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Submer / JA UNP UNIT 1: Eless Through The (9 Weeks/12 Lessont) 9 Segi: A 1 9 Segi: A 1 9 Segi: A 1 9 Segi: A 1 16 Segi: A 1 17 Segi: A 1 18 Segi: A 1 19 Segi: A 1 19 Segi: A 1 19 Segi: A 1 19 Segi: A 5 19 Segi: A 5 10 Segi: A 7 10 Segi: A 7 10 Segi: A 7 10 Segi: A 7 11 Segi: A 7 12 Oct: A 7 13 Segi: A 7 14 Oct: A 7 14 Segi: A 7 <td< th=""><th colspan="3"></th><th colspan="4">Units Studied & Learning Outcomes</th></td<>				Units Studied & Learning Outcomes				
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30 Sep A 5 CM: Sudents understand and recognise different type of narrative holds. 14-Oct A 7 C <td>16-Sep<mark>²</mark></td> <td>Α</td> <td>3</td> <td colspan="5"></td>	16-Sep <mark>²</mark>	Α	3					
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21-Oct is is is is of the second s	7-Oct	В	6					
C1-C2C B B C1 Status of the status of	14-Oct	Α	7	Prior (Y7)	Now (Y8)	Next (Y9)		
OCCORE Instruments Numerical Status 4-Nov A 9 4-Nov A 9 4-Nov A 9 14-Nov A 9 14-Nov A 91 13-Nov A 91 13-Nov A 91 14-Nov A 91 14-Nov A 91 13-Nov A 91 14-Nov A 91 15-Nov A 91 14-Nov A 91 15-Nov A 91 14-Nov A 91 13-Nov A	21-Oct	В	8	figurative devices, and the effect on the	particularly symbolism and motifs, and	subject terminology accurately and		
11-Nov 8 511 11-Nov 8 511 11-Nov 8 511 12-Nov 4 511 13-Nov 8 512 13-Nov 8 524 13-Nov 8 524 13-Nov 8 524 10-Feb A 212 10-Feb A 212 10-Feb 8				Introduce the chronological story-arc	Appreciate the differing impacts of a	Explore the merit of adapting narrative		
11-Nov B ST1 UNIT 2: When Disaster Strikes (10 Weeks/15 Lesson*1) 13-Nov A ST1 13-Nov A Students will engage in a disaster theme and ontot work which will see them analyse Stukespeerd's "Muched": they will show understanding of the pict, character, Students will spore arange of non-fiction multi-modil media texts from the 21st character, Students will spore arange of non-fiction multi-modil media texts from the 21st character, Students will spore arange of non-fiction multi-modil media texts from the 21st character, Students will spore arange of non-fiction multi-modil media texts from the 21st character, Students will spore arange of non-fiction multi-modil media texts from the 21st character area of quotes and refer to reader/audience impact. 6-Dec A 15 6-Jan B 16 13-Jan A 17 20-Jan B 18 27-Jan A 19 27-Jan A 19 24-Feb B 20 10-Feb A 21 5-Marr A 21 24-Feb B 22 3-Marr A 21 24-Feb B 22 3-Marr A 23 24-Feb B 22		1		structure to plan narratives. Variety of narrative nooks. structure for effect.				
11 Note in any set of a state of a state of the stat					LINIT 2: W/bon [)isastar Strikas (10 Waaks/	25 Lossons*)	
135-1000 10 125-1000 10 12-Dec A 13-Dec A 15-Dec A 13-Jan A <td></td> <td></td> <td>-</td> <td>Chudanta will an ana in a di</td> <td></td> <td></td> <td></td>			-	Chudanta will an ana in a di				
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16-Dec A 15 CHRSTMAS HOLDAY Weeks / 30 bays CM: Students will select a range of quotes and ref for discussion making ppt comments. B: Students will select a range of quotes and ref for for select / submer is marking ppt comments. B: Students will select a range of quotes and ref for for select / submer is marking ppt comments. B: Students will select a range of quotes and ref for for select / submer is marking ppt comments. B: Students will select a range of quotes and ref for for select / submer is marking ppt comments. B: Students will select a range of quotes and ref for for select / submer is marking ppt comments. B: Students will select a range of quotes and ref for for select / submer is marking ppt comments. B: Students will select a range of quotes and ref for for select / submer is marking ppt comments. B: Students will select a range of quotes patient end of the select			-	writing also.				
