

Year 7

	Unit of work	Assessment tasks and AOs assessed	Specific skills to be covered	Resources
Autumn term 1	<p>WRITING FOR DIFFERENT PURPOSES</p> <p>See Gapps document for complete overview</p> <p>Pupils to undertake two ‘mini-units’ to help transition from Primary school. Each unit has a writing task to be assessed – the highest level to be taken as overall level.</p> <p>Purpose – To introduce children to, and help them develop, P.E.E and keeping in the style of primary learning in order to smooth transition period</p>	<p>1) To write a formal police report based on the evidence given. AO5,AO6</p> <p>2) Using the poetic devices you have studied, write a personification poem based on the character you have been given AO5, AO6</p>	<p>(1)</p> <ul style="list-style-type: none"> • Identification of various different genres of writing. • Knowledge and understanding of purpose and audience • Comprehension • On-going SpaG and development of sentence construction/text structure AO1, AO2, AO4 <p>2)</p> <ul style="list-style-type: none"> • Examine and understand why poets use specific language features • Examination and analysis of form and structure of several different styles of poetry • Language analysis – effects of individual words, phrases, similes, metaphors, personification etc. AO1, AO2, AO3, AO4 	<p>All lesson plans, smart boards and resources are to be found in Google Apps.</p> <p>SPAG ACTIVITIES IN THE FORM OF STARTERS TO RUN THROUGH THIS SCHEME OF WORK AND BE TAUGHT INTRINSICALLY THROUGH TEACHER MODELLING AND FEEDBACK GIVEN etc</p>

<p>Autumn term 2</p>	<p>LANGUAGE ACROSS TIME</p> <p>See Gapps document for complete overview</p>	<p>Write a report looking at how language has changed through the ages, referring to specific examples from literature.</p> <p>AO5 AO6 AO3</p>	<ul style="list-style-type: none"> • The ability to summarise a range of ideas covered AO5 • Pupils will demonstrate a level of understanding of both the language and the literature from a range of eras (discuss ‘invented words’ , plot, characters, themes etc) AO1, AO2, AO3,AO4 • Development of an academic writing style – development of PEE chains with introduction & conclusion AO5, AO6 • Further development of report writing skills AO5, AO6 • Drafting and editing AO4 • On-going SpaG AO6 	<p>Lesson resources available on Gapps and Report Booklet for completing homework and allowing structure for final assessment</p>
<p>Spring term 1</p>	<p>WAR HORSE</p> <p>Note* Please be aware of the major differences between the DVD and the play and ensure that children remained focused on the latter.</p>	<p>Explore the importance of the No-Man’s Land scene and discuss why this is effective for the audience</p> <p>AO5, AO6, AO2, AO4, AO1</p>	<ul style="list-style-type: none"> • Awareness of a timeline that led up to the beginning of WW1 – to contextualise the events • Awareness of the assessment from the beginning of the unit. • To learn the conventions of a playscript (see overview for more detail) AO1, AO2, AO4, AO3 • Inference and deduction from a text AO1 • Revise and relearn the use of PEE chain, focusing on use of quotation 	<p>Class copies of the play Lessons and some resources available on Gapps</p> <p>If necessary, copies of the DVD</p>

			<ul style="list-style-type: none"> with a texts AO5, AO6 Development of an academic writing style – development of PEE chains with introduction & conclusion AO5, AO6 	
<p>Spring term 2</p> <p>Approx 4 weeks This unit is designed to be four weeks long in order to accommodate classes who run over on War Horse and/or start earlier for BITSP</p>	<p>MYTHS AND LEGENDS</p>	<p>Based on conventions learned, write your own myth or legend AO5, AO6</p>	<ul style="list-style-type: none"> Learn the difference between a myth and a legend and the types of characters found in each genre AO1,AO2,AO3,AO4 Look at language features to provide continuity in writing (Connectives, conjunctions, cohesive devices at the beginning of, and during, paragraphs) AO5, AO6 Continuous reinforcement of SpaG AO6 How to create characters and settings through the use of emotive language and description AO5, AO6 	<p>Resources for this unit will be upcoming – Will be on Gapps</p> <p>www.myths.e2bn.org</p> <p>Stimuli form film and still sources</p>
<p>Summer term 1</p>	<p>THE BOY IN THE STRIPED PYJAMAS</p> <p>PLEASE NOTE THAT THIS UNIT WILL RUN OVER IN SUMMER TERM 2</p>	<p>How does the character of Gretel develop throughout the novel? AO5, AO6, AO2, AO4, AO1</p>	<ul style="list-style-type: none"> Familiarity with the context and timeline of events surrounding WW2 and where it links with War Horse, time wise AO3 Be aware of the conventions of a novel and reading aloud to an audience, compared to other texts AO4, AO1, AO2, AO3 Development of an academic writing style – development of PEE 	<p>Copies of the novel</p> <p>DVD of the film</p>

			<p>chains with introduction & conclusion AO5, AO6</p> <ul style="list-style-type: none"> How to skim, scan and summarise key information regarding key characters in order to prepare for an assessment. 	
Summer term 2	Examination unit	Unit will be assessed with end of year examination. All language AOs will be assessed.	All reading and writing skills to be revised through the use of exam style questions based on unseen text extracts, both fiction and non-fiction.	End of year examination papers. Unseen text extracts. Lesson PowerPoint's.
Additional notes	For ideas as to homework and speaking and listening activities please refer to the scheme overviews on Google apps		<i>Where 'revision' is included, the class teacher is accountable for assessing the ability of their individual students in each skill and providing adequate differentiation to ensure that all students are making progress in that particular skill area.</i>	

