

	Year 7 'Exploration and identity'	Year 8 'Society and its divisions'	Year 9 'Innocence and experience'
Autumn Term	<p><b>Lead text:</b> <i>War Horse</i></p> <p><b>Supporting texts:</b> <i>Who's for the Game?</i>- Jessie Pope, articles on life in the trenches, <i>Dulce et Decorum Est</i></p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>Interpreting explicit and implicit details</li> <li>Relationships- parents and children, friendship</li> <li>How people change</li> <li>Loss and reconciliation</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>The use of vocabulary for effect</li> <li>Sensory language</li> <li>Symbols</li> <li>Metaphor inc. extended metaphor</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Narrative voice/ the effect of first-person POV</li> <li>Methods of characterisation</li> <li>Freytag's pyramid</li> <li>Rhythm (poetry)</li> </ul> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>Importance of historical information to understanding literature</li> <li>WWI context- animals, shellshock, trench warfare</li> </ul>	<p><b>Lead text:</b> <i>A Christmas Carol</i></p> <p><b>Supporting texts:</b> <i>The Chimney Sweeper</i> (<i>Innocence and Experience</i>), <i>The Lamb</i>, <i>The Tyger</i>- Blake, Victorian non-fiction</p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>Exploring revolutionary political ideas through texts</li> <li>Morality, values, judgement, and redemption</li> <li>Society, class, and injustice</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Simile, personification, metaphor</li> <li>Symbols and motifs</li> <li>Language to create mood and atmosphere</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Foreshadowing and tension,</li> <li>Flashbacks and cyclical structure</li> <li>Third person POV</li> <li>Contrast, juxtaposition and foils</li> <li>Function of characters</li> <li>Allegory</li> </ul> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>How texts can be used for political purposes</li> <li>How a writer's experiences and perspectives influence and text</li> <li>The Victorian Era- poverty, poor laws, Victorian Christmas, child labour</li> </ul>	<p><b>Lead text:</b> <i>Lord of the Flies</i></p> <p><b>Supporting texts:</b> Extract from <i>Coral Island</i>, extracts from <i>DNA</i></p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>Democracy and totalitarianism</li> <li>Civilisation and savagery</li> <li>Human nature</li> <li>Leadership, gangs and bullying</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Vocabulary- exploring powerful words</li> <li>Imagery, metaphor, simile, extended metaphor</li> <li>Development of symbols and motifs through a text</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Methods of characterisation</li> <li>Microcosm</li> <li>Third person omniscient POV and shifts in perspective</li> <li>Character roles- protagonist, antagonist, foil</li> <li>Allegory, allegorical characters</li> <li>Dialogue</li> <li>Situational irony</li> <li>Flashback</li> <li>Dramatic techniques (DNA)</li> </ul> <p><b>Context:</b></p>

	<ul style="list-style-type: none"> <li>• How writers portray different perspectives eg. different perspectives on war</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing in a genre (eg. war stories)</li> <li>• Creating characters</li> <li>• Creating foreboding</li> </ul>	<ul style="list-style-type: none"> <li>• Gothic Literature</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Using structural devices in creative writing eg. flashback, cyclical structure</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the usefulness of different types of context eg. biographical, literary</li> <li>• Literary context and influences (Coral Island)</li> <li>• Cold War, effect of WW2</li> <li>• Biblical context- Adam and Eve</li> <li>• Critical receptions</li> <li>• Differing interpretations of a text eg. about the Holocaust</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing descriptions using imagery</li> <li>• Using picture prompts for creative writing</li> </ul>
<p><b>Spring Term</b></p>	<p><b>Lead text:</b> <i>The Tempest</i></p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>• Power- exploring relationships</li> <li>• Identity and how it is created</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• Shakespeare's use of language and imagery</li> <li>• Language and power</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Basics of a play- act, scene etc</li> <li>• The effect of openings</li> </ul> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• Shakespeare- biography</li> <li>• Colonialism and its impact</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Letter writing</li> <li>• The format of a letter</li> </ul>	<p><b>Lead text:</b> <i>Richard III</i></p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>• Villainy, Machiavellianism and manipulation</li> <li>• Presentations of disability</li> <li>• Kingship</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• The art of rhetoric</li> <li>• Devices for persuasion and manipulation</li> <li>• Shakespeare's language and imagery</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Dramatic structure eg. soliloquys, dramatic irony</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Kingship in Elizabethan society</li> <li>• Shakespeare's use of plays to comment on politics and society</li> </ul>	<p><b>Lead text:</b> <i>Romeo and Juliet</i></p> <p><b>Supporting texts:</b> <i>Sonnet 116, contemporary sonnets, spoken word poetry</i></p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>• Violence and inner-conflict</li> <li>• Religion</li> <li>• The family and society</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• The language of conflict eg. oxymorons</li> <li>• Extended metaphors</li> <li>• Symbolism</li> <li>• Semantic fields</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Dramatic devices eg. prologues</li> <li>• Poetic form- sonnets</li> <li>• Dramatic structure and tension</li> <li>• Types of rhyme and rhyme schemes</li> <li>• Types of repetition (in spoken word)</li> </ul>

