

	Autumn Term	Spring Term	Summer Term
Literary Heritage	The origins of English literature Creation myths, The Epic of Gilgamesh, The Iliad, The Odyssey	Language Change Beowulf, The Knight's Tale, Voices in poetry	Shakespearean Comedy A Midsummer Night's Dream
Overview	An understanding of the importance of storytelling in human civilisation throughout history. An awareness of tales from around the world including Classical Antiquity to enrich cultural capital and a wider understanding of literary references (extracts from creation myths, The Epic of Gilgamesh, The Iliad).	An understanding of the process of change in English from Old English through to Middle English and the impact of Christianity on Anglo Saxon culture.	Introduction to Shakespeare; the importance of The Globe, Shakespeare's early influences including traditional Greek theatre, his upbringing and his influence upon Language and England on the world stage.
Key knowledge	<ul style="list-style-type: none"> Understanding of structural and narrative technique (beginning, middle and end; in media res) Analysing metaphorical language through tenor, vehicle, and ground Applying the convention of epic to a range of texts Evaluating the presentation of heroes Summarising key texts clearly and precisely Constructing personal viewpoints An awareness of the four conflicts of man Identifying word class and subjects Distinguishing between fragments and sentences Using topic sentences with adjectives 	<ul style="list-style-type: none"> Summarising key texts clearly and precisely Constructing personal viewpoints Recall and examination of the four conflicts of man Recalling the features of the epic and heroes applying the conventions to a range of texts Examining ideas of chivalry and the chivalric code Aristotle's plot structure Analysing metaphorical language through tenor, vehicle, and ground Language change through poetry Examination of the use of voice in poetry Understanding phonemes and alliteration An understanding of morphology and the study of word structure Identification of clauses and sentences 	<ul style="list-style-type: none"> Selecting and embedding relevant textual detail Using appositives to signal the direction of analytical writing Comparing literary concepts, ideas, and methods Using tentative phrasing Consideration of how writers adapt genre to reflect their own time Understanding the key features of Shakespearean comedy Examination of character archetypes Examination of character as a construct An understanding of symbolism in the play Examining the conflict in the play How comedy has evolved Identifying and applying different sentence types
Vocabulary	<p>Content terminology Arrogant, chronology, cosmogony, courageous, divine, downfall, endure, fate, glory, hero, hospitality, hubris, loyal, mutiny, myth, prophecy, suitor, tragic hero</p> <p>Subject terminology Authorial intention, characterisation, climax, context, denouement, dialogue, dramatic irony, epic poem, exposition, fragment, ground (metaphor), in medias res, juxtaposition, oral tradition, personification, protagonist, simile, tenor (metaphor), vehicle (metaphor)</p>	TBC	The Globe, Elizabethan, Jacobean, groundling, soliloquy, severe, conflict, unrequited love, mock, chaos, resolve
Main Assessment (End of term)	Formative quizzes as per the booklet. Details regarding The Odyssey to follow.	TBC	Open book, extract based on analytical (what/How/Why) paragraphs. Pupils should aim to write 3 (bottom / middle) 4/5 (middle/top) No introduction or conclusion needed.
Official feedback via WCF and individual marks in			Pupils should comment on connotations of words and Figurative Language to support and extend ideas.

