

# English

## Year 7

### Scheme of Learning 2025 - 2026

**Subject Leader: P Jones**

Topics by term	Term 1 and 2 (Travel Writing & Literacy)	Terms 3 and 4 (Poetry & Prose – ‘Skellig’)	Term 5 and 6 (Shakespeare – ‘Much Ado About Nothing’)
Topics taught	<ol style="list-style-type: none"> <li>1. Introduction to travel writing and word classes</li> <li>2. Purpose, audience and form</li> <li>3. Skimming and scanning, explicit and implicit meaning</li> <li>4. Structuring analysis with A.P.E</li> <li>5. Description in travel writing</li> <li>6. Essay skills</li> <li>7. Ambitious sentence types</li> <li>8. Sensory writing</li> <li>9. Language techniques</li> <li>10. Narrative viewpoint</li> <li>11. Paragraphing</li> <li>12. Punctuation</li> <li>13. Mood and atmosphere in writing</li> <li>14. Vocabulary and Imagery in writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Narrative hooks</li> <li>2. Narrative development</li> <li>3. Foreshadowing</li> <li>4. Prose</li> <li>5. Skellig</li> <li>6. Symbolism</li> <li>7. Rising tension</li> <li>8. Pathetic fallacy and characters</li> </ol> <p>Sonnet</p> <p>Poetry for reading lessons</p>	<ol style="list-style-type: none"> <li>1. Elizabethan context</li> <li>2. Act 1 – Love and war</li> <li>3. Act 2 – Match-making verses deception</li> <li>4. Act 3 – Perception of reality</li> <li>5. Act 4 – Honour</li> <li>6. Act 5 – Love as a triumphant force includes Soliloquy</li> </ol> <p>End of Year exams</p>



Specification o References	Big questions	Topic area: main Items and learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Year 7 Term 1 and 2 - Reading 1, 4, 5, 6, 7, 8 / Writing 1, 2, 3, 4, 5, 6, 7 / GV 1, 2, 3, 4,							
Term 1	Topic 1: Introduction to travel writing						
	<ul style="list-style-type: none"> <li>What is travel writing?</li> <li>What are the different word classes?</li> </ul>	<ul style="list-style-type: none"> <li>Style and content of travel writing</li> <li>Word classes within sentences</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of travel writing</li> <li>Identify the conventions of travel writing</li> <li>Identify the different word classes and understand their effect</li> </ul>	<ul style="list-style-type: none"> <li>-Purpose</li> <li>-Audience</li> <li>-Form</li> <li>-Word classes</li> <li>-Conventions</li> </ul>	<b><u>HOMEWORK</u></b> -Literacy Seneca Quiz: Mastering Word Classes - Spelling test	<ul style="list-style-type: none"> <li>-Vocabulary grid</li> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Word Classes Sheet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> </ul>
	Topic 2: Purpose, audience and form						
	<ul style="list-style-type: none"> <li>What is the meaning of purpose, audience and form?</li> </ul>	<ul style="list-style-type: none"> <li>Texts and their functions</li> <li>The crafting of writing</li> </ul>	<ul style="list-style-type: none"> <li>Identify how writing is adapted to its target audience</li> <li>Recognise the conventions of travel writing</li> <li>Produce a piece of travel writing</li> </ul>	<ul style="list-style-type: none"> <li>-Purpose, audience, form</li> <li>-Re-draft</li> </ul>	<ul style="list-style-type: none"> <li>-Class discussion</li> <li>-Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Website link</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect for others</li> <li>- Valuing and respecting diversity</li> <li>- Empathy and compassion</li> </ul>

