

	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><b>Key Knowledge</b> Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality</p> <p><b>Vocabulary</b> villains and victims; vulnerable; corrupt; naïve; orphan; moral, <b>morality</b>; prose (form)</p> <p><b>Analytical Writing</b> Topic sentences about <b>characters / characterisation</b> + selecting / embedding a quotation + exploring how meaning is created in a Victorian <b>prose</b> text.</p>	<p><b>English Literary Heritage Assessment:</b></p> <p>How does Dickens present the character of Bill Sikes?</p>
		<p><b>Skills for Writing Unit 1: 'Alter Egos'</b></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>

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Year 7	Term 2	<b>Shakespeare: <i>A Midsummer Night's Dream</i></b>	<p><b>Key Knowledge</b></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><b>Key Vocabulary</b></p> <p>soliloquy, severe, conflict, unrequited love, to mock, chaos</p> <p><b>Analytical Writing</b></p> <p>Topic sentence about <b>themes/concepts</b> + selecting / embedding a quotation + starting to use analytical sentences to explore effects of <b>dramatic</b> choices.</p>	<p><b>English Literary Heritage Assessment:</b></p> <p>Is the love potion good or bad?</p>
		<b>Skills for Writing Unit 2: 'Writing the World'</b>	<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>

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Year 7	Term 3	<p><b>Summer 1 + 2 weeks of Summer 2 to prepare for the End of Year Exam</b></p>	<p><b>Key Knowledge</b> 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><b>English Literary Heritage Assessment:</b></p> <p>How does the poet describe the tom cat in this poem?</p>
		<p><b>Modern Literature</b> Poetry Anthology</p>	<p><b>Key Vocabulary</b> metaphor, literal language, metaphorical language, tenor, vehicle, ground</p> <p><b>Analytical Writing</b> Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writer's choices of <b>poetic language</b> (metaphor) create meaning (s).</p>	
<p><b>End of year assessment</b> This will be an <i>Unseen Poetry Exam</i> testing students' ability to write an analytical essay.</p>				
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Year 8	Term 1	<p><b>Baseline: Star Reading Test</b></p> <p>To provide a baseline assessment to inform teaching and support progress</p> <p><b>The Adventures of Sherlock Holmes</b></p> <p><b>Key Knowledge</b> Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals</p> <p><b>Key Vocabulary</b> to enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p> <p><b>Analytical Writing</b> Y7 + Using <b>complex topic sentences</b> 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><b>Star reading Test.</b></p> <p><b>English Literary Heritage Assessment:</b></p> <p><b>What kind of character is Sherlock Holmes?</b></p>
		<p><b>Skills for Writing Unit 3: 'Spy Fiction'</b></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><b>Key Knowledge</b> The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states</p> <p><b>Key Vocabulary</b> colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy, sub-plot, patriarchy, consent, colonial, post-colonial</p> <p><b>Analytical Writing</b> + 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><b>English Literary Heritage Assessment:</b></p> <p>How is Caliban presented in this extract and in the rest of the play?</p>
		<p><b>Skills for Writing Unit 4: 'Explain'</b></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><b>Key Knowledge</b> Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption</p> <p><b>Key Vocabulary</b> allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent</p> <p><b>Analytical Writing</b> + Using complex topic sentences to explore themes &amp; concepts; selecting and embedding quotations; using analytical sentences to explore how writer's choices create meaning; linking textual analysis to contextual analysis</p>	<p><b>English Literary Heritage Assessment:</b></p> <p>How and why does the farm fail in 'Animal Farm'?</p>
		<p><b>End of year assessment</b> 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</p>		
	Term	Topic	Learning Outcomes	Assessment

Year 9	Term 1	<p><b>Jane Eyre by Charlotte Bronte</b></p> <p><b>Key Knowledge</b> Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre</p> <p><b>Key Vocabulary</b> Dependence / independence; oppression; juxtaposition; humiliation; hypocrisy; comeuppance; childhood; patriarchy; consent</p> <p><b>Analytical Writing</b> Y8 + how to introduce and sustain a thesis across a whole essay; planning &amp; developing; writing introductions; analytical sentences exploring alternative meanings.</p>	<p><b>English Literary Heritage Assessment:</b></p> <p>Explore the way Brontë presents Jane's childhood experiences</p>
		<p><b>Skills for Writing Unit 5: 'News Writing'</b></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>

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Year 9		<i>Small Island</i> by Andrea Levy	<p><b>Key Knowledge</b> 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><b>Key Vocabulary</b> Adversity, ambition, colony, obstacle, tragic, tragic flaw, foreshadow, monologue</p> <p><b>Analytical Writing</b> + Analysing structure through a whole text through characterisation, exploring alternative interpretations (context of production/reception)</p>	<p><b>English Literary Heritage Assessment:</b></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	<b>Skills for Writing Unit 6: 'Dystopia'</b>	'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.

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Year 9		<p><b>Summer 1 + 2 weeks of Summer 2 to complete the assessment.</b></p>	<p><b>Key Knowledge</b> 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</p>	
	Term 3	<p><b>Poetry</b></p>	<p><b>Key Vocabulary</b> extended metaphor, epic poetry, procrastination; journey; identity; comparison; inter-textuality; partner text</p> <p><b>Analytical Writing</b> + Using comparative topic sentences for poetry comparison; exploring alternative interpretations; using tentative language (may/could)</p>	

**End of year assessment – ‘Small Island’**

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