

Year 7 Integrated	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Decoding Culture: <i>Our Day Out</i>	Discovering Worlds: Texts in Context	Combatting Conflict: <i>Noughts &amp; Crosses</i>
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>What... How.... Why....</li> </ul>	<ul style="list-style-type: none"> <li>Representations of social class and injustice (<i>An Inspector Calls, A Christmas Carol</i>).</li> <li>Representations of family (<i>An Inspector Calls, A Christmas Carol</i>).</li> <li>Representations of education (<i>A Christmas Carol</i>).</li> <li>Transactional Writing (<i>English Language, Paper 2</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Study of poetry – conventions of form, language and structure (<i>Poetry Anthology and Unseen Poetry</i>).</li> <li>Representations of conflict (<i>Macbeth</i>).</li> <li>Representations of people, places and time.</li> <li>Descriptive Writing (<i>English Language, Paper 1</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Representations of power and conflict (<i>Macbeth, Poetry Anthology, An Inspector Calls</i>).</li> <li>Representations of love (<i>Poetry Anthology</i>).</li> <li>Study of a tragedy – conventions of form, language and structure (<i>Macbeth</i>).</li> <li>Narrative Writing (<i>English Language, Paper 1</i>).</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Social class, social injustice, trust, stereotypes, education, family, neglect, inequality, welfare. See Y7 Integrated <i>Decoding Culture</i> vocabulary list for further vocabulary.	Poetic conventions, conflict, people, places, time, inequality, explorer, adventure, international, national, entrepreneurship, deep sea. See Y7 Integrated <i>Discovering Worlds</i> vocabulary list for further vocabulary.	Conflict, tragedy, relationships, warfare, terrorism, injustice, radicalism, change, power. See Y7 Integrated <i>Combatting Conflict</i> vocabulary list for further vocabulary.
<b>Opportunities for Reading</b>	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.

Curriculum Sequencing Grid: *Step-Up*

<p><b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Provides students with an experience of a canonical, rich literary text, as well as building students' cultural capital, through additional culturally relevant fiction and non-fiction texts. Exploration of social class and injustice is a theme that runs throughout the curriculum (<i>Blood Brothers, The Great Gatsby, An Inspector Calls</i>). Students build on, and master, basic literacy skills whilst completing and/or recasting extended writing tasks. Students explore the geographical and historical contexts surrounding the many texts, whilst building on basic Geography and History skills. <i>Secondary Texts: On the Sidewalk Bleeding, Wonder, The Tattooist of Auschwitz, Blood Brothers, A Kestrel for a Knave, etc.</i></p>	<p>Students explore a range of canonical and culturally rich texts, including poems and short stories. This is complemented by a range of non-fiction texts, as well as the opportunities to craft both creative and transactional writing, which is informed by students' reading and experience of high-quality texts. Students continue to develop basic literacy skills whilst completing and/or recasting extended writing tasks. Students explore the cultural contexts surrounding the many texts. <i>Secondary Texts: TBC.</i></p>	<p>Provides students with an experience of a canonical, rich literary text, while offering students the opportunity to study a modern tragedy based on Shakespeare's classic, <i>Romeo and Juliet</i>, and the conventions of this genre. Exploration of social class is a theme that runs throughout the curriculum (<i>A Kestrel for a Knave, The Great Gatsby, An Inspector Calls</i>). Students continue to master, and implement independently, basic literacy skills whilst completing and/or recasting extended writing tasks.  <i>Secondary texts: TBC.</i></p>
<p><b>Cross Curricular Links</b> (Authentic Connections)</p>	<ul style="list-style-type: none"> <li>• Geography – basic map decoding.</li> <li>• History – understanding social injustice across the ages, nationally and internationally.</li> <li>• Life Skills.</li> <li>• Drama.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography.</li> <li>• History.</li> <li>• Life Skills.</li> <li>• Drama.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography.</li> <li>• History.</li> <li>• Life Skills.</li> <li>• Drama.</li> </ul>
<p><b>Key Assessment</b></p>	<ul style="list-style-type: none"> <li>• Writing: Transactional.</li> <li>• Writing: Creative Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Writing</i> x2: TBC.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Writing</i> x2: TBC.</li> </ul>

Year 8 Integrated	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Struggles in Society: <i>Of Mice and Men</i> .	Telling Tales.	Exploring History – <i>Non-fiction through the ages</i> .
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>• What... How.... Why....</li> </ul>	<ul style="list-style-type: none"> <li>• Representations of social class and injustice (<i>An Inspector Calls, A Christmas Carol</i>).</li> <li>• Representations of violence (<i>An Inspector Calls, Macbeth</i>).</li> <li>• Representations of inequality (<i>An Inspector Calls, A Christmas Carol</i>).</li> <li>• Study of poetry – conventions of form, language and structure (<i>Poetry Anthology and Unseen Poetry</i>).</li> <li>• Descriptive Writing (<i>English Language, Paper 1</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Representations of heroes and villains (<i>Macbeth</i>).</li> <li>• Representations of conflict (<i>Macbeth, An Inspector Calls</i>).</li> <li>• Study of narrative and poetry – conventions of form, language and structure (<i>Poetry Anthology</i>).</li> <li>• Transactional writing (<i>English Language Paper 2</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Representations of inequality (<i>An Inspector Calls, A Christmas Carol</i>).</li> <li>• Representations of violence (<i>An Inspector Calls, Macbeth</i>).</li> <li>• Study of non-fiction conventions – structure and language (<i>English Language, Papers 1 &amp; 2</i>).</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Social injustice, trust, family, hope, inequality, segregation, racism, women's rights, The Great Depression, desperation, violence. See Y8 Integrated <i>Struggles in Society</i> vocabulary list for further vocabulary.	TBC alongside texts. See Y8 Integrated <i>Telling Tales</i> vocabulary list for further vocabulary.	Racism, inequality, social injustice, power, war, misogyny, feminism, culture. See Y8 Integrated <i>Exploring History</i> vocabulary list for further vocabulary.

<b>Opportunities for Reading</b>	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences. Students build on, and master, basic literacy skills whilst completing and/or recasting extended writing tasks. Students explore the geographical and historical contexts surrounding the many texts, whilst continuing to build on basic Geography and History skills. <i>Secondary Texts: Wonder, Harry Potter, Living Space.</i>	Offers students the opportunity to study a range of non-fiction and fiction texts, while covering the genre conventions of a short story. Establishes vital contextual knowledge relating to the 19 <sup>th</sup> - 21 <sup>st</sup> centuries that will act as a framework for the study of further texts. Students continue to develop basic literacy skills whilst completing and/or recasting extended writing tasks. Students continue to explore the geographical and historical contexts surrounding the many texts, whilst continuing to develop basic Geography and History skills. <i>Key texts: TBC.</i>	Offers students the opportunity to study a range of non-fiction and fiction texts, while covering the genre conventions of non-fiction. Establishes vital historical contextual knowledge relating to the 19 <sup>th</sup> - 21 <sup>st</sup> centuries that will act as a framework for the study of further texts. Students continue to master basic literacy skills whilst completing and/or recasting extended writing tasks. Students continue to explore the geographical and historical contexts surrounding the many texts, whilst continuing to develop basic Geography and History skills. <i>Key texts: TBC.</i>
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>• Geography.</li> <li>• History.</li> <li>• Life Skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography.</li> <li>• History.</li> <li>• Life Skills.</li> <li>• Drama.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography.</li> <li>• History.</li> <li>• Life Skills.</li> <li>• Computing.</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Writing: Descriptive Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: TBC.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: TBC.</li> </ul>

Curriculum Sequencing Grid: *Step-Up*

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