

	Autumn term	Spring term	Summer term	Throughout the year
Year 7	<p><b>Text and assessment</b></p> <p><i>Oliver Twist</i> What kind of character is Bill Sikes?</p>	<p><b>Text and assessment</b></p> <p><i>A Midsummer Night's Dream</i> Is the love potion good or bad?</p>	<p><b>Text and assessment</b></p> <p><i>Poetry anthology</i> How does the poet describe the tom cat?</p>	<p><b>Text and assessment</b></p> <p><i>Voices and Choices</i></p>
	<p><b>Key knowledge</b></p> <p>Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality</p>	<p><b>Key knowledge</b></p> <p>Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play</p>	<p><b>Key knowledge</b></p> <p>Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg</p>	<p><b>Key knowledge</b></p> <p><i>Danny the Champion of the World</i> Or <i>The Daydreamer</i></p>
	<p><b>Vocabulary instruction</b></p> <p>villains and victims; vulnerable; corrupt; naïve; orphan; moral</p>	<p><b>Vocabulary instruction</b></p> <p>soliloquy, severe, conflict, unrequited love, to mock, chaos</p>	<p><b>Vocabulary instruction</b></p> <p>metaphor, literal language, metaphorical language, tenor, vehicle, ground</p>	<p><b>Vocabulary instruction</b></p> <p><i>Reading for Pleasure</i> <b>3 texts chosen from suggested list</b> Selection includes: <i>Coram Boy</i> by Jamila Gavin; <i>The Children of Willesden Lane</i> by Mona Golabek; <i>The London Eye Mystery</i> by Siobhan Dowd; <i>Refugee Boy</i> by Benjamin Zephaniah</p>
	<p><b>Mastery writing</b></p> <p>Composing a topic sentence; the subject; subject / verb agreement; the past simple tense</p>	<p><b>Mastery writing</b></p> <p>Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech; narrative structures</p>	<p><b>Mastery writing</b></p> <p>Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments</p>	
Year 8	<p><b>Text and assessment</b></p> <p><i>The Adventures of Sherlock Holmes</i> What kind of Character is Sherlock Holmes?</p>	<p><b>Text and assessment</b></p> <p><i>The Tempest</i> How is Caliban presented in the extract and in the rest of the play?</p>	<p><b>Text and assessment</b></p> <p><i>Animal Farm</i> How and why does the farm fail in Animal Farm?</p>	<p><b>Text and assessment</b></p> <p><i>Voices and Choices</i></p>
	<p><b>Key knowledge</b></p> <p>Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals</p>	<p><b>Key knowledge</b></p> <p>The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states</p>	<p><b>Key knowledge</b></p> <p>Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption</p>	<p><b>Key knowledge</b></p> <p><i>Descriptive Writing</i>  <i>Poetry: Emily Dickinson, Grace Nichols, Ted Hughes, Seamus Heaney</i></p>
	<p><b>Vocabulary instruction</b></p> <p>to enlighten, deduction, scandal, periodical, introspective, dual nature, observation</p>	<p><b>Vocabulary instruction</b></p> <p>colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy</p>	<p><b>Vocabulary instruction</b></p> <p>allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent</p>	<p><b>Vocabulary instruction</b></p> <p><i>Reading for Pleasure</i> <b>3 texts chosen from suggested list</b> Selection includes: <i>Children of Blood and Bone</i> by Tomi Adeyemi; <i>Northern Lights</i> by Philip Pullman; <i>Sawbones</i> by Catherine Johnson; <i>In the Sea there are Crocodiles</i> by Fabio Geda and Enaiatollah Akbari</p>
	<p><b>Mastery writing</b></p> <p>Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses</p>	<p><b>Mastery writing</b></p> <p>Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices</p>	<p><b>Mastery writing</b></p> <p>Creative writing; extended metaphor; writing character; describing settings; Chekhov's Gun; horror, romance, adventure, fantasy and poetic justice</p>	
Year 9	<p><b>Text and assessment</b></p> <p><i>Jane Eyre</i> Explore the way Brontë presents Jane's childhood experiences.</p>	<p><b>Text and assessment</b></p> <p><i>Romeo and Juliet</i> How does Shakespeare present Juliet as a tragic hero?</p>	<p><b>Text and assessment</b></p> <p><i>Poetry anthology</i> Compare the ways poets present a theme in two poems.</p>	<p><b>Text and assessment</b></p> <p><i>Voices and Choices</i></p>
	<p><b>Key knowledge</b></p> <p>Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i></p>	<p><b>Key knowledge</b></p> <p>The Prologue; foreshadowing in <i>Romeo and Juliet</i>; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form</p>	<p><b>Key knowledge</b></p> <p>Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis</p>	<p><b>Key knowledge</b></p> <p><i>Reading for Study:</i> <i>Reading and writing non-fiction.</i> <i>19<sup>th</sup> and 21<sup>st</sup> century editorials, letters, articles, and travel writing</i></p>
	<p><b>Vocabulary instruction</b></p> <p>dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance</p>	<p><b>Vocabulary instruction</b></p> <p>tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe</p>	<p><b>Vocabulary instruction</b></p> <p>extended metaphor, epic poetry, procrastinate</p>	<p><b>Vocabulary instruction</b></p> <p><i>Reading for Pleasure</i> <b>3 texts chosen from suggested list</b> Selection includes: <i>I am Thunder</i> by Muhammad Khan; <i>Orangeboy</i> by Patrice Lawrence; <i>Roll of Thunder Hear my Cry</i> by Mildred D. Taylor; <i>Noughts &amp; Crosses</i> by Malorie Blackman</p>
	<p><b>Mastery writing</b></p> <p>apostrophe of omission; the apostrophe; past perfect continuous; countable and uncountable nouns; future perfect simple</p>	<p><b>Mastery writing</b></p> <p>Sustaining a thesis; structuring a thesis; future perfect continuous; defining relative clauses; non-defining relative clauses</p>	<p><b>Mastery writing</b></p> <p>Comparing texts; thesis and antithesis; chronological and non-chronological composition; 2nd conditional; 3rd conditional</p>	