	ic Sequence:			A/F	$\perp \wedge \wedge$	
	1 2200	2	16/	3	40	4
	Trash – a novel by A. Mulligan	19» Century childhood texts	<b>20th-21</b> st	Century childhood texts	'Shake	efest' (Shakespeare in perfor <mark>mance)</mark>
<b>Top</b> i	ic Overview:					XI CY
othe abou nove	n 19 <sup>th</sup> Century literature to help buers, use inference skill to understar ut these texts, pupils will practice uel, pupils will fractice uel, pupils will further use their skill	ces across different cultures and di ild pupils' resilience in reading mon nd texts at a deeper level and begin using tentative language and ember s of empathy as well as predicting, introduce pupils to Shakespeare's	e challengir to explore dding evider speculating,	ng texts. Pupils will be en now language choices in noe to support their idea questioning and be enc	ncoura <mark>ge</mark> d to fluence the re s. Through th ouraged to m	develop empathy for eader. When writing e study of a whole ake links to wider
Les	son Sequence:			TO THE RESERVE TO THE	1	
Pupall I skill acti Nex exp bet	oils will explore themes such as frie iterature, pupils will have to use we is such as prediction, speculating, it we part in the reading of the text, and the pupils will examine of childhood eriences as presented in these text ween them and their own lives to see I looking at 19th Century literature of poetry to communicate ideas oils will be encouraged to link these	vel 'Trash' by Andy Mulligan to gain ndship, corruption, justice as well a lell chosen evidence to support identiference, questioning and using with allowing them to develop their special in the 19 <sup>th</sup> Century through the use its and begin to look at how writers see how society has developed over any pupils move on to 20 <sup>th</sup> and 21 <sup>st</sup> Cand feelings. Creative tasks will hele texts to their own lives and to discuss on articles about childhood issues.	as respondings/viewpoinder knowled haking skills.  e of high-quereate effect r time.  entury texts p to engage cuss how the	g creatively to the charats about texts. They will dge to read the text at a ality extracts from literats. After reading a select which includes poetry. I readers in the texts to hese poems 'speak to the lad these texts carefully,	ry classics. Pution of texts,  Pupils will expelled build a lom'.  and follow the	er relationships. As with le range of readings Pupils will take an upils will look at school pupils will make links blore how poets use the ve of poetry. Again,
Thre fort pro star	e 'Shakefest' event will involve pup formance in groups before celebra oughout year 7, pupils will also cor mightly 'Writing Challenge' throug vide regular opportunities for pupi rters, in order to build knowledge of the homework tasks are also included	ils reading and enjoying Shakespea ting the very best examples in the mplete fortnightly 'Reading Compreh the second. These are designed tils to write creatively, independent of those events and characters (bot d in this topic: a reading passport for tweek following the half term breatters.)	re. They wil grand finale chension' le o improve p y, and at le h literary an	study Shakespeare thro ssons through the first h upils' ability to read and agth. 'Literary Allusions' d historical) which are o	alf term and comprehend are taught as ften alluded t	a variety of texts and regular lesson to in English Literature.
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**Scheme of Learning: Childhood (Summer Year 7)**