TKS English Curriculum Map:

Year 7	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Overview	**Unit:** Heroes and Villains **Core Text:** Beowulf **Focus:** Descriptive writing	**Unit:** Journeys **Core Text:** The Canterbury Tales **Focus:** Narrative writing	**Unit:** Shakespeare Study **Core Text:** A Midsummer Night's Dream **Focus:** Performance	**Unit:** Romantic poetry **Core Text:** A collection of Romantic poetry **Focus:** Understanding and explaining poetry	**Unit:** Victorian Life **Core Text:** Oliver Twist **Focus:** Writing from a viewpoint	**Unit:** Victorian Life **Core Text:** Oliver Twist **Focus:** Writing from a viewpoint
End point	To understand why Beowulf is an important part of the history of the English language. To describe characters and settings using similes, metaphors and thoughtful vocabulary choices.	To understand why Chaucer's work is an important part of the history of the English language. To structure a narrative using Freytag's pyramid. To use adjectives, adverbs, similes, metaphor, onomatopoeia and sensory language within a narrative.	To understand Shakespeare comedy in context. To appreciate, through performance, Shakespeare's dramatic devices.	To understand how to identify MITSL in an unseen poem. To understand Romantic poetry and explain how it is influenced by context.	To understand Dickens' work in context. To understand what life was like in Victorian England. To identify PEARFOREST techniques.	To understand how to use PEARFOREST techniques when writing from a viewpoint.
Knowledge and Skills	• Can explain how Old English language has evolved • Can explain the characteristics of a literary hero, using Beowulf as an example • Can explain how the story of Beowulf links to changing beliefs and attitudes • Can define and identify adjectives, adverbs, similes, metaphor, onomatopoeia and sensory language • Can use adjectives, adverbs, similes, metaphor, onomatopoeia and sensory language to describe characters and settings • Can structure a description using the 'Drop, Shift, Zoom, Leave' method. • Can predict events in a novel • Can use full stops, question and exclamation marks accurately • Can use capital letters accurately • Can use commas for lists and clauses accurately • Can define and identify compound and complex sentences	• Can explain how Chaucer's Middle English language has evolved • Can understand and explain the portraits of Chaucer's characters • Can understand and explain some of Chaucer's pilgrim's tales • Can decode Chaucer's language • Can use Chaucer's characters and themes to inspire my own creative writing • Can understand and use Freytag's narrative structure • Can use adjectives, adverbs, similes, metaphor, onomatopoeia and sensory language within each section of Freytag's narrative • Can use brackets and hyphens accurately • Can use ellipsis accurately • Can write accurate complex sentences • Can use a dictionary • Can use a thesaurus	• Can use my understanding of Chaucer to decode Shakespeare's language • Can explain Shakespeare's biographical context • Can explain the views and attitudes at the time Shakespeare was writing • Can explain what Shakespearean theatre was like • Can comment on Shakespeare's language and how it could be performed • Can comment on the following themes: Love, jealousy, order, disorder, appearance, reality and gender • Can read and understand at least two scenes from A Midsummer Night's Dream • Can summarise the plot of A Midsummer Night's Dream • Can explain the differences between a play and a poem • Can annotate a piece of text • Can define and identify dramatic irony • Can define and identify puns • Can identify elements of comedy in drama	• Can explain the views and attitudes at the time the Romantics were writing • Can understand and explain some Romantic poetry • Can identify the difference between blank verse and prose • Can define and identify rhyming couplets • Can define and identify a rhythm • Can define and identify rhyme schemes • Can define and identify a stanza • Can explain the acronym MITSL • Can define and identify a sonnet • Can define and identify a lyric • Can define and identify a ballad • Can explain the purpose of an analytical paragraph • Can quote a text appropriately in their own writing • Can write an analytical paragraph	• Can explain Dickens' biographical context • Can explain the views and attitudes at the time Dickens was writing • Can explain the acronym PEARFOREST • Can define, identify and use superlatives • Can understand and explain the events and characters in the play • Can summarise a 19th century extract • Can use note-taking methods	• Can structure an argument • Can use a counter argument • Can give a clear viewpoint on an issue • Can listen to the viewpoints of others • Can write a letter in the correct format • Can use a variety of effective openings • Can use three sentence types • Can use varied sentence openers • Can use basic punctuation • Can use a dictionary • Can use a thesaurus

