

	Autumn Term		Spring Term		Summer Term	
Scheme of Learning	<b>Skills for Writing: Alter Egos SOL</b>	<b>A Christmas Carol SOL</b>	<b>War &amp; Conflict SOL</b>	<b>Skills for Writing: Writing the World SOL</b>	<b>William Shakespeare's Macbeth SOL</b>	<b>Skills for Writing: Spy Fiction SOL</b>
Key Knowledge	Students will explore and understand the concept of an alter ego; how writers use repeated noun phrases and imperatives to create a sense of certainty and engage the reader; how to use verbs to create a vivid image in the reader's mind; how to use noun phrases to add descriptive detail; how narrative viewpoint can affect the reader's response to a text; how to apply narrative viewpoint to their own writing; how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque; how synonyms can be used to add different layers of meaning; how present participles can be used to create a sense of immediacy; how verb voice can be used to convey action; how writers use narrative voice to create a sense of split identity; how to elaborate simple sentences to provide narrative description; how to use short sentences for dramatic effect; how short sentences emphasise the tense moments in a narrative; how sentence length can be used to suggest pace in a narrative; how writers use punctuation to emphasise meaning; how to plan the crisis moment of an alter ego story.	Students will explore and understand the impact of Dickens' language on the opening of the novella; how Dickens introduces the main characters; explore the social and historical context of the novella and discuss how this influenced Dickens when writing; explore Scrooge's attitude to the poor; explore the purpose of Marley's arrival; comment on the characterisation of the three spirits; explore the mood and atmosphere within the novella; consider how Scrooge has changed	Students will explore and understand a variety of poetic, fiction and non-fiction texts written during times of war and conflict; understand and explore the social and historical context of WW1 war poetry and propaganda; analyse poems in detail; analyse language, structure and context of poems; identify language devices and interpret how they contribute to the meaning of a poem; compare poems; explore the 'story' of poems; consider themes within poems; express personal opinions after reading; consider personal contexts of poets.	Students will explore and understand typical stories and issues in popular films and documentaries about the natural world; how titles, taglines and blurbs are used in nature documentaries to summarise information and attract attention; how writers and presenters use simile and metaphor to describe the natural world; how creatures and settings in the natural world are described in close detail; why writers choose the past or present tense; the conventions of a documentary voiceover script; how to use prepositional phrases to show where events take place; how to use punctuation to guide the reading voice; how topics of concern in the media; how campaign logos and slogans sum up issues and attract the reader's attention; how campaign texts use pronouns, determiners and imperative verbs to involve the reader and persuade them to take action; how campaign texts use rhetorical devices to emphasise important information and persuade the reader to act; how campaign texts connect ideas together effectively.	Students will read (or watch) the play and understand, analyse and evaluate the text of Shakespeare's dark and bloody play; form initial impressions of key characters; explore the witches' prophecies and how these impact on Macbeth; analyse Macbeth's thoughts and feelings throughout the play; evaluate the character of Macbeth; explore motivations and language used by Macbeth; evaluate the events within the play in terms of its social and historical context; explore the concept of satire; analyse the characters and their relationships; analyse Shakespeare's use of language and structure; evaluate the changes to the character of Macbeth during the course of the play; evaluate how the pressure is beginning to mount on Macbeth at the end of the play; analyse the language, form and structure used to create effects in Macbeth's speech in Act V Scene V; understand and analyse events at the end of the play.	Students will explore and understand the key features of the spy fiction genre and how they engage the reader; how writers use narrative structure to engage the reader; how to use narrative structure to plan a story; that writers use the opening of their story to grab the reader's interest; how writers can use personal pronouns, determiners and noun phrases to achieve this; how writers use verb choice and paragraphing to create a sense of pace and threat; what is meant by narrative viewpoint; the impact that the writer's choice of narrative viewpoint can have on a text; how to write vivid descriptions by expanding noun phrases using adjectives; adverbs and prepositional phrases; how to develop simple sentences in order to add interesting and vivid detail to a narrative; how to use conjunctions and clauses to make meaning clear; how sentences can be structured to create emphasis, pace, tension and drama; what is meant by a minor sentence; how to use minor sentences for effect; how to start sentences in a range of ways to create variety, pace, drama or emphasis in own writing; how dialogue can be structured and punctuated using identifiers to imitate the patterns and rhythm of real, natural speech; how to plan a short story.
