

Year 7 LTP & Assessments 2021-22

	Skills	Studied texts	Assessment title	Character and Employability Skills
Half term 1	x3 Reading	<p>Shakespeare play: 'A Midsummer Night's Dream'</p> <p>More able classes should attempt to read the whole play and then analyse the key scenes below.</p> <p>Read and analyse key scenes:</p> <ul style="list-style-type: none"> Act 1, scene 1 (Egeus' appeal to Theseus) Act 2, scene 1 (Oberon & Titania quarrelling) Act 2, scene 2 (Differences in relationship of Lysander and Hermia compared to that of Demetrius and Helena) Act 3, scene 1 (Titania 'falls in love with' Bottom) Act 3, scene 2 (lovers argue, trade insults) Final week: creative tasks on PowerPoint. 	<p>Reading Assessment Question:</p> <p>Read Act 3, Scene 1, lines 107 to 136.</p> <p>Starting with the extract, how does Shakespeare present relationships in 'A Midsummer Night's Dream'?</p> <p>Write about:</p> <p>-How Shakespeare presents the relationship between Titania and Bottom in the extract. (ONLY ONE PARAGRAPH)</p> <p>DEMONSTRATE: SEND SCAFFOLD 5 STAR</p> <p>Challenge: how does Shakespeare present relationships in the play as a whole.</p>	<p>SMSC/ Cultural Capital:</p> <p>This unit has both literary and social significance for students. There is significant amount of imagery used as well as eccentric characters and language to entertain students and allow them to explore the romantic/fantasy genre. This draws on the concepts of love and ethics from Chaucer's "The Knight's Tale" and marriage culture of the 16th century to create A Midsummer Night's Dream.</p> <p>This allows students to explore a genre of comedy that parodies the traditional love stories e.g. Romeo and Juliet. Students can discuss a wide range of topical scenes from the play allowing them to hear different perspectives and form alternative interpretation for greater analysis.</p> <p>BEST Habits:</p> <p>Tolerance, Respect, Empathy, Kindness, Understanding</p> <p>Transferable skills:</p> <p>Critical thinking</p> <p>Creativity</p> <p>Confidence</p> <p>Written communication</p> <p>Verbal Communication</p> <p>Critical reasoning/analysis</p>
	x1 Writing	<p>Writing Skills 1: Argumentative writing inspired by famous speeches</p> <p>Lesson 1-2: Barack Obama Lesson 3: Malala Yousafzai Lesson 4: Emma Watson Lesson 5-6: plan/complete assessment.</p>	<p>Assessment (Language Paper 2):</p> <p>Write a speech in which you argue for or against this statement:</p> <p><i>"Young people have no interest in serious issues."</i></p>	<p>SMSC/ Cultural Capital:</p> <p>Opportunity to read some of the world's most famous speeches. Students can think about the way that these famous speakers have changed the world with the power of their diction.</p>

