

Year 7		
Autumn : TELLING TALES Ambrose Canon Text: Beowulf	Spring : JOURNEYS Ambrose Canon Text: The Tempest	Summer 1: CHILDHOOD Ambrose Canon Text: Oliver Twist
INTRODUCTION TO NARRATIVE TRADITION	INTRODUCTION TO SETTING AND PLACE	INTRODUCTION TO CHARACTER AND CONTEXT
Content/ Processes	Content/ Processes	Content/ Processes
Retrieval Comprehension and inference Language awareness Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)	Retrieval Comprehension and inference Language awareness and analysis Making comparisons across texts Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)	Retrieval Comprehension and inference Language awareness and analysis Making comparisons across texts Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)
Concepts	Concepts	Concepts
Storytelling and narrative tradition Heroism Good and evil Morality Power Genre Narrative viewpoint Narrative Grammar	Love Morality Fate nature Journeys Inequality Power Genre Narrative viewpoint Narrative Setting context Grammar	Context Setting Childhood Morality Good and evil Love Class Fate and free will Genre Narrative viewpoint Narrative Setting context

		Grammar
Essential understanding	Essential understanding	Essential understanding
<p>KNOW: The evolution of storytelling and the oral tradition. The features of a heroic journey and the heroic code The differences between myths and legends The conventions of heroes and villains The features of an 'Overcoming the Monster' narrative The plot of Beowulf</p> <p>CAN: Retrieve information from texts. Independently make a point and select evidence to support. Make relevant inferences, with support. Show some awareness of the social and historical context of a text. Identify similarities/differences between texts. Write effectively for purpose and audience Describe characters, setting and atmosphere Integrate dialogue into narratives to advance the action. Select vocabulary and grammatical structures, appropriate to the type of writing. Use a range of devices for cohesion. Use a range of punctuation mostly correctly. Use verb tenses consistently and accurately.</p> <p>Define:</p>	<p>KNOW: The plot, themes and characterisation of The Tempest The features of a ' Voyage and Return' narrative. The gender roles in Elizabethan society. The battle between monster and man Why The Tempest is a Shakespearean comedy. Attitudes towards colonialism.</p> <p>CAN: Select a quotation and make relevant inferences about texts, with increasing independence. Identify and comment on the effect of the writer's language, with support Make comments about how a text is structured, with support. Make some links between the social historical context and the text and characters. Make comments about the similarities/differences between texts. Make comments about the impact of a text on a reader, with support. Write effectively for purpose and audience and start to use their own reading as a model for their own writing Describe characters, setting and atmosphere Integrate dialogue into narratives to advance the action. Controls formality through grammar and vocabulary Use a range of devices for cohesion.</p>	<p>KNOW: The plot, themes and characterisation of 'Oliver Twist' The features of a coming of age narrative Attitudes to class in the Victorian period. Attitudes to religion in Victorian England. Features of the nature vs nurture debate Features of London, crime and punishment in Victorian England.</p> <p>CAN: Select a quote and make clear inferences about texts, with greater independence. Explains the effect of individual words (with increasing accuracy). Make comments about how a text is structured with greater independence. Make some links between the social historical context and the text and characters (with greater independence). Make comments about the similarities/differences between texts with greater independence. Make explained comments about the personal impact of a text on a reader. Makes relevant evaluations, with support. Write effectively for purpose and audience and use their own reading as a model for their own writing Describe characters, setting and atmosphere are developed in some detail.</p>

