

Year 7

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Language, Literacy and Communication	English	<b>Cynefin</b>		<b>Social Justice</b>		<b>Heroes</b>		
		Students explore historical and social articles, stories and images that relate to, and inform us of, aspects of our culture. Students refine reading skills, writing skills and oracy skills through a range of tasks/activities.		Students read a range of literature that explores the ideas of civil rights, gender equality, racial equality and other aspects of discrimination. Students relate ideas to their own lives and explore them through written tasks and speeches/debates. Students explore use of language to impact and affect a listener/reader.		Students explore the development and progression of archetypal heroes through literature. Students aim to read about, write about and discuss different types of heroes and how they influence literature across time. Students will identify traits and behaviours of heroes and how these translate into every day.		
	ALN	<b>Cynefin</b>		<b>Zebra Crossing Soul Song</b>		<b>Heroes</b>		
		Students explore historical and social articles, stories and images that relate to, and inform us of, aspects of our culture. Students refine reading skills, writing skills and oracy skills through a range of tasks/activities.		In Zebra Crossing, students build on their phonetic knowledge by reading a dyslexia friendly book that targets specific areas of social justice such as same-sex relationships, racial diversity and social inclusion.		Students explore the development and progression of archetypal heroes through literature. Students aim to read about, write about and discuss different types of heroes and how they influence literature across time. Students will identify traits and behaviours of heroes and how these translate into every day.		
	Welsh	<b>Grammar</b>		<b>Cynefin</b>		<b>Gwyliau/Patagonia</b>		<b>Ffrindiau</b>
		Students will complete a booklet based on general Welsh grammar. This will ensure that pupils recognise the level of Welsh required for work in Year 7. The booklet will be a recourse throughout the year		Students will develop their knowledge of the meaning of 'Cynefin'. Students will research and develop reading and writing skills completing various tasks.		Students will develop their understanding of 'Patagonia' and will compare similarities with Cymru. Students will also develop reading, oracy and written skills by producing various past tense examples of work based on holidays/events.		Students will develop knowledge and understanding of the third person by describing friends/family members.
French	<b>All about me: name &amp; age</b>		<b>All about me: birthdays</b>		<b>All about me: hair &amp; eyes</b>		<b>All about me: Where I live and am from</b>	
	Students will focus on understanding the links between different languages and starting to use a modern foreign language to express basic facts about themselves. Students will learn to talk in detail about themselves in the first person, including basic information and descriptions including numbers up to 15.		Students will focus on starting to use the present tense of key verbs in different contexts and situations; they are using their translanguaging skills to read extended texts about themselves. They will study numbers up to 31.		Students will focus on giving detailed physical descriptions about themselves and others. Students will focus on manipulating the present tense of key verbs in the context to talk about themselves and their family.		Students will be able to talk about where they live and focus upon both linguistic and geographical origins and backgrounds in relation to other Francophone countries.	
		<b>All about me: Talking about family relationships and ages.</b>						
		Students will be able to describe relationships with family and friends and express ages up to 100.						

Year 8		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Language, Literacy and Communication	English	<b>Faster Read</b>		<b>Building a New World</b>		<b>A Midsummer Night's Dream (Shakespeare)</b>	
		Students will read Trash by Andy Mulligan. They will be introduced to the lives of three 'dumpsite boys': Raphael, Gardo and Rat. Pupils will be given an opportunity to explore relationships, characters, themes, motifs and interesting perspectives. In addition, pupils may also read Lord of the Flies by William Golding or a range of short stories.		Students will study and explore poems by a range of poets such as War Photographer (Carol Ann Duffy), Dulce Et Decorum Est (Wilfred Owen), Poppies (Jane Weir) and The Man He Killed (Thomas Hardy). They will interact with the poems exploring key ideas and themes such as guilt, fear, patriotism and more. Students will build vocabulary and enhance analytical skills with a particular focus on poetry analysis.		Students will read and study their first Shakespearean text. They will explore the genre of comedy and look closely at the role of the Mechanics and the Players alongside key characters such as Hippolyta. Pupils explore the role of women in Shakespearean plays.	

		<b>Faster Read- Differentiated</b>		<b>War Poetry - ALN</b>		<b>A Midsummer Night's Dream (Shakespeare) (ALN)</b>	
		Students will read Wonder by R. J. Palacio. They will be introduced to the Auggie a boy with a facial deformity. Pupils will be given an opportunity to explore relationships, characters, themes, motifs and interesting perspectives. In addition, pupils may also read a further novel or a range of short stories.		Students will study and explore poems by a range of poets such as War Photographer (Carol Ann Duffy), Dulce Et Decorum Est (Wilfred Owen), Poppies (Jane Weir) and The Man He Killed (Thomas Hardy). Pupils will interact with the poems exploring key ideas and themes such as guilt, fear, patriotism and more. Pupils will build vocabulary and enhance analytical skills with a particular focus on poetry analysis.		Students will read and study their first Shakespearean text. They will explore the genre of comedy and look closely at the role of the Mechanics and the Players alongside key characters such as Hippolyta. Students explore the role of women in Shakespearean plays.	
	<b>Welsh</b>	<b>Amser Sbar</b>		<b>Ffrindiau</b>		<b>Technoleg</b>	
		Students will have the opportunities to discuss what they like doing in their spare time. They will show past and present tenses in their work.		Pupils will have opportunities to write about friends. Pupils will also develop oracy skills in talking about other people in preparation for the GCSE exam. Pupils will work in pairs/groups to develop listening skills.		Students will give opinions on mobile phones/games/ apps. Understanding of social media pressures and dangers will also be evident. Students will also be able to showcase numeracy skills in comparing various Technology products whilst developing new language patterns	
	<b>French</b>	<b>All about me: Talking about family relationships and ages.</b>	<b>All about me: Describing myself and family members.</b>	<b>All about me: Talking about my pets.</b>	<b>All about me: Talking about different jobs my family do.</b>	<b>All about me: Comparing my family and friends.</b>	<b>All about me: School objects, colours, and adjectives.</b>
		Students will be able to say how many people are in their family and who they are. They will also learn how to describe family relationships, and express ages up to 100. They will revisit describing hair and eyes.	Students will be able to describe themselves and immediate family members, using a variety of adjectives. They will learn the third person of the verb 'être' - 'to be'. They will learn all persons of the verb 'avoir' - 'to have'. They will revisit numbers and description of hair and eyes.	Students will be able to talk about and describe the pets they have at home and the pet they would like to have. They will also use more adjectives to describe appearance and personality. They will learn key question words. They will learn how to ask questions about name, age, appearance, and quantity. They will revisit introducing themselves, family members and other people.	Students will be able to talk about the jobs that family members do and their opinions. They will also learn different workplaces. They will learn the full conjugation of the verb 'travailler' - 'to work'. They will revisit family members, the verb 'être' - to be and descriptions of people and pets.	Students will be able to compare family and friends, using more/less...than and as...as. They will also learn new adjectives to describe people. They will revisit family members, pets, and describing animals' appearance and character.	Students will be able to describe objects including their colours and state what they have, do not have, need, and would like to have. They will revisit colours, adjectival agreements, introductions, and pets.