			<p>BEST habits:</p> <p>Courage, optimism, bravery</p> <p>Resilience, determination, perseverance, curiosity</p> <p>Tolerance, Respect, Unity</p> <p>Identity, diversity, community</p> <p>Collaboration, listening, open-mindedness.</p>	
Half term 2	x3 Reading	<p>London Poetry:</p> <p>Week 1: 'And That' by Raymond Antrobus (2020) and 'The Missing' by Roger Robinson (2019)</p> <p>Week 2: 'Brixton Market' by Malika Booker and 'Directions' by Inua Ellams</p> <p>Week 3: 'City Jungle' by Pie Corbett</p> <p>Week 4: 'Heart of Darkness' by Joseph Conrad and 'The Thames' by Carol Ann Duffy</p> <p>Week 5: Dickens, Wilde, Selvon extracts</p> <p>Week 6/7: plan & complete assessment on 'Composed Upon Westminster Bridge' by William Wordsworth.</p>	<p>Practice Question:</p> <p>How does Pie Corbett describe his vision of London in 'City Jungle'? (Week 3)</p> <p>Teach – skills of INTRO – author's name, themes, form, genre and argument.</p> <p>Reading Assessment Question:</p> <p>How does Wordsworth present London in his poem 'Composed Upon Westminster Bridge'? (Week 7)</p> <p>(INTRO AND ONE MAIN PARAGRAPH)</p> <p>INTRO – author's name, themes, form, genre and argument. Stress the key components needed.</p>	<p>SMSC/ Cultural Capital:</p> <p>This unit studies a range of poets from a range of different backgrounds. Asian and black poets have now been incorporated to reflect on our multiracial student cohort.</p> <p>BEST habits:</p> <p>Courage, optimism, bravery</p> <p>Resilience, determination, perseverance, curiosity</p> <p>Tolerance, Respect, Unity</p> <p>Identity, diversity, community</p> <p>Collaboration, listening, open-mindedness.</p>
	x1 Writing	<p>Writing Skills 2: Writing to DESCRIBE</p> <p>Lesson 1: Brazil – picture of Rio beach</p> <p>Lesson 2: Market place - 5 senses</p> <p>Lesson 3: Aladdin party – describe own party</p> <p>Lesson 4: plan assessment on dinosaur picture.</p> <p>Lesson 5: assessment on dinosaur themed picture.</p> <p>Lesson 6: describe hammock/ beach picture or green pen assessment (if marked for final</p>	<p>Assessment (Language Paper 1):</p> <p>Describe the dinosaur themed picture.</p> <p>Students should use the picture as inspiration for creative writing.</p> <p>Emphasise the criteria on the writing checklist.</p>	<p>SMSC/ Cultural Capital:</p> <p>Links to GCSE Language Paper 1, Question 5. Gets students ready to approach the monster 40 mark question.</p> <p>BEST habits:</p> <p>Courage, optimism, bravery</p> <p>Resilience, determination, perseverance, curiosity</p>

		week).		<p>Tolerance, Respect, Unity</p> <p>Identity, diversity, community</p> <p>Collaboration, listening, open-mindedness.</p>
Half term 3	x3 Reading	<p><u>Myths & Heroes: Heroic narratives</u></p> <p>Week 1-3: 'Beowulf' - author unknown.</p> <p>Week 4-6: 'The Pardoner's Tale' by Chaucer.</p>	<u>NO ASSESSMENT SET</u>	<p><u>SMSC/ Cultural Capital:</u></p> <p>Seminal world literature</p> <p>Oral tradition of storytelling</p> <p>Ancient classical form of storytelling</p> <p>Influence of this on modern literature</p> <p>Context and study prepares students for more challenging texts including a direct link to 'The Wife of Bath' at A Level.</p> <p>Study of language/structure</p> <p><u>BEST Habits:</u></p> <p>Courage – to tackle challenging material</p> <p>Empathy – for characters and their trials and tribulations.</p>
	x1 Writing	<p><u>Writing Skills 3: Modern Day Heroines</u></p> <p>Week 1-2: Elizabeth Fry</p> <p>Week 3-4: Mary Wollstonecraft</p> <p>Week 5-6: Mary Seacole.</p>	<u>NO ASSESSMENT SET</u>	<p><u>SMSC/ Cultural Capital:</u></p> <p>This new unit empowers women and it is refreshing and interesting to study female icons who have changed the world with their actions.</p> <p><u>BEST habits:</u></p> <p>Individual liberty and democracy – ideas of equality for all resonate well with our demographic in Barking and Dagenham.</p> <p>Empathy – to issues of gender and equality for all. Consider texts from a female perspective.</p> <p>Reflectiveness and Motivation – applicable to young girls who can aspire to greatness after reading</p>

