Year 7 Heroes and Villains	**Substantive Knowledge**	**Disciplinary Knowledge**	**Assessment (reading based assessments will have retrieval questions plus longer response)**
Half-term 1 Memoir Writing Crafting Technical elements	**'The most memorable day'** • Revision of: imagery, powerful language, poetry v prose • What is a personal account? • Basic chronological narrative structure • Explicit teaching of: variety of sentence types – Emotion word (comma), 2 pairs, verb + person, 2 – Ad, simile & metaphor • Linking together different types of sentences and images into a coherent paragraph	Applying the following to independent writing: ✓ Imagery and powerful language ✓ Varied sentence structures ✓ Coherent / logical structure ✓ Combining sequences of sentences / images into a coherent paragraph, following specific paragraph structures	❑ Write a short memoir entitled 'The most memorable day'.
Greek Myths Core concepts Analysis	**Who were the heroes of Greek myths?** • Purpose of myths • Plot and character of chosen myths (Theseus, Perseus, Jason, Odysseus, Hercules) • Heroes' characteristics and how chosen heroes adhere/subvert the expected	✓ Accurately selecting and describing characters and events ✓ Explaining how/why an event happens or a character behaves in a certain way ✓ Predicting / speculating	❑ Search and find questions ❑ Explain how a writer presents a character, with reference to the text

	• How to predict / speculate, using evidence from the text to support • How to appreciate events from another character's point of view • How to use evidence (quotes & direct reference) to support explanations	✓ Using evidence from the text to inform explanations	
Half-term 2 Modern Novel – Private Peaceful Core concepts analysis	<u>What makes a hero?</u> • Character types including definitions of 'hero' and 'villain' • Understanding and appreciation of a modern novel – plot & character (Private Peaceful) • Evaluation of characters as hero / villain • Relevant background knowledge of early 20th century including: role of gentry v lower classes, women, marriage, enlisting & conditions WW1. • How to write literature response at paragraph level, including textual references	✓ Using quotations / textual reference ✓ Using some elements of analytical paragraphs ✓ Evaluating characters' actions and motivations in the light of the context of plot and historical time	❑ Understanding, selecting evidence and analysing evidence from 'Private Peaceful'

Half-term 3 Childhood Poetry Analysis Crafting	<u>Can characters in poetry be heroic?</u> • The difference between poetry and prose • Poetic terms: simile, metaphor, rhyme, rhythm, alliteration, onomatopoeia, dynamic verbs, imagery, tone, speaker. • Strategies for decoding tricky language / images. • How to identify / explore/ explain the effect of specific linguistic & structural choices. • Analytical paragraphs to explain a writer's choices • Revision of writing skills: structure and language choices.	✓ Using quotations / textual reference ✓ Using elements of analytical paragraphs level with more confidence and independence – transferring skills from modern novel to poetry ✓ Applying the following to independent writing: ✓ Imagery and powerful language ✓ Varied sentence structures ✓ Coherent / logical structure ✓ Combining sequences of sentences / images into a coherent paragraph, following specific paragraph structures	❑ Understanding, selecting evidence and analysing evidence from Heaney's 'Follower'
Half-term 4 Adventure Writing Crafting	<u>Writing a hero's journey</u> • Plot structure – the narrative arc • Sentence types: revision plus- 3-ed, personification of weather, adjective same adjective, The more, the more • Powerful/precise vocabulary for effect	Applying the following to independent writing: ✓ Planning and writing an effective story – applying knowledge of narrative arc ✓ Variety of sentences ✓ Powerful/precise vocab	❑ Write an adventure story

	• Using imagery for effect – revision of simile & metaphor, plus personification • Show, don't tell – describing character • How to build tension in your rising action / climax • Explicit teaching of paragraph structures for inclusion of detail	✓ Building tension in rising action & climax elements of story ✓ Understanding & using explicit paragraph structures	
Half-term 5 Treasure Island Analysis	<u>Changing perspectives – can our view of a character change from hero to villain?</u> • Context of 'Treasure Island' – Golden Age of Piracy • Long John Silver – how this character is presented at different points in the narrative and how our view of his character changes • How to use analytical paragraphs to explain how a character is presented with increasing emphasis on direct quotes & language explanation.	✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool with more confidence and independence, particularly when tackling a more challenging text. ✓ Linking analytical paragraphs to form a more coherent argument ✓ For some students – comparing how our perception of a character changes at different points in the text.	❑ Understanding, selecting evidence and analysing evidence from 'Treasure Island'
Half-term 6 Romeo and Juliet	<u>Unconventional heroes – Is Juliet a hero?</u> • Basic plot and characters • Reading and understanding key scenes in Shakespearian language	✓ Using quotations / textual reference ✓ Using What/ How/ Why to think about a text with more confidence and	❑ Range of speaking activities designed to promote speaking and listening skills alongside how Juliet is different from the expected Elizabethan female.

