

Year 7	Autumn Term		Spring Term		Summer Term	
	Myths and Legends	Fantasy Fiction: Coraline	Non-fiction writing My Community	A Midsummer Night's Dream	Oliver Twist	Poetry through the ages: Form and Convention Anthology
	Key knowledge: - To understand the history of the text and how it fits into the Literary canon. - To understand the importance of the oral tradition. - To understand morals and their importance. - How myth and legend fit into other literature. - The characteristics of a myth. - Understand why the myth is still relevant today. - How myths can be transformed into another form.	Key knowledge: - Conventions of the fantasy genre (including setting, characters, themes and conventional plots) - Key vocabulary related to the fantasy genre - The concept of a quotation from a novel - Foreshadowing and tension - The plot of a full-length novel and its key characters, settings and themes. - Language (adjective, verb, noun, adverb, imagery, simile, metaphor)	Key knowledge: - Develop knowledge of identity and their role as a citizen through the exploration of community and our place within that. - Knowledge of their local community, both in the past and present day. - How to use Standard English in their own extended writing with mostly secure grammar, a variety of punctuation and sentence structures used for effect. - Relevant terminology and how to apply this to a variety of texts.	Key knowledge: - To understand contextual information about Shakespeare and his life and works. - Key characters, plot and setting of A Midsummer Night's Dream - To know plays are different to prose and novels. - To know how to create analytical paragraphs using textual references.	Key knowledge: - Understanding of key contextual information during the Victorian period such as key dates, conditions in cities, disparity between the lives of rich and poor - To know Charles Dickens cared about poor people in Victorian England. - Understanding of character, plot and setting of Oliver Twist - To be able to read and analyse the text including aspects of character and setting - Developed knowledge of 19th Century language	Key knowledge: - Understanding of key terminology related to poetry - Understanding of different forms and conventions of poetry. - Understanding of how poets use poetry to express perspectives and emotions. - Understanding how poetic techniques are used and how they shape meaning and their effect in poetry.

	How to form and present an argument.					
Year 8	Autumn Term	Spring Term	Summer Term			
	How we treat others	Gothic writing	Writing to persuade/inform advise Speeches of Power + Protest	The Tempest	Reading and writing fiction – short stories	Poetry from different cultures: Voices of the Displaced
	Key knowledge: Jane Eyre - To know where Jane Eyre fits into the Literary Canon/when it was written. - To know how it reflects Victorian England and attitudes. Poetry - Understand that the voice in 'A Poison Tree' feels anger - To understand that in Scavengers, the poem shows how two of the men are similar and should be equal.	Key knowledge: - To know the key features of the Gothic genre. - To know what form Gothic novels were often written in. - To know that Dracula is written as a collection of letters and diary entries. - To know what Dracula is about, where it was written and why it was successful. - To know why authors' use specific words and language features.	Key knowledge: - The definition or rhetoric - The three rhetorical appeals (ethos, pathos, logos) - Subject terminology to identify language devices in persuasive writing - Success criteria for extended response - Revision of purpose, audience and form - A variety of factual information about climate change - A knowledge of different viewpoints around climate change - A range of persuasive devices - A range of connectives	Key knowledge: - To know the differences between Shakespearian comedy and tragedy. - To know contextual information about travel and exploration in Elizabethan times. - To know about the key characters and their roles - To know the genre of The Tempest is a tragicomedy - To know that exploration can lead to an imbalance of power between the invading	Key knowledge: - To understand the plot, characterisation and setting of a group of short stories - Be able to analyse short stories – selecting and retrieving key textual evidence and explaining the effect - How writers craft fiction through structure - How writer's use language to create effect - Identify language techniques and how writers use them for effect - Understand the importance of vocabulary choice and their effects - Understand the importance of sentence	Key knowledge: - Key terminology related to poetry - How poets use poetry to express perspectives and emotions. - How poetic techniques are used and how they shape meaning and their effect in poetry. - How poetry is created. - Recognize forms and conventions of poetry - Identify poetic techniques - Understand how these create meaning and effect - Write their own poetry in different poetic forms - Form and express personal opinions and reactions to poetry

