

Week Start	Content Description	Assessment	Events
September			
		Ongoing assessment for learning (AfL) is additionally implemented through Silent Starter activities at the beginning of each lesson.	
3 rd	Introduction to Unit text – War Horse (Michael Morpurgo) <ul style="list-style-type: none"> ➤ <i>Narrative Conventions</i> ➤ Structure and plot ➤ Chapter 1 read – characterisation ➤ World War 1 and working animals 	Questioning and observation of Ss Practice writing model answer response to a use of language question	
10 th	<ul style="list-style-type: none"> • Chapter 2 – read • Active reading focus on character & character development • Introducing trickier vocabulary • Analysing language/annotation & response • Feedback lesson • Poetry – Who’s for the Game intro/context • Cloze Summary activity 	Targeted questioning and checking for understanding Assessment Point: Writing response to Question 2 type question Speaking and listening: class discussion of character and/or setting Five questions based on knowledge organisers and recall from last wk’s lessons.	10-14 th CEM Assessments (7,9 & 11) 14 th Target Grades Deadline (8,10, 12) 14 th Year 7 Picnic
17 th	<ul style="list-style-type: none"> • Recall: Cloze Summary activity • Poetry – Who’s for the Game analysis and class model/live modelling of annotation • Recall activities for last chapters • Chapter 3 War Horse • Creative Writing • A Sorry Sale and Creative Writing 	Assessment Point: Write a response to Jessie in form of letter, poem or article (Hwk) CFU Questions	17-20 th CEM Assessments (7,9 & 11)

24 th	<ul style="list-style-type: none"> Continue a Sorry Sale and Creative Writing – techniques Chapter 5 War Horse Poetry – Charge of the Light Brigade from the novel Cloze summary activity 	<p>Questioning on context exploration</p> <p>Written response to the poem (paragraph)</p> <p>Active reading focus on plot/event sequence</p> <p>Speaking & Listening discussion linked to reading tasks</p>	28 th Prophet's Birthday - Observed
October			
1 st	<ul style="list-style-type: none"> Feedback lesson Redraft response using DIRT Charge and structure Model structural analysis Introduce A New Captain Chapter 7 War Horse Chapters 8 & 9 Active reading linking context 	<p>Marked mini assessment returned</p> <p>Question on narrative structure</p> <p>Peer assessed plenary</p> <p>Comprehension questions</p> <p>Assessment Point: Writing response to question 3</p> <p>Writing a diary entry (Hwk)</p>	4 th Swimming Gala 5 th Armed Forces Day
8 th	<ul style="list-style-type: none"> Evaluating texts Annotation practice question – modelling Feedback lesson Symbolism Chapter 10 War Horse Reading – finding values in text S&L peer discussion on evaluative comments/ideas 	Formative Assessment: Evaluation Question	8 th Target Grade Deadline (7,9,11) 10 th Careers Day
15 th	<ul style="list-style-type: none"> Chapter 11 WH – foreshadowing Chapter 12 – analysing author's descriptions/meaning Non-fiction – summary comparison 	Assessment Point: reading comprehension	

	<ul style="list-style-type: none"> • Modelling of analysis of the extract/annotation • Reading non-fiction texts to identify similarities/differences 	Class discussion - CFU	
22 nd	Half Term Break		
29 th	<ul style="list-style-type: none"> • Chapter 13 • Practising writing descriptions • Chapter 14 – identifying differences between sympathy & empathy • Quotation close reading – annotate quotes • Poetry – Dulce et Decorum Est – Wilfred Owen – introduce new vocabulary • Annotation exercise 	CFU – reading comprehension questioning Writing a response to a poet’s message Poetry discussion Questions based on KOs	31 st Orange and Black Day
November			
5 th	<ul style="list-style-type: none"> • Feedback lesson • Creating a setting • Chapter 15 & 16 • Chapter 17 Comparing similarities • Analysing language for effect • 	Assessment Point: Writing examples of settings Peer discussion of language impact and writer’s intentions Reading comprehension Qs - CFU	
12 th	<ul style="list-style-type: none"> • Writing perspectives – Bertrand Russell (opposing war) • Group task – key quotes analysis • Persuasive Writing • Feedback lesson • Poetry analysis – trenches • Matching poetic techniques with definitions • Examination of one of Owen’s manuscripts • Writing poetry 	Peer assessment against success criteria Formative Assessment – Writing to Persuade Peer assessment of written poetry	
19 th	<ul style="list-style-type: none"> • Chapter 17 recap and predictions for Chapter 18 • Labelling of Freytag’s pyramid (tension development) • Creating a character – labelling • Chapter 19 to the end • Studying Morpurgo’s message • Writing descriptive pieces and an extended essay to explore the message of the book. 	Self assessment against success criteria on ‘character’ Targeted questioning Questioning in KOs	AP1 Written Comments Deadline

