**English**

**Year 7**

| SOW | Unit 1 Gothic Fiction | Unit 2: Narrative Poetry | Unit 3: Spy Fiction |
| --- | --- | --- | --- |
| Knowledge | * Understand the origins of gothic literature
* Be able to identify and explain gothic conventions: setting, time of day, characters and weather
* Identify gothic authors and key literary texts
 | * Understand what narrative poetry means
* Identify poetic devices
* Understand contextual influences surrounding key poems
* Explain article conventions
* Identify persuasive devices
 | * Understand and identify spy fiction conventions
* Identify persuasive devices
* Explain figurative language techniques
* Identify how tension is built in a text
 |
| Skills  | * Analyse the language and structure in a specific genre (Gothic) and how it’s used for effect
* Describe a gothic setting
* Create a gothic character
* Use a narrative hook in a gothic narrative
* Use vocabulary for effect
* Use figurative language for effect
 | * Analyse the language and structure in a poem and how it’s used for effect
* Write an article using the correct conventions
* Use persuasive devices for effect
 | * Analyse the language and structure in a specific genre (Spy) and how it’s used for effect
* Describe a spy character
* Describe a spy setting
* Build suspense and tension in a spy narrative
* Use vocabulary for effect
* Use figurative language for effect
 |
| Tier 3 Vocabulary | AntagonistByronic HeroFigurative LanguageFlash ForwardFlashbackGenreImageryMetaphorNarrativeOmniscientOnomatopoeia Pathetic FallacyPersonificationProtagonistSimile | CaesuraEnjambmentGenreImageryPoetic Devices RhymeRhythm StanzaStoicStructure/ form Volta | AdjectiveAdverb ConnectiveCompoundComplex ImperativeNounPrepositionVerb |

**Year 7**

| SOW | Unit 4: Survivors | Unit 5: Greek Mythology | Unit 6: The Tempest |
| --- | --- | --- | --- |
| Knowledge | * Identifying narrative perspective in a non-fiction text
* Identify persuasive devices
* Identify structural techniques
* Identify language devices
* Understand the context of WW2 Holocaust
* Identify poetic devices
 | * Understand the origins of Greek Mythology
* Identifying Greek Gods and Goddesses
* Understanding why the Greek Goddesses were oppressed
* Identifying poetic devices
* Understanding descriptive writing techniques
 | * Understand the socio-historic context of Elizabethan/Jacobean era
* Gain knowledge of Shakespeare’s life and influences
* Understand the plot of ‘The Tempest’
* Gain knowledge of the characters
 |
| Skills  | * Analyse the language and structure in a non-fiction text and how it’s used for effect
* Create a piece of empathetic writing from a survivor’s perspective.
* Use vocabulary for effect
* Use figurative language for effect
 | * Analyse the language and structure in a poem and how it’s used for effect
* Applying descriptive writing techniques to describe Medusa
* Using vocabulary for effect
 | * Analyse the language and structure of a Drama text
* Analyse the opening of the play
* Apply knowledge of the play to create a description of Caliban
* Use vocabulary for effect
* Use figurative language for effect
 |
| Tier 3 Vocabulary | ContextExampleEvaluateFictionPersuasion PrepositionStatistics  | SummariseAlliterationCharactersJuxtapositionComparison connectivesSynonymsRepetitionConnotationsPlosivesAnnotateRootSuffixPrefixCultural Allusion | UniversalityIdiom Colonialism Elizabethan JacobeanSceneAct Imperative |

**Year 8**

| SOW | Unit 1: The American Dream | Unit 2: Romantic Renaissance  | Unit 3: Stone Cold |
| --- | --- | --- | --- |
| Knowledge | * Understanding of the American Constitution
* Understanding how the American Dream has failed
* Knowledge of speech conventions
* Understanding of contemporary American authors and different texts
 | * Understanding of Elizabethan England
* Knowledge of Shakespeare
* Understanding of the plot and characters
* Knowledge of play conventions
 | * Understanding of homelessness and factors that cause it
* Understanding of the plot and characters
* Knowledge of newspaper conventions
* Knowledge of speech conventions
* Knowledge of persuasive devices
 |
| Skills  | * Analyse the language in *We Need to Talk about Kevin*
* Write a persuasive speech to run for presidency in America
* Use vocabulary for effect
* Use persuasive devices for effect
 | * Analyse the language and structure in the play and how it’s used for effect
* Write an article using the correct conventions
* Use persuasive devices for effect
* Use vocabulary for effect
* Oracy debate
 | * Analyse the language and structure in the novel and how it’s used for effect
* Write an article using the correct conventions
* Use persuasive devices for effect
* Use vocabulary for effect
* Deliver a speech about homelessness
 |
| Tier 3 Vocabulary | AbolishmentAmendmentConstitution DepressionFelonyGenderInequalityIdentityIncarceration Life Liberty RacismStereotypesSuffering Trial  | AbstractAntagonistBiasClimaxDenouement ExpositionFalling ActionFigurative LanguageHeroHeroineHistoricalIambic Pentameter ImageryInterpretationJuxtapositionLiteraryMetaphorMise-en-scene | ContextDual NarrativeForeshadowGenrePrepositionProtagonistStructureSimileTension |

