Year 7 – Terms 1, 2 and half of 3 – Quests: 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

developed across the ages. Stude to stude the stude of th

having many common cond	epts explored			
1 – Introduction	Students are introduced	New: Myths, Legends, Fables,	1.) Vocabulary and pri-	or
KG: to <mark>explain</mark> the	to metalanguage and	Parable	knowledge daily re	trieval
importance of myths,	key vocabulary.		slides.	
legends, fables and	Feeds forward to next		2.) Leaflet – explaining	, key
parables	lesson by using		vocabulary	
	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.			

2 – Greek Mythology	Allows students to	New: Symbol, Worship/Worshipped,	1.)	Vocabulary and prior	
KG: to explain information	develop their	Relevance	,	knowledge daily retrieval	
about Greek Mythology	contextual	Recall: Myths, Legends, Fables,		slides.	
, ,	understanding of key	Parable,	2.)	Top Trumps Cards –	
	factors of Greek			explaining facts and	
	Mythology –			importance	
	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.				
3 – Homer and the	Allows students to	New: Protagonist, Epic Poem, Hero,	1.)	Vocabulary and prior	
Odyssey	consider how Homer	Significance		knowledge daily retrieval	
KG: To evaluate Homer's	influenced not just	Recall: Symbol, Parable		slides.	
significance to Greek	Greek Mythology and		2.)	Questioning –	
Mythology and Culture	Culture, but how his			examining/identifying	
	writing influenced			Homer's significance and	
	subsequent writers			analysing traits of Epic	
	throughout history.			Heroes Introduction to	
	Feeds forward to next			comparison.	
	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				

	every text we will be			
	studying through Years			
	7-11.			
4 – Odysseus and the	Allows students to	New: Antagonist, Epic	1.) Vocabulary and prior	Reading Journal and
Cyclops	consider how language	Recall: Protagonist, Epic Hero	knowledge daily retrieval	Vocabulary Booklet
KG: To analyse Odysseus's	is deliberately used to		slides.	
characterisation as an	influence their		2.) Summarising plot information	
epic hero	impressions of a		using key	
	character.		vocabulary/concepts	
	Feeds forward to next		discussed/analysed (think /	
	lesson where students		pair / share and say it better -	
	will use their prior		probing)	
	knowledge of			
	'Odysseus' to analyse			
	how he is presented as			
	an Epic Hero in the next			
	extract.			
	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.			
5 – Odysseus and the	Allows students to	New: Vengeance, Deceit, Trait	1.) Vocabulary and prior	
Cyclops	consider how language	Recall: Protagonist, Antagonist, Epic	knowledge daily retrieval	
KG: To analyse Odysseus's	is deliberately used to		slides.	
characterisation as an epic	influence their		2.) Summarising – analysing	
hero.	impressions of a		traits of Epic Heroes through	
	character.		reading and class discussion	
	Feeds forward to next		(think / pair / share and say it	
	lesson by students using		better - probing)	

6 – Odysseus and the Cyclops KG: To analyse Odysseus's characterisation as an epic hero.	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. 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	New: Conform, Duplicitous Recall: Conform, Epic Hero, Deceit		Vocabulary and prior knowledge daily retrieval slides. Modelling annotation and PEE explosion leading to semi-independence – assessment "How does Odysseus conform to your idea of an Epic Hero?" (analysis / probing)	
	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.				Deadling lawyool and
7 – Odysseus and the	Students continue to	New: Pronoun	1.)		Reading Journal and
Cyclops	develop their analytical	Recall: Duplicitous, Conform, Epic		knowledge daily retrieval	Vocabulary Booklet
KG: To analyse Odysseus's	writing through mini			slides.	

characterisation as an epic	PEE to prepare for their	Hero, , Cunning, Duplicitous,	2.) Modelling PEE leading to	
hero.	first assessment using	Antagonist, Protagonist	semi-independence –	
	this skill.		assessment "How does	
	Feeds forward to next		Odysseus conform to your	
	lesson by students using		idea of an Epic Hero?"	
	their knowledge to		(analysis / probing)	
	answer the assessment			
	question.			
	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.			
8 – Odysseus and the	Students continue to	Assess vocabulary and accuracy of	1.) Vocabulary and prior	Reading Journal and
Cyclops	develop their analytical	its use based on key prior pieces of	knowledge daily retrieval	Vocabulary Booklet
KG: To analyse Odysseus's	writing through mini	vocabulary studied so far.	slides.	
characterisation as an epic	PEE to complete their		2.) Assessment Lesson – partial	
hero.	first assessment using		independence (guided	
	this skill.		practice)	
	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.			
	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.		

9 – Introduction – Roman	Allows students to	New: Compare	1.)	Vocabulary and prior	
Mythology	assess, revise and	Recall: Myths, Legends, Fables,		knowledge daily retrieval	
KG: to explain knowledge	develop their knowledge	Parable, Symbols		slides.	
about Roman Mythology	of Roman mythology and		2.)	Quiz – assessing stickability of	
	how this was influenced			new knowledge and a create	
	by Greek Mythology.			your own god/goddess	
	Feeds on from the			explaining knowledge of	
	introduction to Greek			Roman mythology and values	
	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'.				

10 – Rome and Roman	Allows students to	New: Republic, Patrician, Plebeian	1.) Vocabulary and prior
Society	develop their	Form, Audience, Purpose	knowledge daily retrieval
KG: to describe Rome and	understanding of how	DAFOREST	slides.
	Roman society was	Recall: Duplicitous, Compare	2.) Poster – describing Rome
explain how its society	governed and how this	Recall. Duplicitous, compare	
was governed	influenced subsequent		and explaining facts,
	texts and cultures.		knowledge of key words in
	Feeds forward to next		correct context, and the use
			of FAP – modelling/examples
	lesson by students using		to provide scaffolding.
	their knowledge of Roman culture to link to		
	influence of Romulus		
	and Remus.		
	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'.		
11 – Romulus and Remus	Allows students to	New: Plebeian, Patrician	1.) Vocabulary and prior
KG: to describe Romulus	develop annotation	Recall: Humility, Republic, Myths,	knowledge daily retrieval
and Remus and <mark>explain</mark>	skills.	Legends, Fables, Parable,	slides.
how they influenced	Feeds forward to next		2.) Prediction – describing
Rome	lesson where students		Romulus and Remus.
	will use their knowledge		Modelling annotation -
	of Roman mythology and		explaining influence.
	culture to inform their		
	understanding of Roman		
	Stock Comic characters.		