	• Can write accurate simple and compound sentences • Can use a dictionary • Can use a thesaurus			• Can use note-taking methods		
Knowledge Organiser	KO Y7 Heroes and Villains	KO Y7 Journeys	KO Y7 A Midsummer Night's Dream	KO Y7 Romantic Poetry	KO Y7 Oliver Twist	KO Y7 Oliver Twist
Assessment	Reading and writing baseline assessments **Writing:** Description	Weekly knowledge tests	**Speaking and Listening:** A performance of a scene	**Reading:** An essay on Romantic poetry	Weekly knowledge tests	**Writing:** A formal letter
Reading opportunities	Full read of the novel	Plot synopsis of pilgrims, the prologue and a selection of the pilgrims' tales	Plot synopsis, key scenes in the play, non-fiction texts relating to the key context of the play	A selection of poetry from Romantic poets, non-fiction texts relating to context of the poems	Full read of play, extracts from the novel, non-fiction letters, leaflets and articles on Victorian life	Full read of play, extracts from the novel, non-fiction letters, leaflets and articles on Victorian life
Writing Opportunities	Description of Hall Heorot, description of Beowulf and Grendel	Character profiles, rewriting pilgrims' tales into prose, writing a modern-day pilgrim's tale	Character profiles, plot summary, commentaries on key events and characters, diary entries, scripts	Poem summaries, using quotaes to support ideas, explaining the meaning of quotations	Plot summary, character profiles, leaflet on workhouses.	Plot summary, an article on the pickpocketing incident, letter from Oliver to Dodger.
Vocabulary focus	1. Adjective 2. Adverb 3. Simile 4. Metaphor 5. Onomatopoeia 6. Sensory language 7. Protagonist 8. Antagonist 9. Legend 10. Translation	1. Pilgrimage 2. Freytag's pyramid 3. Rhyming couplet 4. Relationships 5. Anecdote 6. Middle English 7. Prologue 8. Brackets 9. Hyphens 10. Ellipsis	1. Comedy 2. Context 3. Order and disorder 4. Appearance and reality 5. Gender 6. Stage direction 7. Dramatic irony 8. Imagery 9. Patriarchy 10. Pun	1. Meaning 2. Imagery 3. Themes 4. Tone 5. Structure 6. Language 7. Romanticism 8. Nature 9. Science versus religion 10. Stanza	1. Powerful imagery 2. Emotive language 3. Alliteration 4. Repetition 5. Fact 6. Opinion 7. Rhetorical question 8. Exaggeration 9. Statistics 10. Three (Rule of)	1. Poverty 2. Workhouse 3. Crime 4. Injustice 5. Morality 6. Vulnerable 7. Corruption 8. Villain 9. Naïve 10. Victim
NC benchmark	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (fiction novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For description)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Pre-1914 fictional poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For narratives)	• Shakespeare requirement • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (play) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For scripts and presentations) • Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas • Competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate.	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Pre-1914 poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (fictional play and extracts from the 19th century novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (fictional play and extracts from the 19th century novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade)

Year 8	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Overview	**Unit:** Poetry from around the world **Core Text:** A collection of poetry from authors around the world **Focus:** Analysing poetry	**Unit:** American Literature **Core Text:** Of Mice and Men **Focus:** Narrative writing	**Unit:** Freedom and Conflict **Core Text:** A selection of non-fiction texts **Focus:** Writing from a viewpoint	**Unit:** Freedom and Conflict **Core Text:** Animal Farm **Focus:** Writing from a viewpoint	**Unit:** Shakespeare Study **Core Text:** Richard III **Focus:** Understanding and explaining Shakespeare	**Unit:** Shakespeare Study **Core Text:** Richard III **Focus:** Understanding and explaining Shakespeare
End point	To comment on MITSL in an unseen poem. To understand and appreciate poetry from a range of cultures and explain how it is influenced by context.	To create a cyclical structure in a narrative. To appreciate the significance of Steinbeck's novel in context. To write using a voice for a character using dialects, accents and colloquialisms.	To comment on the effect of PEARFOREST techniques used in non-fiction texts. To appreciate how a range of non-fiction text types can be used to argue and persuade. To apply this knowledge to speech writing.	To appreciate the significance of Orwell's novel in context. To write informatively and persuasively in the form of an article.	To understand Shakespeare's portrayal of Richard III, in context. To identify and comment on Shakespeare's dramatic devices.	To evaluate Shakespeare's portrayal of Richard III, in context. To comment on and begin to analyse Shakespeare's dramatic devices.