	<p>Vocabulary choices are appropriate and adventurous and starting to be used with precision. Use a range of punctuation mostly correctly. Sentence structures are varied. Use verb tenses consistently and accurately when incorporating a flashback</p> <p>Define:</p>	<p>Integrate dialogue into narratives to advance the action. Controls formality through conscious use of grammar and vocabulary Use a range of devices for cohesion. Vocabulary choices are appropriate and adventurous and starting to be used with precision. Use a range of punctuation mostly correctly. Sentence structures are varied. Use punctuation precisely to enhance meaning and avoid ambiguity. Use verb tenses consistently and accurately</p> <p>Define:</p>
Assessment	Assessment	Assessment
<p>'My Father and Other Animals' reading assessment Tests:</p> <p>'Overcoming the Monster' narrative Tests:</p>	<p>'Treasure Island' reading assessment Dramatic Monologue: Miranda</p>	<p>'More William' reading assessment Oliver Twist essay response</p>
Review/ Revisit	Review/ Revisit	Review/ Revisit
<p>KS2 curriculum skills in reading, writing and SPaG Links with genres/ texts covered at KS2 e.g. study of myths and legends</p>	<p>Propp's character types from the 'Telling Tales' unit Comparison skills from KS2 Importance of setting to narratives</p>	<p>Propp's character types from the 'Telling Tales' unit Themes of class, hierarchy and power from The Tempest and study of mythology Study of the Victorian period/ texts from KS2</p>

--	--	--

Year 8		
Autumn 1: OUT OF THIS WORLD Ambrose Canon Text: The Woman in Black HOW NARRATIVES ARE STRUCTURED TO INTEREST READERS	Spring 1: CHILDREN AND CONFLICT Ambrose Canon Text: Romeo and Juliet HOW NARRATIVES REFLECT SOCIETY	Summer 1: THE OUTSIDERS Ambrose Canon Text: To Kill a Mockingbird NARRATIVE VOICE
Content/ Processes	Content/ Processes	Content/ Processes
Retrieval Comprehension and inference Language awareness and analysis Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)	Retrieval Comprehension and inference Language awareness and analysis Making comparisons across texts Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)	Retrieval Comprehension and inference Language awareness and analysis Making comparisons across texts Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)
Concepts	Concepts	Concepts
Supernatural Gender Class Isolation Fear Genre Narrative viewpoint Narrative Setting	Morality Conflict Tragedy Love and marriage Symbolism Genre Narrative viewpoint Narrative Setting	Freedom Prejudice and discrimination Law and justice Childhood Identity Race Class Genre Symbolism

<p>context Grammar</p>	<p>context Grammar</p>	<p>Narrative viewpoint Narrative Setting context Grammar</p>
<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>
<p>KNOW: Plot, themes and characterisation of Woman In Black Ways of structuring narratives.</p> <p>CAN: Select a quote and make clear inferences independently identifies and explains the effects of a writer's choice of language Make developed comments about how a text is structured with greater independence make some links between the social historical context and the text and characters independently Make comments about the similarities/differences between texts independently Begins to make developed comments about the personal impact of a text on a reader in different time periods with support can make relevant evaluations using subject specific terminology with support. Write effectively for purpose and audience and use their own reading as a model for their own writing Describe characters, setting and atmosphere are developed in some detail.</p>	<p>KNOW: Plot, themes and characterisation of 'Romeo and Juliet' Features of a tragedy play The features of a tragic hero Social and historical context details about 'Romeo and Juliet' e.g. arranged marriage/ courtly love Features of gender roles in Elizabethan England. How Elizabethans viewed the idea of fate. Features of a 'rags to riches' narrative</p> <p>CAN: Makes clear inferences and begin to develop them with support Identifies and explains the effects of the writer's choice of language using subject specific terminology, with increasing independence Identifies and explains the effects of the writer's choice of structural and organisational features, using subject specific terminology with support Explains the social and historical context and makes direct links to the text with support Make developed connections between texts with relevant explanations about similarities/differences with support Provides a developed reader response to the writer's viewpoint and an explicit explanation of effect on different readers in different time periods with</p>	<p>KNOW: Plot, themes and characterisation of 'To Kill A Mockingbird' Context to To Kill A Mockingbird e.g. The Great Depression; racial injustice. How Maycomb is a microcosm of racial injustice.</p> <p>CAN Makes clear and developed inferences independently Identifies and explains the effects of the writer's choice of language, using subject specific terminology with increasing confidence Identifies and explains the effects of the writer's choice of structural and organisational features, using subject specific terminology with increasing confidence Explains the social and historical context of the text and makes direct links to the text with increasing independence Makes clear connections between texts with clear and relevant explanations about similarities/differences with increasing independence Provides a clear reader response to the writer's viewpoint and an explicit explanation of effect on different readers in different time periods independently Provides evaluative comments using subject specific terminology independently Writing and register is consistently coherent and</p>

