

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus</b>	LANG & LIT		LIT	LANG & LIT	LIT	LANG
<b>Topic</b>	<b>Dystopian Futures</b> <b>The Novel: The Hunger Games</b>		<b>Introduction to Poetry</b>	<b>Monsters!</b>	<b>Shakespeare: A Midsummer Night's Dream</b>	<b>The World Around Us- non-fiction reading &amp; writing</b>
<b>Why do we study this?</b>	We want to introduce you to new and challenging types of literature and we want you to work together to create an exciting media-based presentation		Poetry has been described as the best words in the best order. Is that true?	You will look at a range of literary monsters! They will inspire your own monstrous writing!	A fun, magical Shakespeare play and an intro to England's greatest writer!	We want you to feel part of your community, and to feel you have a voice in its future
<b>Core knowledge</b>	<p>Understand dystopian fiction as a genre</p> <p>Identify a writer's 'toolkit'</p> <p><b>Identify language techniques:</b> symbolism, adjectives, adverbs, simile, metaphor, alliteration, onomatopoeia</p> <p><b>Identify structure:</b> plot, character, setting, sentence forms, ambiguity</p> <p>Make predictions Summarise</p> <p>Introduction to PEE and WHW, as a way to explore meaning</p> <p>Explore mood &amp; atmosphere</p> <p>Agree/disagree with a statement and support ideas with evidence Analyse the structure of moving image</p> <p>Create word banks Vary sentence forms Use imagery within writing Edit and improve writing</p> <p>Develop spoken presentation skills</p> <p>Produce a film trailer</p>		<p><b>Key poems:</b> Composed upon Westminster Bridge, I wandered Lonely as a Cloud, A Poison Tree, Shall I Compare Thee, The Laboratory, A Birthday, The Raven, Nettles, Tell the Night to Hold Me, Going Downhill on a Bicycle, The First Day of School, Give, We Real Cool, Refugee, Sisters, Brothers</p> <p><b>Poetic techniques:</b> <b>Language:</b> adjectives, adverbs, verbs, conjunctions, prepositions, similes, metaphors, personification, pathetic fallacy,</p> <p><b>Structure/Form:</b> sonnets, ballads, free verse, caesura, enjambment, repetition, narrative voice, stanzas,</p> <p>Annotate poems Use quotations to support interpretations of poetry Use PEE frameworks to develop ideas</p> <p><b>Use analytical vocabulary:</b> suggests, implies, shows, develops, reminds, hints at</p>	<p><b>Extract analysis</b> (using PEE) Greek myths Frankenstein Jekyll &amp; Hyde Jurassic Park</p> <p>Evaluate effects of methods</p> <p><b>Characterisation:</b> appearance, behaviour</p> <p><b>Creating impact</b> (verbs, adverbs, adjectives, fig. lang &amp; sentence variety for effects</p> <p>Using varied punctuation (, ; ! ?)</p> <p><b>Show not tell:</b> description, setting, suspense</p> <p><b>Structure:</b> zooming in/out</p> <p>Revisit writer's toolkit</p> <p>Faustian bargain</p> <p>Write in role</p> <p>Plan a creative response</p>	<p><b>Context:</b> gender roles, Chain of Being, theatre, comedy</p> <p><b>Know whole play:</b> plot, themes, characters</p> <p><b>Analyse:</b> Act 1 scene 1 Act 2 scene 1 Act 2 scene 2 Act 3 scene 2</p> <p>Summarise &amp; interpret character feelings/relationships</p> <p>Collect and collate evidence- find links/patterns</p> <p>Analyse methods: iambic pentameter, archaic language</p> <p>Support inferences with evidence</p> <p>Modern staging and theatrical interpretations of Shakespeare</p> <p>Write in detail about character</p>	<p>Identify local issues and sum up people's views</p> <p>Plan &amp; edit</p> <p>Pick out true/false info</p> <p>Consider pros and cons of an argument</p> <p>Explore the meanings of words</p> <p>Consider different levels of formality</p> <p>Develop inference</p> <p>Use conjunctions to build ideas</p> <p>Persuasive writing toolkit (PERSUADERS)</p> <p>Introduction to boxing to argue</p> <p>Write in different forms: letter/article/speech/ blog/leaflet</p>
