

Year 7

Half Term	Topic	Themes	Assessment	Skills	Rationale	Links to Curriculum Vision
Autumn 1	A Monster Calls	Relationships Emotions	Writing Assessment (creative writing)	Reading AO1- Inference and Evidence AO2 – Analysis AO4 - Evaluation	Engaging novella that seeks to explain the emotional journey of the protagonist as he learns to deal with the battle of his mother’s illness. Text is well-written, accessible, enjoyable and will allow students to develop inference skills. The rationale is to ensure students are confident in expressing their views with justification from the text. Key skill of this unit is AO1 and AO2 begins to be introduced.	“Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth” The story of AMC is one of empathy where students are encouraged to gain perspective on the difficult emotions Conor must tackle. The allegorical messages throughout the novel and the catharsis revealed enables learners to become “well-rounded” due to the emotional intelligence we will seek to grow.
Autumn 2	A Christmas Carol	The true meaning of Christmas Poverty Injustice Gratitude	Writing Assessment – Write an allegorical Christmas tale.	Writing AO5 – Content and Organisation AO6 – Technical Accuracy (SPaG)	Students have already learned the meaning of an allegory in AMC. To build on their knowledge, students will look at the abridged version of ACC. They will use the knowledge they have started to gain of writer’s methods to explore the methods Dickens uses in creating a successful narrative. They will show understanding of this in writing their own allegory. Creative writing and the focus of Christmas will be a hopefully engaging and enjoyable way to develop skills. Parables from the Gita, such as Krishna, Arjuna and the Beggar will be incorporated. We will also look at a fable from the Panchantantra.	“examining the big questions in life... encouraged to develop their own unique pathway” “develop moral literacy” In investigating the moral messages of these narrative, students will seek to use these to inform their own short story, hence forming their “own unique pathway”. “working to a sense of mastery, emphasising depth not just breadth” By building upon the knowledge taught in Autumn 1 they will begin to show mastery by utilising these methods within their own writing.
Spring 1	Non-Fiction (letters)	Love Freedom Self-expression	Writing Assessment – Students to craft their own persuasive letters.	Writing AO5 – Content and Organisation AO6 – Technical Accuracy (SPaG)	Students again will take a break from analytical writing to practise their knowledge of writer’s methods through transactional writing. They will seek to evidence writer’s craft within their work. The break from analysis will hopefully be an engaging break for students, whilst allowing them to progress and master their writing skills.	“lens of diversity develops the intellectual sophistication and empathy of our pupils when they see themselves and others reflected in their learning experiences” Writers of different nationalities, cultures and backgrounds will be chosen. “elements of literacy, oracy” “the use of subject specific vocabulary and language evident in student written work and wider reading”

						By building upon the knowledge taught in Autumn 1 they will begin to show mastery by utilising these methods within their own writing.
Spring 2	Poetry	Womanhood	Reading Assessment – paragraph analysis responding to poem.	Reading AO1- Inference and Evidence AO2 – Analysis AO3 - Context	<p>Students will look at a range of poetry written and inspired by women. They will read work by Maya Angelou, Carole Anne Duffy and many other powerful poets.</p> <p>This again will build upon their knowledge as they will develop their AO1 and AO2 skills however will also bolster this knowledge through expressing understanding of AO3 context. In teaching the context of this anthology, students will seek to empathise and understand the struggles of women in history, improving their cultural capital.</p> <p>Articles and non-fiction will be embedded to start to allow students to become more familiar with non-fiction.</p>	<p>“curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.”</p> <p>“lens of diversity develops the intellectual sophistication and empathy of our pupils when they see themselves and others reflected in their learning experiences”</p> <p>By selecting poems by diverse writers, our students will seek to see a different perspective. Embedding context will also develop the cultural capital of students and allow them to reflect.”</p> <p>Students will be guided to “articulate their thinking” in response to the selection of poems.</p>
Summer 1	Shakespeare – A Midsummer’s Night Dream	Fantasy	Assessment – Section A: Multiple choice test based on understanding of plot, key characters, themes and context	Reading AO1- Inference and Evidence AO2 – Analysis AO3 – Context AO4 – Evaluation Oracy	<p>The year of learning is designed to progress in terms of challenge, from the novel to poetry to Shakespeare. Shakespearean language is the most complex for learners to understand, so we will move onto this into the summer when students have mastered AO1, AO2 and AO3 with slightly easier texts.</p> <p>A Midsummer’s Night Dream has been chosen as it is the most friendly for Year 7 in terms of themes. KS3 is requested to engage and foster a love for learning and the focus on mystery and fantasy will hopefully engage learners.</p>	<p>“elements of literacy, oracy”</p> <p>“the use of subject specific vocabulary and language evident in student written work and wider reading”</p> <p>Oracy is used to assess spoken language and presentation skills. Oracy tasks are embedded throughout schemes of learning throughout the year but this will mark the first formal assessment of spoken language.</p> <p>Study of Shakespeare, although a male writer, is also essential in understanding the English Canon and developing students cultural capital of classic English literature.</p>
Summer 2	Shakespeare – A Midsummer’s Night Dream	As above	Reading assessment - Section B: reading analysis focusing on Helena’s character	Reading AO1- Inference and Evidence AO2 – Analysis AO3 – Context AO4 – Evaluation Oracy		

