

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 - Journeys	Journeys – Language over time Your Language	Epic Journeys/ Pilgrimage Beowulf Chaucer's Canterbury Tales Refugee Tales – ed Anna Picas + David Herd Telling Tales – Patience Agbabi	Journeys of Self-Discovery (Novel) A Monster Calls – Patrick Ness	Journeys of Self-Discovery Identity Poetry and Prose	Journeys in Love and Forgiveness The Tempest	Transformative Journeys Short Stories and Creative Writing: Short Story
	Concepts Accent, Dialect, Slang, RP, Language Change	Concepts Beowulf: Oral tradition, Epic form/ hero/villain, kennings Chaucer: Pilgrimage, satire, narrative voice/techniques, characterisation, tone, intertextuality, performance poetry	Concepts Protagonist, Antagonist, Symbolism, Character (tragic) flaw, theme	Concepts Performance poetry, form voice, monologue, poetic and literary techniques	Concepts Tragedy/Comedy, didactic, soliloquy, colonisation, other, theme	Concepts Literary techniques, narrator, narrative structure
	Justification: Students are introduced to the history of the English Language and Language Change. They will learn how the English language has developed over many centuries and how it continues to evolve. They will consider accent/dialect, as well as their idiolect and influencing factors. They will begin to consider a range of views towards language and language change and what determines these views. This unit will provide the foundations for their study of Beowulf and Chaucer.	Justification: Students will build on their knowledge of language as they are introduced to the traditions of literature and the conventions of storytelling across a range of contexts. They will look at how language changes over time and adapts to suit its audience. They will be introduced to narrative and poetic concepts and further understand how the literary tradition is both inherited and inverted. This is reflected in the pairing of canonical texts with contemporary and diverse texts. These are the foundations from which students will build their understanding of substantive concepts such as character and theme, as well as disciplinary knowledge through a chronological approach. Finally, students are made aware that the literary tradition is inherited and rich in its diversity.	Justification: We will now look at story-telling in the novel. Students will build on literary concepts developed last term (such as character, plot, theme and narrative voice) but will also be introduced to the concepts such as character flaw and symbolism which are key aspects that will be explored and developed over the next five years (for example in Macbeth and A Christmas Carol) Students will also develop their reading and writing skills, including being able to write extended pieces.	Justification: We continue with journeys of self-discovery, this time looking at poetry and prose surrounding identity. The skills developed throughout the year will be revisited in a range of forms but essentially in a more modern context. Finally, students will build on the concept of performance poetry introduced in the first term in the form of the modern poetry slam. Here they will further their creative writing skills, as well as develop their oracy skills in a wider setting. The competition element will bring the work of the whole year group together.	Justification: This unit will continue to build students' confidence in speaking in class. The focus on Shakespeare's The Tempest also builds challenge and literary heritage into their learning experience. Students will explore Shakespeare's fantasy world and continues to explore characters' journeys to self-discovery and understanding. The play was written at a time where there was a fascination with other countries and worlds; there was a huge sense of segregation, as civilisations tried to learn about one another. Students will be introduced to these wider cultural issues through their study of the play	Justification: As a measure of how far they have come, students will return to the concept of story-telling, this time in the form of short stories. Here we will look at a range of different stories from different cultures and contexts, reinforcing that the literary tradition is rich in its heritage and diversity. Finally, students will get the opportunity to create, design and produce their own short story in the guise of Kipling's Just So stories or a genre of their choice. This will students to embed the knowledge they have developed over the last year and provide a platform for them to showcase their own writing.