<b>Assessment</b>	Explain why a section of The Hunger Games is exciting Create a film trailer & group presentation		Explain why a poem you have studied is interesting	Describe a monster	Write about your favourite character in the play	Write a speech

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus</b>	LIT	LANG	LANG	LIT	LANG	LIT
<b>Topic</b>	<b>Prose</b> The Woman in Black	<b>Creative Writing:</b> Disasters	<b>Non-fiction</b> Adventures in the Great Outdoors	<b>Drama:</b> Dracula	<b>Non-fiction writing:</b> Water	<b>Poetry:</b> Rime of the Ancient Mariner
<b>Why do we study this?</b>	This is an exciting and challenging story. Plus, who doesn't love a ghost story?	Titanic & Chernobyl are exciting disasters we can think, talk, read and write about	Our area has strong links to its geography. We want you to think about how great the outdoors is!	When people think of Whitby, they think of Dracula! We think you'll love the play version	Whitby's children live by the coast. We are surrounded by the sea & water is a global issue too	The context links to Whitby's seafaring past; we also bring in 19th century lit at the end of year 8
<b>Core Knowledge</b>	<p>Whole text of 'The Woman in Black'</p> <p>472 'new' (challenging &amp; sophisticated) words</p> <p>Analysing setting Analysing how language reveals character</p> <p>Connotations of colour</p> <p>Analysing language for effects (mystery)</p> <p>Evaluation skills</p> <p>Explore and explain perspective</p> <p>Figurative language</p> <p>Evaluate abstract ideas 'revenge'</p> <p>Analyse structure- zooming in, perspective, setting, timing, dialogue, change of focus</p> <p>Practice and produce Lang Paper 1 Q4 responses</p>	<p>Titanic Chernobyl Boxing Day Tsunami</p> <p>Produce word banks- verbs, adverbs, adjectives</p> <p>Revisit using images as prompts</p> <p>Relative clauses</p> <p>revisit the '20 sentences'</p> <p>Memoir writing</p> <p>Punctuating dialogue</p> <p>Storyboarding- structure devices</p> <p>Prediction writing</p> <p>Writing in role as complex characters</p> <p>revisit moral dilemmas</p> <p>Dark tourism</p> <p>Revisit evaluation skills</p> <p>Narrative arc</p> <p>Cyclical structure narratives</p> <p>Revisit Practising and producing descriptive writing and stories</p>	<p>A range of non-fiction texts; revisit boxing day tsunami</p> <p>Write to advise</p> <p>Identify the differences between journalism and an eyewitness account</p> <p>PEEE/PEEEEEEL</p> <p>Similarities and differences between two texts</p> <p>Identifying true/false information</p> <p>Summarise key information</p> <p>Inference- and language of inference</p> <p>Revisit language devices</p> <p>Revisit structure devices</p> <p>Compare perspectives</p> <p>Write from a perspective</p>	<p>Whole text of Dracula (drama) Links to 19th century original text</p> <p>Victorian context: e.g beliefs, asylums</p> <p>Function of prologues</p> <p>Sentence structures</p> <p>Emotive language</p> <p>Sensory language</p> <p>Draft and edit descriptions</p> <p>Revisit inference and predictions skills</p> <p>Revisit news report writing</p> <p>Graphology</p> <p>Summarise events in chronological order</p> <p>Annotate extracts</p> <p>Elements of staging and performance</p> <p>Effects on audiences</p>	<p><b>What makes 'good' non-fiction writing?