

Year 7 – Terms 1, 2 and half of 3 – Unit Intent – This Unit intends to begin student’s KS3 journey through the Literary Heritage, starting with Classical Mythology as well as Mythology from the British Isles. Students will explore Roman Stock Characters to develop their understanding of typical character archetypes in subsequent Literature, as well as exploring different types of narratives through exploring a range of Greek, Roman, Viking and Arthurian Legend. Students will also be introduced to Old English from the text Beowulf and begin their understanding of how the English Language has

<p>developed across the ages. Students will then move onto the Romantic Poets through Keats and Wordsworth. archetypes and different types of narrative however developed, as well as the link to chivalry, which then leads onto the study of Spenser and Shakespeare, and the development of Middle into Modern English. This Unit also feeds into the study of the Romantic Poets and the Gothic genre, both of which was highly influenced by classical mythology. The Unit also feeds forward to the study of all the set texts in the Literature GCSE, due to the study of character archetypes and different narrative tpes, as well as having many common concepts explored.</p>	<p>Lesson Intent Students will then move onto the Romantic Poets through Keats and Wordsworth. archetypes and different types of narrative however developed, as well as the link to chivalry, which then leads onto the study of Spenser and Shakespeare, and the development of Middle into Modern English. This Unit also feeds into the study of the Romantic Poets and the Gothic genre, both of which was highly influenced by classical mythology. The Unit also feeds forward to the study of all the set texts in the Literature GCSE, due to the study of character archetypes and different narrative tpes, as well as having many common concepts explored.</p>	<p>Vocabulary and Retrieval/Coach This Unit feeds forward to all future KS3 units, particularly feeds forward to the study of Chaucer, through the study of how Middle English developed, as well as the link to chivalry, which then leads onto the study of Spenser and Shakespeare, and the development of Middle into Modern English. This Unit also feeds into the study of the Romantic Poets and the Gothic genre, both of which was highly influenced by classical mythology. The Unit also feeds forward to the study of all the set texts in the Literature GCSE, due to the study of character archetypes and different narrative tpes, as well as having many common concepts explored.</p>	<p>Activities/Assessment to include The main objective/learning through the introduction of character of how Middle English developed, as well as the link to chivalry, which then leads onto the study of Spenser and Shakespeare, and the development of Middle into Modern English. This Unit also feeds into the study of the Romantic Poets and the Gothic genre, both of which was highly influenced by classical mythology. The Unit also feeds forward to the study of all the set texts in the Literature GCSE, due to the study of character archetypes and different narrative tpes, as well as having many common concepts explored.</p>	<p>Homework/Literacy Map The main objective/learning through the introduction of character of how Middle English developed, as well as the link to chivalry, which then leads onto the study of Spenser and Shakespeare, and the development of Middle into Modern English. This Unit also feeds into the study of the Romantic Poets and the Gothic genre, both of which was highly influenced by classical mythology. The Unit also feeds forward to the study of all the set texts in the Literature GCSE, due to the study of character archetypes and different narrative tpes, as well as having many common concepts explored.</p>
<p>1 – Introduction KG: to explain the importance of myths, legends, fables and parables</p>	<p>Students are introduced to metalanguage and key vocabulary. Feeds forward to next lesson by using knowledge of Myths and Legends to inform study of Greek Myths. Feeds forward to future units and all years and AO2 in the Literature GCSE. This is because this lesson forms a starter for the focus on Tier 2 vocabulary that will be at the start of every lesson, from Years 7 to 11.</p>	<p>New: Myths, Legends, Fables, Parable</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Leaflet – explaining key vocabulary 	

<p>2 – Greek Mythology KG: to explain information about Greek Mythology</p>	<p>Allows students to develop their contextual understanding of key factors of Greek Mythology – Feeds forward to next lesson by students using their knowledge to inform their study of Homer. Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts.</p>	<p>New: Symbol, Worship/Worshipped, Relevance Recall: Myths, Legends, Fables, Parable,</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Top Trumps Cards – explaining facts and importance</p>	
<p>3 – Homer and the Odyssey KG: To evaluate Homer’s significance to Greek Mythology and Culture</p>	<p>Allows students to consider how Homer influenced not just Greek Mythology and Culture, but how his writing influenced subsequent writers throughout history. Feeds forward to next lesson by students using their knowledge to inform their study of Homer. Feeds forward to the consideration of writer’s intentions, significance and context at GCSE with the Literature set texts and</p>	<p>New: Protagonist, Epic Poem, Hero, Significance Recall: Symbol, Parable</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Questioning – examining/identifying Homer’s significance and analysing traits of Epic Heroes... Introduction to comparison.</p>	

	every text we will be studying through Years 7-11.			
4 – Odysseus and the Cyclops KG: To analyse Odysseus’s characterisation as an epic hero	<p>Allows students to consider how language is deliberately used to influence their impressions of a character.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of ‘Odysseus’ to analyse how he is presented as an Epic Hero in the next extract.</p> <p>Feeds forward to the development of mini PEE analytical writing and word level analysis – a key skill at GCSE.</p> <p>Students will apply this skill to every single novel or extract they will read from Years 7-11.</p>	New: Antagonist, Epic Recall: Protagonist, Epic Hero	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Summarising plot information using key vocabulary/concepts discussed/analysed (think / pair / share and say it better - probing) 	Reading Journal and Vocabulary Booklet
5 – Odysseus and the Cyclops KG: To analyse Odysseus’s characterisation as an epic hero.	<p>Allows students to consider how language is deliberately used to influence their impressions of a character.</p> <p>Feeds forward to next lesson by students using</p>	New: Vengeance, Deceit, Trait Recall: Protagonist, Antagonist, Epic	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Summarising – analysing traits of Epic Heroes through reading and class discussion (think / pair / share and say it better - probing) 	

	<p>their knowledge to continue to prepare for their assessment. Feeds forward to the development of mini PEE analytical writing and word level analysis – a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.</p>			
<p>6 – Odysseus and the Cyclops KG: To analyse Odysseus’s characterisation as an epic hero.</p>	<p>Students are introduced to, and begin to develop, their analytical writing skills through the introduction of mini PEE writing. Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment. Feeds forward to all future mini PEE writing, as this is a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.</p>	<p>New: Conform, Duplicitous Recall: Conform, Epic Hero, Deceit</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling annotation and PEE explosion leading to semi-independence – assessment “How does Odysseus conform to your idea of an Epic Hero?” (analysis / probing)</p>	
<p>7 – Odysseus and the Cyclops KG: To analyse Odysseus’s</p>	<p>Students continue to develop their analytical writing through mini</p>	<p>New: Pronoun Recall: Duplicitous, Conform, Epic</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p>	<p>Reading Journal and Vocabulary Booklet</p>