Knowledge and Skills	• Can read and comment on a range of poems from other cultures • Can interpret ideas from poems from other cultures • Can explain the viewpoint of poets from other cultures • Can define, identify and use repetition, anaphora, epistrophe, caesura, enjambment, assonance, sibilance and extended metaphor • Can identify and explain the use of dialects and accents • Can identify and explain the use of colloquialisms • Can identify the difference between blank verse and free verse	• Can identify authorial methods in Of Mice and Men • Can explain Steinbeck's biographical context • Can explain the views and attitudes at the time Steinbeck was writing • Can define, identify and use animal imagery • Can develop descriptions of characters and setting throughout a narrative • Can create a cyclical structure in a narrative • Can develop a voice for a character using dialects, accents and colloquialisms	• Can comment on the effect of PEARFOREST techniques used in non-fiction texts. • Can use PEARFOREST techniques effectively • Can shape a viewpoint through language • Can open a speech in a range of effective ways • Can write a structured, full speech • Can perform a speech in class clearly and confidently	• Can explain Orwell's biographical context • Can explain the views and attitudes at the time Orwell was writing • Can define, identify and use terms for comparison, sequencing, adverbs of nuance and assurance, conjunctions • Can define, identify and use plosive and fricative sounds • Can define and identify allegory and irony • Can identify, comment on and use emotive language to persuade a reader • Can write an article in the correct format • Can create bias through language	• Can explain Shakespeare's portrayal of Richard III • Can identify and explain the characterisation of Shakespearean villains • Can identify and comment on Shakespeare's portrayal of different genders • Can explain the great chain of being • Can define and identify a protagonist and antagonist, iambic pentameter, a soliloquy and a monologue	• Can explain Shakespeare's portrayal of Richard III • Can identify and explain the characterisation of Shakespearean villains • Can identify and comment on Shakespeare's portrayal of different genders • Can write a clear thesis statement • Can write structured analytical paragraphs about Shakespeare's dramatic devices • Can write an evaluative conclusion
Knowledge Organiser	KO Y8 Poetry from around the world	KO Y8 Of Mice and Men	KO Y8 Freedom and Conflict	KO Y8 Animal Farm	KO Y8 Richard III	KO Y8 Richard III
Assessment	Weekly knowledge tests.	**Writing:** Narrative.	**Speaking and Listening:** Write and perform a speech.	**Writing:** A newspaper article.	Weekly knowledge tests.	**Reading:** An essay on Richard III.
Reading opportunities	A selection of poetry from around the world, a selection of non-fiction texts relating to the key context of the poems	Full read of the novel	A selection of non-fiction articles and speeches.	Full read of the novel	Plot synopsis, key scenes in the play, non-fiction texts relating to the key context of the play	Plot synopsis, key scenes in the play, non-fiction texts relating to the key context of the play

Writing Opportunities	Summaries of the poems, using quotations to support ideas, analysing how poets use language and structure	Writing about events from the perspective of a character, writing in a cyclical structure, using foreshadowing in writing	Summarising non-fiction texts, writing articles and speeches	Plot summary, character profiles, writing articles and speeches	Character profiles, plot summary, commentaries on key events and characters, using quotations to support ideas, explaining the meaning of quotations and significance of events	Character profiles, plot summary, commentaries on key events and characters, using quotations to support ideas, explaining the meaning of quotations and significance of events
Vocabulary focus	1. Rhyme 2. Rhythm 3. Enjambment 4. Caesura 5. Blank verse 6. Free verse 7. Sibilance 8. Assonance 9. Rhyming couplet 10. Extended metaphor	1. Loneliness 2. Friendship 3. The American Dream 4. Prejudice 5. Violence 6. Symbolism 7. Cyclical structure 8. Dialect 9. Accent 10. Colloquialism	1. Declarative 2. Exclamatory 3. Interrogative 4. Imperative 5. Personal pronouns 6. Modal verb 7. Hyperbole 8. Comparison 9. Freedom 10. Conflict	1. Allegory 2. Irony 3. Plosive 4. Fricative 5. Protest 6. Revolution 7. Deceit 8. Pride 9. Communism 10. Capitalism	1. Power 2. Protagonist 3. Antagonist 4. Iambic pentameter 5. Soliloquy 6. Antithesis 7. Stichomythia 8. Oppression 9. Manipulation 10. Ruthless	1. Destiny 2. Fate 3. Prophecy 4. Flattery 5. Insult 6. Pity 7. Compassion 8. Control 9. Stichomythia 10. Imagery
