

THE ENGLISH CURRICULUM OVERVIEW TABLE 2024-2025

YEAR SEVEN: Fantasy Worlds

YEAR 7: TERM ONE AND TERM TWO: 'The Moral Maze'

End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
Term 1 and Term 2 Narrative Writing and Analytical Reading Skills The novel 'The Giver' by Louis Lowry Fairy Tales	Writer's intention and conventions: To embed an understanding of the narrative plot and themes in 'The Giver' and various fairy tales. To develop their understanding of a writer's intention in fairy tales and the novel 'The Giver'. To understand how to write an analytical response using what, how and why in order to analyse the key themes in a text. To develop their understanding of how language and techniques can be used to create an effect in fiction responses. Cultural Capital: <ul style="list-style-type: none"> what is ethically right and wrong the use of capital punishment the power of knowledge to develop students' understanding of society expectations and governance the role of the individual. Structure:	In reading responses: R1 Select and Retrieve: Comments supported by some generally relevant textual reference or quotation R2 deduce, infer and interpret: Comments show inferences based on evidence from different points in the text R3 Structure: Some structural choices identified with basic comments R4 Language and literary devices :To make simple comments on a writer's choice of language and literary devices.	Tier Two: <ul style="list-style-type: none"> Dystopian Utopia Moral Dejected Burden Interdependence Admonition Benign Remorse Conformity Isolation Tier Three: <ul style="list-style-type: none"> Protagonist Antagonist Simile Metaphor Personification Foreshadowing Flashback Identify Inference Symbolism 	Oral Tradition. Sharing stories aloud with each other.	Tension graphs for fairy tales Narrative arch for plotting	The difference between a narrative and descriptive response. The difference between Utopia and Dystopia Difference between the styles of government and leadership. The character 'Asher' being female.	During unit of work: <ul style="list-style-type: none"> At least three analytical responses from the beginning, middle and end of the text. At least three narrative responses (including redrafting opportunities)

	<p>To understand that stories need an exposition, tension, build-up, climax and a resolution.</p> <p>To understand how to plan effectively.</p> <p>To understand the structural features of a fairy tale.</p> <p>To understand the structural features of a dystopian novel.</p> <p>Literary Devices:</p> <p>To understand the purpose and effect of:</p> <ul style="list-style-type: none"> • Metaphors • Similes • Personification • Foreshadowing • Flashback <p>Vocabulary: To understand the key vocabulary.</p> <p>Technical Written Accuracy:</p> <p>To understand the name of different word classes (noun, verb, adjective and adverb)</p> <p>To understand how to punctuate a sentence effectively</p> <p>To understand how to use paragraphs effectively</p>	<p>In written responses:</p> <p>W1: Variety of sentences and punctuation Some variety in length, structure or subject of sentences with use of some subordinating connectives. Punctuation of sentences shows some control and range.</p> <p>W2: Use of paragraphs Ideas are organised by related points or by time sequence with simple opening and closing which sometimes link.</p> <p>W3: Creative ideas. Relevant ideas and content chosen with use of literary devices. Some ideas and material developed in detail with a straightforward viewpoint generally established and maintained.</p> <p>W5: Vocabulary and spelling. Some evidence of deliberate vocabulary choices.</p>					<p>Assessment:</p> <ul style="list-style-type: none"> • Questions on the theme and events in the novel 'The Giver' • Questions based on key vocabulary and techniques • A reading comprehension exercise based on an extract from The Giver. • A narrative writing response.
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YEAR 7 TERM THREE AND TERM FOUR: 'With Great Power Comes Great Responsibility'

<p>Year 7 T3 and 4</p> <p>19th century and 21st century Non-Fiction Writing and Analytical Reading Skills</p> <p>Frankenstein Play</p> <p>Non-Fiction Extracts</p>	<p>Writer's intention and conventions:</p> <p>To embed an understanding of the narrative plot and themes in the play Frankenstein.</p> <p>To develop their understanding of a writer's intention through analysing non-fiction extracts from the 19th and 21st century and the Frankenstein play.</p> <p>To understand the gothic horror genre.</p> <p>To understand some of the key themes and ideas present in the 19th century.</p> <p>To understand how language and techniques can be used to create an effect in non-fiction writing and adapted for different audiences.</p> <p>Structure:</p> <p>To understand the style, format and conventions of:</p> <ul style="list-style-type: none"> • A diary entry / memoir • A leaflet • An article <p>To understand how to plan effectively for a non-fiction response.</p>	<p>In reading responses:</p> <p>R1 Select and Retrieve: Comments supported by some generally relevant textual reference or quotation</p> <p>R2 deduce, infer and interpret: Comments show inferences based on evidence from different points in the text</p> <p>R4 Language and literary devices :To make simple comments on a writer's choice of language and literary devices.</p> <p>R5 Writer's intention: Main purpose identified. Some awareness of writer's viewpoint and comments on overall effect on the reader</p> <p>R6 Context: comment on the effect that the reader's or writer's context has on the meaning of the text</p>	<p>Tier Two:</p> <ul style="list-style-type: none"> • Prejudice • Vengeful • Remorseful • Animalistic • Solitude • Monstrous <p>Tier Three:</p> <ul style="list-style-type: none"> • Gothic genre • Prologue • Monologue • Epilogue • Parallel narrative • Alliteration • Anecdotes • Facts • Opinions • Rhetorical questions • Repetition • Emotive language • Statistics 	<p>Performance of extracts from the play.</p> <p>Debates focused on moral issues presented in the play.</p>	<p>Facts Statistic Percentages</p>	<p>Purpose behind the writing</p> <p>Formality required for different purposes</p> <p>The structure of a play compared to a novel.</p> <p>Understanding of when the 19th century was.</p> <p>The purpose of a leaflet and an article.</p> <p>Frankenstein is the scientist not the monster.</p> <p>Felix and Agatha husband and wife</p> <p>Prologue - the role of Captain Wlaton</p> <p>Story told in a analepsis - not clear for them</p>	<p>During unit of work:</p> <ul style="list-style-type: none"> • At least three analytical responses from the beginning, middle and end of the text. • At least three non-fiction responses (including redrafting opportunities) <p>Assessment:</p> <ul style="list-style-type: none"> • Questions on the theme and events in the play 'Frankenstein' • Questions based on key vocabulary and techniques • A reading comprehension exercise based on an extract from Frankenstein. • A non-fiction writing response in the format of an article.
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	<p>Cultural Capital: To develop their understanding of:</p> <ul style="list-style-type: none"> • the nature v nurture debate, • the moral use of science v religious beliefs • the human condition • moral rights and wrongs and key issues in Victorian society. <p>Literary Devices: To understand the purpose, use and effect of:</p> <ul style="list-style-type: none"> • Cyclical narrative • Prologue • Monologue • Dramatic devices specifically for the play genre • Epilogue • Alliteration • Anecdotes • Facts • Opinions • Rhetorical questions • Repetition • Emotive language • Statistics • Three (rule of) <p>Vocabulary: To understand the key vocabulary.</p> <p>Technical Written Accuracy:</p> <p>To understand the name of different word classes (noun, verb, adjective and adverb)</p> <p>To understand how to punctuate a sentence effectively</p> <p>To understand how to use paragraphs effectively</p>	<p>In written responses:</p> <p>W1: Variety of sentences and punctuation Some variety in length, structure or subject of sentences with use of some subordinating connectives. Punctuation of sentences shows some control and range.</p> <p>W2: Use of paragraphs Ideas are organised by related points or by time sequence with simple opening and closing which sometimes link.</p> <p>W4: Audience and purpose Main purpose of writing is clear. Main features of selected form are clear and appropriate for audience.</p> <p>W5: Vocabulary and spelling. Some evidence of deliberate vocabulary choices.</p>					
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YEAR 7 TERM 5 AND TERM 6: 'Turning the World Upside Down'