<p>characterisation as an epic hero.</p>	<p>PEE to prepare for their first assessment using this skill.</p> <p>Feeds forward to next lesson by students using their knowledge to answer the assessment question.</p> <p>Feeds forward to the development of mini PEE analytical writing and word level analysis – a key skill at GCSE.</p> <p>Students will apply this skill to every single novel or extract they will read from Years 7-11.</p>	<p>Hero, , Cunning, Duplicitous, Antagonist, Protagonist</p>	<p>2.) Modelling PEE leading to semi-independence – assessment “How does Odysseus conform to your idea of an Epic Hero?” (analysis / probing).</p>	
<p>8 – Odysseus and the Cyclops KG: To analyse Odysseus’s characterisation as an epic hero.</p>	<p>Students continue to develop their analytical writing through mini PEE to complete their first assessment using this skill.</p> <p>Feeds forward to next lesson by students using their knowledge of ‘Odysseus’ as an Epic Hero to inform their study of heroes in Roman Mythology.</p> <p>Feeds forward to the development of mini PEE analytical writing and word level analysis</p>	<p>Assess vocabulary and accuracy of its use based on key prior pieces of vocabulary studied so far.</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Assessment Lesson – partial independence (guided practice)</p>	<p>Reading Journal and Vocabulary Booklet</p>

	– a key skill at GCSE. Students will apply this skill to every single novel or extract they will read from Years 7-11.			
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<p>9 – Introduction – Roman Mythology KG: to explain knowledge about Roman Mythology</p>	<p>Allows students to assess, revise and develop their knowledge of Roman mythology and how this was influenced by Greek Mythology. Feeds on from the introduction to Greek Mythology earlier in the term. Feeds forward to next lesson by students using their knowledge of Roman Mythology to link to its culture. Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as ‘A Christmas Carol’. Students will also do this in texts studied in KS3, such as ‘Macbeth’, ‘Animal Farm’ and ‘The Lord of the Flies’.</p>	<p>New: Compare Recall: Myths, Legends, Fables, Parable, Symbols</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Quiz – assessing stickability of new knowledge and a create your own god/goddess explaining knowledge of Roman mythology and values</p>	
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<p>10 – Rome and Roman Society KG: to describe Rome and explain how its society was governed</p>	<p>Allows students to develop their understanding of how Roman society was governed and how this influenced subsequent texts and cultures.</p> <p>Feeds forward to next lesson by students using their knowledge of Roman culture to link to influence of Romulus and Remus.</p> <p>Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as ‘A Christmas Carol’.</p> <p>Students will also do this in texts studied in KS3, such as ‘Macbeth’, ‘Animal Farm’ and ‘The Lord of the Flies’.</p>	<p>New: Republic, Patrician, Plebeian Form, Audience, Purpose DAFOREST</p> <p>Recall: Duplicitous, Compare</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Poster – describing Rome and explaining facts, knowledge of key words in correct context, and the use of FAP – modelling/examples to provide scaffolding. 	
<p>11 – Romulus and Remus KG: to describe Romulus and Remus and explain how they influenced Rome</p>	<p>Allows students to develop annotation skills.</p> <p>Feeds forward to next lesson where students will use their knowledge of Roman mythology and culture to inform their understanding of Roman Stock Comic characters.</p>	<p>New: Plebeian, Patrician</p> <p>Recall: Humility, Republic, Myths, Legends, Fables, Parable,</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Prediction – describing Romulus and Remus. Modelling annotation - explaining influence. 	

	<p>Feeds forward to developing this key skill at GCSE and for use in subsequent lessons across KS3 when analysing a novel, extract or a poem.</p>			
<p>12 – Roman Stock Comic Characters KG: to define Roman Stock Characters and to explain their purpose</p>	<p>Allows students to understand these key character archetypes and link these to character archetypes in all texts.</p> <p>Feeds forward to next lesson by students using their knowledge of Roman Stock Characters to inform their narrative.</p> <p>Feeds forward to the study of different character archetypes in every future piece of Literature we study at both KS3 and KS4.</p>	<p>New: Comedy, Tragedy, Stock Characters, Genre Recall: Protector, Patrician</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Defining Roman Stock Characters, discussing (think / pair / share and say it better - probing) their importance to theatre and to culture today. Create a fact file to explain knowledge. 	<p>Reading Journal and Vocabulary Booklet</p>
<p>13 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through narrative writing</p>	<p>Allows students to develop and build on their creative writing skills and introduce students to narrative structure.</p> <p>Feeds forward to next lesson by students using their knowledge to help them plan their narrative writing.</p>	<p>New: Protagonist, Antagonist, Narrative, Structure, Character, Exposition, Climax, Resolution/Denouement Recall: Parasitus, Servus Callidus</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling how to plan narrative, discussing ideas (think / pair / share and say it better - probing). Narrative plan / with guidance if required to explore knowledge. Verbal feedback via peer-review. 	

	<p>Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9, Term 2 when studying Detective Fiction.</p>			
<p>14 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through narrative writing</p> <p>This lesson may need to be two – teacher discretion.</p>	<p>Allows students to develop and build on their creative writing skills and introduce students to narrative structure.</p> <p>Feeds forward to next lesson by students using everything they have learnt so far this term to complete their narrative assessment.</p> <p>Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9, Term 2 when studying Detective Fiction.</p>	<p>New: Narrative, Structure Recall: Paragraph, Sentence structures, Plot</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Exploring effective writing to establish other techniques for effective writing. Discussing plot ideas linked to Roman theatre. Modelling the writing process leading to semi-independence – assessment: “Write a narrative about two Roman stock characters” (analysis / probing) 	
<p>15 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through narrative writing</p>	<p>Allows students to develop and build on their creative writing skills and introduce students to narrative structure.</p>	<p>Assess vocabulary and accuracy of its use. Encourage students to use prior vocabulary in their assessment.</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Discussing the success criteria for marking/feedback. 	

	<p>Feeds forward to next lesson by students using their knowledge of Greek and Roman Mythology and Culture to make comparisons between this and Viking Mythology and Culture. Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9, Term 2 when studying Detective Fiction.</p>		<p>3.) Assessment Lesson – independence.</p>	
<p>16 – Introduction – Viking Mythology KG: to explain knowledge about Viking Mythology and to analyse their place in Viking culture</p>	<p>Allows students to assess, revise and develop their knowledge of Viking mythology and culture and how this influenced subsequent cultures and writing. Feeds on from the introduction of Greek and Roman Mythology and Culture. Feeds forward to next lesson by students using their knowledge of Viking Mythology and Culture to link to their next piece of knowledge on this subject.</p>	<p>Recall: Myths, Legends, Fables, Parable, Symbols, Culture, Society worship</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Quiz – assessing stickability of new knowledge and sentence/paragraph writing explaining knowledge of Viking mythology and values.</p>	<p>Reading Journal and Vocabulary Booklet</p>

	Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as 'A Christmas Carol'.			
<p>17 – Viking Mythology KG: to explain knowledge about Viking Mythology and to analyse their place in Viking culture This lesson may need to be two – teacher discretion.</p>	<p>Allows students to continue developing their creative and narrative writing skills. Feeds on from their previous narrative assessment. Feeds forward to next lesson by students using their prior knowledge of Viking Mythology to inform their narrative. Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9 Term 2 when studying Detective Fiction.</p>	<p>New: Effective and other synonyms... Recall: Duplicitous, Deceptive, Form, Audience, Purpose</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Creative writing – explaining facts, knowledge of Viking mythology, and the use of FAP – modelling/examples to provide scaffolding. Planning of creative writing.</p>	
<p>18– Viking Mythology KG: to apply knowledge about Viking Mythology and culture in a piece of creative writing</p>	<p>Allows students to continue developing their creative and narrative writing skills. Feeds on from their previous narrative assessment.</p>	<p>New: Criteria Recall: Form, Audience, Purpose</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Creative writing – explaining facts, knowledge of Viking mythology, and the use of</p>	

	<p>Feeds forward to next lesson by students using their prior knowledge of Viking and Mythology and Culture to link to the Viking legal system.</p> <p>Feeds forward to the Narrative Writing section of the Language GCSE, as well as future opportunities across KS3 to practice narrative writing, such as in Year 9 Term 2 when studying Detective Fiction.</p>		<p>FAP. Assessment Lesson – independence.</p>	
<p>19 – Viking Society KG: to explain the legal system in Viking Society</p>	<p>Allows students to assess, revise and develop their knowledge of Viking mythology and culture and how this influenced subsequent cultures and writing.</p> <p>Feeds on from Roman and Greek mythology through the development of language and societal/cultural development.</p> <p>Feeds forward to next lesson by students using their knowledge of the Viking Legal System to inform their speaking and listening assessment.</p>	<p>New: Law, Legality, Authoritarian, Legislation, Legislative, Lawyer, Outlaw, Trial, Court, Criminal</p> <p>Recall: Patrician</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Mind-mapping key word (law) to assess prior knowledge. 3.) Etymology development to define key word and to ascertain knowledge around meaning and synonyms. 4.) Gathering information leading to discussion around key questions (questioning). Think / pair / share and say it better – probing. 5.) Recall listing exercise for AFL purposes. 6.) Gathering information leading to discussion around key questions (questioning). 	

	<p>Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as 'A Christmas Carol', as well as KS3 texts such as 'The Crucible'.</p>		<p>Think / pair / share and say it better – probing.</p>	
<p>20 – Viking Society KG: to analyse and evaluate the legal system in Viking Society</p>	<p>Allows students to assess, revise and develop their knowledge of Viking mythology and culture and how this influenced subsequent cultures and writing. Feeds on from Roman and Greek mythology through the development of language and societal/cultural development. Feeds forward to next lesson by students using their knowledge of the Viking Legal System to inform their speaking and listening assessment. Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and</p>	<p>New: Defendant, Prosecutor, Outlaw, Accused, Jury, Criminal Recall: Plebeian</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Continuing to build knowledge and vocabulary about the Viking Legal System by gathering information leading to discussion around key questions (questioning). Think / pair / share and say it better – probing. 3.) Evaluation exercise for AFL purposes and to encourage deeper thinking. 4.) Summary writing around key evaluative question 	<p>Reading Journal and Vocabulary Booklet</p>

	<p>historical context of texts such as A Christmas Carol, as well as KS3 texts such as The Crucible. Also introduces students to evaluative writing – skill required for GCSE English Language – prose reading paper, question 5.</p>			
<p>21 – Viking Society KG: to evaluate the legal system in Viking Society Role-play writing may take more than one lesson – teacher discretion.</p>	<p>Allows students to develop their presentational, speaking, and listening skills. Feeds on from Roman and Greek mythology through the development of language and societal/cultural development. Feeds forward to next lesson by students using their knowledge of the Viking Legal System to inform their speaking and listening assessment. Feeds forward to the Speaking and Listening Assessment in the Language GCSE. Also feeds forward to GCSE English Language component 2 where</p>	<p>New: Antonyms, Defendant, Prosecutor, Outlaw, Accused, Jury, Criminal, Versatile, Agile, Comrades, Consult Recall – AFOREST</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Continuing to build knowledge and vocabulary about the Viking Legal System so that students can access the Speaking and Listening assessment to come. 3.) Knowledge quiz – AFL opportunity to assess stickability of previous knowledge learnt. 4.) Analysing language and AFOREST techniques used on a poster. 5.) Speaking and Listening – evaluating facts, vocabulary use, knowledge of Viking Legal System through group role-play. Introduction to speaking and listening skills. Assessment Lesson – group work. 	

	students will have to analyse language and techniques used in non-fiction.			
22 – Viking Society KG: to evaluate the legal system in Viking Society This lesson may need to be two – teacher discretion – class sizes.	<p>Allows students to develop their presentational, speaking, and listening skills.</p> <p>Feeds on from Roman and Greek mythology through the development of language and societal/cultural development.</p> <p>Feeds forward to next lesson where students will use their knowledge of Viking Mythology and Culture to inform their understanding of Viking Shield Maidens.</p> <p>Feeds forward to the Speaking and Listening Assessment in the Language GCSE.</p>	<p>New: Defendant, prosecutor</p> <p>Recall: Versatile, Agile.</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Speaking and Listening – evaluating facts, vocabulary use, knowledge of Viking legal system through group role-play. Introduction to speaking and listening skills. Assessment Lesson – group work. 3.) Writing role-play. 	
23 – Viking Women KG: to identify and explain the roles of Viking Women	<p>Allows students to assess, revise and develop their knowledge of Viking culture – particularly women - and how this influenced subsequent cultures and writing.</p> <p>Feeds on from Roman and Greek mythology</p>	<p>New: Strategic, Honourable, Domestic</p> <p>Retrieve: Symbol, Status</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Listing exercise to assess prior learning of adjectives and vocabulary 3.) Knowledge gathering using information provided by two film clips. 	

