

	Term One Autumn	Term Two Spring	Term Three Summer
Year 7			
Learning	<p>History of Language and Style <u>Context</u> Language change Old English Knowledge of key events in language evolution Victorian and Modern English Technology and Modern English</p> <p>A Monster Calls Novel Ways of telling stories Narrative Perspective A writer's creation and presentation of character The structure of stories including endings</p>	<p>Frankenstein Play - adapted by Phillip Pullman How a play is different from a novel The Structure of the play and its purpose How the idea of monstrosity is shown Literary context to romantic movement</p>	<p>The Graveyard Book Novel Themes of witchcraft and the supernatural Writing in the Gothic genre form Gothic Literature <u>Genre</u> Form - Framing Narrative. Oral tradition Narrative Voice - Unreliable narrator <u>Context</u> Social Context Knowledge of key texts from the literary tradition - Dracula etc</p>
Concepts	Narratology and Context	Characterisation, setting and structure	Genre and Style
What is needed to master the knowledge	<p>Concept Knowledge Origins of the English language and meaning of key terms Understanding the change of language over time, exploring a historical overview Exploring texts linking to British heritage Understanding of where English comes from and the key influence on the development of English: Latin, Germanic and French. Understanding the purpose of stories</p>	<p>Concept Knowledge To explore both historical and literary context such as Romanticism and the message Shelley was trying to portray (a fear of scientific advancement)</p> <p>Recap the gothic genre and delve into this in more detail along with looking at the idea of Frankenstein being 'the first true work of science fiction'.</p>	<p>Concept Knowledge Significance of genre Understanding the different genres in English Literature and how texts are influenced by those genres Understanding the reframing of a modern text compared with gothic texts from previous eras</p>
	<p>Reading Knowledge Read actively engaging with the text Make links across a text Form appropriate inferences about characters with some explanation and analysis Identify different narrative techniques used by writers Know how writers use language and structure to create meaning</p>	<p>Reading Knowledge To know how characters are crafted and then how they are staged To understand the effects of a monologue and foreshadowing as literary devices To explain the purpose of stage directions in a play To understand how writers use structural methods like foreshadowing</p>	<p>Reading Knowledge Know how writers begin stories to create narrative hooks Write analytically about how a writer creates setting and its purpose and function in a story To understand how a writer uses structural techniques like cliffhangers to maintain interest and develop the narrative To trace themes across a longer text</p>
	<p>Writing Knowledge Write creatively and engagingly using stimuli Consciously choose vocabulary for its effect on the reader Consciously choose sentence structure for its effect on the reader Use what- how- why in the language of analysis</p>	<p>Writing Knowledge Write creatively using the form of drama to create a scene Understand format features of an article and a formal letter Methods of planning transactional writing Methods of writing transactional writing - anecdotes, named examples, description. Use what- how - why structure to write an extended analytical essay</p>	<p>Writing Knowledge Craft and structure effective dialogue To write using similes and vocabulary chosen for effect To write using evocative adjectives</p>
	<p>Oracy Knowledge Read confidently and coherently out loud. Share ideas about key themes with peers and the whole class Listen carefully to the opinions and ideas of others and respond to these Debate and discuss key themes and ideas Speak with appropriate formality for situations Speak fluently and with precision</p>	<p>Oracy Knowledge Read and decode Shakespearean language with confidence Read coherently out loud Share ideas about key themes with peers and the whole class Engage in drama tasks which elicit the need for clear, ambitious responses Listen carefully to the opinions and ideas of others and respond to these Debate and discuss key themes and ideas Speak with appropriate formality for situations Speak fluently and with precision</p>	<p>Oracy Knowledge Read confidently and coherently out loud Share ideas about key themes with peers and the whole class - Listen carefully to the opinions and ideas of others and respond to these - Debate and discuss key themes and ideas - Speak with appropriate formality for situations - Speak fluently and with precision</p>
