



	Autumn Term	Spring Term	Summer Term	
Year 7: Myths and Legends	Literary Heritage	19th Century: <i>Ruby in the Smoke</i>	Shakespeare: <i>A Midsummer Night's Dream</i>	
	Key knowledge	Life in Victorian England, the form of a novel, protagonists and antagonists, the detective genre, female archetypes	What Epic Tales are, the oral tradition, morals of stories, epic poem structure. Tales include: Greek myth, Beowulf, Ovid	Life in Elizabethan England, life in ancient Athens, Shakespeare's life, the four lovers, the love potion, the form of a play
	Vocabulary	Nostalgia, eccentric, concrete and abstract nouns, blurb, context, protagonist, villain, mutiny, vulnerable, antagonist	Epic, ballad, quest, verifiable, chaos, primordial, deity, myth, creation, hubris, pathos, odyssey, metamorphosis	Soliloquy, severe, conflict, unrequited love, chaos, patriarchy, consent, identity, drama
	Formative Assessments	Analytical Writing: What How Why paragraph: exploring a key extract Creative Writing: Childhood memories	Analytical Writing: What How Why paragraph: exploring a poem Creative Writing: P.O.V of the Cyclops	Analytical Writing: What How Why paragraph: exploring a key extract Narrative Writing: Magical story opening
	Summative Assessment	Analytical Writing: Linking an extract to the whole novel	Transactional Writing: Write a heroic speech	Speaking and Listening: Dramatic reading of key extract
Year 8: Social Protest	Literary Heritage	19th Century: Gothic Short Stories	Poetry: Social and Political Protest Anthology	
	Key knowledge	The popularity of the gothic. Stories include: The Monkey's Paw, Tell-Tale Heart, The Signalman	The post-modern play, views on autism, equality in society, stagecraft, character and monologues, family relationships	Structure and poetic forms. Poets include: Langston Hughes, Maya Angelou, William Blake, Benjamin Zephaniah
	Vocabulary	Gothic, lamentable, macabre, unreliable narrator, motif, pastiche, talisman, denouement, ominous, empathy	Irony, dramatic methods, vulnerable, naive perspective, ambivalent, cliffhanger, didactic, post-modern, autism	Protest, connotation, symbolism, equality, discrimination, prejudice, metaphor, stanza, juxtaposition
	Formative Assessment	Analytical Writing: What How Why paragraph: exploring a key theme Evaluation: Responding to a statement	Analytical Writing: What How Why paragraph: analysing structure Transactional Writing: Letter	Analytical Writing: What How Why Comparing poetry Narrative Writing: Day as a chimney-sweep
	Summative Assessment	Narrative Writing: Creating a Gothic story	Analytical Writing: Exploring a key character	Speaking and Listening: Speech on an issue within society
Year 9: Worldly Conflict	Literary Heritage	Post-2000 Novel: <i>Djinn Patrol on the Purple Line</i>	Shakespeare: <i>Romeo and Juliet</i>	Poetry: Conflict Anthology
	Key knowledge	Attitudes to children and childhood, journey, life in modern India, the British Empire, forms of narrative	Elizabethan England, the form of a Tragedy, tragedy conventions, soliloquys, prologues, foreshadowing, Shakespeare	Structure and poetic forms. Poets include: Jessie Pope, Wilfred Owen, Siegfried Sassoon, Simon Armitage, Owen Sheers
	Vocabulary	Narrative terms, basti, inequality, anti-hero, urban, exploitation, corrupt, naive, unreliable narrators, foreboding	Prologue, mutiny, contemporary, strife, requited love, inevitable, fate, chaos, harmony, tragedy, patriarchy, volatile	Conflict, irony, stanza, simile, personification, oxymoron, pathetic fallacy, arbitrary, jingoism, patriotism
	Formative Assessment	Analytical Writing: Exploring a key extract Transactional Writing: Article on disappearance of children	Analytical Writing: Exploring a key extract Evaluation: Response to a statement	Analytical Writing: What How Why Comparing poetry Descriptive Writing: Describing a war scene
	Summative Assessment	Analytical Writing: Linking an extract to the whole novel	Analytical Writing: Linking an extract to the whole play	Speaking and Listening – Debate on conflict