10-Pecc A 13 CHRISTMAX MOLDAY Weeks / 20 Days B: Students will salect a range of quotes and refer to reader/audience impact. CJ-Jan A 17 20-Jan B 184 27-Jan A 19 3-Feb B 201 10-Feb A 201 10-Mar B 224 3-Mar A 231 10-Mar B 512 24-Feb ³ B 222 24-Mar B 512 21-Aprif B 232 21-Aprif B 243 21-Aprif B 243 21-Aprif B 243 21-Aprif B 243 21-Aprif B 244								
6 Weeks / 30 Days EW: Students will analyze and evaluate quotations justifying their interpretations. 6-Jan A 17 13-Jan A 17 20-Jan B 18 27-Jan A 19 3-Feb B 20 10-Feb A 121 10-Feb A 121 FeBNARWY NAFT FERM Students as part of a dystopian and utopian themed will, will explore a modern dystopian novel, <i>Flawed</i> (Alern), covering plot, thances, context and themes. They will also study other thematically linked novels through the stude stude study other thematically linked novels through the stude stude study other thematically linked novels through the stude stude stude other thematically linked novels through the stude stu								
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3-Feb B 20 10-Feb A 21 FEBRUARY HALF TERM 6 Weeks / 29 Days Students, as part of a dystopian and utopian themed unit, will explore a modern dystopian novel, <i>Flowed</i> (Ahern), covering plot, characters, context and themes. They will also study other thematically linked novels through extracts as well as some dystopian to the three real world in relation to the three wells as ome dystopian to the three wells as ome dystopian to the three wells as ome dystopian to the three real world in relation to the three wells as ome dystopian to the two genres. 10-Mar B 24 11-Mar A 251 24-Mar B 312 11-Mar A 572 12-Aprif B 28 21-Aprif B 28 21-Aprif B 30 12-Aprif B 30 9-Jun A 33 <td>20-Jan</td> <td>В</td> <td>18</td> <td></td> <td></td> <td></td> <td></td>	20-Jan	В	18					
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Bis Outer Field Heads 1/2 biological poperty. Likewise, students will explore the real world in relation to the theme using non-fiction texts e.g. 'Big Bother' pieces and protest pieces. If time, coverage of LANG CISA skills to. 24-Feb ³ B 22 3-Mar A 23 10-Mar B 24 17-Mar A 25 24-Mar B ST2 31-Mar A 25 EASTER HOLIDAY Time prome quiption of the view of the seture's comparisons of the two genes with pertinent evidence. 21-Aprid B 28 23-May ⁶ B 30 12-May A 31 19-May B 32 SPRING HALL FTEM Tweese Stall spiration for transactional diverse the set use the set	10-Feb	Α	21					
Overests / 25 Joss Bother' pieces and protest pieces. If time, coverage of LANG CISA skills too. Larking Outcomes: 3-Mar A 23 10-Mar B 24 17-Mar A 25 24-Mar B 512 24-Mar B 512 24-Mar B 512 24-Mar A 512 24-Mar A 512 24-Apr/* B 28 21-Apr/* B 28 22-Apr/* B 20 10-May A 31 19-May B 30 12-May A 31 19-May B 30 10-May B 34 10-May B 34 10-J								
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S Weeks / 23 Days Lifference between texts between texts 21-Apr ⁴ B 28 28-Apr A 29 5-May ⁵ B 30 12-May A 31 12-May B 32 SPRING HALF TERM 7 Weeks / 34 Days ⁻ Students will delve into the Victorian period and discover what life was like for Charles Dickens and companions. It will be a context- rich unit as they explore child labour, education, enhancements in medicine and science as well the impact of the industrial Revolution. Underpinning this unit will be an exploration of Oliver Twist which will see students explore the plot, characters and themes. They will use the novel as inspiration for transactional writing and play extracts for SPL opportunities. 2-Jun A 33 9-Jun B 34 16-Jun A 35 23-Jun B 36 30-Jun ⁶ A 37 190b goos and ther leatures 190b goos prose (miths, fables and ther leatures 190b goos prose (miths, fables and there exercise of the style choices for differen 190b grose and auderece. Arest (Y9) 14-Jul A 39 Intracter to state the state of the style fabors for differen 190b grose and auderece. Arest (AP) 14-222/7/25 INSET converted to 6 x Twitight A 39			-	themes and genre in literature.	themes within texts.	Analyse thematic presentation through drama in relation to genre.		
