

		Term 1	Term 2	Term 3
	Topic	<i>Literature: Fish in a Tree</i> Language: Discovery	<i>Literature: Poetry & Place</i> Language: Exploration	<i>Literature: King of Shadows</i> Language: Invention
Year 7	Substantive Knowledge: Core skills Core texts Technical terminology	To understand features of Freytag’s pyramid. To understand how to use accurate speech punctuation. To write in complete and full sentences To use appropriate paragraphing To define colloquial language To define motif To have read Fish in a Tree To know the meaning of explicit and implicit. To be able to define embedding. To be able to select explicit information. To be able to infer deeper meanings within texts. Develop creative writing skills by considering structure and development. Using: setting, characterisation, complication and resolution.	To have read a range of poetry from other cultures and places. To have learned the following poetic methods: Metaphor Simile Sibilance Imagery Onomatopoeia Anaphora Personification Couplets Stanza Volta Quatrain Rhyme and rhythm Develop creative writing skills in relation to non-fiction travel writing. To recognise the features of travel writing Considering how a writer creates a sense of their thoughts and feelings within their texts. Explore: ethos, pathos and logos	To have read King of Shadows To consider how to select appropriate evidence. Develop our approach to analytical writing. To have formed an understanding of Shakespeare’s physical context including: Globe Theatre Early Modern, Renaissance Theatrics Shakespearean London Develop creative writing skills in relation to non-fiction persuasive writing. To recognise the features of articles, argument and persuasion To have learned the following persuasive methods: Direct Address Anecdote Fact Opinion Rhetorical Questions Repetition Emotive Language Statistics Triples
	Topic	<i>Literature: Boy Everywhere</i> Language: Moments in Time	<i>Literature: Writings of War Poetry</i> Language: Your Voice, Your World	<i>Literature: Much Ado About Nothing</i> Language
Year 8	Substantive Knowledge: Core skills Core texts Technical terminology	To have read Boy Everywhere To have gained contextual knowledge of contemporary issues surrounding refugees including camps, asylum seeking and pre-war Syria. To define multiculturalism To explore how language is used in order to create a sense of atmosphere and emotion. Read a range of historical fiction extracts to explore how meaning is implied Identify how best to select and analyse quotations Explore the significance of context for creative writing Consideration of London across different time periods Planning, drafting and crafting of own piece of Creative Writing of Historical Fiction, considering setting, characterisation, obstacle and ending.	To have read a selection of WW1 poetry To have gained contextual knowledge of trench warfare including mechanised warfare of the industrial age, conditions, letter writing, the role of poetry, role of camaraderie. To explain the contextual perspectives of Wilfred Owen, Siegfried Sassoon, Rupert Brooke, and Jesse Pope. To define propaganda and patriotism To identify and define: enjambement caesura onomatopoeia plosive sounds sonnet form	To have read Shakespeare’s Much Ado About Nothing To define the features of a Shakespearean comedy play: mistaken identity, reason vs emotion, fate and the fantastical, idyllic settings, separation and reconciliation, happy endings. To know the structure of a Shakespearean play – 5 Acts. To explain iambic Pentameter To define slapstick To define satire To define pathetic fallacy To learn the meanings and spellings of advanced vocabulary set 1.
	Topic	Writer’s Imagination: Poetry and Genre Study	Romeo & Juliet	Writing to Present an Opinion GCSE Literature ‘Dr. Jekyll and Mr. Hyde’
Year 9 Intro to GCSE	Substantive Knowledge: Core tasks and texts Core tasks Core texts Grammar foci Technical terminology	To have studied a range of pre-1900 and post-1900 poetry which explores character, voice and perspective. To be able to define regular and irregular rhyme schemes. To be able to define a dramatic monologue. To define the phrase typicality. To define a trope. To learn list analytical verbs specifically to support poetry analysis. To be able to describe the features of an unreliable narrator. To have read of a selection of short stories and extracts from different genres: gothic, detective, fantasy, and folklore. To be able to define genre. To be able to identify features of Gothic, Crime and Dystopian fiction. To be able to define symbolism. To understand the concept of the journey of texts	To identify the features of the Tragic genre To have read Shakespeare’s ‘Romeo and Juliet’ To understand the conventions of Elizabethan/Jacobean noble marriages and the roles of fathers and daughters. Analysis of language, dramatic and structural devices within a text Analysis of a writer’s intentions and how they have been influenced by their context	To understand the language surrounding non-fiction opinion pieces: topical debates, opinionated writing, writing to persuade, stances. To be able to use persuasive devices effectively To have read ‘Dr. Jekyll and Mr. Hyde’ To understand the plot of the novella To understand who the key characters are: Utterson, Jekyll, Hyde, Lanyon, Carrew, Poole and Enfield To know some quotes about the characters and themes in the novella.
	Big Write	Writing in the style of Poe First Person Narration – creating narrative voice. A study in unreliable narrators; the Gothic through time; manic voices and insanity in Literature.		