

Year 7 - Morality

	Autumn Term: Prose	Spring Term: Drama	Summer 1: Poetry & Allegory	Summer 2: Reading for Writing; Contemporary Novel
Literary Heritage	Oliver Twist	A Midsummer Night's Dream	Poetry (Metaphor)	Ancient Tales; The Daydreamer/Danny, Champion of the World
Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Structure and use of metaphor; poetic forms; how to approach an unseen poem. Poets studied include Blake and Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg.	What Ancient Tales are; the oral story tradition; what the morals of stories are; short story structure(s). Tales include 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'; 'The Wicked King'; '1001 Nights'
Vocabulary	villains and victims; vulnerable; corrupt; naïve; orphan; moral, morality ; prose (form)	soliloquy, severe, conflict, unrequited love, to mock, chaos, patriarchy, consent, identity; drama (form)	metaphor, literal and metaphorical language, tenor, vehicle, ground; poetry (form)	Quest, enunciation, ingenuity, out-wit, relatable, comeuppance, repentant, set up & pay off (linked to Creative Writing unit)
Analytical Writing	Topic sentences about characters / characterisation + selecting / embedding a quotation + exploring how meaning is created in a Victorian prose text.	Topic sentence about themes/concepts + selecting / embedding a quotation + starting to use analytical sentences to explore effects of dramatic choices.	Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writer's choices of poetic language (metaphor) create meaning (s).	Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writers' structural choices in short stories create meaning
Writing for Pleasure	Creative Writing 1.1 - The foundations of short stories <i>Structure, ingredients, action, focus, character, ending</i>	Creative Writing 1.2 - Creating Coherence in short stories <i>Action, challenge, struggle, coherence, set up, pay off</i>	Creative Writing 1.3 - Writing a full story <i>Apply knowledge: plan, draft, write, edit</i>	Oracy: Re-tell a story clearly and fluently, choosing appropriate vocabulary, facial and tonal expression, gesture and posture.
Writing Mastery	<p>Writing Mastery 1 and 2 (stage not age): opening a story, structuring a story, writing with & without images</p> <p><u>Grammar content includes:</u> writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital letters accurately; using pronouns; sentence structure; paragraphing; speech punctuation.</p> <p><u>Writing content includes:</u> telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story.</p>			

Year 8 – Duality	Literary Heritage	The Adventures of Sherlock Holmes	The White Rose and The Swastika	Animal Farm (Allegory)	Rhetoric
	Key knowledge	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	Understanding of Nazism and opposition groups; play script; The Night of Broken Glass; Concentration Camps; Eugenics and Euthanasia; Propaganda	Allegory; Orwell’s life and times; the Russian Revolution; recurring imagery; irony and corruption	Aristotle; ethos, logos, pathos; links between Greek & Roman discourse of rhetoric and Renaissance/Shakespearean texts; how to write for performance and impact
	Vocabulary	to enlighten, deduction, detective scandal, periodical, introspective, dual nature, duality, observation, colonial, post-colonial	Dissent; opposition; regime; euthanasia; resistance	allegory, tyranny, tyrant, rebellion, hypocrisy, corruption, harvest, propaganda, cult of personality, treacherous; authorial intent	Rhetoric; ethos, logos, pathos; viewpoint; perspective; effect; narrative voice; metaphor & figurative language; duality; antithesis; tricolon; rhetorical question.
	Analytical Writing	Y7 + Using complex topic sentences to explore character; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using sentences to link ideas from one paragraph to another.	+ Using complex topic sentences to explore character and theme; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using dramatic terminology accurately; memorising key knowledge. Sonnet mini-unit: x10 lesson sonnet study and creation.	+ Using complex topic sentences to explore themes & concepts; selecting and embedding quotations; using analytical sentences to explore how writer’s choices create meaning; linking textual analysis to contextual analysis	Applying Writing Mastery sentence knowledge: using sentence variety for impact in a performed speech. Focusing on the effect of writing using ethos, logos and pathos.
	Writing Mastery & W 4 P	<p style="text-align: center;">Writing Mastery 3: problem-solved, romance, action, fantasy & horror stories</p> <p><u>Grammar content includes:</u> clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns.</p> <p><u>Writing content includes:</u> problem solved stories; love stories; action stories; fantasy quests; horror stories; poetic justice, Chekov’s gun; avoiding deus ex-machina.</p> <p><u>Writing for Pleasure opportunities:</u> (1.1) description of Victorian / urban character / setting (1.2) description of a dual or usurped character, villain/victim or pastoral / island setting; (1.3) description of a dystopian setting; creating an extended metaphor (Animal Farm)</p>			Oracy: Write and perform a structured speech about a power imbalance you feel strongly about (inspired by themes in ‘Animal Farm’)

