



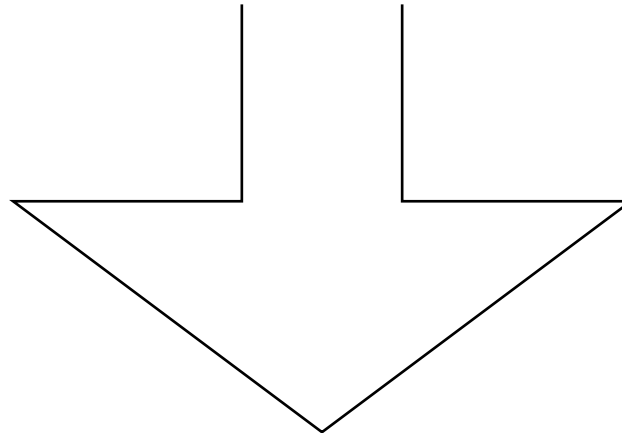
## Key Stage 1 and 2

### Aims of Study

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

**Key Substantive Knowledge Carried Forward (subject knowledge) See below**

**Key Disciplinary Knowledge Carried Forward (methods/framework to establish knowledge) see below**



## KS2 English Assessment Framework

### **Working towards the expected standard**

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.

### **Working at the expected standard**

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g., inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, \* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

- maintain legibility in joined handwriting when writing at speed.

### **Working at greater depth**

The pupil can: • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)

- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. • A pupil's writing should meet all of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing only.

The English reading and mathematics frameworks have been removed to reduce assessment burdens in schools. This was set out in the government response to the 'Primary assessment in England' public consultation. English reading and mathematics test results will continue to be used in school performance measures.

# Year 7

Unit Title: Identity	Coraline	Escape from Kraznir - fantasy	Poetry - Experiences of childhood and identity	Travel Writing – Journeys of Discovery	Shakespeare: Twelfth Night	The Boy in the striped Pyjamas
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	To understand what shapes our identity and to be able to write about this creatively and accurately. ('Coraline' is the anchor text)  (Assessment focus: Third person personal recount)	How do we plan and draft a creative and imaginative piece of writing that sustains the reader's interest?  (Assessment focus: Narrative fantasy writing)	How do we analyse and comment on a poem?  (Assessment focus: Literary analysis: 'Thirteen' by Carol Ann Duffy)	How does a writer help shape our view of a place?  (Assessment focus: Non-fiction Language analysis: Roald Dahl travelogue of Tanzania)	To understand how Shakespeare challenges ideas of identity and relationships  (Assessment focus: Literary character analysis: Viola)	To understand the historical events of the holocaust from a variety of perspectives.  (Assessment focus: Oracy task - monologue)
<b>Examples of Key Component Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	Understanding: -plot, character, setting - sentence structures -the variety of sentence starts (ISPACED) -Grammar	Understanding: - the variety of sentence structures (ISPACED), punctuation.  - use sensory language and imagery - characterisation -setting - vocabulary choice/figurative language/spelling/ word classes - narrative hooks & resolutions	Understanding of different childhood experiences and identities different to their own including marginalised identities and those of other cultures.  -History of Malala -History of Stephen Lawrence -Institutional racism within the police/stop and search	How non-fiction writers adapt their style, vocabulary and structure to suit their purpose and viewpoint:  -Vocabulary choices -Structure -perspective -Irony -Tone -Punctuation -Rhetorical methods -Figurative language	How playwrights use their texts to explore key themes (themes of identity, deception, relationships and gender).  - patriarchal structure - social hierarchy - high frequency - conventions of Shakespearean theatre - Shakespearean vocabulary -characterisation	Understanding: - plot -setting -characterisation -perspective - vocabulary choices/figurative language/word classes -historical events of WW2 -antisemitism and the holocaust

