

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class -7V Venture Curriculum - English/Lessons weekly

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p>Topic: 1 Characters and setting</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 First impressions</p> <ul style="list-style-type: none"> Identify key details about setting and characters from a fiction text. Explore how a writer’s language choices help to create a sense of place. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>Skellig</i> by David Almond</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss vocabulary focused on 	<p>Topic: 2 Action and atmosphere</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 A dramatic opening</p> <ul style="list-style-type: none"> Explore how a writer creates an effective story opening. Practise building suspense and creating a tense atmosphere in your own writing. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>A Monster Calls</i> by Patrick Ness</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the power of dreams and the 	<p>Topic: 3 Explanations and insights</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 Understanding robots</p> <ul style="list-style-type: none"> Identify key information in a text. Use subheadings and paragraphs to organise information and ideas. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: Robotics: Facts</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the changing image and role of robots in our lives. (Teacher Book 1) 	<p>Topic: 4 Opinion and persuasion</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 A call for change</p> <ul style="list-style-type: none"> Explore how text structure and sentence structure can be used to persuade an audience. Use these features to make your own writing more effective. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: Extract 1 from Severn Suzuki’s speech</p> <p>Activities:</p>	<p>Topic: 5 Experience and advise</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 Adrenaline rush</p> <ul style="list-style-type: none"> Explore how verb tenses and structure can be used effectively to describe an experience. Use these features to make your own writing more effective. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: Adventure Living website</p> <p>Activities:</p>	<p>Topic: 6 Arguments and essays</p> <p><u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u></p> <p>1 Freedom and captivity</p> <ul style="list-style-type: none"> Show that you understand arguments from different writers. Explore how vocabulary and sentence structure can be used to express ideas and arguments. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: ‘Tiger’ by Leslie Norris; ‘Zoos do a good job’</p> <p>Activities:</p>

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

<p>impression about a person and/or place.</p> <ul style="list-style-type: none"> Analyse a description of place. Write a description of a deserted school. Discuss how ideas are drawn from details in the text. Write an analysis of how the writer creates an impression of character. <p>2 Flashback</p> <ul style="list-style-type: none"> Develop the inferences you make about characters from the evidence you find. Explore how writers use flashbacks to develop characters. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>White Dolphin</i> by Gill Lewis</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss happy memories of shared experiences with someone close. (Teacher Book 1) 	<p>idea that they are caused by anxiety. (Teacher Book 1)</p> <ul style="list-style-type: none"> Analyse language use in the extract. Track levels of suspense on a graph. Explore the effect of imagery in conveying a character’s tension. Write an effective next paragraph for the narrative, maintaining the atmosphere. <p>2 An unusual companion</p> <ul style="list-style-type: none"> Explore how sentence structures contribute to mood and atmosphere. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>Dracula</i> by Bram Stoker</p> <p>Activities:</p> <ul style="list-style-type: none"> Explore what is known about vampires. (Teacher Book 1) Analyse closely archaic and more complex vocabulary. 	<ul style="list-style-type: none"> Explore the ways that words work in context. Write an explanation of the suitability of robots for specific jobs. Write an entry for an encyclopaedia using appropriate subheadings and paragraphing. <p>2 Learning about the past</p> <ul style="list-style-type: none"> Find relevant information from different parts of a text. Combine information to develop and demonstrate overall understanding. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: Mary Anning, discoverer of prehistoric fossils</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the meanings of biography and autobiography. (Teacher Book 1) Find specific information drawn from the whole text to answer questions. 	<ul style="list-style-type: none"> Discuss the issue of damage to the environment by human activity. (Teacher Book 1) Analyse why the opening of the speech is effective and explore the grouping of information. Write an additional paragraph for the speech. <p>2 Encouraging action</p> <ul style="list-style-type: none"> Explore how a writer uses language and structure to communicate strong emotions in a persuasive text. Explore how a writer uses contrast to persuade an audience. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: Extract 2 from Severn Suzuki’s speech</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss which environmental issues are the most 	<ul style="list-style-type: none"> Discuss vicarious emotions and/or experiences students have felt from reading or watching films. (Teacher Book 1) Analyse the use of words that describe the visceral effect of skydiving and how the reader is led to share this. Analyse how the writer uses the passage of time to effectively convey the speed of the fall from the aircraft. Use the same skills to write the imagined account of an astronaut on board a rocket being launched into space. <p>2 When the soldiers came</p> <ul style="list-style-type: none"> Make inferences and predictions using evidence from the text. Explore figurative language choices made by the writer. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p>	<ul style="list-style-type: none"> Discuss a confrontation with a wild animal and/or a visit to a zoo or safari park. (Teacher Book 1) Analyse the use of language in the texts, which describe the tiger’s state of mind (poem) and the arguments for zoos (extract). Practise using specific vocabulary from or related to the texts. Understand some techniques for writing an expository/argument essay. Develop an argument against zoos in opposition to the points made in the source extract. <p>2 Reptile alert</p> <ul style="list-style-type: none"> Explore how information in a non-fiction text is presented and organised to support the text’s purpose. Explore how writers use noun phrases, verbs, adjectives and punctuation to present arguments.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