Year 9 - Multiplicity	Literary Heritage	Victorian Woman and The Woman in Black	Small Island	Reading for Study	Poetry (comparison)	Romeo and Juliet
	Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition; attitudes to women; attitudes to marriage; madness and mental health	The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue; foreshadowing; the form of a tragedy; AC Bradley's lectures on tragic character	Reading nineteenth, twentieth and twenty-first century non-fiction; using models to plan, structure and write letters, articles, speeches, and essays. Transitional language unit into KS4.	Journeys: Extended metaphors & comparison; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales': Poets include John Milton, Geoffrey Chaucer, Patience Agbabi, W.H. Auden, Grace Nichols, Jackie Kay	The Elizabethan age – societal beliefs regarding gender, marriage, fate; nature / nurture; the form of a tragedy; Aristotle's tragic hero; subplots; soliloquy and monologue; Italian culture; dramatic irony
	Vocabulary	Dependence / independence; oppression; juxtaposition; humiliation; hypocrisy; comeuppance; childhood; patriarchy; consent	Adversity; ambition; empire; colony; colonialism; obstacle, tragic, tragic flaw, foreshadow, monologue	Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate purpose, audience, formality, style.	extended metaphor, epic poetry, procrastination; journey; identity; comparison; inter-textuality; partner text	Hamartia; peripeteia; volta; impetuous; critical; subverts; soliloquy; downfall; tragic conventions; fated; astrology
	Analytical Writing	Y8 + how to introduce and sustain a thesis across a whole essay; planning & developing; writing introductions; analytical sentences exploring alternative meanings.	+ Analysing structure through a whole text through characterisation, exploring alternative interpretations (context of production/reception)	Writing an introduction, thesis and argument, including counter-argument. Oracy: Opportunities to read, share and perform student work.	+ Using comparative topic sentences for poetry comparison; exploring alternative interpretations; using tentative language (may/could)	Writing analytical essays in full. Expressing viewpoint in writing and developing sophistication of writing.
	Writing Mastery & W 4 P into Ks4		Mastery Writing 4: non-fiction argument writing, essay argument <u>Grammar content includes:</u> subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals. <u>Writing content includes:</u> argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.			

	Autumn Term: Prose	Spring Term: Drama	Summer 1: Poetry	Summer 2: Spoken Language Study
Literary Heritage	A Christmas Carol/Jekyll and Hyde	Macbeth	Power and Conflict Poetry; Unseen Poetry	NEA Speech Writing and Performance
Key knowledge	Life in Victorian London; Plot of text (ACC or J&H), key characters and their qualities, quotes from the text, themes, writers' (Dickens/Stevenson) choices/beliefs, Victorian context (ACC: gender roles, Christianity, status, wealth, charity, Christmas, Malthus; J&H: science, morality, gender, religion, gothic, romanticism)	Life in Jacobean England; Plot of Macbeth, key characters and their qualities, quotes from the text, themes,) Shakespeare's choice/beliefs, Jacobean context (women, religion, supernatural, masculinity, Great Chain of Being, Divine Right of Kings)	Plot of each poem; Context for each poem (romanticism, different conflicts, time periods, historical significance, poet's life and other works, message in each poem); language, form and structural methods, themes, which poems have shared themes and ideas, complete understanding of all 15 poems in the Power and Conflict Cluster, knowledge of unseen poetry and other writers	Speech writing; effective introductions and conclusions; meeting the audience and purpose; non-fiction methods; building a line of argument; content relevant to selected topics
Vocabulary	Benevolent, Malevolent, Plaintive, Wistful, Benevolent, Destitute, Jocund, Parsimonious, Indignant, Miserly, Industrial, Omniscient, Injustice, Didactic, Realism, Liberal, Melodrama, Division, Grotesque, Social Reforms, Redemption, Hypocrisy, Ideologies, Subversive	Ambitious, Duplicitous, Equivocate, Exploit, Heinous, Hubris, Malevolent, Mercurial, Regicide, Sceptical, Surreal, Treachery, Usurp, Valour, Nobility, Tyranny, Strategist, Manipulative, Emasculation, Femininity	Armistice, Blunder, Docile, Domineering, Ephemeral, Exasperated, Futility, Harrowed, Incessant, Marginalise, Monolithic, Oppressed, Patriotism, Perturbed, Wizedened, Ambiguity	Illogic, Pathos, Ethos, Logos, Persuasion, Discourse Markers, Teacher to select language that supports the topics selected in lesson
English Language Study	Paper 1 English Language – Analysis of fiction extracts, study of language and structure, developing evaluation, writing descriptive and narrative pieces; SPAG	Paper 2 English Language - Analysis of fiction extracts, study of language and structure, consideration of writers' viewpoints and perspectives, synthesis of information; comparison; transactional writing	Paper 1 and 2 Writing – Writing a full story and a variety of non-fiction texts for different purposes <i>Apply knowledge: plan, draft, write, edit, consideration of structure and language</i>	Oracy: Performance of extracts, group discussion and debate, solo presentation to the class, paired presentation of research.
Writing Mastery	Crafting Brilliant Sentences Programme			
	Grammar content includes: Nouns, Verbs, Adjectives, Adverbs, Main Clauses, Imperatives, The passive voice, Co-ordinating conjunctions, Subordinate Clauses, Participles and Participle phrases, prpositions and prepositional phrases, Relative Clauses, Fragments, Semi-Colons, Colons, Dashes, Speech punctuation and Multi-skill crafting.			

