

Year 7: A journey through fiction: fable, myth, allegory, character, magic and creative writing		
Autumn 1/2	Spring 1/2	Summer 1/2
<u>Stories + creative writing</u> Focussing on story structures, vocabulary, creative writing – writing revolution strategies, grammar and reading excellent writing models to inspire/ model excellence <u>Myth, Fairy-tale and Modern adaptations: reading <i>The Lion, the Witch and the Wardrobe</i></u> <i>Exploring the fairy-tale genre: allegory, fable, myth etc. and reading The Lion, the Witch and the Wardrobe through the lens of fairy-tale conventions</i>	<u>Heroes and Villains throughout Literature</u> A chronological journey exploring heroes and villains in literature: e.g. Duffy's <i>The World's Wife</i>, <i>the Queen of Hearts in Alice and Wonderland</i>, Frankenstein's Monster, Pip, Magwitch & Estella, Holmes vs Roylott in <i>The Speckled Band</i>, Shakespearean villains, Roald Dahl villains; etc. <u>Shakespeare: A Midsummer Night's Dream</u> Introduction to Shakespeare: context, comedic conventions, staging - key scene study of AMSND	<u>Reading <i>A Monster Calls</i>: thematic study</u> Reading the novel, reading comprehension, analysis of allegory/ figurative language, exploration of key themes <u><i>A Monster Calls</i>: creative writing</u> Quality slow-writing practice using AMC as a stimulus, writing revolution strategies, Drop Shift Moment End structure practice, review of story arcs etc
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Year 8 a combination of exploring literary genre and non-fiction texts to build cultural capital		
Autumn 1/2	Spring 1/2d	Summer 1/2
War /conflict: Reading and studying <u><i>Journey's End</i></u> introduction to play conventions, characterisation, dramatic devices context of World War 1 taught through non-fiction, looking at famous war speeches/ the art of rhetoric <u>An anthology of war and conflict poetry 1914-2020:</u> e.g. Sassoon, Brooke, Owen, McCrae, and modern poems e.g. The Manhunt, Mametz Wood, Hawk Roosting, The Right Word – introduction to poetic techniques, themes and ideas in war poetry, link to writing to argue	London/crime: Reading <u><i>Ruby in the Smoke</i></u> and exploring crime in London through non-fiction texts – e.g. Jack the Ripper, Penny Dreadfuls etc. Analysis/ comprehension of Ruby in the Smoke and analysis of key themes and techniques. Developing non-fiction skills	Dystopia: Reading the <u><i>Hunger Games</i></u> and drawing parallels with the wider dystopian genre from other dystopian extract Constructing analytical responses and exploration of key themes. Post-reading: dystopic creative writing, with a sophisticated vocabulary focus. Designing our own dystopic landscapes as inspiration for settings. Creating characters/ plot. Constructing a narrative.
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Year 9: a journey through time/ place and intro to key skills/ embedding of core knowledge/cultural capital		
Autumn 1/2	Spring 1/2	Summer 1/2
Reading and studying <u>Of Mice and Men</u> – focus on characterisation, Steinbeck’s narrative style, 1930s American context, man in the natural world etc. Opportunities to practice setting/character driven creative writing. Reading and studying <u>A Christmas Carol</u> – exploration of Victorian Britain, the novella format, language/ structural choices made by Dickens, the presentation of Scrooge etc. Opportunities to practice setting/character driven creative writing.	Prep for <u>Language Paper 1 through Gothic extracts</u> – review of key skills for Q1-4 and explicit creative writing practice – slow-writing, , Drop Shift Moment End Reading, watching and performing <u>Romeo and Juliet</u> – <i>introduction to tragic genre, Elizabethan context and dramatic devices</i>	<u>Unseen poetry</u>: a collection of unseen poems – introduce students to key unseen skills: e.g. reading for meaning, VISIT(ing) a poem, annotating a poem and exploring the intentions of the poet Reading <u>Lord of the Flies</u>: focus on characterisation, allegory, figurative language and key themes –e.g. the beast within man, savagery, the rule of law. Opportunity to embed some writing to argue skills alongside Lit A0s
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Year 10		
Autumn 1/2	Spring 1/2	Summer 1/2

<u>Power and Conflict anthology and creative writing</u>: using the analysis of language, structure and form from the poetry anthology to inform creative writing, , Drop Shift Moment End practice <u>Power and Conflict anthology and Language Paper 1, Section A</u> completing teaching of pre-selected power and conflict anthology poems and revisiting of unseen poetry skills	<u>Reading, studying and watching Macbeth</u>: teaching Jacobean England context, dramatic devices, characters etc. Close analysis of the play, scene-by scene. <u>Reading, studying and watching Macbeth</u>: completing pre-BET assessment, watching a version of the play, essay writing skills	<u>Reading, studying and watching An Inspector Calls</u>: teaching Edwardian/post-World War Two context, dramatic devices, characters etc. <u>Language paper 2</u>: writing to argue unit based on topical issues: art of rhetoric, persuasive devices, writing in different forms (letter, speech and newspaper article) and light-touch building of reading skills for Section A
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Year 11		
Autumn 1/2	Spring 1/2	Summer 1/2
<u>Reading and studying Jekyll and Hyde</u> : recapping Victorian London & the life of Stevenson, reading and comprehending the novel, analysis of	<u>Teaching Language Paper 2:</u> practice of Q1-4 and writing to argue skills – practicing exam questions/ writing in class	<u>EXAMS</u>

key techniques used by Stevenson, essay practice Revision for Macbeth, Jekyll and Hyde Teaching of Language Paper 1: Explicit exam practice of Q1-4, and creative writing practice. Revisit poetry/ complete the anthology – recap of poetry skills/ comparison skills	<u>Teaching Language Paper 2: practice of Q1-4 and writing to argue skills</u> – practicing exam questions/ writing in class <u>REVISION OF ALL LITERATURE TEXTS</u>	
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