

Subject: <b>English</b>		Year Group: <b>7</b>
Term 1 Key Focus/Topic(s) <b>The Borden Values in fiction and non-fiction texts.</b>	Term 2 Key Focus/Topic(s) <b>Darkside – novel study</b>	Term 3 Key Focus/Topic(s) <b>Darkside – novel study</b>
Term 1 Assessment Opportunities: <b>Create your own morality tale.</b>	Term 2 Assessment Opportunities: <b>Character analysis from an extract</b>	Term 3 Assessment Opportunities: <b>Book review</b>
Term 4 Key Focus/Topic(s) <b>Shakespeare – Much Ado About Nothing</b>	Term 5 Key Focus/Topic(s) <b>Argumentative writing – ‘Don’t Get Me Started’</b>	Term 6 Key Focus/ Topic(s) <b>Poetry: Justice, Identity and Journeys</b>
Term 4 Assessment Opportunities: <b>Character analysis</b>	Term 5 Assessment Opportunities: <b>Argumentative piece expressing viewpoint</b>	Term 6 Assessment Opportunities: <b>Create your own poem</b>

Rationale:

- Our intention is that these Schemes of Work enable students to experience a range of different materials – both fiction and non-fiction, from across the ages – that will engage, enrich and contextualise English. We want students at Borden to enjoy reading and engaging with language and have deliberately created opportunities for students to develop their own opinions and thoughts by providing them with material that encourages inquisition. We have Extended Learning Projects for each term’s topic to foster a love of extending learning beyond the classroom and use Accelerated Reader to generate a ‘buzz’ around reading.

Evaluation:

- Each term, students will have a Summative Assessment which is marked against the Borden standards. In year 7, we have incorporated different styles of assessment to include analytical writing and creative opportunities. Students have the opportunity to self-assess their performance on this, against clear objectives, alongside the teacher to evaluate their learning. Independent opportunities come through homework tasks, for example: deeper thinking questions, Extended Learning Projects. Teachers also provide whole class feedback post assessments, marking of homework to clarify ‘common errors’ and to model exemplar work - evidenced in students’ work through the use of ‘purple pen’.