

Five year sequence:

Year/ time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Myths & Ancient tales. Introduce the concept of a moral and explore how moral lessons can be conveyed through oral and written stories across cultures and through generations.</p> <p>Oliver Twist- characterisation study. Introduction to Victorian context and impact of poverty. Exploration of characterisation, morality and the villainy of Bill Sikes.</p> <p>1 Grammar & language lesson/week Understand stories are well designed structures.</p>	<p>Oliver Twist- characterisation study. Develop understanding of how context can shape the meaning of a text, and how writer's use characters such as Oliver to convey a moral message.</p> <p>Gothic genre & short stories. Pupils understand that during the Victorian era the Gothic genre became popular. They learn the conventions for this genre and use a model to produce their own short gothic story. This links to Jane Eyre in Year 9 and Macbeth in Year 10.</p> <p>1 Grammar & language lesson/week. Understand that a story is a complete thing, link to Aristotelian</p>	<p>Midsummer Night's Dream - Thematic study. Pupils will be introduced to Shakespearean context and understand how a Shakespearean audience would view a play. Introduction to the genre of a Shakespearean comedy.</p> <p>1 Grammar & language lesson/week. Understand a successful ending reveals whether the main character has succeeded or failed. The story should resolve and the resolution should be short.</p>	<p>Midsummer Night's Dream - Explore the the love plot meets the conventions of a Shakespearean comedy. Explain why an audience would choose to view such plays, including rich and poor.</p> <p>Persuasive articles on theme of climate change. Pupils engage with non fiction literature to identify the conventions of a persuasive article. They use this modal and success criteria to write their own.</p>	<p>Poetry: Exploring imagery. Identify literary techniques which writers can use and analyse the impact of figurative language in poetry. Close focus on metaphor.</p> <p>1 Grammar & language lesson/week. Identify temporal clauses and know how to use them for effect in writing. Consistently write in past tense and start to make stylistic choices to switch tense where it is appropriate in meeting the purpose.</p>	<p>Poetry: Exploring imagery. Develop academic written analysis which explores the writer's use of metaphor, using quotations accurately.</p> <p>1 Grammar & language lesson/week. Know how to use multiple subordinate clauses to add detail including temporal clauses for effect. Punctuate lists correctly including when they are within a complex sentence.</p>



	<p>Explicitly teach structure as a concept.</p> <p>Stories can be broken into three parts – beginning, middle and end.</p> <p>Stories have four main components – place, time, character, and action.</p>	<p>components of a story. Apply to the action/challenge/struggle in the plot.</p>		<p>1 Grammar & language lesson/week. Scaffold drafting and redrafting of each section of pupils’ own story recalling and applying taught skills.</p>		
8	<p>Sherlock Holmes - short stories; characterisation. Develop knowledge of Victorian context from Y7 to include scientific developments and how this shaped reader interest. Explain how the use of logic and science in the Sherlock periodicals would engage an audience. Analyse how writers create meaning across several texts.</p> <p>1 Grammar & language lesson/week.</p>	<p>Sherlock Holmes - short stories; characterisation. Explain, using textual evidence, how Sherlock is presented with a dual nature. Refer to a two or more stories to build analysis. This lays the foundations for textual comparisons in Year 10.</p> <p>Action & adventure stories. Pupils explore the conventions of adventure stories and use high level exemplars to write their own.</p> <p>1 Grammar & language</p>	<p>The Tempest - Characterisation and texts in context. Develop contextual understanding of Shakespearean England to include the influence of colonialism. Explain how this is evident in the Tempest. This also build on the knowledge of genre from Year 7 and develops analysis of language and form.</p> <p>1 Grammar & language</p>	<p>The Tempest - The Tempest - Characterisation and texts in context. Explore the dual nature of Caliban and explain how a modern audience might view his character differently to a contemporary audience. This also build on the knowledge of character from Year 7 and develops analysis of language and form.</p>	<p>Animal Farm-Allegory. Pupils revisit the form of a novel and idea of a moral message. They learn the features of an allegory and explain Animal Farm's allegorical message. This links to Y10 and the study of A Christmas Carol</p> <p>1 Grammar & language lesson/week. Identify temporal clauses and know</p>	<p>Animal Farm- Pupils analyse the development of plot and character to explain how the writer has conveyed an allegorical message. Plot and character builds on Y7 work across texts whilst writer’s purpose supports Jane Eyre in Year 9.</p> <p>1 Grammar & language lesson/week.</p>



	<p>Know how to demarcate sentences accurately to avoid fused or run on sentences. To know how and when to use a capital letter and apply with consistency. To know how to write in past simple tense consistently. This continues to build on the essentials established in Year7 and at KS2.</p>	<p>lesson/week. To know how to add detail to a sentence using a subordinate clause and punctuate correctly. To know how to punctuate conjunctions and lists correctly.</p>	<p>lesson/week. Know how to punctuate and paragraph dialogue correctly. Know how to use personal pronouns clearly to maintain the clarity of extended writing.</p>	<p>1 Grammar & language lesson/week. Consistently write in complete sentences apart from deliberate choices to use fragments stylistically when appropriate for the writing task. Know how to demarcate sentences accurately to avoid fused or run on sentences.</p>	<p>how to use them for effect in writing. Consistently write in past tense and start to make stylistic choices to switch tense where it is appropriate in meeting the purpose.</p>	<p>Know how to use multiple subordinate clauses to add detail including temporal clauses for effect. Punctuate lists correctly including when they are within a complex sentence.</p>
9	<p>Jane Eyre- study of character, genre and form in novels. Pupils expand their knowledge of Victorian England to include rural England and explore perspectives on childhood and religion. They explore how a female writer used her novel to challenge these</p>	<p>Jane Eyre- study of character and form in novels. Pupils analyse the character development of Jane during her childhood and can explore modern and contemporary reader responses. They will analyse the impact of language and structural choices made by the writer in an academic essay. This takes skills from all texts in Years 7</p>	<p>Small Island (Play Version). Pupils revisit the form of a play and are introduced to the conventions of a modern play. Pupils explore how plot, character, structure and language are used to convey themes. The introduction of modern drama introduces</p>	<p>Small Island (Play Version). Pupils revisit the form of a play and are introduced to the conventions of a modern play. Pupils explore how plot, character, structure and language are used to convey themes. Ideas</p>	<p>Poetry: Journeys - Comparative skills. Pupils develop their analysis of language and structural techniques. This also connects back to the skills of analysing metaphor and imagery in Year 7 and forward to poetry analysis in Year 10.</p>	<p>Poetry: Journeys - Comparative skills. Pupils are able to make detailed comparisons between texts and learn how to write an analytical comparison in an essay; linking to Y10 and 11</p>



	<p>views on childhood and religion.</p> <p>1 Grammar & language lesson/week. Use paragraphs to develop narrative writing, for example to shift focus and/or tone. Know how to use possessive pronouns clearly and avoid common misconceptions. Cumulative skills build across the Key stage.</p>	<p>and 8 and asks students to synthesise analytical skills.</p> <p>Dystopian fiction: narrative & descriptions. Pupils read and analyse short dystopian fiction and use these examples to write their own dystopian setting descriptions. This develops the idea of genre from Year 7 and 8 and prepares students for the study of Tragedy in Macbeth.</p>	<p>conventions and techniques revisited in Year 11 with <i>An Inspector Calls</i></p> <p>1 Grammar & language lesson/week. Reading for Study; read a range of Non-Fiction texts to explore viewpoint and perspective.</p>	<p>about Pathos are introduced, which recur in <i>An Inspector Calls</i> and <i>Macbeth</i>.</p> <p>Opinion writing: speeches & expressing a view. Pupils watch and read a range of speeches. They use these examples and understanding of techniques to write and deliver their own.</p>	<p>1 Grammar & language lesson. Reading for Study; read a range of Non-Fiction texts to explore viewpoint and perspective, setting up skills for both Year 10 and 11 analysis of non-fiction texts</p>	<p>academic essay writing.</p> <p>Travel writing. Pupils are introduced to the genre of travel writing and use examples to write their own travel writing article. This is a precursor to the writing of articles in Year 10 and 11 and links back to the Year 8 journalism unit.</p>
10	<p>English Language Exploring Fiction: Studying how writers create meaning in extracts of fiction and writing about them in an academic style. Study of an anthology of Fiction extracts on the theme of place,</p> <ul style="list-style-type: none"> Building on Key Stage 3 skills we 	<p>English Language Creative writing in fiction: Using visual and verbal stimulus to create short , cohesive creative writing, both descriptive and narrative. This draws together skills from Year 7, 8 and 9 writing and focuses on planning and shaping writing.</p>	<p>English Language Exploring Viewpoints: Studying how writers express a point of view in non-fiction accounts and writing about them in an academic style. Study of an anthology of 19th and 20th century</p>	<p>English Language: Writing to argue and creating articles Students draw together skills from across KS3 writing to express a clear viewpoint in an article form. Revisiting and</p>	<p>English Language Expanding Viewpoints: This unit returns to studying how writers express a point of view in non-fiction accounts and writing about them in an academic style. This unit explicitly studies</p>	<p>English Language Spoken Language NEA. Preparation of a short speech and discussion on a topic of students' choice, using the skills developed earlier in Y10 and through the persuasion and argument</p>



	<p>practice and elevate skills in: identifying features and techniques within a text</p> <ul style="list-style-type: none"> Analysing how and why language choices in fiction create an effect Analysing how and why structural choices in fiction create an effect Evaluating and arguing an interpretation of a text <p>Literature A Christmas Carol. Re-evaluating the Victorian context of poverty and the literary tradition of allegorical novellas, drawing on Key Stage 3 19th Century contexts from Year 7 and 8 and</p>	<p>Skills that are revisited and expanded include:</p> <ul style="list-style-type: none"> Use of imagery and metaphor (linking to Y7) Creation of character, setting, plot and atmosphere (linking to Year 7-9) Structuring an effective narrative arc (building on Y8-9 writing) Writing in an accurate and ambitious form for a set audience and purpose (building on Y9's reading for study) <p>Literature A Christmas Carol. Re-evaluating the Victorian context of poverty and the literary tradition of allegorical novellas, drawing on Key Stage 3 19th Century contexts and developing to an academic level Exploration of how themes of poverty, social</p>	<p>Non-Fiction extracts on the theme of journeys.</p> <p>The develops the Key stage 3 units of writing to argue and persuade, alongside the Y9 reading for study unit. Building on Key Stage 3 skills we practice and elevate skills in:</p> <ul style="list-style-type: none"> Recognising true and false information in texts Analysing how and why language choices in non-fiction create an effect Synthesising information from multiple sources 	<p>expanding the range of rhetorical techniques first introduced in Year 7. Concepts of LOGOS/ETHOS PATHOS build on the Literature Shakespeare units but shift to using this to create an effect for a specific form, audience and purpose. Structured argument, use of counterargument and anecdote are all developed as skills here, as is accurate and ambitious writing which uses rich vocabulary – a trend present in all KS3 writing units.</p> <p>Literature Macbeth. Re-evaluating Shakespearean</p>	<p>speeches from the 20th and 21st Century and draws on core skills from Y10's spring units.</p> <p>The develops the Key stage 3 units of writing to argue and persuade, alongside the Y9 reading for study unit. Building on Key Stage 3 skills we practice and elevate skills in:</p> <ul style="list-style-type: none"> Recognising true and false information in texts Analysing how and why language choices in non-fiction create an effect Synthesising information from multiple sources 	<p>writing units of Y7 and 8. Core skills include rhetoric, spoken presentation and listening skills. This builds on the speech writing and delivery in Year 9</p> <p>Literature: Power and Conflict Poetry Study of 15 poems on the theme of power and conflict. Building on the introduction of poetry and metaphor in Year 7 and comparing poems in Year 9,. Students explore how language form and structure creates meaning in each poem and build on Year 11 comparative skills to compare the presentation</p>
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	<p>developing to an academic level Exploration of how themes of poverty, social justice, isolation, family and the supernatural are explored in the novella. Linking and explaining how a writer's purpose informs their methods, focusing on staves 1-5.</p>	<p>justice, isolation, family and the supernatural are explored in the novella. Linking and explaining how a writer's purpose informs their methods, focusing on staves 4-6.</p>	<ul style="list-style-type: none"> • Comparing how writer's present attitudes and perspectives in texts <p>Literature Macbeth. Re-evaluating Shakespearean context encountered in Year 7 and 8. Exploring the form of Tragedy, which links and builds on the study of Comedy in Y8. Exploration of how themes of guilt, violence, betrayal, kingship and gender are developed in the play. Linking and explaining how a writer's purpose informs their methods, focusing dramatic terms such as soliloquies, asides and stagecraft which</p>	<p>context encountered in Year 7 and 8. Exploring the change in character and use of monologue 1st set up in Y9 Jane Eyre. Exploration of how themes of guilt, violence, betrayal, kingship and gender are developed in the play. Linking and explaining how a writer's purpose informs their methods, focusing dramatic terms such as soliloquies, asides and stagecraft which have been studied in Y7,8 and 9. Exploring how Shakespeare uses language form and structure to</p>	<ul style="list-style-type: none"> • Comparing how writer's present attitudes and perspectives in texts <p>Literature: Power and Conflict Poetry Study of 15 poems on the theme of power and conflict. Building on the introduction of poetry and metaphor in Year 7 and comparing poems in Year 9,. Students explore how language form and structure creates meaning in each poem and build on Year 11 comparative skills to compare the presentation of themes and ideas across texts.(Ozymandias – Percy Shelley London – William Blake</p>	<p>of themes and ideas across texts.(Ozymandias – Percy Shelley London – William Blake Extract from, The Prelude – William Wordsworth My Last Duchess – Robert Browning The Charge of the Light Brigade – Alfred Lord Tennyson Exposure – Wilfred Owen Storm on the Island – Seamus Heaney Bayonet Charge – Ted Hughes Remains – Simon Armitage Poppies – Jane Weir War Photographer – Carol Ann Duffy Tissue – Imtiaz Dharker The Emigree – Carol Rumens</p>
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			<p>have been studied in Y7,8 and 9. Exploring how Shakespeare uses language form and structure to create meaning in Acts 1-2</p>	<p>create meaning in Acts 3-5</p>	<p>Extract from, The Prelude – William Wordsworth My Last Duchess – Robert Browning The Charge of the Light Brigade – Alfred Lord Tennyson Exposure – Wilfred Owen Storm on the Island – Seamus Heaney Bayonet Charge – Ted Hughes Remains – Simon Armitage Poppies – Jane Weir War Photographer – Carol Ann Duffy Tissue – Imtiaz Dharker The Emigree – Carol Rumens Checking Out Me History – John Agard Kamikaze – Beatrice Garland)</p>	<p>Checking Out Me History – John Agard Kamikaze – Beatrice Garland)</p>
11	<p>Language Exploring Fiction Revisit and refine the core skills from Year 10, which in turn</p>	<p>Language Creating Fiction 2 Fiction Revisit and refine the core skills from Year 10,</p>	<p>Language Writing to express a viewpoint using Rhetoric Persuasion</p>	<p>Language Analysing language, comparing viewpoints and</p>	<p>Language and Literature: Revision and preparation for</p>	



<p>built on principles of analysis across Key Stage 3. Students explore a diverse range of 20th Century Fiction extracts exploring four key methods for exploring a text:</p> <ul style="list-style-type: none"> • Analysing language techniques and choices • Analysing the structure of texts • Evaluating opinions about a text <p>Literature An Inspector Calls. Exploring the earlier 20th C context the Victorian context of poverty and the literary tradition of Well Made Plays, drawing on Key Stage 3 work on Small Island. Exploration of how themes of inequality, social justice, generational divides</p>	<p>which in turn built on principles of analysis across Key Stage 3, this time seeking to differentiate styles of descriptive and narrative writing. Core skills: Imagery and extended metaphor/conceit Accurate and ambitious vocabulary Textual cohesion Cyclical structure</p> <p>Literature An Inspector Calls. Exploring the earlier 20th C context the Victorian context of poverty and the literary tradition of mystery and morality plays, drawing on Key Stage 3 work on Small Island. Exploration of how themes of inequality, social justice, generational divides and family are explored in the play. Linking and explaining how a writer's purpose informs their methods, including symbolism and allusion, focusing on Act 3 and</p>	<p>Use of imagery for Non-Fiction forms In the form of advice and letters</p> <p>From this point in Year 11 the same topics are studied as in Year 10, but at a faster pace to ensure there is plenty of time for revision during half term 5 to prepare for the exams at the end of the year. There is a continued aim of ensuring a core bank of skills can be adapted to a range of questions.</p> <p>Literature Unseen poetry Students revisit the skills gained in Years 7, 9 and 10 to analyse how language form and structure are created in unseen poems. Use of comparison skills from Y10 to structure a</p>	<p>synthesising ideas from thematically linked non-fiction texts. The same skills are studied as in Year 10, but at a faster pace to ensure there is plenty of time for revision during half term 5 to prepare for the exams at the end of the year. There is a continued aim of ensuring a core bank of skills can be adapted to a range of questions.</p> <p>Literature Revision of themes and concepts across Macbeth, An Inspector Calls and A Christmas</p>	<p>GCSE Examinations</p> <p>In this half term, the focus shifts to revision, to ensure that students are fully prepared for their GCSE exams. Students complete weekly mini-assessments which their teachers mark and give feedback of areas of strength and areas which need more focus.</p> <p>These areas are then targeted through revision lessons as well as intervention to ensure that students become more confident and able to tackle examination-style questions.</p>	
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	<p>and family are explored in the play. Linking and explaining how a writer's purpose informs their methods, including symbolism and allusion, focusing on Acts 1-2.</p>	<p>wider literature about the play.</p>	<p>comparison of poetic methods in previously unseen material.</p> <p>Students also revisit and revise the Power and Conflict poetry from Y10, improving their ability to structure comparative essays based on November Mock performance. Exploration of how writers from different traditions (Romantic, Modernist, Spoken Word, Contemporary) present ideas about Conflict.</p>	<p>Carol, focusing on writer's purpose and the creation of clear academic lines of argument for a range of ideas. The same skills are studied as in Year 10, but at a faster pace to ensure there is plenty of time for revision during half term 5 to prepare for the exams at the end of the year. There is a continued aim of ensuring a core bank of skills can be adapted to a range of questions.</p>		
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