			positive accounts of female icons. Tolerance and respect – historical accounts of their endeavours.	
Half term 4	x3 Reading	<p><u>Diverse Shorts:</u></p> <p>Week 1: Tender Earth by Sita Brahmachari (Laila’s first day at secondary school)</p> <p>Week 2: The Colour of Humanity by Bali Rai (discrimination)</p> <p>Week 3: My Polish Teacher’s Tie by Helen Dunmore (identity linked to job)</p> <p>Week 4: May Malone by David Almond (boy with serious disabilities)</p> <p>Week 5: Loose Change by Andrea Levy (refugees)</p> <p>Week 6: Terror Kid by Benjamin Zephaniah (Rico and reaction to Birmingham riots)</p> <p>The Hate U Give by Angie Thomas (unjust treatment of black people by police)</p> <p>NEW UNIT: literature to promote critical thinking.</p> <p>Key themes: Identity, Diversity and Community.</p> <p>Tolerance, Rights and Respect.</p>	<p><u>Practice Question:</u> How does David Almond present the theme of diversity in ‘May Malone’?</p> <p><u>Reading Assessment Question:</u> How does Angie Thomas present ideas of tolerance and respect in ‘The Hate U Give?’</p> <p><u>EARLIER ASSESSMENT DATE</u> <u>Both assessed pieces inform Spring Data Drop.</u></p> <p><u>INTRO AND TWO PARAGRAPHS.</u> <u>LIT 2 approach (no extract) broader analysis</u></p>	<p><u>SMSC/ Cultural Capital:</u></p> <p>A study of diverse authors from around the world to represent our diverse and multiracial East London school cohort.</p> <p>This publication fills a much-needed gap in the educational experience of today’s secondary pupils, with its focus on a richly diverse range of texts to promote critical thinking. From Andrea Levy to David Almond, from Angie Thomas to George Orwell, and from Alex Wheatle to ZZ Packer, pupils are offered challenging material by renowned authors writing about a range of issues important to the world today.</p> <p>The texts encourage pupils to explore the texts from a range of critical standpoints. This unit not only is relevant to English lessons, but also contains themes applicable to Citizenship, PSHE and tutor time.</p> <p><u>BEST habits:</u></p> <p>Courage, optimism, bravery</p> <p>Resilience, determination, perseverance, curiosity</p> <p>Tolerance, Respect, Unity</p> <p>Identity, diversity, community</p> <p>Collaboration, listening, open-mindedness.</p>
	x1 Writing	<p><u>Writing Skills 4: Diverse Shorts</u></p> <p>Week 1: Looking for JJ by Anne</p>	<p><u>Assessment (Language Paper 1):</u></p> <p>Write the opening of a story</p>	<p><u>SMSC/ Cultural Capital:</u></p> <p>Literature to challenge, entertain</p>

		<p>Cassidy (Jennifer Jones guilty of manslaughter, only ten years old)</p> <p>Week 2: Every Man Dies Alone by Hans Fallada (WW2 based story)</p> <p>Week 3: Refugee Boy by Benjamin Zephaniah (Alem has escaped the war between Ethiopia & Eritrea)</p> <p>Week 4-6: plan assessment, write it up for one lesson and spend the last one dedicated to assessment feedback (using CRIB sheet).</p>	<p>where someone tackles an <u>issue/ problem.</u></p>	<p>and inspire. Develops vital critical reading skills. Engages young people with real world values. Activities to use with each short story or extract. Read singly or in thematically linked clusters.</p> <p>BEST habits:</p> <p>Critical literacy cards which directly link to BA way:</p> <p>'identity', 'freedom', 'tolerance, rights & respect', 'justice', 'diversity & community', 'democracy', 'equality & responsibility', 'change & action', 'power & control'.</p>
Half term 5	x3 Reading	<p>GCSE Language Paper 1 practice</p> <p>Q1 4</p> <p>Q2 8</p> <p>Q3 8</p> <p>Q4 20</p>	<p>Exam: GCSE Paper 1, Section A</p> <p>Students complete Q4 only = 20 marks.</p>	<p>SMSC/ Cultural Capital:</p> <p>A wide range of texts from the 19th, 20th and 21st century</p> <p>Opportunity to engage students in creative text</p> <p>Inspire independent writing</p> <p>Exploration of linguistic</p> <p>BEST habits:</p> <p>Motivation</p> <p>Practising</p> <p>Prioritising</p> <p>Self-regulation</p> <p>Adaptability</p>
	x1 Writing	<p>GCSE Language Paper 1 practice (only Q5)</p> <p>Q5 = 40 marks</p> <p>Work should be completed, focusing on the writing checklist, ensuring students know how to achieve top</p>	<p>Exam: GCSE Paper 1, Section B</p> <p>Students complete Paper 1: Q5 only.</p>	<p>Courage, optimism, bravery</p> <p>Resilience, determination, perseverance, curiosity</p> <p>Tolerance, Respect, Unity</p> <p>Identity, diversity, community</p>