	<p>through the development of language and societal/cultural development.</p> <p>Feeds forward to next lesson where students will use their knowledge of the Viking Shield Maidens to research their validity through reading non-fiction.</p> <p>Feeds forward to Year 8 when they will assess Lady Macbeth and her role as an 'assertive v aggressive' woman; Year 9 when they analyse the roles of women and how they have become 'demonised'.</p> <p>Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as 'A Christmas Carol'.</p>		<p>4.) Mind-mapping new knowledge – AFL opportunity.</p> <p>5.) Demonstrate knowledge by creating through drawing and labelling a Viking Shield Maiden.</p>	
<p>24 – Viking Women KG: to identify and explain the roles of Viking Women</p>	<p>Allows students to assess, revise and develop their knowledge of Viking culture – particularly women - and how this influenced subsequent cultures and</p>	<p>New: Explicit, Implicit, Honourable Retrieve: Symbol, Status</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Knowledge quiz – AFL opportunity to assess the stickability of previously taught knowledge.</p>	<p>Reading Journal and Vocabulary Booklet</p>

	<p>writing. Allows students to practise their skills of implicit and explicit information in reading non-fiction texts.</p> <p>Feeds on from Roman and Greek mythology through the development of language and societal/cultural development.</p> <p>Feeds forward to next lesson where students will use this knowledge to write their own article assessing whether Shield Maidens were significant or not.</p> <p>Feeds forward to Year 8 when they will assess Lady Macbeth and her role as an 'assertive v aggressive' woman; Year 9 when they analyse the roles of women and how they have become 'demonised'.</p> <p>Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as 'A Christmas Carol'.</p>		<p>3.) Read non-fiction article and annotate for comprehension and research. The article is taught in small steps and will lead to independence.</p> <p>4.) Evaluation – Why would you want to be a Viking Shield Maiden?</p>	
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	Feeds forward to the non-fiction element in the GCSE English Language component two paper - reading.			
25 – Viking Women KG: to assess the significance of the Viking Shield Maidens	<p>Allows students to assess, revise and develop their knowledge of Viking culture – particularly women - and how this influenced subsequent cultures and writing. Allows students to practise their evaluative writing and engagement with techniques.</p> <p>Feeds on from Roman and Greek mythology through the development of language and societal/cultural development. Continues to build on skills introduced in the Greek topic unit regarding evaluative writing.</p> <p>Feeds forward to next lesson where students will use this knowledge on evaluative writing (AFOREST and connectives) to write their own article assessing whether Shield</p>	<p>New: Independent, Significance, Assess</p> <p>Recall: AFOREST, Connectives, Conform</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Knowledge quiz – AFL opportunity to assess the stickability of previously taught knowledge. 3.) Revising AFOREST and connectives. 4.) Planning a response to an evaluative question using all research gathered in previous lessons. 	

	<p>Maidens were significant or not. Feed forward to Year 8 when they will assess Lady Macbeth and her role as an 'assertive v aggressive' woman; Year 9 when they analyse the roles of women and how they have become 'demonised'. Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as 'A Christmas Carol'. Feeds forward to the non-fiction element in the GCSE English Language component two paper – writing.</p>			
<p>26 – Viking Women KG: to assess the role of the Viking Shield Maidens</p>	<p>Allows students to assess, revise and develop their knowledge of Viking culture – particularly women - and how this influenced subsequent cultures and writing. Allows students to practise their evaluative writing and engagement with techniques.</p>	<p>New: Resilient, Respect Recall: AFOREST, Connectives, Explicit, Implicit, Honourable, Presume, Independent, Protectors</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling overview and evaluative writing leading to semi-independence – assessment “How significant were Shield Maidens to Viking Culture?” (analysis / probing). 	

	<p>Feeds on from Roman and Greek mythology through the development of language and societal/cultural development. Continues to build on skills introduced in the Greek topic unit regarding evaluative writing.</p> <p>Feeds forward to next lesson where students will use this knowledge on evaluative writing (AFOREST and connectives) to write their own article (assessment) assessing whether Shield Maidens were significant or not, independently.</p> <p>Feeds forward to Year 8 when they will assess Lady Macbeth and her role as an 'assertive v aggressive' woman; Year 9 when they analyse the roles of women and how they have become 'demonised'.</p> <p>Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and</p>			
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	historical context of texts such as 'A Christmas Carol'. Feeds forward to the non-fiction element in the GCSE English Language component two paper – writing. .			
27 – Viking Women KG: to assess the role of the Viking Shield Maidens	Allows students to assess, revise and develop their knowledge of Viking culture – particularly women - and how this influenced subsequent cultures and writing. Allows students to practise their evaluative writing and engagement with techniques. Feeds on from Roman and Greek mythology through the development of language and societal/cultural development. Continues to build on skills introduced in the Greek topic unit regarding evaluative writing. This assessment will feed forward to data captures and will be used to assess learning, vocabulary and	New: N/a Recall: AFOREST, Connectives, Significance (and other synonyms for) Assess vocabulary and accuracy of its use as part of their assessment. Encourage students to use prior vocabulary in their assessment.	1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Assessment “How significant were Shield Maidens to Viking Culture?” (analysis/evaluation).	

	<p>knowledge development. Feeds forward to Year 8 when they will assess Lady Macbeth and her role as an 'assertive v aggressive' woman; Year 9 when they analyse the roles of women and how they have become 'demonised'.</p> <p>Feeds forward to the study of context (AO3) at GCSE, where students will have to link the text to the social and historical context of texts such as 'A Christmas Carol'. Feeds forward to the non-fiction element in the GCSE English Language component two paper – writing. .</p>			
<p>28 – Beowulf - Introduction KG: to explain information about Beowulf</p>	<p>Allows students to consider how the Icelandic Sagas influenced the development of the hero and anti-hero character types and how the sagas contributed to the development of language.</p> <p>Feeds on from Term 1 (Odysseus/Homer)</p>	<p>New: Archetype Recall: Myths, Legends, Culture, Society, Epic Poem,</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Prediction games – explaining plot and character development through questioning and visual stimuli. Analysing reasons behind predictions. 3.) Introduction to key characters. 	<p>Reading Journal and Vocabulary Booklet</p>

	<p>through the epic poem form and the beginnings of the creation of the epic hero.</p> <p>Feeds forward to lesson on character development and language effects.</p> <p>Feeds forward to future character studies on heroes and protagonists.</p> <p>Feeds forward to AO3 at GCSE English Literature.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feeds forward to AO1 – authorial intent and conceptual thought around themes.</p> <p>Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE).</p>		<p>4.) Comparing Icelandic Heroes to the previous ones studied (Odysseus, Achilles) and modern heroes (Comic: Thor, Superwoman, Spiderman etc).</p> <p>5.) Revising the traits of an Epic Hero as studied in term 1.</p> <p>6.) Summarising opinions on Beowulf.</p>	
<p>29 - Beowulf KG: to explain information about Grendel and Grendel's mother.</p>	<p>Allows students to consider how the sagas contributed to the development of the antagonist.</p> <p>Feeds on from Term 1 (Odysseus/Homer) through the epic poem form and the beginnings</p>	<p>New: Conventional Recall: Icelandic Sagas, Antagonist, Protagonist, Archetype, Traits, Icelandic Sagas, Anti Hero</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Visualisation – explaining the characterisation of two antagonists and how they compare to the protagonist.</p> <p>3.) Reading of text to build comprehension of Grendel.</p>	