<p>Integrate dialogue into narratives to advance the action. Controls formality through conscious use of grammar and vocabulary Use a range of devices for cohesion. Vocabulary choices are appropriate and adventurous and starting to be used with precision. Use a range of punctuation mostly correctly. Sentence structures are varied. Use punctuation precisely to enhance meaning and avoid ambiguity. Use verb tenses consistently and accurately</p> <p>Define:</p>	<p>increasing independence can make relevant evaluations using subject specific terminology with increasing independence. Writing and register is consistently coherent and controlled for different purposes and audiences, but pupils are still reliant on what they have read as models for their writing. Characterisation, setting, plot are starting to be developed imaginatively and in detail An individual voice is mostly sustained in non- fiction and fiction writing. Starting to experiment with a range of devices to give the writing cohesion and coherence e.g. last sentence echoing the first; paragraph length varies to match narrative pace or development of an argument Vocabulary is mostly used with precision. Punctuation is used accurately to achieve the desired effect on the reader. Sentence structures are varied to achieve effect , including the use of extra clauses to make writing succinct.</p> <p>Define :</p>	<p>controlled for different purposes and audiences Characterisation, setting, plot are consistently developed imaginatively and in detail. A well judged, distinctive individual voice is sustained throughout a piece of writing Structure and grammatical features are used carefully to give the writing cohesion and coherence e.g. last sentence echoing the first; paragraph length varies to match narrative pace or development of an argument Information and ideas are starting to be skilfully managed and shaped to achieve intended purpose and effect. Vocabulary is mostly used with precision. Punctuation is used accurately to achieve the desired effect on the reader. Sentence structures are varied to achieve effect , including the use of extra clauses to make writing succinct.</p> <p>Define:</p>
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>‘Dracula’ reading assessment A letter from the monster to Dr Frankenstein (from September 2024</p>	<p>‘Mohinder’s War’ reading assessment A report: Who is to blame for the deaths of Romeo and Juliet?</p>	<p>‘Cane Warriors’ reading assessment The diary of Boo Radley</p>
<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>
<p>Theme of the supernatural from The Tempest</p>	<p>Shakespearean characterisation and context</p>	<p>Theme of conflict</p>

Themes of class and gender in the Victorian era from Oliver Twist	Theme of conflict in relationships Concept of morality	Ideas around crime and punishment from study of Oliver Twist in Year 7/ Romeo and Juliet in Year 8 Symbolism
---	---	---

Year 9		
Autumn : DYSTOPIA Ambrose Canon Text: The Giver	Spring : UNLOCKING THE CASE Ambrose Canon Text: Crime short stories	Summer : POWER AND CORRUPTION Ambrose Canon Text: Macbeth
HOW NARRATIVES CREATE ALTERNATIVE WORLDS	HOW NARRATIVES PRESENT DIFFERENT PERSPECTIVES	INTRODUCTION TO SHAKESPEAREAN TRAGEDY
Content/ Processes	Content/ Processes	Content/ Processes
Retrieval Comprehension and inference Language awareness and analysis Making comparisons across texts Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)	Retrieval Comprehension and inference Language awareness and analysis Making comparisons across texts Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)	Retrieval Comprehension and inference Language awareness and analysis Making comparisons across texts Vocabulary development Writing accurately and fluently Writing composition (planning, drafting, editing and proof-reading)
Concepts	Concepts	Concepts
Totalitarianism Darwinism Corruption Globalisation	Law and justice Class Morality Suspense and mystery Genre	Power Corruption Ambition Gender morality