NC benchmark	• Seminal world literature • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Pre-1914 and contemporary poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Seminal world literature • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Contemporary fiction novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For narratives)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (non-fiction) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Contemporary fiction novel) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade)	• Shakespeare requirement • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (play) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	• Shakespeare requirement • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (play) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Year 9	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Overview	**Unit:** Love poetry **Core Text:** A collection of poetry about love and relationships **Focus:** Analysing poetry	**Unit:** Shakespeare Study **Core Text:** Romeo and Juliet **Focus:** Analysing and evaluating Shakespeare's methods	**Unit:** The Gothic **Core Text:** The Woman in Black **Focus:** Descriptive Writing	**Unit:** The Gothic **Core Text:** The Woman in Black **Focus:** Narrative Writing	**Unit:** The Wider World **Core Text:** A selection of non-fiction texts **Focus:** Writing from a viewpoint	**Unit:** Poetry: Life and Learning **Core Text:** A collection of poetry about life and learning **Focus:** Analysing poetry independently
End point	To analyse MITSL in an unseen poem. To understand the theme of love in a range of contexts.	To analyse how Shakespeare uses dramatic devices to develop key characters and themes.	To understand and comment on the conventions of Gothic literature. To create an atmosphere using description.	To analyse how Hill uses language and structure to develop the narrative. To create a Gothic pastiche narrative.	To analyse the effect of persuasive techniques used in non-fiction texts. To apply this knowledge to speech writing.	To independently analyse and evaluate MITSL in an unseen poem.
Knowledge and Skills	• Can read and comment on a range of poetry exploring the theme of love and relationships • Can explain how historical context influences poetic style and content • Can explain the importance of narrative perspective in poetry • Can define and identify a dramatic monologue • Can define and identify stressed syllables	• Can comment on Shakespeare's presentation of characters and themes • Can explain how contextual factors influence an audience's reaction to events and characters • Can summarise the plot of Romeo and Juliet • Can understand what makes Romeo and Juliet a tragedy • Can define and identify symbolism, motif, oxymoron, religious imagery • Can write a structured, full analytical essay • Can use academic language to analyse	• Can explain the views and attitudes that influenced authors of Gothic literature • Can identify and explain the effect of Gothic conventions • Can identify and comment on Gothic themes • Can apply literary techniques to create a setting • Can apply literary techniques to create a character • Can thoroughly plan a piece of descriptive writing • Can identify and accurately use complex punctuation	• Can derive how a writer creates character through language and structural choices • Can explain the intended purpose of the writer's language • Can identify and comment on structural features in a novel • Can thoroughly plan a piece of narrative writing • Can identify and accurately use complex punctuation	• Can analyse the effect of PEARFOREST techniques used in non-fiction texts. • Can debate current affairs thoughtfully • Can debate current affairs using evidence to support arguments • Can shape a viewpoint through language and structure • Can use research methods • Can use PEARFOREST and more complex persuasive techniques to argue and persuade • Can independently plan and write a speech • Can perform a speech in class clearly and confidently	• Can independently read and comment on a range of poetry exploring the theme of life and learning • Can independently analyse and evaluate language choices in poetry • Can independently analyse and evaluate the use of structural devices in poetry • Can compare themes and key ideas across poems • Can compare how poets use language and structure to convey their ideas
Knowledge Organiser	KO Y9 Love Poetry	KO Y9 Romeo and Juliet	KO Y9 The Gothic	KO Y9 The Gothic	KO Y9 The Wider World	KO Y9 Poetry: Life and Learning
Assessment	**Reading:** An essay on love poetry	Weekly knowledge tests.	**Writing:** Description	**Writing:** Narrative.	**Writing:** Write and perform a speech	Weekly knowledge tests.
Reading opportunities	A selection of love poetry and a selection of non-fiction texts relating to the key context of the poems	Full read of the play	Full read of the novel and a selection of Gothic fiction extracts	Full read of the novel and a selection of Gothic fiction extracts	A selection of non-fiction letters, articles and speeches	A selection of poetry linked to life and learning.