Core concepts	• Exploring some of the language Juliet & others use • Role of women in Elizabethan times through exploration of key scenes involving Juliet	independence, particularly when tackling a more challenging text. ✓ Linking analytical paragraphs to form a more coherent argument	

Year 8 Language & Power	**Substantive Knowledge**	**Disciplinary Knowledge**	**Assessment (reading based assessments will have retrieval questions plus longer response)**
Half-term 1 Multicultural poetry Analysis Contexts Core concepts	<u>How can poetry be used to reveal attitudes to culture?</u> • What is culture? • How culture is presented in a series of poems • Revision of key poetic terms and their effect on the reader & message • Strategies for decoding tricky language / images. • How does the structure of a poem link to the writer's message? • Identification / exploration /explanation of effect of specific linguistic & structural choices. • Analytical paragraphs to explain a writer's choices with explicit teaching of why. • Linking analytical paragraphs together to create a coherent response to a poem	✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence ✓ Incorporating more 'why' in responses through making links to authorial purpose	❑ Understanding, selecting evidence and analysing evidence from ''Nothing's Changed'

Half-term 2 The art of rhetoric Core concepts Crafting Technical elements	<u>How can language be use to change minds?</u> • What is rhetoric? - ethos, pathos, logos origins. • How writers use ethos, pathos, logos and the effect of this in a range of famous speeches from real life & film • Structure of a rhetorical speech – problem – solution. Identification & effect of this structure • Rhetorical devices – identification & effect: rhetorical questions, pronouns, emotive language, triplet, imperatives. • Rhetorical devices – using a range of devices in own speech writing. • Structure of a rhetorical speech – how to use the problem-solution pattern in own writing. • Wider range of sentence structures	Applying the following to independent writing: ✓ Ethos, pathos, logos ✓ Rhetorical devices ✓ Problem- solution structure ✓ Explicitly taught sentence structures	❑ Write a persuasive speech, using your knowledge and skills of rhetoric

Half-term 3 The powerful language of Shakespeare. Core concepts Analysis	<u>How do Shakespeare's heroes use language to show their power?</u> • How characters from The Tempest & Julius Caesar use powerful language. • Henry V - plot, characters and how Henry V uses language to motivate an inspire. • How language gives these characters power: features and effect of their language • Analytical paragraphs with focus on explanation of Shakespeare's language • How to approach writing several linked analytical paragraphs focusing on one speech	✓ Using analytical paragraphs to think about and explain how these characters have power to affect others through their use of language. ✓ Linking several analytical paragraphs to track through a text ✓ Applying features of rhetoric to own writing	❑ How does Shakespeare make Henry V's Agincourt speech powerful and effective?
Half-term 4 Dystopian Literature Core concepts Contexts	<u>What is dystopian literature and how does reflect ideas of the times</u> • Understanding of the dystopian genre • Knowledge of key features of the genre and key seminal texts.	✓ Reading more fluently by being able to decode some unfamiliar words through application of strategies with some independence ✓ Using knowledge of context to develop ideas about a text in more depth ✓ How do writers present undesirable and oppressive societies through language?	❑ Understanding, selecting evidence and analysing evidence from dystopian extracts

	• Strategies to decode unfamiliar vocabulary e.g. similar words, context, pre-existing knowledge, prefix. • How to use knowledge of the context alongside the extracts to explain how events and issue at the time the novels are written may impact on the world created.		
Half-term 5 Detective genre Crafting Technical elements	<u>Sherlock Holmes – A Victorian detective</u> • Revision of Victorian context, with focus on police/detectives • Plot & character of 'The Speckled Band'. • Strategies to decode unfamiliar vocabulary • Structure of the detective story / narrative arc • Creation of detective character • Conventions of detective genre • Revision of sentence structures	✓ Reading more fluently by being able to decode some unfamiliar words through application of strategies with some independence ✓ Incorporating the detective story conventions into own detective story Applying the following to independent writing: ✓ Coherently structured story ✓ Range and variety of sentence structures for effect ✓ Clearly developed & sequenced paragraphs	❑ Write a section of a detective story

	• Paragraph structures		
Half-term 6 Modern play / Non-fiction writing Crafting Technical elements	<u>How can we use language to influence others?</u> • Modern play used as a springboard for non-fiction reading and writing skills – plot, character and context. • Because, but, so sentences to develop responses • Varying sentence types: subordinating conjunctions& appositives • Revision of sentence types • Revision of analytical paragraphs • Revision of persuasive writing • Structuring a paragraph: topic sentence, supporting detail, concluding sentence	Applying the following to independent writing: ✓ Developed and varied sentences, including subordinating conjunctions & appositives, with accurate punctuation ✓ Formal style and tone ✓ Developed detail in paragraphs ✓ Using quotations / textual reference ✓ Using analysis at paragraph and whole text level ✓ Incorporating more 'why' in responses through making links to authorial purpose	❑ Range of speaking activities designed to promote speaking and listening skills alongside deeper understanding of issues within the play.

