

	Ht/topic (Y7/8)	Overview	Skills	Wider reading	Assessment
Term 2	1. Conventions of 19th Century Fiction (fiction reading) Big idea: Fiction reflects reality 6 weeks	Explore a range of 19 th century fiction conventions through extracts, focusing on inference, language analysis in relation to character and setting and application of context. Culture capital focus: life in the Victorian era	<u>Key skill:</u> Character/setting analysis	19 th century extracts Fast track 19 th century novels – Dracula/Frankenstein Modernised conventions (extracts from <i>Gaslight</i> etc.) Non-fiction sources on prominent 19 th century writers (Dickens, Brontes, Hardy) Non-fiction sources on common 19 th century themes (sexism, class-divide etc.) Extracts/images from ‘Punch’ magazine	Reading (language analysis)
			<u>Supporting skills:</u> Inference and language analysis Comparison of conventions Theme and character analysis Academic language Exploring context and applying to extracts Drama: given circumstances WoW – etymology/morphology		
	2. Myths and Legends (creative writing) Big Idea: Description is transportation	Apply knowledge of using language for effect through creative writing of a different genre, whilst mastering a range of writing skills. Culture capital focus: Greek Gods	<u>Key skill:</u> Creative writing	Extracts from modern M&L versions (Pandora’s Box) Extracts from traditional M&L (Iliad and The Odyssey) M&L poetry (‘Medusa’ by Duffy, ‘Failing and Flying’ by Jack Gilbert) Non-fiction (origins of M&L) Shakespearian references to M&L Anthropomorphism in ‘The ‘The Boy, The Mole, The Fox and the Horse’	Creative Writing (structure, descriptive and narrative)
			<u>Supporting skills:</u> Exploring structure Descriptive writing/ SPaG Narrative writing Comparison of conventions Drama: super objective WoW – etymology/morphology		
Term 3	3. Shakespeare’s <i>The Tempest</i> (play reading) Big Idea: With power comes great responsibility	Students have developed their inference skills and language analysis in Term 2; students will now work towards commenting on the effect of themes explored in the play. Cultural capital: prejudice, racism, supernatural	<u>Key skill:</u> Theme analysis	‘Black’ song by Dave Maya Angelou Multicultural poetry ‘I Am Malala’ Non-fiction context resources ‘F*ck Shakespeare’ poem by Inua Ellams	Reading (Theme analysis)
			<u>Supporting skills:</u> Theme and character analysis NF article – ‘Was Shakespeare a Racist?’ Comparing and contrasting characters/themes Context Conventions/format of a play-script Drama skills WoW – etymology/morphology		
	4. Success Stories (transactional writing) Big Idea: Think Big, Chase Dream, Succeed Together	Explore conventions of non-fiction. Adapt writing skills from HT2 to produce a transactional piece. Cultural capital focus: 21 st century social movements/reform	<u>Key skill:</u> Persuasive language writing	Non-fiction extracts exploring school values Non-fiction extracts exploring local heritage/success stories Modern social movements (BLM/ feminism) Exploration of fictional characters Extracts from ‘Touching the Void’	Transactional writing: express your viewpoint on a social movement (persuasive language, expressing arguments, developed ideas)
<u>Supporting skills:</u> Transactional writing Identifying and comparing viewpoint Persuasive techniques/expressing viewpoint Non-fiction conventions Drama: Freeze frames and thought tracking WoW – etymology/morphology					

