



Half term points						
7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>Literature Study:</b> Faith and Identity	<b>Poetry:</b> Introduction	<b>Modern Drama:</b> <i>War Horse</i>		<b>Transactional Writing:</b> Activism	<b>Shakespeare:</b> <i>A Midsummer Night's Dream</i>
	<b>Reading:</b> How is language used to show attitudes towards faith?	<b>Reading:</b> Analyse how language is used to present a character in a chosen poem.	<b>Writing:</b> To write from the perspective of a protagonist from the play.		<b>Writing:</b> To create an effective piece of media (letter/speech/article), demonstrating an awareness of PAFT	<b>Reading:</b> How is language used to present the character of...?
	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• exploration of multiple texts related by theme</li> <li>• contextual (historical, social and political backdrops) understanding analysis of language and structural methods used by writers</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Context of the poems</li> <li>• Meaning/ message of poems</li> <li>• Identifying key poetic devices</li> <li>• Themes</li> <li>• Analysis of language and structural methods used by writers</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Exploration of dramatic devices</li> <li>• Plot</li> <li>• Key characters (personality traits/ how they change etc)</li> <li>• Themes</li> </ul>		<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Producing texts which are appropriate to task</li> <li>• Selecting appropriate and effective vocabulary</li> <li>• Employing a range of effective language devices</li> <li>• Demonstrating a coherent and persuasive argument</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Contextual (historical, social and political backdrops) understanding</li> <li>• Exploration of dramatic devices</li> <li>• Plot</li> <li>• Key characters (personality traits/ how they change etc)</li> <li>• Themes</li> <li>• Playwright's intentions</li> <li>• Themes</li> </ul>
	<b>Writing:</b> A piece of descriptive writing based upon a task stimulus (Cold/Hot Write)	<b>Writing:</b> Respond creatively to an image stimulus inspired by a poem studied	<b>Reading:</b> How does Nick Stafford present the character of [...] in the play?		<b>Reading:</b> Analyse how language is used to meet the PAFT of a text	<b>Writing:</b> Write descriptively from the perspective of...
	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Selecting appropriate and effective vocabulary</li> <li>• Employing a range of effective language devices</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Selecting appropriate and effective vocabulary</li> <li>• Employing a range of effective language devices</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Contextual (historical, social and political backdrops) understanding</li> <li>• Exploration of dramatic devices</li> <li>• Plot</li> <li>• Key characters (personality traits/ how they change etc)</li> <li>• Themes</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Selecting appropriate and effective vocabulary</li> <li>• Employing a range of effective language devices</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Exploration of a range of non-fictional texts</li> </ul>	<b>Key skills and knowledge assessed:</b> <ul style="list-style-type: none"> <li>• Exploration of dramatic devices</li> <li>• Plot</li> <li>• Key characters (personality traits/ how they change etc)</li> <li>• Themes</li> </ul>



**CONNECTED**