21-Api B 28 28-Apr A 29 5-May ⁵ B 30 12-May A 31 12-May A 31 19-May B 32 SPRING HALF TERM 7 Weeks / 34 Days* Students will delve into the Victorian period and discover what life was like for Charles Dickens and companions. It will be a context- rich unit as they explore child labour, education, enhancements in medicine and science as well the impact of the Industrial Revolution. Underpinning this unit will be an exploration of Oliver Twist which will see students explore the plot, characters and themes. They will use the novel as inspiration for transactional writing and play extracts for SPL opportunities. 9-Jun B 34 9-Jun B 36 30-Jun ⁶ A 37 7-Jul B 36 14-Jul A 39 14-Jul A 39 *21-22/7/25 INSET converted to 6 x Twight Twight			differences between texts.	between texts.				
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19-May B 32 19-May B 32 19-May B 32 spring Half Term Revolution. Underpinning this unit will be an exploration of Oliver Twist which will see students explore the plot, characters and themes. They will use the novel as inspiration for transactional writing and play extracts for SPL opportunities. 2-Jun A 33 9-Jun B 34 16-Jun A 35 23-Jun B 36 30-Jun ⁶ A 37 Todue the origin (Ortext) of pre- 1900s prose and their features influences content. Appretate and recognise the features of pre-1900s prose (myths, fables and legens). 14-Jul A 39 *21-22/7/25 INSET converted to 6 x Twilight A	12-Mav							
SPRING HALF TERM 7 Weeks / 34 Days' themes. They will use the novel as inspiration for transactional writing and play extracts for SPL opportunities. 2-Jun A 33 9-Jun B 34 16-Jun A 35 23-Jun B 36 30-Jun ⁶ A 37 7-Jul B 38 14-Jul A 39 *21-22/7/25 INSET converted to 6 x Twilight	-							
2-Jun A 33 GW: Students engage with the world of Dickens, the prosaic form and the Victorian Era. 9-Jun B 34 GW: Students make coherent links between the novel extracts and the context. 16-Jun A 35 23-Jun B 36 30-Jun ⁶ A 37 7-Jul B 38 14-Jul A 39 *21-22/7/25 INSET converted to 6 x X								
9-Jun B 34 16-Jun A 35 23-Jun B 36 30-Jun ⁶ A 37 7-Jul B 38 14-Jul A 39 *21-22/7/25 INSET converted to 6 x Twilight A		L .						
16-Jun A 35 16-Jun A 35 23-Jun B 36 30-Jun ⁶ A 37 1roduce the origin (context) of pre- 1900s proce and their features (classical/Greek period). Understand how purpose and audience influences content. Appreciate and recognise the features of pre-1900s proce (myths, fables and legends). Assess and comment on the features of pre-1900s proce within the text. Select apt language and structure to achieve purpose and suit audience. *21-22/7/25 INSET converted to 6 x Twillight Age								
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30-Jun ^o A 37 [classical/Greek period]. Understand how purpose and audience influences content. legends). Consider the style choices for different purposes and audiences. Select apt language and structure to achieve purpose and suit audience. 14-Jul A 39 *21-22/7/25 INSET converted to 6 x Twilight	-			Introduce the origin (context) of pre-	Appreciate and recognise the features	Assess and comment on the features of		
14-Jul A 39 *21-22/7/25 INSET converted to 6 x Twilight				(classical/Greek period). Understand how purpose and audience	legends). Consider the style choices for different	Select apt language and structure to		
A 39 *21-22/7/25 INSET converted to 6 x Twilight		В	38	influences content.	purposes and audiences.			
Twilight	14-Jul	Α	39					
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2/9/24 INSET (In School) + 3/9 Y7 ONLY
 19/9/24 INSET (Open Evening)

- 24/2/25 INSET (In School)
 21/4/25 Bank Holiday (Easter Monday)

5/5/25 Bank Holiday (Easter May)
 4/7/24 INSET (SJBF Trust)