<b>Topic 3: Skimming and scanning, explicit and implicit meaning</b>							
<ul style="list-style-type: none"> <li>• What is skimming and scanning?</li> <li>• What is implicit and explicit detail in a text?</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of skimming and scanning texts</li> <li>• Implicit and explicit meaning in a text</li> <li>• Informative writing and its function</li> </ul>	<ul style="list-style-type: none"> <li>• Read a text and retrieve key information</li> <li>• Identify factual information</li> <li>• Infer meaning from a text</li> <li>• Produce a piece of informative writing which allows the reader to retrieve key information</li> </ul>	<ul style="list-style-type: none"> <li>-Skimming</li> <li>-Scanning</li> <li>-Explicit meaning</li> <li>-Implicit meaning</li> <li>-Informative writing</li> <li>-Paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>-Word classes test</li> <li>-Class discussion</li> <li>-Paragraphing test</li> <li>-Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> <li>- Extract 2: Personal Safety</li> </ul>	
<b>TERM 1 WRITING ASSESSMENT: Describe the destination shown in the picture</b>							
<b>Topic 4: Structuring analysis with A.P.E</b>							
<ul style="list-style-type: none"> <li>• What is A.P.E and how do I use it in paragraphs?</li> <li>• Can I write an A.P.E paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>• Structuring a reading response with A.P.E</li> <li>• Different sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Answer a question clearly</li> <li>• Select appropriate evidence from a text to support an answer</li> <li>• Explain how evidence supports the answer</li> </ul>	<ul style="list-style-type: none"> <li>-A.P.E</li> <li>-Sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence structures</li> <li>-Peer-assessment</li> <li>-Student-modelled work</li> </ul> <p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Seneca: Living with Bears - comprehension</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> <li>- Extract 3: Personal Safety</li> </ul>	
<b>Topic 5: Description in travel writing</b>							

	<ul style="list-style-type: none"> <li>What makes an interesting piece of travel writing?</li> <li>What is GOMASSIVE and how does it help in travel writing?</li> </ul>	<ul style="list-style-type: none"> <li>Language techniques and their effect</li> <li>Summarising a text</li> <li>Conventions of travel writing</li> </ul>	<ul style="list-style-type: none"> <li>Understand the acronym GOMASSIVE and apply this to an A.P.E paragraph</li> <li>Recognise and identify the effect of language techniques</li> <li>Respond to visual stimulus with deliberate use of language technique</li> </ul>	<ul style="list-style-type: none"> <li>-GOMASSIVE</li> <li>-Sentence types</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence types</li> <li>-Class discussion</li> <li>-Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> <li>- Extract 5: Media Literacy</li> </ul>
	<b>Topic 6: Essay skills</b>						
	<ul style="list-style-type: none"> <li>What makes a successful essay?</li> </ul>	<ul style="list-style-type: none"> <li>Planning a detailed response to an essay question</li> </ul>	<ul style="list-style-type: none"> <li>Answer a question with clear observations</li> <li>Embed appropriate evidence</li> <li>Analyse the effect of a writer's language choices</li> </ul>	<ul style="list-style-type: none"> <li>-Language techniques</li> <li>-APE</li> <li>-Introduction</li> <li>-Conclusion</li> </ul>	<p><b><u>HOMEWORK</u></b></p> <p>Design a postcard of your favourite destination</p>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> </ul>
<b>Term 2</b>	<b>Topic 7: Ambitious sentence types</b>						
	<ul style="list-style-type: none"> <li>What are extended complex sentences?</li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Identify the use and effect of adjectives</li> <li>Embed adjectives into extended complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Adjectives</li> <li>-GOMASSIVE</li> <li>-Extended complex sentences</li> <li>-Annotate</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence types</li> <li>Class discussion</li> <li>-Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> </ul>