	- To know that the poem show differences between people. The Bitter Cry of Outcast London - To know how poor families lived in Victorian times based on the article about this. - To know and identify the key ideas in an issue-based article. Britain's Food Banks - To know how to analyse language and its effect. - To know how articles can use facts and statistics. - To know and identify persuasive techniques used in the food bank article. - To know what makes a persuasive/emotive speech and use it in their own.	- To know how 'Beloved' 'fits' into the genre as a modern text. - To know how language is used for effect and is specific to the Gothic genre. - To know what Gothic characters and language features are and why they are used.	- A range of formal vocabulary - The full range of punctuation - The full range of sentence types - Correct paragraphing and a range of discourse markers - Effective introductions and conclusions	forces and the native inhabitants - To know that native people can be exploited during colonisation - To know that there are three groups of characters in 'The Tempest' - The understand the plot of 'The Tempest' - To be able to analyse character and plot of the play	construction and their effects	
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	- To know how to use atmosphere, imagery, thoughts and feelings in creative writing. - To know select, retrieve and make inferences from a 19th-century non-fiction text.					
	Autumn Term		Spring Term		Summer Term	
Year 9	Sherlock Holmes	Small Island	Non- fiction writing	Modern Drama The Crucible	Crafting fiction	Poetry of WW1
	Key knowledge: - To know key contextual information about the Victorian times e.g. detective/police force, disease, city life - To know character, plot, setting and themes of 'A Scandal in	Key knowledge: - To understand the Windrush era. - To understand the difference between a play and a novel. - To understand the impact of WW2 and the displacement of various peoples across the globe.	Key knowledge: - To understand how writing changes over time: both in form and subject matter. - Learn how writers use to evoke a response in the reader. - Learn the key ideas within the text and be able to consider this in other circumstances.	Key knowledge: - The plot, setting and characterisation in Arthur Miller's 'The Crucible'. - The context of 'The Crucible' – how the play was produced received. - How the theme of witchcraft links to our local area. - Key issues raised in the play.	Key knowledge: - To understand the plot, characterisation and setting of a group of short stories - Be able to analyse short stories – selecting and retrieving key textual evidence and explaining the effect - How writers craft fiction through structure - Understand narrative structural techniques	Key knowledge: - Understand the effects war has on individuals and countries. - Knowledge of the poet's ideas, experience and the era it was written in. - Know how to predict, read, clarify and summarise and ask questions to deepen thinking. - Understand Language features and how the

	Bohemia', 'The Red-Headed League' and 'The Blue Carbuncle'. - To understand the use of metaphors - To understand the role of Holmes and how Conan-Doyle has characterised him. - To know key vocabulary. - To understand how to deduce and infer with Holmes to crack the case. - To know how to write an analytical response to an exam style question. - To analyse and interpret 19th Century text.	- To explore racial and cultural identities. - To understand racism and prejudice. - To understand how to talk about racist language in a non-judgmental way. - Understanding of key character, plot and setting in the play. - To know the links between acts, scenes and characters. - To know how to compare and contrast the effect of different scenes and characters.	- Learn how texts contextual events, both of production and reception affects the way texts are received. - Learn how to organise their thoughts for clarity, both for writing and oracy tasks. - Learn how to employ increasingly ambitious vocabulary precisely and creatively. - Students will be able to write across two texts, using evidence from the texts to support viewpoints. - Students will be able to explain the effects of language choices and the response/ effect they create. - Be able to use context to inform their ideas when writing about ideas and responding to questions raised within texts. - Understand key rhetorical features used within public speaking and start to use them in their own writing.	- How Miller uses characters to express the issues. - Be able to talk about the play as a whole. - Be able to map out key ideas throughout the play. - Be able to write about and discuss characterisation in the play. - Be able to write about the use and effect of language in the play. - Be able to apply knowledge of context to effect in the play. - Be able to use vocabulary accurately and creatively. - Be able to organise ideas in extended writing.	including Freytag's pyramid, flashbacks - How writer's use language to create effect - Identify language techniques and how writers use them for effect - Be able to use language techniques for effect in their on writing - Understand the importance of vocabulary choice and their effects - Be able to select and use ambitious vocabulary for effect - Understand the importance of sentence construction and their effects - Be able to use a variety of sentence structures and punctuation for effect	poets use them to affect the reader. - Understand that war is glorified to honour the fallen. - Know how different poets viewed the war and why. - Understand what patriotism means and what was given up to secure freedom and liberty. - Understanding of structural features of poetry and their effects
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