Writing Opportunities	Summaries of the poems, using concise quotations to support ideas, analysing how poets use language and structure and evaluating the effectiveness of their choices	Plot summary, analysis of key events and characters, using concise quotations to support ideas, analysing the language and structure used in quotations and evaluating the effectiveness of these choices	Plot summary, analysis of key events and characters, descriptions of Gothic settings (E.g. Eel Marsh House, the nursery) and characters (E.g. The Woman in Black, Arthur Kipps)	Plot summary, analysis of key events and characters, writing narratives using Gothic techniques, writing to build tension	Evaluating non-fiction texts, writing letters, articles and speeches	Summaries of the poems, using concise quotations to support ideas, analysing how poets use language and structure and evaluating the effectiveness of their choices

Vocabulary focus	1. Sonnet 2. Iambic pentameter 3. Unrequited love 4. Platonic love 5. Possession 6. Reconciliation 7. Reflectiveness/Nostalgia 8. Passion 9. Unconditional love 10. Loss	1. Fate 2. Free will 3. Motif 4. Anagnorisis 5. Hubris 6. Hamartia 7. Oxymoron 8. Tragedy 9. Duty 10. Virtue	1. Pathetic fallacy 2. Foreshadowing 3. Foreboding 4. Supernatural 5. Isolation 6. Horror 7. Terror 8. Suspense 9. Mystery 10. Cryptid	1. Revenge 2. Psychological illness 3. Malevolence 4. Inhuman 5. Dramatic monologue 6. Unreliable narrator 7. Estranged 8. Motif 9. Semantic field 10. Ambiguity	1. Genre 2. Audience 3. Subject 4. Purpose 5. Article 6. Letter 7. Speech 8. Persuasion 9. Formality 10. Bias	1. Enjambment 2. Juxtaposition 3. Anaphora 4. Epistrophe 5. Volta 6. Assonance 7. Consonance 8. Caesura 9. Monologue 10. Meter
NC benchmark	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often Pre-1914 and contemporary poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	• Shakespeare requirement • Read easily, fluently and with good understanding • Develop the habit of reading widely and often (play) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Contemporary fiction novel and pre-1914 extracts) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For description)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Contemporary fiction novel and pre-1914 extracts) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (for narratives)	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (non-fiction) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	• Read easily, fluently and with good understanding • Develop the habit of reading widely and often (Pre-1914 and contemporary poetry) • Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (For essay-based writing) • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Year 10	HT 1	HT 2	HT 3	HT 4	HT5	HT6	
Overview	**Unit:** Literature Paper Two: Modern Drama **Core Text:** An Inspector Calls **Focus:** Responding to an essay question about a modern drama	**Unit:** Literature Paper One: 19th Century Novel **Core Text:** A Christmas Carol **Focus:** Writing in detail about extracts from the text and about the novel as a whole	**Unit:** Language Paper One: Creative reading and writing **Core Text:** A selection of fiction extracts **Focus:** Responding to unseen extracts in an analytical and evaluative way; descriptive and narrative writing	**Unit:** Literature Paper Two: Power and Conflict Poetry **Core Text:** An anthology of poetry, provided by AQA **Focus:** Analysing and comparing poetry	**Unit:** Language Paper Two: Writers' viewpoints and perspectives **Core Text:** A selection of non-fiction extracts **Focus:** Responding to and comparing unseen non-fiction extracts; writing to argue, persuade, inform and advise	**Unit:** Literature revision **Core Texts:** An Inspector Calls, poetry anthology and a selection of unseen poems **Focus:** Literature Paper Two revision for mock exam (June)	**Unit:** Spoken Language **Core Texts:** A selection of speeches **Focus:** Completion of Spoken Language NEA.
End point	To understand and comment on how contextual factors influenced Priestley's writing. To understand and comment on the characters, events and themes in the play. To identify and evaluate the significance of dramatic devices.	To understand and comment on how contextual factors influenced Dickens' writing. To understand and comment on the characters, events and themes in the novel. To identify and analyse the significance of language and structure choices.	To be able to apply the following skills to unseen texts: - To identify key points - To identify and analyse language and structure choices - To evaluate the effectiveness of authorial methods To apply descriptive and narrative writing skills to a range of different titles.	To understand and comment on how contextual factors influenced each poet. To identify and analyse the significance of MITSL. To understand and appreciate key themes and ideas surrounding power and conflict.	To be able to apply the following skills to unseen non-fiction texts: - To identify key points - To identify and analyse language choices - To summarise information from two texts - To compare information and how it is presented in two texts To apply creative writing skills to a range of different text types, audiences and purposes.	To understand how to approach the exam questions for Literature Paper Two. To reflect upon knowledge and gaps in knowledge for this GCSE paper and plan targets for progression.	To write and perform a speech relating to current affairs which uses persuasive devices to convince the audience to appreciate the speaker's perspective.
