

Year 7 Heroes and Villains	Substantive Knowledge	Disciplinary Knowledge	Assessment (reading based assessments will have retrieval questions plus longer response)
Half-term 1 Diagnostic personal account (2 weeks) Crafting Technical elements Greek Myths (5 weeks) Core concepts Analysis	<p>‘The most memorable day’</p> <ul style="list-style-type: none"> • Revision of: imagery, powerful language, poetry v prose from KS2 • 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 with explicit teaching of two paragraph structures <p><u>Who were the heroes of Greek myths?</u></p> <ul style="list-style-type: none"> • Purpose of myths • Plot and character of chosen myths (Theseus, Perseus, Jason, Odysseus, Hercules) 	<p>Applying the following to independent writing:</p> <ul style="list-style-type: none"> ✓ Imagery and powerful language ✓ Varied sentence structures ✓ Coherent / logical structure ✓ Combining sequences of sentences / images into a coherent paragraph, following specific paragraph structures <ul style="list-style-type: none"> ✓ Accurately selecting and describing characters and events 	<ul style="list-style-type: none"> ☐ Write a short memoir entitled ‘The most memorable day’. ☐ Search and find questions ☐ Explain how a writer presents a character, with reference to the text

	<ul style="list-style-type: none"> • Heroes' characteristics and how chosen heroes adhere/subvert the expected • 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 	<ul style="list-style-type: none"> ✓ Explaining how/why an event happens or a character behaves in a certain way ✓ Predicting / speculating ✓ Using evidence from the text to inform explanations 	
<p>Half-term 2</p> <p>Modern Novel – Private Peaceful</p> <p>Core concepts analysis</p>	<p><u>What makes a hero?</u></p> <ul style="list-style-type: none"> • 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 using WH and textual references 	<ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How at paragraph level ✓ Evaluating characters' actions and motivations in the light of the context of plot and historical time (Why) 	<ul style="list-style-type: none"> ❑ Is the Wolf Woman or the Colonel the greatest villain? Explain why you think this. ❑ To what extent do you think Charlie Peaceful is a hero? This may be on specific chapters / the novel so far.

<p>Half-term 3</p> <p>Childhood Poetry</p> <p>Analysis</p> <p>Crafting</p>	<p><u>Can characters in poetry be heroic?</u></p> <ul style="list-style-type: none"> • 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. • WH paragraphs to explain a writer's choices • Revision of writing skills: structure and language choices. Sentence types from HT1. 	<ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How at paragraph level with more confidence and independence – transferring skills from modern novel to poetry <p>Applying the following to independent writing:</p> <ul style="list-style-type: none"> ✓ Imagery and powerful language ✓ Varied sentence structures ✓ Coherent / logical structure ✓ Combining sequences of sentences / images into a coherent paragraph, following specific paragraph structures 	<ul style="list-style-type: none"> ☐ 'Nettles' by Vernon Scannell ☐ How does the speaker feel about his father in Heaney's 'Follower'?
<p>Half-term 4</p> <p>Adventure Writing</p> <p>Crafting</p>	<p><u>Writing a hero's journey</u></p> <ul style="list-style-type: none"> • Plot structure – the narrative arc • Sentence types: revision of HT1 plus- 3-ed, personification of weather, adjective same adjective, The more, the more • Powerful/precise vocabulary for effect 	<p>Applying the following to independent writing:</p> <ul style="list-style-type: none"> ✓ Planning and writing an effective story – applying knowledge of narrative arc ✓ Variety of sentences ✓ Powerful/precise vocab 	<ul style="list-style-type: none"> ☐ Write an adventure story

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ✓ Building tension in rising action & climax elements of story ✓ Understanding & using explicit paragraph structures 	
<p>Half-term 5</p> <p>Treasure Island</p> <p>Analysis</p>	<p><u>Changing perspectives – can our view of a character change from hero to villain?</u></p> <ul style="list-style-type: none"> 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 WH(W) to explain how a character is presented with increasing emphasis on direct quotes & language explanation. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> How is Long John Silver presented in the extract from chapter 7? <p>AND / OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> How is Long John Silver presented in chapter 11 (the apple barrel)? For challenge - How does this compare to how he is presented earlier in the novel? <p>EXAM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unseen reading <input type="checkbox"/> Adventure writing