Year7 – Story Origins

	books and dept spreadsheet			Two lessons to prep and introduce the assessment. One lesson to complete plus extra time for those that require it. Assessment to be completed in exam conditions – make this really clear to pupils. Assessment to be completed before the end of term
	Secondary Focus Descriptive Writing Link to Lang1 Q5	Secondary Focus Using images, explore how to describe using the zoom in / zoom out method. What can't be seen? Enable students to be creative. Focus on structure: 5 para plan. Circular narrative. Contrasting start and end. Practise planning descriptive writing, Mini assessment HT time: 2-3 paras. WCF Mini assessment 5 paras. PA & WCF Teacher to use own images.	Secondary Focus Following on from planning, zooming and the 5 para plan – focus on developing vocab. Figurative language Capitalising on the senses Ambitious ideas for colours Varying sentence starters Using discourse makers throughout Mini assessment HT time: 2-3 paras. WCF Mini assessment complete piece. PA & WCF Teacher to use own images.	Secondary Focus Focus on grammar, sentence variation and now allowing students to be more creative with the paragraph approach – for example; 1 sentence paras for pace and impact. Revise fragment sentences Revise sentence lengths Revision of how to use semi colons, hyphens and brackets. Mini assessment HT time: 2-3 paras. WCF Mini assessment complete piece. PA & WCF Teacher to use own images.
	Literary Heritage	Modern Novella	Shakespearean Comedy	19C Novel
		Animal Farm	The Tempest	The Adventures of Sherlock Holmes
	Key knowledge	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption	The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Scientific developments in the Victorian era; class and society in Victorian England.
	Vocabulary	Allegory, tyranny, tyrant, rebellion, hypocrisy, corruption, harvest, propaganda, cult of personality, treacherous, authorial intent	Colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy, sub-plot, patriarchy, consent, colonial, post-colonial	The detective genre; duality; periodicals to enlighten, deduction, detective scandal, periodical, introspective, dual nature, duality, observation, colonial, post-colonial
	Analytical Writing	+ Using complex topic sentences to explore themes & concepts; selecting and embedding quotations; using analytical sentences to explore how writer's choices create meaning; linking textual analysis to contextual analysis.	+ Using complex topic sentences to explore character and theme; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using dramatic terminology accurately; memorising key knowledge.	Y7 + Using complex topic sentences to explore character; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using sentences to link ideas from one paragraph to another.
Year 8 - Duality	Main Assessment (End of term) Official feedback via WCF and individual marks in books and dept spreadsheet	Open book, extract based on analytical (what/How/Why) paragraphs. Pupils should aim to write 3 (bottom / middle) 4/5 (middle/top) No introduction or conclusion needed. Pupils should comment on connotations of words and Figurative Language to support and extend ideas. Two lesson to prep and introduce the assessment. Pupils should organise what they need. They should be organising this more independently as opposed to the guided preparation in Yr7. Pupils allowed to put a 'prep' sheet together. One lesson to complete plus extra time for those that require it. Assessment to be	Open book, extract based on analytical (what/How/Why) paragraphs. Pupils should aim to write 3 (bottom / middle) 4/5 (middle/top) No introduction or conclusion needed. Pupils should comment on connotations of words and Figurative Language to support and extend ideas. Two lesson to prep and introduce the assessment. Pupils should organise what they need. They should be organising this more independently as opposed to the guided preparation in Yr7. Pupils allowed to put a 'prep' sheet together. One lesson to complete plus extra time for those that require it. Assessment to be	Open book, extract based on analytical (what/How/Why) paragraphs. Pupils should aim to write 3 (bottom / middle) 4/5 (middle/top) No introduction or conclusion needed. Pupils should comment on connotations of words and Figurative Language to support and extend ideas. Two lesson to prep and introduce the assessment. Pupils should organise what they need. They should be organising this more independently as opposed to the guided preparation in Yr7. Pupils allowed to put a 'prep' sheet together. One lesson to complete plus extra time for those that require it. Assessment to be

