

Subject and Year Group	Autumn Year 7	Autumn 2 Year 7	Spring 1 Year 7	Spring 2 Year 7	Summer 1 Year 7	Summer 2 Year 7
Topic/Unit to be studied	Autobiographical writing  Darkside by Tom Becker		Language change  Much Ado About Nothing by William Shakespeare		Family poetry  Identities in the media	
Core Knowledge and skills	Autobiographical writing <ul style="list-style-type: none"> <li>A range of extracts including Maya Angelou, Michelle Obama and Malala Yousafzai</li> <li>Understanding writing as a construct.</li> <li>Conventions of an autobiography.</li> <li>Using a writer's palette to express an opinion.</li> </ul> Darkside by Tom Becker <ul style="list-style-type: none"> <li>Conventions of Gothic fiction</li> <li>How to source quotes and analyse language</li> <li>Comprehension skills, information retrieval and inference.</li> <li>Writing to review</li> <li>Oracy skills - speak with fluency and confidence. Use standard English.</li> <li>Spelling, punctuation and grammar</li> </ul>		Language Change <ul style="list-style-type: none"> <li>The story of invasions and impact on the English language from Anglo Saxons through to the Norman invasion.</li> <li>Decoding Chaucer</li> <li>The future of English as a living language</li> </ul> Much Ado About Nothing by William Shakespeare <ul style="list-style-type: none"> <li>Contextual knowledge, especially of women and hierarchy in Elizabethan England.</li> <li>Shakespeare's theatre – The Globe</li> <li>Features of Shakespeare's language</li> <li>Structure and dramatic devices within Much Ado</li> <li>How to structure a discursive essay and analyse language.</li> <li>Crafting an argument</li> <li>Oracy skills</li> <li>Spelling, punctuation and grammar</li> </ul>		Family poetry <ul style="list-style-type: none"> <li>A range of poems including Maya Angelou, William Wordsworth, Carol Ann Duffy, Simon Armitage and Seamus Heaney</li> <li>Writing to present a viewpoint</li> <li>A diverse range of contextual information pertinent to the poems being studied</li> <li>Poetic forms</li> <li>Layers of meaning within a poem</li> <li>Media conventions</li> <li>Oracy skills</li> </ul> Identities in the media <ul style="list-style-type: none"> <li>Explore how 'age' is represented in the media with a specific focus on stereotyping.</li> <li>Representation of teenagers</li> <li>Representation of the elderly</li> <li>Examine a broad range of moving image and print texts.</li> <li>Explore models where young people with housing needs are living with elderly people who are lonely, meeting one another's needs.</li> <li>Social experiment – an inspiring look at how toddlers are used to ease depression and loneliness in care homes</li> </ul> Deconstruction of stereotypes.	

<b>Assessments</b>	<p>Autobiographical writing</p> <ul style="list-style-type: none"> <li>• Autobiographical writing</li> <li>• Reading comprehension</li> </ul> <p>Darkside by Tom Becker</p> <ul style="list-style-type: none"> <li>• Quote explosions</li> <li>• Persuasive writing</li> </ul>	<p>Language Change</p> <ul style="list-style-type: none"> <li>• Discursive writing</li> </ul> <p>Much Ado About Nothing by William Shakespeare</p> <ul style="list-style-type: none"> <li>• Label the key elements of the Globe theatre</li> <li>• Direct the scene 'Kill Claudio' reading assessment</li> </ul>	<p>Family poetry</p> <ul style="list-style-type: none"> <li>• Writing to argue - 'Poetry has no relevance to our lives today'</li> <li>• Comparing themes in 2 poems</li> </ul> <p>Identities in the Media</p> <ul style="list-style-type: none"> <li>• How are stereotypes of both the young and old deconstructed through a non-fiction text?</li> <li>• Debate - 'The youth of today could learn so much from our elderly and vice versa'</li> </ul>
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#### Useful links

Learn more about Shakespeare and his life here: <http://learnenglishkids.britishcouncil.org/short-stories/william-shakespeare>

Learn about his theatre, The Globe, here: <https://www.youtube.com/watch?v=u58L6UUKTpU>

Explore why Shakespeare is still celebrated here: <https://www.youtube.com/watch?v=Q5HA9HfnG8s>

Check you understand Much Ado here: <https://www.bbc.co.uk/bitesize/topics/znkdmp3>

Read the script here: [http://shakespeare.mit.edu/much\\_ado/full.html](http://shakespeare.mit.edu/much_ado/full.html)

Learn how to write to argue, persuade and advise here: <https://www.bbc.co.uk/bitesize/guides/zyydjxs/revision/1>

Explore what makes a poem here: <https://www.youtube.com/watch?v=JwhouCNq-Fc>

Enhance your knowledge of poetry here: <https://www.bbc.co.uk/bitesize/courses/ztrg3j6>

Enhance your debating skills here: <https://www.bbc.co.uk/bitesize/guides/zthc9j6/revision/1>