12 – Roman Stock Comic Characters KG: to define Roman Stock Characters and to explain their purpose	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. Allows students to understand these key character archetypes and link these to character archetypes in all texts. Feeds forward to next lesson by students using their knowledge of Roman Stock Characters to inform their narrative. Feeds forward to the study of different character archetypes in every future piece of Literature we study at both KS3 and KS4.	New: Comedy, Tragedy, Stock Characters, Genre Recall: Protector, Patrician	 Vocabulary and prior knowledge daily retrieval slides. 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. 	Reading Journal and Vocabulary Booklet
13 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through narrative writing	Allows students to develop and build on their creative writing skills and introduce students to narrative structure. Feeds forward to next lesson by students using their knowledge to help them plan their narrative writing.	New: Protagonist, Antagonist, Narrative, Structure, Character, Exposition, Climax, Resolution/Denouement Recall: Parasitus, Servus Callidus	 Vocabulary and prior knowledge daily retrieval slides. 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. 	

14 – Roman Stock Comic Characters KG: to explore Roman Stock Characters through narrative writing This lesson may need to be two – teacher discretion.	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. Allows students to develop and build on their creative writing skills and introduce students to narrative structure. Feeds forward to next lesson by students using everything they have learnt so far this term to complete their narrative assessment. 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	New: Narrative, Structure Recall: Paragraph, Sentence structures, Plot	 Vocabulary and prior knowledge daily retrieval slides. 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)
15 – Roman Stock Comic	Detective Fiction. Allows students to	Assess vocabulary and accuracy of	1.) Vocabulary and prior
Characters KG: to explore Roman Stock Characters through narrative writing	develop and build on their creative writing skills and introduce students to narrative structure.	its use. Encourage students to use prior vocabulary in their assessment.	 knowledge daily retrieval slides. 2.) Discussing the success criteria for marking/feedback.

	Feeds forward to next		2١	Accessment Lessen	
	lesson by students using		5.)	Assessment Lesson – independence.	
				independence.	
	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.				
16 – Introduction – Viking	Allows students to	Recall: Myths, Legends, Fables,	1.)	Vocabulary and prior	Reading Journal and
Mythology	assess, revise and	Parable, Symbols, Culture, Society		knowledge daily retrieval	Vocabulary Booklet
KG: to explain knowledge	develop their knowledge	worship		slides.	
about Viking Mythology	of Viking mythology and		2.)	Quiz – assessing stickability	
and to analyse their place	culture and how this			of new knowledge and	
in Viking culture	influenced subsequent			sentence/paragraph writing	
	cultures and writing.			explaining knowledge of	
	Feeds on from the			Viking mythology and values.	
	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.				
L	on this subject.				

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.	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'. 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.	New: Effective and other synonyms Recall: Duplicitous, Deceptive, Form, Audience, Purpose	 Vocabulary and prior knowledge daily retrieval slides. Creative writing – explaining facts, knowledge of Viking mythology, and the use of FAP – modelling/examples to provide scaffolding. Planning of creative writing. 	
18– Viking Mythology KG: to apply knowledge about Viking Mythology	Allows students to continue developing their creative and	New : Criteria Recall: Form, Audience, Purpose	 Vocabulary and prior knowledge daily retrieval slides. 	
and culture in a piece of creative writing	narrative writing skills. Feeds on from their previous narrative assessment.		 Creative writing – explaining facts, knowledge of Viking mythology, and the use of 	

	Feeds forward to next			FAD Assessment Lesser	
				FAP. Assessment Lesson –	
	lesson by students using			independence.	
	their prior knowledge of				
	Viking and Mythology				
	and Culture to link to the				
	Viking legal system.				
	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.				
19 – Viking Society	Allows students to	New: Law, Legality, Authoritarian,	1.)	Vocabulary and prior	
KG: to explain the legal	assess, revise and	Legislation, Legislative, Lawyer,		knowledge daily retrieval	
system in Viking Society	develop their knowledge	Outlaw, Trial, Court, Criminal		slides.	
	of Viking mythology and	Recall: Patrician	2.)	Mind-mapping key word	
	culture and how this			(law) to assess prior	
	influenced subsequent			knowledge.	
	cultures and writing.		3.)	Etymology development to	
	Feeds on from Roman			define key word and to	
	and Greek mythology			ascertain knowledge around	
	through the			meaning and synonyms.	
	development of		4.)	Gathering information	
	language and			leading to discussion around	
	societal/cultural			key questions (questioning).	
	development.			Think / pair / share and say it	
	Feeds forward to next			better – probing.	
	lesson by students using		5.)	Recall listing exercise for AFL	
	their knowledge of the		,	purposes.	
	Viking Legal System to		6.)	Gathering information	
	inform their speaking		,	leading to discussion around	
	and listening			key questions (questioning).	
	assessment.				