	completed in exam conditions – make this really clear to pupils. There should be a much more clear focus on including and commenting on themes and context. Starting to embed quotes. Pupils should have clear topic sentences and following the correct structure of an analytical paragraph. Assessment to be completed before the end of term.	completed in exam conditions – make this really clear to pupils. There should be a much more clear focus on including and commenting on themes and context. Starting to embed quotes. Pupils should have clear topic sentences and following the correct structure of an analytical paragraph. Assessment to be completed before the end of term.	completed in exam conditions – make this really clear to pupils. There should be a much more clear focus on including and commenting on themes and context. Starting to embed quotes. Pupils should have clear topic sentences and following the correct structure of an analytical paragraph. Assessment to be completed before the end of term.
Secondary Focus S & L Link to Lang1 S&L Endorsement	Secondary Focus: Introduce debate skills first half term – informal group assessment. Topic: Was the rebellion successful? 2 nd HT formal class debate. Split class into 2 or 3 so that all pupils have an active participative role. Topic: Who is to blame for the failure of Animal Farm? This can then aid the summative written assessment. Can chose other S+L topics linked to the text. Focus on expressing opinions and ideas.	Secondary Focus: Role play. Both half terms. Pupils to present a scene – teacher choice. Different selection both half terms. Reinforce tone, body language and engaging with the audience.	Secondary Focus: Independent speaking. First HT. Students need to prepare a 1 minute speech on a subject that interests them. They present in small groups with PA feedback from group. After HT, extend this to 2 minutes. This time pupils may use props and/or PP. Borrow 2/3 laptops to enable this to happen. Focus on independent confidence, body language and engaging with the audience.
Writing Mastery	<u>Grammar content includes:</u> clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns.		
	Shakespearean Tragedy	Poetry Comparison	19C Novel
Literary Heritage	Romeo and Juliet	Poetry through the ages	Jane Eyre or Jekyll and Hyde
Key knowledge	Life in Elizabethan England; life in Elizabethan Italy; Shakespeare’s life; Elizabethan family relationships; the form of a play.	Journeys: Extended metaphors & comparison; ‘Paradise Lost’, ‘The Road Not Taken’, ‘Night Mail’, ‘The Canterbury Tales’: Poets include John Milton, Geoffrey Chaucer, Patience Agbabi, W.H. Auden, Grace Nichols, Jackie Kay	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre
Vocabulary	Tragic, prologue, sonnet, feud, shrine, the status quo, obstacle, soliloquy, hyperbole, tragic flaw, exile (vb.), foreshadow, catastrophe, thesis	extended metaphor, epic poetry, procrastination; journey; identity; comparison; inter-textuality; partner text	Dependence / independence; oppression; juxtaposition; humiliation; hypocrisy; comeuppance; childhood; patriarchy; consent
Analytical Writing	How to comment on literary theory. · Literary conventions can structure a text. · How to analyse the structure of a play. · How to evaluate the language characters use.	+ Using comparative topic sentences for poetry comparison; exploring alternative interpretations; using tentative language (may/could)	How to introduce and sustain a thesis across a whole essay; planning & developing; writing introductions; analytical sentences exploring alternative meanings.
Main Assessment (End of term) Official feedback via WCF and individual marks in books and dept spreadsheet	Closed book, extract based on analytical (what/How/Why) paragraphs. Pupils should aim to write 3 (bottom / middle) 4/5 (middle/top) No introduction or conclusion needed. Pupils should comment on connotations of words and Figurative Language to support and extend ideas. One lesson to prep. Leading up to the assessment – teacher to guide with quotes to learn. Prep lesson is for practise or HW sheet. Pupils should organise what they need. They should be organising this more independently as opposed to the guided preparation	Closed book, extract based on analytical (what/How/Why) paragraphs. Pupils should aim to write 3 (bottom / middle) 4/5 (middle/top) No introduction or conclusion needed. Pupils should comment on connotations of words and Figurative Language to support and extend ideas. One lesson to prep. Leading up to the assessment – teacher to guide with quotes to learn. Prep lesson is for practise or HW sheet. Pupils should organise what they need. They should be organising this more independently as opposed to the guided preparation	Closed book, extract based on analytical (what/How/Why) paragraphs. Pupils should aim to write 3 (bottom / middle) 4/5 (middle/top) No introduction or conclusion needed. Pupils should comment on connotations of words and Figurative Language to support and extend ideas. One lesson to prep. Leading up to the assessment – teacher to guide with quotes to learn. Prep lesson is for practise or HW sheet. Pupils should organise what they need. They should be organising this more independently as opposed to the guided preparation