	<ul style="list-style-type: none"> <li>Using a variety of sentence types</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Speech writing- purpose and intent, structure and use of language</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>Religion in Elizabethan society</li> <li>Shakespeare's use of plays to explore universal themes.</li> <li>How Shakespeare is relevant today</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing sonnets</li> <li>Writing spoken word poetry</li> </ul>
<p><b>Summer Term</b></p>	<p><b>Lead text:</b> <i>The Other Side of Truth</i>  <b>Supporting texts:</b> <i>The British, We Refugees</i>- Benjamin Zephaniah, <i>Presents from my Aunts</i>- Moniza Alvi, <i>Island Man</i></p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>Identity- legal definitions and interpretations</li> <li>The presentations of different places eg. countries</li> <li>Outsiders and belonging</li> <li>Truth and lies, freedom of speech</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Juxtaposition</li> <li>Sibilance</li> <li>Use of pronouns</li> <li>Use of tense</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Narrative voice- third person limited</li> <li>Flashbacks</li> <li>Story structure</li> </ul> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>Nigeria and Ken Saro-Wiwa</li> </ul>	<p><b>Lead text:</b> <i>Animal Farm</i>  <b>Supporting texts:</b> Conflict poetry: <i>Nothing's Changed, What were they like?</i>, Stephen Lawrence</p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>Types of government- democracy, communism, totalitarianism</li> <li>Power and propaganda</li> <li></li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Rhetoric</li> <li>Characterisation</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Use of symbols and symbolic characters</li> <li>Allegory</li> </ul> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>The Russian Revolution</li> <li>World War II</li> <li>Literature for a political/ ideological purpose</li> </ul> <p><b>Writing:</b></p>	<p><b>Lead text:</b> <i>Anita and Me (Play)</i>  <b>Supporting texts:</b> <i>Rivers of Blood</i></p> <p><b>Meaning:</b></p> <ul style="list-style-type: none"> <li>Cultural differences</li> <li>Identity and belonging</li> <li>Racism</li> <li>Generations</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Dialect, slang and colloquial language</li> <li>Dialogue and tone</li> <li>Symbols</li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Stage directions, stage set</li> <li>Chorus</li> <li>Allegory</li> </ul> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>India and partition</li> <li>Migration</li> <li>Semi-autobiographical texts and adaptations</li> </ul>

	<ul style="list-style-type: none"><li>• Refugees and immigration</li><li>• How writers are inspired by their own life or circumstances.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Academic writing, including topic sentences, embedding quotations, analytical verbs and essay structure (ongoing throughout curriculum)</li></ul>	<ul style="list-style-type: none"><li>• Academic writing, including topic sentences, embedding quotations, analytical verbs and essay structure (ongoing throughout curriculum)</li></ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Academic writing, including topic sentences, embedding quotations, analytical verbs and essay structure (ongoing throughout curriculum)</li></ul>
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