		<ul style="list-style-type: none"> <li>- Grammatical accuracy (full stops, capital letters, sentence structures, comma splice, apostrophes, dialogue).</li> <li>paragraphs/connectives</li> </ul>	<ul style="list-style-type: none"> <li>-Traditional Irish heritage.</li> <li>A deeper understanding of poetic techniques and how they are used to create effect and meaning.</li> </ul>		<ul style="list-style-type: none"> <li>- soliloquy</li> <li>- asides</li> <li>- analytical sentence stems</li> </ul>	
<b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b>	<ul style="list-style-type: none"> <li>-Reading for meaning</li> <li>-Inference</li> <li>- Stand and speak – oracy, speaking and listening</li> <li>-Thinking and retrieval</li> <li>-crafting their own identity through writing</li> <li>- using language for effect</li> <li>- use a variety of sentence structures for effect</li> <li>- use SPAG for effect</li> <li>-Editing &amp; refining</li> </ul>	<ul style="list-style-type: none"> <li>-using vocabulary choices for effect</li> <li>-using a range of sentence starters for effect</li> <li>-adapting Standard English to create character</li> <li>-SPAG and proofreading</li> <li>-editing to refine &amp; improve our writing</li> </ul>	<ul style="list-style-type: none"> <li>-Using a consistent approach when responding to a poem.</li> <li>-establishing an overarching point of view</li> <li>-selecting evidence and identifying language and structural techniques.</li> <li>-Identifying the poet’s use of language and structure and commenting on the effect on the reader</li> <li>-Performing poetry</li> <li>-Comparing texts</li> </ul>	<ul style="list-style-type: none"> <li>-Reading for meaning</li> <li>-Inference</li> <li>-Skimming and scanning</li> <li>-Independent reading</li> <li>-Thinking and retrieval</li> <li>-selecting evidence and analysis</li> <li>-commenting on how language/structure affects meaning</li> </ul>	<ul style="list-style-type: none"> <li>How to use a critical, analytical approach when responding to a play.</li> <li>- adopting a literary style of analysis</li> <li>-inference and comprehension</li> <li>- to be able to select, retrieve and analyse key quotes in relation to a question</li> <li>-showing an awareness of context</li> <li>- thinking and retrieval</li> <li>- oracy, speaking and listening</li> <li>- role play</li> </ul>	<ul style="list-style-type: none"> <li>-Reading for meaning</li> <li>-Using inference</li> <li>-Thinking and retrieval</li> <li>-Establishing and articulating an overarching viewpoint</li> <li>- selecting evidence and analysis</li> <li>-using language and grammar for effect</li> <li>-oracy (physical, linguistic, cognitive and social and emotional skills for effective talk)</li> </ul>

<b>Examples of Reading Opportunity</b>	Reading of 'Coraline' by Neil Gaiman (whole text)	- Kraznir booklet - Extracts from other texts including 'The Hobbit'	A range of poems.	A range of travel-specific texts.	Whole play	Shared reading of the whole text - teacher and pupil led
<b>Examples of Key Tier 2 Vocabulary</b>	identity antagonise mortified traumatic vindictive spiteful malicious obfuscatory façade duplicitous		Psychological Outcast Intimidation Institutional racism Identity Entrapment Confinement Describe Analyse	viewpoint exaggerate reinforce manipulate construct civilisation describe Analyse Colonisation Marginalisation Oppression Socialism Social responsibility	Hierarchy Patriarchy Duplicity Deception Gender Uncertainty Unrequited	Antisemitism Persecution Prejudice Holocaust Extermination Propaganda Tyranny Victimisation Scapegoat
<b>Examples of Key Tier 3 Vocabulary</b>	sentence types (simple, compound and complex) clauses – subordinate/main appositive word classes tense narrative voice	simile metaphor personification alliteration onomatopoeia sentence types word classes ISPACED sentence starters	simile metaphor personification semantic chain alliteration sibilance plosive volta tercet quatrain juxtaposition cyclical sonnet	simile metaphor personification oxymoron anaphora alliteration onomatopoeia	juxtaposition aside construct dramatic irony soliloquy monologue simile Metaphor symbolism personification	plot characterisation protagonist antagonist foreshadowing sentence types tense narrative voice monologue punctuation
<b>Examples of Numeracy</b>						
<b>Example of Specific Guided Reading Task</b>	<u>Please see our subject's guided reading document for detail of reading tasks in Year 7</u>					
<b>Summative Assessment</b>	<u>Please see our subject's assessment document for detail of assessment in Year 7</u>					

<b>Personal Development</b>	<u>Please see our school's personal development webpage for examples of personal development in Year 7</u>
<b>Careers/Futures</b>	<u>Please see our subject's careers document for examples of careers in Year 7</u>

