

| Year | Autumn 1 (7) | Autumn 2 (6.5) | Spring 1 (7) | Spring 2 (5) | Summer 1 (6) | Summer 2 (7) |
|------|--|--|---|--|---|--|
| 7 | <p>Oliver Twist</p> <p>Key knowledge: Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality</p> <p>Assessment: Core knowledge of context, characterisation and vocabulary. What type of character is Bill Sikes? Assessment 1</p> <p>Key vocabulary: villains and victims; vulnerable; corrupt; naïve; orphan; moral</p> | | <p>Shakespeare's A Midsummer Night's Dream</p> <p>Key knowledge: 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>Assessment: Core knowledge of context, characterisation and vocabulary. Is the love potion good or bad? Assessment 2</p> <p>Key vocabulary: soliloquy, severe, conflict, unrequited love, chaos</p> | | <p>Poetry Anthology</p> <p>Key knowledge: Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake and Tennyson.</p> <p>Assessment: How does the poet describe the tom cat?</p> <p>Key vocabulary: metaphor, literal language, metaphorical language, tenor, vehicle, ground</p> | <p>The Daydreamer OR Danny the Champion of the World</p> <p>Key knowledge: McEwan's influences; using language to bring objects to life; analysing metaphors and using our imagination</p> <p>Assessment: Core knowledge throughout Year 7 Assessment 3</p> <p>Key vocabulary: hinder, virtue, dreary, metamorphosis, vanish, empathy</p> |
| 8 | <p>Sherlock Holmes</p> <p>Key knowledge: Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals</p> <p>Assessment: Core knowledge of context, characterisation and vocabulary. What makes Sherlock Holmes such a good detective? Assessment 1</p> <p>Key vocabulary: to enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p> | | <p>Shakespeare's The Tempest</p> <p>Key knowledge: The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states</p> <p>Assessment: Core knowledge of context, characterisation and vocabulary. How is Caliban presented in this extract? Assessment 2</p> <p>Key vocabulary: colonialism, to usurp, treason, callous, pathos, nurture, tragicomedy</p> | | <p>Animal Farm</p> <p>Key knowledge: Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption.</p> <p>Assessment: How and why does the farm fail in Animal Farm? Core knowledge throughout Year 8 Assessment 3</p> <p>Key vocabulary: allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent</p> <p>Descriptive Writing (2 weeks)</p> | |
| 9 | <p>Jane Eyre</p> <p>Key knowledge: Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i></p> <p>Assessment: Explore the way Bronte presents Jane's childhood experiences. Assessment 1</p> <p>Key vocabulary: dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance</p> | <p>Small Island</p> <p>Key knowledge: The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue;</p> <p>Assessment: Which main character changes the most by the end of <i>Small Island</i>? Assessment 2</p> <p>Key vocabulary: adversity, ambition, colony, obstacle, monologue; tableau; aspirations; discriminate; dignity</p> | <p>Shakespeare's Romeo and Juliet (2 weeks)</p> <p>Key knowledge: Elizabethan patriarchal structures; tragic conventions; plot; character development</p> <p>Assessment: n/a</p> <p>Key vocabulary: tragedy, patriarchal society, foreshadow, prologue, inevitable, tragic hero, downfall, fatal flaw</p> | <p>Poetry anthology</p> <p>Key knowledge: Extended metaphors and the poetry and lives of Milton, Chaucer, Auden, Grace Nichols and Wallace Willis</p> <p>Assessment: Compare the ways the poets present journeys in 'Gap Year' and another poem. Core knowledge throughout Year 9 Assessment 3</p> <p>Key vocabulary: extended metaphor, epic poetry, procrastinate</p> | <p>Reading for Study (4 weeks)</p> <p>Key knowledge: Reading and writing non-fiction; 19th century editorials, letters, articles, and travel writing.</p> <p>Assessment: None</p> <p>Key vocabulary: 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>Power and Conflict Poetry (studied 1 x week or 2 x a fortnight). Key knowledge: Assessment: Compare how the poet presents X in Y and another poem of your choice Key vocabulary: 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>An Inspector Calls</p> <p>Key knowledge: Attitudes towards class; gender, morality and social responsibility in the Edwardian era; capitalist vs socialist values; the changing face of Britain in 1945 reflected by the characters' dialogue and actions</p> <p>Transactional writing: Write a letter to apply for a job at Birling & Co.