

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Blood Brothers and Power and Influence		Terror and Wonder		Wild place and urban landscapes	
What will I learn?	This unit builds on the Year 7 curriculum by increasing the depth of understanding about how a text is deliberately crafted and constructed for impact. There is an increase in the subject terminology that students will engage with, and tasks encourage greater learning independence. In this unit we will have the opportunity to explore the concepts of power and influence through a range of diverse texts, from speeches by Obama and Greta Thunberg to the play adaptation of Blackman's Noughts and Crosses and Blood Brothers. Students are encouraged to think about how writers use language and structure to influence readers and apply this knowledge to both their own writing and to a class debate.		In this unit students will have the opportunity to explore the concepts of terror and wonder through a range of fiction and non-fiction texts, spanning topics from vampires and ghosts to artificial intelligence and space. Students will take a journey through gothic fiction, exploring genre conventions, the subversions of conventions, the creation of tension and gothic settings. Students will deep dive into how authors use figurative language to impact the reader by exploring language techniques such as metaphors, symbolism and juxtaposition and structural techniques to encourage a deeper understanding of how writer's choices influence readers. Students will use their knowledge of language and structural techniques to develop analytical responses to reading, and apply this knowledge to their own writing. We will also look at a range of non-fiction texts and develop understanding of how these writers vary their use of language and structure to suit audience, purpose and form. Students will explore the impact of word choice, figurative language and register and consider the context of text on the writer's attitude and viewpoint. We will also compare how writers present viewpoints in two texts and create instructional and autobiographical writing.		Throughout this unit students will study texts that reflect writers' attitudes towards a variety of places, from the built environment of cities and suburbia, to rural landscapes and the coast, as well as those liminal zones known as 'edgelands'. Students explore the vitality of space as mediated through different voices and forms, including poetry, fiction, and non-fiction; from 19th-century texts to contemporary blogs. Students will develop a deeper understanding of how setting is integral to narrative and how places reflect a writer's attitudes and perspective. In this unit we explore representations of, and attitudes towards, settings in literary and non-literary texts. Students learn about mood, tone, atmosphere and how these are modulated by a writer's use of language. Students develop their knowledge of text structures and forms, ranging from sonnets and speeches to non-fiction writing and contemporary literature.	
Representation and inclusion	In this unit we will have the opportunity to explore the concepts of power and influence through a range of diverse texts, from speeches by Obama and Greta Thunberg to the play adaptation of Blackman's Noughts and Crosses. Obama's speech as the first Black president of the USA directly addresses issues of representation, participation and access to power or diverse people in society and the changes won; while Greta Thunberg's speech discusses the role younger people play in society and their power and influence to change the world. These texts may inspire discussions around such topics as race, climate change, sexism and even healthy relationships, through considering the power some people have and how it can be used and abused in society. In the course of these discussions, students will be encouraged to use solution-focused thinking and to celebrate how their own use of language can make an impact or create a change. It also serves as a warning about the harm language can do. This unit empowers students to question the integrity of their information sources and to consider how they can harness positive and negative change.		The broad range of texts aims to foster a sense of self-confidence and self-esteem as students see aspects of themselves and their peers or their experiences represented in writing. Students are asked to develop personal opinions on topics and the texts read, as well as offering opportunities to share their own experiences and celebrate what makes them unique. Texts such as Meyer's Twilight portray the sense of frustration and hopelessness lots of young people feel as they move towards maturity and yearn for independence and more control over their own lives. Hamlet's exploration of his relationship with a parental figure is also a key experience students may relate to. It is worth noting that historic texts often use tropes that are now problematic; the gothic convention of evil being represented by frightening, 'monstrous' characters with 'grotesque' physical features is built on outdated ideas about disabled people or those with physical differences as objects to fear. These portrayals dehumanised those with visible differences or who were disabled. As a dept, we are alert and sensitive to this and discuss how such conventions reflect attitudes of their cultural context.		This unit includes texts from writers encompassing a variety of cultures, nationalities and ethnicities, enabling students to consider familiar places from alternative perspectives. Seeing historical events through the eyes of those affected is vital for developing empathy and the extract from Tahereh Mafi's novel 'An Emotion of Great Delight' allows students to see this impact, literally at ground level. They will also read about post colonial experiences of writers who have experienced migration or fled oppression.	
How will I be assessed?	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will also complete mini checkpoint assessments reviewing their learning. Pupils will complete a summative assessment each term, which will assess the pupils' understanding and application of the key content and skills covered during the unit.		Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will also complete mini checkpoint assessments reviewing their learning. Pupils will complete a summative assessment each term, which will assess the pupils' understanding and application of the key content and skills covered during the unit.		Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will also complete mini checkpoint assessments reviewing their learning every two weeks. Pupils will complete a summative assessment each term, which will assess the pupils' understanding and application of the key content and skills covered during the unit.	