

## Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	<p><b>How to analyse a novel: ‘The Island at the End of Everything’</b></p> <p>OR</p> <p><b>How to analyse a novel: ‘The Kingdom Over the Sea’</b></p>	<p><b>What are the key themes, symbols and other aspects of writer’s craft in Hargrave’s novel?</b></p> <p><b>How should we approach analysing a novel?</b></p> <p><b>What are the key themes, symbols and other aspects of writer’s craft in Nabi’s novel?</b></p> <p><b>How should we approach analysing a novel?</b></p>	<ul style="list-style-type: none"> <li>Knowledge of plot, themes and characterisation of Hargrave’s novel, ‘The Island at the End of Everything’</li> <li>Increasing awareness of writer’s techniques, including use of narrative perspective, the novel’s structure and fine-grained analysis of individual words/phrases, metaphor and symbolism.</li> <li>Awareness of how to annotate an extract from a text, reflecting on the process and aims of annotation.</li> </ul> <ul style="list-style-type: none"> <li>Knowledge of plot, themes and characterisation of Nabi’s novel, ‘The Kingdom Over the Sea’</li> <li>Increasing awareness of writer’s techniques, including use of narrative perspective, the novel’s structure and fine-grained analysis of individual words/phrases, metaphor and symbolism.</li> <li>Awareness of how to annotate an extract from a text, reflecting on the process and aims of annotation.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify key themes of the novel including the treatment of outsiders, abuse of power and importance of family ties.</li> <li>Students will be able to comment on the writer’s message and the underlying moral lessons of the novel</li> <li>Students will be able to identify key aspects of Hargrave’s craft as a writer, including use of symbolism and setting.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Annotating an extract from a novel, commenting on themes as well as writer’s techniques, language and structure.</li> <li>Identifying significant aspects of characterisation and symbolism</li> <li>Analysis of writer’s methods including metaphor, inventive use of structure, perspective and tone.</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>Students will complete two assessment tasks at the end of this unit.</li> <li>In Task A they will be given an extract from the novel and be asked to annotate it, commenting on the effect of individual words/phrases, the use of symbolism, and the use of narrative perspective.</li> <li>In Task B, students will be asked to write a paragraph on how the extract explores the key themes of the novel. They should discuss what themes are explored in this extract, other parts of the novel where these themes are also explored and Hargrave’s key messages about these themes.</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify key themes of the novel including the treatment of outsiders, power and importance of family ties.</li> <li>Students will be able to comment on the writer’s message and the underlying moral lessons of the novel</li> <li>Students will be able to identify key aspects of Nabi’s craft as a writer, including use of symbolism and setting.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Annotating an extract from a novel, commenting on themes as well as writer’s techniques, language and structure.</li> <li>Identifying significant aspects of characterisation and symbolism</li> <li>Analysis of writer’s methods including metaphor, inventive use of structure, perspective and tone.</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>Students will complete two assessment tasks at the end of this unit.</li> <li>In Task A they will be given an extract from the novel and be asked to annotate it, commenting on the effect of individual words/phrases, the use of symbolism, and the use of narrative perspective.</li> </ul>