Year 8:

Half Term	Topic	Themes	Assessment	Skills	Rationale	Links to Intent
Autumn 1	Frankenstein	Gothic Suspense	Formative – Write the opening for your own gothic story	Writing AO5 – Content and Organisation AO6 – Technical Accuracy (SPaG)	Students will look at a range of gothic literature extracts and short stories. To assess students understanding of writer’s methods, students will seek to craft their own gothic stories. This has been chosen as it is an engaging topic to teach narrative structure. Knowledge of the gothic is also an extremely important of English Literature.	
Autumn 2	War Poetry	Conflict	Formative Assessment – Single Poem Response, evaluation.	Reading AO1- Inference and Evidence AO2 – Analysis AO3 – Context AO4 - Evaluation	Students will seek to explore the theme of conflict in poetry. This leads on from their study of Frankenstein, as they are again mastering the skills learnt in half term one (for example, exploring and debating moral issues) but with more complex texts, challenging and developing students skill set. War poetry has been chosen due to the links to power and control in Animal Farm. Students will focus on writer’s methods and single poem analysis. Non-fiction articles will be embedded to ensure a rich understanding of the history of each poem, this is to promote more thoughtful evaluation of the poems.	“challenging holistic curriculum to cultivate independently thoughtful and reflective students by working towards a sense of mastery” The sequencing of the curriculum map allows students to master skills. “examining the big questions in life... encouraged to develop their own unique pathway” “develop moral literacy” In investigating the moral messages of these poems students can form their “own unique pathway”.
Spring 1	Non-fiction	Persuasive speeches	Formative Assessment – Spoken Project. Students to present their speech to their class.	Writing AO5 – Content and Organisation AO6 – Technical Accuracy (SPaG) Oracy	A writing unit marks a step away from the analytical skills developed throughout the first three half terms. However, the focus on persuasive speeches allows students to build upon their learning in half term 1 and 2. In studying Animal Farm, War	“elements of literacy, oracy” “the use of subject specific vocabulary and language evident in student written work and wider reading” Oracy is used to assess spoken language and presentation skills. Oracy tasks are embedded

					<p>Poetry and Romeo and Juliet students have looked at how different characters use persuasive language throughout their studies. Therefore, this unit will consolidate students knowledge of rhetoric devices and allow students to use them to craft their own.</p>	<p>throughout schemes of learning throughout the year but this will mark the first formal assessment of spoken language.</p> <p>Although a spoken language assessment, it will still test student’s ability to craft and use methods to persuade their reader.</p>
Spring 2	Animal Farm	Power and Control, Persuasive Language	Reading assessment – exploration of Napoleon’s character	<p>Reading</p> <p>AO1- Inference and Evidence</p> <p>AO2 – Analysis</p> <p>AO3 - Context</p>	<p>Animal Farm has been chosen as it is a novella rich with context.</p> <p>This enables students to develop their ability to infer and support ideas with analysis but are practising embedding context, as taught in year 7.</p> <p>Animal Farm is a rich text for discussing moral messages and has been chosen due to the allegory and ethical issues the text provides.</p>	<p>“Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth”</p> <p>“examining the big questions in life... encouraged to develop their own unique pathway</p> <p>Animal Farm allows the teaching of not only a text but the teaching of equality and a fair society. Looking at different leadership styles within the novella and history will help students “develop moral literacy”.</p> <p>“curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life”</p> <p>Exposes students to the problems of the Russian Revolution and develops their knowledge as a whole as well as their critical English skills.</p>
Summer 1	Shakespeare – Romeo and Juliet	Tragedy	Summative Assessment Extract Analysis. Students asked to revise quotes, and analyse the way in which tragedy is presented.	<p>Reading</p> <p>AO1- Inference and Evidence</p> <p>AO2 – Analysis</p> <p>AO3 – Context</p> <p>AO4 - Evaluation</p>	<p>The year of learning is designed to progress in terms of challenge, from a short, modernised play to poetry to Shakespeare. Shakespearean language is the most complex for learners to understand, so we will move onto this into the summer when students have mastered AO1, AO2 and AO3 with slightly easier texts.</p> <p>Romeo and Juliet has been chosen as it is largely accessible as a KS3 text, in regards to its central themes. Its focus on loss, tragedy and conflict also links to the previous units of learning. In this way students are encouraged to “systematically reflect” on their learning throughout the year</p>	<p>“elements of literacy, oracy”</p> <p>“the use of subject specific vocabulary and language evident in student written work and wider reading”</p> <p>Study of Shakespeare, although a male writer, is also essential in understanding the English Canon and developing students cultural capital of classic English literature.</p>

					and gain “depth” of knowledge through different writers’ perspectives.	
Summer 2	Shakespeare – Romeo and Juliet	As above	Formative Assessment – single paragraph			