

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	<b>Storytelling</b>	<b>Romanticism</b>	<b>Detective</b>
	Fairy tales / World Myths & Legends / Shakespeare extracts  Exploration of storytelling and our most famous storyteller; Shakespeare	Core Text: Frankenstein play text  Poetic and literary heritage: Explore Romanticism/Romantic poets/ extracts from the Frankenstein novel and other Romantic/gothic texts/ Non-fiction text	Core text: Wild Boy  Exploration of the Detective/Mystery genre and storytelling Contemporary novel Build on knowledge of the Victorian period Analysis of non-fiction texts / 19 <sup>th</sup> century extracts
	Life in Elizabethan England; the history of storytelling; the oral story traditions; morality in tales; the form of a short story; character archetypes and tropes; narrative structure; how context affects writers	Engage with themes and conventions of Gothic fiction; understand the influence of 19 <sup>th</sup> Century contexts and adaptations; form of a play text; appreciate the origins of poetry and the oral tradition; poetic form; use of simile and metaphor; structure	Life in Victorian London; Victorian crime; the form of a novel; scientific developments in Victorian England; the importance of genre; conventions of detective/mystery genre; writing about a theme developed across a whole novel
	<i>Morality, narrative, villain, hero, damsel, archetypes, connotations, setting, mood, conventions, iambic pentameter, pathetic fallacy, rhyme, meter, conventions, apparition, performance, context, morality, context, narrative, descriptive, simile, alliteration, genre, fairytale, character, noun, verb, adjective, pronoun, adverb, vulnerable, naïve</i>	<i>Evaluation, analysis, adaptation, playscript, Gothic, horror, themes, conventions, stage directions, staging/set, casting, props, tone, atmosphere, pathetic fallacy, gesture, prologue, epilogue, tension, suspense, revenge, simile, metaphor, character, empathy, sympathy, sonnet, ballad, romanticism, imagery, society, inference, epic, connotations</i>	<i>Context, inference, deduction, mystery, detective, genre, protagonist, antagonist, intimidation, strengths, weaknesses, evaluation, summarise, relationships, tension, annotate, sensory language, conventions, atmosphere, prediction, analysis, passive, resolution, genre, pathetic fallacy, dialogue, repetition, tense, perspective, chronological, viewpoint, evidence, investigation, metaphor</i>
	Grammar content includes: writing in complete and full sentences; identifying the action and verb; subject-verb agreement; regular and irregular past simple verbs; avoiding fragments; avoiding fused sentences; using capital letters accurately; using pronouns; sentence structure; paragraphing; speech punctuation		
	Assessment: Planned discussion on use of language and structure (partner cards/scripts) Assessment: Imaginative writing	Assessment: Debate/Frankenstein on trial Assessment: AO2 poetry analysis	Assessment: Oral retelling of a story/Role play Assessment – Thematic essay
	Class Reader: Grimm Tales – Philip Pullman	Class Reader: tbc	Class Reader: Edgar Allan Poe ‘Classic Tales of Detection and Adventure’
	Notes: BL on imaginative writing	Notes: BL on themes in Frankenstein	Notes: BL on transactional writing
<b>Year 8</b>	<b>Women in Literature</b>	<b>Conflict</b>	<b>Dystopian</b>
	Core Text: The Tempest Read through a feminist lens and postcolonial lens (focusing on Miranda and Caliban) Extracts which explore strong female characters. Note: include Chaucer’s Wife of Bath. Link back to storytelling unit.	Core Text: Refugee Boy  Contemporary novel Conflict poetry (context, extended metaphor...)	Core Text: Animal Farm  Range of dystopian extracts and non-fiction texts.