<p>Modern slavery propaganda</p> <p>Genre Narrative viewpoint Narrative Setting context Grammar</p>	<p>Narrative viewpoint Narrative Setting context Grammar</p>	<p>Genre Narrative viewpoint Narrative Setting context Grammar</p>
<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>
<p>KNOW: The plot, themes and characterisation of ‘The Giver’ The impact of teenage rebellion in an oppressive society. Darwin’s theory of evolution. The difference between free will and totalitarianism. How the themes of the text could be applied to modern society.</p> <p>CAN: Makes clear developed inferences that begin to explore layers of meaning and that supported by multiple quotes Begins to analyse the effects of the writer’s choice of specific language, using subject specific terminology Begins to analyses the effects of the writer’s choice of structural features, using subject specific terminology with support Begins to make developed Integrated explanations of social and historical context with support Begins to analyse clear connections between texts with support, giving developed explanation</p>	<p>KNOW: The plot, themes and characterisation in a range of crime short stories. Features of a detective. How writers manipulate a text to create suspense. How writers use the theme of appearance and reality to create a red herring.</p> <p>CAN: Makes clear developed inferences that explore layers of meaning and that supported by ‘quotelets’ with increasing independence Analyses the effects of the writer’s choice of specific language, using subject specific terminology and begins to explore layers of meaning Analyses the effects of the writer’s choice of structural features, using subject specific terminology with increasing independence Makes developed Integrated explanations of social and</p>	<p>KNOW: The plot, themes and characterisation of ‘Macbeth’. The duality of good and evil in man. Features of a Shakespearean tragedy. The influences on Shakespeare when writing the text. The social and historical context to the text. How the text presents the subversion of traditional gender roles in Jacobean England.</p> <p>CAN: Makes clear inferences independently and in depth, exploring layers of meaning and supported by ‘apt integrated quotelets’ Analyses the effects of the writer’s choice of specific language, using subject specific terminology and exploring the layers of meaning with increasing confidence Analyses the effects of the writer’s choice of structural features, using subject specific terminology confidently Integrates explanations of social and historical context</p>

<p>Begins to think about bias and the implicit effect on different readers in different time periods Makes evaluative comments independently, which begins to be supported by analysis.</p> <p>DEFINE:</p>	<p>historical context with increasing confidence Analyses clear connections between texts with increasing independence, giving developed explanation Is able to explain about bias and the implicit effect on different readers in different time periods in a developed way with support Makes evaluative comments independently, supported by analysis with increasing independence Is becoming more aware of the text as a construct</p> <p>DEFINE:</p>	<p>Independently analyses clear connections between texts; make detailed explanation when comparing extracts Provides clear reader response to the writer’s viewpoint and bias and explanation of the implicit effect on different readers in different time periods with greater independence Makes evaluative comments independently, supported by analysis Aware of the text as a construct</p> <p>DEFINE:</p>
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>‘The Monsters of Rookhaven’ reading assessment. Leaflet on a utopian society/ ideal school</p>	<p>‘My Journey around India in 80 trains’ reading assessment Report on the scene of a crime</p>	<p>‘Three years in Europe’ reading assessment Speech Lady Macbeth’s diary</p>
<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>
<p>Children in Conflict- the texts share young protagonists who are in conflict with the dystopian society. Moral issues and issues around slavery in ‘The Outsiders’ Links to ideas of power and freedom in The Tempest and childhood in Oliver Twist</p>	<p>Victorian context e.g. study of Oliver Twist and Woman in Black. Links to the ideas of colonialism in ‘The Tempest’. Link to use of animals as characters and anthromorphism from Year 7; Reinforces the skill of making in text comparisons</p>	<p>Knowledge of tragedy plays from the study of Romeo and Juliet from Y8 The concept of power from texts such as The Tempest, To Kill A Mockingbird & Romeo and Juliet. Make links between ideas of fate in Romeo and Juliet and the study of Macbeth.; similarly links between concepts of arranged marriage in Romeo and Juliet.</p>

