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|  | **Term 1** | | | | **Term 2** | | | **Term 3** | | | |
| **Month** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** | **July** |
| **Virtue** | **Friendliness & Civility** | **Justice & Truthfulness** | **Courage** | **Generosity** | **Gratitude** | **Good Speech** | **Good Temper & Humour** | **Self-Mastery** | **Self-Mastery** | **Compassion** | **Good Sense** |
| **Skill** | **Listening** | **Leadership** | **Problem-Solving** | **Creativity** | **Staying Positive** | **Speaking** | **Staying Positive** | **Aiming High** | **Aiming High** | **Speaking** | **Teamwork** |
| **Curriculum Content** | *‘Stone Cold’* | | *Poetry* | *Creative writing – (story mountain)* | *‘The Hunger Games’* | | *‘I am Malala’* | | *Non-fiction* | *‘Romeo and Juliet’* | |
| **National Curriculum area – KS3** | *“Making inferences and referring to evidence in the text.* *Knowing the purpose, audience for and context of the writing and drawing on this*  *knowledge to support comprehension ”* | | *“Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Recognising a range of poetic conventions and understanding how these have*  *been used”* | *“Considering how their writing reflects the audiences and purposes for which it was*  *Intended. Amending the vocabulary, grammar and structure of their writing to improve its*  *coherence and overall effectiveness”* | *“Making inferences and referring to evidence in the text.* *Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Studying setting, plot, and characterisation, and the effects of these ”* | | *“Use discussion in order to learn; they should be able to elaborate and explain*  *clearly their understanding and ideas”* | | *“Write clearly, accurately and coherently, adapting their language and style in and for*  *a range of contexts, purposes and audiences”* | *“Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.”* | |
| **Link to Virtue** | ‘Stone Cold’ deals with the ideas of friendliness and civility through the character of Link escaping the life of a broken home. Students will decide whether there is a sense of justice in his life choices or justice in his life before he ran away. | | Students will look at poetry from other cultures and see how courage is presented in different ways and how the poets have had to find courage in their lives / writing. Students will move away from obvious courage in war to courage in other contexts. | Students will demonstrate generosity by sharing and listening to each other’s creative writing pieces. They will be encouraged to provide useful critique to each other, whilst practicing to stay polite and generous. They will show generosity when letting other students speak. There is another opportunity to visit ‘Myths and Legends’ as a stimulus / frame work. | Students will look at the gratitude that the characters have for the ‘tributes’ in ‘The Hunger Games’. They will look at how the characters make good speeches to motivate and influence others. | | Students will have the fantastic opportunity to read and look at the ‘I am Malala’ novel that will give them some rich cultural capital. They will see how a young woman faced dire circumstances and was able to show good temper and in some cases humour to persevere, they will see how Malala kept on working at her individual rights to inspire many and master her cause. | | Building on from ‘I am Malala’ students will look at a series of speeches by young people and how they have changed the world. Students will show self-mastery as they attempt to write their own persuasive speeches in order to inspire their peers. | Students will make detailed analytical judgements based on the play ‘Romeo and Juliet’. They will decide whether they feel compassion for the characters and how the characters show compassion others. Students will decide whether or not the choices the characters makes in the play show good sense or a consideration for others. This will encourage students | |
| **Link to Skill** | Students will examine how Link to control to lead his own life and life decisions. Students will listen to each other as they discuss the issues and themes studied in this novel. | | Students will need their inferences skills to figure out what imagery is created in the poem and how it makes the read feel. | Creativity will out. Students will be encouraged to create stories that are well structured and provide a journey for the reader. | Students will look at how the characters keep their hopes up and stay positive in the face of danger and how they can stay positive to inspire their families. They will look at how the characters speak and interpret their tone. | | Students will see how Malala was able to stay positive in horrendous circumstances and how she has transformed her negative life experiences into positives for herself and the women whom she fights for. Students will see how she has aimed high and look at her speech to the UN about her experiences. | | Students will show how well they can create persuasive speeches that persuade their peers. They will take mastery over what they are talking about. | Students will be working together to create small scenes of the play to further solidify their understanding of key moments. Students will be speaking in the correct tone and try to use the correct rhythm to correctly create emphasis in the characters’ motivations. | |
