

Year 7	What: Shakespeare linked to the theme of – <b>family and relationships</b> <b>Midsummer, Twelfth Night</b>	What: <b>Gothic Literature</b>	What: Modern Novel linked to the theme of <b>overcoming challenges, Wonder, After Tomorrow, Darkside, Fuzzy Mud</b>	What: <b>Travel writing</b>	What: Poetry and poetic techniques on the theme of <b>men and women</b>	What: <b>Magazine Project</b>
	<b>SPAG – revisit and consolidate key SPaG skills taught at KS2. Identify learning gaps and misconceptions and adapt teaching according to need. One lesson per fortnight explicitly teaching reading, vocabulary and SPaG skills.</b>					
	<b>Teaching coverage:</b> Study of selected scenes Study of Shakespeare in performance Creative writing in character Language Analysis Cultural/historical study Character analysis Speaking and Listening – role playing	<b>Teaching coverage:</b> Key features of gothic genre Selected passages from romantic/Victorian gothic texts Setting Character Gothic symbols Planning Language choice/literary techniques	<b>Teaching coverage:</b> Read a complete text Character analysis Thematic analysis Cultural study Language Analysis Analytical writing Selecting and using quotations	<b>Teaching coverage:</b> Study of existing non-fiction texts Cultural study Persuasive features Formal/informal tone Bias Language choice Sentence variation Travel writing forms	<b>Teaching coverage:</b> Study of key poetic techniques Study of poetic forms Cultural/historical study Study of a full ballad Setting Character Themes	<b>Teaching coverage:</b> Front covers Adverts Interviews Media Terminology Articles Audience profiling Speaking and Listening - working in a group, Speaking and listening - interviewing
	<b>Key Knowledge:</b> Contextual knowledge of the Elizabethan / Jacobean era Knowledge of how men and women were viewed in this era Know the plot of and main characters from one Shakespeare play Know how to explain key language features using PEE chains Knowledge of the Globe Theatre	<b>Key Knowledge:</b> Key features of gothic genre Contextual factors around the development of the genre Knowledge of key writers and characters within the gothic genre	<b>Key Knowledge:</b> Know how to source evidence in a text Know how to explain the language choices in a text Know how others have faced and responded to the challenges,	<b>Key Knowledge:</b> Knowledge of basic persuasive features and language Knowledge of world-wide opportunities for travel To know how to write for different audiences and text types	<b>Key Knowledge:</b> Know how to identify and comment on poetic techniques. Know how to use poetic techniques in their own poetry Know the roles men and women have been given historically in poetry and how this has contributed to development of stereotypes.	<b>Key Knowledge:</b> Know the media terminology for magazines Know the key features of the writing forms interviews, articles, adverts and front covers
	<b>Sequence:</b> Prepares/build upon discussion of men and women in Year 7 poetry. Links to arranged marriages and family relationships in Romeo and Juliet. Contextual knowledge of Queen Elizabeth I/James I prepares students for study of GCSE Shakespeare.	<b>Sequence:</b> Prepares students for their study of 19 <sup>th</sup> Century text at GCSE which develops and builds upon the ideas encountered in Year 7. Starts to build up students' knowledge of significant time periods and genres which are encountered in unseen fiction/non-fiction at GCSE.	<b>Sequence:</b> Students will experience characters facing increasingly challenging situations in Of Mice and Men, Lord of the Flies, The Tempest/Macbeth/Much Ado About Nothing.	<b>Sequence:</b> Students will start to encounter forms of text experienced on the unseen papers at GCSE. Knowledge of places and recreation is frequently needed to enable to students to access unseen texts at GCSE.	<b>Sequence:</b> Will prepare students for their study of war poetry in Year 9, looking at the pressures on men to fight and cope in WW1 and other wars.	<b>Sequence:</b> The form of article writing and creating headlines is developed as part of all units in Year 8 and 9 in preparation for non-fiction writing at GCSE. The form of magazine creation is part of GCSE Creative Media.
	<b>Assessment:</b> Explain the theme of family and friendship using a basic PEE structure with explanation of contextual influences	<b>Assessment:</b> Write the opening of a gothic short story to include and use the main features of gothic writing	<b>Assessment</b> Explain a key theme or character from the chosen novel using a basic PEE structure with explanation of language features and techniques	<b>Assessment</b> Create a new non-fiction text (E.g. holiday brochure) using a range of persuasive features	<b>Assessment:</b> Explain a key theme or character from the chosen poem using a basic PEE structure with explanation of poetic techniques	<b>Assessment:</b> Produce an original magazine front cover aimed at a niche or mass audience