**Year 8**

<b>Unit Title: Power and Conflict</b>	<b>Poetry of Conflict</b>	<b>The Art of Rhetoric</b>	<b>Dystopian fiction</b>	<b>Animal Farm</b>	<b>Small Island</b>	<b>The Strange Case of Dr. Jekyll and Mr. Hyde</b>
<b>Composite Knowledge/End Point</b>	To explore how the theme of conflict is presented throughout the poems studied.	To recognise and use a range of rhetorical approaches to impact an audience	What does dystopian fiction reveal about modern society?	How is the theme of power and control is presented in 'Animal Farm'?	To explore the history of the Windrush generation and the institutional racism that exists within	To write an expository essay on the duality of human nature

<b>(Big idea that should be answered at the end of a unit)</b>	(Assessment focus: 'Nettles by Vernon Scannell)	(Assessment focus: Non-fiction writing: speech writing)	(Assessment task: Oracy task - structured discussion): Is our society dystopian?)	(Assessment focus: Literary essay: Napoleon)	(Assessment focus: Speaking and listening: structured debate)	(Assessment focus: Literary essay: Mr. Hyde)
<b>Examples of Key component Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	<p>To understand the different forms of conflict including personal.</p> <p>Conflict in context: WW1; WW2 Bosnia South Africa and the history of apartheid Crimean War Societal and relationship conflicts</p> <p>-Figurative language -Structure and form -Vocabulary for effect -Use of sound -Rhythm/rhyme schemes</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-the history of rhetoric</li> <li>- meaning of ethos, pathos and logos.</li> <li>-the range of rhetorical devices used to create effect</li> <li>-Inequality/prejudice/marginalisation throughout history (gender, race)</li> <li>-structure</li> <li>-paragraphs and connectives</li> </ul>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-the conventions of the dystopian genre.</li> <li>- difference between dystopia and utopia</li> <li>-the different forms of power and control</li> <li>-the value of freedom and liberty</li> <li>-totalitarian v democratic regimes</li> <li>- technological influences in modern society</li> <li>-the use of vocabulary choices/figurative language/word classes</li> <li>-analytical vocabulary</li> <li>-discussion sentence stems</li> </ul>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-Russian Revolution and the rise of Stalin</li> <li>-concept of communism v capitalism</li> <li>-democracy v dictatorship</li> <li>-allegorical/satirical writing</li> <li>-plot</li> <li>-character</li> <li>-setting</li> <li>-analytical vocabulary</li> </ul>	<p>To understand:</p> <ul style="list-style-type: none"> <li>- The history of Windrush</li> <li>- Britain after WW2</li> <li>- the history of the Blitz</li> <li>-Jamaica as a colony and the British empire</li> <li>- plot</li> <li>-character</li> <li>-setting</li> <li>-conventions of theatre and performance eg aside, monologue</li> <li>-the structure of a play and how to read a play</li> <li>-stage directions</li> </ul>	<p>To understand:</p> <ul style="list-style-type: none"> <li>-context (Victorian society)</li> <li>- concept of duality of human nature</li> <li>-Darwinism and the theory of evolution</li> <li>-theory of physiognomy</li> <li>- setting</li> <li>-characterisation</li> <li>-plot</li> <li>-structure</li> <li>-authorial viewpoints</li> </ul>
<b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b>	<p>-establishing and articulating an overarching viewpoint</p> <p>-identifying language and structural techniques</p>	<p>Reading skills: reading for meaning, inference, skimming and scanning.</p> <p>-structuring a speech</p> <p>-using rhetorical devices for effect</p>	<p>Reading skills: reading for meaning, inference, comprehension, skimming and scanning.</p> <p>-thinking and retrieval</p>	<p>-establishing and articulating an overarching viewpoint</p> <p>-adopting a literary style of analysis</p>	<p>-establishing and articulating an overarching viewpoint</p> <p>-supporting viewpoint with well selected evidence</p>	<p>-establishing and articulating an overarching viewpoint</p> <p>-adopting a literary style of analysis</p>