Knowledge and Skills	• Can explain how war influenced Priestley • Can explain how capitalism and socialism influenced Priestley • Can summarise the plot of An Inspector Calls • Can identify and analyse the characters of: Mr B, Mrs B, Shelia, Eric, Gerald, Eva and Inspector Goole • Can identify and analyse the themes of: Responsibility, social class, gender, generations, morality and injustice • Can identify and analyse structural methods used by Priestley	• Can explain how social class in Victorian England influenced Dickens • Can summarise the plot of A Christmas Carol • Can identify and analyse the key characters of: Scrooge, Bob Cratchit, Tiny Tim, Jacob Marley the Ghosts of Christmas Past, Present and Yet to Come • Can identify and analyse the minor characters of: Fezziwig, Belle, the wider Cratchit family, Fred, Little Fan, the charity workers, Mrs Dilber • Can identify and analyse the themes of:	• Can quickly identify key points in an unseen fiction text • Can analyse language and structure choices in an unseen fiction text • Can evaluate the effectiveness of authorial methods in an unseen fiction text • Can use concise, relevant and judicious quotations to support ideas • Can use subject terminology accurately when discussing language and structural devices • Can adapt descriptive and narrative writing skills to	• Can read and comment on a range of poetry exploring the themes of power and conflict • Can analyse and evaluate language choices in poetry • Can analyse and evaluate the use of structural devices in poetry • Can compare themes and key ideas about power and conflict across poems • Can compare how poets use language and structure to convey their ideas about power and conflict • Can comment on how contextual factors influenced each poet	• Can quickly identify key points in an unseen non-fiction text • Can analyse language choices in an unseen non-fiction text • Can summarise information from two non-fiction texts • Can compare information and how it is presented in two non-fiction texts • Can use concise, relevant and judicious quotations to support ideas • Can use subject terminology accurately when discussing language devices	All knowledge and skills covered across year 10 for Literature Paper Two will be revised and strengthened in this unit. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need	• Can explain a point of view on current affairs eloquently • Can use evidence to support arguments • Can shape a viewpoint through language and structure • Can use research methods to construct an argument • Can use PEARFOREST, the Aristotelian Triad and other

	• Can identify and analyse language techniques used by Priestley • Can identify and analyse stage directions, including exits and entrances • Can deconstruct an essay question • Can plan an analytical essay for the GCSE An Inspector Calls question	Responsibility, social class, time, family, morality, guilt, forgiveness, redemption • Can identify and analyse structural methods used by Dickens • Can identify and analyse language techniques used by Dickens • Can deconstruct an essay question • Can plan an analytical essay for the GCSE A Christmas Carol question	suit a range of different titles.	• Can deconstruct an essay question • Can plan an analytical essay for the GCSE Power and Conflict poetry question • Can plan an analytical essay for the GCSE Unseen poetry question	• Can adapt creative writing skills to a range of different text types, audiences and purposes.	to focus more on developing.	persuasive techniques to argue and persuade • Can independently plan and write a speech • Can perform a speech in class clearly and confidently
Knowledge Organiser	KO GCSE LIT An Inspector Calls	KO GCSE LIT A Christmas Carol	KO GCSE LANG Paper One	KO GCSE LIT Power and Conflict Poetry	KO GCSE LANG Paper Two	KO GCSE LIT: An Inspector Calls; Power and Conflict Poetry	KO GCSE LANG Paper Two
Assessment	**Literature:** GCSE Exam Question on An Inspector Calls	**Literature:** GCSE Exam Question on A Christmas Carol	**Language:** GCSE English Language Paper One practice exam	**Literature:** GCSE Exam Question on Power and Conflict Poetry	**Language:** GCSE English Language Paper Two practice exam	**Literature:** English Literature Paper Two mock exam	**Language:** Spoken Language NEA