	HT/topic (Y9)	Overview	Skills	Wider reading	Assessment	
Term 2	<p>1 & 2 – Celebrating diversity</p> <p><i>Exploration of diversity & race.</i></p> <p>“For you to be right, must I be wronged?” — Vineet Raj Kapoor</p>	<p>Students will study the text <i>Othello</i>, focusing on context, characters, themes, language analysis and theory.</p> <p>Additionally, students will explore a range of fiction conventions through extracts, focusing on language analysis and context.</p> <p>Finally, students’ language analysis will also be developed through study of unseen poetry.</p> <p>Cultural capital: Race, prejudice, intolerance, BLM WoW – etymology/morphology</p>	<p><u>Key skill:</u> Character/setting/theme analysis</p>	<p>Fiction examples: <i>The Hate U Give</i> <i>The Colour Purple</i></p> <p>Non-fiction examples: <i>Long Walk to Freedom</i> <i>Becoming</i> (Michelle Obama)</p> <p>Poetry examples: <i>Not my Business</i> <i>Search for my Tongue</i> <i>Letter from God to Man</i> (lyrics)</p>	<p>Formative Annotation of an extract exploring character</p> <p>Summative Literature essay on character</p>	
			<p><u>Key skill:</u> Unseen poetry analysis</p>			<p>Formative Annotation of an unseen poem</p> <p>Summative Literature essay on unseen poem</p>
			<p><u>Supporting skills:</u> Exploring structure Inference and language skills Academic language Exploring context and applying to poems</p>			
Term 3	<p>3 – Creating a voice</p> <p><i>Experimenting with language to create a voice through exploration of fiction and non-fiction.</i></p> <p>“All I have is a voice.” — W.H. Auden</p>	<p>Students will find their ‘voice’ and experiment with language to draft fiction and non-fiction texts. They will deconstruct existing texts and use what they learn to hone their own writing; good readers should become good writers.</p> <p>The theme of animals: writing as an animal/about an animal – drawing on non-fiction. Can be literal/twisted/dystopian etc.</p> <p>Cultural capital: Empathy/animal rights WoW – etymology/morphology</p>	<p><u>Key skill:</u> Creating a voice</p>	<p>Fiction examples: <i>Animal Farm</i> <i>Of Mice and Men</i> <i>Bob, No Ordinary Cat</i></p> <p>Non-fiction examples: <i>Newspaper articles (cruelty)</i></p> <p>Poetry examples <i>The Eagle</i> <i>At Grass</i> <i>The Tyger</i> <i>Jabberwocky</i></p>	<p>Formative: Draft the opening of a narrative – animal’s perspective.</p> <p>Summative: Draft a narrative from an animal’s perspective.</p>	
			<p>Narrative principle Discourse markers Crafting a voice Characterisation Structure Varied vocabulary Devices for effect SPAG</p>			
	<p>4 – Social change</p> <p><i>Exploration of changing societal habits and expectations.</i></p> <p>“Progress is impossible without change, and those who cannot change their minds cannot change anything.” – George Bernard Shaw</p>	<p>Students will study the text <i>An Inspector Calls</i> in its entirety, focusing on context, characters, themes, language analysis and theory.</p> <p>Additionally, students will explore a range of non-fiction extracts to explore the theme of social change.</p> <p>Cultural capital: Social change/reform/movement WoW – etymology/morphology</p>	<p><u>Key skill:</u> Theme analysis/discursive writing</p>	<p><i>An Inspector Calls</i></p> <p>19th & 20th century social reform/movements (suffragettes/trade unions/socialism/feminism)</p> <p><i>A Woman to her Lover</i> <i>Porphyria’s Lover</i></p>	<p>Formative: Annotation of an extract exploring theme</p> <p>Summative: Draft a discursive piece linked to social change</p>	
			<p><u>Supporting skills:</u> Inference and language analysis Comparison of conventions Theme and character analysis Academic language Exploring context and applying to extracts Drama: given circumstances WoW – etymology/morphology</p>			