26 th	<ul style="list-style-type: none"> Feedback lesson on marked mini assessment <p>Remaining lessons left free for this week to allow flexibility for lessons that required more time, interventions etc</p> <p>Re-teaching of key areas following diagnostic marking and/or lesson time to complete aspects of learning not yet secured. Planned recall.</p>	Mini assessment tbc	
December			
3 rd	Students off timetable for AP1	Assessment Point: War Horse Paper 1 Style Assessment	4 th First Day AP1 Exams
10 th	Students off timetable for AP1		15 th Last Day AP1 Exams
17 th	AP1 Feedback – teachers give over lessons to reteaching and recapping based on marking		22 nd Winter Break
25 th	Winter Break		
January			
1 st	Winter Break		
7 th	<p>Introduction to Unit: Shakespeare and The Tempest</p> <ul style="list-style-type: none"> What do remember about Shakespeare. Shakespeare’s life and time. Shakespeare’s plays and the theatre through a treasure hunt. <p>Shakespeare, Society and Plot</p> <ul style="list-style-type: none"> How society can impact our reading of a text. Students write a persuasive letter to promote their community. 	Discussions about the context and origins of drama	8 th First Day
14 th	<p>Use of Settings and Staging</p> <ul style="list-style-type: none"> Learning of anachronistic vocabulary from reading Extract analysis –annotate the opening of The Tempest with a focus on the strength of the storm and fear of the passengers. What is atmosphere? Constructing paragraphs and academic writing Act 1, Scene 1 of the Tempest and the dramatic impact 	Assessment Point: Paragraph of writing a response to the opening of the play.	
21 st	<p>Historical Background</p> <ul style="list-style-type: none"> What is slavery and colonisation? 	Class model PEAR writing	25 th National Holiday

	<ul style="list-style-type: none"> • What are our first impressions of Prospero and Miranda? • Quote explosions – students work in pairs to explode quotes about Prospero and Miranda. • The character of Ariel • The slave and master relationship – Caliban versus Ariel 		
28 th	<p>Caliban</p> <ul style="list-style-type: none"> • Prospero has a love/hate relationship with Ariel. <i>How far do you agree with this statement? - Evaluation</i> • Recap: colonisation • Caliban’s thoughts and feelings – quoted and analysis • Reading Act 2 Scene 2 and add to the mood chart. • Mood graph – as students read through the conversation between Caliban and Prospero, students complete a graph charting the changing moods. 	<p>Assessment Point: Write a summary of Caliban’s feelings and how they develop over the scene.</p>	
February			
4 th	<p>Descriptive Writing</p> <ul style="list-style-type: none"> • Ambitious descriptive words to describe setting. • planning and crafting a narrative. <p>Love at First sight:</p> <ul style="list-style-type: none"> • Whole class reading of Act 1 Scene 2 – pages 33-41 with a focus on the relationship between Ferdinand and Miranda. • Do Ferdinand and Miranda fall in love at first sight? • Finding quotations - Miranda is in love! – find three quotations to support this inference and explore the quotes • Dear diary – write a diary entry, including quotes from the play, and try to convey Miranda’s perspective on Ferdinand. 	<p>Write a scene involving a journey aboard a ship using their plans and ambitious vocabulary.</p>	
11 th	<p>POETRY: “Storm on the Island”- Context:</p> <ul style="list-style-type: none"> • Introduction to Seamus Heaney and a brief introduction to “The Troubles” • Introduction to the poem and looking at the story – students split the poem up and sections and summarise the content. 	<p>Assessment Point: PEARL paragraph: How does Heaney present the impact of the storm on the narrator in the poem.</p>	