Year 9		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Language, Literacy and Communication</b>	<b>English</b>	<b>Touching the Void</b>		<b>Blood Brothers</b>		<b>Macbeth OR Romeo and Juliet</b>	
		Students will explore the true story of who climbs and their perilous journey up the west face of the Sula Grande in the Peruvian Andes along with a range of other texts which share a thematic link. Pupils will engage with a range of skills such as explaining, summarising, comparing and synthesising.		Pupils will read, analyse and discuss Blood Brothers: Willy Russell's captivating and moving story of twins, separated at birth, who go on to live very different lives. Pupils will explore characters, context, themes and authorial intent as well as developing essential skills in the analysis of literature and exploration of language.		Pupil will read <b>either</b> Shakespeare's Macbeth: a tragedy focused on a Scottish thane (lord) who receives a prophecy that he will become king <b>or</b> Romeo and Juliet: the tragedy of a pair of star-crossed lovers. Pupils will explore characters, context, themes, relationship and Shakespearean language.	
		<b>Touching the Void - Differentiated</b>		<b>Blood Brothers - Differentiated</b>		<b>Macbeth OR Romeo and Juliet- Differentiated</b>	
	Students will explore the true story of who climbs and their perilous journey up the west face of the Sula Grande in the Peruvian Andes along with a range of other texts which share a thematic link. Pupils will engage with a range of skills such as explaining, summarising, comparing and synthesising.		Pupils will read, analyse and discuss Blood Brothers: Willy Russell's captivating and moving story of twins, separated at birth, who go on to live very different lives. Pupils will explore characters, context, themes and authorial intent as well as developing essential skills in the analysis of literature and exploration of language.		Pupil will read <b>either</b> Shakespeare's Macbeth: a tragedy focused on a Scottish thane (lord) who receives a prophecy that he will become king <b>or</b> Romeo and Juliet: the tragedy of a pair of star-crossed lovers. Pupils will explore characters, context, themes, relationship and Shakespearean language.		
	<b>Welsh</b>	<b>Rhaglenni Teledu/Sgrin Fawr</b>		<b>Cadw'n iach a bwyta'n iach</b>		<b>Past Tense and Oracy tasks</b>	
Students will discuss and compare various TV programmes and films. Students will also compare characters/actors from various media sources. Pupils will be able to compare different types of genre of films and TV shows. Pupils will showcase knowledge of past tense and future tense also		Pupils will learn how to talk and write about different types of activities that contribute to a healthy lifestyle. Pupils will be able to discuss different types of food groups. During the topic pupils will also be able to discuss in detail components of a healthy and unhealthy diet. There will also be opportunities for group tasks and discussion.		This unit of work prepares pupils for the upcoming GCSE exam in year 10. Pupils will be given different topics to discuss as a group. Pupils will have a placemat to support language expectations and will develop group skills within a supportive environment			

	French	All about me: Comparing my family and friends.	All about me: Talking about food and drink.	All about me: Talking meals.	All about me: Talking clothes I wear.	All about me: Talking about free time.	All about me: Talking about free time and weather.
		<p>Students will be able to compare family and friends, using more/less...than and as...as. They will also learn new adjectives to describe people. They will revisit family members, pets, and describing animals' appearance and character.</p> <p>Students will be able to describe objects including their colours and state what they have, do not have, need, and would like to have. They will revisit colours, adjectival agreements, introductions, and pets.</p>	<p>Students will be able to talk about what food and drink they like and to what extent. They will be able to explain why they like/dislike certain foods. They will learn new adjectives and how to use the verbs to eat/to drink. They will revisit time markers.</p>	<p>Students will be able to talk about what meals they eat every day and what they eat at each meal. They will learn the verbs to have lunch/dinner. They will revisit nouns and adjectives.</p>	<p>Students will learn how to say what clothes they wear in various circumstances and places. They will learn some different weathers. They will be able to give a wide range of words for clothing items and accessories. They will be able to use a wide range of words for places in town. They will learn the verb 'to wear.'</p> <p>They will revisit time markers, frequency markers, and colours.</p>	<p>Students will be able to talk about what they do in their free time and how often. They will be able to use the verbs to play/to do/to go.</p>	<p>Students will be able to talk about what free time activities they do in distinct types of weather. They will also be able to say where they do them and who with. They will also learn various places in town.</p>