	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'.		Think / pair / share and say it better – probing.	
20 – Viking Society KG: to analyse and evaluate the legal system in Viking Society	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	New: Defendant, Prosecutor, Outlaw, Accused, Jury, Criminal Recall: Plebeian	 Vocabulary and prior knowledge daily retrieval slides. 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. Evaluation exercise for AFL purposes and to encourage deeper thinking. Summary writing around key evaluative question 	Reading Journal and Vocabulary Booklet

	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.		
21 – Viking Society KG: to evaluate the legal system in Viking Society Role-play writing may take more than one lesson – teacher discretion.	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	New: Antonyms, Defendant, Prosecutor, Outlaw, Accused, Jury, Criminal, Versatile, Agile, Comrades, Consult Recall – AFOREST	 Vocabulary and prior knowledge daily retrieval slides. Continuing to build knowledge and vocabulary about the Viking Legal System so that students can access the Speaking and Listening assessment to come. Knowledge quiz – AFL opportunity to assess stickability of previous knowledge learnt. Analysing language and AFOREST techniques used on a poster. 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.

22 – Viking Society KG: to evaluate the legal system in Viking Society This lesson may need to be two – teacher discretion – class sizes.	students will have to analyse language and techniques used in non- fiction. 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 where students will use their knowledge of Viking Mythology and Culture to inform their understanding of Viking Shield Maidens. Feeds forward to the Speaking and Listening Assessment in the Language GCSE.	New: Defendant, prosecutor Recall: Versatile, Agile.	 Vocabulary and prior knowledge daily retrieval slides. 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. Writing role-play. 	
23 – Viking Women KG: to identify and explain the roles of Viking Women	Allows students to assess, revise and develop their knowledge of Viking culture – particularly women - and how this influenced subsequent cultures and writing. Feeds on from Roman and Greek mythology	New: Strategic, Honourable, Domestic Retrieve: Symbol, Status	 Vocabulary and prior knowledge daily retrieval slides. Listing exercise to assess prior learning of adjectives and vocabulary Knowledge gathering using information provided by two film clips. 	

	the second state of		()		
	through the		4.)	Mind-mapping new	
	development of			knowledge – AFL	
	language and			opportunity.	
	societal/cultural		5.)	Demonstrate knowledge by	
	development.			creating through drawing	
	Feeds forward to next			and labelling a Viking Shield	
	lesson where students			Maiden.	
	will use their knowledge				
	of the Viking Shield				
	Maidens to research				
	their validity through				
	reading non-fiction.				
	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'.				
	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'.				
24 – Viking Women	Allows students to	New: Explicit, Implicit, Honourable	1.)	Vocabulary and prior	Reading Journal and
KG: to identify and	assess, revise and	Retrieve: Symbol, Status		knowledge daily retrieval	Vocabulary Booklet
explain the roles of Viking	develop their knowledge			slides.	
Women	of Viking culture –		2.)	Knowledge quiz – AFL	
	particularly women - and			opportunity to assess the	
	how this influenced			stickability of previously	
	subsequent cultures and			taught knowledge.	

r			Г	I
	writing. Allows students	3.)	Read non-fiction article and	
	to practise their skills of		annotate for comprehension	
	implicit and explicit		and research. The article is	
	information in reading		taught in small steps and will	
r	non-fiction texts.		lead to independence.	
F	Feeds on from Roman	4.)	Evaluation – Why would you	
ā	and Greek mythology		want to be a Viking Shield	
t	through the		Maiden?	
	development of			
1	language and			
S	societal/cultural			
	development.			
F	Feeds forward to next			
1	lesson where students			
N N	will use this knowledge			
t	to write their own article			
a	assessing whether Shield			
1	Maidens were significant			
	or not.			
F	Feeds forward to Year 8			
N N	when they will assess			
1	Lady Macbeth and her			
r	role as an 'assertive v			
a	aggressive' woman; Year			
	9 when they analyse the			
	roles of women and how			
	they have become			
	'demonised'.			
F	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'.			
		1		

	Founda formational to the			
	Feeds forward to the			
	non-fiction element in			
	the GCSE English			
	Language component			
	two paper - reading.			
25 – Viking Women	Allows students to	New: Independent, Significance,	1.) Vocabulary and prior	
KG: to assess the	assess, revise and	Assess	knowledge daily retrieval	
significance of the Viking	develop their knowledge	Recall: AFOREST, Connectives,	slides.	
Shield Maidens	of Viking culture –	Conform	2.) Knowledge quiz – AFL	
	particularly women - and		opportunity to assess the	
	how this influenced		stickability of previously	
	subsequent cultures and		taught knowledge.	
	writing. Allows students		3.) Revising AFOREST and	
	to practise their		connectives.	
	evaluative writing and		4.) Planning a response to an	
	engagement with		evaluative question using all	
	techniques.		research gathered in	
	Feeds on from Roman		previous lessons.	
	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.			
	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			
	assessing whether shield			

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'. FeedsFeeds
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historical context of texts such as 'A Christmas Carol'. Feeds
texts such as 'A Christmas Carol'. Feeds
Christmas Carol'. Feeds
forward to the non-
fiction element in the
GCSE English Language
component two paper –
writing.
26 – Viking Women Allows students to New: Resilient, Respect 1.) Vocabulary and prior
KG: to assess the role of assess, revise and Recall: AFOREST, Connectives, knowledge daily retrieval
the Viking Shield Maidens develop their knowledge Explicit, Implicit, Honourable, slides.
of Viking culture – Presume, Independent, Protectors 2.) Modelling overview and
particularly women - and evaluative writing leading to
how this influenced semi-independence –
subsequent cultures and assessment "How significant
writing. Allows students were Shield Maidens to
to practise their Viking Culture?" (analysis /
evaluative writing and probing).
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.	
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.	
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'.	
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				
27 – Viking Women	Allows students to	New: N/a	1)	Vocabulary and prior	
KG: to assess the role of	assess, revise and	Recall: AFOREST, Connectives,	1.)	knowledge daily retrieval	
	develop their knowledge	Significance (and other synonyms		slides.	
the Viking Shield Maidens	of Viking culture –	for)	21	Assessment "How significant	
	particularly women - and		Z.)	were Shield Maidens to	
	how this influenced	Assess vocabulary and accuracy of			
	subsequent cultures and	its use as part of their assessment.		Viking Culture?"	
	writing. Allows students	Encourage students to use prior		(analysis/evaluation).	
	to practise their	vocabulary in their assessment.			
	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				

