



YEAR 2023 TERM: Autumn – Transition

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning Topic- *Transition: Introduction to Journeys*

Curriculum Intent	<p>Our Year 7 curriculum is designed to inspire a love of literature enabling students the opportunity to develop culturally, emotionally, intellectually, socially and spiritually. Our thematic based curriculum is challenging and rigorous but enables all students to build upon their foundational knowledge and master key skills in depth. Our curriculum is one built on challenge yet also compassion. It is designed to promote our local community whilst encouraging real-life transactional skills and cross curricular links.</p> <p>This transition unit introduces students to the theme of journeys which will span across the curriculum year. It will provide core foundational knowledge around the ‘journey narrative’ genre which will be built upon in subsequent units of work. Journeys is a universal theme in literature and is especially poignant in year 7 when students themselves are transitioning from KS2 to KS3. We want students to see themselves in the literature they read in order to aid their understanding and add relevance to their studies. Through our selected coming of age novel, students are encouraged to reflect on their own emotional and physical journeys. The novel choice (Girl. Boy. Sea) also lays the foundations for the theme of the power of storytelling which is reinforced later in their curriculum journey.</p> <p>Pupils will be taught the following National Curriculum guidelines this unit:</p> <p>To read a wide range of fiction and non-fiction, with a wide coverage of genres, historical periods, forms and authors. Reading within the unit focuses on Girl. Boy. Sea by Chris Vick, a Carnegie shortlisted work of contemporary fiction. This is supplemented by a range of non-fiction articles including Greek mythology and intertextual links to seminal world literature such as Arabian Nights.</p> <p>To develop an appreciation and love of reading, and read increasingly challenging material independently: The novel, Girl. Boy. Sea forms part of our summer reading challenge which promotes reading independently over the summer holidays. The unit also builds on reading for pleasure by making links to other genres and themes.</p> <p>Develop an appreciation and love of reading through re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. Students have been encouraged to firstly read this text independently through the summer reading challenge. The unit of work will enable students to re-read parts of the text in order to increase their familiarity and understanding.</p> <p>Students will understand increasingly challenging texts through:</p> <ul style="list-style-type: none">• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Challenging tier 3 and tier 2 vocabulary will be explicitly taught to students using the Frayer’s model with quizzing used to retrieve key vocabulary and check for understanding.• making inferences and referring to evidence in the text. <u>Inference</u> is the focus skill for this unit in order to address any KS2 gaps and to ensure students have mastered this skill before progressing to analysis. Students are explicitly taught what inference is and ‘In other words..’ is a sentence stem introduced to students to encourage this thinking. <p>Pupils are taught to write accurately, fluently, effectively and at length for pleasure and information. Students will take part in the Improving Secondary Writing project and will focus on writing in complete accurate sentences.</p>
Cross Curricular Links	<p>SMSC: We explore spiritual changes alongside an appreciation of different cultures and religions.</p> <p>PSHE/British Values: Integrity is explored alongside kindness and empathy. We explore difference through characterisation and also emotional, spiritual and physical changes.</p> <p>Literacy: Oracy is taught through Think. Pair. Share and turn and talk activities. Reciprocal reading strategies are used throughout and challenging tier 2 and tier 3 vocabulary is explicitly taught. These include: <i>Journey, Motif, archetype, inference, protagonist, first-person narrative, empathy, internal conflict, integrity, transformation, fragments, frame narrative, oral tradition, empowerment,</i></p> <p>Numeracy: N/A</p> <p>Skills Builder: Writing in complete sentences. Inference.</p>
Becoming future ready	<p>Personal Skills: Spoken language discussion through Think. Pair. Share</p> <p>Careers/Employability: Inference. Empathy. Integrity</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	<p>By product: The unit is built upon the EEF's 'Five a Day' Principles. Instructions are explicit using modelling and frequent checks for understanding are built into each individual lesson. Scaffolding such as sentence stems and reciprocal reading strategies are used throughout. Cognitive recall starters and strategies are used every lesson. WALTs and ppt design are used carefully in order to reduce cognitive load.</p> <p>By resource: All lessons are accompanied by carefully designed and sequenced ppts and resources. The Frayer's template is used to explicitly teach vocabulary and reciprocal reading strategies are explicitly used.</p> <p>By Intervention: by providing different levels of supervision and support where needed.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>
Implementation Curriculum Delivery	<p>We recognise that literature explores 'big concepts and questions' in our lives and society which promotes thought and reflection. To encourage this higher order thinking, our WALTs are also framed by 'big questions' used to promote discussion.</p>
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Big question: How are journeys reflected in literature? What journey am I currently on? • TBAT explain how journeys can be used as a motif to explore physical, spiritual and mental changes. • Big question: How are journeys reflected in literature? • WALT: TBAT explain that Girl. Boy. Sea is an archetypal narrative journey. • Big Question: Whose voice do we hear within the story? • WALT: TBAT explain that the writer uses first person narrative to create more empathy for the protagonist's situation. • Big Question: Who is Bill? • WALT: TBAT explain that at the beginning of the novel, Bill experiences an emotional conflict. • Big Question: Who is Bill? • WALT: TBAT explain that at the end of the novel Bill has experienced a physical and emotional journey. • Big Question: How do I write in complete, accurate sentences? • WALT: TBAT identify complete sentences and fragments. • Big Question: Who is Aya? • WALT: TBAT explain that Aya's storytelling offers hope and humanity to Bill. • Big Question: What stories does Aya tell Bill? • WALT: TBAT explain that Aya's tells stories with empowering female figures which reflects Aya's own strength and character. • Big Question: What journey am I currently on? How am I doing? How can I help others who might be struggling? • WALT: TBAT show empathy through the CHS write a smile postcard project.
Current learning to be developed in the future within:	The theme of journeys, frame narrative and oral tradition will be developed within the next unit of work, The Canterbury Tales.
Assessment	<p>Low stakes quizzing – every fortnight (Red week)</p> <p>Improving Secondary Writing Project</p> <p>NGRT reading assessment</p>
Impact	Attainment and Progress – Refer to assessment results / data review documentation.