

Plan Of Learning For The Year (Unit/Topic/Project Context)

<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>Contemporary Novel – <i>Lord of the flies</i>, alongside dystopian creative writing lessons</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>Contemporary Novel – <i>Lord of the flies</i>, alongside dystopian extracts, and further exploration into the genre.</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>The Romantics &amp; Rebellion – study of Romantic and contemporary poetry.</li> </ul>	<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>Creative Writing Project – students spend a half term developing their creative writing skills.</li> </ul> <p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>Noughts &amp; Crosses – study of a full contemporary play.</li> </ul> <p><b>Half Term 6</b></p> <ul style="list-style-type: none"> <li>Noughts &amp; Crosses – study of a full contemporary play.</li> </ul>
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Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> <li>Self and peer assessment</li> <li>On-going formative assessment during lessons by teacher e.g. exit tickets &amp; questioning</li> <li>Student/teacher one-to-one discussions &amp; live marking</li> <li>Termly teacher assessed tasks</li> <li>Termly formal assessments</li> <li>Low stakes quizzes based on vocabulary and key concepts</li> <li>Whole class feedback</li> </ul>	<ul style="list-style-type: none"> <li>Drama or speaking and listening activities in each unit</li> <li>School newspaper – opportunity to join and write articles or contribute to running this</li> <li>Poetry by heart competition</li> <li>Silent reading</li> <li>Advertise national youth writing competitions</li> </ul>	<ul style="list-style-type: none"> <li>Studying literature from across the literary timeline, including world literature and diverse authors</li> <li>Careers link in each unit – Gatsby Benchmark 4</li> <li>Working independently, in pairs and in groups.</li> <li>Understanding the role of individuals in a team</li> <li>Spoken language and performance opportunities</li> <li>Encouraging and empathising</li> <li>Studying themes of equality and activism</li> </ul>

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>Misuse of language terminology</li> <li>Identification of language techniques</li> <li>Understanding of Pre-1900 language</li> <li>How to compare two texts</li> <li>Key literary and historical periods and contexts</li> <li>Literary genres</li> </ul>	<ul style="list-style-type: none"> <li>Regular revisiting of core vocabulary and key concepts, building key knowledge for Y9 &amp; GCSE</li> <li>Knowledge organisers and mid-term plans sequence skills, concepts, and vocabulary across KS3</li> <li>Regular low stakes quizzes and end of unit vocabulary and concept quiz</li> <li>Each unit has prior and future learning links</li> </ul>	<ul style="list-style-type: none"> <li>Core vocabulary and concept lists for each unit</li> <li>Regular use of scaffolds and structured practice</li> <li>Clearly defined success criteria and use of clear feedback model to show next steps to improve</li> <li>Stretch activities built into each lesson</li> <li>Closing the vocabulary, reading, and writing gap strategies</li> </ul>