	Life in Elizabethan England (especially for women); Elizabethan family relationships; the form of a comedy; soliloquy and monologues; Postcolonialism; feminine voices; stereotypical presentations of gender; how literature reflects society; interpret events of a whole Shakespearean play; develop skills in analysis, evaluation, and comparison	Colonialism and multi-cultural Britain; modern texts conventions; poetic form; affect of context on texts; extended metaphor; reading for pleasure; broaden cultural capital; understanding of the writer’s craft; conflict as a theme; comparing poetry; poetic form; structure	Allegory; Orwell’s life and times; the Russian Revolution; recurring imagery; irony and corruption; using imagery; foreshadowing; creating realistic characters; conventions of a dystopian story
<i>Supernatural, iambic pentameter, pathetic fallacy, rhyme, rhythm, meter, connotations, chorus, voice, apparition, protagonist, perspective, context, theme, characterisation, treason, social status, sensory description, comedy, soliloquy, monologue, gender, inequality, fiction, non-fiction, stereotypes, interpretations,</i>	<i>Immigration, migration, refugee, asylum, permission, investigation, persecution, adjudicator, idyllic, compassionate, intimidated, human rights, mongrel, political, justice, atmosphere, sympathy, empathy, persuade, contrasts, juxtaposition, figurative language, colloquial language, culture, freedom, emotive language, rhyme scheme,</i>	<i>Rebellion, revolution, comrade, tyrannical, persuasion, propaganda, protagonist, antagonist, perspective, contradiction, allegory, loyalty, power, dictatorship, totalitarian, responsibility, comparison, conventions, setting, genre, analysis, extended metaphor, hyperbole, imagery, figurative language, foreshadowing, recurring, repetition, utopia, dystopia, purpose, significance, atmosphere, semantic</i>	

	<i>relationship, society, subversion, conformity, dialogue, deduction, scandal, periodical, introspective, observation, patriarchy</i>	<i>enjambment, repetition, comparative, sensory language, perspective, connotations, semantic field, annotation</i>	<i>field, tension, climax, oppression, overpopulation, dehumanized, restrictions, citizen, conformity, expectations, individuality, surveillance, banish, illusion</i>
	Grammar content includes: clauses, subordinate clauses; sentence demarcation; speech punctuation; apostrophes; possessive pronouns		
	Assessment: Poetry by heart/soliloquy by heart (learning quotation) Assessment: AO2 extract analysis	Assessment: Performance poetry (solo/group performance) Assessment: AO2/AO3 poetry analysis	Assessment: Class performance of Major's speech (solo and coral contributions) Assessment: Imaginative writing
	Class Reader: Skellig – David Almond – focus on mythology, symbolism and biblical allusions	Class Reader: tbc	Class Reader: tbc
	Notes: BL Miranda in The Tempest	Notes: BL on themes in Refugee Boy	Notes: BL on themes in Animal Farm
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 9</b>	<b>The Folly of Youth</b>	<b>Culture &amp; Identity</b>	<b>Outsiders</b>
	Core Text: <u>Romeo &amp; Juliet</u>  Analysis of non-fiction texts and transactional writing linked to core text: Romeo and Juliet	Core Text: <u>Small Island</u>  Play text based on the novel. The unit will explore culture, identity and celebrate difference. Links to colonial themes explored during The Tempest and Refugee Boy. Culture & identity poetry / extracts  <i>Note: Search for my Tongue</i>	Core Text: <u>Jekyll &amp; Hyde</u>  Extracts from contemporary novels and extracts from 19 <sup>th</sup> Century Gothic genre. Literary non-fiction texts. Links back to Romanticism/Gothic. This unit acts as a transitional unit revisiting texts from KS3 which explore literary Outsiders and looks forward to KS4.
