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| **Term** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Substantive Knowledge**  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**  This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content. |
| **Autumn Term**  **1A**  **Year 7** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  - The purpose of mythology/ the creation myth - Archetypes - Empathy - Morality and immorality - Crime and punishment - The Oracle, fate and prophecy - Literary allusions (linked to Shakespeare's 'Romeo and Juliet') - Heroism (including the tragic hero) | Year 7 Baseline test.  Creative writing assessment  Key Knowledge test. |
| **Module 1: Myths and Legends.**  Foundation to the literary timeline. |
| **Autumn Term**  **1B**  **Year 7** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Read, understand and respond to texts, developing an informed, personal response and using appropriate evidence.  -Analyse the language, form and structure used by a writer to create meanings and effects using relevant terminology where appropriate.  -Show understanding of the relationships between texts and the contexts in which they were written. | Analytical writing assessment  Key Knowledge test. |
| **Module 2: A Christmas Carol**  Introduction to storytelling. |
| **Spring Term**  **2A**  **Year 7** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  -Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  -Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | Creative writing assessment  Key Knowledge test. |
| **Module 3: Autobiography**  Writing to inform |
| **Spring Term**  **2B**  **Year 7** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Understand the difference between literal and metaphorical language.  -Analyse and comment on language used to achieve effects in poetry.  -Write poetry in different forms for different occations | Poetry writing assessment  Key Knowledge test. |
| **Module 4: Poetic Voices**  Big Feelings |
| **Summer Term**  **3A**  **Year 7** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Read, understand and respond to a Shakespeare text.  -Developing an informed, personal response and using appropriate evidence.  -Analyse the language, form and structure used by a writer to create meanings and effects using relevant terminology where appropriate.  -Show understanding of the relationships between texts and the contexts in which they were written. | Analytical writing assessment  Key Knowledge test. |
| **Module 5: Shakespeare**  Shakespeare in context |
| **Summer Term**  **3B**  **Year 7** | **Intent**  Why is this taught now? | **Students will understand/be able to:**  -Students will understand the world around them through critical thinking.  -Empathise and understand the lives of others through storytelling. | Creative writing assessment  Key Knowledge test.  End of year test |
| **Module 6: Critical Thinking Shorts**  ​Identity, diversity, and community. ​​ |