<ul style="list-style-type: none"> Analyse homographs in the text. Explore how the reader gains an impression of character. Discuss the technique of flashback and the use of past and present tenses. Write about a childhood memory triggered by a discovery. <p>3 Under the surface</p> <ul style="list-style-type: none"> Explore the layers of meaning in a poem. Identify how the poet has used imagery to reinforce a poem’s theme. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: ‘Cold Knap Lake’ by Gillian Clarke</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the unreliability of memory over time. (Teacher Book 1) Closely analyse language choice. 	<ul style="list-style-type: none"> Focus closely on understanding the detail in the extract. Analyse grammatically a multi-clause sentence. Write a continuation of the first-person narrative of the source text. <p>3 An awesome stranger</p> <ul style="list-style-type: none"> Explore how a writer describes a dramatic event through description. Use alliteration and other techniques to create an effective description of a character. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>Sir Gawain and the Green Knight</i> re-told by Michael Morpurgo</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss Arthurian legend and the concept of knighthood – collect ideas and vocabulary. (Teacher Book 1) 	<ul style="list-style-type: none"> Use information from the text to explore Mary Anning’s personality. Write about aspects of 19th-century life based on what has been learned from the text. <p>3 Reporting the future</p> <ul style="list-style-type: none"> Find relevant information from different parts of a text. Combine information to develop and demonstrate overall understanding. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: Mary Anning, discoverer of prehistoric fossils</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the meanings of biography and autobiography. (Teacher Book 1) Find specific information drawn from the whole text to answer questions. Use information from the text to explore 	<p>critical and invite ideas for action. (Teacher Book 1)</p> <ul style="list-style-type: none"> Reflect on the development of the speech and its impact. Explore the effect of rhythm, emotive language and rhetorical questions. Write an explanation of why the speech can evoke anger. <p>3 Speaking from experience</p> <ul style="list-style-type: none"> Explore how a writer varies verb tenses to create specific effects. Create an effective opening and ending to a letter, using paragraphs to structure your ideas. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: ‘Please stop treating wheelchair users as if they are invisible’</p> <p>Activities:</p> <ul style="list-style-type: none"> Consider the school’s 	<p>Source text: <i>Bitter Herbs</i> by Marga Minco</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the subject of the Holocaust and remind students that, in World War II, millions of people were taken by soldiers to concentration camps and detention centres. (Teacher Book 1) Analyse the use of language in the extract that describes the effect of the soldiers and Marga’s strong character. Create some imagined dialogue between a soldier and an officer. Perform the scenes. Explain how the reader can infer aspects of Marga’s character from evidence in the text. <p>3 Confrontation</p> <ul style="list-style-type: none"> Find key details from a text and present them in a different context to demonstrate understanding. 	<ul style="list-style-type: none"> Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: ‘5 Reasons NEVER to Buy a Snake’</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the general image of the snake and whether or not snakes should ever be kept as pets. (Teacher Book 1) Analyse the use of language that makes an emotive case for not keeping snakes as pets in a domestic environment. Summarise a portion of the text to focus on the key points and ideas. Explain how the writer has used information and deployed language to make a powerful argument against keeping snakes as pets. <p>3 Animal superstar</p> <ul style="list-style-type: none"> Make inferences from a 19th-century text, using evidence from the text to support your ideas. Explore how a writer selects words,
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

