

Autumn 1 –

Week	1	2	3	4	5	6	7
Curriculum Content	INSET	Bildungsroman: Growing up in the Modern World			Adventure, Wonder and Horror		
Intent / Implementation	INSET	Students will: Retrieve Information from a text / Make inferences about characters, settings, and other plot devices/ analyse the writer's use of language/ develop tier 2 and 3 vocabulary/ develop creative and descriptive writing skills. This will be implemented by reading a range of short stories and pieces of literature and undertaking tasks and activities designed to develop the above skills and secure them within student's short term and working memories.			Students will: Retrieve Information from a text / Make inferences about characters, settings, and other plot devices/ analyse the writer's use of language/ develop tier 2 and 3 vocabulary/ develop creative and descriptive writing skills. This will be implemented by reading a range of short stories and pieces of literature and undertaking tasks and activities designed to develop the above skills and secure them within student's short term and working memories.		
Content Focus	INSET	Harry Potter	There, There	Flamingo	Lord of the Flies	Northern Lights	Creative Writing
Careers / SMSC / British Values	INSET	Students will study a range of extracts that reflect a multi-cultural society. Issues such as racism, identity, heritage, and childhood will be explored. This will provide students with a space to discuss, reflect and debate key issues whilst developing empathy through reading.			Students will be given the opportunity to study canonical British authors therefore developing their cultural capital. Classroom discussions about themes within studied literature develops communication skills and provides students with a safe environment to develop their ability to express their opinions and empathise with emotions and feelings that are generated through reading literature/ exploring stories.		
Word of the Week	INSET	Neglectful	Identity	Diversity	Autonomy	Awe	Incandescent
Link to CO-OP North Curriculum	INSET	Year 7/8 Modern Novels - Perspectives, Narrative Styles and Structuring a Narrative. Skills include inference and meaning, character development and purpose of narration.			Year 7 People and Places - Structural features. Skills include writing for purpose and effect and technical accuracy in writing. Year 8 Crime Fiction - Structure and withheld information. Skills include conventions of different genres and analysis of structure. Year 9 Society and Control - Juxtaposition, symbolism and dystopia. Skills include language analysis Year 9 Diverse Short Stories - Critically engage with different perspectives. Skills include exploring their own creativity and write freely from their own perspective.		

Link to TEMA Curriculum	INSET	Year 9 Diverse Short Stories - Critically engage with different perspectives					
Week	1	2	3	4	5	6	7
Teacher Notes							

Autumn 2 –

Week	1	2	3	4	5	6	7	8
Curriculum Content	Writers viewpoints and Perspectives					Who Killed Paul Barber	Christmas Themed Literature	
Intent / Implementation	Students will: Compare and contrast information / synthesise and summarise information / develop persuasive writing techniques / develop the skills necessary to write for a specific purpose. Recall opportunities for the above skills will be embedded into the teaching of this module. Recall opportunities for skills embedded within students long-term memories for identification and analysis of language devices will regularly occur. Consolidation of grammar, punctuation and structuring writing will regularly be embedded into lessons. Students will demonstrate and develop these skills through reading and examining a range of non-fiction as well as producing original pieces of persuasive writing					Students will: Read and extract information and report their findings in an appropriate medium	Recap and consolidation of key skills that have been studied in this term. Students will: Develop a knowledge of Victorian literature and the context in which it was written.	
Content Focus	Travel Writing	Who Killed Paul Barber	Extreme Weather	Extreme Weather	Article Writing		A Christmas Carol	A Christmas Carol
Careers / SMSC / British Values	Writing skills developed here can be directly translated to key life skills and careers - writing letters, writing for specific purposes such as to argue and to inform. Cultural and social development is present through the exploration of non-fiction articles relating to present issues within the UK and England - e.g. Homelessness. Moreover the opportunity to have moral discussions is present through topics such as the death penalty.					Creative Writing	Discussions and exploration of religious links to Christmas / exploration of British values highlighted by Christmas	
Word of the Week	Equality	Homicide	Severe	Adventurous	Empathy		Vivacious	Festive
Link to CO-OP North Curriculum	Year 9 Different Perspectives – Comparison, Bias & Objectivity and Synthesis. Skills include debates, stating opinions and rhetoric.					Year 8 Making a Case – Writing for effect. Skills include Retrieving of information and appropriate conveying of information.		
Link to TEMA Curriculum	Year 9 Non-fiction – Consider travel writing accounts. Skills include reading critically, demonstrating a knowledge of the writers viewpoints and perspectives. Able to identify methods used and explore the effect of them. Apply this knowledge to own writing.					Year 9 Non-Fiction – Writing for effect. Skills include conveying a perspective and ideas.	Year 8 Dickens – To learn about Dickens and study his characterisation. Skills include context and how writers are influenced by surroundings. To analyse characters and their purpose.	

