

Number of weeks	Term 1 (7 weeks) 4/9/19 – 18/10/19	Term 2 (8 weeks) 28/10/19 – 20/12/19	Term 3 (6 weeks) 7/1/20 – 14/2/20	Term 4 (5 weeks) 24/3/20 – 27/3/20	Term 5 (6 weeks) 14/4/20 – 22/5/20	Term 6 (7 weeks) 1/6/20 – 17/7/20
THEME	<u>Shakespearean Comedy</u>		<u>World War I</u>		<u>Other Cultures and Experiences</u>	
7	A Midsummer Night's Dream	Non-Fiction Writing Opinion articles on themes/ideas from Shakespeare play <ul style="list-style-type: none"> ● Marriage ● Magic ● Parental Control ● Comedy 	Study of War Horse	Writing the war – narrative/descriptive writing using WW1 poetry as stimulus	Analysing poems from other cultures and experiences EVENT – Other cultures day (see S&L)	Creative writing pieces inspired by other experiences and cultures. Can take on the persona of someone from a different era/culture
<u>Reading Lesson</u> Boy in the Striped Pyjamas Wonder Stone Cold Private Peaceful Holes	Reading lesson every other week for all (or half lesson weekly) Can either be whole class reading and independent reading or just whole class read.		Reading lesson every other week for all (or half lesson weekly) Can either be whole class reading and independent reading or just whole class read.		Reading lesson every other week for all (or half lesson weekly) Can either be whole class reading and independent reading or just whole class read.	

Homework	<p>HT1- Revision of parts of KO for weekly test</p> <p>HT2 -Vocab Grab Challenge Over the half term collect 5 words a week - provide definition and put them into context of a sentence.</p>	<p style="text-align: center;">]</p> <p>HT1 - Research World War 1 HT2 -</p>	<p>HT1 - Writing their own poetry inspired by Cumbrian culture</p> <p>HT2 -Research various cultures</p>
Assessment and mark schemes	<p>Formative Marked Work - for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> ● 4x Midsummer Night's Dream Big Writes (2 teacher marks. 1 Self, 1 Peer) ● 4x Opinion Writing Big Writes (2 teacher marks. 1 Self, 1 Peer) <p>Summative Exam</p>	<p>Formative marked work for whole class feedback</p> <ul style="list-style-type: none"> ● 3x War Horse Big Writes (2 teacher marked, 1 self marked) ● 3x writing Big Writes (1 teacher marked, 1 peer marked, 1 self marked) <p>Summative Exam</p>	<p>Formative Marked Work- for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> ● 3x Poetry Big Write (2 teacher marked, 1 peer) ● 3x Writing Big Write (1 teacher marked, 1 self, 1 peer) <p>Summative Exam</p>

	<p>A Midsummer Night's Dream Literature question (extract style) - Teacher Marked - grade awarded for data capture</p> <p>Mark Schemes – Literature Paper 1 and Language Paper 2 Question 5</p>	<p>Narrative Writing and quiz questions on MSND intentions- Teacher Marked (quiz can be peer) - grade awarded for data capture</p> <p>Mark Schemes – Literature paper 2 (modern text) and paper 1 Q5</p>	<p>Poetry analysis and Creative Writing and quiz questions on MSND quotes - Teacher Marked (quiz can be peer) - grade awarded for data capture</p> <p>Mark Schemes – Literature Paper 1 and Language Paper 1 Question 5</p>
INTERLEAVING KNOWLEDGE ORGANISER	Teacher using knowledge organiser to quiz on prior learning/intentions	Weekly throwback intention tests for Shakespeare using Knowledge Organiser - self assessed	Weekly throwback quote tests for Shakespeare and Poetry KO quizzing
S&L assessment to be completed in last week of term	<p>Debate: Class Debate on theme /issue from Shakespeare text -teacher to put students on a team and they must present their side of the argument</p>	<p>Presentation: WWI</p>	<p>Presentation: Each class to present to the year group on another culture</p>
Parental Engagement	Send Q&A on Shakespeare KO for parents to quiz students	Send War Horse KO	Send Q&A on poetry
Careers	<ul style="list-style-type: none"> • An actor • playwright/stage designer/director • Journalist for a broadsheet newspaper 	<ul style="list-style-type: none"> • Project manager (evaluative critical thinker) 	<ul style="list-style-type: none"> • An interpreter • A global charity worker

