

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Descriptive writing</u></p> <p>Theme: dragons and monsters</p> <p>Authors: JRR Tolkien Description of Smaug</p> <p>Jack Prelutsky The Dragon of Death</p> <p><u>Learning</u> Students create descriptive writing based on an imaginary monster or dragon. They describe the monster and it's lair and write a poem about it. They use stimulus for ideas including famous authors' work, images and videos.</p> <p>For spoken language they read the poem 'The Dragon of Death' and perform parts of it using body percussion.</p> <p>Literature</p>	<p><u>Instruction writing</u></p> <p>Theme: Dragons and Monsters</p> <p><u>Learning</u> Students write a set of instructions for catching and taming or looking after a dragon or monster with an introduction. They use animated videos as stimulus for ideas.</p> <p><u>Narrative writing</u></p> <p>Theme: Time travel</p> <p><u>Learning</u> Students write a narrative using their imagination about time travel. They watch video clips including Back to the Future to support thinking.</p>	<p><u>Letter writing</u></p> <p>Theme: informal letters</p> <p><u>Learning</u> Students write a letter to an imaginary pen pal. They choose a country and research this so they to add appropriate questions to their letter.</p> <p>Literature</p> <p>Theme: nature</p> <p><u>Learning</u> Farm Boy by Michael Morpurgo</p> <p>Students read a family saga from one of our most respected authors.</p>	<p><u>Letter writing</u></p> <p>Theme: formal letters Author : JK Rowling Letter to Harry Potter</p> <p><u>Learning</u> Students write a formal letter to the head teacher asking for a pet for the classroom. They learn about the features of a formal letter and accompanying language skills.</p> <p>For spoken language they give a speech to a group about what they would spend 1 million pounds on.</p> <p>Literature</p> <p>Theme: nature</p> <p><u>Learning</u> Contact by Malorie Blackman</p>	<p><u>Persuasive writing</u></p> <p>Theme: sweets Author: Roald Dahl The Candy Man poem</p> <p><u>Learning</u> Students write 2 persuasive pieces from different points of view. Willy Wonker wants you to eat as many sweets as you like, his dentist dad wants you to not eat any sweets at all!</p> <p>For spoken language Students give an imaginary lions den presentation selling their favourite sweet.</p> <p>Literature</p> <p>Theme: identity</p> <p><u>Learning</u> The Arrival by Sean</p>	<p><u>Poetry</u></p> <p>Theme - poetic techniques</p> <p><u>Learning</u> Students read Street Music by Arnold Adoff and focus on the poetic techniques used. They perform their own version of the poem and write a poem using some of the techniques.</p> <p>Literature</p> <p>Theme : identity</p> <p>Island Man poem by Grace Nicols</p> <p><u>Learning</u> Students read the poem and consider what it is telling us about what the places we come from mean to our sense of identity</p>

	<p>Theme : Power and Conflict</p> <p><u>Learning</u></p> <p>Under Cover of Darkness by Pat Thompson</p> <p>Students read a contemporary novel set in WW2. They learn about how power can be used for good and bad and that it can be resisted for the right reasons.</p>	<p>For spoken language they create a presentation about how their time machine works.</p> <p>Literature</p> <p>Theme : Power and Conflict</p> <p><u>Learning</u></p> <p>Respect - The Walter Tull story by Michaela Morgan</p> <p>Students read the inspiring non fiction book about Walter Tull the war hero. They learn about how we can all be heroes and how to find out strengths</p> <p>War poems by John McCrea and Jessie Pope</p> <p>Students compare different views on conflict and begin to develop their own opinions.</p>	<p>They learn that nature can be rewarding and tranquil and that relationships are key to our happiness.</p>	<p>Students read a novel by one of our most respected authors. They consider the impact humans are having on the environment. They learn that contact with people and nature can be more rewarding than contact using technology.</p> <p>Poetry</p> <p>Theme: nature</p> <p><u>Learning</u></p> <p>The wind is Angry by Adrienne Brady The Village Boy by John Clare</p> <p>Students consider the force of nature as well as it's ability to bring us peace</p>	<p>Tan</p> <p><u>Learning</u></p> <p>Students read a contemporary graphic novel. They learn about the effects of immigration on our identity. They consider how community can heal the sense of identity that we might lose when we move from place to place.</p>	
