

Year Group/Term	Fertile Question	Powerful New Knowledge	Revisiting Knowledge	Assessment
<p>7.1 (1)</p> <p>Hound of the Baskervilles.</p> <p>Relevant non-fiction or other fiction literature.</p> <p>Relevant poetry</p>	<p>How do writers stylise their word choices to create genre?</p>	<p><b>Historical and Social concepts being explored:</b></p> <ul style="list-style-type: none"> <li>- Reason and Rationalism</li> <li>- Empiricism</li> <li>- Supernatural and Superstitious Beliefs</li> <li>- Social Hierarchy and Classism</li> <li>- Truth and Fantasy</li> </ul> <p><b>Narrative structure and viewpoint within the set text and other related literature:</b></p> <ul style="list-style-type: none"> <li>- First person narration</li> <li>- Foreshadowing</li> <li>- Openings and Endings of chapters</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 – Grammar and Word Classes</li> <li>• KS2 – Retrieving and Recording Information</li> <li>• KS2 – Inference</li> <li>• KS2 – Defining words in context</li> <li>• KS2 – Explain how meaning is enhanced through choice of words and phrases</li> </ul>	<p><b>Formative Assessment</b></p> <p>Friday quiz interform challenge on context, characters, grammar and plot – Multiple choice and 1-4 mark answer style.</p> <p>Responsive teaching methods:</p> <ul style="list-style-type: none"> <li>- Quote bursts</li> <li>- Live Modelling</li> <li>- Verbal feedback and room circulation</li> <li>- Whole class feedback on books</li> </ul> <p><b>Summative Assessment</b></p> <p>Write a description of the Hound.</p>
<p>7.1 (2)</p> <p>Hound of the Baskervilles</p> <p>Relevant non-fiction or other fiction literature.</p> <p>Relevant poetry</p>	<p>TBC</p>	<ul style="list-style-type: none"> <li>- Gothic writings</li> <li>- Key character introduction and analysis</li> </ul> <p><b>Linguistic Devices:</b></p> <ul style="list-style-type: none"> <li>- Irony</li> <li>- Symbolism</li> <li>- Gothic writing</li> </ul> <p><b>Making meaningful inferences of narrative</b></p>		<p><b>Formative Assessment</b></p> <p>Friday quiz interform challenge on context, characters, grammar and plot – Multiple choice and 1-4 mark answer style.</p> <p>Responsive teaching methods:</p> <ul style="list-style-type: none"> <li>- Quote bursts</li> <li>- Live Modelling</li> <li>- Verbal feedback and room circulation</li> </ul>

		<b>structure/viewpoint and devices used by the authors</b>		<ul style="list-style-type: none"> <li>- Whole class feedback on books</li> </ul> <p><b>Summative Assessment</b></p> <p>TBC</p>
7.2 (1)	Writers' don't really think about their choices when writing their stories – myth or fact?	<p><b>Narrative structure and viewpoint of the short stories:</b></p> <ul style="list-style-type: none"> <li>- First person narration</li> <li>- Foreshadowing</li> <li>- Openings and Endings of chapters</li> <li>- Gothic writings</li> <li>- Key character introduction and analysis</li> </ul> <p><b>Linguistic Devices:</b></p> <ul style="list-style-type: none"> <li>- Irony</li> <li>- Symbolism</li> <li>- Gothic writing</li> </ul>	<p>KS2 – Grammar and Word Classes</p> <p>KS2 – Retrieving and Recording Information</p> <p>KS2 – Inference</p> <p>KS2 – Defining words in context</p> <p>KS2 – Explain how meaning is enhanced through choice of words and phrases</p> <p>Previous Y7 knowledge – making meaningful inferences</p> <p>Previous Y7 knowledge – identifying specified linguistic devices; irony, symbolism.</p>	<p><b>Formative Assessment –</b> Responsive teaching methods focused on writer's choices of language and narrative structures.</p> <ul style="list-style-type: none"> <li>- Multiple choice grammar tests</li> <li>- Quote bursts</li> <li>- Live modelling</li> <li>- Verbal within lesson</li> <li>- Whole class feedback on books</li> </ul> <p><b>Summative Assessment</b></p> <p>TBC</p>
7.2 (2)	How can I become a master of the art of words?	<p>Increasing knowledge of high level vocabulary and how to use it when writing.</p> <p><b>Crafting the use of these narrative structures and linguistic devices in own writing.</b></p>		<p><b>Formative Assessment</b> Responsive teaching methods focused on writer's choices of language and narrative structures.</p> <ul style="list-style-type: none"> <li>- Multiple choice grammar tests</li> <li>- Quote bursts</li> <li>- Live modelling</li> <li>- Verbal within lesson</li> <li>- Whole class feedback on books</li> </ul>