	<ul style="list-style-type: none"> <li>-articulating how language and structure convey meaning</li> <li>-Comparing texts and contexts</li> <li>-Thinking and retrieval</li> <li>-Oracy</li> <li>-accuracy of analytical writing</li> </ul>	<ul style="list-style-type: none"> <li>-writing for purpose/ audience</li> <li>-research skills</li> <li>- proof reading and editing</li> <li>-oracy/presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>-establishing an overarching viewpoint</li> <li>-supporting viewpoint with well selected evidence/examples beyond the text</li> <li>-building a structured argument within a group</li> <li>- articulation and clarity of ideas</li> <li>-engaging an audience</li> <li>- pace and projection</li> <li>-listening and responding</li> </ul>	<ul style="list-style-type: none"> <li>-supporting viewpoint with well selected evidence</li> <li>-showing an awareness of the context</li> <li>-building an argument and convey it clearly</li> <li>-analysis of language, form and structure used to create meanings using relevant subject terminology</li> <li>-reading skills: inference, comprehension</li> <li>-oracy/presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>-showing an awareness of the context</li> <li>-building an argument and convey it clearly</li> <li>-analysis of language, form and structure used to create meanings using relevant subject terminology</li> <li>-reading skills: inference, comprehension</li> <li>-oracy/presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>-supporting viewpoint with well selected evidence</li> <li>-showing an awareness of the context</li> <li>-building an argument and convey it clearly</li> <li>- analysing language, form and structure used to create meanings using relevant subject terminology</li> <li>-reading skills: inference, comprehension.</li> </ul>
<b>Examples of Reading Opportunity</b>	A wide range of poems are read, discussed and analysed throughout the scheme.	A range of non-fiction speeches from different periods of history.	A wide range of dystopian short stories is used throughout.	Shared reading of the whole text which will be both teacher and pupil led	Shared reading and performance of the entire play	Shared reading of the whole text which will be both teacher and pupil led
<b>Examples of Key Tier 2 Vocabulary</b>	empathy perspective honour commitment PTSD conflict flashback mournful irony	sanctimonious ramshackle subtle prosperous eminence shambling urchin proficient gentry	uniform dissent dehumanise tyrannical oppression abuse exploitation control liberty	dictator (ship) democracy social justice equality communism tyrant propaganda manipulation exploitation	Windrush Colony British empire Caribbean Immigration Prejudice Dignity Discrimination Institutional racism Unrequited	Primitive Evolution Degenerate Depraved Duality Duplicity Façade Metamorphosis Restraint Savage

	hypocrisy segregation protest futility turmoil	congregate sardonic	dystopian utopian totalitarian surveillance regime revolution uprising	naivety tone commandments hubris	Ambivalence Immoral/morality Hostile Economy PTSD	Regression Suppression Uncivilized Transcend
<b>Examples of Key Tier 3 Vocabulary</b>	verse / stanza rhyme rhythm syllables onomatopoeia metaphor simile personification semantic chain emotive language volta sibilance alliteration juxtaposition context	metaphor simile hyperbole anecdote rhetorical question triadic list repetition emotive language facts statistics expert testimony alliteration	allegory theme(s) setting context symbols / symbolism construct rhetorical question emotive language	allegory metaphor simile theme(s) setting context symbols / symbolism dialogue construct tone rhetorical question emotive language structure	Stage directions Monologue Aside Dramatic irony Euphemism Structure Setting Context Playwright Symbolism Imagery Act Scene	Structure Pathetic fallacy Metaphor Symbolism Semantic chain Imagery Allusion Context Allegory Connotation
<b>Examples of Numeracy</b>						
<b>Example of Specific Guided Reading Task</b>	Please see our subject's guided reading document for detail of reading tasks in Year 8					
<b>Summative Assessment</b>	Please see our subject's assessment document for detail of assessment in Year 8					
<b>Personal Development</b>	Please see our school's personal development webpage for examples of personal development in Year 8					
<b>Careers/Futures</b>	Please see our subject's careers document for examples of careers in Year 78					