	<p>of the creation of the epic hero.</p> <p>Feeds forward to lesson on character development and language effects.</p> <p>Feeds forward to future character studies on heroes and protagonists.</p> <p>Feeds forward to AO3 at GCSE English Literature.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes.</p> <p>Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE).</p>		<p>4.) Questioning of text around the notions of conventional characters traits of antagonists.</p> <p>5.) Summarising opinions on the two antagonists.</p>	
<p>30 – Beowulf</p> <p>KG: To analyse Grendel's characterisation</p>	<p>Allows students to consider how the sagas contributed to the development of the antagonist.</p> <p>Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the antagonist.</p>	<p>New: Abhorred,</p> <p>Recall: Protagonist, Epic Poem, Hero, Significance, Antagonist, Traits</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Character presentation – exploring the characterisation of Grendel and how he is presented to the reader in key extracts from the text.</p> <p>3.) Summarising Grendel's characterisation.</p>	

	<p>Feeds forward to lesson on character development and language effects.</p> <p>Feeds forward to future character studies on heroes and protagonists.</p> <p>Feeds forward to AO3 at GCSE English Literature.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE).</p>			
<p>31 – Beowulf</p> <p>KG: To analyse Grendel's characterisation</p>	<p>Allows students to consider how the sagas contributed to the development of the antagonist.</p> <p>Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the antagonist.</p> <p>Feeds forward to AO3 at GCSE English Literature.</p>	<p>New: Anti Hero</p> <p>Recall: Implicit, Explicit, Traits,</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Character presentation – exploring the characterisation of Grendel and how he is presented to the reader in key extracts from the text. 3.) Assessment – students to answer comprehension questions per assessment 	

	<p>Feeds forward to AO2 at GCSE English Literature – focus: language effects. Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE). Feeds forward to future character studies on heroes and protagonists.</p>		<p>sheet (implicit and explicit information).</p> <p>4.) This assessment will feed forward to data captures and will be used to assess learning, vocabulary, implicit and explicit reading and knowledge development.</p>	
<p>32 – Beowulf KG: To analyse Beowulf's characterisation</p>	<p>Allows students to consider how the sagas contributed to the development of the protagonist.</p> <p>Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the hero protagonist.</p> <p>Feeds on from Term 1 through the consideration of Hero as Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic units regarding evaluative writing.</p>	<p>New: Legendary, Personification, Conceited, Braggart, Recall: Anti-Hero, Vengeance, Humility</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Prior knowledge quiz – what are the seven traits of an Epic Hero? 3.) Character presentation – analysing and annotating the characterisation of Beowulf and how he is presented to the reader in key extracts from the text. Questioning around his presentation as an Epic Hero. 4.) Identifying language techniques and analysing their effects. 5.) Summarising Beowulf's characterisation. Explaining 	<p>Reading Journal and Vocabulary Booklet</p>

	<p>Feeds forward to lesson on character development and language effects.</p> <p>Feeds forward to AO3 at GCSE English Literature.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE).</p> <p>Feeds forward to future character studies on heroes and protagonists.</p>		<p>how these impressions have developed since the beginning.</p>	
<p>33 – Beowulf KG: To evaluate Beowulf's characterisation as an Anti-Hero</p>	<p>Allows students to consider how the sagas contributed to the development of the protagonist.</p> <p>Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the hero protagonist. Feeds back to term 1 through the consideration of Hero as</p>	<p>New: Legendary, Personification, Egotistic, Conceited</p> <p>Recall: Anti-Hero, Vengeance, Humility, Conform, Archetype</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Character presentation – analysing and annotating the characterisation of Beowulf and how he is presented to the reader in key extracts from the text. 3.) Discussion and introduction of assessment question: How far does Beowulf 	

	<p>Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic units regarding evaluative writing.</p> <p>Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment.</p> <p>Feeds forward to AO3 at GCSE English Literature.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE).</p> <p>Feeds forward to future character studies on heroes and protagonists.</p> <p>Feeds forward to English Language GCSE, Prose Paper, question 5.</p>		<p>conform to our opinions of an archetypal Hero?</p> <p>4.) Questioning to develop students’ thinking around this focus question.</p> <p>5.) Summarising – analysing traits of Epic Heroes and Anti- Heroes through previous annotations, further reading and class discussion (think / pair / share and say it better - probing)</p>	
<p>34 – Beowulf KG: To evaluate Beowulf’s characterisation as an Anti-Hero</p>	<p>Allows students to consider how the sagas contributed to the</p>	<p>New: Arrogant, Superior, Recall: Anti-Hero, Vengeance, Humility, Braggart, Egotistic, Brave, Archetype</p>	<p>1) Vocabulary and prior knowledge daily retrieval slides.</p>	<p>Reading Journal and Vocabulary Booklet</p>

	<p>development of the protagonist.</p> <p>Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the hero protagonist.</p> <p>Feeds on from Term 1 through the consideration of Hero as Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic units regarding evaluative writing.</p> <p>Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment.</p> <p>Feeds forward to AO3 at GCSE English Literature.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE).</p>		<ol style="list-style-type: none"> 2) Reading of two articles that debate Beowulf's presentation as an archetypal Hero or Anti-Hero. 3) Questioning – students to evaluate which article they think is the more persuasive and to justify their reasons. 4) Summarising – students are to write a summary explaining their decisions. 	
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	<p>Feeds forward to future character studies on heroes and protagonists. Feeds forward to English Language GCSE, Prose Paper, question 5.</p>			
<p>35 – Beowulf KG: To evaluate Beowulf's characterisation as an Anti-Hero This lesson may need to be two – teacher discretion.</p>	<p>Allows students to consider how the sagas contributed to the development of the protagonist. Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the hero protagonist. Feeds on from Term 1 through the consideration of Hero as Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic units regarding evaluative writing. Feeds forward to next lesson by students using their knowledge to answer the assessment question using a PEE structure. Feeds forward to AO3 at GCSE English Literature. Feeds forward to AO2 at GCSE English Literature –</p>	<p>New: Nobility, Courageous Recall: Anti-Hero, Vengeance, Humility, Trait, Conform</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling annotation, overview writing and PEE explosion leading to semi-independence – assessment How far does Beowulf conform to our opinions of an archetypal Hero? 3.) Planning a response to an evaluative question using all knowledge gathered from previous lessons. 	