<p>Year 7 T4 and T5</p> <p>Analytical Reading Skills and Poetry</p> <p>‘Midsummer Night’s Dream’ by William Shakespeare</p> <p>A variety of poems</p>	<p>Writer’s intention and conventions:</p> <p>To embed an understanding of the narrative plot and themes in A Midsummer Night’s Dream.</p> <p>To develop their understanding of the writer’s intention through studying a Shakespearian play and a variety of poems.</p> <p>To develop their understanding of how to write an analytical response using what, how and why in order to analyse the key themes in a text.</p> <p>To understand the comedy / fantasy genre.</p> <p>To understand some of the key themes and ideas present in Elizabethan England.</p> <p>To develop their understanding of how language and techniques can be used to create an effect in a Shakespearian play and in poetry,</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • To understand the history of the theatre • To understand the class system • To understand key issues in Elizabethan England. • To develop understanding of issues surrounding love and relationships. 	<p>In reading responses:</p> <p>R1 Select and retrieve: Comments supported by relevant textual reference or quotation</p> <p>R2 Deduce, infer and interpret: Comments show inferences based on evidence from different points in the text</p> <p>R3 Structure: Structural choices identified with basic comments</p> <p>R4 Language and literary devices: comments on a writer's choice of language and literary devices.</p> <p>R5 Writer’s intention: Main purpose identified. An awareness of writer’s viewpoint and comments on overall effect on the reader</p> <p>R6 Context: comment on the effect that the reader’s or writer’s context has on the meaning of the text</p> <p>In written responses:</p>	<p>Tier Two:</p> <ul style="list-style-type: none"> • Melancholy • Nuptial • Gallant • Retreat • Vexation • Wrath • Beguile • Languish • Discretion • Flout • Unrequited <p>Tier Three:</p> <ul style="list-style-type: none"> • Sub plots • Prologue • Monologue • Rhymed verse • Blank verse • Stanza • Enjambment • Iambic pentameter • Symbolism 	<p>Performance of extracts from the play (use of WHOOSH)</p> <p>Poetry read aloud</p>	<p>Iambic pentameter</p> <p>Sonnet forms</p> <p>Use of stanzas</p>	<p>Difference between metaphor and extended metaphor</p> <p>Connotations of the language used.</p> <p>Shakespeare is not Victorian</p> <p>What makes a Shakespeare play a comedy?</p> <p>Vocabulary - thee/thy</p>	<p>During unit of work:</p> <ul style="list-style-type: none"> • At least three analytical responses from the beginning, middle and end of the play • At least three poetry responses (including redrafting opportunities) <p>Assessment:</p> <ul style="list-style-type: none"> • Questions on the theme and events in the play ‘A Midsummer Night’s Dream’ • Questions based on key vocabulary and techniques • A reading comprehension exercise based on an extract • A poetry writing response to a stimulus.
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	<p>Structure:</p> <ul style="list-style-type: none"> • To understand the style, format and conventions of a play • To understand how poets use stanzas, rhyming schemes, line length, repetition and other structural techniques to create meaning. <p>Literary Devices: To understand the purpose, use and effect of:</p> <ul style="list-style-type: none"> • Parallel narrative • Prologue • Monologue • Sub plots • Rhymed verse • Blank verse • Stanza lengths • Use of enjambment • Iambic pentameter • Use of symbolism <p>Vocabulary: To understand the key vocabulary.</p>	<p>W3: Creative ideas. Relevant ideas and content chosen with use of literary devices. Some ideas and material developed in detail with a straightforward viewpoint generally established and maintained.</p> <p>W5: Vocabulary and spelling. Some evidence of deliberate vocabulary choices.</p>					
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YEAR EIGHT: What makes us human?

YEAR 8 TERM 1 AND TERM 2: Human Rights

End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
Year 8 T1 and T2 19th century and 21st century Non-Fiction Writing and Analytical Reading Skills The Bone Sparrow by Zana Fraillon Non-fiction extracts from the 21 st and 19 th century	Writer's intention and conventions: Embed an understanding of the narrative plot and themes in The Bone Sparrow. To understand some of the key themes and ideas through non-fiction 19th century and 21st century extracts. To develop their understanding of the concept of a writer's intention in non-fiction responses and in the novel The Bone Sparrow. To develop their understanding of how language and techniques can create an effect and be adapted for different audiences in The Bone Sparrow and through 19th and 21st century extracts. Cultural Capital: <ul style="list-style-type: none"> To understand the plight of refugees. To explore the themes of repression and protest. The local context of Northeye and how refugees are accepted in the local area. 	In reading responses: R1 Select and retrieve: Comments generally supported by relevant textual reference or quotation across the text. R2 Deduce, infer and interpret- Comments develop explanation of inferred meanings drawing on evidence across a text. Comments make inferences and deductions based on textual evidence. R4 Language and literary devices: Various features of writer's use of language identified, with some explanation R5 Writer's intention: Main purpose clearly identified with a general awareness of the effects on the reader.	Tier Two: <ul style="list-style-type: none"> Victimised Authoritative Inferior. Inevitable Fragility Regression Refugee Agency Unreliable Dehumanised Community Prejudice Tier Three: <ul style="list-style-type: none"> Imagery Metaphor Oxymoron Symbolism Personification Simile Frame narrative Pathetic Fallacy Foreshadowing Irony 	Perform written speeches Debates on human rights.	Dates Facts Statistics	Immigrant vs refugee Every immigrant is illegal The difference between fiction and non-fiction Tabloid VS Broadsheet Changes to writing for audience and purpose Bias- the assumption that it's wrong Journalism- the assumption that it's always about politics or 'serious' matters	During unit of work: <ul style="list-style-type: none"> At least three analytical responses from the beginning, middle and end of the play At least three non-fiction responses (including redrafting opportunities) Assessment: <ul style="list-style-type: none"> Questions on the theme and events from The Bone Sparrow Questions based on key vocabulary and techniques A reading comprehension exercise based on an extract from the novel