			<ul style="list-style-type: none"> <li>Identify the use and effect of GOMASSIVE</li> <li>Embed GOMASSIVE into extended complex sentences</li> </ul>				
<b>Topic 8: Descriptive writing</b>							
<ul style="list-style-type: none"> <li>How do you plan a descriptive writing response?</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes and their function</li> <li>Successful creative writing</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different uses of apostrophes</li> <li>Use a stepped plan to create a piece of successful description</li> <li>Embed language techniques to create originality within writing</li> </ul>	<ul style="list-style-type: none"> <li>-Apostrophes for possession</li> <li>-Apostrophes for omission</li> </ul>	<ul style="list-style-type: none"> <li>-Apostrophes</li> <li>-Class discussion</li> <li>-Self-assessment</li> </ul> <p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> <li>-Seneca The Power of Punctuation</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> </ul>	
<b>Topic 9: Language techniques</b>							
<ul style="list-style-type: none"> <li>Do the five senses make writing exciting?</li> <li>How can verbs be powerful in writing?</li> <li>How can similes and metaphors bring a scene to life?</li> </ul>	<ul style="list-style-type: none"> <li>The senses through film and still images</li> <li>Verbs and their effect</li> <li>Similes and metaphors</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different senses and their effect</li> <li>Produce effective sensory writing</li> <li>Create powerful writing through conscious use of verbs</li> <li>Recognise the impact of similes and metaphors in writing</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence openings</li> <li>-Senses</li> <li>-Verbs</li> <li>-Similes and metaphors</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence openings</li> <li>-Class discussion</li> <li>-GOMASSIVE test</li> <li>-Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Travel extract booklet</li> <li>-Website links</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> <li>- Extract 8: Conservationism</li> </ul>	
<b>Topic 10: Narrative viewpoint</b>							

	<ul style="list-style-type: none"> <li>What makes a lively first person account?</li> </ul>	<ul style="list-style-type: none"> <li>Writing in first person</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the benefits to writing in first person</li> <li>Write an account convincingly in first person</li> </ul>	<ul style="list-style-type: none"> <li>-Commas</li> <li>-Comma splicing</li> </ul>	<ul style="list-style-type: none"> <li>-Comma test</li> <li>-Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> <li>- SMSC development</li> </ul>
<b>Topic 11: Paragraphing</b>							
	<ul style="list-style-type: none"> <li>What makes paragraphing effective in a description?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the construction of a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Understand the impact of one sentence paragraphs</li> <li>Create successful transitions between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>-Paragraphing</li> <li>-Transition</li> </ul>	<ul style="list-style-type: none"> <li>-Rules of paragraphing</li> </ul> <p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> <li>-Seneca Paragraphs</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> </ul>
<b>TERM 2 ASSESSMENT: How does the writer use language to present the beauty of the coffee farm?</b>							
<b>Topic 12: Punctuation</b>							
	<ul style="list-style-type: none"> <li>Which punctuation emphasises emotion?</li> </ul>	<ul style="list-style-type: none"> <li>Varied punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Identify different punctuation</li> <li>Understand how punctuation can add emotional drama to writing</li> <li>Create emotion in an independent piece of writing using various punctuation</li> </ul>	<ul style="list-style-type: none"> <li>-Questions marks</li> <li>-Apostrophes</li> <li>Commas</li> <li>-Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>-Test on punctuation</li> <li>-Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>-Travel extract booklet</li> <li>-Film</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> </ul>
<b>Topic 13: Mood and atmosphere in writing</b>							

	<p>What is atmosphere in writing?          What is pathetic fallacy in writing?          What is powerful imagery?</p>	<ul style="list-style-type: none"> <li>• Drama within writing</li> <li>• Imagery and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise atmosphere and pathetic fallacy in writing</li> <li>• To analyse the effect of this using A.P.E</li> <li>• To create powerful images through deliberate use of language</li> </ul>	<ul style="list-style-type: none"> <li>-Hyphens</li> <li>-Brackets</li> <li>-Atmosphere</li> <li>-Pathetic fallacy</li> <li>-Imagery</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Test on punctuation</li> <li>-Test on homophones</li> <li>-Class discussion</li> <li>-Class reflection</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>-Travel extract booklet</li> <li>-Soundtrack</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> <li>- Extracts 11 and 13: Personal safety; health and wellbeing</li> <li>- Extract 12: Racial diversity</li> </ul>
<b>Topic 14: Vocabulary and Imagery in writing</b>							
	<p>What is the effect of powerful vocabulary?          What shows the reader's appreciation of language?</p>	<ul style="list-style-type: none"> <li>• Higher level vocabulary</li> <li>• A writer's conscious use of language</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ambitious vocabulary and its effect in writing</li> <li>• Identify the impact of language techniques in writing</li> <li>• Plan and present an essay in response to a question</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary</li> <li>-A.P.E</li> <li>-Introduction</li> <li>-Conclusion</li> </ul>	<p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> <li>-Research a place you would love to visit. Create a presentation. (Oracy skills)</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>-Travel extract booklet</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect and tolerance of other cultures</li> <li>- Valuing and respecting diversity</li> <li>Extract 14: Personal safety; health and wellbeing</li> </ul>
<b>Term 3 and 4 - Reading 1, 4, 5, 6, 7, 8, 9, 10, 13 / Writing 1, 2, 3, 4, 5, 6 7 / Grammar &amp; Vocabulary 1, 2, 3, 4, 5, 6 / Spoken Language 1, 4</b>							
<b>Term 3</b>	<b>Topic 1 Poetry in reading lessons</b>						
	<ul style="list-style-type: none"> <li>• What is the effect of a narrative hook?</li> <li>• What makes effective setting?</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative hooks as a form of engagement</li> <li>• Narrative arc</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of narrative hooks</li> </ul>	<ul style="list-style-type: none"> <li>-Narrative hooks</li> <li>-Narrative arc</li> <li>-Setting</li> <li>-GOMASSIVE</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Class discussion</li> <li>-Self-assessment</li> <li>-Paired task</li> </ul>	<ul style="list-style-type: none"> <li>-Novel</li> <li>-PowerPoint</li> <li>-Video</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Empathy and compassion</li> </ul>