--	--	--

Year 10		
Autumn	Spring	Summer
English Language Paper 2 (Writing to persuade/ argue) English Literature: An Inspector Calls	English Language Paper 2: reading non fiction English Literature: Power and Conflict poetry	English Language Paper 1: writing to describe and narrate English Literature: Macbeth
Content/ Processes	Content/ Processes	Content/ Processes
Retrieval Critical reading, evaluation and comprehension Drawing on inferences and justifying with evidence Evaluating a writer’s choice of language, structure and form Writing effectively for different purposes and audiences Using language imaginatively and creatively, whilst maintaining coherency Writing for impact	Retrieval Critical reading, evaluation and comprehension Drawing on inferences and justifying with evidence Evaluating a writer’s choice of language, structure and form Comparing texts Producing clear and coherent text when writing about literature for a range of purposes	Retrieval Critical reading, evaluation and comprehension Drawing on inferences and justifying with evidence Evaluating a writer’s choice of language, structure and form Writing effectively for different purposes and audiences Using language imaginatively and creatively, whilst maintaining coherency Writing for impact
Concepts	Concepts	Concepts
English Language: Rhetoric Genre Audience Viewpoint English Literature:	English Language: Synthesis Comparison Language Viewpoint Genre	English Language: Language Structure Viewpoint

<p>Responsibility Gender Age Class Capitalism Socialism thesis</p>	<p>Rhetoric</p> <p>English Literature: Reality of war Power Class Conflict Identity Nature Colonialism Comparison thesis</p>	<p>English Literature: Power Ambition Gender Heroism Supernatural Religion Fate Good vs Evil thesis</p>
<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>
<p>ENGLISH LANGUAGE:</p> <p>KNOW:</p> <p>CAN:</p> <p>DEFINE:</p> <p>Pupils should understand a range of linguistic and structural techniques to enable them to sustain a thoughtful argument, which engages the reader.</p> <p>Pupils should understand how to use punctuation for effect.</p> <p>ENGLISH LITERATURE:</p> <p>KNOW:</p> <p>CAN:</p>	<p>ENGLISH LANGUAGE:</p> <p>KNOW:</p> <p>CAN:</p> <p>DEFINE:</p> <p>Pupils should understand how to apply common approaches to each of the English Language Paper 2 reading questions.</p> <p>Pupils should understand how to synthesise information across texts, in order to identify clear differences between them.</p> <p>Pupils should understand how to analyse the writer’s use of language and structure within texts and how each have been used to create an effect on the reader.</p> <p>Pupils should understand how to compare writer’s ideas and viewpoints across texts, explaining how methods have been used to impact the reader.</p>	<p>ENGLISH LANGUAGE:</p> <p>KNOW:</p> <p>CAN:</p> <p>DEFINE</p> <p>Pupils should understand how to plan and sequence a well structured piece of narrative writing.</p> <p>Pupils should understand how to sustain a convincing narrative voice and how to craft devices for effect.</p> <p>Pupils should understand how to plan and sequence a well structured piece of descriptive writing.</p> <p>Pupils should understand how to craft literary devices for effect when writing description.</p>

