

1 s t F o r m	Term	1	2	3	4	5	6
	<b>Title</b>	<b>The Hobbit</b>		<b>Creative Writing</b>		<b>Julius Caesar</b>	
<b>Prior Knowledge</b>	Myths and legends Character Reading skills		SPaG test from primary school		Genre Character development Inner conflict		Persuasion and manipulation in "Julius Caesar"
<b>Core Knowledge</b>	The fantasy genre Plot structure The methods of characterisation Narrative perspective The hero's journey Inner conflict and character development				The context of Ancient Rome The plot of the play The theme of the supernatural, betrayal, loyalty to friends vs loyalty to the greater good, honour, power and corruption, corruption		The ideas and rhetoric of famous speeches and letters throughout history The style and rhetoric in newspaper article opinion pieces about the big issues of the 21st century
<b>Key takeaways for future learning</b>	A plot is a construct by an author The conflict of character vs. self and how this can be explored through the plot and character development The conflict of character vs. character				Ambition can be dangerous and power can corrupt The concept of the greater good can motivate characters, especially good ones The supernatural can influence the plot		Language can be used to manipulate readers and audiences Writers use specific approaches to do so: logos, ethos and pathos The conventions and purposes of different text types: speech; letter and article
2 n d F o r m	Term	1	2	3	4	5	6
	<b>Title</b>	<b>Macbeth</b>		<b>Frankenstein</b>		<b>Poetry From Diverse Cultures</b>	
	<b>Prior Knowledge</b>	The idea of ambition being a motivator Shakespearean villains and the genre of tragedy		Tragic hero Ambition The concept of context The theme of the supernatural		Poetic devices Poetry as an exploration of feeling	
<b>Core Knowledge</b>	Lady Macbeth and Macbeth's relationship The conflicts in the play The Jacobean context Macbeth's rise and downfall Lady Macbeth rise and downfall		Frankenstein is a man who pushes against the boundaries of science and religion Context: Mary Shelly as a feminist writer; the Romantic context and the Gothic genre The concept of the human condition and the loss of innocence in becoming human The cruelty of human beings		Poetry can help us explore our identity Diasporic communities sometimes have conflicted experience of identity and poetic themes, language, form and structure can encapsulate, reflect and explore this Structural devices: rhyme scheme, rhythm, form, stanza structure, enjambment, caesura		

	<b>Key takeaways for future learning</b>	The structure of a Shakespearean tragedy and features of a tragic hero Lady Macbeth is a subversive female character The use of setting, symbolism and motifs: blood, light and darkness, nature and the supernatural	Human beings can be shaped by their life experiences The human condition could be seen as monstrous The features of the Gothic genre and the use of setting to create meaning	Structural devices can be as powerful things to analyse as language devices in poetry Poetry can help us explore hard to explain feelings			
3 r d  F o r m	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>War Poetry</b>	<b>A View From The Bridge</b>	<b>Animal Farm</b>		<b>Othello</b>	
	<b>Prior Knowledge</b>	Poetic devices	The idea of conflict against society	Ideas around power and corruption		Ideas around power and ambition	
	<b>Core Knowledge</b>	More advanced poetic devices Key themes and ideas in classic World War One Poetry Context of World War One poetry	Aristotleian tragedy and the features of a 20th century tragic hero The context of American literature The conventions of drama, including dramatic devices The plot and themes of the play	Context: social class; communism, socialism and capitalism; the allegorical form; power and corruption Plot and themes Orwell's style and literary devices, including: dramatic irony; situational irony; pathos; symbolism; repetition		Context: women in the Jacobean era; Shakespearean tragedy (as opposed to Aristotleian and modern tragedy); race in the Jacobean era Shakespearean language and devices Plot and themes (race; women; manipulation and jealousy)	
	<b>Key takeaways for future learning</b>	Poetic devices of: enjambment; rhyme; caesura; repetition; irony; direct address The speaker is a distinct entity from the author Poetry as a literary form to explore social and historical context	Masculinity and its pressures The conflict of character vs. Society Dramatic conventions, including tragedy, as a way to explore literary context	The use of irony in literature The concept of social class The allegorical form used to mirror and comment on historical or social context		The social and historical context of race in Shakespeare's time Shakespearean tragedy The idea of the motivationless villain	
<b>By the end of Key Stage 3, pupils are able to:</b>		Write a literary essay that explores a range of ideas; uses and analyses language; makes links to context and sees a literary text as a construct that a writer has created for a purpose. Write clearly and appropriate for a range of purposes and audiences.					