		marks. Students should write creatively and have their work peer assessed before the actual test at the end of this unit.	x1 Teacher marks Q5 and score /40.	Collaboration, listening, open-mindedness.
Half term 6	x3 Reading	<p><u>Novel - 'Animal Farm' – George Orwell</u></p> <p>Week 1: Introduction to context</p> <p>Week 2: read chapter 1- 'Beasts of England' and chapter 2 'The Seven Commandments'</p> <p>Week 3: read chapter 3,4,5</p> <p>Week 4: read chapter 6 & 7</p> <p>Week 5: read chapter 8 & 9</p> <p>Week 6: Finish reading: chapter 10.</p> <p>Week 7-8: plan & complete assessment</p>	<p><u>Practice Question:</u> How does Orwell use the character of Squealer to explore ideas about truth and lies? Write about:</p> <ul style="list-style-type: none"> • what Squealer says and does • how Orwell uses Squealer to explore ideas about truth and lies. <p><u>Assessment Question:</u> How does Orwell use the character of Napoleon to explore ideas about power and control in Animal Farm? Write about:</p> <ul style="list-style-type: none"> • how Orwell presents the character of Napoleon • how Orwell uses the character of Napoleon to present ideas about power and control in the novel. <p><u>Lit 1 style focus:</u> <u>INTRO, TWO MAIN PARAGRAPHS, CONCLUSION.</u></p>	<p><u>SMSC/ Cultural Capital:</u></p> <p>Allegorical novel</p> <p>Seminal piece of world literature</p> <p>Important novel in British literature</p> <p>Study of language/structure of novel</p> <p>Cultural context-political systems/today's political world</p> <p><u>BEST habits:</u></p> <p>Courage, optimism, bravery</p> <p>Resilience, determination, perseverance, curiosity</p> <p>Tolerance, Respect, Unity</p> <p>Identity, diversity, community</p> <p>Collaboration, listening, open-mindedness.</p>
	x1 Writing	<p><u>x1 'Animal Farm' – George Orwell</u></p> <p>Week 1 - deep exploration of context and historical significance of key characters.</p> <p>Week 2 - historical figures</p> <p>Week 3 - historical figures</p> <p>Week 4 to 6 – essay planning skills and effective writing of conclusion.</p> <p><u>Writing Skills 6: Animated Shorts</u></p> <p>Lesson 1: Coin Operated</p> <p>Lesson 2: Snack Attack</p> <p>Lesson 3: Hair Love</p> <p>Lesson 4: Watch Your Feelings</p> <p>Lesson 5: Volunteer Your Time</p>	<p><u>Final assessment:</u> Storyboard/ plan your own animated short.</p> <p><u>MAL Challenge:</u> Create your own animation short for homework and present to the class!</p>	<p><u>SMSC/ Cultural Capital:</u></p> <p>Creative medium of film to inspire and encourage students to explore several perspectives.</p> <p>Animated shorts are diverse and inclusive</p> <p><u>BEST habits:</u></p> <p>Collaboration</p> <p>Open-mindedness</p> <p>Curiosity</p>

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