<p>DEFINE:</p> <p>Pupils should understand the plot, themes and characterisation of An Inspector Calls</p> <p>Pupils should understand how the play has been influenced by social and historical contextual factors.</p> <p>Pupils should understand why the play was written in 1945 but set in 1912.</p> <p>Pupils should understand how the themes and ideas of the play could be received by Edwardian and contemporary audiences.</p> <p>Pupils should understand how to write a thesis paragraph.</p> <p>Pupils should understand how to approach an essay based question in the examination. In doing so they should understand how to comment on the writer’s use of language and structure.</p>	<p>ENGLISH LITERATURE:</p> <p>KNOW:</p> <p>CAN:</p> <p>DEFINE:</p> <p>Pupils should understand the themes and ideas of the 15 ‘Power and Conflict’ anthology poems and each poet’s use of language and structural devices to convey them.</p> <p>Pupils should understand the types of power and conflict explored in each poem in the anthology.</p> <p>Pupils should understand how to compare a poem with another relevant poem from the anthology, incorporating insightful inferences.</p>	<p>ENGLISH LITERATURE:</p> <p>KNOW:</p> <p>CAN:</p> <p>DEFINE</p> <p>Pupils should understand the plot, themes, characterisation and social and historical context of ‘Macbeth’.</p> <p>Pupils should understand the features of the tragedy genre.</p> <p>Pupils should understand how the themes and ideas of ‘Macbeth’ could be interpreted by different audiences.</p> <p>Pupils should understand how to write a thesis paragraph.</p> <p>Pupils should understand how to approach an extract based question in the exam and how to relate it to the rest of the play. In doing so they should understand how to comment on the writer’s use of language and structure.</p> <p>Pupils should understand how to deconstruct an unseen text e.g. exploration of title, first line and last line, imagery to present the poet’s ideas</p> <p>Pupils should understand how to compare how writers present similar ideas across texts, with reference to the literary methods used.</p>
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>English Language: Formative assessment of Paper 2 writing tasks and spoken language speech</p> <p>Assessment of the following skills: Communicating clearly and imaginatively, adapting tone and register to purpose and audience. Produce organised and coherent texts.</p>	<p>English Language: Formative assessment of specific language Paper 2 questions. Summative Paper 2 Mock exam</p> <p>Assessment of the following skills: Identifying and interpreting implicit and explicit information and ideas within texts. Analysis of the writer’s use of language and structure to</p>	<p>English Language: Formative assessment of Paper 1 writing questions (both descriptive and narrative). Summative Paper 1 Section B.</p> <p>Assessment of the following skills: Communicating clearly and imaginatively, adapting tone and register to purpose and audience.</p>

<p>Critical evaluation of texts</p> <p>English Literature: Formative - An Inspector Calls Knowledge Quiz. feedback on practice tasks, quotation drills and essay plans. Summative assessment - choice of two An Inspector Calls Essays</p>	<p>influence the readers, using relevant subject terminology. Evaluating texts critically, using relevant textual evidence. Communicating clearly and imaginatively, adapting tone and register to purpose and audience. Produce organised and coherent texts. Critical evaluation of texts</p> <p>English Literature: Formative feedback on analysis of poems, PEARL paragraphs, comparative essay plans and a comparative poetry essay in timed conditions. Summative assessment - Mock examination on An Inspector Calls with a choice of two questions.</p>	<p>Produce organised and coherent texts. Critical evaluation of texts</p> <p>English Literature: Whole class feedback on analysis of extracts, character development, using context within responses, Knowledge Quizzes and Macbeth practice questions. Summative assessment - Poetry Mock exam</p>
<p>Review/ Revisit</p>	<p>Review/ Revisit</p>	<p>Review/ Revisit</p>
<p>English Language: Key skills for Paper 2 writing</p> <p>English Literature: An Inspector Calls plot, character, themes and concepts</p>	<p>English Language: Key skills for tackling each question on Paper 2</p> <p>English Literature: An Inspector Calls plot, character, themes and concepts</p>	<p>English Language: Key skills for Paper 1 writing</p> <p>English Literature: Poetic devices and links between the 'Power and Conflict' poems</p>

Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p>English Language: Paper 1 Reading Fiction</p> <p>English Literature: Macbeth & Unseen Poetry</p>	<p>English Language: Paper 1 Writing to describe and narrate</p> <p>English Literature: 19th Century Novel - The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol</p>	<p>English Language: Paper 2 Reading Non Fiction</p> <p>English Literature: Complete 19th Century Novel & Power and Conflict Poetry</p>	<p>English Language: Paper 2 Writing with a viewpoint</p> <p>English Literature: Revise An Inspector Calls</p>	<p>English Language: Close the Gap based on examination QLA (Paper 1 and Paper 2)</p> <p>English Literature: Close the Gap for English Literature Paper 1 (Macbeth and Unseen Poetry)</p>	<p>English Language: Close the Gap based on examination QLA (Paper 1 and Paper 2)</p> <p>English Literature: Close the Gap for English Literature Paper 2 (An Inspector Calls/ Power and Conflict poetry and Unseen Poetry)</p>
Concepts	Concepts	Concepts	Concepts	Concepts	Concepts
<p>English Language: Language Structure Evaluation Viewpoint Genre Narrative</p> <p>English Literature: Power Ambition Gender Heroism Supernatural Religion</p>	<p>English Language: Language Structure Viewpoint Genre Narrative voice Word Choice Sentence fluency Cohesion and coherence</p> <p>English Literature: Duality Crime Science Religion Human nature Morality</p>	<p>English Language: Synthesis Comparison Language Viewpoint Genre Rhetoric</p> <p>English Literature: Reality of war Power Class Conflict Identity Nature</p>	<p>English Language: Rhetoric Genre Audience Viewpoint Word Choice Sentence fluency Cohesion and coherence</p> <p>English Literature: Responsibility Gender Age Class Capitalism Socialism</p>	<p>English Language: All concepts from the Autumn and Spring terms</p> <p>English Literature: Power Ambition Gender Heroism Supernatural Religion Fate</p>	<p>English Language: All concepts from the Autumn and Spring terms</p>

<p>Fate Good vs Evil thesis</p>	<p>Supernatural Thesis Genre Gothic horror</p>	<p>Colonialism Comparison thesis</p>	<p>thesis</p>	<p>Good vs Evil thesis</p>	
<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>	<p>Essential understanding</p>
<p>ENGLISH LANGUAGE:</p> <p>Pupils should understand how to apply common approaches to each of the English Language Paper 1 reading questions.</p> <p>Pupils should understand how to analyse the layers of meaning in the writer’s language , using tentative vocabulary and be able to do so under timed conditions.</p> <p>Pupils should understand</p>	<p>ENGLISH LANGUAGE:</p> <p>Pupils should understand how to plan and sequence a well structured piece of narrative writing.</p> <p>Pupils should understand how to sustain a convincing narrative voice and how to craft devices for effect.</p> <p>Pupils should understand how to plan and sequence a well structured piece of descriptive writing.</p> <p>Pupils should understand how to craft literary devices</p>	<p>ENGLISH LANGUAGE:</p> <p>Pupils should understand how to apply common approaches to each of the English Language Paper 2 reading questions.</p> <p>Pupils should understand how to synthesise information across texts, in order to identify clear differences between them.</p> <p>Pupils should understand how to analyse the writer’s use of language and structure within texts and how each have been used to create an effect on the</p>	<p>ENGLISH LANGUAGE:</p> <p>Pupils should understand a range of linguistic and structural techniques to enable them to sustain a thoughtful argument, which engages the reader.</p> <p>Pupils should understand how to use punctuation for effect.</p> <p>ENGLISH LITERATURE:</p> <p>Pupils should understand the plot, themes and characterisation of An Inspector Calls</p>	<p>ENGLISH LANGUAGE:</p> <p>Pupils should understand how to apply common approaches to each of the English Language Paper 1 and 2 reading questions.</p> <p>ENGLISH LITERATURE:</p> <p>Pupils should understand</p>	<p>ENGLISH LANGUAGE:</p>