	<p>Structure: To understand the style, format and conventions of:</p> <ul style="list-style-type: none"> • Writing a letter • Writing a speech • Writing an article <p>To develop their understanding of how to plan effectively.</p> <p>Literary Devices: To recap and develop understanding of:</p> <ul style="list-style-type: none"> • Frame Narrative • Pathetic Fallacy • Irony • Foreshadowing • Symbolism • Alliteration • Imagery • Metaphor • Oxymoron • Personification • Simile • Facts • Opinions • Rhetorical questions • Repetition • Emotive language • Statistics • Three (rule of) <p>Technical Written Accuracy: To understand how to use semi-colons and dashes effectively.</p> <p>To understand how to punctuate sentences to create an effect.</p> <p>To understand how to use paragraphs to create an effect.</p> <p>Vocabulary: To understand the key vocabulary.</p>	<p>In writing responses:</p> <p>W1 Variety of sentences and punctuation: A variety of sentence lengths, structures and subjects provides clarity</p> <p>W1 Variety of sentences and punctuation Full range of punctuation used more accurately</p> <p>W2 Use of paragraphs</p> <p>Within paragraphs, a range of devices support cohesion with links between paragraphs</p>					<ul style="list-style-type: none"> • A non-fiction response in the format of a speech.
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YEAR 8 TERM 3 AND TERM 4: Relationships Through Time

End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
<p>Year 8 T3 and 4</p> <p>Analytical Reading Skills and descriptive writing.</p> <p>The Tempest by William Shakespeare</p> <p>Greek Myths</p>	<p>Writer's intention and conventions:</p> <p>Embed an understanding of the narrative plot for The Tempest and various Greek Myths</p> <p>To understand some of the key themes and ideas present in Greek Myths and in a Shakespeare play.</p> <p>To understand how Greek Myths influenced the writing of Shakespeare.</p> <p>To develop their understanding of the concept of a writer's intention in Greek Myths and The Tempest.</p> <p>To develop their understanding of how language and technique is used for effect through Greek Myths and in a Shakespearian play.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> To develop their understanding of the Elizabethan Era The context in which Greek Myths were written. To explore the themes of repression, freedom, slavery, colonialism, revenge and forgiveness. 	<p>In reading responses:</p> <p>R1 Select and retrieve: Comments generally supported by relevant textual reference or quotation,</p> <p>R2 Deduce, infer and interpret: Comments develop explanation of inferred meanings drawing on evidence across a text. Comments make inferences and deductions based on textual evidence.</p> <p>R4 Language and literary devices: Comments show an awareness of the effects of writer's language choices</p> <p>R6 Context: Some explanation of how the contexts in which texts are written and read, contribute to meaning</p>	<p>Tier Two:</p> <ul style="list-style-type: none"> Treacherous Impertinent Conspiracy Bestow Mutinous Indulgence Dismay Affliction Chaste Prosperous Usurp Colonialism Regicide <p>Tier Three:</p> <ul style="list-style-type: none"> Allegory Dramatic Irony Foil Soliloquy Comedy genre (tragedy v comedy) 	<p>Performing extracts from The Tempest</p> <p>Reading short narrative stories aloud.</p>	<p>Dates and timeline of the play.</p>	<p>Caliban as a character - human or monster?</p> <p>Difference between an antagonist and protagonist</p> <p>The various roles of minor characters</p> <p>Why it is a comedy</p>	<p>During unit of work:</p> <ul style="list-style-type: none"> At least three analytical responses from the beginning, middle and end of the play At least three descriptive / narrative writing responses (including redrafting opportunities) <p>Assessment:</p> <ul style="list-style-type: none"> Questions on the theme and events in the play 'The Tempest' Questions based on key vocabulary and techniques A reading comprehension exercise based on an extract A descriptive response based on 'Greek Myths'

	<p>Structure:</p> <p>To develop their understanding of how a writer uses an exposition, tension, build-up, climax and a resolution effectively.</p> <p>To develop their understanding of the structural features of a play.</p> <p>Literary Devices:</p> <p>To recap and develop understanding of:</p> <ul style="list-style-type: none"> • Allegory • Pathetic Fallacy • Irony • Dramatic Irony • Foil • Soliloquy • Foreshadowing • Symbolism • Alliteration • Imagery • Metaphor • Oxymoron • Personification • Simile <p>Technical Written Accuracy:</p> <p>To recap and build on their understanding of:</p> <p>How to punctuate sentences to create an effect.</p> <p>How to use paragraphs to create an effect.</p> <p>How to use semi colons and dashes to create an effect.</p> <p>Vocabulary: To understand the key vocabulary.</p>	<p>In writing responses:</p> <p>W1 Variety of sentences and punctuation A variety of sentence lengths, structures and subjects provides clarity</p> <p>W1 Variety of sentences and punctuation Full range of punctuation used more accurately</p> <p>W2 Use of paragraphs Within paragraphs, a range of devices support cohesion with links between paragraphs</p> <p>W3 Creative ideas - Relevant ideas and material developed with a clear viewpoint, some imaginative detail and clear use of devices</p> <p>W5 Vocabulary and spelling: - Vocabulary and literary devices chosen for effect</p>					
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YEAR 8 TERM 5 AND TERM 6: The Influence of Society

<p>Year 8 T5 and 6</p> <p>Analytical Reading Skills and poetry.</p> <p>Blood Brothers by Willy Russell.</p> <p>Poetry based on the 'Human Condition'</p>	<p>Writer's intention and conventions:</p> <p>To embed an understanding of the narrative plot and themes in Blood Brothers.</p> <p>To develop their understanding of the writer's intention in Blood Brothers and in a variety of poems.</p> <p>To understand the tragedy genre.</p> <p>To understand some of the key themes and ideas prevalent in 1980's England.</p> <p>To develop their understanding of how language and techniques can be used for effect in a play and in a variety of different poems.</p> <p>To develop their understanding of how to write an analytical response using what, how and why in order to analyse the key themes in a text.</p> <p>Cultural Capital: To understand:</p> <ul style="list-style-type: none"> the influences of Socialism and Capitalism the effect of poverty on society the welfare state the nature v nurture debate the effects society has on the individual. 	<p>In reading responses:</p> <p>R1 Select and retrieve: Comments are supported by relevant textual reference or quotation,</p> <p>R2 Deduce, infer and interpret: Comments develop explanation of inferred meanings drawing on evidence across a text. Comments make inferences and deductions based on specific textual evidence.</p> <p>R4 Language and literary devices: Comments show an awareness of the effects of writer's language choices using word analysis</p> <p>R6 Context: An explanation of how the contexts in which texts are written and read, contribute to meaning</p> <p>In written responses:</p> <p>W3 Creative ideas - Relevant ideas and material developed with a clear viewpoint, imaginative detail and clear use of devices</p> <p>W5 Vocabulary and spelling: - Vocabulary and literary devices chosen for effect</p>	<p>Tier Two:</p> <ul style="list-style-type: none"> Socialism Capitalism Deprivation Oppression Manipulation Prejudice Dysfunctional Dominant Marginalised Inevitable <p>Tier Three:</p> <ul style="list-style-type: none"> Prologue Omniscient audience Juxtaposition Brechtian theatre Montage Motif Cyclical structure 	<p>Performance of Blood Brothers</p> <p>Reading Poetry aloud</p>	<p>How a family can survive on little to no money. Budget planning.</p>	<p>Difference between language and structure devices</p> <p>The poet as the speaker</p> <p>Poems should always rhyme</p> <p>Stereotyping working class definition and culture</p> <p>Working class not lower class.</p>	<p>During unit of work:</p> <ul style="list-style-type: none"> At least three analytical responses from the beginning, middle and end of the play At least three poetry responses (including redrafting opportunities) <p>Assessment:</p> <ul style="list-style-type: none"> Questions on the theme and events in the play 'Blood Brothers' Questions based on key vocabulary and techniques A reading comprehension exercise based on an extract A poetry response to a stimulus.
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	<p>Structure:</p> <ul style="list-style-type: none">● To develop their understanding of the structural features of a play.● To develop their understanding of how poets use stanzas, rhyming schemes, line length, repetition and other structural techniques to create meaning. <p>Literary Devices: To recap and develop understanding of the purpose, use and effect of:</p> <ul style="list-style-type: none">● Prologue● Omniscient audience● Juxtaposition● Brechtian theatre● Montage● Soliloquy● Symbolism● Motif● Cyclical structure● Rhymed verse● Blank verse● Extended metaphors● Stanza lengths● Use of enjambment <p>Vocabulary: To understand the key vocabulary.</p>						
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YEAR NINE: How do relationships shape our world?