**Year 8**

| SOW | Unit 4: Victorian Villains | Unit 5: Transactional Writing | Unit 6: Our Day Out |
| --- | --- | --- | --- |
| Knowledge | * Knowledge of the Victorian era
* Knowledge of key Victorian authors and their works
* Knowledge of fictional Victorian villains
* Knowledge of real Victorian villains
 | * Understanding of different types of transactional writing
* Understanding of writing for the workplace
* Knowledge of conventions for all types of transactional writing
 | * Contextual knowledge of Liverpool in 1970s
* Understanding of the plot and characters
* Knowledge of play conventions
 |
| Skills  | * Deliver a speech entitled “Who was Jack the Ripper?”
* Analyse the language and structure in fiction extracts
* Produce a full narrative around a vendetta
* Use language and structure for effect
 | * Formal letter writing
* Using persuasive devices for effect
* Using vocabulary for effect
* Deliver a pitch to sell your product
* Write a discursive essay on the topic of social media
 | * Oracy debate “Kids these days”
* Comparison of Mr Briggs and Mrs Kay
* Analysing the language in the play
* Write an extra scene for Our Day Out
 |
| Tier 3 Vocabulary | AnalyseArticleExampleEvaluateFictionHeadlineNarrativeOnomatopoeiaPersuasionPreposition Strapline | BroadsheetDemographicDiscursiveFaithfullyFormalInverted PyramidPersuasivePitchRhetoricalSincerelySloganStatisticsSubheadingTabloidTransactional  | Anecdote Dialogue Dramatic irony Historical context Dialect Mise en scene Personal pronouns Progress class Stage directions Scene |

**Year 9**

| SOW | Unit 1: Social Movements  | Unit 2: A Kestrel for a Knave  | Unit 3: The Romantics  |
| --- | --- | --- | --- |
| Knowledge | * Understand how social movements influence Literature
* Understand the terms of feminism, civil rights and social realism
* Have knowledge of the contexts of feminism, civil rights and social realism
* Understand how to structure a drama script
* Understand how to compose a discursive essay
 | * Review the social realism movement in literature
* Understand the context of working class Barnsley
* Understand how setting,character, plot and atmosphere are created by a writer
* Understand how figurative language enhances an authors’ craft.
 | * Understanding of Romanticism
* Understand the contexts of the Romantic poets
* Understand and Identify poetic devices
* Understand the rhetorical devices used in debates
 |
| Skills  | * Analyse critically a range of fiction and non-fiction texts relevant to feminism, civil rights and social realism.
* Compare texts and their contextual influences and evaluate their impact on the reader
* Compose an analytical and discursive essay on the theme of feminism in literature
* Create a drama script using conventions of social realism.
 | * Analyse how language and structure presents meaning in a text.
* Consider how the social realism context improves the understanding of a text
* Apply the conventions of social realism to their own creative responses to ‘A Kestrel for a Knave’.
 | * Analyse the language and structure in a poem and how it’s used for effect
* Analyse how a poet portrays their themes and influences
* Perform a persuasive role in debate
 |
| Tier 3 Vocabulary | ColloquialExampleEvaluateFictionFigurative LanguageGenreImageryMetaphor NarrativeOmniscientOnomatopoeia Pathetic FallacyPersonificationPersuasivePrepositionRepetitionStatisticsSummariseOracy  | AntagonistConveyDeduceDialogueDialectEmpathiseFlashbackInferMetaphorPersonificationPredictProtagonistSimile | Ballad Structure/formBlake SymbolismBlazon VoltaByronic WordsworthColeridgeFrankensteinHeroineImageryJuxtapositionKeatsLiteraryLyric Mise-en-sceneOdeOxymoronOzymandiasRhythmRimeRomanticShelleySonnet |

**Year 9**

| SOW | Unit 4: Finding my voice | Unit 5: Dystopian Fiction | Unit 6: Transition Shakespeare |
| --- | --- | --- | --- |
| Knowledge | * Understanding autobiography conventions
* Understanding contexts to autobiographical extracts studied
* Knowledge of persuasive devices
* Knowledge of compare and contrast connectives
 | * Identify and explain dystopian conventions.
* Identify dystopian authors and key dystopian texts
* Knowledge of language and structure devices used in a dystopian text
* Understand the techniques used for descriptive writing
 | * Understanding of Jacobean England
* Knowledge of Shakespeare’s influences
* Understanding of the plot and characters in Macbeth
* Understanding of the play’s main themes
 |
| Skills  | * Compare the language and content of two autobiographical extracts.
* Using own experience to create a piece of autobiographical writing
* Using language and structure devices for effect.
 | * Analyse the language and structure used in a dystopian text
* Create a description of a dystopian scene applying appropriate conventions.
 | * Analyse the language and structure used in Shakespeare’s ‘Macbeth’
* Embed contextual knowledge and influences into analysis
* Analyse how Shakespeare conveys the main themes in the play
 |
| Tier 3 Vocabulary | AnalyseAnecdoteConnectivesContextComparisonDirect AddressFormalInferenceOpinionRhetoricSymbolism | ConventionChronological Order Cyclical Structure DystopianLanguageNovelOpinionPersuasionStructureProtagonistSimileUtopian | ConventionDialogueExtractEmasculateHamartiaLanguageMonologue PersuasionPlaywrightRegicideTragedy |