

	Autumn term	Spring term	Summer term
Year 7	<p>Theme: Literature Across the Ages via a range of extracts</p> <p>Autumn 1 (7 weeks) Literature: Extracts of texts from cave paintings to modern day. Knowledge: How literature has developed and changed over time with influences and context as a feature, building cultural capital and creating a firm foundation for future literary studies. The first half term is based in mostly modern texts to promote a love of learning. Skills: Big Questions all based on literary skills. SPAG starters according to class need. Understanding the different types of non-fiction writing conventions. Assessment: Fictional writing from a picture stimulus (Language Paper 1, Question 5 style question).</p> <p>Autumn 2 (7 weeks) Literature: Extracts of texts from cave paintings to modern day. Knowledge: How literature has developed and changed over time with influences and context as a feature, building cultural capital and creating a firm foundation for future literary studies. The second half term looks back and builds on knowledge and understanding of literature. Skills: Big Questions all based on literary skills. SPAG starters according to class need. Understanding the different types of non-fiction writing conventions. Assessment: Analysis of extract from Charles Dickens' Oliver Twist (Literature Paper 1 style question). Real life: Potential visits to local historical amenities: Peterborough Museum, John Clare, Flag Fen.</p>	<p>Theme: 19th century novel and the fantasy genre via Alice in Wonderland</p> <p>Spring 1 (6 weeks) Literature: Alice in Wonderland (19th century text) Knowledge: Study of poetry, 19th century language, and language change over time. Knowledge of the Victorian era to support future texts in KS3 and KS4, with a particular focus on childhood and social challenges. Development of both fiction and non-fiction writing. Skills: Poetry analysis, sentence structure and word classification starters, figurative and literary devices explored. Assessment: Non-fiction writing (Language Paper 2, Question 5 style).</p> <p>Spring 2 (6 weeks) Literature: Alice in Wonderland. Poetry to include a range of nonsense, emotive poetry and poetry from other cultures. Knowledge: Cultural differences of childhoods from different times and places, broadening students' understanding and empathy. Continued development of knowledge about 19th century life, the hardships, and social hierarchy. Skills: Continue to develop the skills from Spring 1; Spring 2 is to consolidate and stretch these skills in both reading and writing. Assessment: Analysis of an extract from Alice in Wonderland (Literature Paper 1 style question). Real life: Invite in local poets/ song writers. Link to SLAM poetry. Have a competition or poetry recital for parents.</p>	<p>Theme: The effects of context in literary texts via Private Peaceful</p> <p>Summer 1 (5 weeks) Literature: Private Peaceful and war poetry. Knowledge: Modern history – both world wars, looking at developing a modern historical knowledge, including key events, a range of literature types; Churchill's speech, trenches poetry, soldiers' letters and diaries. Skills: Development of analytical writing, SPAG starters according to class need, understanding the different types of non-fiction writing and their conventions. Assessment: Language paper 1 Question 5 style descriptive writing.</p> <p>Summer 2 (8 weeks) Literature: Private Peaceful, Henry V and Richard III (Shakespeare extracts). Knowledge: Heritage History: Battle of Agincourt, War of the Roses – to develop historical knowledge. Use Shakespeare extracts and other pieces of literature/film to explore the history around the events. Explore the effect war has on mental health of ex-serving and current serving armed forces and their loved ones. Skills: Spoken Language confidence building and discussion to develop analytical language and understanding. Assessment: Analysis of Private Peaceful (Literature Paper 1 style question). Real life: Link with CCF, soldiers' stories.</p>

<p>Year 8</p>	<p>Theme: <u>Mythology via Percy Jackson and the Lightning Thief</u></p> <p><u>Autumn 1 (7 weeks)</u> Literature: Percy Jackson and the lightning thief, poetry, and A Midsummer Night’s Dream. Knowledge: Greek, Norse, and Egyptian Mythology - the ancient cultures that developed them. Explore the concept of why there are comparable figures. Skills: Extended writing concepts - opening, change of focus, story structures, characterisation, how to use dialogue efficiently. Critical writing skills. Assessment: Fiction writing from picture stimulus (Language Paper 1 Question 5 style question).</p> <p><u>Autumn 2 (7 weeks)</u> Literature: Percy Jackson and the lightning thief, Tempest and poetry. Knowledge: Explore how different cultures create different mythology. Look at the idea of urban legends and modern forms of legends. Continue exploring different types of mythology (including Egyptian and Polynesian) and how these compare to Norse and Greek mythology. Skills: Continue to develop skills from previous term. Analysis skills to be the focus of this term. Implicit and explicit meaning, inference, deduction and connotation. Extended writing. Comparison of mythological figures. Assessment: Extract from Percy Jackson; Literature Paper 1 style question. Real life: Museum trip – the importance of the past.</p>	<p>Theme: <u>Dystopian and sci-fi genre via The Giver</u></p> <p><u>Spring 1 (6 weeks)</u> Literature: The Giver supported by other text extracts and non-fiction texts to explore the genres. Knowledge: Sociological influences across the world, impact of prejudice and how it still exists, psychological influences, morality. Skills: Encourage the art of crafting language and structure. Identify genre conventions. Explore the links between history and literature. Assessment: Language Paper 2 Question 5 style question – persuasive writing.