YEAR 9 TERM 1 AND TERM 2: Life Challenges and Resilience

End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
Year 9 T1 and 2 Analytical Reading Skills and poetry. Romeo and Juliet by Shakespeare Poetry based on song lyrics	Writer's intention and conventions: To embed an understanding of the narrative plot and themes in Romeo and Juliet To develop their understanding of the writer's intention in Romeo and Juliet and in a variety of poems. To further their understanding of the tragedy genre. To further their understanding of some of the key themes and ideas prevalent in Elizabethan England. To further their understanding of how language and techniques can be used for effect in a play and in a variety of different poems. To develop their understanding of how to write an analytical response using what, how and why in order to analyse the key themes in a text. Cultural Capital: To develop their understanding of: <ul style="list-style-type: none"> the themes of love, relationships, family, fate and destiny. To engage with poetry from a modern perspective. 	In reading responses: R1 Select and retrieve: Relevant points clearly identified. Commentary incorporates apt textual reference and quotation to support the main argument. R2 Deduce, infer and interpret: Comments securely based on textual evidence and identify different layers of meaning. Comments consider wider implications. R3 Structure: Some detailed exploration of how structural choices support the writer's theme or purpose R4 Language: Various features of the writer's craft identified with some detailed explanation, appropriate terminology of how language is used R6: Context: Some detailed discussion of how the contexts in which texts are written and read affect meaning In written responses:	Tier Two: <ul style="list-style-type: none"> Mutiny Boisterous Entreat Drudge Purgatory Forbear Consort Amorous Hallowed Restorative Unrequited Tier Three: <ul style="list-style-type: none"> Prologue Juxtaposition Soliloquy Symbolism Motif Foreshadowing Pathetic Fallacy Iambic pentameter Sonnet form Rhymed verse Blank verse Plosive diction Extended metaphors Stanza lengths Use of enjambment 	Poetry slam. Dramatic performance Debates arising from themes in Romeo and Juliet	Use of time in the play.	Family members of The Capulets and The Montagues. Mercutio and The Prince belong to neither family. That Romeo and Juliet follows the romantic genre.	During unit of work: <ul style="list-style-type: none"> At least three analytical responses from the beginning, middle and end of the play At least three poetry responses (including redrafting opportunities) Assessment: <ul style="list-style-type: none"> Questions on the theme and events in 'Romeo and Juliet' Questions based on key vocabulary and techniques A reading comprehension exercise based on an extract A poetry response to a

	<p>Structure:</p> <ul style="list-style-type: none"> ● To develop their understanding of the structural features of a play. ● To develop their understanding of how poets use stanzas, rhyming schemes, line length, repetition and other structural techniques to create meaning. <p>Literary Devices: To recap and develop understanding of the purpose, use and effect of:</p> <ul style="list-style-type: none"> ● Prologue ● Juxtaposition ● Soliloquy ● Symbolism ● Motif ● Foreshadowing ● Pathetic Fallacy ● Iambic pentameter ● Sonnet form ● Rhymed verse ● Blank verse ● Extended metaphors ● Stanza lengths ● Use of enjambment <p>Vocabulary: To understand the key vocabulary.</p>	<p>W3: Creative ideas: Imaginative use of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience with effective use of devices.</p> <p>W5: Vocabulary: A wide range of vocabulary and literary techniques clearly chosen for effect</p>					stimulus.
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YEAR NINE: How do relationships shape our world?

YEAR 9 TERM 1 AND TERM 2: Life Challenges and Resilience

End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
<p>Year 9 T1 and 2</p> <p>Analytical Reading Skills and poetry.</p> <p>Romeo and Juliet by Shakespeare</p> <p>Poetry based on song lyrics</p>	<p>Writer's intention and conventions:</p> <p>To embed an understanding of the narrative plot and themes in Romeo and Juliet</p> <p>To develop their understanding of the writer's intention in Romeo and Juliet and in a variety of poems.</p> <p>To further their understanding of the tragedy genre.</p> <p>To further their understanding of some of the key themes and ideas prevalent in Elizabethan England.</p> <p>To further their understanding of how language and techniques can be used for effect in a play and in a variety of different poems.</p> <p>To develop their understanding of how to write an analytical response using what, how and why in order to analyse the key themes in a text.</p> <p>Cultural Capital: To develop their understanding of the themes of love, relationships, family, fate and destiny. To engage with poetry from a modern perspective.</p>	<p>In reading responses:</p> <p>R1 Select and retrieve: Relevant points clearly identified. Commentary incorporates apt textual reference and quotation to support the main argument.</p> <p>R2 Deduce, infer and interpret: Comments securely based on textual evidence and identify different layers of meaning. Comments consider wider implications.</p> <p>R3 Structure: Some detailed exploration of how structural choices support the writer's theme or purpose</p> <p>R4 Language: Various features of the writer's craft identified with some detailed explanation, appropriate terminology of how language is used</p> <p>R6: Context: Some detailed discussion of how the contexts in which texts are written and read affect meaning</p>	<p>Tier Two:</p> <ul style="list-style-type: none"> ● Mutiny ● Boisterous ● Entreat ● Drudge ● Purgatory ● Forbear ● Consort ● Amorous ● Hallowed ● Restorative ● Unrequited <p>Tier Three:</p> <ul style="list-style-type: none"> ● Prologue ● Juxtaposition ● Soliloquy ● Symbolism ● Motif ● Foreshadowing ● Pathetic Fallacy ● Iambic pentameter ● Sonnet form ● Rhymed verse ● Blank verse ● Plosive diction ● Extended metaphors ● Stanza lengths ● Use of enjambment 	<p>Poetry slam.</p> <p>Dramatic performance</p> <p>Debates arising from themes in Romeo and Juliet</p>	<p>Use of time in the play.</p>	<p>Family members of The Capulets and The Montagues.</p> <p>Mercutio and The Prince belong to neither family.</p> <p>That Romeo and Juliet follows the romantic genre.</p>	<p>During unit of work:</p> <ul style="list-style-type: none"> ● At least three analytical responses from the beginning, middle and end of the play ● At least three poetry responses (including redrafting opportunities) <p>Assessment:</p> <ul style="list-style-type: none"> ● Questions on the theme and events in 'Romeo and Juliet' ● Questions based on key vocabulary and techniques ● A reading comprehension exercise based on an extract ● A poetry