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<p>Year 8</p>	<p><u>Narrative writing</u></p> <p><u>Theme:</u> Imaginary worlds Author: Yan Martel Life of Pi</p> <p><u>Learning</u></p> <p>Students write an imaginary narrative based on the film Night at the Museum. They watch clips from the movie to inspire ideas and imagine what a character might do if the exhibits came to life!</p> <p>For spoken language they participate in a debate about foxhunting</p> <p><u>Literature</u></p> <p>Theme : Power and Conflict</p> <p>The Tempest by William Shakespeare</p>	<p><u>Letter writing</u></p> <p><u>Theme :</u> <u>formal letters</u></p> <p><u>Learning</u></p> <p>Students write a letter to the head teacher about how our school could be improved. They learn more about formal language and layout</p> <p><u>Literature</u></p> <p>Theme: Nature</p> <p>The Dancing Bear by Michael Morpurgo</p> <p><u>Learning</u></p> <p>Students read another novel from Michael Morpurgo. They learn about how nature is wonderful but should not be exploited and that human being have the desire to control it -</p>	<p><u>Instruction writing</u></p> <p><u>Theme: Easter</u> How to eat an Easter egg</p> <p><u>Learning</u></p> <p>Students Write a set of instructions about how to open and eat an Easter Egg with an introduction that includes relevant historical information and some persuasive elements. Who wouldn't want to eat an Easter Egg?!</p> <p><u>Literature</u></p> <p>Themes: nature and identity</p> <p><u>Learning</u></p> <p>Students read My mother saw a Dancing Bear poem by Charles Causley which links with The</p>	<p><u>Recount writing</u></p> <p><u>Theme:</u> Imaginary worlds</p> <p>examples: Pigeon Impossible</p> <p><u>Learning</u></p> <p>Students write a narrative based on the short animated film Pigeon Impossible. They set the scene using interesting language techniques.</p> <p>For spoken language students consider their own Room 101 item and present this to the group.</p> <p><u>Literature</u></p> <p>Themes : identity</p> <p>Love That Dog by Sharon Creech</p> <p><u>Learning</u></p>	<p><u>Non Fiction writing</u></p> <p><u>Theme:</u> The Caribbean</p> <p><u>Learning</u></p> <p>Students write a travel leaflet about the Caribbean. This ties in with the book they are reading Windrush Child. They learn important non fiction writing skills to help with their future certification in KS4.</p> <p><u>Literature</u></p> <p>Themes: identity</p> <p>Windrush Child by Benjamin Zephaniah</p> <p><u>Learning</u></p> <p>Students read the contemporary novel written by the poet and novelist Benjamin Zephaniah. They</p>	<p><u>Poetry and Song</u></p> <p><u>Learning</u></p> <p>Students study in more detail some of the poems encountered in Love that Dog and continue to learn about poetic techniques and writing from past times. The look at song lyrics as a form of poetry.</p> <p><u>Dog</u> Valerie Worth</p> <p><u>Bruno Mars</u> Count on Me</p> <p>They write a new scene for the Tempest and for spoken language they act it out.</p>

	<p><u>Learning</u></p> <p>Students read the story of the Tempest by the Bard William Shakespeare. They learn about how revenge is a form of power that can lead to destruction and that love is a force that can conquer all.</p>	<p>sometimes with disastrous consequences.</p> <p>For spoken language they choose 5 most important items to take to a deserted island. They then present their completed list to the class with reasons.</p>	<p>Dancing Bear</p> <p>They study a range of poetry that they will go on to encounter in further literature - Love that Dog by Sharon Creech. Tiger Tiger - William Blake Stopping by the woods on a Snowy Evening - Robert Frost</p> <p>These poems begin to introduce students to language from past times and continue to develop their understanding of poetic techniques</p>	<p>Students read the contemporary novel written in the form of free poetry by Sharon Creech. They consider how our identity is not fixed but can change as we allow ourselves to experience different aspects of life and that having an open mind can enhance our happiness.</p>	<p>consider the Windrush scandal and think about our identity in terms of our heritage, community and what is considered official.</p> <p>Benjamin Zephaniah - The British/ We Refugees</p> <p>Students read poetry by one of our most respected performance poets. They consider the nature of identity in relation to where we come from and where we move to.</p>	