Year 10 – GCSE Year 1

Learners focus on understanding the method and then using the technique for effect through crafting. Studying extracts and application of methods.

		Autumn Term: Prose	Spring Term: Decoupling the Exams	Summer 1: Revision
Year 11 – GCSE Year 2	Literary Heritage	An Inspector Calls	Spring - Revision of prior content	Summer - Revision of Prior content
	Key knowledge	Crafting Brilliant Sentences; Paper 2 Lit and Lang preparation for mock; Life in Edwardian England; capitalism; socialism, and social responsibility; individual Vs community; the treatment of women Vs men and the differences between the upper and lower classes; age Vs youth; an overview of Lit P2; how to structure and answer exam questions.	Paper 1 Lit and Lang revision for Mocks Ongoing Paper 2 Lit and Lang coverage Poetry anthology to be completed; unseen poetry and possible thematic links with identity poems and AIC (Eva changing her identity). Power of memories, male power and the patriarchy.	<i>REVISION OF ALL CONTENT.</i> <i>Focus on modelling answers and timed condition practice; WAGOLLS; utilising ipads for revision materials.</i>
	Vocabulary	suburban, prosperous, provincial, assertive, reproachful, pessimistic, scaremonger, complacently, defiantly, disconcerting, infirmity, lodgings, scandalous, officious, bewildered, perturbed, impertinent, vindictive, dubiously, contradict, rebuke, scruples, culprit, prejudice, socialism, capitalism, hoax.	<i>Revising previously learnt vocabulary as well as new identity poetry terms:</i> Identity, nationality, honour, patriotism, shunned, displaced, nostalgia, tyranny, fragility, complexity, permanence, separation, tactile, inevitability, maternal, haunted, colloquial, desensitised, vulnerability.	
	English Language Study	Paper 2 English Language – Analysis of fiction extracts, study of language and structure, consideration of writers’ viewpoints and perspectives, synthesis of information; comparison; transactional writing	Paper 1 English Language - Analysis of fiction extracts, study of language and structure, developing evaluation, writing descriptive and narrative pieces; SPAG	Paper 1 and 2 Full Papers – Analysis of fiction extracts, study of language and structure, consideration of writers’ viewpoints and perspectives, synthesis of information; comparison; transactional writing Analysis of fiction extracts, study of language and structure, developing evaluation, writing descriptive and narrative pieces; SPAG
	Writing Mastery	Crafting Brilliant Sentences Programme		
	<p><u>Grammar content includes:</u> Nouns, Verbs, Adjectives, Adverbs, Main Clauses, Imperatives, The passive voice, Co-ordinating conjunctions, Subordinate Clauses, Participles and Participle phrases, prepositions and prepositional phrases, Relative Clauses, Fragments, Semi-Colons, Colons, Dashes, Speech punctuation and Multi-skill crafting.</p> <p>Learners focus on understanding the method and then using the technique for effect through crafting. Studying extracts and application of methods.</p>			