

	Year 7 'Exploration and identity'	Year 8 'Society and its divisions'	Year 9 'Innocence and experience'
Autumn Term	Lead text: <i>War Horse</i> Supporting texts: <i>Who's for the Game?</i>- Jessie Pope, articles on life in the trenches, <i>Dulce et Decorum Est</i> Meaning: - Interpreting explicit and implicit details - Relationships- parents and children, friendship - How people change - Loss and reconciliation Language: - The use of vocabulary for effect - Sensory language - Symbols - Metaphor inc. extended metaphor Structure: - Narrative voice/ the effect of first-person POV - Methods of characterisation - Freytag's pyramid - Rhythm (poetry) Context: - Importance of historical information to understanding literature - WWI context- animals, shellshock, trench warfare	Lead text: <i>A Christmas Carol</i> Supporting texts: <i>The Chimney Sweeper</i> (<i>Innocence and Experience</i>), <i>The Lamb</i>, <i>The Tyger</i>- Blake, Victorian non-fiction Meaning: - Exploring revolutionary political ideas through texts - Morality, values, judgement, and redemption - Society, class, and injustice Language: - Simile, personification, metaphor - Symbols and motifs - Language to create mood and atmosphere Structure: - Foreshadowing and tension, - Flashbacks and cyclical structure - Third person POV - Contrast, juxtaposition and foils - Function of characters - Allegory Context: - How texts can be used for political purposes - How a writer's experiences and perspectives influence and text - The Victorian Era- poverty, poor laws, Victorian Christmas, child labour	Lead text: <i>Lord of the Flies</i> Supporting texts: Extract from <i>Coral Island</i>, extracts from <i>DNA</i> Meaning: - Democracy and totalitarianism - Civilisation and savagery - Human nature - Leadership, gangs and bullying Language: - Vocabulary- exploring powerful words - Imagery, metaphor, simile, extended metaphor - Development of symbols and motifs through a text Structure: - Methods of characterisation - Microcosm - Third person omniscient POV and shifts in perspective - Character roles- protagonist, antagonist, foil - Allegory, allegorical characters - Dialogue - Situational irony - Flashback - Dramatic techniques (DNA) Context:

	- How writers portray different perspectives eg. different perspectives on war Writing: - Writing in a genre (eg. war stories) - Creating characters - Creating foreboding	- Gothic Literature Writing: - Using structural devices in creative writing eg. flashback, cyclical structure	- Evaluating the usefulness of different types of context eg. biographical, literary - Literary context and influences (Coral Island) - Cold War, effect of WW2 - Biblical context- Adam and Eve - Critical receptions - Differing interpretations of a text eg. about the Holocaust Writing: - Writing descriptions using imagery - Using picture prompts for creative writing
Spring Term	Lead text: <i>The Tempest</i> Meaning: - Power- exploring relationships - Identity and how it is created Language: - Shakespeare's use of language and imagery - Language and power Structure: - Basics of a play- act, scene etc - The effect of openings Context: - Shakespeare- biography - Colonialism and its impact Writing: - Letter writing - The format of a letter	Lead text: <i>Richard III</i> Meaning: - Villainy, Machiavellianism and manipulation - Presentations of disability - Kingship Language: - The art of rhetoric - Devices for persuasion and manipulation - Shakespeare's language and imagery Structure: - Dramatic structure eg. soliloquys, dramatic irony Context - Kingship in Elizabethan society - Shakespeare's use of plays to comment on politics and society	Lead text: <i>Romeo and Juliet</i> Supporting texts: <i>Sonnet 116</i>, <i>contemporary sonnets</i>, <i>spoken word poetry</i> Meaning: - Violence and inner-conflict - Religion - The family and society Language: - The language of conflict eg. oxymorons - Extended metaphors - Symbolism - Semantic fields Structure: - Dramatic devices eg. prologues - Poetic form- sonnets - Dramatic structure and tension - Types of rhyme and rhyme schemes - Types of repetition (in spoken word)

	Using a variety of sentence types	Writing: Speech writing- purpose and intent, structure and use of language	Context - Religion in Elizabethan society - Shakespeare's use of plays to explore universal themes. - How Shakespeare is relevant today Writing - Writing sonnets - Writing spoken word poetry
Summer Term	Lead text: <i>The Other Side of Truth</i> Supporting texts: <i>The British, We Refugees-</i> Benjamin Zephaniah, <i>Presents from my Aunts-</i> Moniza Alvi, <i>Island Man</i> Meaning: - Identity- legal definitions and interpretations - The presentations of different places eg. countries - Outsiders and belonging - Truth and lies, freedom of speech Language: - Juxtaposition - Sibilance - Use of pronouns - Use of tense Structure: - Narrative voice- third person limited - Flashbacks - Story structure Context: - Nigeria and Ken Saro-Wiwa	Lead text: <i>Animal Farm</i> Supporting texts: Conflict poetry: <i>Nothing's Changed</i>, <i>What were they like?</i>, Stephen Lawrence Meaning: - Types of government- democracy, communism, totalitarianism - Power and propaganda Language: - Rhetoric - Characterisation Structure: - Use of symbols and symbolic characters - Allegory Context: - The Russian Revolution - World War II - Literature for a political/ ideological purpose Writing:	Lead text: <i>Anita and Me (Play)</i> Supporting texts: <i>Rivers of Blood</i> Meaning: - Cultural differences - Identity and belonging - Racism - Generations Language: - Dialect, slang and colloquial language - Dialogue and tone - Symbols Structure: - Stage directions, stage set - Chorus - Allegory Context: - India and partition - Migration - Semi-autobiographical texts and adaptations

	- Refugees and immigration - How writers are inspired by their own life or circumstances. Writing: - Academic writing, including topic sentences, embedding quotations, analytical verbs and essay structure (ongoing throughout curriculum)	Academic writing, including topic sentences, embedding quotations, analytical verbs and essay structure (ongoing throughout curriculum)	Writing: Academic writing, including topic sentences, embedding quotations, analytical verbs and essay structure (ongoing throughout curriculum)
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