<p>Half-term 6</p> <p>Romeo and Juliet</p> <p>Core concepts</p>	<p><u>Unconventional heroes – Is Juliet a hero?</u></p> <ul style="list-style-type: none"> • Basic plot and characters • Reading and understanding key scenes in Shakespearian language (R&J's first meeting; J and parents; J's soliloquy before 'death'; J's suicide) • Exploring some of the language Juliet & others use • Role of women in Elizabethan times through exploration of key scenes involving Juliet e.g. Juliet and her father • 	<ul style="list-style-type: none"> ✓ Using quotations / textual reference ✓ Using What/ How/ (some) Why to think about a text with more confidence and independence, particularly when tackling a more challenging text. ✓ Linking analytical paragraphs to form a more coherent argument 	<ul style="list-style-type: none"> <input type="checkbox"/> How and why does Juliet stand up to her father? <input type="checkbox"/> How is Juliet different from the expected Elizabethan female?
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Year 8 Language & Power	Substantive Knowledge	Disciplinary Knowledge	Assessment (reading based assessments will have retrieval questions plus longer response)
Half-term 1 Poetry from other cultures Analysis Contexts Core concepts	<u>How can poetry be used to reveal attitudes to culture?</u> <ul style="list-style-type: none"> • What is culture? • How is culture presented in a series of poems - 'Blessing', 'Night of the Scorpion', 'Island Man' 'Nothing's Changed', 'Home', 'Refugees'. • Revision of key poetic terms (simile, metaphor, rhyme, rhythm, alliteration, onomatopoeia, dynamic verbs, imagery, tone, speaker) 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. 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> <input type="checkbox"/> 'Blessing' assessment <input type="checkbox"/> How does the writer show how he feels about life in South Africa 'Nothing's Changed'?

	<ul style="list-style-type: none"> • WHW paragraphs to explain a writer's choices with explicit teaching of why. • Linking WHW paragraphs together to create a coherent response to a poem 		
<p>Half-term 2</p> <p>The art of rhetoric</p> <p>Core concepts</p> <p>Crafting</p> <p>Technical elements</p>	<p><u>How can language be use to change minds?</u></p> <ul style="list-style-type: none"> • 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 (President Bush 9/11; Malala; Holocaust survivor, Miracle, Independence Day etc) • Structure of a rhetorical speech – problem – solution. Identification & effect of this structure • Rhetorical devices – identification & effect: rhetorical questions, 	<p>Applying the following to independent writing:</p> <ul style="list-style-type: none"> ✓ Ethos, pathos, logos ✓ Rhetorical devices ✓ Problem- solution structure ✓ Explicitly taught sentence structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifying and explaining the effect of examples of rhetoric <input type="checkbox"/> Write a persuasive speech, using your knowledge and skills of rhetoric

	<p>pronouns, emotive language, triplet, imperatives.</p> <ul style="list-style-type: none"> • 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. • Sentence structures – revision of some Y7 SS (adj, same adj, the more, the more) & BOYS; PC; Imagine 3 examples 		
<p>Half-term 3</p> <p>The powerful language of Shakespeare.</p> <p>Core concepts</p> <p>Analysis</p>	<p><u>How do Shakespeare's heroes use language to show their power?</u></p> <ul style="list-style-type: none"> • Basic plot / characters from Tempest, Julius Caesar, Henry V – including how they have power through language • How language gives these characters power: features and effect of their language • WHW with focus on explanation of Shakespeare's language 	<ul style="list-style-type: none"> ✓ Using WHW 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 	<ul style="list-style-type: none"> ❑ Shakespeare and the language of power (Henry V's Harfleur speech) ❑ How does Shakespeare make Henry V's Agincourt speech powerful and effective?

	<ul style="list-style-type: none"> • How to approach writing several WHW on one speech • Revision of using 'power' in own writing (rhetoric HT2), including language and sentence structure 		
<p>Half-term 4</p> <p>Dystopian Literature</p> <p>Core concepts</p> <p>Contexts</p>	<p><u>What is dystopian Literature and how does reflect ideas of the times</u></p> <ul style="list-style-type: none"> • Understanding of the dystopian genre • Knowledge of key features of the genre and key seminal texts eg 1984. • 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. 	<ul style="list-style-type: none"> ✓ 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? ✓ 	<ul style="list-style-type: none"> ☐ Dystopia: features, analysis and relating to the real world

<p>Half-term 5</p> <p>Detective genre</p> <p>Crafting</p> <p>Technical elements</p>	<p><u>Sherlock Holmes – A Victorian detective</u></p> <ul style="list-style-type: none"> • Revision of Victorian context, with focus on police/detectives • Plot & character of ‘The Speckled Band’. • Strategies to decode unfamiliar vocabulary e.g. similar words, context, pre-existing knowledge, prefix. • Structure of the detective story / narrative arc • Creation of detective character • Conventions of detective genre • Revision of sentence structures from Y7&8 • Paragraph structures 	<ul style="list-style-type: none"> ✓ 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 <p>Applying the following to independent writing:</p> <ul style="list-style-type: none"> ✓ Coherently structured story ✓ Range and variety of sentence structures for effect ✓ Clearly developed & sequenced paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing a detective story - opening <input type="checkbox"/> Writing a section of a detective story
<p>Half-term 6</p> <p>Modern play / Non-fiction writing</p> <p>Crafting</p>	<p><u>How can we use language to influence others?</u></p> <ul style="list-style-type: none"> • Modern play used as a springboard for non-fiction reading and writing skills – plot, character and context. 	<p>Applying the following to independent writing:</p> <ul style="list-style-type: none"> ✓ Developed and varied sentences, including subordinating conjunctions & appositives, with accurate punctuation ✓ Formal style and tone ✓ Developed detail in paragraphs 	<p>End of Year Exams</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-fiction writing <input type="checkbox"/> Exploration of unseen texts