# Year 9

Unit Title: Power and Prejudice	Shakespeare: The Merchant of Venice	Of Mice and Men	Voices from the margins of society – non-fiction	Lord of the Flies – the power of human nature	Romanticism: Nature and the Human Experience	Blood Brothers
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	How does Shakespeare present ideas about power and prejudice in 'The Merchant of Venice'?  Assessment focus: Literary essay: Shylock)	How were certain groups marginalised in 1930s America?  (Assessment focus: Oracy: structured group discussion on a marginalised character)	How do writers use language to convey their perspective?  (Assessment focus: Non-fiction evaluation of writer's perspective on Marriage)	Explore how the theme of human identity is presented in Lord of the Flies.  (Assessment focus: Non-fiction writing task: speech about the human condition)	Explore how the human spirit and the beauty of nature is presented.  (Assessment focus: Literary analysis: 'The Little Black Boy', by William Blake)	To write an expository essay on how social class and inequality is explored throughout the play.  (Assessment focus: Literary essay: Mrs. Johnstone)
<b>Examples of Key component Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	-Context - anti-semitic attitudes and those towards women -plot, characterisation and setting  - To understand high frequency Shakespearean vocabulary.	To understand:  -Life in 1930s America -The Wall Street Crash -The Great Depression -The Dust Bowl -Mass migration west. -Racial segregation and Jim Crow Laws -Marginalised identities (women, African Americans)	To understand how writers use methods to convey perspective on the marginalisation of certain 'voices' throughout history and in today's society  -gender stereotyping - history of same sex and inter racial marriage - black history	To understand:  -genre -plot -character -setting - WW2 context and Golding's viewpoint -allegorical/satirical writing - humanity and socialisation	To understand:  -romanticism - Enlightenment -human spirit v nature - colonialism -libertarianism  -Figurative language -Structure and form -Vocabulary for effect -Use of sound	To understand:  - the context of 1960s Liverpool. -Thatcherite Britain in the 1980s -genre: conventions of a play. -Themes (class, gender roles, societal inequality) -plot

		<ul style="list-style-type: none"> <li>-Feminist critical theory – the Male Gaze</li> <li>-plot, character and setting</li> </ul>	<ul style="list-style-type: none"> <li>- British democracy and the disenfranchisement of children</li> <li>-The different purpose and audience of texts.</li> </ul>	<ul style="list-style-type: none"> <li>-structure and conventions of different forms of transactional writing (review, speech, report, letter)</li> <li>-The different purpose and audience of texts</li> <li>- Grammar for meaning</li> </ul>	<ul style="list-style-type: none"> <li>-Rhythm/rhyme schemes</li> <li>-imagery</li> <li>-symbolism</li> <li>-pathetic fallacy</li> <li>-juxtaposition</li> </ul>	<ul style="list-style-type: none"> <li>-characterisation – dialect, RP, informal language.</li> <li>-staging</li> <li>- a range of sentence stems to express ideas in an appropriate literary style e.g. convey, suggest, construct, presents.</li> </ul>
<p><b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b></p>	<ul style="list-style-type: none"> <li>Taking a critical, analytical approach when responding to a play.</li> <li>- adopting a literary style of analysis.</li> <li>-showing an awareness of the context in which the text was written.</li> <li>-identifying the playwright’s viewpoint/themes and use of language and structure to create effect</li> <li>-oracy</li> </ul>	<ul style="list-style-type: none"> <li>-establishing and articulating an overarching viewpoint</li> <li>-supporting viewpoint with well selected evidence</li> <li>-showing an awareness of the context</li> <li>-building an argument and convey it clearly</li> <li>-analysis of language, form and structure used to create meanings using relevant subject terminology</li> <li>-reading skills: inference, comprehension</li> <li>-oracy/presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>-Making inferences and referring to evidence in the text</li> <li>-analysis of evidence and knowing how language and structure affect meaning.</li> <li>-Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>-comparing texts and perspectives (ideas and methods)</li> <li>-debate/formal structured discussion</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the language, form and structure used by Golding to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>-writing for purpose/ audience</li> <li>-research skills</li> <li>- proof reading and editing</li> <li>-oracy/presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>-establishing and articulating an overarching viewpoint of the poet</li> <li>-Identifying and explaining the effect of language, structure and form to create meaning.</li> <li>-Comparing texts and contexts</li> <li>-Thinking and retrieval</li> <li>-Oracy</li> </ul>	<ul style="list-style-type: none"> <li>-using a critical, analytical approach when responding to a play.</li> <li>-adopting a literary style of analysis.</li> <li>-identifying the playwright’s viewpoint and use of language and techniques to affect their audience</li> <li>-showing an awareness of the context in which the text is written</li> <li>-oracy</li> </ul>