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Teacher Notes								

Spring 1 –

Week	1	2	3	4	5	6
Curriculum Content	World Poetry			Introduction to Shakespeare		
Intent / Implementation	Students will: Develops skills in reading and extracting meaning from poetry / identifying and analysing poetic language devices/ comparing poems from different cultures. Recap and consolidation opportunities for skills embedded in students' long term memories such as language analysis skills, close reading, and extended analytical writing. Students will achieve this through examining a range of poems from different cultures throughout the world.			Students will: Read and perform Shakespearian language from various plays / analyse and interpret Shakespearian language / develop and apply contextual knowledge appropriately / retrieve information from texts. Recap opportunities present for analysis of language, close reading, and structuring analysis. Students will examine several Shakespearian stories and characters including Romeo and Juliet		
Content Focus	Warshan Shire - Home	Owen - Anthem of a Doomed Youth	Osundare – Not my Business	Shakespeare Context	Romeo and Juliet	Romeo and Juliet
Careers / SMSC / British Values	Exploration of world-cultures, celebration of diversity and multi-culturalism. Exploration of societal and cultural issues such as racism.			Encouraging students to consider different perspectives and viewpoints of characters as well as posing a range of topics for debate such as the dangers of power, ambition and revenge.		
Word of the Week	Harrowing	Embracing	Illuminating	Tragedy	Portray	Abrasive
Link to CO-OP North Curriculum	Year 7 Introduction to Poetry – Skills include inference and meaning and understanding historical context of poetry. Year 8 Voices and Representation in Poetry – Skills include form and language features Year 9 Exploring Poetry – Skills include analysis of features and devices All years focus on: Poetic methods, different poetic forms and conventions of poetry.			Year 8 Macbeth Year 9 Much Ado About Nothing For both a knowledge of Shakespearean England and contextual information influencing Shakespeare. Skills to include knowledge of Shakespeare and introduction to a Shakespeare play.		
Link to TEMA Curriculum	Year 7 Poetry Through the Ages – Poetic form, structure and language. Skills to involve analysis of devices through different eras. Understand sonnet form. Year 9 Identity Poetry – Study a range of poems. Skills include analysis of poems.			Year 7 Renaissance Plays (Shakespeare) Year 8 Romeo and Juliet For both a knowledge of Shakespearean England and contextual information influencing Shakespeare. Skills to include knowledge of Shakespeare and knowledge of the play Romeo and Juliet.		

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Teacher Notes						

Spring 2 –

Week	1	2	3	4	5
Curriculum Content	Introduction to Victorian and Gothic Literature			Creative Writing – Alma	
Intent / Implementation	Students will: Build upon information retrieval skills, close reading skills, analysis of language devices, comprehension skills and their ability to interpret meaning from a text. Additionally students will build an understanding of the context of the period and begin to develop their evaluation skills. This will be implemented through the exploration of extracts from The Strange case of Dr. Jekyll and Mr. Hyde and The Raven			Students will focus on developing their creative writing skills will a focus on applying relevant language devices, creating the desired tone, using punctuation for effect and considering how to implement structural features.	
Content Focus	Dr. Jekyll and Mr Hyde	Dr. Jekyll and Mr Hyde	The Raven	Alma	Alma
Careers / SMSC / British Values	Opportunity to develop an understanding of British culture, history and heritage. Opportunity to discuss social development and compare issues that were relevant in Victorian England and whether they still permeate in society today.			Students will be encouraged to express themselves through their own writing and will be encouraged to work together to help one another make progress and reflect on their work.	
Word of the Week	Deprivation	Innovative	Egotistic	Tone	Structure
Link to CO-OP North Curriculum	Year 8 Frankenstein – Victorian context and symbolism. Skills include understanding of language and structure and understanding perspectives			Year 9 Creating Fear – Figurative language, structural features. Skills including understanding and creating a setting and applying language devices.	
Link to TEMA Curriculum	Year 7 Literature Through Time Year 8 Victorian Gothic – To look at The Raven Students to use knowledge of inference and interpretation and apply to Literature. To consider authorial intent. Develop knowledge of 19 th Century literature including contextual knowledge.			Year 9 Diverse Short Stories – Use knowledge of language and structural features to write a short story. Skills include to use their creativity and write freely from their own perspective.	
Week	1	2	3	4	5
Teacher Notes					