Year 9	<p><u>Descriptive writing</u></p> <p><u>Theme:</u> Imaginary worlds Author HG Wells Opening scene extract</p>	<p><u>Non - fiction writing biography</u></p> <p><u>Theme:</u> Celebrity</p> <p><u>Learning</u></p>	<p><u>formal letter writing</u></p> <p><u>Theme :</u> The real World</p> <p><u>Learning</u></p>	<p><u>magazine article writing</u></p> <p><u>Theme:</u> Imaginary worlds</p> <p><u>Learning</u></p>	<p><u>Balanced argument writing</u></p> <p>Author: HG Wells Chapter 4 extract <u>Theme:</u> Imaginary Worlds such as 'Do Aliens</p>	<p><u>Poetry and Song</u></p> <p><u>"Zero" by Imagine Dragons</u></p> <p><u>Learning</u></p>

	<p style="text-align: center;"><u>Learning</u></p> <p>Students write a description of a Hover bike after watching videos of the real thing and reading about new worlds from HG Wells. They Write about it's functions.</p> <p style="text-align: center;"><u>Narrative writing</u></p> <p style="text-align: center;"><u>Learning</u></p> <p>Students go on to write a narrative with 3 parts about a journey on a hover bike. The set the scene for their story with vivid descriptions of this imaginary world. They must think about what could go wrong and how their character might overcome these problems to make this an exciting piece!</p> <p>For Spoken language they create a Presentation about their own hover</p>	<p>Students learn about the non- fiction form of writing and write an entertaining biography of a celebrity.</p> <p style="text-align: center;">Literature</p> <p>Theme: power and Conflict</p> <p>Romeo and Juliet by William Shakespeare</p> <p style="text-align: center;"><u>Learning</u></p> <p>Students read the story of Romeo and Juliet by the Bard William Shakespeare. They look closely at some of his most famous lines and make connections between this text and An Eye for an Eye. The develop opinions about who was to blame for the tragic death of the young couple.</p>	<p>Students write to the Government about the destruction of the rainforests further embedding formal writing and language skills.</p> <p>For spoken language students debate the issue of deforestation</p> <p style="text-align: center;">Literature</p> <p>Theme: power and Conflict</p> <p>Romeo and Juliet by William Shakespeare</p> <p style="text-align: center;"><u>Learning</u></p> <p>Students read the story of Romeo and Juliet by the Bard William Shakespeare. They look closely at some of his most famous lines and make connections between this text and An Eye for an Eye. The develop</p>	<p>Students write a magazine article for the purpose of entertainment based on the history of people's beliefs about cryptids. They imagine an encounter with a chosen cryptid and add it to their article for as a form of reportage.</p> <p>For spoken language Students work together in a group to organise a prom or party</p> <p style="text-align: center;">Literature</p> <p>Themes: nature</p> <p style="text-align: center;"><u>Learning</u></p> <p>Students study in greater depth The Tiger by William Blake and The Raven by Edgar Allan Poe in order to embed understanding of literary techniques</p>	<p style="text-align: center;">Exist?'</p> <p style="text-align: center;"><u>Learning</u></p> <p>Students create a balanced argument piece of writing looking at this question from both perspectives. They use elements of formal writing to put across both points and a final personal opinion.</p> <p>For Spoken language they debate whether aliens exist or not</p> <p>They write a play script based this idea and act it out.</p> <p style="text-align: center;">Literature</p> <p>Themes : identity</p> <p>Non fiction writing - I am Malala by Malala Yousafzai</p> <p style="text-align: center;"><u>Learning</u></p> <p>Students read the biography of the Nobel</p>	<p>a powerful and inspiring song about overcoming adversity and achieving one's dreams which students will use to further embed language skills for KS4</p> <p style="text-align: center;"><u>"Still I Rise" and "I Know why the Caged Bird Sings"</u> by Maya Angelou</p> <p style="text-align: center;"><u>Learning</u></p> <p>Students read the poems by the famous poet and consider both the techniques used and the messages in the poems about how human being will overcome terrible adversity.</p> <p>Students will attempt to write their own poetry using techniques studied.</p>
