

Term	Unit Title	Essential facts and knowledge of content	Essential skills to acquire	Link to subject intent and ethos	Anticipated misconceptions	Links to previous KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital/Literacy	Career Link
Autumn	<p>Learning Phase 1: English Literature: Poetry Anthology- People and Place <i>Living Space</i> by Dharker Romantic poets <i>The Prelude</i>- Wordsworth <i>London</i>-Blake</p> <p>English Language: Reading for meaning- a range of passages of fiction and non-fiction texts: . - Industrial Revolution (British Library) -blog -Shantaram -documentary</p> <p>English Language: Writing non-fiction texts</p>	<p>Context A03 What is a slum? What can we learn about the people and place of Dharavi in the Western world?</p> <p>- What is Romanticism? What influenced the movement? What effect did this have on the poets and their poetry? Industrial and French Revolution All poems: Themes of power, corruption, suffering, death, nature Form and structure A02 Non-fiction- informal article; language choices in Ackroyd's historical documentary; use of prose, autobiographical writing, epic poetry, protest poetry. Literary Devices Poetic devices Semantic fields- violent and graphic used in London and the documentary and its effects -natural imagery in <i>The Prelude</i> vs. London - quatrains -rhyme, rhythm - pace and pitch</p> <p>Lively guide for teenagers Letter responding to a statement and giving opinions for and against Formal article aimed to inform the</p>	<p>Literature A01- Application of contextual knowledge to enhance analysis of a text. - Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations -comparative analysis Reading Techniques Skim, scan, retrieve Noticing Prioritising</p> <p>SSP: 4 sentence types: Declarative, interrogative, imperative, exclamatory</p> <p>Simple and compound sentences. Subordinating and</p>	<p>To equip our students with the four modalities of English-reading, writing and spoken language as outlined in the NC, 2014- to boost employability skills and increase social mobility for all. We are equitable, exposing all students to the rigour, challenge and culture of the literary Canon, including knowledge of some Classical</p>		<p>National Curriculum, 2014 -building on knowledge of poetry</p>	<p>Understanding the political climate of Mumbai, India. Understanding the importance of human rights, worker's rights.</p>	<p>The importance of democracy, the rule of law, and individual liberty.</p> <p>Equality, oppression, Exploitation, hierarchy</p> <p>Influence of Christianity on society.</p>	<p>Poverty in other cultures. Poverty across the centuries Understanding community</p>	<p>Politician Journalist Historian Sociologist Communication</p>

		reader about Dharavi.	coordinating conjunctions -Paragraphs- TiP-ToP	literature, to shape our students into erudite scholars of the English discipline. We believe that English is at the heart of everything, ensuring that students are culturally literate and socially and emotionally to be model British citizens as outlined by the 5 British Values.			Critical essays Enriching: Norse mythology and its similarities to Macbeth Freudian theory Recall and generative learning: Compare the theme of crime and punishment, and Christianity with A Christmas Carol. London- the pain and suffering that Macbeth causes.			
	<p>Learning Phase 2 English Literature Pre-1914 Prose A Christmas Carol,</p> <p>English Language:</p> <p>Dickens British Library</p>	<p><u>Context (AO3)</u> Victorian England-Industrial Revolution; The Poor Law; workhouses; Dickens' life. How has this developed since Blake's experience in the 18th century</p> <p><u>Form and structure AO2</u></p>	<p><u>Building on Literature</u> A01- Application of contextual knowledge to enhance analysis of a text. - Using an appropriate register and style -Coherency in organisation</p>	<p>_To equip our students with the four modalities of English-reading, writing and spoken</p>	<p>It is the same as the drama adaptations.</p> <p>Its origins- for example thinking it is only a fun Christmas</p>	<p>Reading and analysing a novel.</p> <p>Applying context</p>		<p>The importance of democracy, the rule of law, and individual liberty.</p> <p>Equality, oppression, Exploitation, hierarchy</p>	<p>Victorian era and their approach to the impoverished- Poor Law, union workhouses, prisons.</p> <p>The Corn Laws</p>	