</b></p> <p>Identify good examples of persuasive writing</p> <p>Identify PERSUADERS (a range of non-fiction techniques)</p> <p>Write letters</p> <p>Write blogs</p> <p>Write in role as a charity</p> <p>Write the text for websites</p> <p>Use formal and polite forms</p> <p>Use: credible sources, expert interviews</p> <p>Conduct research to inform ideas</p> <p>Develop reported speech</p> <p>Use the passive voice</p> <p>Develop anecdote</p> <p>Use convincing, emotive language</p>	<p>Read and respond to the whole poem</p> <p>Context: Coleridge, mariners, ballad form, romantic poetry movement, morality</p> <p>obsolete/archaic lang</p> <p>Revisit figurative language- pathetic fallacy, personification</p> <p>Analyse poetic structure: repetition, anaphora, foreshadowing</p> <p>Analyse more complex symbols, metaphors and similes</p> <p>Evaluate character through sympathy graphs</p> <p>Identify and explain methods to justify ideas</p> <p>Memorise parts of a poem</p>
<b>Assessment</b>	Evaluate a statement	Write a description or narrative	Respond to non-fiction	Write about part of a play	Write persuasively	Write about a poem

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus</b>	LIT	LANG	LIT	LANG	LIT	LANG
<b>Topic</b>	<b>Prose:</b> Of Mice and Men	<b>Non-fiction:</b> Fighting for Freedom	<b>Drama:</b> Noughts and Crosses	<b>Writing creatively and convincingly:</b> Modern Living	<b>Shakespeare:</b> Romeo and Juliet	<b>Poetry:</b> Unseen poetry
<b>Why do we study this?</b>	This is a classic novel and the themes of isolation, racism & sexism are still relevant today	It is important for you to build knowledge of significant British 'fights' - e.g freedom, rights, power, equality, choice, future	We want to build on your year 8 knowledge of drama (Dracula) and help prepare you for GCSEs.	You will have the chance to write with passion and enthusiasm on a range of important issues for young people	Teenagers in love! Disapproving parents! It's a classic and you should be hooked!	We want you to experience poetry from a diverse range of poets. Poems are a great way to explore identity
<b>Core knowledge</b>	<p>Whole text read</p> <p>Great Depression Wall St. Crash Dustbowl American Dream Migrants 1930s attitudes to disability, race and gender</p> <p>Explore first impressions of characters Biased narrative Analyse setting by identifying key details Reinterpret key scenes (staging) How writers use dialogue for effect Justify interpretations Closely analyse extracts Build on PEEE- moving to PEEEE Make connections within a whole text <b>Revisit creative writing: using an image as prompt</b></p>	<p>American civil war, slavery, Peterloo massacre, suffragettes, death penalty, conscientious objectors, concentration camps, apartheid, The British Empire, homosexuality, immigration, euthanasia, body modification</p> <p>Opinion writing</p> <p>Influential lang. Persuasive lang. Empathetic lang.</p> <p>Identifying persp. Comparing persp.</p> <p>Evaluating points of view</p> <p>Synthesising information Summarising <b>Revisit analysing methods</b></p>	<p>Whole text read Context research</p> <p>Analysing characters and characterisation</p> <p><b>Revisit annotations</b></p> <p><b>Revisit language for effects (persuasive etc)</b></p> <p>Develop inference skills</p> <p>Rehearse and perform dramatic monologues</p> <p>Close analysis and evaluation of context</p> <p>Analyse audience response</p> <p>Climax of drama</p>	<p>Research &amp; write about a range of topics from: Mental Health Mobile Phones Body Image Family Relationships Depression Addictions School shootings Exercise Volunteering Pets Fake news, Gossip Photoshop</p> <p><b>Revisit identifying