

Year	Autumn 1 (7)	Autumn 2 (6.5)	Spring 1 (7)	Spring 2 (5)	Summer 1 (6)	Summer 2 (6)
7	<p><b>Oliver Twist</b></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>Assessment:</b> Core knowledge of context, characterisation and vocabulary. What type of character is Bill Sikes? <b>(Assessment week 1)</b></p> <p><b>Key vocabulary:</b> villains and victims; vulnerable; corrupt; naïve; orphan; moral</p>		<p><b>Shakespeare's A Midsummer Night's Dream</b></p> <p><b>Key knowledge:</b> 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>Assessment:</b> Core knowledge of context, characterisation and vocabulary. Is the love potion good or bad? <b>(Assessment week 2)</b></p> <p><b>Key vocabulary:</b> soliloquy, severe, conflict, unrequited love, chaos</p>		<p><b>Poetry Anthology</b></p> <p><b>Key knowledge:</b> Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake and Tennyson.</p> <p><b>Assessment:</b> How does the poet describe the tom cat? Core knowledge throughout Year 7 <b>(Assessment week 3)</b></p> <p><b>Key vocabulary:</b> metaphor, literal language, metaphorical language, tenor, vehicle, ground</p>	<p><b>The Daydreamer OR Danny the Champion of the World</b></p> <p><b>Key knowledge:</b> McEwan's influences; using language to bring objects to life; analysing metaphors and using our imagination</p> <p><b>Assessment:</b> Creative writing task</p> <p><b>Key vocabulary:</b> hinder, virtue, dreary, metamorphosis, vanish, empathy</p>
8	<p><b>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>Assessment:</b> Core knowledge of context, characterisation and vocabulary. What makes Sherlock Holmes such a good detective? <b>(Assessment week 1)</b></p> <p><b>Key vocabulary:</b> to enlighten, deduction, scandal, periodical, introspective, dual narrative, observation</p>		<p><b>Shakespeare's The Tempest</b></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>Assessment:</b> Core knowledge of context, characterisation and vocabulary. How is Caliban presented in this extract? <b>(Assessment week 2)</b></p> <p><b>Key vocabulary:</b> colonialism, to usurp, treason, callous, pathos, nurture, tragicomedy</p>		<p><b>Animal Farm</b></p> <p><b>Key knowledge:</b> Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption.</p> <p><b>Assessment:</b> How and why does the farm fail in Animal Farm? Core knowledge throughout Year 8 <b>(Assessment week 3)</b></p> <p><b>Key vocabulary:</b> allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent</p>	
9	<p><b>Jane Eyre</b></p> <p><b>Key knowledge:</b> Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i></p> <p><b>Assessment:</b> Explore the way Bronte presents Jane's childhood experiences. <b>(Assessment week 1)</b></p> <p><b>Key vocabulary:</b> dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance</p>	<p><b>Small Island</b></p> <p><b>Key knowledge:</b> The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue;</p> <p><b>Assessment:</b> Which main character changes the most by the end of <i>Small Island</i>? <b>(Assessment week 2)</b></p> <p><b>Key vocabulary:</b> adversity, ambition, colony, obstacle, monologue; tableau; aspirations; discriminate; dignity</p>	<p><b>Shakespeare's Romeo and Juliet</b></p> <p><b>Key knowledge:</b> Elizabethan patriarchal structures; tragic conventions; plot; character development</p> <p><b>Assessment:</b> n/a</p> <p><b>Key vocabulary:</b> tragedy, patriarchal society, foreshadow, prologue, inevitable, tragic hero, downfall, fatal flaw</p>	<p><b>Poetry anthology</b></p> <p><b>Key knowledge:</b> Extended metaphors and the poetry and lives of Milton, Chaucer, Auden, Grace Nichols and Wallace Willis</p> <p><b>Assessment:</b> Compare the ways the poets present journeys in 'Gap Year' and another poem. Core knowledge throughout Year 9 <b>(Assessment week 3)</b></p> <p><b>Key vocabulary:</b> extended metaphor, epic poetry, procrastinate</p>	<p><b>Reading for Study</b></p> <p><b>Key knowledge:</b> Reading and writing non-fiction; 19<sup>th</sup> century editorials, letters, articles, and travel writing.</p> <p><b>Assessment:</b> None</p> <p><b>Key vocabulary:</b> Non-fiction, sustain, holistic, bleak, trial, liberation, seize, atrocious, humane, traumatic, exonerate, advocate.</p>	