Reading opportunities	Full read of the play	Full read of the novel	A selection of fiction extracts	An anthology of Power and Conflict Poetry, a selection of non-fiction texts relating to the key context of the poems	A selection of non-fiction extracts	A selection of extracts from An Inspector Calls, unseen poetry and the power and conflict poetry	A selection of speeches
Writing Opportunities	Summary of the play, character profiles, using concise quotations to support ideas, analysing and evaluating how Priestley uses dramatic devices to convey his ideas	Summary of the novel, character profiles, using concise quotations to support ideas, analysing and evaluating how Dickens uses language and structure to develop characters and themes	Writing to identify; analyse language and structure; evaluate	Summaries of the poems, using concise quotations to support ideas, analysing how poets use language and structure and evaluating the effectiveness of their choices	Writing to summarise; analyse language; compare texts	GCSE exam questions on An Inspector Calls, unseen poetry and the power and conflict poetry	Writing speeches to argue and persuade
Vocabulary focus	1. Capitalism 2. Socialism 3. Ignorance 4. Morality 5. Sycophant 6. Transformative 7. Responsibility 8. Hypocrisy 9. Symbolism 10. Social class	1. Malthusian principle 2. Inequality 3. Parable 4. Social commentary 5. Virtue 6. Poverty 7. Redemption 8. Guilt 9. Greed 10. Generosity	1. Identify 2. Analyse 3. Language 4. Structure 5. Evaluate 6. Describe 7. Narrate 8. Concise 9. Coherent 10. Judicious	11. Suffering 12. Patriotism 13. Anecdotal 14. Reality 15. Protest 16. Identity 17. Pride 18. Control 19. Inequality 20. Bravery	1. Summarise 2. Analyse 3. Compare 4. Register 5. Tone 6. Inform 7. Persuade 8. Argue 9. Inform 10. Advise	All vocabulary covered across year 10 for Literature Paper Two will be revised and strengthened in this unit.	1. Ethos 2. Logos 3. Pathos 4. Thesis 5. Counterargument 6. Debate 7. Relatability 8. Evidence 9. Bias 10. Compassion

Year 11	HT 1	HT 2		HT 3	HT 4	HT5	HT6
Overview	**Unit:** Literature Paper One: Shakespeare **Core Text:** Macbeth **Focus:** Writing in detail about extracts from the text and about the play as a whole	**Unit:** Literature Paper One: Shakespeare **Core Text:** Macbeth **Focus:** Writing in detail about extracts from the text and about the play as a whole	**Unit:** Language and Literature revision **Core Text:** A Christmas Carol, Macbeth and a selection of fiction texts **Focus:** Language and Literature (Both paper one) revision for mock exam (November)	**Unit:** Language Paper Two revision **Core Text:** A selection of non-fiction extracts **Focus:** Responding to and comparing unseen non-fiction extracts; writing to argue, persuade, inform and advise. Revision for mock exam (Feb/Mar)	**Unit:** Bespoke revision plan **Core Text:** All literature texts and a selection of fiction and non-fiction extracts **Focus:** Upcoming GCSE exams: English Literature (May) and English Language (June)	**Unit:** Bespoke revision plan **Core Text:** All literature texts and a selection of fiction and non-fiction extracts **Focus:** Upcoming GCSE exams: English Literature (May) and English Language (June)	
End point	To understand and comment on how contextual factors influenced Shakespeare's writing. To understand and comment on the characters, events and themes in the play. To identify and analyse how Shakespeare uses dramatic devices to develop characters and themes.	To understand and comment on the characters, events and themes in the play. To identify and analyse how Shakespeare uses dramatic devices to develop characters and themes.	To understand how to approach exam questions for Language and Literature Paper One. To reflect upon knowledge and gaps in it for this GCSE paper and plan targets for progression.	To recap and develop knowledge on how to approach the exam questions for Language Paper Two. To reflect upon knowledge and gaps in knowledge for this GCSE paper and plan targets for progression.	To recap and develop knowledge on how to approach the exam questions for all GCSE papers. Teachers will create a bespoke plan for this which meets the needs of their class. To reflect upon knowledge and gaps in knowledge for all GCSE papers and plan targets for progression.	To recap and develop knowledge on how to approach the exam questions for all GCSE papers. Teachers will create a bespoke plan for this which meets the needs of their class. To reflect upon knowledge and gaps in knowledge for all GCSE papers and plan targets for progression.	