</p> <p><u>Spring 2 (6 weeks)</u> Literature: The Giver supported by other text extracts and non-fiction texts to explore the genres. Knowledge: Explore the QKA RESPECT charter, war and breakdown of society, moral and ethical issues as they arise in the novel. Develop consciousness of social and political thinking. Skills: Build on analysis skills, inference, deduction and connotation. Encourage thought and depth. Practise a range of writing skills across different formats to develop writing style. Assessment: Literature response on The Giver (Literature Paper 1 style question).</p> <p>Real life: Explore local governance – invite MP or local councillors, school governors and trust board members to explore how society works. Library staff to introduce the other three books in the series and promote the genre.</p>	<p>Theme: <u>19th century novel via Treasure Island</u></p> <p><u>Summer 1 (5 weeks)</u> Literature: Whole text study: Treasure Island Knowledge: Ensure students have a firm grasp on 19th century society and literary influences. Develop the concept of context informing writers’ choices. Develop knowledge of pirate culture and colonialisation. Skills: Explore structure as an analytical tool, whilst consolidating and building on language analysis. Explicitly teach whole novel structuring. Teach context as a key component. Assessment: Creative writing (Language Paper 1 Question 5 style question).</p> <p><u>Summer 2 (8 weeks)</u> Literature: Treasure Island and other 19th Century exploration texts or texts looking at colonialisation and other linked themes (fiction and non-fiction). Knowledge: Historical knowledge of 19th century society, literature, literary figures and serialisation. Develop understanding of how and why literacy increased in the 19th century and how reading for pleasure rose in popularity. Skills: Continue to develop the skills from prior content. Summer 2 is to consolidate and stretch these skills. Assessment: Treasure Island Literature Paper 1 style question. Real life: After-school pirate movie showings. Library pirate book box and display.</p>
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<p>Year 9</p>	<p><u>Theme: Modern prose, social impacts and relationships via Noughts and Crosses</u></p> <p><u>Autumn 1 (7 weeks)</u> Literature: Noughts and Crosses Knowledge: Historical events inspiring the text: Little Rock Nine, Civil Rights movement, IRA bombings, ISIS terror attacks. Exploring the complexities of societal views around race, division and power. Skills: Consolidate and recap on Year 7 and Year 8 work. Language Paper 1 taught through the text (preparation for PPE in the spring). Assessment: Language Paper 1 Question 5 style creative writing question.</p> <p><u>Autumn 2 (7 weeks)</u> Literature: Noughts and Crosses Knowledge: Societal conflicts: Race, nationality, religion and how these are reflected in literature. Explore writers’ intentions and how they are shown within texts. Continue to look at rights and responsibilities in modern society. Recent news – make this relevant to students. Skills: Close analysis skills, explaining writers’ methods, developing what-how-why paragraphs to a clear and consistent standard. Assessment: Literature Paper 1 style question on Noughts and Crosses. Real life: Explore opportunities around community improvement projects, either at school or local area level.</p>	<p><u>Theme: Modern spoken prose and LGBTQ+ awareness via Black Flamingo</u></p> <p><u>Spring 1 (6 weeks)</u> Literature: Black Flamingo Knowledge: Explore the history and struggles of the LGBTQ+ community. Race and identity. Visual representation of texts and how that adds meaning. Skills: Mature analytical thinking, developing critical thinking, and communication of subtle ideas. Spoken word poetry and modern alternative prose. Assessment: Literature Paper 1 question on Black Flamingo.</p> <p><u>Spring 2 (6 weeks):</u> Literature: Black Flamingo Knowledge: Societal conflicts: Race, nationality, religion, sexuality, gender, and identity - and how these are reflected in literature. Continue to look at rights and responsibilities in modern society. Recent news – make this relevant to students. Visual representation of texts and how that adds meaning. Raising awareness of mature issues such as personal safety. Skills: Language Paper 1 skills, linked to practice exam this term. Assessment: Practice exam – Language Paper 1, section A and B. Real life: Raise awareness of local amenities and services linked to LGBTQ+ community: cafes and groups.</p>	<p><u>Theme: Shakespeare – Romeo and Juliet</u></p> <p><u>Summer 1 (5 weeks)</u> Literature: Romeo and Juliet Knowledge: Recap previous Shakespeare knowledge. Move on to explore deeper concepts connected with the play, linking to identity, relationships, gender roles, and power, tying in previous texts. Skills: explore how language has changed over time. Explore Language and Literature examination skills, preparing for transition to KS4. Assessment: Language Paper 2, Question 5 persuasive writing.</p> <p><u>Summer 2 (8 weeks)</u> Literature: Romeo and Juliet Knowledge: Revisit the history of the English language, specifically 16th century literature. Explore Shakespeare’s sonnets and iambic pentameter alongside text from the play. Skills: Textual detail recall, analysis skills and crafting an analytical response using what-how-why as a framework. Composing and planning full responses. Consolidating Shakespearean language and dramatic conventions. Assessment: Literature Paper 1 style question on Romeo and Juliet Real life: Tolethorpe visit to see a Shakespeare play come to life on the stage.</p>
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