<ul style="list-style-type: none"> Analyse possible suggested ideas in the text. Closely focus on understanding the detail in the poem. Write a personal response to an opinion expressed about the poem. <p>4 Imprisoned in the past</p> <ul style="list-style-type: none"> Identify key details and quotations to show understanding of character. Begin to develop inferences, drawing on evidence from the text. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>Great Expectations</i> by Charles Dickens (meeting Miss Havisham)</p> <p>Activities:</p> <ul style="list-style-type: none"> Respond to images of Miss Havisham – discuss reactions and gather vocabulary. (Teacher Book 1) Write a paragraph about being alone in 	<ul style="list-style-type: none"> Analyse language use in the extract. Explore the effects of alliteration. Write a paragraph that continues the narrative using specific criteria. <p>4 Hidden</p> <ul style="list-style-type: none"> Identify how the sequencing of events can build suspense. Explore how an extended metaphor and other techniques can be used to build suspense. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>Moonfleet</i> by J. Meade Falkner</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss experiences of feeling trapped in a situation or obliged to keep a promise. (Teacher Book 1) Analyse closely the use of language to create tension and suspense. 	<p>Mary Anning’s personality.</p> <ul style="list-style-type: none"> Write about aspects of 19th-century life based on what has been learned from the text. <p>4 A modern marvel</p> <ul style="list-style-type: none"> Gather information from a 19th-century text. Understand how sentence forms, punctuation and language choices are used to communicate meaning and tone in a 19th-century text. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>All About the Telephone and Phonograph</i></p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss 19th-century technological advances and how they changed people’s lives. (Teacher Book 1) Explore how the language style expresses the writer’s attitude and tone. 	<p>accessibility for wheelchair users. (Teacher Book 1)</p> <ul style="list-style-type: none"> Explore the structural features of the letter. Write a letter to persuade an audience of shopkeepers that they are discriminating against children. <p>4 Support our campaign</p> <ul style="list-style-type: none"> Make inferences, using evidence from the text to support your ideas. Read closely to analyse how a writer uses language, and selects and contrasts information, to persuade. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: Playing Out website</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss students’ experiences of play as children and compare with 	<ul style="list-style-type: none"> Explore how a writer uses sentence structure, paragraph structure and punctuation to build tension. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: ‘The day I survived a very grizzly bear attack’</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss a time when students felt that their life, or the life of a friend or family member, was in danger. (Teacher Book 1) Write a short account using the target words from the text. Analyse the writer’s use of language and the way tension is created. Write a text describing an encounter with an escaped cheetah from the local zoo. <p>4 Advice for Victorian women</p> <ul style="list-style-type: none"> Identify information from a 19th-century 	<p>phrases and sentence structures for effect, and use this skill in your own writing.</p> <ul style="list-style-type: none"> Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>Autobiography of Matthew Scott, Jumbo’s Keeper</i> by Matthew Scott</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss the treatment of elephants and how much charities are working to help them survive. (Teacher Book 1) Analyse the use of some unfamiliar language, then use it in writing to demonstrate understanding of meaning. Collaborate on answering questions about language using evidence in support of ideas. Write a letter to London Zoo in the style of a Victorian. <p>4 An old warrior</p> <ul style="list-style-type: none"> Identify the form and features of narrative essays.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