Knowledge and Skills	• Can explain James I's attitude to the supernatural • Can explain a Jacobean audience's response to Macbeth • Can identify and analyse the main characters: Macbeth, Lady Macbeth, witches, King Duncan, Banquo, Macduff • Can identify and analyse the themes of: Gender, power, supernatural, kingship, ambition, guilt, appearance versus reality, fate versus free will, good versus evil, madness • Can comment on the relationships between characters	- Can identify and analyse the minor characters: Fleance, the Macduff family, Malcolm, the Porter - Can discuss, in reference to Macbeth, the divine right of kings - Can identify, define and analyse a tragic hero, hubris, anagnorisis, hamartia	All knowledge and skills covered across year 10 and 11 so far for Language and Literature Paper One will be revised and strengthened in this unit. Teachers will adapt their lessons and planning to the needs of the students in their class to target the	All knowledge and skills covered across year 10 for Language Paper Two will be revised and strengthened in the bespoke lessons. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need to focus more on developing.	All knowledge and skills covered across year 10 and 11 will be revised and strengthened in the bespoke lessons. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need to focus more on developing.	All knowledge and skills covered across year 10 and 11 will be revised and strengthened in the bespoke lessons. Teachers will adapt their lessons and planning to the needs of the students in their class to target the knowledge and skills they need to focus more on developing.	

	• Can identify, define and analyse a tragic hero, hubris, anagnorisis, hamartia • Can identify, define and analyse a soliloquy, iambic pentameter and dramatic irony		knowledge and skills they need to focus more on developing.			
Knowledge Organiser	KO GCSE LIT Macbeth	KO GCSE LIT Macbeth	KO GCSE LIT: A Christmas Carol; Macbeth KO GCSE LANG Paper One	KO GCSE LANG Paper Two	KO GCSE LANG: Paper One; Paper Two KO GCSE LIT: A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	KO GCSE LANG: Paper One; Paper Two KO GCSE LIT: A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	
Assessment	**Literature:** GCSE Exam Question on Macbeth	Weekly knowledge tests.	**Language and Literature:** GCSE English Language and Literature (Both paper one) mock exams	**Literature:** GCSE English Literature Paper Two mock exam	**Language and Literature:** A range of exam questions	**Language and Literature:** English Language and Literature GCSE exams	
Reading opportunities	Full read of the play	Full read of the play	A selection of fiction extracts and extracts from A Christmas Carol and Macbeth	A selection of non-fiction extracts	LANGUAGE: A selection of fiction and non-fiction extracts LITERATURE: Rereading extracts from A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	LANGUAGE: A selection of fiction and non-fiction extracts LITERATURE: Rereading extracts from A Christmas Carol; Macbeth; An Inspector Calls; Power and Conflict Poetry	
Writing Opportunities	Summary of the play, character profiles, using concise quotations to support ideas, analysing and evaluating how Shakespeare uses dramatic devices, language and structure to develop themes and characters	Using concise quotations to support ideas, analysing and evaluating how Shakespeare uses dramatic devices, language and structure to develop themes and characters	GCSE Literature exam questions on A Christmas Carol and Macbeth GCSE Language exam questions from paper one	GCSE Language exam questions from paper two	GCSE Literature exam questions on A Christmas Carol, Macbeth, An Inspector Calls, unseen poetry and the power and conflict poetry GCSE Language exam questions from paper one and two	GCSE Literature exam questions on A Christmas Carol, Macbeth, An Inspector Calls, unseen poetry and the power and conflict poetry GCSE Language exam questions from paper one and two	
Vocabulary focus	1. Fate versus free will 2. Motif 3. Anagnorisis 4. Peripeteia 5. Hubris 6. Hamartia 7. Integrity 8. Ambition 9. Power 10. Tragic hero	1. Fate versus free will 2. Motif 3. Anagnorisis 4. Peripeteia 5. Hubris 6. Hamartia 7. Integrity 8. Ambition 9. Power 10. Tragic hero	All vocabulary covered across year 10 and 11 so far for Language and Literature Paper One will be revised and strengthened in this unit.	All vocabulary covered across year 10 for Language Paper Two will be revised and strengthened in this unit.	All vocabulary covered across year 10 and 11 will be revised and strengthened in this unit.	All vocabulary covered across year 10 and 11 will be revised and strengthened in this unit.	