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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1** | **Term 2** | | | **Term 3** |
| **Bridge/ Foundation knowledge required** | How to structure a sentence  How to use full stops and capital letters  How to identify explicit information | Sentence structure, including full stops and capital letters  Word class – adjectives, nouns and verbs  How to identify explicit information in a text | | | Sentence structure – using full stops and capital letters  How to identify a similarity and difference  Fact and opinion |
| **Key Learning Experience / Skills** | Students will read a variety of fiction and non-fiction extracts on the theme of biography and auto-biography in Autumn 1 and Stories from War in Autumn 2.  They will practise writing for audience and purpose, both fiction and non-fiction texts.  Students will learn how to structure a non-chronological report and a simple, linear narrative | Students will read a variety of fiction and non-fiction, drama and poetry texts based on the theme of Ghosts and The Gothic, Spring 1 and The Sea, Spring 2. Students will learn how to identify quotations to support a point and comment on the effects of single words.  Students will learn how to write a simple description, using similes and adjectives. | | | Students will engage with a variety of texts in the theme of Tales from Travel, Summer 1 , learning how to identify and comment on similarities and differences and in Summer 2 will have opportunities to write for a wide variety of audiences and purposes.  Students will create a magazine or newspaper  (with letters to the editor, reviews, interviews, auto biography, advertisements, advice, information, word search and crossword.)  Spoken Language: Students create a radio programme based on their publication. |
| **Assessment**  How will you assess the impact of teaching? | Autumn 1 – A05/A06 – Learners research a hero and choose to write about themselves or someone they admire or respect.  Autumn 2 – Assessment: A05/A06 –  Students write a fictional account of going to war inspired by one of the texts they have studied | Spring 1 – AO4 – Ghosts are not real, people who say they have seen one are only doing it for attention – To what extent do you agree?  Spring 2 – AO1/ AO2 – How does the writer use language to create atmosphere - extract teacher choice | | | Summer 1 – Assessment – AO1/AO3- Compare the depiction of two journeys – Charlie and The Chocolate factory and The Swiss Family Robinson  Summer 2 - Assessment – AO5/6 – Students research and write a news report of a local or national story |
| **CIAG Links** | Focus on different career paths e.g. writer – Roald Dahl, footballer, Marcus Rashford. | Focus week on being a detective/the work of a detective in Spring 1 in lesson on inference and deduction | | | Summer 2 – Journalism, broadcasting- different roles in media |
| **British Values** | Biography  Tolerance – (Benjamin and Windrush)  Stories from War:  Respect (remembrance and remembering our heroes)  Individual liberty (debate on joining the army)  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons. | Ghosts and Gothic  Tolerance (debate on views of supernatural)  The Sea – respect and tolerance (the treatment of Caliban)  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons. | | | Tales from Travel  Tolerance – understanding other cultures  Rule of Law – understanding fake news  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons. |
| **Cross Curricular Link Numeracy** |  | | **Cross Curricular Link- Literacy** |  | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |