

	Term	Topic	Learning Outcomes	Assessment
Year 7		<p>Baseline: Star Reading Test</p> <p>Victorian Literature: <i>Oliver Twist</i> by Charles Dickens</p>	<p>Key Knowledge Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality</p> <p>Vocabulary villains and victims; vulnerable; corrupt; naïve; orphan; moral, morality; prose (form)</p> <p>Analytical Writing Topic sentences about characters / characterisation + selecting / embedding a quotation + exploring how meaning is created in a Victorian prose text.</p>	<p>English Literary Heritage Assessment:</p> <p>How does Dickens present the character of Bill Sikes?</p>
		<p>Skills for Writing Unit 1: 'Alter Egos'</p>	<p>'Alter Egos' explores texts such as <i>The Witches</i>, <i>Flip</i> and <i>Twilight</i>. It looks at how the authors of these texts create pace and tension, engage the reader and use narrative voice and viewpoint to portray a sense of a split identity.</p>	<p>Create and evaluate an extract of a short story focusing on a moment of crisis for the protagonist's alter ego.</p>

	Term	Topic	Learning Outcomes	Assessment
Year 7	Term 2	<p>Shakespeare: <i>A Midsummer Night's Dream</i></p>	<p>Key Knowledge</p> <p>Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play</p> <p>Key Vocabulary</p> <p>soliloquy, severe, conflict, unrequited love, to mock, chaos</p> <p>Analytical Writing</p> <p>Topic sentence about themes/concepts + selecting / embedding a quotation + starting to use analytical sentences to explore effects of dramatic choices.</p>	<p>English Literary Heritage Assessment:</p> <p>Is the love potion good or bad?</p>
		<p>Skills for Writing Unit 2: 'Writing the World'</p>	<p>'Writing the World' looks at how people write about the world of nature in documentaries and environmental campaigns to understand how nature is described and presented in popular media.</p>	<p>Plan and write a campaign text using persuasive language features.</p>

	Term	Topic	Learning Outcomes	Assessment
Year 7	Term 3	<p>Summer 1 + 2 weeks of Summer 2 to prepare for the End of Year Exam</p>	<p>Key Knowledge Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg</p>	<p>English Literary Heritage Assessment:</p> <p>How does the poet describe the tom cat in this poem?</p>
		<p>Modern Literature Poetry Anthology</p>	<p>Key Vocabulary metaphor, literal language, metaphorical language, tenor, vehicle, ground</p> <p>Analytical Writing Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writer's choices of poetic language (metaphor) create meaning (s).</p>	
<p>End of year assessment This will be an <i>Unseen Poetry Exam</i> testing students' ability to write an analytical essay.</p>				
	Term	Topic	Learning Outcomes	Assessment

Year 8	Term 1	<p>Baseline: Star Reading Test</p> <p>To provide a baseline assessment to inform teaching and support progress</p> <p>The Adventures of Sherlock Holmes</p> <p>Key Knowledge Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals</p> <p>Key Vocabulary to enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p> <p>Analytical Writing 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.</p>	<p>Star reading Test.</p> <p>English Literary Heritage Assessment:</p> <p>What kind of character is Sherlock Holmes?</p>
		<p>Skills for Writing Unit 3: 'Spy Fiction'</p> <p>'Spy Fiction' explores the elements that make an engaging spy story, developing language skills in order to entertain and thrill the reader.</p>	<p>Create and evaluate a complete or an extended extract from a short story in the spy fiction genre</p>

	Term	Topic	Learning Outcomes	Assessment
Year 8	Term 2	<p><i>The Tempest</i> by William Shakespeare</p>	<p>Key Knowledge The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states</p> <p>Key Vocabulary colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy, sub-plot, patriarchy, consent, colonial, post-colonial</p> <p>Analytical Writing + 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.</p>	<p>English Literary Heritage Assessment:</p> <p>How is Caliban presented in this extract and in the rest of the play?</p>
		<p>Skills for Writing Unit 4: 'Explain'</p>	<p>'Explain' looks at how to write to inform and explain for different audiences by exploring some of the unusual activities some people carry out in their spare time.</p>	<p>Create and evaluate a web article which informs, explains and entertains.</p>

	Term	Topic	Learning Outcomes	Assessment
Year 8	Term 3	<p>Summer 1 + 2 weeks of Summer 2 to prepare for the End of Year Exam</p> <p><i>Animal Farm</i> by George Orwell</p>	<p>Key Knowledge Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption</p> <p>Key Vocabulary allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent</p> <p>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</p>	<p>English Literary Heritage Assessment:</p> <p>How and why does the farm fail in 'Animal Farm'?</p>
		<p>Poetry</p>	<p>Key Knowledge</p> <p>The Year 8 poetry unit consolidates and builds on students' knowledge of poetry and metaphor from Year 7. The unit introduces some of the 'writers' methods' students will need to know in KS4, such as extended metaphor, personification and imagery. It briefly introduces the context of well-known poets, both heritage and contemporary, whilst engaging pupils through the theme of otherworldly poems which evoke a sense of mystery, myth or fear.</p>	

Key Vocabulary

tenor, vehicle, ground, metaphor, extended metaphor, personification, sacrifice, moral, narrative poem, myth

End of year assessment

**This will be an exam on 'Animal Farm' in the hall in controlled conditions
Misconceptions will be addressed as part of the end of year assessment review process**

Term	Topic	Learning Outcomes	Assessment
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Year 9	Term 1	<p>Jane Eyre by Charlotte Bronte</p> <p>Key Knowledge Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre</p> <p>Key Vocabulary Dependence / independence; oppression; juxtaposition; humiliation; hypocrisy; comeuppance; childhood; patriarchy; consent</p> <p>Analytical Writing Y8 + how to introduce and sustain a thesis across a whole essay; planning & developing; writing introductions; analytical sentences exploring alternative meanings.</p>	<p>English Literary Heritage Assessment:</p> <p>Explore the way Brontë presents Jane's childhood experiences</p>
		<p>Skills for Writing Unit 5: 'News Writing'</p>	<p>'News writing' looks at the key features of newspaper reports, how language choices can be made to imply a point of view and influence the reader's opinion and how to condense large amounts of information.</p>

	Term	Topic	Learning Outcomes	Assessment
Year 9		<i>Small Island</i> by Andrea Levy	<p>Key Knowledge The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue; foreshadowing; the form of a tragedy; AC Bradley's lectures on tragic character</p> <p>Key Vocabulary Adversity, ambition, colony, obstacle, tragic, tragic flaw, foreshadow, monologue</p> <p>Analytical Writing + Analysing structure through a whole text through characterisation, exploring alternative interpretations (context of production/reception)</p>	<p>English Literary Heritage Assessment:</p> <p>Which main character changes the most by the end of <i>Small Island</i>?</p> <p>Write about one main character. In your answer discuss how Levy presents this change.</p>
	Term 2	Skills for Writing Unit 6: 'Dystopia'	'Dystopia' uses texts such as <i>1984</i> , <i>Animal Farm</i> and <i>Brave New World</i> , as well as more recent novels such as <i>The Hunger Games</i> and <i>Gone</i> . It looks at how the authors of these novels create settings and histories for their dystopias and helps students to create their own dystopias to build a sense of fear within their readers.	Write and evaluate a dystopian short story.

Term	Topic	Learning Outcomes	Assessment
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Year 9	Term 3	<p>Spoken Language Component</p> <p>Summer 1 + 2 weeks of Summer 2 to complete the assessment.</p> <p>Poetry</p>	<p>A Speech to Persuade</p> <p>Key Knowledge Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis Anthology Poetry in Preparation for GCSE</p> <p>Key Vocabulary extended metaphor, epic poetry, procrastination; journey; identity; comparison; inter-textuality; partner text, power, conn</p> <p>Analytical Writing + Using comparative topic sentences for poetry comparison; exploring alternative interpretations; using tentative language (may/could)</p>	Formal Assessment

End of year assessment – 'Small Island'

Misconceptions will be addressed as part of the end of year assessment review process