Spring	<p><b>Shakespeare an comedy: A Midsummer Night's Dream</b></p>	<p><b>What are the conventions of Shakespearean comedy? How does Shakespeare present love throughout the play?</b></p>	<ul style="list-style-type: none"> <li>Analytical understanding of a Shakespearean comedy: 'A Midsummer Night's Dream' (Teachers can choose 'The Comedy of Errors' or 'The Tempest' if they wish but should run this past SMS)</li> <li>An awareness of the history of comedy and ways in which what makes us laugh has changed over time</li> <li>An understanding of the conventions of Shakespearean comedy</li> <li>The ability to apply this understanding to a close analysis of the language, form and structure of their class' play, specifically in regards to the question, 'How does Shakespeare present love in this scene?'</li> </ul>	<ul style="list-style-type: none"> <li>In Task B, students will be asked to write a paragraph on how the extract explores the key themes of the novel. They should discuss what themes are explored in this extract, other parts of the novel where these themes are also explored and Nabi's key messages about these themes.</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Students will be able to apply their understanding of Shakespeare's presentation of love to a particular scene of the play</li> <li>Will be beginning to be able to suggest reasons behind different directorial interpretations of Shakespearean comedies</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Writing a TEAL paragraph, incorporating evidence from the text in the form of quotations, and analysing writer's methods before linking to context/the writer's purpose.</li> <li>Commenting on a playwright's artistic choices in relation to language, form and structure</li> <li>Being able to discuss the impact of different directorial interpretations of the comedy they have studied.</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>Students write a TEAL paragraph relating to how Shakespeare presents love in a given scene; this gives students a chance to demonstrate both their knowledge of the text and their awareness of how to use TEAL effectively.</li> </ul>
	<p><b>Detective Fiction</b></p>	<p><b>How has detective fiction changed over time? How can I successfully write a piece of detective fiction?</b></p>	<p>Analytical understanding of a range of detective fiction texts such as 'The Speckled Band' by Conan Doyle, 'Philomel Cottage' by Agatha Christie</p> <ul style="list-style-type: none"> <li>A clear understanding of ways in which detective fiction conventions have changed and developed over time</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Students will be able to suggest their own interpretations for why detective fiction has altered over time</li> <li>Will be able to identify detective fiction conventions in texts studied</li> <li>Students' own writing will demonstrate that they are able to manipulate generic convention for effect</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Shaping a piece of creative writing (detective fiction) for effect</li> <li>Drawing on, and potentially playing with, the generic conventions of detective fiction in their own writing</li> <li>Being able to make comparisons between different detective fiction texts</li> </ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"> <li>Students write part of a detective fiction story, aiming to incorporate elements of the detective novels they have studied over the course of the unit.</li> </ul>
Summer	<p><b>How to be a restaurant critic</b></p> <p><b>During this unit, the</b></p>	<p><b>How do restaurant critics write imaginative and convincing reviews?</b></p>	<ul style="list-style-type: none"> <li>Students to have an understanding of the conventions for restaurant reviews.</li> <li>Close analysis of devices used by restaurant critics.</li> <li>Understanding of structural features which can be used in prose writing for effect.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Student's ability to analyse real-life examples of restaurant reviews.</li> <li>Students' ability to produce their own review using devices and structural features learnt during the course.</li> </ul>

	<p>teacher should devote one lesson a week to a reading lesson (see below)</p> <p>AND</p> <p>Reading lesson</p> <p>Stories from around the world</p>	<p>How can I develop myself as a reader?</p> <p>How can I write a story set in a different country/setting to feed into a whole class anthology?</p>	<ul style="list-style-type: none"><li>Analytical understanding of writing from different countries around the world.</li><li>Ability to plan, proof and redraft creative writing (poetry and prose).</li><li>Ability to structure creative writing (poetry and prose).</li><li>How to develop characters and plot.</li><li>How to use setting</li><li>How to get readers interested with a compelling beginning, and how to keep them interested throughout.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>Applying restaurant review conventions to own writing</li><li>Experimenting with structural features.</li><li>Growing confidence in use of creative devices such as similes, hypophora, sensory language to create vivid descriptions.</li></ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"><li>Timed writing of a restaurant review; students will be given a menu and one hour to write a review.</li></ul> <p>Teachers should regularly check in with students as to what they are reading, discussing texts with them and encouraging them to read more challenging texts if necessary. Teachers should specifically target LSG students.</p> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"><li>Through being able to write a short story which has a compelling opening and keeps the reader hooked throughout.</li><li>Through being able to convincingly write a story set in a different culture/setting</li><li>Through discussion of stories from various cultures and countries</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>Planning a short story</li><li>Development of characters, plot and setting</li><li>Ability to structure writing in an engaging way to interest the reader throughout.</li></ul> <p><b>Assessment information</b></p> <ul style="list-style-type: none"><li>Piece of original writing (poetry or prose) set in a country assigned by the teacher to feed into a final anthology entitled: Stories from Around the World</li></ul>
			<div><div></div>Modern novel/play</div> <div><div></div>Shakespeare</div> <div><div></div>pre-20th century text</div> <div><div></div>Non-fiction creative writing</div> <div><div></div>Fiction creative writing</div> <div><div></div>Reading and literacy</div>	