	<p>focus: language effects. Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE). Feeds forward to future character studies on heroes and protagonists. Feeds forward to English Language GCSE, Prose Paper, question 5.</p>			
<p>36 – Beowulf KG: To evaluate Beowulf's characterisation as an Anti-Hero</p>	<p>Allows students to consider how the sagas contributed to the development of the protagonist. Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the hero protagonist. Feeds back to term 1 through the consideration of Hero as Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic units regarding evaluative writing.</p>	<p>Assess vocabulary and accuracy of its use based on key prior pieces of vocabulary studied so far.</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Assessment Lesson – independence</p> <p>Feeds forward to next lesson by students using their knowledge of Beowulf as a potential Anti-Hero to inform their study of heroes in future texts (for example, Macbeth in year 8 and Heathcliffe in year 9)</p> <p>This assessment will feed forward to data captures and will be used to assess</p>	<p>Reading Journal and Vocabulary Booklet</p>

	<p>Feeds forward to AO3 at GCSE English Literature. Feeds forward to AO2 at GCSE English Literature – focus: language effects. Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English language itself as explored through Shakespearean language (a specific unit at GCSE). Feeds forward to future character studies on heroes and protagonists. Feeds forward to English Language GCSE, Prose Paper, question 5.</p>		<p>learning, vocabulary and knowledge development.</p>	
<p>37 – Introduction to St George KG: To explain how George and the Dragon is either a myth, legend, fable or parable</p>	<p>Allows students to develop their contextual understanding of key factors of George and the Dragon. Allows students to begin developing their interpretations around reading poetry and offers authorial insights into ekphrastic poetry. Also reinforces archetypes as introduced in term 1 and</p>	<p>New: Gallantry Recall: Myth, Legend, Fable, Parable, Honourable, Archetypal</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Mind-mapping to assess prior knowledge on St George, leading to whole-class feedback. 3.) Knowledge gathering by watching key video clip. Questioning to ascertain how St George links to the Roman unit. 4.) Visualisation around comparison to identify 	

	<p>2 – Roman and Beowulf units.</p> <p>Feeds on from Term 1 through the historical context of Rome and the continued development of myths and legends (English setting). Feeds back to the development of the archetypal hero and his qualities.</p> <p>Feeds forward to next lesson by using knowledge of Myths and Legends to inform study of Fanthorpe’s poem, ‘Not My Best Side’.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes. Feeds forward to future units in yr 7 on Arthurian Ballads and Chaucer.</p>		<p>archetypal features and subversion.</p> <p>5.) Discussion around myth or legend...</p> <p>6.) Explanatory writing – explanation on the above features – AFL opportunity.</p>	
<p>38 – Introduction to Fanthorpe’s ‘Not My Best Side’</p>	<p>Allows students to develop their contextual understanding of key factors of George and</p>	<p>New: Ekphrastic, Recall: Honourable , Gallant, Archetype</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p>	

<p>KG: To analyse Fanthorpe's intentions for writing 'Not My Best Side'.</p>	<p>the Dragon. Allows students to begin developing their interpretations around reading poetry and offers authorial insights into ekphrastic poetry. Also reinforces archetypes as introduced in term 1 and 2 – Roman and Beowulf units.</p> <p>Feeds on from Term 1 through the historical context of Rome and the continued development of myths and legends (English setting). Feeds back to the development of the archetypal hero and his qualities.</p> <p>Feeds forward to next lesson by using knowledge to inform study of Fanthorpe's use of language in her poem, 'Not My Best Side'.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 –</p>		<ol style="list-style-type: none"> 2.) Vocabulary development so students can access poem. 3.) Discussion around generic reasons for writing poetry. 4.) Visualisation and discussion about the painting that inspired Fanthorpe's poem. 5.) Initial reading and annotation of Fanthorpe's poem with proposed questions. 6.) Questioning to elicit student response. Students should also compare Fanthorpe's presentation of George to the archetypal features previously identified. AFL opportunity. 7.) Final feedback – why did Fanthorpe write an ekphrastic poem? 	
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	authorial intent and conceptual thought around themes. Feeds forward to future units in yr 7 on Arthurian Ballads and Chaucer.			
<p>39 – Fanthorpe’s ‘Not My Best Side’ KG: To analyse how a writer uses language to present their ideas.</p>	<p>Allows students to begin developing their interpretations around decoding language effects whilst simultaneously offering authorial insights into ekphrastic poetry. Also reinforces archetypes as introduced in term 1 and 2 – Roman and Beowulf units.</p> <p>Feeds on from Term 1 through the language analysis conducted on Odysseus, and Term 2 through the language analysis on ‘Beowulf’.</p> <p>Feeds on from the development of the archetypal hero and his qualities.</p> <p>Feeds forward to next lesson by using knowledge to inform study of Fanthorpe’s poem, ‘Not My Best Side’.</p>	<p>New: Critical, Irked, Vainglorious, Recall: Honourable , Gallant, Archetype, Ekphrastic</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Proposed questions introduced to stimulate the annotation process. Discussion around the difference between the exam verbs: analyse, explain, identify, evaluate. 3.) Reading and modelling annotation of poem in a step-by-step approach leading from full guidance, to partial, to independence. 4.) Feedback – questioning to elicit answers to the proposed questions. Opportunity for AFL and to iron out misconceptions. 5.) Summarising Fanthorpe’s presentation of The Dragon. 	

	<p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes. Feeds forward to future units in yr 7 on Arthurian Ballads and Chaucer.</p>			
<p>40 – Fanthorpe’s ‘Not My Best Side’</p> <p>KG: To analyse how a writer uses language to present their ideas.</p> <p>This lesson may need to be two – teacher discretion.</p>	<p>Allows students to develop their interpretations around decoding language effects whilst simultaneously offering authorial insights into ekphrastic poetry. Also reinforces archetypes as introduced in term 1 and 2 – Roman and Beowulf units. Also reinforces overview writing and the PEE structure.</p> <p>Feeds on from Terms 1 and 2 through language analysis.</p> <p>Feeds forward to next lesson by students using their knowledge to</p>	<p>New: Self-conscious,</p> <p>Recall: Quest, Critical, Irked, Gallant, Archetype, Ekphrastic</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Modelling mind-map approaches to decoding exam question. 3.) Modelling overview writing leading to semi-independence – assessment: How does Fanthorpe present The Dragon in ‘Not My Best Side’? 4.) Planning a response to an assessment question using all knowledge gathered from previous lessons. 	<p>Reading Journal and Vocabulary Booklet</p>

	<p>answer the assessment question using a PEE structure.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes. Feeds forward to future units in yr 7 on Arthurian Ballads and Chaucer.</p>			
<p>41 – Fanthorpe’s ‘Not My Best Side’ KG: To evaluate how a writer uses language to present their ideas. This lesson may need to be two – teacher discretion.</p>	<p>Allows students to develop their interpretations around decoding language effects whilst simultaneously offering authorial insights into ekphrastic poetry. Also reinforces archetypes as introduced in term 1 and 2 – Roman and Beowulf units. Also reinforces overview writing and the PEE structure.</p> <p>Feeds on from Terms 1 and 2 through language analysis.</p>	<p>New: Subverts</p> <p>Recall: Quest, Critical, Irked, Self-conscious, Gallant, Archetype, Ekphrastic</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Identifying and listing appropriate key words – AFL opportunity that will also enable assessing for stickability of previously taught vocabulary. 3.) Modelling PEE explosion leading to semi-independence – assessment: How does Fanthorpe present The Dragon in ‘Not My Best Side’? 4.) Modelling PEE writing leading to semi-independence – assessment: 	