		Write clearly with grammatically secure sentences; purposely craft language and sentences for effect; use structural features to render their writing engaging. Read using reciprocal reading skills and be able to decode a range of texts of varying complexity (including 19 <sup>th</sup> century), lengths and forms.					
<b>4 t h F o r m</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>A Christmas Carol</b>	<b>English Language Paper 1 Q1-4</b>	<b>An Inspector Calls</b>	<b>English Language Paper 2 Q1-4</b>	<b>Macbeth</b>	
	<b>Prior Knowledge</b>	The concept of our childhood shaping our character Setting as symbolic Literature as a vehicle for social change	Character and narrative structure	Literature as a vehicle for social change Social class Capitalism and socialism The conventions of a play	Non fiction text-types and their conventions Rhetoric and the power of persuasion	Context: women in the Jacobean era Shakespearean tragedy (as opposed to Aristotelean and modern tragedy) Shakespearean language and devices	

<p><b>Core Knowledge</b></p>	<p>Context: Victorian social class and prejudice around poverty; Christian ideas around the afterlife Dickens' language devices: metaphor, simile, lists, cacophony, symbolism, irony, foreshadowing Ideas around compassion, repentance and forgiveness Plot and themes</p>	<p>Language analysis means unpicking the language choices made by an author Structure analysis means unpicking the structural choices made by an author The difference between language and structure Evaluative phrases and responding personally to a text The features of a description or a narrative and emulating them in one's own writing.</p>	<p>Context: Edwardian class structure and post-war political feeling; gender politics in 1912; socialism and capitalism; Christian morality The plot and characters Themes (social class; capitalism and socialism; responsibility; morality and the law; gender; the generational divide) Priestley's well-made play</p>	<p>Reading a non-fiction text involves identifying the writer's purpose: usually to inform or persuade, or a mixture.  Then it involves identifying their viewpoint, their arguments and their methods of conveying their viewpoint and arguments Rhetorical approaches: logos, pathos and ethos Rhetorical devices The difference between summarising, analysing and comparing</p>	<p>Plot and characters Themes: the supernatural; chaos vs disorder; ambition, power and corruption; gender; appearance vs. Reality Devices: irony; mirroring; symbols and motifs Context: Jacobean social hierarchy; Christian ideas around sin and the Divine Right of Kings; fear of witchcraft and equivocation; fear of women and their power</p>
<p><b>Key takeaways for future learning</b></p>	<p>Scrooge's character development is facilitated by Christian morality The Cratchit family symbolise the virtues of the impoverished class The supernatural is used to show the</p>	<p>The difference between language devices and structure devices The importance of writing specific comments on the effect of writers' methods</p>	<p>The play is an argument for social responsibility  Eva Smith is symbolic of the disadvantaged and disempowered underclass</p>	<p>Non-fiction writing is usually written to either inform or to persuade Non-fiction writing employs rhetorical devices Rhetoric is the power of persuasion, and is usually done through</p>	<p>Macbeth's downfall is caused by his hamartia: his ambition Lady Macbeth is representative of Jacobean anxieties about the sinful and manipulative nature of women The chaos and disorder in the play, as represented by the supernatural events, is the result of Macbeth and Lady Macbeth disturbing the social order and hierarchy.</p>

		consequences of actions on earth	How to structure a piece of descriptive or narrative writing	The Birling family symbolise the privilege of the middle class	an appeal to logos, pathos or ethos		
<b>5 t h F o r m</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>English Language Paper 1 Question 5</b>	<b>English Language Paper 2 Question 5</b>	<b>Power and Conflict Poetry and Unseen Poetry</b>	<b>Revision</b>		
	<b>Prior Knowledge</b>	Reading creative writing	Reading and analysing non-fiction writing				
	<b>Core Knowledge</b>	Sentence construction Paragraphing Adjectives and adverbs Sophisticated vocabulary Using creative devices What a complex or conceptual feeling or idea is How to convey complex or conceptual feelings	Using rhetorical devices What a complex and sophisticated viewpoint and argument is How to convey complex and sophisticated viewpoints and arguments Structuring ideas	A clear understanding of all fifteen poems': <ul style="list-style-type: none"> <li>• Key ideas</li> <li>• Key device</li> </ul> A detailed understanding of seven poems': <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Devices</li> <li>• Themes</li> </ul>			
	<b>Key takeaways for future learning</b>	A grammatically correct sentence consists, at the minimum, of a subject and a predicate (including a verb)  Vocabulary should be consciously chosen for sophistication and effect  A description or narrative should have a clear structure	An persuasive piece of writing must have a clear viewpoint and multiple strong arguments  Using rhetorical devices will bring your arguments to life  Non-fiction writing should be written with a clear	Conflicts can be between: <ul style="list-style-type: none"> <li>• Nature and humanity</li> <li>• An individual and society</li> <li>• Warring countries</li> <li>• An individual and themselves</li> </ul> Power can be: <ul style="list-style-type: none"> <li>• That of an individual</li> <li>• That of a nation</li> <li>• That of history</li> <li>• That of nature</li> </ul>			

			purpose and consideration of audience				
<p><b>By the end of Key Stage 4, pupils are able to:</b></p>			<p><b>English Literature:</b>                      AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.                      AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.                      AO3: Show understanding of the relationships between texts and the contexts in which they were written.                      AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>English Language:</b>                      read a wide range of texts, fluently and with good understanding                      read critically, and use knowledge gained from wide reading to inform and improve their own writing                      write effectively and coherently using Standard English appropriately                      use grammar correctly, punctuate and spell accurately                      acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.                      In addition, they must enable students to:                      listen to and understand spoken language, and use spoken Standard English effectively.</p>				

- Spag is taught within the SOW.
- Once a week KS3 have a creative writing lesson based around the week’s learning - this is a chance to consolidate knowledge, especially vocabulary and spag.
- Every lesson begins with a short recall quiz (5-a-day).