	<p>in Yr7. Pupils are not allowed to use any materials in the assessment. One lesson to complete plus extra time for those that require it. Assessment to be completed in exam conditions – make this really clear to pupils.</p> <p>Themes and context need to be central and contribute to pupil ideas along with language analysis of writer methods. Structure needs to have a more of a focus on in terms of how the text is constructed as well as word level. Embedding of quotes. Pupils should have clear topic sentences and following the correct structure of an analytical paragraph.</p> <p>Assessment to be completed before the end of term.</p>	<p>in Yr7. Pupils are not allowed to use any materials in the assessment. One lesson to complete plus extra time for those that require it. Assessment to be completed in exam conditions – make this really clear to pupils.</p> <p>Themes and context need to be central and contribute to pupil ideas along with language analysis of writer methods. Structure needs to have a more of a focus on in terms of how the text is constructed as well as word level. Embedding of quotes. Pupils should have clear topic sentences and following the correct structure of an analytical paragraph.</p> <p>Assessment to be completed before the end of term.</p>	<p>in Yr7. Pupils are not allowed to use any materials in the assessment. One lesson to complete plus extra time for those that require it. Assessment to be completed in exam conditions – make this really clear to pupils.</p> <p>Themes and context need to be central and contribute to pupil ideas along with language analysis of writer methods. Structure needs to have a more of a focus on in terms of how the text is constructed as well as word level. Embedding of quotes. Pupils should have clear topic sentences and following the correct structure of an analytical paragraph.</p> <p>Assessment to be completed before the end of term.</p>
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Secondary Focus S & L	<p>Speaking and Listening Endorsement</p> <p>Term 1 Focus on examples of speeches such as MLK, Emma Watson, Tony Blair etc. End focus should be pupils writing a speech based on a contentious subject using techniques such as anecdote, allusion, anaphora, hyperbole etc. Key coverage: bias propaganda, fake news, protest, political. https://www.thenational.academy/teachers/programmes/english-secondary-ks4-aqa/units/spoken-language-the-language-of-change/lessons</p> <p>Term 2 Develop theory into practise via a safe environment in small groups. Use examples such as the Balloon Debate, Medical Dilemma, Iconic Objects, Nuclear Bunker, Room 101, Island Battle, The Apprentice to reinforce pupils using appropriate vocabulary and techniques.</p> <p>Term 3 Pupils prepare their speech. Using time in lesson to practise in small groups and gain feedback prior to recording at the end of the term.</p> <p>Spend one lesson a week completing Speaking and Listening skills. At the end of YR9, all pupils will ‘officially’ complete their Speaking and Listening Assessment.</p>
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Year 10	Topic of study	A Christmas Carol	Language Paper 1- Section A	Poetry: Power and Conflict (War and Conflict)	AQA Language Paper 1, Section B	Macbeth	Poetry: Power and Conflict (Power of Nature)	Speaking and Listening/Revision/ Poetry: Power and Conflict (Power of Memory)
	Key knowledge	Character analysis, writer’s intentions, language analysis, historical context/literary context, Victorian context, rich vs poor, class divide	Descriptive writing, narrative writing, literary devices/ figurative language, use of narrative perspective	Poems to cover: Remains/War Photographer/Charge of the Light Brigade/Bayonet Charge Personal response, form, structure, poetic purpose, poetic context, comparison	Descriptive writing, narrative writing, literary devices/ figurative language, use of narrative perspective	Character analysis, writer’s intentions, language analysis, Jacobean context, dramatic irony, audience of 1600s, thematic exploration, personal response, critical evaluation, structural features, language analysis, character analysis, creative/narrative/description writing, literary devices	Poems to cover: Exposure/Ozymandias/Prelude/ Storm on the Island Personal response, form, structure, poetic purpose, poetic context, comparison	Poems to cover: Poppies/Kamikaze/The Emigree