	<p>Feeds forward to next lesson by students using their knowledge to answer the assessment question.</p> <p>Feeds forward to future units in Year 7 on Arthurian Ballads and Chaucer.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes.</p>		<p>How does Fanthorpe present The Dragon in ‘Not My Best Side’?</p> <p>5.) Peer-evaluation according to criteria.</p> <p>6.) Reviewing quotations for assessment use.</p>	
<p>42 – Fanthorpe’s ‘Not My Best Side’ KG: To evaluate how a writer uses language to present their ideas.</p>	<p>Allows students to develop their interpretations around decoding language effects whilst simultaneously offering authorial insights into ekphrastic poetry. Also reinforces archetypes as introduced in term 1 and 2 – Roman and Beowulf units. Also reinforces overview writing and the PEE structure.</p>	<p>New: N/a Recall: Personification, Subverts</p> <p>Assess vocabulary and accuracy of its use based on key prior pieces of vocabulary studied so far.</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Assessment Lesson – independence.</p> <p>3.) Self-evaluation – according to criteria.</p> <p>This assessment will feed forward to data captures and will be used to assess learning, vocabulary and knowledge development.</p>	

	<p>Feeds on from terms 1 and 2 through language analysis.</p> <p>Feeds forward to future units in Year 7 on Arthurian Ballads and Chaucer.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts.</p> <p>Feeds forward to AO2 at GCSE English Literature – focus: language effects.</p> <p>Feeds forward to AO1 – authorial intent and conceptual thought around themes.</p>			
<p>43 – Arthurian Legend KG: To describe what Romanticism was and to explain John Keats part in it.</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets –</p> <p>Feeds on from Terms 1 and 2 through myths, legends, fables and parables.</p> <p>Feeds on from terms 1 and 2 through the character development of heroes and notions of courtly and gallantry behaviour.</p>	<p>New: Mercy Recall: Gallant, Rivalry</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Knowledge gathering on biographical information about John Keats. 3.) Knowledge gathering about Romanticism by watching a video clip. 4.) Visualisation around key themes explored in La Belle Dame Sans Merci. 5.) Discussion around key themes and notions of Romanticism – questioning to elicit deeper response – AFL opportunity. 	

	<p>Feeds forward to next lesson by using knowledge of Romanticism and Keats's social and historical context to decode poem, La Belle Dame Sans Merci.</p> <p>Feeds forward to Year 7, Term 3, Chaucer unit.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes.</p>		<p>6.) Explanatory writing – explanation on the above features according to key questions posed – AFL opportunity.</p>	
<p>44 – Arthurian Legend KG: To analyse Keats's use of language.</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets</p> <p>Feeds on from Terms 1 and 2 through myths, legends, fables and parables.</p> <p>Feeds on from Terms 1 and 2 through the character development of heroes and notions of courtly and gallantry behaviour.</p>	<p>New: Romantics Recall: Determiner, Gallant, Mercy</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Poetry reading of La Belle Dame Sans Merci. 3.) Analysing as a class and annotating the poem as a class, discussing how the personas are presented. Questioning around key themes. Full guidance. 4.) Identifying language techniques and analysing their effects. Full guidance. 5.) Hinge question to assess student understanding and knowledge. 	<p>Reading Journal and Vocabulary Booklet</p>

	<p>Also feeds back to poetry analysis in the George and The Dragon unit.</p> <p>Feeds forward to next lesson by using knowledge of Keats's language techniques and the effects created in the poem, La Belle Dame Sans Merci, to aid further annotation.</p> <p>Feeds forward to Year 7, Term 3, Chaucer unit.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes.</p>		<p>6.) Analysing and annotating the poem, discussing how the personas are presented. Questioning around key themes. Full guidance.</p> <p>7.) Identifying language techniques and analysing their effects. Full guidance.</p> <p>8.) Multi-choice question to assess student understanding and knowledge.</p>	
<p>45 – Arthurian Legend KG: To analyse Keats's use of language.</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets</p> <p>Feeds on from Terms 1 and 2 through myths, legends, fables and parables. Feeds on from Terms 1 and 2 through the character development of heroes</p>	<p>New: Thrall, Ballad, Form Recall: Loitering, Gallant, Mercy, Metaphor</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Poetry reading of La Belle Dame Sans Merci.</p> <p>3.) Analysing and annotating the poem, discussing how the personas are presented. Questioning around key themes. Partial guidance.</p>	

	<p>and notions of courtly and gallantry behaviour. Also feeds back to poetry analysis in the George and The Dragon unit.</p> <p>Feeds forward to next lesson by using knowledge of annotation to apply the modelled approach to another poem, encouraging independence and as a method for assessment. Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts. Feed forward to AO1 – authorial intent and conceptual thought around themes. Feeds forward to Year 7, Term 3, Chaucer unit.</p>		<ol style="list-style-type: none"> 4.) Identifying language techniques and analysing their effects. Partial guidance. 5.) Question to assess student understanding and knowledge. 6.) PEE writing to justify ideas. 7.) Analysing and annotating the poem, discussing how the personas are presented. Questioning around key themes. Partial guidance. 8.) Summarising poet’s intentions on using the Ballad form. 9.) Summarising the story. AFL opportunity. 	
<p>45 – Arthurian Legend KG: To explore the legend of King Arthur and explain how it links to the feudal system.</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets –</p> <p>Feeds on from Terms 1 and 2 through myths, legends, fables and parables.</p>	<p>New: Feudal, Arthurian Recall: Chivalry, Plebeian, Patrician</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Knowledge gathering about Feudalism by watching video clip. 3.) Visualisation through drawing the Feudal pyramid. 4.) Note-taking on key pieces of information. 	

	<p>Feeds on from Term 1, Romans, through class systems.</p> <p>Also feeds on from poetry analysis in the George and The Dragon unit.</p> <p>Feeds forward to Year 7, Chaucer unit.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts.</p>		<ol style="list-style-type: none"> 5.) Mind-mapping prior knowledge about King Arthur and the Knights of the Round Table, etc. 6.) Knowledge gathering about King Arthur by watching video clip. New knowledge to be added to the mind-map. 7.) Summarising how King Arthur and the Knights link to Feudalism. 8.) Explanatory writing on how this knowledge relates to the Roman unit studied in term 1. 	
<p>46 – Arthurian Legend KG: To analyse poet's intentions.</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets</p> <p>Feeds on from Terms 1 and 2 through myths, legends, fables and parables.</p> <p>Feeds on from Terms 1 and 2 through the character development of heroes and notions of courtly and gallantry behaviour. Also feeds back to poetry analysis in the George and The Dragon unit.</p>	<p>New: Required</p> <p>Recall: Knights of the Round Table, Feudal System</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Knowledge gathering about Alfred Lord Tennyson by watching video clip. 3.) Visualisation around key themes explored in Lady of Shalott. 4.) Knowledge gathering about Elaine. 5.) Summarising why Tennyson wrote the poem. 	