Number of weeks/Big Writes	Term 1 (7 weeks) 4/9/19 – 18/10/19	Term 2 (8 weeks) 28/10/19 – 20/12/19	Term 3 (6 weeks) 7/1/20 – 14/2/20	Term 4 (5 weeks) 24/3/20 – 27/3/20	Term 5 (6 weeks) 14/4/20 – 22/5/20	Term 6 (7 weeks) 1/6/20 – 17/7/20
THEME	Detectives, Spies and Crime		<u>Dystopia</u>		<u>Human Impact on the Environment</u>	
8	Analysis of Arthur Conan Doyle - The Speckled Band	Narrative Writing Crime/action writing - can use Grammar for Writing (Spy Fiction)	George Orwell – Animal Farm	Narrative Writing Use extracts as models to produce their own Dystopian stories- can use activities from grammar for writing book	Analysis of Non-Fiction texts discussing negative effects of humanity on the natural world EVENT – Whole year screening of 'Our Planet' episode	Non Fiction Writing Opinion writing letters, articles, speeches on choice of below: 1. Global Warming 2. Plastic and how it's affecting our local area 3. Barrow Zoo 4. Sea World
Homework	HT1- Research for the presentation on Crime in Victorian England		HT1 – Consolidation tasks on Animal Farm HT2 – Speckled Band Throwback		HT1 Flip learning - read the articles that will be read in class and	

	<p>HT2 -Read crime extracts for homework and answer questions on them linked to conventions, vocab and devices</p>		<p>answer questions linked to writers attitudes</p> <p>HT2 Research 'Theme of the Week'</p>
<p>Written Assessment and mark scheme</p>	<p>Formative marked work for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> • 4x Arthur Conan Speckled Band Big Writes - Extract style lit question (2 teacher marks. 1 Self, 1 Peer) • 4x Crime/action writing Big writes (2 teacher marks. 1 Self, 1 Peer) <p>Summative Exam Narrative Writing Language question - Teacher Marked - grade awarded for data capture</p> <p>Mark Schemes – Literature Paper 1 and Language Paper 1 Question 5</p>	<p>Formative marked work- for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> • 3x Animal Farm BW (2 teacher marked, 1 peer/self marked) • 3x Dystopian Writing Big Writes (1x teacher marked, 1 self marked 1x peer) <p>Summative Exam Animal Farm and quiz questions on Speckled Band intentions- Teacher Marked (quiz can be peer) - grade awarded for data capture</p> <p>Mark Schemes – Literature Paper 2 Modern texts Language Paper 1 Question 5</p>	<p>Formative marked work for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> • 3x analysis of non-fiction (2 teacher marked, 1 peer) • 3x Opinion writing big writes (1 teacher marked, 1 self, 1 peer) <p>Summative Exam Analysis of how the writers' opinions are presented in a nonfiction text and Quiz questions on modern novels and poems from other cultures - questions on intentions/ fill in the blanks of quotations and characters</p> <p>Mark Schemes - Language Paper 2 Questions 4 and 5</p>

INTERLEAVING KNOWLEDGE ORGANISER	Teacher's using knowledge organiser quiz on knowledge of text	Weekly throwback quote/intention tests for Speckled Band KO quizzing	Weekly throwback quote tests for Speckled Band and Drama text KO quizzing
S&L assessment to be completed in review week	Discussion Presentation on crime in Victorian England	Presentation: Russian revolution	Presentation: On an environmental issue
Parental Engagement	Send Q&A on Speckled Band KO for parents to quiz students	Animal farm KO	Q&A on structures and sentence starters
Careers	<ul style="list-style-type: none"> • A detective • A fiction writer • A lawyer 		<ul style="list-style-type: none"> • Green party politician/environmentalist • Vet • Zoo worker • Admin Customer service worker • Politician • BBC Our Planet camera crew /script writers • Marketing and PR