Common Misconceptions	<p>History of Language and Style. Change of Language over time linked to contextual factors. Identification of spoken vs written language. Understanding that English is a living language which has changed significantly over the last 1000 years Language can change according to use and user There can be different forms of English</p>	<p>How a novel is written differently to a play Stage directions as used to convey meaning The differences between the plot of the original 'Frankenstein' text by Mary Shelley and the plot of Pullman's play. The role of the audience and being aware of the audience's reactions when watching a play</p>	<p>Meaning of Gothic in Literary terms Distinction between horror and gothic Stereotyping the Gothic. Looking out for particular methods and settings, such as darkness, and immediately crediting it as the Gothic. The role of an episodic novel and the impact that this structure has on an overall text</p>
Vocabulary	Chronology, influences, invasion, decade, colloquial, suspense, conflict, emotive language, simile.	Context, scientific curiosity, playwright, stage directions, narrator, prologue, monologue, setting, morality, tension, science creativity, pathetic fallacy, dramatic irony, inference, theme, alchemist, audience, foreshadowing	Gothic, horror, Romanticism, setting, character, theme, narrative hook, descriptive, repetition, metaphor

	Term One Autumn	Term Two Spring	Term Three Summer
Year 8			
Learning	In the sea there are crocodiles - Fabio Geda Non-Fiction and Media texts To explore how literary texts work To broaden understanding of global and local issues To develop close reading skills and analysis	Diverse Voices: The Crossing and Poetry and Non Fiction A range of speeches from different sources Poetry as used as a method of conveying views and points of view Significance of symbolism Exploring a variety of different cultures and identities	The Tempest The Tempest Links to subject content, culture, and themes in 'In the Sea there are Crocodiles', 'The Crossing' and poetry from different cultures. Creating a space for classroom conversations about race, power, indigeneity and slavery.
Concepts	Perspectives and Point of View	Symbolism and Imagery Rhetoric	Perspectives and Point of View
What is needed to master the knowledge	Concept Knowledge Perspectives, power, identity, culture, relationships, conflict, context of the history of the Hazaras and the Pashtuns and attitudes towards immigration in Europe Whose perspective is the story from? The writer or the person being written about?	Concept Knowledge Understanding the principles of rhetoric and how it is used in a range of different non-fiction speeches How poetry can be used to convey the author's meaning Range of poetic devices and how they are used as a vehicle	Concept Knowledge Conventions of Shakespearean drama and differences between Shakespearean audiences and modern audiences Understanding of different themes and sub-plots and deliberate structuring in a play Context and concept of colonialism - connections with empire and ownership over language. Retrieve knowledge of 'Limbo' and awareness of Elizabethan age of exploration Significance of gender and the presentation of power in the play and as a feature of Elizabethan England and the context of the play
	Reading Knowledge Read fluently with sustained expression. Read analytically, asking questions about themes and ideas Make clear and relevant links across a text Support inferences with a range of relevant references Explain the effect of a writer's choices consistently with some development	Reading Knowledge Terminology to identify poetic methods - metaphor, image, repetition, personification, rhyme, enjambment. Identify the writer's viewpoint and purpose Understanding the context surrounding poems to instil wider cultural capital: prejudice, marginalisation, conflict.	Reading Knowledge Setting and staging as tools to convey meaning Decode Shakespearean language Read drama fluently with expression Make some links between extracts and the whole play Form appropriate inferences about characters with evidence to support Comment on and identify the writer's choices
	Writing Knowledge Describe complex characters Build description skills and consider how to build mood within writing Consciously choose vocabulary for impact on the reader How to build tension and mood within a narrative - intrusive narrator, appropriate and well chosen use of imagery, limited viewpoint.	Writing Knowledge Format features of a speech - salutation and ending, use of direct address, persuasive elements of writing, lexical choices to meet the needs of the audience.	Writing Knowledge Explain inferences and explain method Write in clear, controlled sentences