			1		
	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'.				
	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				
28 – Beowulf -	Allows students to	New: Archetype	1.) V	ocabulary and prior	Reading Journal and
Introduction	consider how the	Recall: Myths, Legends, Culture,	k	nowledge daily retrieval	Vocabulary Booklet
KG: to explain	Icelandic Sagas	Society, Epic Poem,	S	lides.	
information about	influenced the		2.) P	rediction games –	
Beowulf	development of the hero		e	xplaining plot and character	
	and anti-hero character		d	levelopment through	
	types and how the sagas		q	uestioning and visual	
	contributed to the			timuli. Analysing reasons	
	development of			ehind predictions.	
	language.			ntroduction to key	
	Feeds on from Term 1		-	, haracters.	
	(Odysseus/Homer)				

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

	of the creation of the		4.)	Questioning of text around	
			4.)	the notions of conventional	
	epic hero. Feeds forward to lesson			characters traits of	
	on character			antagonists.	
	development and		5.)	Summarising opinions on the	
	language effects.			two antagonists.	
	Feeds forward to future				
	character studies on				
	heroes and protagonists.				
	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).				
30 – Beowulf	Allows students to	New: Abhorred,	1.)	Vocabulary and prior	
KG: To analyse Grendel's	consider how the sagas	Recall: Protagonist, Epic Poem,	,	knowledge daily retrieval	
characterisation	contributed to the	Hero, Significance, Antagonist,		slides.	
	development of the	Traits	2.)	Character presentation –	
	antagonist.		,	exploring the	
	Feeds on from Term 1			characterisation of Grendel	
	(Odysseus) through the			and how he is presented to	
	language used and the			the reader in key extracts	
	beginnings of the			from the text.	
	creation of the		31	Summarising Grendel's	
	antagonist.		5.)	characterisation.	
	antagonist.			characterisation.	

	Feeds forward to lesson on character development and language effects. Feeds forward to future character studies on heroes and protagonists. 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).			
31 – Beowulf KG: To analyse Grendel's characterisation	Allows students to consider how the sagas contributed to the development of the antagonist. Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the antagonist. Feeds forward to AO3 at GCSE English Literature.	New: Anti Hero Recall: Implicit, Explicit, Traits,	 Vocabulary and prior knowledge daily retrieval slides. Character presentation – exploring the characterisation of Grendel and how he is presented to the reader in key extracts from the text. Assessment – students to answer comprehension questions per assessment 	

	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.		4.)	sheet (implicit and explicit information). This assessment will feed forward to data captures and will be used to assess learning, vocabulary, implicit and explicit reading and knowledge development.	
32 – Beowulf KG: To analyse Beowulf's characterisation	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.	New: Legendary, Personification, Conceited, Braggart, Recall: Anti-Hero, Vengeance, Humility	2.) 3.) 4.)	Vocabulary and prior knowledge daily retrieval slides. Prior knowledge quiz – what are the seven traits of an Epic Hero? 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. Identifying language techniques and analysing their effects. Summarising Beowulf's characterisation. Explaining	Reading Journal and Vocabulary Booklet

	Feeds forward to lesson on character development and language effects. Feeds forward to AO3 at GCSE English Literature.		how these impressions have developed since the beginning.	
	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.			
33 – Beowulf KG: To evaluate Beowulf's characterisation as an Anti-Hero	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	New: Legendary, Personification, Egotistic, Conceited Recall: Anti-Hero, Vengeance, Humility, Conform, Archetype	 Vocabulary and prior knowledge daily retrieval slides. Character presentation – analysing and annotating the characterisation of Beowulf and how he is presented to the reader in key extracts from the text. Discussion and introduction of assessment question: How far does Beowulf 	

	Anti-Hero. Continues to			conform to our opinions of	
	build on skills introduced			an archetypal Hero?	
	in the Greek/Viking topic		4.)	Questioning to develop	
	units regarding			students' thinking around	
	evaluative writing.			this focus question.	
	Feeds forward to next		5.)	Summarising – analysing	
	lesson by students using			traits of Epic Heroes and	
	their knowledge to			Anti- Heroes through	
	continue to prepare for			previous annotations, further	
	their assessment.			reading and class discussion	
	Feeds forward to AO3 at			(think / pair / share and say it	
	GCSE English Literature.			better - probing)	
	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.				
34 – Beowulf	Allows students to	New: Arrogant, Superior,	1)	Vocabulary and prior	Reading Journal and
	consider how the sagas	Recall: Anti-Hero, Vengeance,		knowledge daily retrieval	Vocabulary Booklet
characterisation as an	contributed to the	Humility, Braggart, Egotistic, Brave,		slides.	
Anti-Hero		Archetype			