	<p>Structure:</p> <ul style="list-style-type: none"> ● To develop their understanding of the structural features of a play. ● To develop their understanding of how poets use stanzas, rhyming schemes, line length, repetition and other structural techniques to create meaning. <p>Literary Devices: To recap and develop understanding of the purpose, use and effect of:</p> <ul style="list-style-type: none"> ● Prologue ● Juxtaposition ● Soliloquy ● Symbolism ● Motif ● Foreshadowing ● Pathetic Fallacy ● Iambic pentameter ● Sonnet form ● Rhymed verse ● Blank verse ● Extended metaphors ● Stanza lengths ● Use of enjambment <p>Vocabulary: To understand the key vocabulary.</p>	<p>In written responses:</p> <p>W3: Creative ideas: Imaginative use of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience with effective use of devices.</p> <p>W5: Vocabulary: A wide range of vocabulary and literary techniques clearly chosen for effect</p>					response to a stimulus.
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YEAR 9 TERM 3 AND TERM 4: Out of this World!							
End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
<p>Year 9 T3 and 4</p> <p>Narrative Writing and Analytical Reading Skills</p> <p>Extracts from fiction writing</p>	<p>Writer's intention and conventions:</p> <p>To embed an understanding of the narrative plot and themes in</p> <p>To develop their understanding of the writer's intention inand a variety of extracts from fiction.</p> <p>To further their understanding of the Dystopian genre.</p> <p>To further their understanding of some of the key themes and ideas prevalent.....</p> <p>To further their understanding of how language and techniques can be used for effect in fiction writing.</p> <p>To develop their understanding of how to write an analytical response using what, how and why in order to analyse the key themes in a text.</p> <p>Cultural Capital: To develop their understanding of the themes of</p> <p>Structure:</p> <ul style="list-style-type: none"> To develop their understanding of the structural features of a novel To develop their understanding of how a writer uses an exposition, tension, build-up, climax and a 	<p>In reading responses:</p> <p>R1 Select and retrieve: Relevant points clearly identified. Commentary incorporates apt textual reference and quotation to support the main argument.</p> <p>R2 Deduce, infer and interpret: Comments securely based on textual evidence and identify different layers of meaning. Comments consider wider implications.</p> <p>R3 Structure: Some detailed exploration of how structural choices support the writer's theme or purpose</p> <p>R4 Language: Various features of the writer's craft identified with some detailed explanation, appropriate terminology of how language is used</p> <p>R6: Context: Some detailed discussion of how the contexts in which texts are written and read affect meaning</p> <p>In written responses:</p> <p>W1: Variety of sentences and</p>	<p>Tier Two:</p> <p>Tier Three:</p>				<p>During unit of work:</p> <ul style="list-style-type: none"> At least three analytical responses from the beginning, middle and end of the play At least three narrative writing responses (including redrafting opportunities) <p>Assessment:</p> <ul style="list-style-type: none"> Questions on the theme and events in '..... Questions based on key vocabulary and techniques A reading comprehension exercise based on an extract A narrative response to a stimulus.

	<p>resolution effectively.</p> <p>Literary Devices: To recap and develop understanding of the purpose, use and effect of:</p> <ul style="list-style-type: none">• <p>Vocabulary: To understand the key vocabulary.</p>	<p>punctuation: Controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect with a confident range of sentence features</p> <p>W2: Use of paragraphs: Construction of paragraphs clearly supports meaning and purpose and within paragraphs, cohesive devices contribute to emphasis and effect</p> <p>W3: Creative ideas: Imaginative use of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience with effective use of devices.</p> <p>W5: Vocabulary: A wide range of vocabulary and literary techniques clearly chosen for effect</p>					
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YEAR 9 TERM 5 AND TERM 6: Finding your Voice

End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
Year 9 T5 and T6 Non-fiction reading GCSE Speaking and listening assessment	<p>To understand the GCSE Speaking and Listening mark criteria.</p> <p>To develop their understanding of how language and techniques can be used to persuade and be adapted for different audiences.</p> <p>To understand some of the key themes and ideas through non-fiction 19th century and 21st century extracts.</p> <p>To develop their understanding of the concept of a writer's intention in non-fiction responses.</p> <p>Cultural Capital: To explore the themes of repression, debate and protest.</p> <p>Structure:</p> <p>To understand the style, format and conventions of:</p> <ul style="list-style-type: none"> • Writing a letter • Writing a speech • Writing an article • Writing a review <p>To develop their understanding of how to plan effectively.</p>	<p>In reading responses:</p> <p>R1 Select and retrieve: Relevant points clearly identified. Commentary incorporates apt textual reference and quotation to support the main argument.</p> <p>R2 Deduce, infer and interpret: Comments securely based on textual evidence and identify different layers of meaning. Comments consider wider implications.</p> <p>R3 Structure: Some detailed exploration of how structural choices support the writer's theme or purpose</p> <p>R4 Language: Various features of the writer's craft identified with some detailed explanation, appropriate terminology of how language is used</p> <p>R6: Context: Some detailed discussion of how the contexts in which texts are written and read affect meaning</p>	<p>Tier Two:</p> <ul style="list-style-type: none"> • Furthermore • In addition • Yours sincerely • Yours faithfully <p>Tier Three:</p> <ul style="list-style-type: none"> • Anecdotes • Alliteration • Persuasive devices. • Personification • Simile • Rhetorical questions • Emotive language • Statistics 	<p>Debates arising from controversial articles and speeches.</p> <p>Speech performance for GCSE Speaking and Listening exam.</p>		<p>The difference between a speech, a letter, an article and a review.</p>	<p>During unit of work:</p> <ul style="list-style-type: none"> • At least three analytical responses from the beginning, middle and end of the play • At least three poetry responses (including redrafting opportunities) <p>Assessment:</p> <ul style="list-style-type: none"> • Questions on the theme and events in 'Romeo and Juliet' • Questions based on key vocabulary and techniques • A reading comprehension exercise based on an extract • A poetry response to a stimulus.