	<ul style="list-style-type: none"> <li>• What is a 'shape' poem?</li> <li>• What makes an effective description of a character?</li> <li>• Can I write in character?</li> </ul>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Establishing setting</li> <li>• Description through writer's use of language</li> <li>• Introduction to poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the structure of a narrative text</li> <li>• Explain the effect of a writer's choice of language</li> <li>• Compare the differences between poetry and prose</li> </ul>	<ul style="list-style-type: none"> <li>-Cliché</li> <li>-Simile</li> <li>-Metaphor</li> <li>-Poetry</li> <li>-A.P.E</li> </ul>	<p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Seneca quiz</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect for others</li> <li>- Relationships: managing change; friendships</li> <li>- Living in the Wider World: homelessness</li> </ul>
<b>Topic 2</b>							
	<ul style="list-style-type: none"> <li>• What makes effective inference and deduction skills?</li> <li>• What makes effective verbs?</li> </ul>	<ul style="list-style-type: none"> <li>• Inferring and deducing within a novel</li> <li>• Reader effect as a result of narrative development</li> <li>• The effect of verbs</li> <li>• Poetry with a focus on similes</li> </ul>	<ul style="list-style-type: none"> <li>• Use inference and deduction skills to form opinions</li> <li>• Identify narrative development</li> <li>• Identify, comment on and understand the effect of verbs</li> <li>• Understand and write about the effect of similes</li> </ul>	<ul style="list-style-type: none"> <li>-Inference</li> <li>-Deduction</li> <li>-Narrative arc</li> <li>-Verbs</li> <li>-Simile</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Class discussion</li> <li>-Peer assessment</li> <li>-Hot-seating</li> </ul> <p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Seneca quiz: homophones</li> </ul>	<ul style="list-style-type: none"> <li>-Novel</li> <li>-PowerPoint</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: managing change; friendships</li> <li>- Health and Wellbeing: aging</li> </ul>
<b>TERM 3 ASSESSMENT: Write the opening of a story about a mysterious wood which is hiding something unknown</b>							
<b>Topic 3</b>							
	<ul style="list-style-type: none"> <li>• What is the effect of description, dialogue and action?</li> <li>• What is foreshadowing and motifs?</li> </ul>	<ul style="list-style-type: none"> <li>• Foreshadowing and dramatic tension</li> <li>• Recognising motifs</li> <li>• Characterisation</li> <li>• William Blake's poetry with a</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of foreshadowing</li> <li>• Identify and comment on recurring motifs</li> <li>• Trace the development of character</li> </ul>	<ul style="list-style-type: none"> <li>-Foreshadowing</li> <li>-Motif</li> <li>-Comparison</li> <li>-Metaphor</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Paired teaching</li> <li>-Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Novel</li> <li>-PowerPoint</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: managing change; friendships; self-</li> </ul>

