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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 linear narrative How to use quotation and reference to support argument Word classes – verb, noun, adjective, adverb PETER paragraphs How to structure an argument | How to identify explicit information in a textWord class: verb, noun, adverb and adjectives Using quotations and references to support points Comparison skills - identifying similarities and differences Writer’s methods | How to structure a descriptionShow don’t tell How to develop a character How to describe a setting How to identify and retrieve explicit information  |
| **Key Learning Experience / Skills** | Autumn 1 Students will engage with a variety of fiction and non-fiction texts on the theme of dilemmas and dangers. Students will develop their comprehension skills, single word analysis, analytical paragraphs and writers’ use of language and structure. Students will use these texts as inspiration for their own creative writing, based on a dilemma or danger. *Suggested Texts: Blood Brothers, Junk, Face and The Outsiders.*Autumn 2 Learners will interact with a range of fiction and non-fiction texts, linking texts to cultural context. Students will develop their comprehension skills, single word analysis, analytical paragraphs and writers’ use of language and structureSuggested texts: Trash, The Village By The Sea, The 100% Perfect Girl, The Beggar Boy and Christ’s Christmas Tree.  | Spring 1 - Learners will investigate the history of The Globe and Tudor England and read extracts from ‘Macbeth’. Students will practise analytical paragraph writing and debate interpretations of different characters. Spring 2 Learners will read a variety of fiction texts on the theme of Dystopia and Utopia, developing their skills of comprehension and comparison of settings, feelings, perspectives and methods Text choices include: The Handmaid’s Tale, 1984, The Road, The Lottery  | Summer 1 Learners engage with a variety of adventure-based texts, developing skills of comprehension, and understanding of writers’ methods. Texts used as stimulus for students to write their own description or narrative. Suggested texts include: Alice in Wonderland, The Lion, The Witch and The Wardrobe, Harry Potter, Writing adventure stories from image-based stimuliSummer 2 – Step UP to GCSE silver/gold  |
| **Assessment**How will you assess the impact of teaching? | Autumn 1 Assessment: AO5 and AO6: Write a short story about a character who faces a danger or dilemma. Autumn 2 – AO1 and AO2 GCSE-style question 2, How does the writer use language to present….*Extract at teacher’s discretion*  | Spring 1 – AO1 and AO4 – GCSE-style question 4 (paper 1). Suggested question, a student having read this extract said, it is clear Macbeth is manipulated by his wife. She is completely to blame for the murder of King Duncan Spring 2 - Assessment: AO1 and AO3 – GCSE style question 4 (paper 2) Suggested question: Compare how writers convey their feelings and perspectives about dystopian worlds (suggested texts: 1984 and The Handmaid’s Tale)  | Summer 1 – AO5 and AO6 GCSE-style question 5, (paper 1)Write a description based on an image stimulus or write an adventure story Summer 2 – External assessment Students take either the Silver or Gold Step Up qualification, dependent upon how GCSE-ready we assess them to be. Students who take Silver will have the opportunity to convert to Gold in Y10 Students who take Gold will be judged GCSE-ready and able to move onto the KS4 curriculum  |
| **CIAG Links** | How to be an activist – Malala  |   |  |
| **British Values**  | Rule of Law – Blood Brothers, giving up children, Junk, drug use, The Outsiders, knife and gang crime Individual Liberty – Malala and Mandela, the fight for freedomDemocracy – Malala. We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons |  Tolerance – Gender roles in Shakespeare Individual Liberty – Misogyny and The Handmaid’s Tale Democracy – 1984 (dictatorship and totalitarianism) Democracy – The Lottery – how we elect leaders We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons | 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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| ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** |

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