<p>articles on The Poor Law and workhouses Diary account of life in a workhouse/London streets in poverty The Old Jago (fiction)-description of the slums and its people. London (comparison of 18th century London compared to Dickens' description. Prelude- childhood and countryside for Stave 2.</p>	<p>-Plot -character roles, -key turning points - narrative structure in relation to Freytag's Triangle (arc, non-linear, preface) - Narrative style (omniscient narrator, sardonic humour (compare to Tale of Two Cities) -Semantic fields -Sentence and word-level analysis -Archetypes -Motifs -Zoomorphism -Cumulative lists -Simile -Pathetic-fallacy -Biblical allusions</p> <p>Themes: Ignorance, greed, poverty, selfishness, redemption, social responsibility, children/childhood, loneliness/isolation, Christmas, charity</p> <p>.</p>	<p>-Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations <u>-comparative analysis Language</u> Reading Techniques Skim, scan, retrieve Noticing Prioritising</p> <p>SSP: 4 sentence types: Declarative, interrogative, imperative, exclamatory</p> <p>Appositives Subordinating and coordinating conjunctions</p>	<p>language as outlined in the NC, 2014- to boost employability skills and increase social mobility for all. We are equitable, exposing all students to the rigour, challenge and culture of the literary Canon, including knowledge of some Classical literature, to shape our students into erudite scholars of the English discipline. We believe that English is at the heart of everything, ensuring that</p>	<p>story.</p>	<p>to enhance the meaning of a text.</p>		<p>Influence of Christianity on society.</p>	<p>Comparisons made between the Victorian period and modern day society.</p>	
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Spring	<p>Learning Phase 3: English Literature- An Inspector Calls Poetry Anthology- WW1 poetry</p> <p>English Language: Reading for meaning- a range of passages of fiction and non-fiction texts:</p> <p>Writing: Diary of a soldier in WW1 Article about war.</p>	<p>Context: Edwardian Era- hierarchy; bourgeoisie, nobility, and proletariat Sexual exploitation Strikes Capitalist ideology</p> <p>Form and Structure Conventions of a morality play Impact of the continuous 3 Act structure Freytag's triangle- plot the play to this and discuss Stage directions</p> <p>Focus: How are the Birling family presented across the play?</p>	<p>Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations Stage directions</p>		-A play is the same as a piece of prose - War poetry is all propaganda	Buildin g on knowle dge of poetic form.	<p>Study of Priestley and how this links to AIC.</p> <p>Comparison of the presentation of poverty in both A Christmas Carol and An Inspector Calls.</p> <p>Technological advancements and its exploitation. Links to AI in the modern world.</p>	<p>The importance of democracy, the rule of law, and individual liberty.</p> <p>Equality, oppression, Exploitation, hierarchy</p> <p>Influence of Christianity on society.</p>	<p>Role of and presentation of women across the centuries and how World War 1 and 2 affected this.</p>	
Summer	<p>Learning Phase 4 English Literature</p>	<p>Plot, Macbeth's turning points/development. Key characters</p>	<p>Thesis statements -Use of connectives to structure argument</p>	_To equip our students with	Influences of adaptations.	Applyin g study of a	Enriching: Norse mythology and	<p>The importance of democracy, the rule of law, and</p>	<p>Life of Shakespeare The history of theatre and how it</p>	

<p>Shakespeare Macbeth</p> <p>English Language:</p> <p>Supporting texts: Divine Right of Kings (British Library) British Library- articles on darkness Globe theatre</p>	<p>Biblical allusions Tragedy and Tragic Hero AO2- verse, prose, iambic pentameter, trochee, rhyming couplet Story arc</p> <p>Themes: power, corruption, guilt, good and evil, appearance and reality, betrayal, ambition, hubris, crime and punishment, nature, chaos</p>	<p>-evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations Stage directions iambic, trochaic pentameter Rhyming couplets Verse Prose</p>	<p>the four modalities of English- reading, writing and spoken language as outlined in the NC, 2014- to boost employability skills and increase social mobility for all. We are equitable, exposing all students to the rigour, challenge and culture of the literary Canon, including knowledge of some Classical literature, to shape our students into erudite scholars of the English</p>	<p>It is old English so it can't be understood.</p>	<p>Shakespeare play at KS3 to GCSE level.</p>	<p>its similarities to Macbeth Freudian theory Recall and generative learning: Compare the theme of crime and punishment, and Christianity with A Christmas Carol. London- the pain and suffering that Macbeth causes.</p> <p>How the monarchy has changed over time.</p>	<p>individual liberty. Equality, oppression, Exploitation, hierarchy Influence of Christianity on society.</p>	<p>differs today. Plagues of the 1600's Greek and Roman mythology. Life in the 11th century</p>	
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Summer	<p>Learning Phase 4 English Language: Rhetoric- reading for meaning and writing for purpose Oracy</p> <p>English Literature: Poetry Anthology 2nd Wave Romantics Shelley- Ozymandias Byron- She Walks in Beauty Keats- To Autumn</p>	History of rhetoric- ancient Greece Ethos, Pathos and Logos Identify its uses and effects through key speeches throughout the ages. Apply to speech writing, and Spoken Language assessment	<p><u>English Language</u></p> <p><u>En3:</u> Speech writing to persuade and argue <u>Literature</u> A01- Application of contextual knowledge to enhance analysis of a text.</p> <p>Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument</p>	<p>_To equip our students with the four modalities of English- reading, writing and spoken language as outlined in the NC, 2014- to boost employability skills and increase</p>	<p>Thinking the acronym AFOREST is the only form.</p> <p>Misunderstanding what rhetoric is.</p> <p>Romanticism was a static movement.</p>	Developing basic writing skills and styles.	Byronic Hero Extracts from biographies	<p>The importance of democracy, the rule of law, and individual liberty.</p> <p>Equality, oppression, Exploitation, hierarchy</p> <p>Influence of Christianity on society.</p>	<p>History of ancient Greece and its impact on literature.</p> <p>Martin Luther King JR. and Civil Rights</p>	

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