	Autumn 1 (7)	Autumn 2 (6.5)	Spring 1 (7)	Spring 2 (5)	Summer 1 (6)	Summer 2 (6)
10	<p><b>Power and Conflict Poems</b> (studied 1 x week or 2 x a fortnight). <b>Assessment:</b> various comparisons. <b>Key vocabulary:</b> power, conflict, nonchalance, In media res, nostalgia, vulnerability, volta, regret, juxtaposition, symbolism, patriotism, glorification, biblical allusion, anaphora, indifference, moral dilemma, internal rhyme, tone,</p>					
	<p><b>An Inspector Calls</b> 7 weeks (Coverage of whole play)</p> <p><b>Transactional writing:</b> Application letter to apply for a job at Birling's.</p> <p><b>Assessment:</b> Mock exam during assessment week 1.</p> <p><b>Key vocabulary:</b> socialism, dramatic irony, mouthpiece, construct, social superior, social hierarchy, aristocracy, hubris, corrupt, capitalist.</p>	<p><b>Unseen Poetry</b> 2 weeks (10 lessons = no P&amp;C lessons) <b>Assessment:</b> Mock exam during assessment week. <b>Key vocabulary:</b> literal, metaphorical, tone, imagery, structure.</p>	<p><b>Assessment week feedback lessons:</b> <b>X2 AIC</b> <b>X1 P&amp;C poetry</b> <b>X1 Unseen</b></p>	<p><b>Assessment week:</b> <b>Literature Paper 2 Section B ONLY = ACC (Students to sit Section A R&amp;J at the end of half term.)</b></p>	<p><b>Language Component 1 Sections A and B</b> 2 weeks Section A 2 weeks Section B Robbie and Emma paper. (Do <u>not</u> use the Nov 2018 Hamiltons paper)</p> <p><b>Assessment:</b> Full Component 1 paper during assessment week 3. <b>Key vocabulary:</b> implicit, explicit, impression, evaluate, explain, narrative, structure, climax, resolution, characterisation.</p>	<p><b>Language Component 2: Sections A and B</b> continued. (1 week remaining) 1 week Section B</p> <p><b>Unseen Poetry revision</b> 1 week</p> <p><b>Assessment week 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Component 1 (Ruby Lennox)</b></li> <li>• <b>Component 2 (Prisons)</b></li> <li>• <b>Literature paper 1 (AIC, P&amp;C poetry &amp; Unseen)</b></li> </ul> <p><b>Romeo and Juliet:</b> continued. (2 weeks remaining) <b>Assessment:</b> Mock exam during assessment week 2. <b>Key vocabulary:</b> tragedy, prologue, Petrarchan, soliloquy, prophetic, celestial, juxtaposition, antagonistic, filial, foil, dramatic irony, dramatic monologue, , patriarchal, impetuous, consumed, fatalistic, cyclical, vengeful, volatile, confidant.</p> <p><b>S&amp;L</b></p>
		<p><b>15<sup>th</sup> Nov Assessment week preparation:</b> <b>X 2 lessons P&amp;C poetry</b> <b>X3 AIC</b></p>	<p><b>AQA 19<sup>th</sup> Century Novel: A Christmas Carol</b> continued. (6 weeks remaining.)</p> <p><b>Key vocabulary:</b> allegory, transformation, epiphany, redemption, social reform, Christian propaganda, cyclical poverty and crime, symbol, solitary, hostile, foil, mouthpiece, workhouse, treadmill, surplus, Victorian era, Malthus/Malthusian views.</p>	<p><b>Romeo and Juliet:</b> 4 weeks (6 weeks in total) (Coverage of whole play in greater depth.)</p> <p><b>Assessment:</b> In class assessment in week 4. <b>Key vocabulary:</b> tragedy, prologue, Petrarchan, soliloquy, prophetic, celestial, juxtaposition, antagonistic, filial, foil, dramatic irony, dramatic monologue, , patriarchal, impetuous, consumed, fatalistic, cyclical, vengeful, volatile, confidant.</p>		
		<p><b>22<sup>nd</sup> Nov Assessment week: Literature Paper 1 = AIC &amp; Unseen Poetry</b></p>	<p><b>AQA 19<sup>th</sup> Century Novel: A Christmas Carol</b> 2.5 weeks (8 weeks in total)</p> <p><b>Transactional writing:</b> write a speech to your peers which persuades them to support a charity of your choice.</p> <p><b>Assessment:</b> Mock exam during assessment week 2.</p>	<p><b>Language Component 2: Sections A and B</b> (3 weeks in total) 1 week Section B 1 week Section A Ben Fogle paper. (Do <u>not</u> use the Nov 2018 Niagara Falls paper)</p> <p><b>Assessment:</b> Full Component 2 paper during assessment week 3. <b>Key vocabulary:</b> explicit, implicit, non-fiction, transactional, persuasive, formal, informal, letter, speech, lively, article, leaflet, exceptional, remarkable, incomparable, abhorrent, abysmal, atrocious, tedious, lacklustre, monotonous, exasperated, vexed, aggrieved, futile, inane, absurd.</p>		

11	<b>Power and Conflict Poems</b> (studied 1 x week or 2 x a fortnight). <i>Assessment:</i> Key vocabulary:										
	<b>Component 1 and 2 feedback.</b> (4 weeks)	<b>Literature Paper 1 feedback.</b> (3 weeks)  <b>A Christmas Carol:</b> new focus on theme of poverty and minor characters.  <b>Romeo and Juliet:</b> new focus on theme of conflict and minor characters.	<b>(MOCK EXAMS Week 2: Comp 1&amp;2, Lit P1)</b>	<b>Power and Conflict Poetry:</b> new focus on comparison. (2 weeks)  <b>Unseen poetry</b> (1.5 weeks)	<b>An Inspector Calls:</b> new focus on themes of gender and generations. (2.5 weeks)  <b>(Lit Paper 2 mock exam in classrooms end of week 3)</b>	<b>Component 1 and 2 feedback.</b> New focus on evaluation, comparison as well as writing a review and blog.  <b>Literature Paper 1 feedback.</b> (2 weeks)	<b>(MOCK EXAMS WEEK)</b>  <b>Unseen poetry</b> (2 weeks)  To be planned following analysis of mock results.  <b>(Lit Paper 2 mock exam in classrooms)</b>				