	Oracy Knowledge to read confidently and coherently out loud to share and discuss ideas about key themes with peers, groups and the whole class to listen carefully to the opinions and ideas of others and respond to these to speak with appropriate formality for situations to speak fluently and with precision	Oracy Knowledge to read confidently and coherently out loud to share and discuss ideas about key themes with peers, groups and the whole class to listen carefully to the opinions and ideas of others and respond to these to speak with appropriate formality for situations to speak fluently and with precision to rehearse and perform poetry to understand how rhetorical devices are used to influence the audience by giving short speeches and presentations, expressing own ideas and keeping to the point	Oracy Knowledge to read confidently and coherently out loud to share and discuss ideas about key themes with peers, groups and the whole class to listen carefully to the opinions and ideas of others and respond to these to speak with appropriate formality for situations to speak fluently and with precision to rehearse and perform poetry how rhetorical and lexical devices are used to influence the audience
Common Misconceptions	Non-Fiction doesn't involve the telling of stories Non-Fiction is completely truthful; fiction isn't The writer of non-fiction has opinions that they communicate through the text; the writer of fiction doesn't.	There is one 'right' interpretation in poetry Naming techniques is effective analysis Poets are not communicating through the structure and form they choose Rhetoric is about the written word, as opposed to spoken word	How a Shakespearean text is written - Shakespeare as the author Stage directions used to convey meaning Concerns with Shakespearean language The differences between monologue, aside and soliloquy The importance of minor character roles such as Trinculo and Stephano The change in comedic value and viewing this play as comical
Vocabulary	Exile, refugee, cyclical structure, synonym, repetition	Protagonist, resolution, evaluate, metaphor, acrostic, rhythm, rhyme, simile, Rhetoric, Aristotle, pathos, ethos, anaphora, logos, antistrophe, tricolon, fiction, non-fiction, structure	Genre, context, symbolism, usurpation, colonialism, plot, subplot, motif, foreshadowing, plot, theme.

	Term One Autumn	Term Two Spring	Term Three Summer
Year 9			
Learning	Imagining the future - Divergent To investigate the impacts of a dystopian society, zooming in on the three Cs - control, corruption and forced competition To form dialogue about our own society and reflect on the importance of individuality	The Curious Incident of the dog in the nighttime - Mark Haddon To explore representations in society and raise awareness for Asperger's syndrome To experience new narrative styles and perspectives	Hamlet Context to the genre of Tragedy To be immersed into Shakespeare's tragedies, focusing on a range of perspectives and points of view
Concepts	Genre and Style Characterisation Point of View and Symbolism Rhetoric	Representations	Perspectives and Point of View
What is needed to master the knowledge	Concept Knowledge Explores the use of texts as a vehicle for social comment Understanding themes of power, oppression Understanding how in dystopian fiction information, independent thought and freedom are restricted. Understanding how a leader/concept is worshipped by the citizens of the society in dystopias.	Concept Knowledge Exploring themes of: Language, identity, family, order v chaos, trust, communication, the unknown.	Concept Knowledge Understanding the key features of the tragedy genre - fatal flaw, heroic characters, trajectory of the downfall of the tragic hero. Explore the text through a theatrical lens, recognising the play as physical art
	Reading Knowledge Read fluently with sustained expression. Read analytically, asking questions about themes and ideas Make clear and relevant links across a text Support inferences with a range of relevant references In detail consistently explain the effect of a writer's choices	Reading Knowledge Uses the vehicle of detective fiction to represent a particular point of view Understanding the genre of detective fiction. Exploring how narrative perspective creates meaning, the form of bildungsroman, the structure of the novel, stream of consciousness, use of foreshadowing, the significance of the narrative voice of Christopher.	Reading Knowledge Probe play, questioning the intentions of Shakespeare. Make thoughtful links between key scenes and the whole play. Form clear and relevant inferences about characters with clear, consistent explanation. Support inferences with a range of relevant evidence Explain the effect of Shakespeare's choices throughout.
