

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	<p>Who am I? Identity Novel: <i>Extracts from literary non-fiction Drawn Across Borders. Followed by a class novel from a selection including Wonder and A Monster Calls.</i></p>		<p>Heroes and Villains through time <i>A range of extracts linked to Ancient Mythology, Shakespearean England, Victorian England, and the 21st century.</i></p>		<p>Islands and Adventurers <i>Shakespeare's The Tempest and Stevenson's Treasure Island.</i></p>	
Topic Objectives	<p>Year 6 pupils often leave primary school as enthusiastic writers; this unit begins by developing their writing in order to further cultivate their creativity in response to discussions about identity and personal journeys using 'Drawn Across Borders'. Students will then focus on identity in characterisation within a novel chosen by the teacher personalised to their class's interests/ability. All novels allow students to reflect on what makes up their own personal identities, whilst developing their ability to make detailed inferences using evidence. Students will also produce creative responses developing their ability to write their own narrative with convincing characterisation.</p>		<p>Building on the exploration of identity and characterisation, we explore the contrast between heroes and villains across time, enabling students to build a solid understanding of different literary periods that will be revisited throughout KS3. By reading a range of texts from different time periods students will build their reading skills such as decoding, comprehension and inference. Students will develop their ability to extend their inferences and opinions on a text, moving from shorter answers to longer paragraphs to aid their transition into secondary school. This unit also asks students to adapt their writing to suit different purposes and forms.</p>		<p>This unit builds on the idea of identity and heroism, enabling students to explore how adventure and exploration are woven into the human condition. Students will develop their comprehension, inference and language analysis skills. They will also develop their creativity and descriptive writing skills by producing set and costume designs for Shakespeare's <i>The Tempest</i>. Finally, following a final summative assessment, students will use <i>Treasure Island</i> to revise the knowledge and skills acquired throughout Year 7, whilst also using this text to make comparisons between Victorian and Shakespearean literature.</p>	
Acquired Knowledge/Skills	<p>Students will develop their semi-autobiographical writing focusing on sentencing, vocabulary and language devices. They will also focus on comprehension and character-based inferences using relevant evidence.</p> <p>Students will explore ideas on identity, adulthood and childhood.</p>	<p>Students will focus on developing their creativity and literacy skills creating a narrative in response to a stimulus. They will also develop their inferences and analyse a writer's meanings by exploring their characterisation and use of language.</p> <p>Students will explore how characters cope with trauma.</p>	<p>Students will develop their descriptive non-fiction writing, focusing on different techniques and vocabulary. They will also develop their comprehension and decoding in response to Shakespearean extracts.</p> <p>Students will explore ideas on heroism and the key conventions of Shakespeare's work.</p>	<p>Students will develop their non-fiction writing ability by focusing on descriptive writing of a setting, embedding skills on sequencing, sentencing and techniques. They will also develop their ability to form a personal response to a text through evaluation and inference.</p>	<p>Students will explore how performance, set design and costuming affects meaning in a play, designing their own to shape meaning in <i>The Tempest</i>. They will develop their comprehension and decoding in response to Shakespeare's language and methods.</p> <p>Students will explore aspects of stagecraft.</p>	<p>Students will focus on informative and descriptive writing using <i>Treasure Island</i> as a stimulus, developing and embedding the writing skills throughout the year. They will make comparisons between this novel and other texts studied during the year.</p>
Assessments – Curriculum will be adapted if students cannot meet assessed criteria.	<p>Reading SATs baseline</p> <p>Writing Baseline: Semi-autobiographical non-fiction</p> <p>Comprehension & Inference Writing Burst: Assesses comprehension and ability to make detailed inferences</p>	<p>Narrative Writing Burst: Narrative (assesses writing for purpose, paragraphing, structure, use of vocabulary, language devices such as symbolism, literacy skills)</p> <p>Comprehension & Inference Writing Burst: Inference on characterisation and comprehension of a text</p>	<p>Descriptive non-fiction Writing Burst: Encyclopaedia description of a Greek monster (assesses writing for purpose, vocabulary, techniques, sentencing, characterisation)</p> <p>YEAR 7 SUMMATIVE ASSESSMENT 1 – Assesses all skills developed in Year 7 so far. Curriculum will be adapted if necessary following this.</p>	<p>Leaflet Writing Burst: Informative description of a villain's lair (assesses purpose and form, vocabulary, sentencing, sequencing, literacy development).</p> <p>Comprehension, Inference & Evaluation Writing Burst: Comprehension quiz and evaluation of a statement (personal response, and justification using evidence)</p>	<p>Staging Writing Burst: Description of set design and costume design.</p> <p>YEAR 7 SUMMATIVE ASSESSMENT 2 - Assesses knowledge and skills developed so far in Year 7. Schemes of work will be adapted following this in order to maximise progress and address weaker areas of skills and knowledge development.</p>	<p>Letter Writing Burst: Letter home to a stranded islander. Assesses formality, structure, writing for PAF, vocabulary and techniques.</p> <p>Final Writing Burst will vary according to needs of the class and cohort in response to the final summative assessment in Sum 1.</p>

