by an image of a ranch. (Threads 6, 7 and 8)</p>	<p>Spring 1 – Society - Victorian Non-Fiction (6 weeks)</p> <p>Core Skills – S1 – Understanding context S2 – Presenting a viewpoint through language devices/vocabulary choices S3 – Structuring ideas clearly S4 – Identifying writer’s implied viewpoint S5 – Selecting evidence that reveals viewpoint and identifying methods S6 – Connecting evidence to strengthen ideas</p> <p>Core Knowledge: K1 – Context: Victorian England and Education K2 – Key phrases for writing about viewpoint/language devices (terminology) K3 – Structural features of newspaper articles (terminology) K4 – Oxymoron/ Metonymy (terminology) K5 – Simple/Compound/Complex sentences (terminology recall) K6 – Using quotations (rules)</p> <p>Key Assessment Task 5 – How does the writer present their viewpoint about ragged schools? (Threads 1,2 and 4)</p> <p>Key Assessment Task 6 – Write an article for a broadsheet newspaper in which you present your viewpoint on workhouses. (Threads 6,7 and 8)</p> <p>Assessment Point 1: 16/3/20 using combined data from Key Assessments 1-8</p>	<p>Summer 1 – Power and Conflict Poetry (5 weeks)</p> <p>Core Skills – Analysing Poetry and applying knowledge of Context/Poetic Terminology S1 – Exploring writers’ intent S2 – Analysing Language, Form and Structure – Bayonet Charge S3 – Analysing Language, Form and Structure – Charge of The Light Brigade S4 – Analysing Language, Form and Structure – Remains S5 – Analysing Language, Form and Structure – War Photographer S6 - Analysing Language, Form and Structure – Storm on the Island</p> <p>Core Knowledge: K1 – Poetry Key Terminology K2 – Social and Historical Context/Key Quotations – Bayonet Charge K3 – Social and Historical Context/Key Quotations – Charge of The Light Brigade K4 – Social and Historical Context/Key Quotations – Remains K5 – Social and Historical Context/Key Quotations – War Photographer K6 – Social and Historical Context/Key Quotations – Storm on the Island</p>

October Half Term	February Half Term	May Half Term
<p>Autumn 2 – Identity - Continuation of <i>Of Mice and Men</i> (7 weeks)</p> <p>Core Skills – Evaluation of comment/ Creative writing: Narrative S1 – Selecting vocabulary for purpose S2 – Using language devices S3 – Organising Ideas S4 – Varying sentences and punctuation for effect S5 – Accuracy of spelling and punctuation</p> <p>Core Knowledge: K1 – Sophisticated Vocabulary (terminology) K2 – Language devices (terminology) K3 – Paragraphs/Structural features (rules and terminology) K4 – Simple/Compound/Complex sentences (terminology) K5 – Ellipsis/Semi-colon/Exclamation mark (function)</p> <p>Key Assessment Task 3 – Steinbeck effectively uses the character of Crooks to symbolise the mistreatment of black people in the 1930's. How far do you agree? (Threads 1, 2, 4 and 5)</p> <p>Key Assessment Task 4 – Write Chapter 7 for <i>Of Mice and Men</i>. (Threads 5, 6,7 and 8)</p> <p>Assessment Point 1: 18/11/19 using combined data from Key Assessments 1-4</p>	<p>Spring 2 – Tragedy (<i>Romeo and Juliet</i>) (6 weeks)</p> <p>Core Skills – Descriptive writing Reading analysis/ Contextual understanding S1 – Using vocabulary and language devices for purpose S2 – Structuring effective openings S3 – Crafting and improving writing S4 – Exploring and using structural devices purposefully S5 – Clearly explaining effects of writing on a reader</p> <p>Core Knowledge: K1 – Context (Social and Historical) K2 – Word Classes (Terminology) K3 – Key terms of structural analysis K4 – Function of punctuation K5 – Impact/Intention (vocabulary)</p> <p>Key Assessment Task 5 How does Shakespeare use language to present a character in this extract? (Threads 1, 2 and 5)</p> <p>Key Assessment Task 6 – – Write the opening to a chapter of a story where a character is introduced. (Threads 6, 7, and 8)</p>	<p>Summer 2a – Continuation of Power and Conflict Poetry Unit (2 weeks)</p> <p>For Core Skills / Core Knowledge: see above.</p> <p>Key Assessment Task 9 – How does the poet present ideas about power and conflict in one of the poems studied (Poem to be selected at the start of assessment week by MF) (Threads 1, 2, 3 and 5)</p> <p>Summer 2b – Oracy - Speaking and Listening (5 weeks)</p> <p>Core Skills – Developing Individual Presentation Skills S1 – Exploring the Features of Spoken Language S2 – Speaking Clearly and Audibly S3 – Evaluating the Impact of Presentations S4 – Exploring Speakers' uses of Rhetoric S5 – Selecting an Appropriate Topic/Research S6 – Responding to Questions</p> <p>Core Knowledge: K1 – History of the English Language (key facts)/ Accent and Dialect (Terminology) K2 – Clearly/Audible/Standard English (terminology) K3 – Tone/Irony/Emphasis (terminology) K4 – Rhetoric/Ethos/Pathos/Logos (terminology) K5 – Semantic Field (terminology)/Sophisticated (vocabulary) K6 – Extended response (terminology)</p> <p>Key Assessment Task 10 – Individual Presentation (oracy)</p>
Christmas Holiday	Easter Holiday	Summer Holiday