	Grammar (7 lessons) Recapping the basics: simple sentences, statements, paragraphs, capital letters and past simple verbs (Collins KS3 Spelling, Punctuation and Grammar))		Grammar(7 lessons) Complex sentences, avoiding fragments and run-ons, capital letters (Collins KS3 Spelling, Punctuation and Grammar))		Grammar(6 lessons) Past simple tense. Subordinate clauses, punctuation conjunctions and lists (Collins KS3 Spelling, Punctuation and Grammar))	
	Assessment: - Language Investigation (W) - Presentation (S&L)	Assessment: - Close analysis of extracts focusing use of language, form & structure (R) → Stretch Assess: Comparison	Assessment: - Persuasive writing in response to character (W) Diary (W)	Assessment: Close analysis of a poem of their choice, focusing on writers' use of language, form & structure (R) Poetry Slam (S&L) → Stretch Comparison	Assessment: - How is Prospero presented as a character throughout this play (R)	Students plan, draft, design and write their own short story. (W)
	Year 7 Tutor Readers: Wild Boy, When the Sky Falls Year 7 Group additional Readers: Treasure Island, Refugee Boy, Coralline, Wonder,, The Other Side of Truth, WAR HORSE, Book Thief					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 - PERSPECTIVES	<p>Perspectives on Prejudice Romeo and Juliet (2 weeks) Noughts & Crosses (Play)</p>	<p>Perspectives on Society History of Rhetoric</p>	<p>Perspectives on Power Julius Caesar</p>	<p>Perspectives on Childhood Oliver Twist + C19th Century extracts</p>	<p>Perspectives on Human Nature Lord of the Flies</p>	<p>Perspectives on Equality Poetry on Equality</p>
	<p>Concepts Director, film techniques, racism, prejudice</p>	<p>Concepts Rhetoric, rhetorical devices, viewpoint, contentious</p>	<p>Concepts Plot, character, Dramatic irony, rhetoric, emotive, soliloquy, tragedy</p>	<p>Concepts Setting, character, Literary techniques, dialogue</p>	<p>Concepts Irony, allegory, foreshadowing, metaphor</p>	<p>Concepts Equality, viewpoint, irony, voice</p>
	<p>Justification: In this first unit, students begin with a short introductory unit on Romeo and Juliet. They will explore conflict alongside film presentations of the text, considering directorial perspectives. These concepts, as well as the contextual links, will support their exploration of Noughts and Crosses. Here students will explore how Malorie Blackman subverts perspectives in order to explore issues of race; readers are encouraged to look at race from different perspectives and issues of racism and prejudice. We are also looking at the play version as opposed to the text, allowing pupils to role play and re-enact scenes to further their empathy skills.</p>	<p>Justification: Following their study of N&C, students will be able to use the discussions scaffolded to explore other 'controversial' topic.; Here they will learn the art of rhetoric and will be encouraged to shape their own views and opinions on current topics, delivering a speech to express their views. This allows them to explore different 'perspectives' of contentious issues in society and to learn how to use the perspectives of others to inform their own views.</p>	<p>Justification: Now that students have an understanding of rhetoric, they will be able to apply their knowledge to one of Shakespeare's best example of power play – that of Caesar and Brutus. Students will consider the interplay between these characters and how they apply their art to win over the populous of Rome.</p>	<p>Justification: This unit introduces students to the work of Dickens. Having studied character throughout year 7, they will now consider the more challenging characterisation presented by Dickens. Pupils will look at a range of characters through an extract-based exploration of the text, getting them used to the 19th Century texts that they explore at GCSE whilst also allowing them to explore how to finely craft a character that reflects a given time period.</p>	<p>Justification: Now that students have looked at controversial topics and considered the perspective of the child, they will consider what it means to be 'human' - whether man is inherently good or evil and what can alter the views, perspectives or morals of 'man'. They will look at Golding's 'Lord of the Flies', a commentary on the state of human nature. This is a challenging and gritty text that will really push pupils to think hard & debate.</p>	<p>Justification: Students finish the year with a short unit looking at perspectives on Equality. They will draw on the knowledge gained throughout the year and apply it to examples of poetry which explore gender equality as well as basic human rights. Students will be able to choose one poem to analyse in detail to demonstrate deeper reading skills. This will develop the skills needed in Year 10 and beyond</p>
	<p>Grammar (6 lessons) Writing accurate, correctly punctuated and paragraphed dialogue using personal pronouns (Oak National Academy)</p>		<p>Grammar (5 lessons) Avoiding fragments, fused sentences and comma splices. Using capital letters and writing in the past tense. Using multiple subordinate clauses, punctuating when in a complex sentence (Oak National Academy)</p>		<p>Grammar (7 lessons) Paragraphing narratives for clarity, using possessive pronouns, using apostrophes accurately, structuring, writing and editing for genre specific narratives. (Oak National Academy)</p>	