<b>Examples of Reading Opportunity</b>	Pupils will study the whole text and use a range of different reading strategies appropriate to the needs of the lesson.	Pupils will study the whole text and use a range of different reading strategies appropriate to the needs of the lesson.	A wide range of non-fiction texts are read, discussed and analysed throughout the scheme	Pupils will study the whole text and use a range of different reading strategies appropriate to the needs of the lesson.	Pupils will study a range of poetry from the Romantic movement.	
<b>Examples of Key Tier 2 Vocabulary</b>	Anti-semitism prejudice revenge subjugation patriarchy maligned persecuted humiliation	migrant itinerant ranch protagonists inequality racism lynching misogyny hierarchy isolation marginalised dehumanised American Dream Aspiration Subjugated Futility hierarchy	presentation stereotypes marginalised gender binary prejudice socialisation patriarchy identity emasculatation unconscious bias inter-racial	Humanity Tyranny Hierarchy Socialisation Civilisation Anarchy Morality Hubris Savagery Conflict Subjugation Humanity Mob mentality Democracy	Emotional Irrational Identity Aesthetics Marginalisation Oppression Repression Colonisation Exploitation Ignorance	equality prejudice marginalized paternal maternal social class addiction misdemeanour nature nurture superstition disempowered manipulate exploit masculinity maternal patriarchal
<b>Examples of Key Tier 3 Vocabulary</b>	context pejoratives repetition imperatives metaphor evidence analyse dramatic irony soliloquy allusion foreshadowing juxtaposition semantic field	metaphor setting context phonetic spelling action description dialogue colloquial language punctuation cyclical structure foreshadowing symbolism inference pathetic fallacy semantic field contrast	rhetorical question asyndetic list emotive language repetition tone hyperbole metaphor pun allusion anecdote anaphora analogy hypophora modal verbs syntactic parallel juxtaposition	metaphor simile setting symbolism juxtaposition foreshadowing structure motif	Sensory language Imagery Ode Sonnet Symbolism Imagery Pathetic fallacy	cyclical structure stage directions dramatic irony foreshadowing metaphor symbolism motif

			inclusive pronouns imperatives irony			
<b>Examples of Numeracy</b>						
<b>Example of Specific Guided Reading Task</b>	Please see our subject's guided reading document for detail of reading tasks in Year 9					
<b>Summative Assessment</b>	Please see our subject's assessment document for detail of assessment in Year 9					
<b>Personal Development</b>	Please see our school's personal development webpage for examples of personal development in Year 9					
<b>Careers/Futures</b>	Please see our subject's careers document for examples of careers in Year 9					

# Year 10

Unit Title	A Christmas Carol / Poetry Anthology	Poetry Anthology/Macbeth	An Inspector Calls / Poetry Anthology
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	<p>To successfully plan and write a high-level response to a typical GCSE English Literature question on 'A Christmas Carol' and the EDUQAS poetry anthology.</p> <p>E.g., How is Scrooge presented in the extract "<i>Oh! But he was a tight-fisted hand at the grindstone...</i>" and in the novel as a whole?</p> <p>How does the poem 'Manhunt' explore the impact of war on soldiers and their families?</p>	<p>To successfully plan and write a high-level response to a typical GCSE English Literature question on 'Macbeth' and the EDUQAS poetry anthology.</p> <p>Eg Look at the way Macbeth and Banquo behave and speak in this scene. How would an audience react to this?</p>	<p>To successfully plan and write a high-level response to a typical GCSE English Literature question on 'An Inspector Calls' and the EDUQAS poetry anthology.</p> <p>E.g., E.g. How is the theme of social responsibility presented in the play?</p>
<b>Examples of Key composite Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	<p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written (<b>poetry anthology only</b>)</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<b>Examples of Key component knowledge (methods/framework to establish knowledge)</b>	<p>Having a thorough and secure knowledge of the plot, themes and characters of the text</p> <p>Learning key quotes relating to character / themes/poems</p>	<p>Having a thorough and secure knowledge of the plot, themes and characters of the text.</p> <p>Learning key quotes relating to character / themes</p>	<p>Having a thorough and secure knowledge of the plot, themes and characters of the text.</p> <p>Learning key quotes relating to character / themes</p>

