**Year 7**

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|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Unit of Work | **Project-based Unit Do It Write: Welcome to MK.** | **Contemporary Novel Wonder by J.G. Palacio** | **Film Studies**  **The Art of Storytelling** | **Shakespeare Extract Study**  **The Tempest by William Shakespeare** | **Poetry Anthology**  **Character and Voice** | **Victorian Themed Novel**  **The Ruby in the Smoke by Phillip Pullman** |
| Ethos links | **Milton Keynes** – links to local history and current affairs, Community.  **STEM –** significance of STEM within Milton Keynes.  **Sustainability** – writing focused on local sustainability | **Character –** respect, responsibility, kindness.  **STEM –** related skills –finding and using evidence; analysis and evaluation | **Character –** respect, responsibility, kindness, tolerance  **STEM –** Technology – STEM related skills –finding and using evidence; analysis and evaluation | **Character –** respect, responsibility, kindness, tolerance  **Sustainability –** building a perfect society  **STEM –** related skills –finding and using evidence; analysis and evaluation | **Character –** respect, responsibility, difference  **STEM –** related skills –finding and using evidence; analysis and evaluation | **Character –** respect, responsibility, tolerance  **STEM –** related skills – research and problem-solving; finding and using evidence; analysis and evaluation |
| Knowledge | Introduction to writing skills at secondary school. Develop an understanding of purpose and audience across a range writing forms. | Understanding of setting, plot and characterisation within the novel and how the writer creates empathy for the reader. | Explore storytelling techniques such as character, setting, atmosphere, structure.  Introduce moving image text analysis such as camera, editing and sound. | Understand how Shakespeare explores difference through performance. Knowledge of Shakespearean England and the contexts that influence his writing. | Recognise a range of poetic conventions and explore how these have been used to create a range of characters and voices. | Understanding of life in Victorian times and features of a mystery story. |
| Reading Skills:  Learning Skills: | Comprehension. Understanding and personal responses to character, setting, genre etc. Select interesting quotations. Examine word choice. Extract analysis. Guided what, how, why paragraphs.  What: thinking; making links; applying knowledge and personal responses. How: noticing (finding evidence) and analysis. Why: evaluation; making links; reasoning and making judgements. | | | | | |
| Writing Skills:  Learning Skills: | Content, Language, Organisation, Sentences, Accuracy. Content: Describing skills. Recognising features of different non-fiction text types. Language: Vocabulary and basic language techniques. Organisation: How and when to paragraph. Sentences: formation and demarcation. Accuracy: Basic grammar.  Communication; planning and organisation; creating; imagining; risk-taking and learning from mistakes. | | | | | |
| Assessment | Writing tasks and speaking and listening presentation. | Why is August an interesting character in the extract? | How is the character established in the opening of the film? | Is Caliban presented as a victim or a villain in the extract? | To what extent do you think the boy in ‘A Case of Murder’ is presented as guilty? | How far is Sally Lockhart presented as a heroine in the extract? |