	<p>Feeds forward to next lesson by using knowledge of Tennyson's intentions to decode poem, Lady of Shalott.</p> <p>Feeds forward to Year 7 Chaucer unit.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts.</p>			
<p>47 – Arthurian Legend KG: To analyse Tennyson's use of language</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets.</p> <p>Feeds on from Terms 1 and 2 through myths, legends, fables and parables.</p> <p>Feeds on from Terms 1 and 2 through the character development of heroes and notions of courtly and gallantry behaviour.</p> <p>Also feeds on from poetry analysis in the George and The Dragon unit.</p> <p>Feeds forward to next lesson by using knowledge of</p>	<p>New: Embowers Recall: Knights of the Round Table, Feudal System, Requited, Worthy</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Poetry reading of Lady of Shalott. 3.) Analysing as a class and annotating the poem as a class, discussing how the persona is presented and how the poem links to Arthurian legend. Questioning around key themes. Full guidance. 4.) Identifying language techniques and analysing their effects. Full guidance. 5.) Differentiated questioning and tasks to assess student understanding and knowledge. 	

	<p>Tennyson's language techniques and the effects created in the poem, Lady of Shalott, to aid further annotation. Feeds forward to Year 7 Chaucer unit. Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts. Feed forward to AO1 – authorial intent and conceptual thought around themes.</p>			
<p>48 – Arthurian Legend KG: To analyse Tennyson's use of language</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets. Feeds on from Terms 1 and 2 through myths, legends, fables and parables. Feeds on from Terms 1 and 2 through the character development of heroes and notions of courtly and gallantry behaviour. Also feeds back to poetry analysis in the George and The Dragon unit.</p>	<p>New: Mellifluous, Assonance Recall: Ballad, Sibilance, Knights of the Round Table, Feudal System, Requited, Worthy</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Poetry reading of Lady of Shalott. 3.) Analysing as a class and annotating the poem as a class, discussing how the persona is presented and how the poem links to Arthurian legend. Questioning around key themes. Full guidance. 4.) Identifying language techniques and analysing their effects. Full guidance. 5.) Differentiated questioning and tasks to assess student understanding and knowledge. 	<p>Reading Journal and Vocabulary Booklet</p>

	<p>Feeds forward to next lesson by using knowledge of Tennyson's language techniques and the effects created in the poem, Lady of Shalott, to aid further annotation. Feeds forward to Year 7, Term 3, Chaucer unit. Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts. Feed forward to AO1 – authorial intent and conceptual thought around themes.</p>			
<p>49 – Arthurian Legend KG: To analyse Tennyson's use of language</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets. Feeds on from Terms 1 and 2 through myths, legends, fables and parables. Feeds on from Terms 1 and 2 through the character development of heroes and notions of courtly and gallantry behaviour. Also feeds back to poetry analysis in the</p>	<p>New: , Recall: Ballad, Sibilance, Knights of the Round Table, Feudal System, Requited, Worthy, Assonance, Conform</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Analysing and annotating the poem, discussing how the persona is presented and how the poem links to Arthurian legend. Questioning around key themes. Partial guidance. 3.) Identifying language techniques and analysing their effects. Partial guidance. 4.) Differentiated tasks to assess student understanding and knowledge. 	

	<p>George and The Dragon unit.</p> <p>Feeds forward to next lesson by using knowledge of Tennyson's language techniques and the effects created in the poem 'Lady of Shalott' to aid final annotation.</p> <p>Feeds forward to Year 7 Term 3, Chaucer unit.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts.</p> <p>Feed forward to AO1 – authorial intent and conceptual thought around themes.</p>			
<p>50 – Arthurian Legend</p> <p>KG: To analyse Tennyson's use of language</p>	<p>Allows students to develop their contextual understanding of Arthurian Legend and how it influenced the Romantic poets.</p> <p>Feeds on from Terms 1 and 2 through myths, legends, fables and parables. Feeds on from Terms 1 and 2 through the character development of heroes and notions of courtly and gallantry behaviour.</p>	<p>New: Mischance</p> <p>Recall: Ballad, Sibilance, Knights of the Round Table, Feudal System, Requited, Worthy, Assonance, Conform</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Analysing and annotating the poem, discussing how the persona is presented and how the poem links to Arthurian legend. Questioning around key themes. Independence. 3.) Identifying language techniques and analysing their effects. Independence. 4.) Summarising of the poem. 	

	<p>Also feeds on from poetry analysis in the George and 'The Dragon' unit.</p> <p>Feeds forward to next lesson by using knowledge of Tennyson's narrative to write a letter.</p> <p>Feeds forward to Year 7, Term 3, Chaucer unit.</p> <p>Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature poetry texts.</p> <p>Feeds forward to AO1 – authorial intent and conceptual thought around themes.</p>			
<p>50 – Arthurian Legend KG: To explain the format and structure of a letter</p>	<p>Allows students to develop and build on their transactional writing skills and introduce students to letter structure.</p> <p>Feeds on from Terms 1 and 2 through vocabulary and notions of courtly and gallantry behaviour as discussed in this unit.</p> <p>Feeds forward to next lesson by using knowledge of Tennyson's narrative to</p>	<p>New: Epistle Recall: Ballad, Sibilliance, Knights of the Round Table, Feudal System, Requited, Worthy, Assonance, Conform, Vainglorious, Form, Audience, Purpose</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Revising FAP 3.) Assessing prior knowledge about letter writing. 4.) Revising AFOREST. 5.) Identifying examples of AFOREST within a model. 6.) Listing vocabulary for a vocabulary bank. 7.) Live modelling of letter writing. 8.) Planning for own letter writing for assessment. 	

	<p>write a letter for assessment purpose. Feeds forward to the Transactional Writing section of the Language GCSE, as well as future opportunities across KS3 to practice transactional writing, such as in Year 9 Term 1 when the 19th Century.</p>			
<p>51 – Arthurian Legend KG: To create a letter from the perspective of Tennyson’s characters.</p>	<p>Allows students to develop and build on their transactional writing skills and introduce students to letter structure.</p> <p>Feeds on from Terms 1 and 2 through vocabulary and notions of courtly and gallantry behaviour as discussed in this unit.</p> <p>Feeds forward to the Transactional Writing section of the Language GCSE, as well as future opportunities across KS3 to practice transactional writing, such as in Year 9 Term 1 when the 19th Century.</p>	<p>New: N/a Recall: Structure, Epistle</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Assessing knowledge of poem, letter writing structure and techniques.</p> <p>This assessment will feed forward to data captures and will be used to assess learning, vocabulary and knowledge development.</p>	<p>Reading Journal and Vocabulary Booklet</p>