	Writing Knowledge Describe complex characters Build description skills and consider how to build mood within writing Consciously choose vocabulary for impact on the reader How to build tension and mood within a narrative - intrusive narrator, appropriate and well-chosen use of imagery, limited viewpoint.	Writing Knowledge Format features of a non-fiction report - title, subheadings, unbiased writing, facts and information, advice and recommendations.	Writing Knowledge Plan effectively for both a literary and transactional piece of writing Explain a viewpoint Follow a line of argument Synthesise evidence to support an idea Write in clear and controlled sentences to convey meaning Offer a coherent personal response to Shakespeare texts
	Oracy Knowledge to read confidently and coherently out loud, using expression to explore characters' personalities to share ideas about key themes with peers, groups and the whole class with confidence to listen carefully to the opinions and ideas of others and respond to these, considering different viewpoints to debate and discuss key themes and ideas confidently and rationally evaluating the worth of different views and expressing ideas with confidence to speak with appropriate formality for situations to speak fluently and with precision rhetorical and lexical devices are used to influence the audience and begin to use them in their own speech	Oracy Knowledge to read confidently and coherently out loud, using expression to explore characters' personalities to share ideas about key themes with peers, groups and the whole class with confidence to listen carefully to the opinions and ideas of others and respond to these, considering different viewpoints to debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence to speak with appropriate formality for situations to know how rhetorical and lexical -devices are used to influence the audience and begin to use them in their own speech including persuasion and debate.	Oracy Knowledge to read confidently and coherently out loud, using expression to explore characters' personalities to share ideas about key themes with peers, groups and the whole class with confidence to listen carefully to the opinions and ideas of others and respond to these, considering different viewpoints to debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing ideas with confidence to speak with appropriate formality for situations rhetorical and lexical -devices are used to influence the audience and begin to use them in their own speech including persuasion and debate
Common Misconceptions	A form of entertainment as well as vehicle for political comment/protest Realising the fictional attributes of the texts, despite any realism/links to society today The importance of the text over the film version	Haddon has created a character in Christopher to create humour solely Characters are created just to tell a story, not to communicate a message The structure of the text, switching chapter by chapter from the present day to Christopher's mind and experiences	Characteristics of a particular genre are uniform across plays written in that form. Shakespeare's plays were written in a particular context but can be re-interpreted in different time periods and contexts The use of tragedy terms, confusing hamartia and hubris Understanding the role of the audience and their reactions
Vocabulary	Dystopia, corruption, control, competition, propaganda, allegory, divergent, utopia	Bildungsroman, protagonist, Asperger's syndrome, analepsis, sympathy, dialogue, genre, style, narrative style	Genre, tragedy, tragic hero, plot, soliloquy, hamartia, monologue, irony, Rhetoric, depiction, villain, ethos, pathos, logos, context, theme, catharsis, hubris, tragic waste, external conflict, internal conflict, supernatural, poetic justice, comic relief, exposition, rising action, climax, falling action, resolution, denouement

	Term One	Term Two	Term Three
Year 10			
Learning	<u>English Literature - A Christmas Carol/English Language - Descriptive Writing</u>	<u>English Literature - An Inspector Calls/English Language - Transactional Writing/ English Language - Spoken Study</u>	<u>English Literature - Shakespeare's Macbeth</u>
Concepts	Genre and Style Characterisation and setting Narratology and context Symbolism, connotation and imagery Structure Representation	Genre and Style Symbolism, connotation and imagery Grammar and meaning	Genre and Style Characterisation and setting Narratology and context Symbolism, connotation and imagery Structure