	<p>Assessment: - Analysis of Malorie Blackman's intentions behind N&C, in interview form, exploring writer's message (R)</p>	<p>Assessment: - Persuasive speech writing on their chosen controversial topic (W) - Delivering their speech (S&L)</p>	<p>Assessment: Analysis of a one of the key speeches, considering its impact and effect. → Stretch – Comparison (R)</p>	<p>Assessment: - Excerpt of story inspired by 19th Century writing, focusing on language, style & whole-text structure for effect (W)</p>	<p>Assessment: - Extended evaluative essay piece on the dark side of human nature, focusing on inference & interpretation (R)</p>	<p>Assessment: Leaflet on a topic inspired by the poetry covered. (W)</p>
<p>Year 8 Tutor Group Reader: Boy 27 Year 8 Additional Group Readers: Pig Heart Boy, The Boy in The Striped Pyjamas, Cather in the Rye, The Book Thief, The Curious Incident of the Dog in the Night, Stone Cold, Maus,</p>						

	Autumn 1	Autumn 2	Spring 1(2)	Spring 2	Summer 1	Summer 2	
Year 9 - POWER	Power & American Writing Of Mice & Men	Power of Words The Gothic - Writing to Describe	Power & Jacobean Writing The Merchant of Venice		Power & Dystopian Writing Animal Farm/Dystopian extracts		Power and Conflict Poetry/AQA bridging unit
	Concepts Theme, symbol, motif, context	Concepts Craft, pathetic fallacy, gothic, obscure	Concepts Imagery, symbolism, Dramatic irony		Concepts Allegory, context, motif		Concepts Form, structure, language, context
	Justification: This is a very well-known text that, whilst it is very accessible, allows students to develop their high-level interpretations of the relationship between a text and its context. Students will explore the power-dynamics presented in Steinbeck's microcosm, providing an accessible text that, at the same time, can be used to really stretch the most able. The different types of power struggles in this text also scaffold their ability to explore how writers use their contexts before looking at more challenging authors later this year (e.g. Orwell,, Shakespeare). The structure of the assessment will also mimic the style of the AQA Literature Paper 1, making it a great text choice to start Year 9 with as they build the skills needed for their GCSE course, which the assessment correlates with.	Justification: Students are now introduced to the conventions of the Gothic to develop their descriptive writing. They will explore aspects of setting, tone and atmosphere, alongside character. Equally important, they will consider the importance of planning and drafting. These are all skills required for the writing component of GCSE Language Paper 1.	Justification: Pupils will then step back even further in time to the third iconic writer that exposed the flaws of power dynamics in his society - Shakespeare. The Merchant of Venice fits very well with the themes in this year of the curriculum. Pupils will explore the power dynamics around race and religion, looking at prejudice, anti-Semitism, as well as attitudes to justice and mercy; marriage; wealth and appearance and reality. This will also be a good unit to look at how texts translate into performance, as well as allowing pupils the opportunity to do some drama work and consider aspects of staging.		Justification: This will be an excellent opportunity to explore genre of Dystopian Fiction. Students will explore Dystopian fiction, a genre that spans well over 100 years, to look at how writers today are creating texts that are also the products of their context: the 21st century. It is a great unit - where teachers can bring in whichever dystopian texts they enjoy most - and also allows for some cross-over with Year 12 pupils to lead on, as they will also have been studying the genre. This will be another creative writing unit aided by the knowledge developed over the course of the year. In addition, students will continue to refine their close reading skills, analysing how writer's create meanings in preparation for GCSE literature and Animal Farm provides a great platform for explore wider political issues through its allegorical form and political context.		Justification: AQA Power and Conflict Poetry neatly brings the theme of Power to a close in Year 9. Here students will explore a small number of poems from the AQA Anthology and apply the analytical skills they have developed at a higher level. As part of their GCSE S&L endorsement, pupils must be assessed on their speaking and listening on a topic of their choice. To showcase this, students will take inspiration from the studied poems. They will craft a speech on a statement about an issue in our modern society that they feel strongly about. They will work on both crafting the writing of the speech and on the delivery of it and will be assessed on both.
	Grammar Understanding sentence construction; how to use semi-colons, how to use colons		Grammar Embedding skills to use a range of grammatical structures; Rhetoric and clarity of expression in counter arguments.			Grammar Mastering commonly confused words; using brackets and dashes for parenthesis; refining punctuation for clarity and cohesion in extended writing	
	Assessment: - Extract-based essay question on a character's presentation and purpose (Curley's wife), focusing on close analysis + context (R)	Assessment: - Excerpt of story inspired by 19th Century writing, focusing on language, style & whole-text structure for effect (W)	Assessment: - Evaluative essay question – The Merchant of Venice focusing on close language analysis (R)			Assessment: Passage analysis (R) Newspaper/letter (W)	Assessment: - Presentation/Speech writing and delivery (W, S&L AQA GCSE Endorsement!)
Year 9 Tutor Group Reader: Al Capone Does my Shirts Year 9 Additional readers: To Kill a Mockingbird, The Outsiders,							

Life in all its fullness