

KS3

7		Year 7 <i>7 lessons per fortnight</i>			Year 8 <i>7 lessons per fortnight</i>		
	Wk	Topic	Learning Aims	Assessment	Topic	Learning Aims	Assessment
Autumn	1	Contemporary English Literature - <i>Cirque du Freak</i> By Darren Shan	-To develop an appreciation and love of reading, and read increasingly challenging material. -To 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. Key vocabulary: immersion, inquisition, paralysis, muse, heed, albeit, perplex, retort, mentor, theme		Spoken Word: <i>The impact of poignant speeches with explicit reference to George Orwell's Animal Farm.</i> -To give short speeches and presentations, expressing their own ideas and keeping to the point. -To improvise, rehearse and perform in order to generate language and discuss language use and meaning. Key vocabulary: ensconce, knoll, windfall, superannuated, unalterable, piebald, ignominious, decree, procure, capitulate, hierarchy, adherence		
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	8					Author Study: Shelley vs. Dickens - and the development of antagonists -To explore pre-1914 texts. -To check their understanding to make sure that what they have read makes sense. Key vocabulary: protagonist, antagonist, archetype, plight, unhallowed, entreaty, ominous, facetious, enounce, imbue	
	9			To understand increasingly challenging texts.			
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	11			-To apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.	Assessment: The Monsters of Rookhaven assessment		
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	15			To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing Key vocabulary: tribulations, blaspheme, complexity, ungainly, precariously, massacre, arduous, frenzied, accolade, reprieve, refugee, conflict, immersion, Taliban, Dari, Chador, abode			
Spri	1	The development	-To participate in formal debates and structured		Exploring rhetoric in	-To amend the vocabulary, grammar and	
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	3	of antagonists -with explicit reference to <i>Bill Sikes, Oliver Twist</i> <i>Charles Dickens: Seminal World Literature.</i>	discussions, summarising and/or building on what has been said -To understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary Key vocabulary: sentry, forage, culvert, contradict, novel, banish, discontent, grave (adj), obscure (v)		<i>writing for travel, both classic and contemporary</i>	structure of their writing to improve its coherence and overall effectiveness -To read and appreciate seminal world literature -To explore pre-1914 texts. -To check their understanding to make sure that what they have read makes sense. Key vocabulary: morality, ambition, structure, vengeance, malice, supernatural, devout, emaciate, confinement, terrestrial, thematic, characterisation	
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	6	Diverse Shorts: <i>Literature to promote critical thinking</i>			The development of narrative voice - with reference to Bill Bryson.	- -To 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 Key vocabulary: penmanship, journal, cipher, ambiance, decadence, jaunt, renowned, ubiquitous, mandatory, itinerary	
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	8			Assessment: The Story-Teller			Assessment: My Journey Around India in 80 Trains
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Summer	1	Poetry – War & Conflict	-To 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 -To use Standard English confidently in		Poetry – Love & Relationships	-To write accurately, fluently, effectively and at length for pleasure and information -To make inferences and refer to evidence in the text	
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			<p>their own writing and speech</p> <p>Key vocabulary: assonance, alliteration, hyperbole, colloquialism, enjambment, oxymoron, pathos, iambic pentameter, meter</p>				<p>Key vocabulary: assonance, alliteration, hyperbole, colloquialism, enjambment, oxymoron, pathos, iambic pentameter, meter</p>	
7	<p>Pathetic Fallacy - through <i>The Tempest</i> by William Shakespeare</p>	<p>--To draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in writing and speech to achieve particular effects.</p> <p>-To read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>Key vocabulary: abstemious, extirpate, to foil, vanity, yarely, vengeance, instinctively, characterisation, metaphorical, symbol</p>		<p>Assessment: More William</p>	<p>The development of the protagonist through <i>Romeo & Juliet</i> by William Shakespeare</p>	<p>-To recognise a range of poetic conventions and understanding how these have been used.</p> <p>-To improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning.</p> <p>Key vocabulary: iambic pentameter, sonnet, augment, valiant, profane, prodigious, beguile, virtuous, pernicious</p>		
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11							<p>EOY GL papers</p>	
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							<p>Assessment: Treasure Island</p>	
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