	<p>Literary Devices:</p> <p>To recap and develop understanding of:</p> <ul style="list-style-type: none"> • Anecdotes • Alliteration • Persuasive devices. • Personification • Simile • Facts • Opinions • Rhetorical questions • Repetition • Emotive language • Statistics • Three (rule of) <p>Technical Written Accuracy:</p> <p>To understand how to use a variety of punctuation effectively.</p> <p>To understand how to punctuate sentences to create an effect.</p> <p>To understand how to use paragraphs to create an effect.</p> <p>Vocabulary: To understand the key vocabulary.</p>	<p>In written responses:</p> <p>W1: Variety of sentences and punctuation: Controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect with a confident range of sentence features</p> <p>W2: Use of paragraphs: Construction of paragraphs clearly supports meaning and purpose and within paragraphs, cohesive devices contribute to emphasis and effect</p> <p>W3: Creative ideas: Imaginative use of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience with effective use of devices.</p> <p>W4: Audience and purpose: Level of formality is used consistently effective for the right purpose . Generally appropriate and a range of stylistic devices used to achieve effect for the audience,</p> <p>W5: Vocabulary: A wide range of vocabulary and literary techniques clearly chosen for effect</p>					
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YEAR 10							
End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
Year 10 T1 An Inspector Calls	An Inspector Calls WEEKS 1 & 2: Reading of play and understanding of overview of plot and characters. WEEKS 3 & 4: To understand how characters are created by Priestley as dramatic vehicles WEEKS 5-7: To understand the following themes in the play and how they link to context: <ul style="list-style-type: none"> Capitalism Socialism Responsibility Gender and age Social Class Morality 	Literature AO1 AO2 AO3 AO4	Key Vocabulary Caricature Dramatic Irony Chronological Parable Well-made-play Whodunit Conscience Didactic Hypocrisy Misogynistic Inference Connotations	Effective Talk Conversation around the topics that are discussed in the resources	Question timings for exams Mark schemes Act and page numbers	The Inspector is a real policeman The Inspector's inquiry will lead to legal consequences The characters will change permanently The play is only about Social Class Sheila and Eric are purely innocent	To write a response which meets the GCSE criteria on how Mr Birling is presented in An Inspector Calls.
Year 10 T2 Language P1 and P2 Spoken Language	Language Paper 1: Explorations in Creative Writing WEEKS 1-3: Introduction to LP1: Fiction Starting with Q5: creative writing Understanding how to plan and craft a fiction narrative/description Questions 1-4 Explorations in Creative Reading.	Language AO1 AO2 AO3 AO4 AO5 AO6	Key Vocabulary Inference Connotations Simile Metaphor Adjective Verb Adverb Personification Pathetic Fallacy Juxtaposition Anecdote Rhetorical question.	Effective Talk Conversation around the topics that are discussed in the resources Spoken Language Endorsement	Question timings for exams Mark schemes Line numbers Using statistics to support	You can cram for the exam: Skills—such as analysis, comprehension, and writing—are developed over time through consistent practice. Only content knowledge matters: It's about how you	To analyse language, structure and respond to a synoptic question. To plan and write a fiction (narrative/descriptive response)

	<p>Understanding how to explore the writers' use of language and structural techniques used for effect.</p> <p>Language Paper 2: Viewpoints and Perspectives in Non-fiction Writing</p> <p>WEEKS 4-6 Introduction to LP2: Non-fiction writing Reading section only Questions 1-4 Lessons to be focused on Non-fiction – Viewpoints and perspectives.</p> <p>Understanding how to explore writers' ideas and perspectives and how these are conveyed.</p> <p>DURING TERM 2 Spoken Language Endorsement</p> <p>To understand - how to implement the use of rhetoric in pupils' own speech for their recorded presentation.</p>	<p>Spoken Language Endorsement AO7 AO8 AO9</p>			<p>non-fiction writing</p>	<p>interpret and interact with the text, not just what the text says.</p> <p>Using complex vocabulary guarantees high marks: Clear, effective communication and the appropriate use of vocabulary are more important than simply using difficult words. Overly complex language can sometimes obscure meaning and affect clarity.</p> <p>Annotations are a waste of time</p> <p>You can ignore the mark scheme</p> <p>Practice papers are optional..</p> <p>creative writing doesn't require planning.</p> <p>Understanding texts at face value is enough:</p> <p>· Spelling, punctuation, and grammar don't matter much</p>	<p>To complete English Language Paper 2 Questions 1-4 (Walk through and exam answer practise)</p> <p>To present and record a speech for endorsement</p>
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Year 10 T3 Spoken Language Macbeth	WEEK 1 - Spoken Language Endorsement To complete the recordings Macbeth WEEK 2 - Macbeth - Context & Act 1 Scene 1 To understand the context and opening of the play. WEEK 3 - Macbeth - Act 1 To understand the plot characters, use of language and context WEEK 4 - Macbeth - Act 2 To understand the plot characters, use of language and context WEEK 5 - Macbeth - Acts 3 & 4 To understand the plot characters, use of language and context WEEK 6 - Macbeth - Act 5 To understand the plot characters, use of language and context	Spoken Language Endorsement AO7 AO8 AO9 Literature AO1 AO2 AO3 AO4	Key Vocabulary Allusion Antithesis Apotheosis Dichotomy Atavism Physiognomy Foil Allegory Euphemism Foreshadowing Hamartia Peripeteia Tragic Hero Fatal Flaw Resolution Chaos Divine Right of Kings Fate Free Will	Effective Talk Conversation around the topics that are discussed in the resources	Question timings for exams Mark schemes Act, scene and line numbers	Macbeth is purely evil Lady Macbeth is the stronger character The witches control Macbeth's fate The play supports the idea of fate Banquo is purely good The play glorifies violence and ambition. Macbeth's downfall is solely due to Lady Macbeth Macduff is merely a hero. The play's supernatural elements are just for entertainment The play is a simple morality tale	TO COMPLETE: To present and record a speech for endorsement To write a GCSE style response on how ambition is presented in Macbeth