Vocabulary	Alter; ego; imperative; certainty; crisis; drama; immediacy;	Victorian; moral; miser; want; ignorance; humility; misanthropic; poverty; kindness; novella; atmosphere.	Propaganda; armistice; truce; irony; impression; sincere; recruitment; aftermath; exposure;	Documentary; natural; campaign; creature;	Impression; prophecy; era; soliloquy; caesura; euphemism; descendants; regicide; trajectory; justice; gore; ambition; traitor; epithet; progression; betrayal; monologue; tragedy; supernatural; dynasty; hierarchy; valiant; superstition.	Espionage;
Grammar and Writing	Use of imperatives, noun phrases and repetition to create a tone of authority and to encourage the reader to 'suspend their disbelief'; use of verbs to create vivid images; use of noun phrases to add detail; pre- and post-modification of nouns using adjectives and prepositional phrases; choosing narrative viewpoint; use of synonyms and intensifiers to add emphasis to ideas and details to avoid repetition; use of present participles to create a sense of immediacy and verb tense to convey action; using a shift in narrative voice to give a different perspective; building detail into simple sentences to create dramatic impact using adverbs, adverbials, adjectives and expanding noun phrases; using short simple sentences to create drama; varying sentence length to produce pace and tension; using punctuation, including full stops, capital letters, commas, parenthetical commas, ellipses and dashes to emphasise meaning.	Composing a topic sentence; the subject, subject/verb agreement; the past simple tense; how the writer uses a range of literary techniques and devices to affect the reader and convey meaning; how to write an analytical response (WHAT-HOW-WHY); how to use quotations to support inference;	How poets use a range of literary devices such as simile; metaphor; alliteration; enjambement; caesura; assonance; sibilance; onomatopoeia; rhyme; rhythm; personification to affect the reader and convey meaning; how to write an analytical response (WHAT-HOW-WHY); how to embed quotations within an analytical response;	How titles, blurbs and language features are used to capture interest; choice of precise nouns and expanded noun phrases to summarise information and attract the reader's attention; similes and metaphors; choice of past or present tense; choice of noun phrases, verbs and comparison to make descriptions lively and interesting; prepositional phrases to show where events happen; punctuation used for clarification and to guide reading voice; patterns of language used in slogans for succinctness and persuasion; personal pronouns and determiners to involve the reader in an issue and imperative verbs to tell readers what action to take; persuasive devices; rhetorical questions; imperative verbs; repetition and rule of three; variation in sentence length; simple (one-clause) sentences for summary and emphasis; cohesion of ideas within a paragraph, achieved through repetition of key words and use of synonyms; the use of subordinating and coordinating conjunctions.	How the writer uses a range of literary features including simile, metaphor, personification, alliteration, imagery, paradox, pathetic fallacy, symbols and motifs, rhetorical questions to affect the reader and convey meaning; how to write an analytical response (WHAT-HOW-WHY); how to consider the connotations of writer's word choices to develop an analytical response (EFFECT-FIRST);	Use of personal pronouns and related determiners as a device to withhold information; use of noun phrases to create setting; use of verbs to suggest threat and danger; use of paragraphing to create pace; use of first person narrative to give direct insight into a character's thoughts and feelings; use of third person narrative to provide a more omniscient voice; revise noun phrases; use of adjectives to pre- and post-modify nouns and noun phrases; use of adverbs to modify verbs, adjectives or other adverbs; use of prepositional phrases to post-modify nouns; use of simple sentences; use of different word classes to build effective detail in simple sentences; use of coordinating and subordinating conjunctions to help the reader understand the writer's meaning; the positioning of subordinate clauses in a sentence and the impact this has; use of variety in sentence length to create tension; use of coordinating and subordinating conjunctions and coordinate and subordinate clauses to add descriptive detail and to save the most dramatic part of the narrative until last; identification of minor sentences in terms of verbless sentences and sentences with a non-finite verb; use of grammatical features to open sentences; use of devices to imitate the rhythm and pace of natural speech as well as how to punctuate dialogue correctly.
SMSC Links	<b>Social</b> – understanding how communities and societies function; <b>Moral</b> – investigating moral values and ethical issues; <b>Spiritual</b> – exploring the values and beliefs of others; <b>Cultural</b> – exploring, understanding and respecting diversity.	<b>Social</b> – exploring poverty in Victorian England; <b>Moral</b> – recognition of values such as goodwill, humility and kindness; <b>Spiritual</b> – exploring the Christian influence on the novella; <b>Cultural</b> – considering British history (the Victorian era).	<b>Social</b> – exploring conflict and how it is resolved; <b>Moral</b> – recognising right and wrong; <b>Spiritual</b> – understanding human feelings and emotions; <b>Cultural</b> – considering British history (World War One).	<b>Social</b> – using social skills in different contexts; <b>Moral</b> – understanding the consequences of actions; <b>Spiritual</b> – experiencing fascination, awe and wonder; <b>Cultural</b> – participating in and responding to cultural activities.	<b>Social</b> – exploring guest rights in medieval society; <b>Moral</b> – recognising right from wrong; <b>Spiritual</b> – considering the role of the supernatural within the play; <b>Cultural</b> – exploring British history (Shakespearean England).	<b>Social</b> – developing personal qualities; <b>Moral</b> – understanding the consequences of actions; <b>Spiritual</b> – using imagination and creativity in learning; <b>Cultural</b> – understanding and appreciating personal influences.
Cultural Capital	Watch film version of Jekyll and Hyde	Watch the film version.	Visit local war graves and memorials. War veteran in to speak to students.	Visit to Ruff Woods. Visit to Liverpool Museum.	Watch the play (video or in theatre)	Cinema visit Watch James Bond film (or similar)
Assessment	Craft a short story extract using a range of features for effect and Write a crisis piece.	Multi-choice questions on literary techniques and Analyse extract - How does the writer use language to introduce the character of Scrooge?	Multi-choice questions on literary techniques and Analyse a poem - How does the writer use structure to interest the reader?	Write a description of a creature or feature of the natural world in close up detail and write a campaign text that informs your readers and persuades them to act.	Multi-choice questions on literary techniques and Evaluate the character of Macbeth - To what extent do you agree that Macbeth's ambition gets the better of him, turning him from hero to villain by the end of the play?	Craft a short story extract using a range of features for effect and Write a complete short story using the key features of a particular genre.