				<p><b>Summative Assessment</b></p> <p>Write a narrative with one of the following titles:</p> <ul style="list-style-type: none"> <li>- Abandoned</li> <li>- The Letter</li> <li>- Together</li> <li>- New World</li> </ul> <p>This will be an interform competition with agreed prizes and rewards.</p>
<p>7.3 (1)</p> <p>The Tempest</p> <p>Relevant fiction and non-fiction literature</p> <p>Poetry</p>	<p>Shakespeare really did not agree with the actions of the British Empire when they degraded the local natives. Prospero's character represents this. True?</p>	<p><b>Historical and Social concepts being explored:</b></p> <ul style="list-style-type: none"> <li>- Colonial Britain and the British Empire.</li> <li>- Attitudes to settlers and natives.</li> <li>- Feminism</li> <li>- Hierarchical structures and power dynamics</li> <li>- Supernatural and Superstitious Beliefs</li> <li>- Moral messages and authorial intent</li> </ul> <p><b>Narrative structure and viewpoint within the set text and other related literature:</b></p> <ul style="list-style-type: none"> <li>- Genre of love and fantasy</li> </ul>	<p>Previous Year 7 knowledge of:</p> <ul style="list-style-type: none"> <li>- Supernatural</li> <li>- Truth and Fantasy</li> <li>- Irony</li> <li>- Symbolism</li> <li>- Foreshadowing</li> <li>- Openings and Endings of chapters</li> <li>- Key character introduction and analysis</li> <li>- Making meaningful inferences of narrative structure/viewpoint and devices used by the authors.</li> <li>- Identifying specified linguistic devices; irony, symbolism.</li> </ul>	<p><b>Formative Assessment</b></p> <p>Responsive teaching methods focused on Shakespeare's choice of language and structure to express intent.</p> <ul style="list-style-type: none"> <li>- Multiple choice grammar tests</li> <li>- Quote bursts</li> <li>- Live modelling</li> <li>- Verbal within lesson</li> <li>- Whole class feedback on books</li> </ul> <p><b>Summative Assessment</b></p> <p>Multiple choice and short answer quiz out of 20 marks.</p> <p>Followed by extended writing task of:</p>

		- Differences in structure to more modern texts in contrast to Shakespeare.	- Crafting the use of these narrative structures and linguistic devices in own writing.	Explore how Shakespeare presents Prospero as a powerful man at the beginning of The Tempest.
7.3 (2) The Tempest  Relevant fiction and non-fiction literature  Poetry	How far does Miranda's character show a progression in women?			<p><b>Formative Assessment</b> Responsive teaching methods focused on Shakespeare's choice of language and structure to express intent.</p> <ul style="list-style-type: none"> <li>- Multiple choice grammar tests</li> <li>- Quote bursts</li> <li>- Live modelling</li> <li>- Verbal within lesson</li> <li>- Whole class feedback on books</li> </ul> <p><b>Summative Assessment</b> Multiple choice and short answer quiz out of 20 marks. Followed by extended writing task of:</p> <p>Explore how Shakespeare develops Miranda's character across the whole play.</p>