

LITERATURE [1ET0/01 & 1ET0/02]
Paper 1: 1hr 45min Shakespeare and Post-1914 Literature 50%. **Section A**] Shakespeare [*Macbeth, Much Ado, R & J.*] 55 min 25%. **Part a**] close language analysis of extract (AO2) [approx. 30 lines]. **Part b**] how a theme from the extract is explored elsewhere and the relationship between the text and context (AO1 and AO3). **Section B**] *An Inspector Calls* 50min 25%. One question from two: focus plot, setting(s), character(s) and theme(s) in relation to the context (AO1, AO3, AO4)
Paper 2: 2hr 15min 19thC Novel & Poetry 50%. **Section A**] [*ACC, J & H*] 55min 25% **Part a**] close language analysis of extract (AO2) [approx. 400 words]. **Part b**] questions may focus on different aspects of the text, exploration plot, setting(s), character(s), theme(s). **Section B**] 25% **Part 1**] Conflict Poetry 35min. Comparison of named [printed] poem with one poem of choice (AO2, AO3). **Part 2**] Two unseen poems 45min. Compare the poets' portrayals of the theme (AO1 and AO2).

LANGUAGE [1ENO/01 & 1ENO/02 & 1ENO/03]
Paper 1: 64 marks [24 read 40 write] 1hr 45min Fiction and Imaginative Writing 40%. [AO1, 2, 4, 5, 6]. Section A] **Reading unseen** fiction 19thC [approx. 650 words]. Section B] **Writing** 1 x imaginative piece [from 2qs] using creative writing techniques, planning and proofreading.
Paper 2: 96 marks [56 read 40 write] 2hrs Non-Fiction and Transactional Writing 60%. [As Paper 1 plus AO3]. Section A] **Read and respond** to two texts [20th and/ or 21stC 1000 words]. Section B] **Writing** 1 x non-fiction transactional piece, planning and proofreading. Thematically linked to extracts.
Spoken Language: 0%

		AUTUMN 1 Temperance	AUTUMN 2 Temperance	SPRING 1 Justice	SPRING 2 Justice	SUMMER 1 Courage	SUMMER 2 Courage		
		INSET [2] 3, 4, 9/20	INSET Mon 2/11/20	INSET Mon 4/1/21	INSET Mon 22/2/21	INSET Mon 19/4/21	KS3 MOCKS wk 1 or 2		
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 7 long term plan</h1> <h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">2020 2021</h2>		INSET Mon 7/9/20	<p>LITERATURE Shakespeare:</p> <p>“Much Ado About Nothing”</p> <p>Mask work – focus on the theme of secrecy as represented by masks both literal and metaphoric.</p> <p>Additional Shakespeare Scheme worked around extracts from “Anthony and Cleopatra” and “Julius Caesar”</p> <p>Recognise that the devices used by Shakespeare are the same as in the texts already studied.</p>	Reading for Pleasure Carnegie Shadowing: Long List Published	<p>LANGUAGE Telling My Story: non-fiction, autobiography [READING] Use “Cider with Rosie” extracts. Focus AO2.</p> <p>Recognise the devices.</p>	<p>LIT Novel (teacher choice. avoid later year clashes). <i>Boy in the Striped PJs, Cirque du Freak, Garbage King.</i> READ FIRST</p>	<p>LITERATURE Novel novel ... Focus is AO1: personal interpretation of</p> <p>Have fun with creative spinoffs emphasise the link between Lit & Lang [Reading and Writing]</p>		
		<p>LITERATURE: The World Around Us: Poetry & Drink of Water</p> <p>Reading and analysing a short story alongside poetry from different cultures.</p> <p>Explore the ideas of diversity, culture, racism and prejudice</p>		<p>LANGUAGE Transactional Writing: Supersize Me, Healthy Living Cover non-fiction writing to advise (letter)</p> <p>Recognise that the devices used are the same as in Literature.</p>				<p>LANGUAGE Telling My Story: non-fiction, autobiography [READING] Use Dahl’s “Boy”. Focus AO2.</p> <p>Recognise the devices and talk about them using subject specific terminology</p>	<p>Bank Holiday 3/5/21</p> <p>Exam Preparation Transactional Writing Writing to persuade. Bringing together and employing the literary devices studied all year.</p> <p>LIT Novel cont. (teacher choice. avoid later year clashes). <i>Boy in the Striped PJs, Cirque du Freak, Garbage King.</i> Finding original examples in the text that support personal interpretations.</p>
		<p>LANGUAGE Celebrating imaginative writing</p> <p>“Windrush”</p>		<p>LANGUAGE Telling My Story: non-fiction, autobiography [READING] Use Dahl’s “Boy”. Focus AO2.</p> <p>Recognise the devices and talk about them using subject specific terminology</p>	<p>CFS shortlist in time for WBD.</p>				
		<p>SMSC: Develop an awareness of diversity and inclusion.</p>		<p>Tue 3/11/20 – Fri 11/12/20 = 5.8</p>	<p>Tue 5/1/21 – Fri 12/2/21 = 5.8</p>	<p>Tue 23/2/21 – Thu 1/4/21 = 5.4</p>		<p>Tue 20/4/21 – Fri 28/5/21 = 5.8</p>	<p>Mon 7/6/21 – Fri 16/7/21 = 6</p>
		<p>Tues 8/9 – Fri 23/10 = 6.8</p>							
ASSESSMENT	<p><u>Baseline:</u> <u>Assessment</u> [AO5, 6]: creative writing based on Other Cultures. Word Limit: 300</p>	<p><u>Assessment AO2:</u> How does Shakespeare use language and structure to present a character in the extract [Don John/ Cleopatra]</p>	<p>Assessment [AO5, 6]: Speech on healthy eating. Explain and/or persuade.</p>	<p>[AO2] How does Dahl use language and structure for effect in the extract. (Extract analysis from “Boy”).</p>	<p><u>Assessment</u> [AO5, 6] Mock exam: writing (persuasive) <u>Assessment</u> [AO1] Mock: reading</p>				
ROY				<p>World book day ASSEMBLY: World Book Day : 4th March</p>					