perspective</b></p> <p>Developing a counter argument</p> <p>Conventions of advice writing</p> <p>Speech writing</p> <p>Argue for/against topical statement Promoting a point of view</p> <p>Article/letter/ vlog writing</p> <p>Effective presentations</p>	<p>An introduction to Jacobean values and beliefs- position of women, family, love</p> <p>Overview of play</p> <p>Read key scenes from the play</p> <p>Annotate key scenes</p> <p>Analyse Shakespeare's characters</p> <p>Track the development of characters</p> <p>Analyse the use of Shakespeare's language</p> <p>Identify elements of structure</p> <p>Perform key scenes</p> <p>Reinterpret key scenes</p>	<p>Mametz Wood In Times of Peace Havisham River God Mid Term Break Your Dad Did.. Hitcher Education for Leisure Stealing A Lesson in Love November Falling Leaves November Two- Headed Calf The Kitten</p> <p>Develop analytical &amp; evaluative phrasing</p> <p>Develop personal interpretations</p> <p>Form tentative responses: possibly, potentially, perhaps</p> <p><b>Build on knowledge of form, structure &amp; language</b></p>
<b>Assessment</b>	Evaluate a statement	Answer questions on unseen non-fiction	Evaluate a statement	Prepare a speech	Write about a play	Write about an unseen poem

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus</b>	LANG	LIT	LANG	LIT	LANG	LIT
<b>Topic</b>	<b>Writing creatively and convincingly:</b> Fire	<b>19th century Prose:</b> A Christmas Carol	<b>Language Paper 1:</b> Responding to fiction texts	<b>Modern Drama:</b> An Inspector Calls	<b>Language Paper 2:</b> Responding to fiction texts-	<b>Poetry:</b> Power and Conflict Poetry;
<b>Why do we study this?</b>	Fire is a dangerous, exciting thing. We use the idea of fire to develop your writing	This is one of your GCSE exam texts and a great text to do near Christmas!	<b>You need explicit knowledge of the structure of the two GCSE language papers</b>	This is another of your GCSE examined texts. The themes and ideas are thought provoking	<b>You need explicit knowledge of the structure of the two GCSE language papers</b>	This is another part of your GCSE exams. Power & Conflict links to Macbeth
<b>Core Knowledge</b>	<p><b>Creating effects:</b> adjectives adverbs verbs simile personification metaphor/ extended metaphor, symbolism ambiguity, dialogue, narrative/ character arcs,</p> <p>Developing sentence variety</p> <p>Narrative writing- continuing from an opening line</p> <p>Writing from, &amp; comparing perspectives</p> <p>Writing critical commentaries</p> <p>Writing to advise- safety leaflets</p> <p>Broadsheet writing- promote a point of view</p> <p><b>Speech writing</b> <b>Writing to argue</b></p>	<p><u>Whole text:</u> Know the plot Know key characters: Scrooge, all 4 ghosts, Fred, Fexzziwig, Belle Know key quotes know themes: greed, responsibility, supernatural, change</p> <p><u>Context:</u> Victorian England, Dickens' beliefs, Christian ideology</p> <p><u>AO2:</u> Archaic language figurative lang, pathetic fallacy, personification, cyclical structure, allegory, didactic, ambiguity, 3rd pers omniscient narrator, setting,</p> <p>Analyse author's methods/ intent</p> <p>Make links within the novel</p> <p>Close analysis of extracts</p> <p>PEEEEEEL practice</p>	<p><b>Q1: Revisit list 4 things.</b> No inference. Facts. Use pronouns</p> <p><b>Q2: Revisit 2-3 PEEEEEL; Zoom in on key words; function of lang within text.</b> Develop synonyms</p> <p><b>Q3: Explicit focus on analysing structure.</b> Revisit Beg-mid-end, dialogue, setting, repetition, pivotal lines, character, narrative, perspective, inner monologue</p> <p><b>Q4: Explicit knowledge of how to approach the q.