<p>Technical elements</p>	<ul style="list-style-type: none">• Because, but, so sentences to develop oral & written responses• Varying sentence types: subordinating conjunctions & appositives• Revision of sentence types - BOYS; PC; Imagine 3 examples (HT2)• Revision of WHW (exam prep)• Revision of persuasive writing (rhetoric): structure, formality of language etc (exam prep)• Structuring a paragraph: topic sentence, supporting detail, concluding sentence	<ul style="list-style-type: none">✓ Using quotations / textual reference✓ Using analysis at paragraph and whole text level (W/H/W as a thinking tool)✓ Incorporating more 'why' in responses through making links to authorial purpose	
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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> <ul style="list-style-type: none"> • Structure of a short story • Range of sentences types and their effect. Revision of sentence types covered in Y7&8, plus De;De, If, if, if, then; List, -ing -ed. • 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 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing a short story <input type="checkbox"/> Response (writer's craft) to short story
Half-term 2 Crime and punishment Interconnection	<u>How can we access challenging texts and use information from them in our own writing?</u> <ul style="list-style-type: none"> • Content & viewpoint of a range of non-fiction texts 	<ul style="list-style-type: none"> ✓ Reading and understanding non-fiction pre-& post 20th century. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing non-fiction – argument writing <input type="checkbox"/> Response (writer's craft) to non-fiction

<p>Analysis</p> <p>Crafting</p>	<ul style="list-style-type: none"> • How writers use language, tone & structure to convey their argument • Structure and tone of argument writing • Revision of sentences structures from Y8HT2 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 	<ul style="list-style-type: none"> ✓ Explaining how writers use language, tone & structure to convey their argument ✓ 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 	
<p>Half-term 3</p> <p>War of the Worlds</p> <p>Crafting (literary essay)</p> <p>Contexts</p>	<p><u>How does Wells present the Martians at different points in War of the Worlds?</u></p> <ul style="list-style-type: none"> • Plot and characters, especially varying portrayal of Martians • Context – understanding Wells' message & importance of sci-fi in Victorian times • Components of formal literature essay 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ❑ 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.

<p>Half-term 4</p> <p>Long Way Down</p> <p>Analysis</p> <p>Core concepts</p>	<p><u>How important is identity and reputation in the modern world?</u></p> <ul style="list-style-type: none"> Plot, character and message of 'Long Way Down' Context Concepts of identity & reputation Structure and authorial style (poetry genre for novel) Using WHW paragraphs to explain writer's message 	<ul style="list-style-type: none"> ✓ 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 ✓ Analytical paragraphs with focus on context & message ✓ Exploring genre and style 	<ul style="list-style-type: none"> ☐ How does Dani's appearance in the elevator make Will feel? ☐ How important is reputation? Choose three characters and explain how reputation affects them.
<p>Half-term 5</p> <p>Conflict poetry</p> <p>Analysis</p> <p>Core concepts</p> <p>Contexts</p>	<p><u>How do war poets express their views and challenge expectations of war?</u></p> <ul style="list-style-type: none"> Understanding of content, context, language, structure and message of a range of war poems from WW1 to present day. Similarities & differences between poems WHW paragraphs – analysing language and structure How to incorporate explanations of context appropriately into extended responses How to write an extended response to a poem 	<ul style="list-style-type: none"> ✓ 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 ✓ Using What/ How/ Why as a thinking tool bat paragraph and whole text level with more confidence and independence to analyse a writer's structure ✓ Incorporating more 'why' in responses through making links to authorial purpose / message 	<ul style="list-style-type: none"> ☐ Knowledge and understanding check of the poems studied so far ☐ How is war presented in one of the war poems studied?

	<ul style="list-style-type: none"> • How to use subject terminology appropriately in responses 	<ul style="list-style-type: none"> ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses ✓ 	
<p>Half-term 6</p> <p>Speeches</p> <p>Crafting</p> <p>Technical elements</p>	<p><u>How can you use language to challenge?</u></p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> ✓ Selecting and planning an appropriate topic ✓ Planning a coherent argument ✓ Building and linking detailed paragraphs ✓ Presenting a speech ✓ Answering questions appropriately 	<p>EXAMS</p> <ul style="list-style-type: none"> <input type="checkbox"/> English Language: speech writing <input type="checkbox"/> War poem analysis <input type="checkbox"/> Narrative writing