| Sequencing | Building on Identification of writers’ techniques from year 7 and explaining the intention behind them.  -Writer’s intentions to create meaning and imagery.  -Using new vocabulary  -Language analysis (PEEZIE)  - Contextual factors that might influence or affect the novel in some way. Making references to other parts of the novel.  - quote identification and use as evidence  Looking at how characters are structured within the text and the framing / setting they are in  Speaking, listening and performing | | Writer’s intentions to create meaning and imagery.  -Structuring a poetry comparison  -Language analysis (PEEZIE)  - quote identification and use as evidence | -Building on structural features from year 7 by looking at narrative voice  -Using new vocabulary  Descriptive / creative writing skills. | -Writer’s intentions to create meaning and imagery.  -Using new vocabulary  -Language analysis (PEEZIE)  - Contextual factors that might influence or affect the novel in some way. Making references to other parts of the novel.  - quote identification and use as evidence  Looking at how characters are structured within the text and the framing / setting they are in  Descriptive / creative writing skills. | | **-** quote identification and use as evidence  Looking at how characters are structured within the text and the framing / setting they are in  Language analysis (PEEZIE)  -Using new vocabulary  -writing to persuade / explain  - Contextual factors that might influence or affect the novel in some way. Making references to other parts of the novel | | -Summarising information  -Persuasive writing  -Formal letter writing  -Writing to describe and experience  Language analysis (PEEZE)  Writer’s intentions to create meaning and imagery/writer’s viewpoint.  Structure of a text  Speaking, listening and performing | Summarising information  -Analysis of how writers use language to create effect. Offering their own opinion  - Being able to identify word classes – nouns, verbs, adverbs, adjectives  Speaking, listening and performing  - quote identification and use as evidence  - Contextual factors that might influence or affect the novel in some way. Making references to other parts of the novel – Elizabethan era.  -Language analysis (PEEZIE)  Speaking, listening and performing | |
| **Builds upon** Students will build on their understanding and skills of novels by further using their analytical tool kit. They will begin to make more in depth interpretations.  **Is further developed in**  Students will further develop the skills they have looked at here in the novel ‘The Hunger Games’ making inferences based on the novel and looking at comparisons between the novel and the film. | | **Builds upon**  Students build upon the skills they have learnt in year 7 and begin to look at why the best quote matters and how to create ‘quote explosions’  **Is further developed in**  Students will further develop this in year 9, where they will be developing their analytical skills further with the introduction of connotations and effects. | **Builds upon**  Students build upon the well-chosen vocabulary and sentence structures they looked at in year 7, with the figurative language they know to produce stories and descriptions that are well crafted and not random.  **Is further developed in**  Students will develop this later in year nine when they are introduced to ‘slow motion writing’ which will help students not to rush past relevant detail of their creative writing. | **Builds upon**  Students will use what they have learnt so far in analysis to look at a different novel. They build on the interpretation and effect from the previous novel unit.  **Is further developed in**  Students develop their inference skills again when they look at ‘I am Malala’ and again in year 9 when they look at ‘Of Mice and Men’. | | **Builds upon**  This unit links together what students have done so far in non-fiction writing and analysis in novels.  **Is further developed in**  Students will develop their language comprehension skills in year 9 when they use their skills to develop comparisons between non-fiction and fiction texts. | | **Builds upon**  Students will develop their non-fiction skills in persuasive writing from year 7 using AREDFOREST to create persuasive speeches  **Is further developed in**  Students get to develop this further in year nine when they compare non-fiction texts and make informed inferences. | **Builds upon**  Students will use the skills they have learnt in analysis to help them to find the hidden meanings in a more challenging Shakespeare play.  **Is further developed in**  In year nine students will look at various Shakespearean texts where they will need their analytical skills to find inferences in unseen Shakespearean extracts. | |
| Retrieval | Memory questions  Character descriptions  Chapter and character recaps | | Previous knowledge retrieval  Comprehension questions | Brainstorm activity  Explicit fact finding | Character studies  Magpie tasks  Explicit fact finding  Comprehension questions | | Character studies  Magpie tasks | | Comparison questions  Odd one out | Contextual questions  Character descriptions  Chapter and character recaps  Speaking and listening tasks | |