</b> Revisit evaluation of methods. Focus on a statement</p> <p><b>Q5: Revisit narrative and descriptive writing</b></p>	<p><u>Whole text:</u> Know the plot Know key characters: Mr and Mrs Birling, Sheila, Eric, Gerald, Eva and Inspector Goole Know key themes: class, gender, responsibility, inequality</p> <p><u>Context:</u> capitalism, socialism, Titanic, WW1</p> <p><u>AO2: Stagecraft:</u> movement, entrance/exit of characters setting, dramatic irony, stage directions</p> <p><b>Revisit Close analysis/ evaluation of layered meaning</b></p> <p><b>Link authorial intent to impact</b></p> <p><b>Evaluate impact of structural and linguistic choices</b></p> <p><b>PEEEEEEL practice</b></p>	<p><b>Q1: Revisit Identifying true/false info-</b> including nuance</p> <p><b>Q2: Revisit inference, summary skills, similarities and differences,</b> 19th, 20th, 21st century non fiction</p> <p><b>Q3: Revisit Analysis of language for a range of purposes. Zoom in; PEEEEEL</b></p> <p><b>Q4: Comparing perspectives in 19th/20th/21st century texts, analysing methods</b></p> <p><b>Q5: Revisit Boxing to argue, promoting a point of view, use of rhetorical devices: PERSUADERS</b></p>	<p>Ozymandias London Prelude Exposure Bayonet Charge My Last Duchess Charge of the Light Brigade Remains War Photographer Poppies Kamikaze Emigree Checking Out Me History Tissue</p> <p><b>Revisit poetic forms: sonnet, free verse</b></p> <p><b>Revisit poetic devices: metaphor, simile, ambiguity, hyperbole, word classes,</b></p> <p>anaphora, polysemic, allusion, sibilance, fricatives</p> <p><b>Revisit analysis of methods</b></p> <p>Compare presentation of themes</p>
<b>Assessment</b>	Lang 1b	Lit P1b	Lang 1a	Lit 2a	Lang 2a	Lit 2b <b>+Trial Exam</b>

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Shakespeare: Macbeth	Macbeth/ACC /AO2 revision	GCSE REVISION BOOKLET	GCSE REVISION BOOKLET	GCSE REVISION BOOKLET	
Why do we study this?	Macbeth is a GCSE exam text. As Shakespeare can feel 'hard' we give ourselves plenty of time to study the text	We want to make sure that you haven't got any 'gaps' in your knowledge and understanding of the language exams	This is structured exam preparation It will give you familiarity, confidence and competency with exam tasks It will help you plan for a range of potential literature exam tasks			
Core Knowledge	<p><b>Macbeth:</b> Plot, character, key themes, genre: tragedy-tragic hero, hamartia, hubris</p> <p><b>Context:</b> Witchcraft, King James, regicide, patriarchy, Christian beliefs, PTSD</p> <p><b>Language:</b> extended metaphor, simile, allusion, semantic field, archaisms, euphemisms</p> <p><b>Structure:</b> Soliloquy, aside, blank verse, prose, iambic pentameter, trochaic tetrameter, dramatic irony, rhyming couplets, foreshadowing, Freytag's pyramid, staging, pathetic fallacy</p> <p><b>Exam focus:</b> How to approach exam questions, past questions, evaluate extract, link to other parts of play</p>	<p>We will focus on AO2 which focuses on the ability to identify, explain, comment and analyse writers' methods. This means you will work on:</p> <p>Paper 1: Q2, Q3, Q4</p> <p>Paper 2: Q3, Q4</p> <p>You will: Use subject terminology, accurately Analyse the use of language and structure Evaluate a writer's methods</p>	<p>Content of all past papers Explicit planning and practice 'What' responses could look like Opportunity to practise and improve responses Opportunity to improve time management Scope of potential exam questions (all lit elements)</p>			
Assessment	Lit 1a	<p><b>Trial Exams:</b> Autumn = Lang 1 &amp; Lit 1; Spring = Lang 2 &amp; Lit 2</p>				Your GCSEs