<p>Year 10 T4 A Christmas Carol</p>	<p>A Christmas Carol</p> <p>WEEK 1 - A Christmas Carol - Context and Stave 1 To understand the plot characters, use of language and context</p> <p>WEEK 2 - A Christmas Carol - Stave 2 To understand the plot characters, use of language and context</p> <p>WEEK 3 - A Christmas Carol - Stave 3 To understand the plot characters, use of language and context</p> <p>WEEK 4 - A Christmas Carol - Stave 4 To understand the plot characters, use of language and context</p> <p>WEEK 5 - A Christmas Carol - Stave 5 To understand the plot characters, use of language and context</p> <p>WEEK 6 - A Christmas Carol - closer study using extracts To understand how to respond to an exam question, using extracts from the text.</p>	<p>Literature AO1 AO2 AO3</p>	<p>Key Vocabulary Antithesis Asyndetic listing Polysyndetic listing Didactic Interjection Analepsis Prolepsis Metamorphosis Altruistic Philanthropy Purgatory</p>	<p>Effective Talk Conversation around the topics that are discussed in the resources</p>	<p>Question timings for exams</p> <p>Mark schemes</p> <p>Stave and page numbers</p>	<p>Scrooge's transformation is unrealistic .</p> <p>Scrooge hates Christmas because he's greedy</p> <p>The story is simply about charity</p> <p>The ghosts are literal spirits</p> <p>Tiny Tim's role is only to elicit pity</p> <p>The story is only for children</p> <p>Fred is just a minor character:</p> <p>Scrooge's wealth is the problem .</p> <p>The ending is unrealistically happy</p> <p>The story is anti-Capitalist</p>	<p>To write a GCSE style response on how The Ghost of Christmas Present is presented in A Christmas Carol</p>
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Year 10 T5 Language P1 Macbeth Revision A Christmas Carol Revision Power & Conflict Poetry	WEEK 1 - Language P1 Revision <ul style="list-style-type: none"> Questions 1-4 Explorations in Creative Reading. Understanding how to explore the writers' use of language and structural techniques used for effect. Understanding how to plan and craft a fiction narrative/description 	Language AO1 AO2 AO4 AO5 AO6 Literature AO1 AO2 AO3 AO4	Key Vocabulary Inference Connotations Simile Metaphor Adjective Verb Adverb Personification Pathetic Fallacy Juxtaposition Anecdote Rhetorical question.	Effective Talk Conversation around the topics that are discussed in the resources	Question timings for exams Mark schemes Line numbers Using statistics to support non-fiction writing Act, scene and line numbers Stave and page numbers Rhyme schemes, rhythms and line numbers		
	WEEK 2 & WEEK 3 - Macbeth and A Christmas Carol Revision To understand how to focus on essay structure, using extract analysis (AO2 focus), whole text link and context. WEEK 4- 6 Power & Conflict Poetry To understand and analyse Power and Conflict poetry To understand how to compare 2 poems from the selection.		Allusion Antithesis Apotheosis Dichotomy Atavism Physiognomy Foil Allegory Euphemism Foreshadowing Hamartia Peripeteia Antithesis Asyndetic listing Polysyndetic listing Didactic Interjection Analepsis Prolepsis Metamorphosis Altruistic Philanthropy Purgatory Oppression Tyranny Rebellion Patriarchal		All the poems are about war Each poem stands alone Poetic devices are more important than themes. Context is Irrelevant There is a 'right' interpretation The poems only highlight negative aspects of conflict . Language is always complex and difficult to understand Themes of Power		

			Inevitability Monotony Inevitability Displaced Colonialism Desensitised			and Conflict are only literal Every line must be analysed in detail Memorising quotes is enough	
Year 10 T6 Power & Conflict Poetry Unseen Poetry	WEEK 1-3 - Power & Conflict Poetry To understand and analyse Power and Conflict poetry To understand how to compare 2 poems from the selection. WEEK 4 - END OF YEAR EXAMS Papers LANG 1 / LIT 1 WEEKS 5-7 - Unseen Poetry To understand unseen poetry for meaning	Literature AO1 AO2 AO3 Language AO1 AO2 AO4 AO5 AO6	Key Vocabulary Oppression Tyranny Rebellion Patriarchal Inevitability Monotony Inevitability Displaced Colonialism Desensitised	Effective Talk Conversation around the topics that are discussed in the resources	Question timings for exams Mark schemes Rhyme schemes, rhythms and line numbers Line numbers Using statistics to support non-fiction writing	For Unseen poetry: You need to understand the poem perfectly There is a single correct interpretation You must analyse every line Focus solely on poetic devices First impressions don't matter Avoid personal response	Annotation of poems and analysis of language To write a GCSE style response on how conflict is presented. END OF YEAR EXAMS Papers LANG 1 / LIT 1 To write a response of one unseen poem

YEAR 11							
End Point Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
Year 11 T1 An Inspector Calls Power & Conflict Poetry Language Paper 2	WEEKS 1 & 2 - An Inspector Calls Revision To understand how to focus on essay structure, whole text links and context. WEEK 3, 4 & 5- Language Paper 2 To understand how to: <ul style="list-style-type: none"> • write a summary of two texts. • analyse language, • compare texts • write a non-fiction response. • Use terminology effectively. • Analyse language - suggesting connotations and selecting judicious vocabulary. • Analyse structure - addressing the whole of the extract • Write a fiction narrative/description WEEKS 5 & 6 - Power & Conflict Poetry/ Unseen Poetry Revision Unseen Poetry: To understand how to approach both Qs 1 & 2 - using pairings of unseen poetry in the booklet. P & C Poetry: To understand how to compare poems.	Literature AO1 AO2 AO3 AO4 Language AO1 AO2 AO3 AO5 AO6	Key Vocabulary Caricature Dramatic Irony Chronological Parable Well-made-play Whodunit Conscience Didactic Hypocrisy Misogynistic Inference Connotations Simile Metaphor Adjective Verb Adverb Personification Pathetic Fallacy Juxtaposition Anecdote Rhetorical question. Oppression Tyranny Rebellion Patriarchal	Effective Talk Conversation around the topics that are discussed in the resources	Question timings for exams Mark schemes Chapter and page numbers. Act, scene and line numbers Line numbers	See Yr 10 for misconceptions	To write a response which meets the GCSE criteria on how class is presented in An Inspector Calls. To complete English Language Paper 2 and English Literature Paper 2. (Walk through and exam answer practise) To write a GCSE style response on how Power and

			Inevitability Monotony Inevitability Displaced Colonialism Desensitised				Conflict are presented. To write a response using 2 unseen poems - Questions 1 & 2.
Year 11 T2 Mock 1 Macbeth Language Paper 1	MOCK EXAMS (1) WEEKS 1 & 2 WEEKS 3 & 4 - Macbeth To understand how to focus on essay structure, using extract analysis (AO2 focus), whole text link and context. WEEKS 5-7 - Language Paper 1 To understand how to: <ul style="list-style-type: none"> • Use terminology effectively. • Analyse language - suggesting connotations and selecting judicious vocabulary. • Analyse structure - addressing the whole of the extract • Write a fiction narrative/description 	Literature AO1 AO2 AO3 Language AO1 AO2 AO4 AO5 AO6	Key Vocabulary Allusion Antithesis Apotheosis Dichotomy Atavism Physiognomy Foil Allegory Euphemism Foreshadowing Hamartia Peripeteia Tragic Hero Fatal Flaw Resolution Chaos Divine Right of Kings Fate Free Will Inference Connotations Simile Metaphor Adjective Verb Adverb Personification Pathetic Fallacy Juxtaposition Anecdote Rhetorical question.	Effective Talk Conversation around the topics that are discussed in the resources	Question timings for exams Mark schemes Rhyme schemes, rhythms and line numbers Line numbers Using statistics to support non-fiction writing	See Yr 10 for misconceptions	MOCK EXAMS (1)- Language Paper 2 & Literature Paper 2 To write a GCSE style response on how loyalty is presented in Macbeth. To analyse language, structure and respond to a synoptic question. To plan and write a fiction (narrative/ Descriptive response). To complete English Language Paper 1 (Walk through and exam answer practise)