	<ul style="list-style-type: none"> <li>What makes effective metaphors?</li> </ul>	focus on metaphor	<ul style="list-style-type: none"> <li>Explain the link between 'Skellig' and Blake's poetry</li> <li>Understand and write about the effect of metaphors</li> </ul>				worth; managing money; bereavement and grief - Living in the Wider World: homelessness; education - Health and Wellbeing: young adult mental health
	<b>Topic 4</b> <b>Poetry for reading lessons</b>						
	<ul style="list-style-type: none"> <li>What is the effect of figurative devices?</li> </ul>	<ul style="list-style-type: none"> <li>Home-schooling</li> <li>Poetry focusing on figurative language</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the story and real-life situations</li> <li>Summarise key events</li> <li>Identify explicit and implicit meaning</li> <li>Understand and write about the effect of figurative language</li> </ul>	<ul style="list-style-type: none"> <li>-Explicit</li> <li>-Implicit</li> <li>-Summarise</li> <li>-Figurative language</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Class discussion</li> <li>-Self-assessment</li> </ul> <p><b><u>HOMEWORK</u></b>          Find a poem you like. Learn the poem to recite in class.          (oracy skills)</p>	<ul style="list-style-type: none"> <li>-Novel</li> <li>-PowerPoint</li> <li>-Film</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: managing change; friendships; self-worth; bereavement and grief</li> <li>- Living in the Wider World: education</li> <li>- Health and Wellbeing: aging</li> </ul>
<b>Term 4</b>	<b>Topic 5</b> <b>Poetry for reading lessons</b>						
	<ul style="list-style-type: none"> <li>Can I write from a character's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Development of characters</li> </ul>	<ul style="list-style-type: none"> <li>Explain what makes a successful piece</li> </ul>	<ul style="list-style-type: none"> <li>-Characterisation</li> <li>-Character connections</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Class discussion</li> <li>-Peer-assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Novel</li> <li>-PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Empathy and compassion</li> </ul>

	<ul style="list-style-type: none"> <li>• What links can be made between characters and events?</li> <li>• What does it mean to empathise with a character?</li> </ul>	<ul style="list-style-type: none"> <li>• Write from a character perspective</li> <li>• Context: Angels</li> <li>• Tone</li> <li>• Plot development</li> <li>• Angels and symbolism</li> <li>• Poetry with a focus on figurative language</li> </ul>	<p>of narrative including character</p> <ul style="list-style-type: none"> <li>• Explore contextual factors that influences a narrative (supernatural)</li> <li>• Describe mood and atmosphere</li> <li>• Explain the effect of vocabulary and language</li> <li>• Understand and write about the effect of figurative language</li> </ul>	<ul style="list-style-type: none"> <li>-Context</li> <li>-Tone</li> <li>-Plot development</li> <li>-Figurative language</li> <li>-A.P.E</li> </ul>	<p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Seneca quiz</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect for others</li> <li>- Relationships: managing change; friendships; self-worth; bereavement and grief</li> <li>- Health and Wellbeing: aging</li> </ul>
<b>Topic 6</b>							
	<ul style="list-style-type: none"> <li>• What is the effect of imagery?</li> <li>• What poetic devices are in a poem?</li> <li>• What is symbolism?</li> </ul>	<ul style="list-style-type: none"> <li>• Imagery</li> <li>• Angels and symbolism</li> <li>• Poetry – William Blake</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a writer’s intent</li> <li>• Infer meaning through an exploration of symbols</li> <li>• Study some of William Blake’s poetry and appreciate his presentation of subject matter</li> </ul>	<ul style="list-style-type: none"> <li>-Symbolism</li> <li>-Imagery</li> <li>-Language</li> <li>-Poetic devices</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Study of key passage</li> <li>-Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Novel</li> <li>-PowerPoint</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: managing change; friendships; bereavement and grief</li> <li>- Living in the Wider World: education Health and Wellbeing: aging; young</li> </ul>

