



		Year 7 <i>7 lessons per fortnight</i>		
	Wk	Topic	Learning Aims	Assessment
Autumn	1	<b>Contemporary English Literature</b> Cirque du Freak by Darren Shan	Develop an appreciation and love of reading, and read increasingly challenging material.  Write for a wide range of purposes and audiences, including: a range of other narrative and non-narrative texts, arguments, and personal and formal letters.  <i>Key vocabulary:</i> immersion, inquisition, paralysis, muse, heed, albeit, perplex, retort, mentor, theme	
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	8	<b>Critical Comparisons:</b> with explicit reference to <i>Bill Sikes</i> , <i>Oliver Twist</i>	Understand increasingly challenging texts. Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.  <i>Key vocabulary:</i> tribulations, blasphemy, complexity, ungainly, precariously, massacre, arduous, frenzied, accolade, reprieve, refugee, flee, exile, conflict, immersion, Taliban, Dari, Chador, abode	
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	10			Autumn AQA Paper Writing focus: to inform & persuade
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	14			Free writing task: self-assessed
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Spring	1	<b>Seminal World Literature:</b> <i>Watership Down</i> by Richard Adams	Participate in formal debates and structured discussions, summarising and/or building on what has been said. Understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary.  <i>Key vocabulary:</i> sentry, forage, culvert, contradict, novel, banish, discontent, grave (adj), obscure (v)	
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	6	<b>Diverse Shorts:</b> <i>Literature to promote critical thinking</i>	-Write accurately, fluently, effectively and at length for pleasure and information. -Make inferences and refer to evidence in the text.  <i>Key vocabulary:</i> critical, critique, analyse, analysis, impactful, tone, debate, express, articulate, judge, judicious	
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	9			Spring AQA paper Writing focus: to evoke & entertain
	10			Free writing task: self-assessed
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Summer	1	<b>Poetry – War &amp; Conflict</b>	Write for a wide range of purposes and audiences, including: a range of narrative and non-narrative texts, including poetry, arguments, and personal and formal letters. Use Standard English confidently in their own writing and speech.  <i>Key vocabulary:</i> assonance, alliteration, hyperbole, colloquialism, enjambment, oxymoron, pathos, iambic pentameter, meter	
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	7	<b>Pathetic Fallacy:</b> <i>The Tempest</i> by William Shakespeare	Draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in writing and speech to achieve particular effects. Read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.  <i>Key vocabulary:</i> abstemious, extirpate, to foil, vanity, yarely, vengeance, instinctively, characterisation, metaphorical, symbol	Summer AQA paper: Writing focus: to inform & persuade
	8			EOY GL papers
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	11			Free writing task: self-assessed
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		Year 8 <i>7 lessons per fortnight</i>		
	Topic	Learning Aims	Assessment	
	<b>Spoken Word:</b> <i>The impact of poignant speeches with explicit reference to George Orwell's Animal Farm.</i>	Give short speeches and presentations, expressing their own ideas and keeping to the point. Improve, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning.  <i>Key vocabulary:</i> ensconce, knoll, windfall, superannuated, unalterable, piebald, ignominious, decree, procure, capitulate, hierarchy, adherence		
	<b>Author Study:</b> <i>Shelley vs. Dickens and the development of antagonists</i>	Explore pre-1914 texts. Check their understanding to make sure that what they have read makes sense.  <i>Key vocabulary:</i> protagonist, antagonist, archetype, plight, unhallowed, entreaty, ominous, facetious, enounce, imbue	Autumn AQA Paper Writing focus: to evoke & entertain	
			Free writing task: self-assessed	
	<b>Exploring rhetoric in writing for travel, both classic and contemporary</b>	Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Read and appreciate seminal world literature. Explore pre-1914 texts. Check their understanding to make sure that what they have read makes sense.  <i>Key vocabulary:</i> morality, ambition, structure, vengeance, malice, supernatural, devout, emaciate, confinement, terrestrial, thematic, characterisation		
	<b>The development of narrative voice - with reference to Bill Bryson.</b>	Write for a wide range of purposes and audiences, including: a range of narrative and non-narrative texts, including poetry, arguments, and personal and formal letters.  <i>Key vocabulary:</i> penmanship, journal, cipher, ambiance, decadence, jaunty, renowned, ubiquitous, mandatory, itinerary	Spring AQA paper: Writing focus: to inform and explain a viewpoint Free writing task: self-assessed	
	<b>Poetry: Love &amp; Relationships</b>	Write accurately, fluently, effectively and at length for pleasure and information. Make inferences and refer to evidence in the text.  <i>Key vocabulary:</i> assonance, alliteration, hyperbole, colloquialism, enjambment, oxymoron, pathos, iambic pentameter, meter	Summer AQA paper: Writing focus: to evoke and explain	
	<b>The development of the protagonist: Romeo &amp; Juliet by William Shakespeare</b>	Recognise a range of poetic conventions and understanding how these have been used. Improve, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning.  <i>Key vocabulary:</i> iambic pentameter, sonnet, augment, valiant, profane, prodigious, beguile, virtuous, pernicious	EOY GL papers	
			Free writing task: self-assessed	