<p>a strange old house.</p> <ul style="list-style-type: none"> Examine the way that the failed wedding affected Miss Havisham, using evidence from the text to support ideas. <p>5 A test of character</p> <ul style="list-style-type: none"> Read between the lines to find out more about characters. Explore the words writers choose to describe characters and places. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>Where the World Ends</i> by Geraldine McCaughrean</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss appropriate vocabulary to describe vulnerability. (Teacher Book 1) Write a description based on a photograph. Discuss the writer’s use of language in portraying character. 	<ul style="list-style-type: none"> Write a paragraph that explores a dilemma. Explore the use of extended metaphor. Analyse the way the writer builds tension and suspense in the text. <p>5 Haunted by the past</p> <ul style="list-style-type: none"> Identify key details and show awareness of implied meaning. Explore how narrative perspective, similes and personification can be used to create a mysterious atmosphere in your own writing. Learn, understand and practise using new vocabulary. <p>Focus: Writing skills</p> <p>Source text: <i>Moondial</i> by Helen Cresswell</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss and recount experiences that could not be explained at the time. (Teacher Book 1) Link the style of oral storytelling to the 	<ul style="list-style-type: none"> Write a letter in the role of a 19th-century enthusiast of new technology. Explore the lexical density of 19th-century text, in particular multi-clause sentences. Write an analysis of the way the writer explains their feelings about the new technology. <p>Assessment</p> <p>Focus: Reading skills</p> <p>Source text: Text 1: The world’s first computer programmer (1815–1852); Text 2: Ada Lovelace fact file</p> <p>Activities:</p> <ul style="list-style-type: none"> Identify key information. Analyse how language is used to convey meaning and tone. <p>Combine information to develop and demonstrate overall understanding.</p>	<p>different generations. (Teacher Book 1)</p> <ul style="list-style-type: none"> Analyse the use of language designed to persuade the reader, the selection of memories to appeal to the reader, and the contrasts drawn out between different generations. Write an analysis of how the writer has used particular effects to persuade a reader of the argument for more unstructured play. <p>Assessment</p> <p>Focus: Writing skills</p> <p>Task: Select one of three writing tasks about promoting more outdoor facilities for children’s play.</p> <p>Support:</p> <ul style="list-style-type: none"> Advice about planning, writing and editing a first draft. Criteria for the literary techniques expected to be 	<p>text and work out implied meanings.</p> <ul style="list-style-type: none"> Explore how language features are used to communicate advice. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: <i>Hints to Lady Travellers</i> by Lillias Campbell Davidson</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss when women were allowed to vote. Develop this into a discussion about the limitations of Victorian women’s lives. (Teacher Book 1) Practise using the target words from the text in a new context. Analyse the grammar in multi-clause sentences and rewrite them in a simpler style. Comment on the validity of the advice in today’s context. 	<ul style="list-style-type: none"> Explore a writer’s techniques, such as the use of descriptive noun phrases, to produce an emotional response. Learn, understand and practise using new vocabulary. <p>Focus: Reading skills</p> <p>Source text: ‘A picture of loneliness: you are looking at the last male northern white rhino’</p> <p>Activities:</p> <ul style="list-style-type: none"> Discuss what students would do if they knew a specific animal was about to become extinct. (Teacher Book 1) Explore the use of target words and look at how different word classes affect sentence structure. Analyse a reference chain of negativity used to emphasise the pessimism of the article. Explain how the writer uses specific stylistic features to make the reader feel sad for the last northern white rhino.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	<ul style="list-style-type: none"> • Discuss the use of metaphor in a description of place. • Write an analysis with support. <p>Assessment</p> <p>Focus: Reading skills</p> <p>Source text: <i>Ghost Knight</i> by Cornelia Funke</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify key details from the extract. • Use textual evidence to support an analysis of the way a writer has presented a character. <p>Use textual evidence to support an analysis of the way a writer has described a place.</p>	<p>text. (Teacher Book 1)</p> <ul style="list-style-type: none"> • Focus on second-person narrative and descriptions that appeal to the senses. • Write a continuation of the source text using features explored above. <p>Assessment</p> <p>Focus: Writing skills</p> <p>Task: Select one of three creative writing options, all of which demonstrate skills learned throughout the units.</p> <p>Support:</p> <ul style="list-style-type: none"> • Advice about planning and writing a first draft. • Suggestions about tone, style and the intended effect on a reader. <p>Criteria for the literary techniques to be demonstrated in the writing.</p>		<p>demonstrated in the writing.</p>	<p>Assessment</p> <p>Focus: Reading skills</p> <p>Source text: Two extracts from <i>I Am, I Am, I Am: Seventeen Brushes with Death</i> by Maggie O’Farrell</p> <p>Activities:</p> <ul style="list-style-type: none"> • Identify ‘true or false’ details from the text. • Explain what makes language effective in the description of thoughts and feelings. • Explain how the writer creates tension, with given criteria for language and text structure. 	<p>Assessment</p> <p>Focus: Writing skills</p> <p>Task: Select one of two writing tasks, either a narrative or expository essay, to demonstrate the skills learned throughout the units.</p> <p>Support:</p> <ul style="list-style-type: none"> • Students are encouraged to include stylistic and structural features such as imagery, rhetorical questions, anecdotes and advice in the narrative essay. • Support is given to support students writing the expository essay with a series of facts, statistics and opinions.
<p>Links to Gatsby Benchmarks:</p>	<p>4- Writing / summarizing skills in most careers -</p>	<p>4- Being able to read with information for most careers.</p>	<p>4-Working in creative industries.</p>	<p>4-Working in creative industries.</p>	<p>4- What is journalism?</p>	<p>4- Marketing</p>

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.