	<ul style="list-style-type: none"> Identifying key quote. <p>POETRY: “Storm on the Island” – Analysis:</p> <ul style="list-style-type: none"> How to find examples of poetic techniques in a poem. Plenary: Either peer mark or use this as a deep mark assessment (or both). 		
18 th	<p>Narrative Writing:</p> <ul style="list-style-type: none"> Class reading: read chapter 1 of “Harry Potter”. Using creative writing to help us plan our own story. Creating clear settings for stories. Introducing characters. Language devices, adjectives and adverbs and using a range of sentence structures. Use of point of view: 3rd to 1st person or 1st to 3rd person Change the opening setting. Change the weather. Change the emotions and thoughts/feelings of the characters. 	Class discussion on annotations. Ext.: rewrite a sentence adding a simile.	21-22 nd Half Term
25 th	<p>Power and Slavery</p> <ul style="list-style-type: none"> Whole class reading of an extract from the British Library on Slavery in the Jacobean era - How have our attitudes towards slavery changed since Shakespeare’s time? Read the extract from the end of Act 1, Scene 2 – how is slavery presented in the play? Quote explosion – teacher leads class through modelling the key word and technique analysis of key quotations. 	<p>Assessment Point: Explore how Shakespeare presents the theme of power through Prospero’s dialogue with Caliban in this extract</p>	
March (10th Ramadan Starts)			
3 rd	<p>A Persuasive Speech</p> <ul style="list-style-type: none"> AFOREST – persuasive devices Obama’s speech – whole class reading and identification of the persuasive devices. Evaluation of effectiveness - <i>How effective is Barack Obama’s speech?</i> Writing a speech based on the statement – <i>‘Some texts such as To Kill a Mocking Bird or The Tempest, have racist language and depictions. It doesn’t matter if the texts combat</i> 	Students give speeches on their perspective on the depiction of racism in <i>The Tempest</i>	

	<i>racism, they should be banned from schools!</i>		
10 th	<p>Solomon Northup</p> <ul style="list-style-type: none"> • Introduction to Solomon Northup with the historical place plaque alone (detailing how he was free but then forced into slavery). • Whole class extract reading: an extract from Northup's account of his time at Epp's farm <p>On Liberty and Slavery</p> <ul style="list-style-type: none"> • Class reading of the poem – students will try to deduce the meaning of the poem without decoding the unfamiliar vocabulary first. • Decoding vocabulary – the teacher will model decoding unfamiliar vocabulary with the class – students will suggest answers. • Poetry analysis – On Liberty and Slavery 	Assessment Point: End of Unit Essay	
17 th	<p>Introduction to Unit: Holes</p> <p>Introduction to the novel</p> <ul style="list-style-type: none"> • Class reading of chapters 1-3 (pages 3-10) • Analysing Chapter One and two focusing on writer's craft <p>Persuasive writing</p> <ul style="list-style-type: none"> • Class reading of chapters 4-6 • Class analysis of persuasive advert • Class reading of chapter 7 	Pupils to create persuasive writing based upon a product	
24 th	<p>Informal letter writing</p> <ul style="list-style-type: none"> • Class reading of chapters 8-10 • Rally Robin of the plot so far 	Assessment Point: an informal letter from Stanley to his mother	
April			
31 st	<p>PEARL Paragraph Writing</p> <ul style="list-style-type: none"> • Class reading of chapters 14-15 • The Warden's characteristics • Key quotation analysis 	Whole class model answer to a character question	
7 th	<p>Chapter Titles</p> <ul style="list-style-type: none"> • Class reading of chapters 16-18 • Using nomenclature to create chapter titles • Connotations of key words 	Assessment Point: create an effective chapter title and opening to a short story	10-11 th Eid Holiday
14 th	<p>The Warden</p> <ul style="list-style-type: none"> • Class reading of chapters 19-21 	Pupils to add information to the	

	<ul style="list-style-type: none"> • Writing PEARL paragraphs exploring the character of the Warden • What does the Warden symbolise? 	drawing of the Warden	
21 st	Skimming & scanning <ul style="list-style-type: none"> • Class reading of chapters 22-24 (pages 95-106) • Pupils to reread chapter 8 and extract key information about the lizards 	Assessment Point: continue creative writing from a prompt	25 th Spring Break
28 th	Spring Break		
May			
5 th	Newspaper Articles <ul style="list-style-type: none"> • Class reading of chapters 25-26 (pages 107-115) • How to write newspaper articles • Class reading of chapters 27-28 	Students write their own newspaper article	7 th Start of Term 2
12 th	Narrative writing <ul style="list-style-type: none"> • Complete reading and comprehension activities for the remainder of the novel • How to plan a story of the outlaw Kissin' Kate 	Writing a short story	
19 th	Students off timetable for AP3s	CIE First Language English Paper 1	
26 th	Students off timetable for AP3s	CIE Literature in English Poetry and Drama Examination	
June			
2 nd	AP3 Feedback – teachers give over lessons to reteaching and recapping based on marking		6 th End of year assembly
9 th	Students off timetable for end of year activities		12 th Last day for Students 13 th Last day for Teachers
End of Year			
<u>Additional Notes:</u>			