| New Learning | Students will be introduced to further analytical skills to help them to understand the themes in the novel. Students will look at what the effect of figurative language a writer uses has on a reader and why it is effective. Students will then apply this into their own analysis of characters and themes. | | Students will look at the influences that affect poetry and why they are important. Students will be able to find these in the writing through ‘well-chosen’ quotes and explain in their own words why they have been used. | Students will look at how to structure a piece of creative writing (using everything they know so far) so the piece is effective. They will look at how to add in meaningful description and look at developing their paragraph skills. | Students will build on their analytical skills by being introduced to ‘zooming’ into exciting descriptive words which helps create imagery. They will look at the societal context that influences a writer. | | Students will debate on big societal topics such as ‘gender equality’ and ‘education’. Students will add to their analytical skills by explaining how the societal context links to the vocabulary chosen and how this links to other parts of the text. They will look at what the effect this language has on the reader. | | Students will use the AREDFOREST techniques to identify what makes a good speech. Using this list of features they have found they will draft and re-draft their own speeches on a topic that is passionate to them which will be performed in front of the class. | Students will expand on their Shakespearean knowledge by looking in depth at the rhythm and tone of a Shakespearean text – ‘Romeo and Juliet’. Students will need to recall on their language analysis from previous units to help decipher the hidden meaning in the text. There will be some opportunities to look at Elizabethan societal factors influencing the play | |
| Independent Practice | Character analysis  Theme analysis  Quote explosions  Analytical paragraphs | | Poetry analysis  Quote explosions  Poetry comprehension | Character development  Writing introductions to stories  Improving vocabulary.  Writing a descriptive piece | Character analysis  Theme analysis  Quote explosions  Analytical paragraphs | | Character analysis  Theme analysis  Quote explosions  Analytical paragraphs  Descriptive writing tasks | | Writing a speech  Performing a speech  Improving a speech | Character analysis  Theme analysis  Quote explosions  Analytical paragraphs | |
| Misconceptions |  | |  |  |  | |  | |  |  | |
| Vocabulary and Comprehension | Derelict  Squat  Struggle  Anxious  Melancholy | | Enjambment  Consonance  Hyperbole  Personification  Pathetic fallacy | Foreshadowing  Antagonist  Victoriously  Conflict  Impulsive | Deterrent  Smouldering  Stalemate  Potency  Amiable | | Culture  Identity  Tolerance  Moral compass  Mortality | | Elixir  Luxuriant  Destructive  Conventional  Blissfully | Oxymoron  Contrast  Manipulating  Tragedy  Naivety | |
| Literacy | Reading the whole novel ‘Stone Cold’ | | Poetry from other cultures and other reading on the importance of poetry and how it creates effect | Reading the importance of creative writing. Looking at extracts from books and poems to help inspire writing | Reading the whole novel ‘The Hunger Games | | Reading the whole novel ‘I am Malala | | Reading a small book of a series of inspirations speakers | Reading the whole play ‘Romeo and Juliet’ | |
| Numeracy |  | |  |  |  | |  | |  |  | |
| Oracy | Reading out loud | |  | Reading creative writing extracts aloud | Reading out loud | | Reading out loud | | Reading out speeches that students have prepared | Performing and speaking Shakespearean soliloquys, extracts and scenes | |
| Careers |  | |  | Career related to working in the media. |  | | Career relating to an inspirational speaker. | |  | Career relating to working as an actor or director at Shakespeare’s Globe. | |
| Super Curricular Links |  | |  |  |  | |  | |  | Drama | |
| British values  and SMSC | Individual liberty | | Mutual respect | Tolerance | Democracy | | Tolerance | | Individual liberty | The rule of law | |
| Summative assessment | 1 x literature question that addresses the skills of context (across the novel) and analysis | | 1 x Poetry question that addresses the key skills in analysis. 1x creative writing task that addresses the key skills in structure and vocabulary. | | 1 x literature question that addresses the skills of context (across the novel) and analysis | | 1 x comprehension questions on an unseen / Malala extract which addresses language | | 1 x persuasive speech which addresses creative writing skills | 1 x literature question that addresses the skills of context (across the play) and analysis |  |
| Scaffolding for LA | Word banks  Sentence starters  Fill in the gap tasks  Scaffolded paragraph structure | | Scaffolded paragraph structure  Fill in the gap tasks  Highlighted key words | Smaller chunked extracts  Fill in the gap tasks | Smaller chunked extracts Highlighted key words | | Word banks  Sentence starters  Fill in the gap tasks | | Scaffolded paragraph structure  Fill in the gap tasks | Highlighted key words Scaffolded paragraph structure  Character descriptions  New learning printed off | |
| ✰ Challenge for HA | Identification of literary devices and their effect.  Linking character profiles to contextual information | | Linking ideas about imagery  Linking ideas to context  Comparing attitudes of the writers in two poems. | Using more difficult punctuation in independent practice tasks | Identification of literary devices and their effect.  Linking character profiles to contextual information | | Identification of literary devices and their effect.  Linking character profiles to contextual information | | Explain why being able to speak well is important in all aspects of life | Explaining how literary devices to influence the audience.  Thinking about how Shakespeare audience would behave / react | |