							adult mental health - SMSC development: spiritual
<b>TERM 4 How does Almond use language to present the character of Skellig?</b>							
<b>Topic 7</b>							
<ul style="list-style-type: none"> <li>How is tension built up in the novel?</li> <li>What is the effect of rhyme?</li> </ul>	<ul style="list-style-type: none"> <li>Rising tension</li> <li>Narrative development</li> <li>Symbolism</li> <li>Poetry with a focus on rhyme and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Explain how tension has an impact on the reader</li> <li>Identify the structure of a text through the narrative arc</li> <li>Understand and write about the effect of rhyme and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Tension</li> <li>Narrative arc</li> <li>Reader response</li> <li>Symbolism</li> <li>Rhyme</li> <li>Rhythm</li> <li>A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge test</li> <li>Class discussion</li> <li>Peer assessment</li> <li>Paired presentation</li> </ul> <p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>Seneca quiz</li> <li>Persephone (comprehension)</li> <li>Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>Novel</li> <li>PowerPoint</li> <li>Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Empathy and compassion</li> <li>Respect for others</li> <li>SMSC development: spiritual</li> <li>Relationships: managing change; friendships; self-worth; bereavement and grief</li> <li>Living in the Wider World: homelessness; education</li> <li>Health and Wellbeing: young adult mental health</li> <li>SMSC development: spiritual</li> </ul>	
<b>Topic 8</b>							
<ul style="list-style-type: none"> <li>What effect does pathetic fallacy have?</li> </ul>	<ul style="list-style-type: none"> <li>Pathetic fallacy</li> <li>Wider reading: Persephone</li> </ul>	<ul style="list-style-type: none"> <li>Understand the term 'pathetic fallacy'</li> </ul>	<ul style="list-style-type: none"> <li>Pathetic fallacy</li> <li>Mood</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge test</li> <li>Close study of extract</li> </ul>	<ul style="list-style-type: none"> <li>Novel</li> <li>PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Empathy and compassion</li> </ul>	

	<ul style="list-style-type: none"> <li>• What connections can be made between Greek mythology and Skellig?</li> <li>• What connections can be made between Greek mythology and Skellig?</li> <li>• What are key themes?</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension of wider texts</li> <li>• Predictions</li> <li>• Character evolution</li> <li>• Context: Greek Mythology</li> <li>• Mood, tone and atmosphere</li> <li>• Poetry with a focus on form</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how mood, tone and atmosphere alter a story</li> <li>• Analyse the effect of mood, tone and atmosphere</li> <li>• Understand and write about the effect of form in a poem</li> <li>• Make predictions about the end of a text based on prior knowledge and understanding</li> <li>• Trace the development of a character</li> <li>• Present an opinion on the resolution of a story</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>-Atmosphere</li> <li>-Form</li> <li>-Context</li> <li>-Morality</li> <li>-Predict</li> <li>-Characterisation</li> <li>-Resolution</li> <li>-Sonnet</li> <li>-A.P.E</li> </ul>	<ul style="list-style-type: none"> <li>-Class discussion</li> <li>-Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Respect for others</li> <li>- Relationships: managing change; friendships; self-worth; bereavement and grief</li> <li>- Health and Wellbeing: young adult mental health</li> <li>- SMSC development: spiritual; cultural</li> </ul>
	<ul style="list-style-type: none"> <li>• What is a sonnet?</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry with a focus on sonnets</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and write about the effect of poetic devices</li> </ul>		<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Class discussion</li> </ul> <p><b><u>HOMEWORK</u></b> Write a summary of the book Skellig</p>	<ul style="list-style-type: none"> <li>-Sonnet poem</li> <li>-PowerPoint</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: managing change;</li> <li>-Living in the Wider World:</li> <li>- SMSC development:</li> </ul>