</p> <p>Assessment: How does Priestley show Eva Smith is exploited in the play?</p> <p>Key vocabulary: Edwardian, socialism, capitalism, exploitation, generation, construct, aristocracy, social reform, morality, hierarchy, prejudice. Suffragette, hypocrite, dramatic irony, patriarchy, submissive, mouthpiece, catalyst, welfare state, corrupt</p> | <p>Unseen Poetry 3 weeks</p> <p>Key knowledge:</p> <p>Assessment: Assessment 1: Literature AIC & Unseen Poetry</p> <p>Key vocabulary: literal, metaphorical, tone, imagery, structure.</p> <p>A Christmas Carol (3 weeks)</p> <p>Transactional writing: Write a speech to your peers persuading them to support a charity of your choice.</p> | <p>A Christmas Carol 5 weeks</p> <p>Key knowledge:</p> <p>Assessment: How does Dickens present Scrooge's journey of redemption?</p> <p>Key vocabulary:</p> <p>Unseen Poetry 2 weeks</p> <p>Key knowledge:</p> <p>Key vocabulary: literal, metaphorical, tone, imagery, structure.</p> | <p>Assessment 2: Literature ACC core knowledge</p> <p>Romeo and Juliet:</p> <p>Key knowledge: Shakespeare's presentation of the central themes of love, conflict, death and fate; Elizabethan stereotypes of masculinity; attitudes towards gender, hierarchy and family honour; the destructive nature of intense, passionate love</p> <p>Assessment: How does Shakespeare present Romeo?</p> <p>Key vocabulary: cyclical, vengeful, volatile, stage directions, corrupted, conflicted, Elizabethan, obedient, inevitable, consumed, fatalistic, tragedy, prologue, soliloquy, tragic hero, Petrarchan lover, patriarchy, fatal flaw, submissive, antagonistic, dramatic irony</p> | <p>Language Component 1 Sections A and B 2 weeks Section A 2 weeks Section B Rachel, Bob and Peter paper</p> <p>Key knowledge:</p> <p>Assessment: Narrative (first draft)</p> <p>Key vocabulary: implicit, explicit, impression, analyse evaluate, explain, narrative, structure, climax, resolution, characterisation.</p> | <p>Language Component 2: Sections A and B 1 week Section A 1 week Section B Ben Fogle paper</p> <p>Key knowledge:</p> <p>Key vocabulary: 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> | <p>Language Component 2: Sections A and B continued. 1 week Section B</p> <p>Assessment 3: Language</p> <ul style="list-style-type: none"> • Component 1 (Ruby Lennox) • Component 2 (Prisons) <p>Power and Conflict Poetry</p> <p>Key knowledge:</p> <p>Key vocabulary:</p> <p>Speaking & Listening</p> <p>Key knowledge: present a formal speech; communicate ideas clearly and with purpose; use non-verbal communicators; respond to questions and elaborate where appropriate</p> <p>Assessment: Speaking and listening formal presentation</p> <p>Key vocabulary: formal, sophisticated, Standard English, respond,</p> |

| | Autumn 1 (7) | Autumn 2 (6.5) | Spring 1 (7) | Spring 2 (5) | Summer 1 (6) | Summer 2 (6) |
|----|---|---|---|--|---|---|
| 11 | <p>Speaking and Listening 1 week</p> <p>Romeo and Juliet 2 weeks Character: Juliet/women Theme: Love as a destructive force</p> <p>Language Component 1 2 weeks A: Rachel, Bob and Peter</p> <p>A Christmas Carol: 2 weeks Character: Ghosts Theme: Importance of Christmas</p> <p>Assessment: Fortnightly Friday task Speaking and Listening Assessment</p> | <p>Language Component 2 2 weeks A: Miners B: Speech & letter</p> <p>MOCK EXAMS Component 1, Component 2 Literature 1</p> <p>An Inspector Calls: 2 weeks Character: female characters Theme: social responsibility</p> <p>Power and Conflict Poetry: 2 weeks</p> | <p>Mock Exam Feedback 2 weeks</p> <p>Unseen poetry 1.5 weeks</p> <p>(Lit Paper 2 mock exam in classrooms end of week 3)</p> <p>Revision topics TBC following mock exams</p> | <p>Revision topics TBC following mock exams</p> <p>MOCK EXAMS Component 1, Component 2 Literature 1, Literature 2</p> | <p>Revision topics TBC following mock exams</p> <p>GCSE EXAMINATIONS</p> | <p>Revision topics TBC following mock exams</p> <p>GCSE EXAMINATIONS</p> |