Summer 1 –

Week	1	2	3	4	5	6
Curriculum Content	The World at War			Writers Viewpoints and perspectives		
Intent / Implementation	Students will: Develop their ability to synthesise and summarise information / analyse how texts are structured and why. Additionally, students will consolidate and strengthen their information retrieval skills, their ability to identify a range of language devices, their ability to compare and contrast information. This will be implemented through a range of fiction, non-fiction and poetry written during periods of war and conflict.			Students will: develop their ability to debate different viewpoints, analyse spoken language, and their ability to apply a range of persuasive writing devices in a piece of spoken language. Additionally students will consolidation and build upon their comparison skills, their ability to write for a specific purpose, and their understanding of the conventions of persuasive writing.		
Content Focus	Soldier Diaries	War Poetry	Letters from the Front	Emmeline Pankhurst Martin Luther King	Obama Vs Smithy	Speech Writing
Careers / SMSC / British Values	Discussion over the consequences of war, how war has changed and shaped the world, and how it both threatens and illuminates the fundamental British values. Opportunity to develop empathy and compassion for those who fought and documented their experiences in war			Careers link through preparing and delivering a speech/ presentation. Exploration of key societal issues such as racism and women's rights.		
Word of the Week	Glorious	Patriotic	Valiant	Passionate	Compelling	Perspective
Link to CO-OP North Curriculum	Year 9 Different Perspectives – Comparison of experiences and bias. Skills include understanding of opinion and a knowledge of language. Also see links from Poetry Module in Spring 1			Year 8 Making a Case – Aristollian triad (ethos, pathos, logos), rules of debate and writing for effect. Skills include understanding arguments and language used. Year 9 Different Perspectives – develop knowledge of different perspectives and the use of debate		
Link to TEMA Curriculum	Skills from Year 8 Victorian Non-Fiction – To read critically and demonstrate understanding of a writers viewpoint. Year 9 Non-fiction – Read critically and demonstrate understanding of viewpoints and perspectives. Identify methods and techniques used. Also see links from Poetry Module in Spring 1			Year 9 Non-fiction – To read and consider speeches. Skills to include understanding of language and persuasive language features		

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Teacher Notes						

Summer 2 –

Week	1	2	3	4	5	6	7
Curriculum Content	Magic and Mystery						
Intent / Implementation	Students will: Analyse language and structure in a range of fiction extracts, develop their close reading and ability to interpret various meanings from language, identify and apply creative writing devices with growing assurance. Students will also consolidate and build upon their close reading, their use of expansive vocabulary, their use of grammar and punctuation for effect, and their understanding of plot devices. This will be implemented through examining a range of extracts and short stories and poetry based around the theme of magic and myth.						
Content Focus	Coraline						
Careers / SMSC / British Values	Opportunity for social and spiritual development through creative writing which is a process that encourages self-reflection, expression and experiment.						
Word of the Week	Mysterious	Uncanny	Miraculous	Macabre	Juxtaposition	Ambiguous	Heroic
Link to CO-OP North Curriculum	Year 7/8 Modern Novel Modules – Narrative styles, perspective and theme. Skills include inference and meaning, character development and purpose of narration. Understanding of perspective and different effects. Develop a knowledge of the structure of a story.						
Link to TEMA Curriculum	Year 8 Sherlock Holmes – Narrative style, perspective and theme. Skills including tracking developments and patterns across the novel. To consider authorial intent and understand different interpretations. To understand importance of setting.						
Teacher Notes							