What is needed to master the knowledge	A Christmas Carol Knowledge of the narrative, structure and genre of the novella. Knowledge of characters and their characterisation - methods used by Dickens. Analysis - how has Dickens created his novella and the multiple meanings and ideas which are created, including themes and writer's intent. A confident use of appropriate and specific terminology is needed to aid masterful expression of interpretations. Application of knowledge of context; textual, social, historical and literary, will enhance the ability to masterfully respond in essay form. Understanding Staves 1 to 5 including the presentation of the Ghosts of Christmas Past, Present and To Come. Dickens' intentions and purpose in writing the novella. Use of structural as well as literary methods and their effect including motifs, allegory, juxtaposition, symbolism and foil characters. Exploration and threading of themes throughout the novella including poverty, redemption, morality, responsibility and religion. English Language Knowledge of techniques used to create meaning through descriptive and creative writing Structural techniques used to convey meaning in fiction and associated non-fiction texts	An Inspector Calls Knowledge of the narrative, structure and genre of the play - concept of the three act play Knowledge of characters and their characterisation - methods used by Priestley Analysis - how has Priestley created his play and the multiple meanings and ideas which are created, including themes and writer's intent. A confident use of appropriate and specific terminology is needed to aid masterful expression of interpretations. Knowing and understanding the use of dramatic methods Application of knowledge of context: textual, social, historical and literary Use of structural as well as literary methods and their effect Exploration and threading of themes throughout the novella including inequality, gender rights and power, generational differences and responsibility. Significance of political perspectives on the shaping of the narrative. English Language Knowledge of techniques used to express point of view and opinion through transactional writing Spoken Language/Oracy Speak confidently and coherently out loud Organise ideas in a coherent, structured manner Listen carefully to the opinions and ideas of others and respond to these, considering different viewpoints Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence	Macbeth Knowledge of the narrative, the unity of action and structure of the tragedy - including knowledge of the tragic structure - exposition, rising action, climax and denouement. Knowledge of characters and their characterisation and methods used to convey them in drama including the use of soliloquy Ability to analyse how Shakespeare has created his play and the multiple meanings and ideas which are created, including themes and writer's intent. A confident use of appropriate and specific terminology is needed to aid masterful expression of interpretations. The ability to apply knowledge of context; textual, social, historical and literary, will enhance the ability to masterfully respond in essay form. Knowledge specifically of Jacobean England and the political and religious fractures within England and society, gender roles and power, significance of the concept of the divine right of kings and the great chain of being
Oracy Knowledge	To be able: to use Standard English when required to work effectively in groups to listen to and build on the contributions of others to ask questions and challenge courteously and persuasively to perform/read a play aloud in order to discuss language and to use intonation, tone and volume to add impact. to speak confidently and coherently out loud to achieve the purpose of a presentation to organise ideas in a coherent, structured manner to debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and express ideas with confidence		
Common Misconceptions	Characters are real and not constructs of Dickens' imagination Ghosts are evil and not benevolent Cratchits are idealised Ordering of events in the novella Mixing of names/characters - Belle and Fran Dickens was a proto-socialist	All women were subservient and lower status than men	Understanding of Macduff's role in the play and Malcolm becomes King at the end of the play Lady Macbeth is evil and the reason for Duncan's regicide The first time Macbeth considers regicide is when he sees the witches Language confusions Shakespeare's intentions
Vocabulary	Misanthropic, redemption, juxtaposition and foil characters, use of mirroring, allusion, anaphora, hyperbole, pathetic fallacy, prolepsis, omniscient narrator, narrative arc, semantic field, allegory	Omniscient, didactic, narcissistic, allusion, antithesis, foreshadowing, hyperbole, juxtaposition, semantic field, exposition, in media res, microcosm, allegory, parable, well made play, euphemism, toxic masculinity and misogyny	Harmatia, hubris, catharsis, antagonist, foil, peripeteia, protagonist, anagnorisis, regicide, soliloquy, aside

Term One - Autumn First Half			Term One - Autumn Second Half			Term Two Spring		
Year 11								