Year 9 Injustice	**Substantive Knowledge**	**Disciplinary Knowledge**	**Assessment (reading based assessments will have retrieval questions plus longer response)**
Half-term 1 Short stories Analysis Crafting	<u>How are short stories structured?</u> • Structure of a short story • Range of sentences types and their effect. • Revision of descriptive vocab, including simile, metaphor, personification & imagery • Revision of show don't tell • How to link paragraphs effectively – chronologically & flashback • Plot & character in a range of short stories	✓ Structuring a short story ✓ Using variety of sentences structures appropriately and accurately ✓ Using a range of vocab effectively, including simile, metaphor, personification & imagery ✓ Using show don't tell ✓ Linking paragraphs together effectively and coherently ✓ Reading and understanding a series of short stories ✓ Understanding how writers use language and structure for effect	❑ Writing a short story ❑ Response (writer's craft) to short story
Half-term 2 Crime and punishment Interconnection Analysis Crafting	<u>How can we access challenging texts and use information from them in our own writing?</u> • Content & viewpoint of a range of non-fiction texts • How writers use language, tone & structure to convey their argument	✓ Reading and understanding non-fiction pre-& post 20th century. ✓ Explaining how writers use language, tone & structure to convey their argument	❑ Writing non-fiction – argument writing ❑ Response (writer's craft) to non-fiction

	• Structure and tone of argument writing • Revision of sentences structures plus: some; others and Irony. • Paragraph structure: topic sentence, supporting detail, concluding sentence • Linking paragraphs / signposting / correct use of connectives e.g. furthermore, consequently etc	✓ Composing a piece of argument writing, with an appropriate style, tone and register ✓ Coherently / logically structuring writing with clear 'signposting' ✓ Writing with variety and accuracy of sentence structures	
Half-term 3 War of the Worlds Crafting (literary essay) Contexts	<u>How does Wells present the Martians at different points in War of the Worlds?</u> • Plot and characters, especially varying portrayal of Martians • Context – understanding Wells' message & importance of sci-fi in Victorian times • Components of formal literature essay	✓ Using quotations / textual reference increasingly independently ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence ✓ Using thesis statement, main analytical paragraphs, conclusion to structure a formal literature essay.	❑ How does Wells show how repulsive the Martians are (after their first physical appearance)? ❑ Using given extract and other parts of the text, explain how the Martians are presented across the novel.
Half-term 4 Long Way Down Analysis	<u>How important is identity and reputation in the modern world?</u> • Plot, character and message of 'Long Way Down' • Context	✓ Using quotations / textual reference increasingly independently ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence	❑ How does the writer present Will's feelings during specific poems within the novel?

Core concepts	• Concepts of identity & reputation • Structure and authorial style (poetry genre for novel) • Using analytical paragraphs to explain writer's message	✓ Analytical paragraphs with focus on context & message ✓ Exploring genre and style	
Half-term 5 Conflict poetry Analysis Core concepts Contexts	<u>How do war poets express their views and challenge expectations of war?</u> • Understanding of content, context, language, structure and message of a range of war poems from WW1 to present day. • Similarities & differences between poems • Analytical paragraphs – analysing language and structure • How to incorporate explanations of context appropriately into extended responses • How to write an extended response to a poem • How to use subject terminology appropriately in responses	✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's language and structure ✓ Incorporating 'why' in responses through making links to authorial purpose / message ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses	❑ How is war presented in one of the war poems studied?

Half-term 6 Speeches Crafting Technical elements	<u>How can you use language to challenge?</u> • How to express an opinion appropriately and persuasively – in writing and verbally • How to select an appropriate topic & viewpoint for a speech • How to plan an argument • How to build a paragraph from a central idea • How to build an argument from a series of ideas • Presentation skills • What makes a 'good' question? • What makes a 'good' answer?	✓ Selecting and planning an appropriate topic ✓ Planning a coherent argument ✓ Building and linking detailed paragraphs ✓ Presenting a speech ✓ Answering questions appropriately	❑ English Language: speech writing and performance