<p>how to explain and comment on structural features in a text, using relevant subject terminology.</p> <p>Pupils should understand how to explore and evaluate a viewpoint, thinking critically about the text and supporting their ideas with relevant quotations.</p> <p>ENGLISH LITERATURE: Pupils should understand the plot, themes, characterisation and social and historical context of 'Macbeth'.</p> <p>Pupils should understand the features of the tragedy genre.</p> <p>Pupils should understand how the themes and ideas of 'Macbeth' could be interpreted by different audiences.</p> <p>Pupils should understand how to write a thesis paragraph.</p> <p>Pupils should understand how to approach an extract</p>	<p>for effect when writing description.</p> <p>ENGLISH LITERATURE:</p> <p>Pupils should understand the plot, themes and characterisation of the 19th century novel (either Jekyll and Hyde/ A Christmas Carol.)</p> <p>Pupils should understand how the novel they are studying has been influenced by social and historical contextual factors.</p> <p>Pupils should understand how the themes and ideas of the text they are studying could be received by Victorian and contemporary audiences.</p> <p>Pupils should understand how to write a thesis paragraph.</p> <p>Pupils should understand how to approach an extract based question in the exam and how to relate it to the rest of the novel. In doing so they should understand how to comment on the writer's use of language and structure.</p>	<p>reader.</p> <p>Pupils should understand how to compare writer's ideas and viewpoints across texts, explaining how methods have been used to impact the reader.</p> <p>ENGLISH LITERATURE:</p> <p>Pupils should understand the themes and ideas of the 15 'Power and Conflict' anthology poems and each poet's use of language and structural devices to convey them.</p> <p>Pupils should understand the types of power and conflict explored in each poem in the anthology.</p> <p>Pupils should understand how to compare a poem with another relevant poem from the anthology, incorporating insightful inferences.</p>	<p>Pupils should understand how the play has been influenced by social and historical contextual factors.</p> <p>Pupils should understand why the play was written in 1945 but set in 1912.</p> <p>Pupils should understand how the themes and ideas of the play could be received by Edwardian and contemporary audiences.</p> <p>Pupils should understand how to write a thesis paragraph.</p> <p>Pupils should understand how to approach an essay based question in the examination. In doing so they should understand how to comment on the writer's use of language and structure.</p>		
--	--	--	---	--	--

<p>based question in the exam and how to relate it to the rest of the play. In doing so they should understand how to comment on the writer's use of language and structure.</p> <p>Pupils should understand how to deconstruct an unseen text e.g. exploration of title, first line and last line, imagery to present the poet's ideas</p> <p>Pupils should understand how to compare how writers present similar ideas across texts, with reference to the literary methods used.</p>					
<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Assessment</p>
<p>English Language: Formative assessment of individual Paper 1 reading questions</p> <p>Assessment of the following skills: Identifying and interpreting implicit and explicit information and ideas within texts. Analysis of the writer's use of language and structure to influence the readers, using</p>	<p>English Language: Mock Examination (Paper 1) Assessment of the following skills: Communicating clearly and imaginatively, adapting tone and register to purpose and audience. Produce organised and coherent texts. Critical evaluation of texts</p> <p>English Literature: Mock Examination (Macbeth and</p>	<p>English Language: Mock Examination (Paper 2) Assessment of the following skills: Identifying and interpreting implicit and explicit information and ideas within texts. Analysis of the writer's use of language and structure to influence the readers, using relevant subject terminology. Evaluating texts critically,</p>	<p>English Language: Formative assessment based on QLA from Mock Examinations.</p> <p>English Literature: Mock Examination (Power and Conflict Poetry)</p>	<p>English Language: Formative assessment based on QLA from Mock Examinations.</p> <p>English Literature: Mock Examination (An Inspector Calls)</p>	<p>Final GCSE examination papers sat in English Language and Literature.</p>

<p>relevant subject terminology. Evaluating texts critically, using relevant textual evidence.</p> <p>English Literature: Whole class feedback on analysis of extracts, character development, using context within responses and unseen poetry</p>	<p>Unseen Poetry)</p>	<p>using relevant textual evidence.</p> <p>English Literature: Mock Examination (19th Century Novel)</p>			
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
<p>English Language: Key skills for Paper 1 writing</p> <p>English Literature: Macbeth plot, character, themes, Shakespeare’s stylistic features</p>	<p>English Language: Key skills for each reading question in Paper 1, particularly high tariff questions.</p> <p>English Literature: Structure of an essay, analysis of language, structure and form, links to context</p>	<p>English Language: Key skills for tackling each question on Paper 2</p> <p>English Literature: Jekyll and Hyde/ A Christmas Carol plot, character, themes and concepts.</p>	<p>English Language: Key skills for tackling each question on Paper 1</p> <p>English Literature: Poetic devices and links between the ‘Power and Conflict’ poems</p>	<p>English Language: Whole course content, particularly questions 4 & 5 on each examination paper.</p> <p>English Literature: An Inspector Calls plot, character, themes and concepts</p>	