**English**

**Year 7**

| SOW | Unit 1 Gothic Fiction | Unit 2: Narrative Poetry | Unit 3: Spy Fiction |
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| 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 | Antagonist  Byronic Hero  Figurative Language  Flash Forward  Flashback  Genre  Imagery  Metaphor  Narrative  Omniscient  Onomatopoeia  Pathetic Fallacy  Personification  Protagonist  Simile | Caesura  Enjambment  Genre  Imagery  Poetic Devices  Rhyme  Rhythm  Stanza  Stoic  Structure/ form  Volta | Adjective  Adverb  Connective  Compound  Complex  Imperative  Noun  Preposition  Verb |

**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 | Context  Example  Evaluate  Fiction  Persuasion  Preposition  Statistics | Summarise  Alliteration  Characters  Juxtaposition  Comparison connectives  Synonyms  Repetition  Connotations  Plosives  Annotate  Root  Suffix  Prefix  Cultural Allusion | Universality  Idiom  Colonialism  Elizabethan  Jacobean  Scene  Act  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 | Abolishment  Amendment  Constitution  Depression  Felony  Gender  Inequality  Identity  Incarceration  Life Liberty  Racism  Stereotypes  Suffering  Trial | Abstract  Antagonist  Bias  Climax  Denouement  Exposition  Falling Action  Figurative Language  Hero  Heroine  Historical  Iambic Pentameter  Imagery  Interpretation  Juxtaposition  Literary  Metaphor  Mise-en-scene | Context  Dual Narrative  Foreshadow  Genre  Preposition  Protagonist  Structure  Simile  Tension |

**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 | Analyse  Article  Example  Evaluate  Fiction  Headline  Narrative  Onomatopoeia  Persuasion  Preposition  Strapline | Broadsheet  Demographic  Discursive  Faithfully  Formal  Inverted Pyramid  Persuasive  Pitch  Rhetorical  Sincerely  Slogan  Statistics  Subheading  Tabloid  Transactional | 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 | Colloquial  Example  Evaluate  Fiction  Figurative Language  Genre  Imagery  Metaphor  Narrative  Omniscient  Onomatopoeia  Pathetic Fallacy  Personification  Persuasive  Preposition  Repetition  Statistics  Summarise  Oracy | Antagonist  Convey  Deduce  Dialogue  Dialect  Empathise  Flashback  Infer  Metaphor  Personification  Predict  Protagonist  Simile | Ballad Structure/form  Blake Symbolism  Blazon Volta  Byronic Wordsworth  Coleridge  Frankenstein  Heroine  Imagery  Juxtaposition  Keats  Literary  Lyric  Mise-en-scene  Ode  Oxymoron  Ozymandias  Rhythm  Rime  Romantic  Shelley  Sonnet |

**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 | Analyse  Anecdote  Connectives  Context  Comparison  Direct Address  Formal  Inference  Opinion  Rhetoric  Symbolism | Convention  Chronological Order  Cyclical Structure  Dystopian  Language  Novel  Opinion  Persuasion  Structure  Protagonist  Simile  Utopian | Convention  Dialogue  Extract  Emasculate  Hamartia  Language  Monologue  Persuasion  Playwright  Regicide  Tragedy |