	<p>To understand the mark scheme and how it is applied.</p> <p>To adopt a literary style of analysis</p> <p>To apply context</p> <p>To build a powerful argument and support with evidence</p> <p>To be able to articulate what makes one response better than another in terms of marking criteria.</p>	<p>To understand the mark scheme and how it is applied.</p> <p>To build a powerful argument and support with evidence</p> <p>To adopt a literary style of analysis</p> <p>To be able to explain what makes one response better than another in terms of marking criteria.</p>	<p>To understand the mark scheme and how it is applied.</p> <p>To be able to explain what makes one response better than another in terms of marking criteria.</p>
<b>Examples of Reading Opportunity</b>	A range of all reading skills will be used throughout all lessons.	A range of all reading skills will be used throughout all lessons.	A range of all reading skills will be used throughout all lessons.
<b>Examples of Key Tier 2 Vocabulary</b>	<p>social responsibility</p> <p>poverty</p> <p>redemption / redeem / redemptive</p> <p>transformation / transform</p> <p>Malthusian</p> <p>exploit / exploitation</p> <p>enlightenment</p> <p>capitalism</p> <p>avarice</p> <p>inequality</p> <p>antithesis</p> <p>misanthropic</p> <p>benevolence</p> <p>malevolence</p>	<p>tyrant / tyrannical</p> <p>supernatural</p> <p>kingship</p> <p>ambition / ambitious</p> <p>manipulate / manipulative</p> <p>great chain of being</p> <p>ruthless</p> <p>deceitful</p> <p>hubris</p> <p>fate</p> <p>supernatural</p> <p>hubris</p>	<p>class system</p> <p>social superior</p> <p>hierarchy</p> <p>matriarch</p> <p>portentous</p> <p>exploit / exploitation</p> <p>capitalism</p> <p>socialism</p> <p>subservient</p> <p>subjugated</p> <p>patriarchy</p> <p>ignorant</p> <p>dehumanise</p> <p>hypocrite</p> <p>unwavering</p> <p>reckless</p> <p>façade/veneer</p> <p>remorse</p> <p>social responsibility</p>



<b>Examples of Key Tier 3 Vocabulary</b>	simile metaphor personification pathetic fallacy construct social context juxtaposition symbolism foil cyclical structure imagery	soliloquy asyndetic listing foil hamartia tragic hero aside dramatic irony rhyming couplets iambic pentameter oxymoron metaphor symbol foreshadowing imperative	omniscient dramatic irony stage directions construct metaphor structure euphemism biblical allusion foreshadowing			
<b>Examples of Numeracy</b>	Malthusian graph Exam time calculation	Exam time calculation	Exam time calculation	Exam time calculation	Exam time calculation	Exam time calculation
<b>Example of Specific Guided Reading Task</b>	Please see our subject's guided reading document for detail of reading tasks in Year 10					
<b>Summative Assessment</b>	Please see our subject's assessment document for detail of assessment in Year 10					
<b>Personal Development</b>	Please see our school's personal development webpage for examples of personal development in Year 10					
<b>Careers/Futures</b>	Please see our subject's careers document for examples of careers in Year 10					

# Year 11

Unit Title	Half Term 1 Language / Literature	Half Term 2 Language / Literature	Half Term 3 Language / Literature	Half Term 4 Language / Literature	Half Term Language / Literature	Exams
<b>Composite Knowledge/End Point (big idea that should be answered at the end of a unit)</b>	Complete Language Component 1 typical EDUQAS examination paper  Revision - Literature	Complete Language Component 2&1 typical EDUQAS examination paper  Revision - Literature	Complete Language Component 2 typical EDUQAS examination paper  Revision - Literature	Complete Language Component 1&2 typical EDUQAS examination paper  Revision - Literature	Complete Language Component 1 & 2 typical EDUQAS examination papers  Exam questions across all texts and poems – including unseen poetry	
<b>Examples of Key Component Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</b>	AO1:1a+b, AO1:2 How to: convey ideas with consistent coherence and use an appropriate register; analyse the text critically; show a perceptive understanding of the text, include pertinent, direct references from across the text, including quotations. Ao2 analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.					

	<p>A04 How to: evaluate texts critically and support this with appropriate textual references communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>A05 organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>A06 use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>To understand the mark scheme and how it is applied. To be able to explain what makes one response better than another in terms of marking criteria.</p>				
<p><b>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</b></p>	<p>Have a thorough and secure knowledge of the plot, themes and characters of the text Be able to recall and analyse a wide range of apt quotes from the text Be able to answer an analytical style question using appropriate vocabulary</p>				
<p><b>Examples of Reading Opportunity</b></p>					
<p><b>Examples of Key Tier 2 Vocabulary</b></p>	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
<p><b>Example of Specific Guided Reading Task</b></p>	<p>Please see our subject's guided reading document for detail of reading tasks in Year 11</p>				
<p><b>Summative Assessment</b></p>	<p>Please see our subject's assessment document for detail of assessment in Year 11</p>				
<p><b>Personal Development</b></p>	<p>Please see our school's personal development webpage for examples of personal development in Year 11</p>				
<p><b>Careers/Futures</b></p>	<p>Please see our subject's careers document for examples of careers in Year 11</p>				