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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1** | **Term 2** | | | **Term 3** |
| **Bridge/ Foundation knowledge required** | Forms of poetry and poetic technique – simile, metaphor, alliteration, personification  How to use quotation and reference to support argument  Word classes – verb, noun, adjective, adverb | Sentence structure, including full stops and capital letters  How to identify explicit information in a text  Word class  Using quotations and references to support points  Word class – verb, noun, adjective, adverb | | | How to identify and retrieve explicit information in a text  How to identify similarities and differences  How to use quotations to support points and reference the text  How to evaluate a statement with textual evidence |
| **Key Learning Experience / Skills** | Autumn 1 Students will explore the different forms, patterns and metres of poems. (Haiku, acrostic, sonnet, limerick, Kenning.)  Students will compare, categorise, review, analyse and rank poems.  Autumn 2 Students study myths and legends from around the world, such as Greek, African and Native American mythologies.  Students create their own myth or legend based on their knowledge of the myth.legend form.  Cultural Capital – The Hull Mermaid | Spring 1 - Learners look at how writers develop atmosphere and create imaginary worlds**.**  *Possible texts: Skellig; The Cursed Child; Northern Lights. Students will develop these skills in their own writing and creation of imaginary worlds.*  Spring 2 - Research project and presentation on a particular author  Study of comprehension extracts from the selected author. Students will develop skills of inference and deduction, supporting interpretations with textual evidence and evaluating different interpretations. Students will link texts to real life issues and enter into debate beyond the text.  Suggested author: Benjamin Zephaniah | | | Summer 1 Learners will explore 19th Century Gothic text extracts and compare them with modern texts extracts. Fiction and non-fiction extracts will be used  Suggested texts: Dracula, Frankenstein, Twilight, 20, 000 Leagues under the Sea.  Summer 2  Learners explore and respond to a broad range of contemporary texts, linking these with poems and fiction and non-fiction texts on the theme of changes and difference. Students will expand their comprehension skills, supporting interpretations with evidence and evaluating differing opinions |
| **Assessment**  How will you assess the impact of teaching? | Autumn 1 – AO2 – How does the writer use language to present the Lady of Shallot? Students will write a PETER paragraph, using quotation and single-word analysis to support their views  Autumn 2 Assessment: A05/A06 – Students plan and write their own mythical story or re-write an existing myth from the point of view of a different character. | Spring 1 –  AO5/AO6 – Students describe an imaginary world, based on image stimulus from one of the texts they have looked at – text at teacher’s discretion  Spring 2 – AO5/AO6 – Writing to argue persuade based on thematic issue in author’s work. Suggested title based on ‘Gangsta Rap’ - ‘Alternative provision schools are great. There should be more provision for children who do not get on in mainstream’ | | | Summer 1 – AO1/AO3 – Compare the presentation of the giant squid in 20,000 Leagues Under The Sea and a  Newspaper article on the Giant Squid  Summer 2 -  AO4 – evaluative question on extract of teacher’s choice. Suggested question, ‘a student having read this article said, no-one should feel the need to undergo cosmetic surgery, people should be happy as they are. To what extent do you agree? |
| **CIAG Links** |  | The life of a writer – Benjamin Zephaniah’s career | | |  |
| **British Values** | Respect – remembering the Gresford Disaster  Tolerance – different belief systems in myths and legends  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons. | Respect – thematic understanding of Zephaniah’s work  Tolerance – The English poem  Tolerance – Refugee Boy  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons. | | | Changes and Difference:  Tolerance – Wonder, understanding neurodiversity  Respect and Individual Liberty – debate on cosmetic surgery  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** |  | |
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