

Themes:	Transition Project: Heroes	The origin of stories	Stories around the world.	Stories around the world.	Stories around the world.	Canonical stories
English: Year 7	Unit 1: Creative Writing: Superheroes! Autumn 1 (5 weeks)	Unit 2: Greek Mythology Autumn 2 (8 weeks)	Unit 3: Poetry around the world. Spring 1 (6 weeks)	Unit 4: Class Novel: <i>The Breadwinner</i> Spring 2 (7 Weeks)	Unit 5: Class Novel: <i>The Breadwinner</i> Summer term 1 (6 weeks)	Unit 6: <i>The Tempest</i> Summer term 2 (7 weeks)
Core knowledge	<p>Students will be using their study of the class novel in Primary school as inspiration for their own creative writing here at Budmouth.</p> <p>Students will be looking at different approaches to crafting a narrative, alongside experimenting with structure.</p> <p>Students will be drafting their work over a series of lessons concluding in awards being handed out for the most creative stories.</p>	<p>Students will be introduced to the concept of ‘stories with a message’ and will develop their comprehension and inference skills. Furthermore, they will be using the rest of <i>My Arch Enemy is a Brain in the Jar</i> as their class novel during starters/reading lessons.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> The definition of inference and have practice developing this skill. 	<p>Students will be engaging with poetry from many different cultures. They will be encouraged to consider the cultural contexts of each poem and explain how it shapes the meaning.</p> <p>They will need to be able to:</p> <ul style="list-style-type: none"> Identify poetic terms: enjambment, caesura, rhyme and rhythm. Explain how the context of the poem influences the meaning. 	<p>Students will be reading a full-length novel exploring some of the themes from the previous unit. They will be exploring narrative structure and the creation of character.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> How to create a three-dimensional character. The context of the novel and how this impacted the writer. 	<p>Students will be reading a full-length novel exploring some of the themes from the previous unit. They will be exploring narrative structure and the creation of character.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> How to create a three-dimensional character. The context of the novel and how this impacted the writer. 	<p>Students will be reading the full play and analysing small sections of the text. Their focus will be on comprehension and exposure to the traits of Shakespearean plays.</p> <p>Students will need to be able to:</p> <ul style="list-style-type: none"> Decode Shakespearean language. Comprehend the relationships between the characters. Explore how individual words and phrases change our view of characters Understand the context of the

<p>Skills</p>	<ul style="list-style-type: none"> • Use of structure to inform meaning • Creation of narrative • Effective planning and plotting of narrative 	<ul style="list-style-type: none"> • Comprehension of texts and the form of the short story • Analysis of authorial message and intent • Inference • Language analysis 	<ul style="list-style-type: none"> • Investigating cultural contexts (AO3) • Analysis of language (AO2) • Use and understanding of subject terminology and methods • Making links and comparisons across texts 	<ul style="list-style-type: none"> • Understanding of the novel form • Inference • Language Analysis • Use of structure to inform meaning • Understanding cultural contexts 	<ul style="list-style-type: none"> • Understanding of the novel form • Inference • Language Analysis • Use of structure to inform meaning • Understanding cultural contexts 	<ul style="list-style-type: none"> • Contextual understanding of Shakespeare and Jacobean society • Analysis of language • Comprehension of language and structure
<p>Challenge</p>	<p>Students will be challenged through use of questioning and ‘big questions’ present within the lessons focussing on higher-level ideas around author intention and cultural understanding</p>	<p>Students will be challenged through use of questioning and ‘big questions’ present within the lessons focussing on higher-level ideas around author intention and cultural understanding</p>	<p>Students will be challenged through use of questioning and ‘big questions’ present within the lessons focussing on higher-level ideas around author intention and cultural understanding</p>	<p>Students will be challenged through use of questioning and ‘big questions’ present within the lessons focussing on higher-level ideas around author intention and cultural understanding</p>	<p>Students will be challenged through use of questioning and ‘big questions’ present within the lessons focussing on higher-level ideas around author intention and cultural understanding</p>	<p>Students will be challenged through use of questioning and ‘big questions’ present within the lessons focussing on higher-level ideas around author intention and cultural understanding</p>
<p>Assessment</p>	<p>Spelling and reading tests will be taking place this half term.</p>	<p>Core knowledge assessment – AP1 Assessment testing the core skills /20 Staff use progress grids to stick in books and record scores on the relevant data sheet– links to</p>	<p>Core knowledge assessment – AP2 Assessment testing the core skills /20 Staff use progress grids to stick in books and record scores on the relevant data</p>	<p>-----></p>	<p>Core knowledge assessment – AP3 Assessment testing the core skills /20 Staff use progress grids to stick in books and record scores on the</p>	<p>End of Year Exams</p>

		developing, secure, advanced and exceptional.	sheet– links to developing, secure, advanced and exceptional.		relevant data sheet– links to developing, secure, advanced and exceptional.	
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