							spiritual; cultural
<b>Term 5 &amp; 6 - Reading 1, 4, 5, 6, 7, 8, 10, 11 / Writing 1, 4, 5, 6, 7, 8, 10 / Grammar &amp; vocabulary 1, 2, 3, 5, 6 / Spoken Language 1, 4</b>							
<b>Term 5</b>	<b>Topic 1: Elizabethan context</b>						
	<ul style="list-style-type: none"> <li>What was life like during Shakespeare's time?</li> <li>What can you expect in a Shakespeare play?</li> </ul>	<ul style="list-style-type: none"> <li>Elizabethan theatre</li> <li>Shakespeare's England</li> <li>The form and features of a play</li> <li>The importance of Shakespeare</li> <li>Shakespearean language</li> </ul>	<ul style="list-style-type: none"> <li>Identify social, historical and cultural differences during the Elizabethan period</li> <li>Understand how Elizabethan theatre is different to contemporary theatre</li> </ul>	<ul style="list-style-type: none"> <li>-Context</li> <li>-Explicit information</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Retrieval</li> <li>-Comprehension</li> </ul> <p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Seneca: The Timeless legacy of Shakespeare</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-PowerPoint</li> <li>-Video</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and compassion</li> <li>- Respect for others</li> </ul>
	<b>Topic 2: Act 1 – love and war</b>						
	<ul style="list-style-type: none"> <li>What is the plot of the play?</li> <li>Who are the characters in the play?</li> <li>What are the relationships like between characters?</li> </ul>	<ul style="list-style-type: none"> <li>Love and romance</li> <li>Comedy through conflict</li> <li>Strong female characters</li> <li>Stereotypes</li> <li>Character relationships</li> <li>Shakespearean language</li> </ul>	<ul style="list-style-type: none"> <li>Identify explicit information about characters and plot</li> <li>Identify and comment on implicit meaning through presentation of plot and character</li> <li>Compare female characters</li> <li>Use contextual knowledge to enhance</li> </ul>	<ul style="list-style-type: none"> <li>-Inference</li> <li>-Deduction</li> <li>-Theme</li> <li>-Plot development</li> <li>-Characterisation</li> <li>-Stage directions</li> <li>-A.P.E.</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Peer-assessment</li> <li>-Class discussion</li> </ul> <p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Seneca Exploring Elizabethan Society in Much Ado</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-Play</li> <li>-PowerPoint</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: friendships; romance; relationship boundaries; consent</li> <li>- Living in the Wider World: stereotypes; sexism</li> <li>- Rule of law</li> </ul>

			understanding of family relationships				- Individual liberty
<b>TERM 5 WRITING ASSESSMENT: Describe a masked ball inspired by the picture</b>							
<b>Topic 3: Act 2 – matchmaking verses deception</b>							
<ul style="list-style-type: none"> <li>How is conflict introduced to the play?</li> <li>How is love presented in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Loyalty</li> <li>Deceit</li> <li>Shakespeare’s use of contrast</li> <li>Themes</li> <li>Antagonist</li> <li>Character development</li> <li>Love and conflict</li> </ul>	<ul style="list-style-type: none"> <li>Identify change in atmosphere and mood</li> <li>Recognise key themes</li> <li>Identify tone through use of language</li> <li>Form developing opinions about characters</li> </ul>	<ul style="list-style-type: none"> <li>-Dramatic irony</li> <li>-Language</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>Self-assessment</li> <li>-Peer-assessment</li> <li>-Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Play</li> <li>-PowerPoint</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: friendships; romance; relationship boundaries; consent; trust and honesty</li> <li>Living in the Wider World: stereotypes; sexism</li> <li>- Individual liberty</li> </ul>	
<b>Topic 4: Act 3 – perception of reality</b>							
<ul style="list-style-type: none"> <li>How is dramatic irony important in Shakespeare’s play?</li> <li>What is the effect of a soliloquy?</li> </ul>	<ul style="list-style-type: none"> <li>Deception used as a force for good</li> <li>Soliloquies</li> <li>Character development</li> <li>Character relationships</li> <li>Deceit</li> <li>Loyalty</li> <li>Love and conflict</li> </ul>	<ul style="list-style-type: none"> <li>Understand how deception is used for different purposes</li> <li>Identify and comment upon elements of comedy</li> <li>Write in character</li> </ul>	<ul style="list-style-type: none"> <li>-Monologue</li> <li>-Contrast</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Self-assessment</li> <li>-Paired presentation</li> <li>-Class discussion</li> </ul> <p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Draw the Globe theatre and label with ambitious adjectives</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-Play</li> <li>-PowerPoint</li> <li>-Film</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: friendships; romance; relationship boundaries; consent; trust and honesty</li> <li>Living in the Wider World:</li> </ul>	