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	<p>bike</p> <p>Literature</p> <p>Theme: power and conflict</p> <p>An Eye for an Eye by Malorie Blackman</p> <p><u>Learning</u></p> <p>Students read the novella by Malorie Blackman which explores the nature of revenge. They consider how other people's conflict can lead to innocent people being put in danger and how prejudice can be passed on.</p>		<p>opinions about who was to blame for the tragic death of the young couple.</p>		<p>Peace Prize Winner Malala Yousafzai. They consider her relationship with her inspirational father and how she overcame the deadly attack by the Taliban to become one of the most inspirational speakers of our time.</p>	
Year 10	<p><u>Descriptive writing</u></p> <p>Theme: War</p> <p><u>Learning</u></p>	<p><u>Persuasive writing coursework non fiction element</u></p> <p><u>Learning</u></p> <p>Students create a</p>	<p><u>Persuasive writing coursework non fiction element</u></p> <p><u>Learning</u></p>	<p><u>Formal letter writing</u></p> <p><u>Learning</u></p> <p>Students write a formal</p>	<p><u>Balanced argument writing</u></p> <p><u>Learning</u></p> <p>Should write a</p>	<p><u>script writing</u></p> <p><u>Learning</u></p> <p>write a new scene for the witches in Macbeth and</p>

<p>Students write an extended piece focussing on a war scene. They will consider mood an atmosphere in their writing as well as the use of dialogue to advance action.</p> <p>Recount writing</p> <p>Students write a diary entry of a soldier WW1/letter about the Christmas truce focussing on emotive writing</p> <p><u>Writing poetry</u></p> <p>Students write a war poem using poetic techniques</p> <p>Literature</p> <p>Themes: power and conflict</p> <p>Learning</p>	<p>brochure about the local area using their extensive writing skills They practise writing for the creative element of GCSE</p> <p>Literature</p> <p>Themes: identity</p> <p>Stone Cold by Robert Swindells</p> <p>Learning</p> <p>Students read the modern classic by Robert Swindells focussing on homelessness. They consider the nature of identity when human beings are not valued for different reasons in society. They think about how people can become bad because of circumstances and for spoken language they discuss whether</p>	<p>Students create a brochure about the local area using their extensive writing skills They practise writing for the creative element of GCSE</p> <p>For Spoken Language they discuss and debate - is war ever right?</p> <p>Literature</p> <p>Themes: identity</p> <p>Stone Cold by Robert Swindells</p> <p>Learning</p> <p>Students read the modern classic by Robert Swindells focussing on homelessness. They consider the nature of identity when human beings are not valued for different reasons in society. They think about how</p>	<p>letter of complaint about something that has gone wrong with a company. The continue to embed formal writing skills.</p> <p>For Spoken Language they have a group discussion asking Should students be allowed to not wear uniform to school.</p> <p>Literature</p> <p>Themes: nature</p> <p>Learning</p> <p>Students study the poems from different time periods and consider people's attitudes towards nature. They think about how nature is beautiful but deadly.</p> <p>The Whale - Joseph Edwards Carpenter</p> <p>The Eagle - Alfred Lord Tennyson</p>	<p>balanced argument asking students have to wear uniform ?</p> <p>Literature</p> <p>Themes: identity</p> <p>Dr Jekyll and Mr Hyde by Robert Louis Stephenson</p> <p>Learning</p> <p>Students read the Victorian classic and think about our dual nature. They consider how we all have good and bad within us and that we need to control the bad parts of our selves.</p>	<p>perform the scene</p> <p>spoken Language</p> <p>students practise holding a discussion with a partner to support work on S&L element of certification.</p>