	Life in Elizabethan England; Elizabethan family relationships; Elizabethan romantic relationships; the form of a tragedy; soliloquy and monologues; function of a prologue; interpret events of a whole Shakespearean play; develop skills in analysis, evaluation, and comparison; key features of non-fiction texts; writing transactionally (letter, article, speech etc); purpose, audience, formality, style		Engage with and appreciate 19 <sup>th</sup> Century fiction; consolidate knowledge of 19 <sup>th</sup> Century context; explore key themes; features and conventions of the Gothic; Victorian society; explore key themes presented in the novel and extracts; interpret key themes in imaginative writing; analyse, evaluate, and compare a range of texts; debate; present in a formal setting; appreciate and emulate imaginative writing styles; write imaginatively using inspiration from texts studied
	<i>Verse, prose, iambic pentameter, dramatic irony, soliloquy, aside, figurative language, imagery, tragedy, sequencing, tragic flaw; foreshadowing; monologue; juxtaposition; tyrant; influence; blame; loyalty; friendship; conflict; themes; protagonist; antagonist; fate; dispute; oppose</i>		<i>Duality, pathos, nurture, personification, oppression, juxtaposition, contrast, thesis, hypocrite, traumatic,</i>
	Grammar content includes: subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tense; future perfect tense; using conditionals		
	Assessment: Planned discussion 'young people were failed by their elders in R&J). Learn quotation to support discussion. Assessment: Thematic and contextual essay	Assessment: Prepare a poem/speech on the Power of Language – look at rhetoric and famous examples of speeches in preparation. Assessment: Comparison of poetry	Assessment: Mock SLE with directed topics linking to J&H/Outsiders Assessment: Imaginative writing
	Class Reader: Noughts & Crosses – Malorie Blackman	Class Reader: 1984 – focus on the stripping away of all culture, identify and difference	Class Reader: Teacher Choice (The Outsiders/The Curious Incident...)
Notes: BL on transactional writing	Notes: BL on themes in The Empress	Notes: BL on J&H extract analysis	

	Autumn Term	Spring Term	Summer Term
<b>Year 10</b>	<b>Macbeth</b>	<b>A Christmas Carol</b>	<b>English Language (Paper 1)</b>
	<b>Relationship poetry:</b> <b>My Last Duchess, La Belle Dame Sans Merci, Valentine, She Walks in Beauty</b> Explore key poetic contexts Links back to KS3 study of Romanticism	<b>Relationship Poetry:</b> A Complaint, Sonnet 43, Neutral Tones, A Child to his Sick Grandfather Explore Key Poetic contexts Links back to KS3 study of Romanticism	<b>Relationship Poetry:</b> My Father Would not Show us, One Flesh, I wanna be yours, Love's Dog Explore key Poetic contexts
	Kingship; Supernatural; Jacobean context and its influence on the play; Loyalty; Fate; Ambition. Build on themes and contexts of KS3. Building context into thematic essays.	Guilt; Redemption; Social Injustice; The Poor Law; Greed; Generosity; Forgiveness. Exploration of character, plot, themes and close extract analysis.	Analysis; Evaluation; Comparison (through poetry); Writing (Imaginative). Transactional writing covered through SLE preparation. Approaching the language papers and practising key skills.
	<b>Assessment: PPEs 1 hour of Language – Imaginative Writing</b> <b>1 hour Literature: Macbeth</b> <b>Assessment end of unit: Macbeth A/B</b>	<b>Assessment : Prepared discussion on theme/character</b> <b>Assessment: ACC A/B</b>	<b>PPEs: LIT: Poetry Anthology/Unseen LANG: Whole Paper 1</b> <b>GCSE Speaking and Listening Endorsement</b>
	Big writing Lessons	Big Writing Lessons	Big Writing Lessons
	BL Poetry/Macbeth	BL Poetry/ACC	BL LANG AO4 LANG AO1/3
<b>Year 11</b>	<b>An Inspector Calls and Language Paper 2</b>	<b>Lang/Lit Revision</b>	
	<b>Conflict Poetry:</b> The Manhunt, My Father Would not Show us, Nettles Explore key poetic contexts	English Language focus with revision of literature texts alongside. Final preparation for exams. Retrieval practice. Exploration of past papers and exemplar materials.	
	Exploration of key contexts, writer intention and the relationship between the text and context. Morality play/Edwardian England/pre and post-war England/Capitalism/Socialism/Politically charged messaging/Collective responsibility/gender/social class	Feedback lessons from PPEs	
	Analysis; Evaluation; Comparison; Writing (Transactional/Imaginative). Approaching the language papers and practising key skills.		
	<b>Assessment: AIC</b> <b>PPEs: Full PPEs</b>		
Big Writing Lessons			