HT/topic (Y10)	Overview	Skills/tasks to include		Wider 'reading' e.g....	Assessment
<p><u>Social Injustice</u></p> <p><i>Exploration of social inequality over time with particular focus on poverty and class.</i></p> <p>“The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little.” — Franklin D. Roosevelt</p>	<p>Students will study the set text <i>A Christmas Carol</i> in its entirety, focusing on context, characters, themes, language analysis and theory.</p> <p>Additionally, students will explore a range of fiction conventions through extracts, focusing on language analysis and context.</p> <p>Students will hone their own creative writing skills by utilising what is learned through analysis and drafting their own fictional pieces.</p> <p>Finally, students' language analysis will also be developed through study of unseen poetry.</p>	<p>Language:</p> <p>Reading aloud Skim/scan reading Quote selection Effective discourse markers Word classes Language analysis (grids and paragraphs) Structure analysis (grids and paragraphs) Evaluation Terminology (relevant to group) MASSIVE Vocabulary building Planning for a range of images Narrative principle</p>	<p>Literature:</p> <p>Reading aloud Contextual information Literary devices with terminology (relevant to group) Recapping key quotations Annotation of key quotes A3 revision resources (characters/themes) Essay plans (grids) Language analysis Recap word classes Literary theory – Marxism/feminism Extract annotation Practice paragraphs Essay planning Essay writing</p>	<p><i>A Christmas Carol</i></p> <p><i>Gin Lane</i> <i>Non-fiction accounts of context</i></p> <p>Modern articles https://www.theguardian.com/books/2005/dec/24/featuresreviews.guardianreview22 - <i>Death, grotesquery, poverty and more death - A Christmas Carol seems an unlikely festive offering. Yet few tales have had such enduring appeal, says Michel Faber</i></p> <p>https://www.oxford-royale.com/articles/dickens-christmas-carol-lessons/#ald=8605e948-eeeb-487b-ad2d-2246cfac9a7b – Does <i>A Christmas Carol</i> have anything to teach us today?</p> <p>https://www.bl.uk/articles-listing?related_to=11d4e59b-eab6-4807-b5f1-43186b4c9600 – <i>British Library</i> articles</p>	<p>Formative Annotation of an extract exploring character</p> <p>Summative Literature essay on character</p> <hr/> <p>Formative Language/structure analysis of an extract</p> <p>Summative Draft own narrative piece</p>
<p><u>Power</u></p> <p><i>Exploration of power, its accumulation & loss, and its exertion over others.</i></p> <p><i>Include focus on gender.</i></p> <p>“The measure of a man is what he does with power.” — Plato</p>	<p>Students will study the set text <i>Macbeth</i> in its entirety, focusing on context, characters, themes, language analysis and theory.</p> <p>Additionally, students will explore a range of non-fiction conventions through extracts, focusing on language analysis and context.</p> <p>Students will hone their own discursive writing skills by utilising what is learned through analysis and drafting their own discursive pieces.</p>	<p>Language:</p> <p>Reading aloud Skim/scan reading Quote selection Summarising Effective discourse markers Word classes Language analysis (grids and paragraphs) Terminology (relevant to group) IAMAFORESTER Identifying writer's thoughts/feelings and methods Vocabulary building Conventions of a speech/letter/article</p>	<p>Literature:</p> <p>Reading aloud Contextual information Literary devices with terminology (relevant to group) Recapping key quotations Annotation of key quotes A3 revision resources (characters/themes) Essay plans (grids) Language analysis Recap word classes Literary theory – Marxism/feminism Extract annotation Practice paragraphs Essay planning Essay writing</p>	<p><i>Macbeth</i></p> <p>Extracts: <i>I am Malala</i> <i>I have a dream</i> <i>Wide Sargasso Sea</i></p> <p>Poetry <i>A Woman to her Lover</i> <i>Porphyria's Lover</i> <i>The Laboratory</i></p> <p>Modern articles https://amp.theguardian.com/books/booksblog/2017/sep/19/the-f-word-feminism-must-be-reclaimed-by-todays-teens-theyre-our-future - <i>The F word must be reclaimed by today's teens</i></p> <p>https://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too - <i>Gender equality is your issue too</i></p>	<p>Formative Annotation of an extract exploring theme</p> <p>Summative Literature essay on theme</p> <hr/> <p>Formative Language/viewpoint analysis of an extract</p> <p>Summative Draft own discursive piece</p>

Y10

HT3/4 – Social Injustice (*A Christmas Carol*, language paper 1, unseen poetry)

HT5/6 – Power (*Macbeth* & language paper 2)

Y11

HT1 – Love & Relationships (anthology & language paper 1)

HT2 – Social Reform (*An Inspector Calls* & language paper 2)

HT3 – Revision of Power

HT4 – Revision of Social Injustice

HT5 – revision as required but will include Poetry