							stereotypes; sexism - Individual liberty
<b>Term 6</b>	<b>Topic 5: Act 4 – honour</b>						
	<ul style="list-style-type: none"> <li>How does Shakespeare present a change of feelings?</li> <li>How does Shakespeare alter the mood between scenes?</li> <li>How does Shakespeare continue to raise dramatic tension?</li> <li>How is love and conflict presented by Shakespeare?</li> <li>How does Shakespeare present the actions and words of characters?</li> </ul>	<ul style="list-style-type: none"> <li>Male pride and honour</li> <li>Patriarchal society</li> <li>Confusion</li> <li>Character development</li> <li>theme development</li> <li>Soliloquies and dramatic effect</li> <li>Writing in role</li> <li>Tension in a narrative</li> <li>Love and conflict</li> <li>Confusion</li> <li>Character development</li> </ul>	<ul style="list-style-type: none"> <li>Understand attitudes towards infidelity</li> <li>Recognise the influence of patriarchy</li> <li>Comment upon Shakespearean language</li> <li>Understand the purpose and effect of a soliloquy</li> <li>Explore wider themes such as love, conflict, and deceit</li> </ul>	<ul style="list-style-type: none"> <li>-Patriarchy</li> <li>-Metaphor</li> <li>-Simile</li> <li>-Repetition</li> <li>-Tone</li> <li>-Rhyming couplet</li> <li>-Iambic Pentameter</li> <li>-Metaphor</li> <li>-Sibilance</li> <li>-Mood</li> <li>-Tension</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge test</li> <li>-Whole class writing</li> <li>-Class discussion</li> </ul> <p><b><u>HOMEWORK</u></b></p> <ul style="list-style-type: none"> <li>-Revision and practise for End of Year exams: Lord of the Flies extract</li> <li>-Spelling test</li> </ul>	<ul style="list-style-type: none"> <li>-Play</li> <li>-PowerPoint</li> <li>-Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and compassion</li> <li>- Respect for others</li> <li>- Relationships: friendships; romance; relationship boundaries; consent</li> <li>Living in the Wider World: stereotypes; sexism; patriarchy</li> <li>- Individual liberty</li> </ul>
<b>SUMMER EXAM: Reading How does the writer use language to describe...</b>							
	<b>Topic 6: Act 5 – love as a triumphant force</b>						
	<ul style="list-style-type: none"> <li>What are the consequences of deception?</li> </ul>	<ul style="list-style-type: none"> <li>Resolution of the play</li> <li>Love</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how mood and</li> </ul>	<ul style="list-style-type: none"> <li>-Contrast</li> <li>-Resolution</li> <li>-Genre</li> </ul>	<ul style="list-style-type: none"> <li>-Peer-assessment</li> <li>-Whole class feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Play</li> <li>-PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>- Empathy and compassion</li> </ul>

	<ul style="list-style-type: none"> <li>• How does Shakespeare move towards a resolution in the play?</li> <li>• How does the theme of love restore order?</li> </ul>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Consequences of deceit – theme</li> <li>• Diary entry</li> <li>• Theme – love restores order</li> </ul>	<p>atmosphere are used by a writer</p> <ul style="list-style-type: none"> <li>• Present an opinion on the closure of a play</li> <li>• Reflect on the genre of the play</li> <li>• Write in character, adapting tone and style</li> </ul>	<p>-Tone -A.P.E</p>	<p><b><u>HOMEWORK</u></b> -Seneca Little Women extract (comprehension) <b><u>HOMEWORK</u></b> Write a review of Shakespeare's Much Ado</p>	<p>-Knowledge organiser</p>	<ul style="list-style-type: none"> <li>- Respect for others</li> <li>- Relationships: friendships; romance; relationship boundaries; consent</li> <li>- Living in the Wider World: stereotypes; sexism</li> <li>- Individual liberty</li> </ul>