Learning	<u>English Literature - Macbeth</u>	<u>English Language - Unseen Non-Fiction in AQA English Language Two</u>	<u>English Literature - Power and Conflict Cluster</u> My Last Duchess, Ozymandias, London, Extract from The Prelude <u>Unseen Poetry</u>	<u>English Language - Unseen Fiction in AQA English Language One</u>	<u>English Literature - A Christmas Carol</u>	<u>English Literature - Power and Conflict Cluster</u> Checkin' out me history Kamikaze Emigree Tissue Storm on the Island <u>Unseen Poetry</u>	<u>English Language - Unseen Fiction/Non-Fiction in AQA English Language One and Two</u> Reading and Writing	<u>English Literature - Revision Power and Conflict Poetry and Unseen Poetry</u> <u>Revision - Paper Two</u>
Concepts	Narratology. Context. Genre. Representations. Characterisation and setting. Structure	Narratology. Context. Genre. Representations. Characterisation and setting. Structure	Narratology. Context. Genre. Representations. Characterisation and setting. Structure	Narratology. Context. Genre. Representations. Characterisation and setting. Structure	Narratology. Context. Genre. Representations. Characterisation and setting.	Narratology. Context. Genre. Representations. Characterisation and setting. Structure	Narratology. Context. Genre. Representations. Characterisation and setting. Structure	Narratology. Context. Genre. Representations. Characterisation and setting. Structure
What is needed to master the knowledge	In year 10 students will aim to master the knowledge needed and in year 11 the challenge for students will be extended using retrieval practise, revision, additional key scene knowledge, examination of minor characters. More specifically, we focus on a deeper and more elevated knowledge of the text through studying aspects of tragedy, the importance of the dramatic 5 part structure, particularly the climax and resolution, and unity of action.	Students will develop their understanding of Language paper two along with their exam technique and knowledge of the questions. Learning will focus on reading and analysing non-fiction texts from the 19th – 21st centuries. Students will develop their knowledge of the methods writers use to convey their perspectives and they will use this knowledge to convey their own ideas effectively when writing. Students will focus on writing effectively for different purposes and audiences: to explain, instruct, and argue; selecting vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context; using language imaginatively and creatively; and maintaining coherence and consistency across a text.	Students will develop their understanding of poetic techniques in the construction of meaning through analysing, writing about and discussing four key themes in the power and nature cluster.	1. to understand the ways in which authors use the openings of stories to engage the reader 2. to understand how the conventions of literary genres may be evident in the story opening 3. to understand the structural features of the passage and its place in the structure of the whole novel 4. to make a personal response to the passage with evaluation using inference and analysis. 5. to be able to use the details of texts as the foundation for plausible predictions and insights about the rest of the work 6. to recognise some of the conventions of literary fiction and the ways in which textual cohesion is achieved. 7. to be able to read for inference and comprehension 8. to understand how writers use language to achieve effects and influence readers. To be able to support their responses with appropriate textual references	Understanding Staves 2 to 5 including the presentation of the Ghosts of Christmas Past, Present and To Come. Dickens intentions and purpose in writing the novella. Use of structural as well as literary methods and their effect including motifs, allegory, juxtaposition, symbolism and foil characters.	Students will develop their understanding of poetic techniques in the construction of meaning through analysing, writing about and discussing four key themes in the Identity cluster	Knowing how to present a clear viewpoint using appropriate tone with a range of rhetorical devices, provides further opportunities for convincing and compelling responses from the student's perspective. Thinking, planning, crafting and accuracy will be taught as the essential skills for writing non-fiction texts. Students will know that careful, precise choices and improvements need to be made to be a skilful, successful writer.	In year 10 students will aim to master the knowledge needed and in year 11 the challenge for students will be extended using retrieval practise, revision, additional study of thematic and method links, how to compare poems, as well as essay planning and writing. Students will need to know that the poems are linked thematically under the heading of 'power and conflict', but that there are sub groups such as grief, nature, war poems, which will aid them when making the correct choice for comparison in assessment. Practise, verbal and written, in making comparisons of theme, methods and ideas is required so that students become confident to make links and express their interpretations.