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	<p>Macbeth by William Shakespeare</p> <p>Students read the story of the play Macbeth by the Bard William Shakespeare. They consider how power can go to our head if we are not careful and lead us to tragedy. They think deeply about who they think is mostly to blame for the tragedy in the play and what part each character plays in the complex story.</p> <p>For spoken language students debate the responsibility of Macbeth and others.</p>	<p>people can be rehabilitated.</p>	<p>people can become bad because of circumstances and for spoken language they discuss whether people can be rehabilitated.</p>	<p>Town Owl - Laurie Lee</p>		
<p>Year 11</p>	<p><u>Descriptive writing</u></p> <p><u>Learning</u></p> <p>Students write a gothic scene using a range of figurative language techniques They then go on to</p>	<p><u>Descriptive writing fiction element</u></p> <p><u>Learning</u></p> <p>Students write to describe a setting or write an extended narrative as part of</p>	<p><u>Reading assessment element</u></p> <p><u>Learning</u></p> <p>Students will be sitting exams in reading and if they</p>	<p><u>Non Fiction Literature</u></p> <p><u>Learning</u></p> <p>Themes: nature</p> <p><u>Learning</u></p>	<p><u>Non Fiction Film study BlackFish</u></p> <p><u>Learning</u></p> <p>Theme: nature</p> <p><u>Learning</u></p>	

	<p>compose an extended piece of fiction as their certified coursework.</p> <p>For spoken language they record speaking and listening exam entries usually a discussion with a partner or adult. Students that are following the GCSE pathway will be offered the opportunity to record a presentation on a topic of their choice.</p> <p>Literature</p> <p><u>Themes: identity</u> <u>The Woman in Black - Susan Hill</u></p> <p><u>Learning</u></p> <p>Students will read the gothic story of The Woman in Black. They will consider the pressure on our identity from gender and within different</p>	<p>their certified coursework. Students that are following GCSE pathway will be creating practise pieces for the creative element of the exam.</p> <p>For spoken language they record speaking and listening exam entries usually a discussion with a partner or adult. Students that are following the GCSE pathway will be offered the opportunity to record a presentation on a topic of their choice.</p> <p>Literature</p> <p><u>Themes: identity</u> <u>The Woman in Black - Susan Hill</u></p> <p><u>Learning</u></p> <p>Students will read the gothic story of</p>	<p>are following GCSE pathway they will be revising for the reading element of their exams</p> <p>Literature</p> <p><u>Themes: nature</u></p> <p><u>Touching the Void - Joe Simpson non fiction</u></p> <p><u>Learning</u></p> <p>Students will read extracts from the non fiction retelling of the fateful climb up the Siula Grande mountain. They will consider the moral dilemma faced by the two men and for spoken language they will discuss their position on what they think is right or wrong. They will consider the concept that nature is awe inspiring but cannot be controlled and that nature</p>	<p>Students will look at extracts from Helen McDonald and John Hargrove . They will consider the concept that nature is awe inspiring but cannot be controlled and that nature cannot be expected to respect human beings. They will continue to embed their understanding of literary techniques as they move towards final exam time.</p>	<p>Students will Watch the documentary Blackfish and consider the moral implications of keeping large predators in captivity. They will go on to write a persuasive speech expressing their opinions about this issue.</p>	
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	<p>time periods. They will form opinions about how society has treated women and the consequences of this treatment on women's mental health. This reading will support their writing being of the same genre.</p>	<p>The Woman in Black. They will consider the pressure on our identity from gender and within different time periods. They will form opinions about how society has treated women and the consequences of this treatment on women's mental health. This reading will support their writing being of the same genre.</p>	<p>cannot be expected to respect human beings.</p>			
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