development of the protagonist.2)Reading of two articles that debate Beowulf's presentation as an archetypal Hero or Anti- Hero.language used and the beginnings of the creation of the hero protagonist.3)Questioning - students to evaluate which article they their teasons.Feeds on from Term 1 through the consideration of Hero as build on skills introduced in the Greek/Viking topic units regarding evaluate writing.4)Summarising - students are to write a summary explaining their decisions.In the Greek/Viking topic units regarding their knowledge to continue to prepare for their assement.explaining their decisions.Feeds forward to AO2 at GCSE English Literature - focus: language effects. Feed forward to AO1 - authoral intent and conceptual Hought around themes. Also feeds forward to the development of Englishexplaining their decision	development ful	
Feeds on from Term 1 (Odysseus) through the language used and the beginnings of the creation of the hero protagonist.presentation as an archetypal Hero or Anti- Hero.1beginnings of the creation of the hero protagonist.3)Questioning - students to evaluate which article they think is the more persuasive and to justify their reasons.1through the consideration of Hero as build on skills introduced in the Greek/Viking topic units regarding evaluative writing.4)2Summarising - students are to write a summary explaining their decisions.1the Greek/Viking topic units regarding their assessment.1Eesson by students using their knowledge to continue to prepare for their assessment.2GCSE English Literature - Feeds forward to AO3 at GCSE English Literature - focus: language effects.2GCSE English Literature - focus: language effects.2Feed forward to AO1 - authorial intent and conceptual thought around themes. Also feeds forward to the development of English		
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Feeds on from Term 1 and to justify their reasons. through the 4) Summarising - students are consideration of Hero as to write a summary Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic explaining their decisions. units regarding evaluative writing. Feeds forward to next lesson by students using their knowledge to continue to prepare for their sasessment. 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	creation of the hero	evaluate which article they
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 continue to prepare for their assessment. Feeds forward to AO3 at GCSE English Literature – focus: language effects. Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward of the development of English 4) Summarising – students are to write a summary explaining their decisions.	protagonist.	think is the more persuasive
consideration of Hero as Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic units regarding evaluative writing.to write a summary explaining their decisions.Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment.to prepare for their assessment.Feeds forward to AO3 at GCSE English Literature – focus: language effects. Feeds forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of Englishto write a summary explaining their decisions.	Feeds on from Term 1	and to justify their reasons.
Anti-Hero. Continues to build on skills introduced in the Greek/Viking topic units regarding evaluative writing.explaining their decisions.Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment		4) Summarising – students are
build on skills introduced in the Greek/Viking topic units regarding evaluative writing. Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment. Feeds forward to AO3 at GCSE English Literature. Feeds forward to AO2 at GCSE English Literature. Feed 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	consideration of Hero as	to write a summary
in the Greek/Viking topic units regarding evaluative writing. Feeds forward to next lesson by students using their knowledge to continue to prepare for their assessment. 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		explaining their decisions.
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lesson by students using their knowledge to continue to prepare for their assessment	evaluative writing.	
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continue to prepare for their assessment. 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	lesson by students using	
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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	continue to prepare for	
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	their assessment.	
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	Feeds forward to AO3 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	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	Feeds forward to AO2 at	
focus: language effects. Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English	GCSE English Literature –	
Feed forward to AO1 – authorial intent and conceptual thought around themes. Also feeds forward to the development of English	_	
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around themes. Also feeds forward to the development of English		
around themes. Also feeds forward to the development of English	conceptual thought	
development of English		
development of English	feeds forward to the	
language itself as	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.			
KG: To evaluate Beowulf's characterisation as an Anti-Hero This lesson may need to be two – teacher discretion.	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.	New: Nobility, Courageous Recall: Anti-Hero, Vengeance, Humility, Trait, Conform	 Vocabulary and prior knowledge daily retrieval slides. Modelling annotation, overview writing and PEE explosion leading to semi- independence – assessment How far does Beowulf conform to our opinions of an archetypal Hero? Planning a response to an evaluative question using all knowledge gathered from previous lessons. 	

36 – Beowulf KG: To evaluate Beowulf's characterisation as an Anti-Hero	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. 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	Assess vocabulary and accuracy of its use based on key prior pieces of vocabulary studied so far.	 Vocabulary and prior knowledge daily retrieval slides. Assessment Lesson – independence 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) 	Reading Journal and Vocabulary Booklet
	consideration of Hero as		Macbeth in year 8 and	

	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.		learning, vocabulary and knowledge development.
37 – Introduction to St George KG: To explain how George and the Dragon is either a myth, legend, fable or parable	Feeds forward to English Language GCSE, Prose Paper, question 5. 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	New: Gallantry Recall: Myth, Legend, Fable, Parable, Honourable, Archetypal	 Vocabulary and prior knowledge daily retrieval slides. Mind-mapping to assess prior knowledge on St George, leading to whole- class feedback. Knowledge gathering by watching key video clip. Questioning to ascertain how St George links to the Roman unit. Visualisation around comparison to identify

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

KG: To analyse	the Dragon. Allows	2.) Vocabulary development so
Fanthorpe's intentions for	students to begin	students can access poem.
writing 'Not My Best	developing their	3.) Discussion around generic
Side'.	interpretations around	reasons for writing poetry.
	reading poetry and	4.) Visualisation and discussion
	offers authorial insights	about the painting that
	into ekphrastic poetry.	inspired Fanthorpe's poem.
	Also reinforces	5.) Initial reading and
	archetypes as	annotation of Fanthorpe's
	introduced in term 1 and	poem with proposed
	2 – Roman and Beowulf	questions.
	units.	6.) Questioning to elicit student
	Feeds on from Term 1	response. Students should
	through the historical	also compare Fanthorpe's
	context of Rome and the	presentation of George to
	continued development	the archetypal features
	of myths and legends	previously identified. AFL
	(English setting). Feeds	opportunity.
	back to the development	7.) Final feedback – why did
	of the archetypal hero	Fanthorpe write an
	and his qualities.	ekphrastic poem?
	Feeds forward to next	
	lesson by using	
	knowledge to inform	
	study of Fanthorpe's use	
	of language in her poem,	
	'Not My Best Side'.	
	Feeds forward to AO3 at	
	GCSE where students	
	have to pick the context	
	out of the GCSE	
	Literature set texts.	
	Feeds forward to AO2 at	
	GCSE English Literature –	
	focus: language effects.	
	Feed forward to AO1 –	

	authorial intent and conceptual thought around themes. Feeds forward to future units in yr 7 on Arthurian Ballads and Chaucer.		
39 – Fanthorpe's 'Not My Best Side' KG: To analyse how a writer uses language to present their ideas.	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. Feeds on from Term 1 through the language analysis conducted on Odysseus, and Term 2 through the language analysis on 'Beowulf'. Feeds on from the development of the archetypal hero and his qualities. Feeds forward to next lesson by using	New: Critical, Irked, Vainglorious, Recall: Honourable , Gallant, Archetype, Ekphrastic	 Vocabulary and prior knowledge daily retrieval slides. Proposed questions introduced to stimulate the annotation process. Discussion around the difference between the exam verbs: analyse, explain, identify, evaluate. Reading and modelling annotation of poem in a step-by-step approach leading from full guidance, to partial, to independence. Feedback – questioning to elicit answers to the proposed questions. Opportunity for AFL and to iron out misconceptions. Summarising Fanthorpe's presentation of The Dragon.
	knowledge to inform study of Fanthorpe's poem, 'Not My Best Side'.		

	Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts. Feeds forward to AO2 at GCSE English Literature – focus: language effects. Feed forward to AO1 – authorial intent and conceptual thought around themes. Feeds forward to future units in yr 7 on Arthurian Ballads and Chaucer.				
40 – Fanthorpe's 'Not My Best Side' KG: To analyse how a writer uses language to present their ideas. This lesson may need to be two – teacher discretion.	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. Feeds on from Terms 1 and 2 through language analysis. Feeds forward to next lesson by students using their knowledge to	New: Self-conscious, Recall: Quest, Critical, Irked, Gallant, Archetype, Ekphrastic	2.) 3.)	Vocabulary and prior knowledge daily retrieval slides. Modelling mind-map approaches to decoding exam question. Modelling overview writing leading to semi- independence – assessment: How does Fanthorpe present The Dragon in 'Not My Best Side'? Planning a response to an assessment question using all knowledge gathered from previous lessons.	Reading Journal and Vocabulary Booklet

	answer the assessment question using a PEE structure.				
	Feeds forward to AO3 at				
	GCSE where students				
	have to pick the context				
	out of the GCSE				
	Literature set texts.				
	Feeds forward to AO2 at				
	GCSE English Literature –				
	focus: language effects.				
	Feed forward to AO1 –				
	authorial intent and				
	conceptual thought				
	around themes. Feeds				
	forward to future units				
	in yr 7 on Arthurian				
	Ballads and Chaucer.				
41 – Fanthorpe's 'Not My	Allows students to	New: Subverts	1.)	, ,	
Best Side'	develop their	Recall: Quest, Critical, Irked, Self-		knowledge daily retrieval	
KG: To evaluate how a	interpretations around	conscious, Gallant, Archetype,	21	slides.	
writer uses language to	decoding language effects whilst	Ekphrastic	2.)	Identifying and listing appropriate key wards – AFL	
present their ideas.	simultaneously offering			opportunity that will also	
This lesson may need to	authorial insights into			enable assessing for	
be two – teacher	ekphrastic poetry. Also			stickability of previously	
discretion.	reinforces archetypes as			taught vocabulary.	
	introduced in term 1 and		3.)	Modelling PEE explosion	
	2 – Roman and Beowulf		,	leading to semi-	
	units. Also reinforces			independence – assessment:	
	overview writing and the			How does Fanthorpe present	
	PEE structure.			The Dragon in 'Not My Best	
	Feeds on from Terms 1			Side'?	
	and 2 through language		4.)	Modelling PEE writing	
	analysis.			leading to semi-	
				independence – assessment:	

	Feeds forward to next lesson by students using their knowledge to answer the assessment question. Feeds forward to future units in Year 7 on Arthurian Ballads and Chaucer. Feeds forward to AO3 at GCSE where students have to pick the context out of the GCSE Literature set texts. Feeds forward to AO2 at GCSE English Literature – focus: language effects. Feed forward to AO1 – authorial intent and conceptual thought around themes.			How does Fanthorpe present The Dragon in 'Not My Best Side'? Peer-evaluation according to criteria. Reviewing quotations for assessment use.	
42 – Fanthorpe's 'Not My Best Side' KG: To evaluate how a writer uses language to present their ideas.	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.	New: N/a Recall: Personification, Subverts Assess vocabulary and accuracy of its use based on key prior pieces of vocabulary studied so far.	2.)	Vocabulary and prior knowledge daily retrieval slides. Assessment Lesson – independence. Self-evaluation – according to criteria. This assessment will feed forward to data captures and will be used to assess learning, vocabulary and knowledge development.	

					1
	Feeds on from terms 1				
	and 2 through language				
	analysis.				
	Feeds forward to future				
	units in Year 7 on				
	Arthurian Ballads and				
	Chaucer.				
	Feeds forward to AO3 at				
	GCSE where students				
	have to pick the context				
	out of the GCSE				
	Literature set texts.				
	Feeds forward to AO2 at				
	GCSE English Literature –				
	focus: language effects.				
	Feeds forward to AO1 –				
	authorial intent and				
	conceptual thought				
	around themes.				
43 – Arthurian Legend	Allows students to	New: Mercy	1.)	Vocabulary and prior	
KG: To describe what	develop their contextual	Recall: Gallant, Rivalry		knowledge daily retrieval	
Romanticism was and to	understanding of			slides.	
explain John Keats part in	Arthurian Legend and		2.)	Knowledge gathering on	
it.	how it influenced the			biographical information	
	Romantic poets –			about John Keats.	
	Feeds on from Terms 1		3.)	Knowledge gathering about	
	and 2 through myths,			Romanticism by watching a	
	legends, fables and			video clip.	
	parables.		4.)	Visualisation around key	
	Feeds on from terms 1			themes explored in La Belle	
	and 2 through the			Dame Sans Merci.	
	character development		5.)	Discussion around key	
	of heroes and notions of			themes and notions of	
	courtly and gallantry			Romanticism – questioning	
	behaviour.			to elicit deeper response -	
				AFL opportunity.	

