

	Autumn Term		Spring Term		Summer Term	
Scheme of Learning	Reading Skills SOL	Frankenstein SOL	Fiction Composition SOL	Great Speeches SOL	Blood Brothers SOL	When They See Us SOL
Key Knowledge	Students will understand how to summarise differences between fiction and non-fiction; how to infer meaning; how to synthesise information from various texts; explore how language is used to create effects; explore how authors use structure to create effects; analyse a fiction text's language and structural features; how writers convey ideas and perspectives in a variety of texts; compare texts; use critical thinking skills when evaluating a text; select appropriate quotations for analysis.	Students will read and understand the novel; analyse how the writer uses language and structure to create character and/or describe setting;	Students will understand how to write the opening to a story; create a detailed and convincing character description; consider character types found within narratives and apply that knowledge to own writing; create a detailed and believable setting for a story; consider how stories are structured and how that structure can be subverted; how structuring language and text can impact meaning; practice developing ideas from small inspirations to short stories; practice extending fiction writing by adding detail; consider what makes a satisfying and appropriate conclusion to a story.	Students will understand the form of a speech; explore the power of rhetoric; analyse rhetorical devices within 'famous' historical speeches; explore structure and effect on the audience.	Students will understand and read the play; explore life in 1980's Britain; consider the British class system; consider the writer's perspective and ideas around childhood; consider nature vs nurture; friendship and loyalty; how to synthesise information from different texts; information retrieval; effect of writer's use of language and structure; types of narration (omniscient); use of dialogue and stage directions.	Students will understand and watch the docu-film series; consider the historical impact of colonialism and segregation; consider historical and recent race riots in UK and US;
Vocabulary	Infer; connotation; denotation; skim; scan; analyse; summary; synthesis	Omniscient; contempt; enlightened; omitted; repulsive; countenance; conceited; tragedy; grotesque; supernatural; prejudice; parental; responsibility; atmosphere.	Subvert; narrative; plot; atmosphere;	Rhetoric; antithesis; emotive; valour; hope; semantics; abdicate; civil;	Prologue; sympathy; superstition; colloquialism; euphemism; maternal; deprivation; recession	Segregation, racism; coercion; prejudice; discrimination;
Grammar and Writing	How to structure analytical responses using WHAT-HOW-WHY; using discourse markers; how to link paragraphs; correcting fragments; subordinating and coordinating conjunctions;	Differences in tone; formal and informal letters; creating a character; establishing mood and atmosphere; describing a setting; types of narration;	Show, don't tell; figurative language; emotive language; paragraphing; sentence structures; synonyms; dialogue and how to punctuate it accurately.	Avoiding contradictions; apostrophe of possession; its and it's; homophones; persuasive devices; responding to a viewpoint; writing to persuade.	How to structure an alatical response using EFFECT-FIRST; using show, don't tell; formal v. informal letters and their conventions;	Using the senses in a piece of descriptive writing; synthesising information from different texts; using direct speech; responding to a viewpoint;
SMSC Links	<b>Social</b> – understand the notion of interdependence; <b>Moral</b> – understanding the consequences of actions; <b>Spiritual</b> –using imagination and creativity in learning; <b>Cultural</b> – understanding and appreciating personal influence.	<b>Social</b> – the role of men and women now and in the past; <b>Moral</b> – ethics of science and paternal responsibility; <b>Spiritual</b> – the role of God in the creation of life; <b>Cultural</b> – The Romantics.	<b>Social</b> –participating, cooperating and resolving conflict; <b>Moral</b> – recognising right from wrong; <b>Spiritual</b> – exploring the values and beliefs of others; <b>Cultural</b> – exploring, understanding and respecting diversity.	<b>Social</b> –democracy in action; <b>Moral</b> – the US Civil Rights movement; <b>Spiritual</b> –; <b>Cultural</b> – differences in UK/US democracy/civil rights.	<b>Social</b> – poverty in post-war Britain (focus on Liverpool/Skelmersdale); <b>Moral</b> –explorations of 'the welfare state' and adoption; <b>Spiritual</b> –superstition; <b>Cultural</b> – local history (the evolution of Skelmersdale).	<b>Social</b> –institutional racism; <b>Moral</b> – UK/US justice systems; <b>Spiritual</b> – explorations in Christianity and Islam; <b>Cultural</b> – the importance of faith with the Black community.
Cultural Capital	Read extracts from British narrative fiction canon.	Watch a performance of Frankenstein by the National Theatre.	Visit Ruff Woods/St Anne's Church	Visit to the War Rooms in Liverpool???	Theatre trip to see a performance of Blood Brothers.	Visit Preston Court ???
Assessment	Exam-style (reading AOs) and Multiple choice questions on literary techniques.	Exam-style questions (reading AOs) and Write a speech arguing whether Victor has parental responsibility for the creature's actions.	Multiple-choice questions on literary techniques and Write a story/ description.	Multiple-choice questions on literary techniques and Write a persuasive speech.	Exam-style questions (reading AOs) and Write a letter to the narrator explaining whether or not you agree with his statement that Mrs Johnstone is a 'cruel mother'?	Exam-style questions (reading AOs) and Write a description of a courtroom or a story with the title 'Guilty'.