<p>Year 11 T3</p> <p>A Christmas Carol</p> <p>Language Paper 2</p> <p>Mock 2</p>	<p>WEEKS 1 - 2 A Christmas Carol</p> <p>To understand how themes are presented in A Christmas Carol.</p> <p>WEEKS 3 & 4 - Language Paper 2</p> <p>To understand how to:</p> <ul style="list-style-type: none"> • write a summary of two texts. • analyse language, • compare texts • write a non-fiction response. <p>WEEK 5 - MOCK EXAMS (2)</p>	<p>Literature</p> <p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p> <p>Language</p> <p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO5</p> <p>AO6</p>	<p>Key Vocabulary</p> <p>Antithesis</p> <p>Asyndetic listing</p> <p>Polysyndetic listing</p> <p>Didactic</p> <p>Interjection</p> <p>Analepsis</p> <p>Prolepsis</p> <p>Metamorphosis</p> <p>Altruistic</p> <p>Philanthropy</p> <p>Purgatory</p> <p>Inference</p> <p>Connotations</p> <p>Simile</p> <p>Metaphor</p> <p>Adjective</p> <p>Verb</p> <p>Adverb</p> <p>Personification</p> <p>Pathetic Fallacy</p> <p>Juxtaposition</p> <p>Anecdote</p> <p>Rhetorical question</p>	<p>Effective Talk</p> <p>Conversation around the topics that are discussed in the resources</p>	<p>Question timings for exams</p> <p>Mark schemes</p> <p>Act, scene and line numbers</p> <p>Rhyme schemes, rhythms and line numbers</p> <p>Line numbers</p> <p>Using statistics to support non-fiction writing</p>	<p>See Yr 10 for misconceptions</p>	<p>To write a response which meets the GCSE criteria on how [a theme] is presented in A Christmas Carol</p> <p>To summarise, analyse language and compare two texts.</p> <p>To write a non-fiction response.</p> <p>MOCK EXAMS (2)</p> <p>Language Papers 1 & 2</p> <p>& Literature Papers 1 & 2</p>
<p>Year 11 T4</p> <p>Language P1 Revision</p> <p>A Christmas Carol Revision</p> <p>Macbeth Revision</p>	<p>WEEKS 1 & 2 - Language P1 Revision</p> <p>To understand how to:</p> <ul style="list-style-type: none"> • Use terminology effectively. • Analyse language - suggesting connotations and selecting judicious vocabulary. • Analyse structure - addressing the whole of the extract • Write a fiction narrative/description <p>WEEKS 3 & 4 - A Christmas Carol Revision</p>	<p>Language</p> <p>AO1</p> <p>AO2</p> <p>AO4</p> <p>AO5</p> <p>AO6</p>	<p>Key Vocabulary</p> <p>Inference</p> <p>Connotations</p> <p>Simile</p> <p>Metaphor</p> <p>Adjective</p> <p>Verb</p> <p>Adverb</p> <p>Personification</p> <p>Pathetic Fallacy</p> <p>Juxtaposition</p> <p>Cyclical Narrative</p> <p>Repetition</p> <p>Antithesis</p> <p>Asyndetic listing</p>	<p>Effective Talk</p> <p>Conversation around the topics that are discussed in the resources</p>	<p>Question timings for exams</p> <p>Mark schemes</p> <p>Line numbers</p> <p>Using statistics to support non-fiction writing</p> <p>Chapter and</p>	<p>See Yr 10 for misconceptions</p>	<p>To complete English Language Paper 1 (Walk through and exam answer practise)</p>

	<p>Revisit the plot, characters, context and themes. Essay practice working with extracts.</p> <p>WEEKS 5 & 6 - Macbeth Revision</p> <p>Revisit the plot, characters, context and themes. Essay practice working with extracts.</p>	<p>Literature AO1 AO2 AO3 AO4</p>	<p>Polysyndetic listing Didactic Interjection Analepsis Prolepsis Metamorphosis Altruistic Philanthropy Purgatory</p> <p>Allusion Antithesis Apotheosis Dichotomy Atavism Physiognomy Foil Allegory Euphemism Foreshadowing Hamartia Peripeteia</p>		<p>page numbers</p> <p>Act, scene and line numbers</p>		<p>To complete English Literature Paper 1 (Walk through and exam answer practise)</p>
<p>Year 11 T5</p> <p>AIC Revision</p> <p>Poetry Anthology & Unseen Poetry Revision</p> <p>Lang P1 Revision</p>	<p>WEEKS 1 & 2 - AIC Revision</p> <p>Essay practice working with exam past questions.</p> <p>WEEKS 3 & 4 - P & C /Unseen Poetry Revision</p> <p>Revision of poetry pairings</p> <p>To practise approaches to Unseen poetry Essay practice working with exam past papers.</p> <p>WEEKS 5 & 6 - Language Paper 1 Revision</p>	<p>Literature AO1 AO2 AO3 AO4</p> <p>Language AO1</p>	<p>Key Vocabulary</p> <p>Caricature Dramatic Irony Chronological Parable Well-made-play Inference Whodunit Conscience Didactic Hypocrisy Misogynistic</p> <p>Oppression Tyranny Rebellion Patriarchal Inevitability</p>	<p>Effective Talk</p> <p>Conversation around the topics that are discussed in the resources</p>	<p>Question timings for exams</p> <p>Mark schemes</p> <p>Act, scene and line numbers.</p> <p>Rhyme schemes, rhythms and line numbers</p> <p>Line numbers.</p>	<p>See Yr 10 for misconceptions</p>	<p>EXAMS: English Lit P1 12/05/25 English Lit P2 20/05/25 English Lang P1 23/05/25</p> <p>To complete English Literature Papers 1 & 2(Walk through and exam answer practise)</p> <p>To complete English Language Papers 1 & 2(Walk through and exam answer practise)</p>

	<p>To understand how to:</p> <ul style="list-style-type: none"> • Use terminology effectively. • Analyse language - suggesting connotations and selecting judicious vocabulary. • Analyse structure - addressing the whole of the extract • Write a fiction narrative/description <p>EXAMS: English Lit P1 12/05/25 English Lit P2 20/05/25 English Lang P1 23/05/25</p>	AO2 AO3 AO4 AO5 AO6	<p>Monotony Inevitability Displaced Colonialism Desensitised</p> <p>Connotations Simile Metaphor Adjective Verb Adverb Personification Pathetic Fallacy Juxtaposition Stanza Enjambment Anecdote Rhetorical question.</p>				through and exam answer practise)
Year 11 T6 Lang P2 Revision	<p>WEEK 1 - Language P2 Viewpoints and Perspectives</p> <p>To understand how to:</p> <ul style="list-style-type: none"> • write a summary of two texts. • analyse language, • compare texts • write a non-fiction response. <p>English Lang P2 06/06/25</p>	<p>Language AO1 AO2 AO3 AO5 AO6</p>	<p>Key Vocabulary</p> <p>Inference Connotations Simile Metaphor Adjective Verb Adverb Personification Pathetic Fallacy Juxtaposition Anecdote Rhetorical question.</p>	<p>Effective Talk</p> <p>Conversation around the topics that are discussed in the resources</p>	<p>Question timings for exams</p> <p>Mark schemes</p> <p>Line numbers</p> <p>Using statistics to support non-fiction writing</p>	<p>See Yr 10 for misconceptions</p>	<p>English Lang P2 06/06/25</p> <p>To complete English Language Paper 2 (Walk through and exam answer practise)</p>