	Feeds forward to next		٤)	Evolution	
			6.)	1 / 0	
	lesson by using			explanation on the above	
	knowledge of			features according to key	
	Romanticism and Keats's			questions posed – AFL	
	social and historical			opportunity.	
	context to decode poem,				
	La Belle Dame Sans				
	Merci.				
	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.				
44 – Arthurian Legend	Allows students to	New: Romantics	1.)	Vocabulary and prior	Reading Journal and
KG: To analyse Keats's use	develop their contextual	Recall: Determiner, Gallant, Mercy		knowledge daily retrieval	Vocabulary Booklet
of language.	understanding of			slides.	
0.0	Arthurian Legend and		2.)	Poetry reading of La Belle	
	how it influenced the			Dame Sans Merci.	
	Romantic poets		3.)	Analysing as a class and	
	Feeds on from Terms 1			annotating the poem as a	
	and 2 through myths,			class, discussing how the	
	legends, fables and			personas are presented.	
	parables.			Questioning around key	
	Feeds on from Terms 1			themes. Full guidance.	
	and 2 through the		4.)	Identifying language	
	character development		,	techniques and analysing	
	of heroes and notions of			their effects. Full guidance.	
	courtly and gallantry		5.)	Hinge question to assess	
	behaviour.		,	student understanding and	
				knowledge.	

	Also feeds back to		6)	Analysing and annotating the	
	poetry analysis in the		0.)	poem, discussing how the	
	George and The Dragon			personas are presented.	
	unit.			Questioning around key	
	Feeds forward to next			themes. Full guidance.	
	lesson by using		7)	Identifying language	
	knowledge of Keats's		7.)	techniques and analysing	
	language techniques and			their effects. Full guidance.	
	the effects created in the		٥)	Multi-choice question to	
	poem, La Belle Dame		0.)	assess student understanding	
	Sans Merci, to aid			and knowledge.	
	further annotation.			and knowledge.	
	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.				
45 – Arthurian Legend	Allows students to	New: Thrall, Ballad, Form		1.) Vocabulary and prior	
KG: To analyse Keats's use	develop their contextual	Recall: Loitering, Gallant, Mercy,		knowledge daily	
of language.	understanding of	Metaphor		retrieval slides.	
	Arthurian Legend and			2.) Poetry reading of La	
	how it influenced the			Belle Dame Sans Merci.	
	Romantic poets			3.) Analysing and	
	Feeds on from Terms 1			annotating the poem,	
	and 2 through myths,			discussing how the	
	legends, fables and			personas are presented.	
	parables. Feeds on from			Questioning around key	
	Terms 1 and 2 through			themes. Partial	
	the character			guidance.	
	development of heroes				

	and notions of courtly			4.) Identifying language	
	and gallantry behaviour.			techniques and	
	Also feeds back to			analysing their effects.	
	poetry analysis in the			Partial guidance.	
	George and The Dragon			5.) Question to assess	
	unit.			student understanding	
	Feeds forward to next			and knowledge.	
	lesson by using			6.) PEE writing to justify	
	knowledge of annotation			ideas.	
	to apply the modelled			7.) Analysing and	
	approach to another			annotating the poem,	
	poem, encouraging			discussing how the	
	independence and as a			personas are presented.	
	method for assessment.			Questioning around key	
	Feeds forward to AO3 at			themes. Partial	
	GCSE where students			guidance.	
	have to pick the context			8.) Summarising poet's	
	out of the GCSE			intentions on using the	
	Literature poetry texts.			Ballad form.	
	Feed forward to AO1 –			9.) Summarising the story.	
	authorial intent and			AFL opportunity.	
	conceptual thought				
	around themes. Feeds				
	forward to Year 7, Term				
	3, Chaucer unit.				
45 – Arthurian Legend	Allows students to	New: Feudal, Arthurian	1.)	Vocabulary and prior	
KG: To explore the legend	develop their contextual	Recall: Chivalry, Plebeian, Patrician		knowledge daily retrieval	
of King Arthur and	understanding of			slides.	
explain how it links to the	Arthurian Legend and		2.)	Knowledge gathering about	
feudal system.	how it influenced the			Feudalism by watching video	
	Romantic poets –			clip.	
	Feeds on from Terms 1		3.)	Visualisation through	
	and 2 through myths,			drawing the Feudal pyramid.	
	legends, fables and		4.)	Note-taking on key pieces of	
	parables.			information.	

46 – Arthurian Legend	Feeds on from Term 1, Romans, through class systems. Also feeds on from poetry analysis in the George and The Dragon unit. 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.	New: Requited	6.) 7.) 8.)	Mind-mapping prior knowledge about King Arthur and the Knights of the Round Table, etc. Knowledge gathering about King Arthur by watching video clip. New knowledge to be added to the mind-map. Summarising how King Arthur and the Knights link to Feudalism. Explanatory writing on how this knowledge relates to the Roman unit studied in term 1.	
KG: To analyse poet's	develop their contextual	Recall: Knights of the Round Table,	,	knowledge daily retrieval	
intentions.	understanding of	Feudal System	21	slides. Knowledge gathering about	
	Arthurian Legend and how it influenced the		2.)	Knowledge gathering about Alfred Lord Tennyson by	
	Romantic poets			watching video clip.	
	Feeds on from Terms 1		3.)	Visualisation around key	
	and 2 through myths,			themes explored in Lady of	
	legends, fables and parables.		4. ١	Shalott. Knowledge gathering about	
	Feeds on from Terms 1		4.)	Elaine.	
	and 2 through the		5.)	Summarising why Tennyson	
	character development			wrote the poem.	
	of heroes and notions of				
	courtly and gallantry behaviour. Also feeds				
	back to poetry analysis				
	in the George and The				
	Dragon unit.				