Number of weeks/Big Writes	Term 1 (7 weeks) 4/9/19 – 18/10/19	Term 2 (8 weeks) 28/10/19 – 20/12/19	Term 3 (6 weeks) 7/1/20 – 14/2/20	Term 4 (5 weeks) 24/3/20 – 27/3/20	Term 5 (6 weeks) 14/4/20 – 22/5/20	Term 6 (7 weeks) 1/6/20 – 17/7/20
THEME	Of Mice and Men		The Gothic		Shakespearean Tragic History	
<h1>9</h1>	Reading novel	Non-fiction writing Write a review of the book Opinion article/speech on the themes of loneliness, dreams, segregation	Evaluate a statement about Gothic Extracts (C19th)	Descriptive Writing Describing gothic settings and characters using extracts and Woman in Black as stimulus- <i>Can use images from our local area to teach the sublime</i> Potential to visit local lake	Julius Caesar or another Shakespearean Tragic History	Creative Writing Writing their own 'tragedies' - e.g. tragic hero at different points; tragic villain/victim
Homework	HT1- Vocab Grab Challenge Over the term collect 5 words a week - provide definition and put them into context of a sentence. HT2 - Read articles and makes notes on them based around the		HT1- Flip learning - look at extracts before lesson and answer questions on them HT2 -Analysis of Woman in Black extracts with questions focussed on sentence structure, conventions and language		Across Term - Read poetry written in the 21st century and answer questions about them - to prepare for unseen analysis over full term along with KO revision	

	<p>theme of the week e.g. Loneliness</p>		
<p>Assessment and mark schemes</p>	<p>Formative marked work for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> • 4x Of Mice and Men Big Writes - Modern text style lit question (2 teacher marks. 1 Self, 1 Peer) • 4x opinion writing writing Big writes including one review (2 teacher marks. 1 Self, 1 Peer) • • • Peer) <p>Summative Exam Opinion writing question - Teacher Marked - grade awarded for data capture</p> <p>Mark Schemes – Literature Paper 2 (modern text) and Language Paper 2 Question 5</p>	<p>Formative marked work for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> • 3x Evaluate a gothic extract big writes (2 teacher marked, 1 self marked) • 3x descriptive writing Big Writes (1 teacher marked, 1 peer marked, 1 self marked) <p>Summative Exam Evaluate a gothic extract and quiz questions on Of Mice and Men intentions- Teacher Marked (quiz can be peer) - grade awarded for data capture</p> <p>Mark Schemes – Language paper 1 questions 4 & 5</p>	<p>Formative marked work for whole class feedback (flash marking)</p> <ul style="list-style-type: none"> • 3x Othello (2 teacher marked, 1 peer) • 3x creative writing (1 teacher marked, 1 self, 1 peer) <p>Summative Exam Shakespeare and Quiz questions on Of Mice and Men and creative writing on tragedy - quiz = questions on intentions/ fill in the blanks of quotations and characters</p> <p>Mark Schemes - Literature paper 1 and language paper 1 question 5</p>

INTERLEAVING KNOWLEDGE ORGANISER	Teacher's using knowledge organiser to quiz	Quiz questions on Of Mice and Men	Knowledge Organiser quizzes on Of Mice and Men and Shakespearean tragedy
S&L assessment to be completed in review week	Discussion: Feedback to the class on what they have read about themes e.g. loneliness	Discussion: Discussion on one of the extracts based on an evaluate statement	Presentation: Present a news story/real life story to the class based on a theme from Shakespeare
Parental Engagement	Send Q&A on Of Mice and Men KO for parents to quiz students	Send Q&A on KO for parents to quiz	Send Q&A on Shakespeare
Careers	<ul style="list-style-type: none"> • Farmer • Journalist • Film/book reviewer • Marketing and PR 	<ul style="list-style-type: none"> • Fiction writer • project manager (critical thinking) • Illustrator 	<ul style="list-style-type: none"> • A playwright/actor/stage crew • An English teacher/ lecturer • Human Resources (understanding and empathising with others- emotional intelligence)