**Year 8**

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|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Unit of Work | **Modern Drama**  **Face by Benjamin Zephaniah** | **Writing of War**  **Poetry and non-fiction extracts** | **Modern Novel**  **Trash by Andy Mulligan** | **Non-fiction and Speaking and Listening** | **Victorian Short Stories**  **Sherlock Holmes** | **Shakespeare Thematic Study**  **Romeo and Juliet** |
| Ethos links | **Character –** respect, responsibility  **Milton Keynes –** life in multicultural city, gangs. | **Milton Keynes** – links to local history (WW1/2)  **Character –** respect, responsibility, and kindness. | **Character –** respect, responsibility, tolerance  **Sustainability** | **Sustainability** | **STEM –** related skills – research and problem-solving, finding and using evidence; analysis and evaluation. | **Character –** respect, responsibility, kindness, tolerance |
| Knowledge | Develop understanding of how dramatists use stage directions, motifs and play structure to explore themes of identity. | Analyse poetic techniques to understand the reality of war and the ways in which writers present their experiences and thoughts on war. | Develop knowledge of setting, plot and characterisation within the novel and how the writer explores ideas of power, society and injustice. | Explore speeches and non-fiction about power, society and injustice. | Build on prior understanding of life in Victorian Britain and the genre of detective fiction by exploring Victorian short stories. | Develop knowledge of Shakespeare’s craft and the contexts that influence his writing. Understand how Shakespeare structures his writing and explore the genre of tragedy. |
| Reading Skills:  Learning Skills: | Themes and Ideas. Understanding and relating character, setting, genre etc to wider ideas such as themes and context. Select interesting quotations and identify word choice and wider language techniques. Extract analysis and beginning to reference whole texts. Increasingly independent what, how, why paragraphs.  What: thinking; making links; applying knowledge and personal responses. How: noticing (finding evidence) and analysis. Why: evaluation; making links; reasoning and making judgements. | | | | | |
| Writing Skills:  Learning Skills: | Content, Language, Organisation, Sentences, Accuracy. Content: Describing and narrative skills. Tone and voice for different non-fiction text types. Language: Extending vocabulary and more complex language techniques. Organisation: Paragraphing and introducing structural techniques. Sentences: Formation, demarcation and syntax. Accuracy: introducing more complex grammar such as tenses and semi-colons.  Communication; planning and organisation; creating; imagining; risk-taking and learning from mistakes. | | | | | |
| Assessment | How is the theme of identity presented in the extract? | How is war presented in the poem? | How is the theme of corruption presented in the extract? | Speaking and listening presentation | How is the character of Sherlock Holmes presented in the extract and the short story as a whole? | How does Shakespeare explore the effects of the conflicts between the families in the extract and the play as a whole? |

**Year 9**

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|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| Unit of Work | **Dystopian Fiction**  **Lord of the Flies by William Golding** | **Dystopian Fiction**  **Lord of the Flies by William Golding** | **Gothic**  **Extracts and Short Stories** | **Poetry Anthology**  **Culture and Community** | **Shakespeare Whole Play Study**  **Much Ado About Nothing by William Shakespeare** | **Modern Drama**  - **Blood Brothers by Willy Russel**  (For academic year 2022/3 only this will be Face by Benjamin Zephaniah) |
| Ethos links | **Character –** respect, kindness, responsibility  **Sustainability** | **STEM –** related skills – creating, imagining, and innovating; planning and organisation | **Character** – respect, responsibility, kindness  **STEM** – related skills | **Character** – respect, responsibility, kindness | **STEM –** related skills –finding and using evidence; analysis and evaluation | **Character –** respect, responsibility and kindness. |
| Knowledge | Build knowledge of how a writer can effectively use setting, plot and characterisation within the novel. Understand how context affects a writer. Develop understanding of features of dystopian genre. | Explore speeches and non-fiction about power and society related to the themes of the novel. | Explore the gothic genre and further develop understanding of a range of text types and the features of these forms. Explore Victorian and pre-19th century contexts. | Develop an understanding of more sophisticated poetic conventions and understanding of how these have been used by poets for effect to explore themes of culture and community. | Develop knowledge of Shakespeare’s craft and the contexts that influence his writing. Understand how Shakespeare structures his writing and explore the genre of comedy as well as wider themes used in tragic texts. | Further develop understanding of how dramatists use stage directions, motifs and play structure to explore themes of fate and free will. |
| Reading Skills:  Learning Skills: | Analysis and Evaluation. Understanding writer’s intentions through language, structure and form. Relate quotations to themes, context, language etc. Extract and whole text analysis. Introducing unseen analysis and comparison of poetry. Extended answers using what, how, why paragraphs.  What: thinking; making links; applying knowledge and personal responses. How: noticing (finding evidence) and analysis. Why: evaluation; making links; reasoning and making judgements. | | | | | |
| Writing Skills:  Learning Skills: | Content, Language, Organisation, Sentences, Accuracy. Content: Description and storytelling. Accurate nonfiction text types. Language: Full range of sophisticated language and techniques. Organisation: Wide range of structural techniques. Sentences: Reinforcing prior learning. SPaG: Reinforcing prior learning.  Communication; planning and organisation; creating; imagining; risk-taking and learning from mistakes. | | | | | |
| Assessment | Ralph asks, ‘What makes things break up like they do?’  How does Golding present the reasons why society on the island breaks up? | Speaking and listening presentation | How does the writer create interest in the unseen extract? | How is the theme of culture presented in the poem ‘Island Man’ and one other poem of your choosing? | How does Shakespeare present the treatment of women in the extract and the play as a whole? | How does Willy Russell present the importance of money in Blood Brothers? |