	Feeds forward to next			
	lesson by using			
	knowledge of			
	Tennyson's intentions to			
	decode poem, Lady of			
	Shalott.			
	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.			
47 – Arthurian Legend	Allows students to	New: Embowers	1.) Vocabulary and prior	
KG: To analyse Tennyson's	develop their contextual	Recall: Knights of the Round Table,	knowledge daily retrieval	
use of language	understanding of	Feudal System, Requited, Worthy	slides.	
	Arthurian Legend and		2.) Poetry reading of Lady of	
	how it influenced the		Shalott.	
	Romantic poets.		3.) Analysing as a class and	
	Feeds on from Terms 1		annotating the poem as a	
	and 2 through myths,		class, discussing how the	
	legends, fables and		persona is presented and	
	parables.		how the poem links to	
	Feeds on from Terms 1		Arthurian legend.	
	and 2 through the		Questioning around key	
	character development		themes. Full guidance.	
	of heroes and notions of		4.) Identifying language	
	courtly and gallantry		techniques and analysing	
	behaviour.		their effects. Full guidance.	
	Also feeds on from		5.) Differentiated questioning	
	poetry analysis in the		and tasks to assess student	
	George and The Dragon		understanding and	
	unit.		knowledge.	
	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				
	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.				
48 – Arthurian Legend	Allows students to	New: Mellifluous, Assonance	1.)	Vocabulary and prior	Reading Journal and
KG: To analyse Tennyson's	develop their contextual	Recall: Ballad, Sibilance, Knights of		knowledge daily retrieval	Vocabulary Booklet
use of language	understanding of	the Round Table, Feudal System,		slides.	
	Arthurian Legend and	Requited, Worthy	2.)	Poetry reading of Lady of	
	how it influenced the			Shalott.	
	Romantic poets.		3.)	Analysing as a class and	
	Feeds on from Terms 1			annotating the poem as a	
	and 2 through myths,			class, discussing how the	
	legends, fables and			persona is presented and	
	parables. Feeds on from			how the poem links to	
	Terms 1 and 2 through			Arthurian legend.	
	the character			Questioning around key	
	development of heroes		4.)	themes. Full guidance.	
	and notions of courtly		4.)	Identifying language	
	and gallantry behaviour. Also feeds back to			techniques and analysing their effects. Full guidance.	
	poetry analysis in the		5 \	Differentiated questioning	
	George and The Dragon		5.)	and tasks to assess student	
	unit.			understanding and	
	unit.			knowledge.	
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	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.				
49 – Arthurian Legend	Allows students to	New: ,	1.)	Vocabulary and prior	
KG: To analyse Tennyson's	develop their contextual	Recall: Ballad, Sibilance, Knights of		knowledge daily retrieval	
use of language	understanding of	the Round Table, Feudal System,		slides.	
	Arthurian Legend and	Requited, Worthy, Assonance,	2.)	Analysing and annotating the	
	how it influenced the	Conform		poem, discussing how the	
	Romantic poets.			persona is presented and	
	Feeds on from Terms 1			how the poem links to	
	and 2 through myths,			Arthurian legend.	
	legends, fables and			Questioning around key	
	parables. Feeds on from			themes. Partial guidance.	
	Terms 1 and 2 through		3.)	Identifying language	
	the character			techniques and analysing	
	development of heroes			their effects. Partial	
	and notions of courtly			guidance.	
	and gallantry behaviour.		4.)	Differentiated tasks to assess	
	Also feeds back to			student understanding and	
	poetry analysis in the			knowledge.	

	George and The Dragon unit. 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. 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.				
50 – Arthurian Legend	Allows students to	New: Mischance	1.)	Vocabulary and prior	
KG: To analyse Tennyson's	develop their contextual	Recall: Ballad, Sibilance, Knights of		knowledge daily retrieval	
use of language	understanding of	the Round Table, Feudal System,		slides.	
	Arthurian Legend and how it influenced the	Requited, Worthy, Assonance,	2.)	Analysing and annotating the	
	Romantic poets.	Conform		poem, discussing how the persona is presented and	
	Feeds on from Terms 1			how the poem links to	
	and 2 through myths,			Arthurian legend.	
	legends, fables and			Questioning around key	
	parables. Feeds on from			themes. Independence.	
	Terms 1 and 2 through			Identifying language	
	the character			techniques and analysing	
	development of heroes			their effects. Independence.	
	and notions of courtly		4.)	Summarising of the poem.	
	and gallantry behaviour.				

Also feeds on fr poetry analysis George and 'Th unit.Feeds forward t lesson by using knowledge of Tennyson's nar write a letter.Feeds forward t lesson by using knowledge of Tennyson's nar write a letter.Feeds forward t Term 3, Chauce Feeds forward t GCSE where stu have to pick the out of the GCSE Literature poets Feeds forward t authorial intent conceptual thom around themes50 - Arthurian Legend KG: To explain the format and structure of a letterAllows students develop and bu their transactio writing skills an introduce stude letter structure Feeds on from a and 2 through vocabulary and of courtly and g behaviour as dia in this unit.Feeds forward t lesson by using knowledge of Tennyson's nar	in the e Dragon' io next rative to rative to ro Year 7, r unit. io AO3 at dents e context ry texts. io AO1 – and ught rto ild on nal d the Round Table, Feudal Syst Requited, Worthy, Assonance Conform, Vainglorious, Form Audience, Purpose	e, 2.) Revising FAP	
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	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 19 th				
	Century.				
51 – Arthurian Legend	Allows students to	New: N/a	1.)	Vocabulary and prior	Reading Journal and
KG: To create a letter	develop and build on	Recall: Structure, Epistle		knowledge daily retrieval	Vocabulary Booklet
from the perspective of	their transactional			slides.	
Tennyson's characters.	writing skills and		2.)	Assessing knowledge of	
	introduce students to			poem, letter writing	
	letter structure.			structure and techniques.	
	Feeds on from Terms 1				
	and 2 through			This assessment will feed	
	vocabulary and notions			forward to data captures and	
	of courtly and gallantry			will be used to assess	
	behaviour as discussed			learning, vocabulary and	
	in this unit. Feeds forward to the			knowledge development.	
	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 19 th				
	Century.				