	Vocabulary	Dramatic Irony, Class, Capitalism, Socialism, Stage Directions, Prejudice, Stereotypical, Remorseful, Compassionate, Contextual, Dramatic Irony, Patriarchal, Allegory, Foreshadowing, Morality	Metaphor, Juxtaposition, Semantic Field, Pathetic Fallacy, Symbolism, Shift, Imagery, Perspective	Imagery, metaphors, juxtaposition, repetition, ambiguity, oxymoron, dialect, caesura, stanza, dramatic monologue	Simile, metaphor, personification, pathetic fallacy, symbolism, structural features, narrative perspective	Antagonist, protagonist, hamartia, guilt, compassion, ambition, dramatic irony, soliloquy, symbolism, foreshadowing, supernatural, tragic hero, regicide	Epistrophe, metaphor, allusion, juxtaposition, colloquialism, in media res, rhetorical question, rhyming couplets	
	Themes	Family, Greed, Poverty, Christmas		Power of Humans, Identity, Loss and Absence, Memory		Betrayal, Revenge, Regicide, Jacobean Context, Totalitarianism, Corruption, Supernatural	Conflict, Reality of War, Patriotism, Suffering	
Year11	Topic of study	An Inspector calls		Revision: Literature Paper 1: Macbeth/ACC Language Paper 1		Revision: Language Paper 2 Section B. Mock Exams Poetry: Power and Conflict		
	Key knowledge	Character analysis, writer's intentions, language analysis, 1912 and 1945 context, dramatic irony, audience of 1945 reaction, thematic exploration, socialism vs capitalism		Character analysis, writer's intentions, language analysis, Jacobean context, dramatic irony, audience of 1600, thematic exploration, personal response, critical evaluation, structural features, language analysis, character analysis, creative/narrative/description writing, literary devices		Character analysis, writer's intentions, language analysis, 1912 and 1945 context, dramatic irony, audience of 1945 reaction, thematic exploration, socialism vs capitalism, Victorian context, rich vs poor, class divide, personal response, critical evaluation, structural features, language analysis, character analysis, non-fiction writing Poems to cover: London/My Last Duchess/Tissue/Checking out me history/Unseen		
	Vocabulary	Dramatic Irony, Class, Capitalism, Socialism, Stage Directions, Prejudice, Stereotypical, Remorseful, Compassion, Contextual, Dramatic Irony, Patriarchal		Antagonist, protagonist, hamartia, guilt, compassion, ambition, dramatic irony, soliloquy, symbolism, foreshadowing, supernatural, tragic hero, regicide		Dramatic Irony, Class, Capitalism, Socialism, Stage Directions, Prejudice, Stereotypical, Remorseful, Compassionate, Contextual, Dramatic Irony, Patriarchal, Allegory, Foreshadowing, Morality, Simile		
	Themes	British context 1912 and 1945, Elitism, Power, Responsibility, Morality, Death, Patriarchy		Death, Betrayal, Revenge, Regicide, Jacobean Context, Totalitarianism, Corruption, Supernatural		British context 1912 and 1945, Elitism, Power, Responsibility, Morality, Death, Patriarchy, Family, Greed		

Year 12 Plan

Term	Teacher 1	Teacher 2	Assessment
1 – Autumn 1	Rossetti poetry	Dystopia Unseen A Handmaid's Tale	Dystopia Unseen Rossetti essay
2 – Autumn 2	Rossetti poetry	A Handmaid's Tale	Handmaid's Tale Rossetti essay
3 – Spring 1	A Doll's House	A Handmaid's Tale	Handmaid's Tale A Doll's House Act 1 and 2
4 – Spring 2 Mocks will be w/b 3/3	A Doll's House	A Handmaid's Tale Dystopia Unseen	Mocks
5 – Summer 1	Coursework	Coursework	Rossetti and A Doll's House Comparison
6 – Summer 2	Coursework	Coursework	Coursework

Year 13 Plan

Term	Teacher 1	Teacher 2	Assessment
1 – Autumn 1 Mocks from 18/10 Last week of half term	Finish comparison coursework 1984	Hamlet	Hamlet Mocks
2 – Autumn 2	1984	Hamlet	1984
3 – Spring 1	Finish 1984 Start revision	Dystopian Unseen	Dystopia Unseen
4 – Spring 2 Mocks from 24/2 First week of half term	Revision	Revision	Mocks
5 – Summer 1	Revision	Revision	Practice questions as and when needed
6 – Summer 2	Exams	Exams	Exams