

## Year 7 Autumn 1 & 2

### Roll of Thunder, Hear my Cry

Students begin their journey with this modern novel to introduce them to challenging themes of prejudice and discrimination. Students are exposed to accessible figurative language as an introduction to analytical writing and key scenes are used as a springboard for narrative/descriptive and point of view writing tasks. Students are also introduced to character development through the narrator: Cassie Logan.



### Literacy Lessons

In Year 7, students also have literacy lessons to work on reading fluency, decoding and comprehension. They will read a range of short stories and non-fiction, working towards their own autobiographical project.

## Spring 2

### Poetry → Call of the Wild

Building on their knowledge of the narrative form and novel study, students are introduced to this 19<sup>th</sup> century text and continue to develop their skills in analysing characterisation and figurative language. Key scenes and the adventure genre itself are used to inspire creative pieces. Students also have the opportunity to discuss key American historical/social context which is explored further in Year 9 with the study of Miller.



## Spring 1

### Poetry (Homer to Milton)

We expose students to classical literature, building on their knowledge of myths and legends in KS2. Students are introduced to poetic techniques and build on their creative writing skills, using the work of many great storytellers as inspiration. This unit introduces students to tragedy and key themes that are explored further on in KS3. A love of poetry and story-telling is promoted through the choice of a range of action-packed and engaging poetry.

## Year 8 Autumn 1 & 2

### Kindertransport → A Christmas Carol

We begin the year with the study of a modern drama: Kindertransport. This exposes students to the conventions of modern drama and explores a range of themes that can be related to contemporary issues such as gender inequality and corruption.



## Summer 1 & 2

### Call of the Wild → Romeo & Juliet

We explore Shakespearean tragedy, developing students' ability to read and write about Shakespeare's language. Students are exposed to relatable themes (love/conflict) which they will continue to explore throughout KS3 and KS4. Students will also develop their understanding of the tragic structure (introduced in Spring 1 – poetry)

We then build on students' knowledge of 19<sup>th</sup> century fiction with *A Christmas Carol*. Themes of power and redemption are explored. Students track Scrooge's journey across the course of the novella, exploring Dickens' language and structural decisions.



## Spring 1

### Poetry (The Romantics to the Victorians)

Building on students' poetry study in Year 7, we begin with The Romantics and take students on a chronological journey through to the Victorians, where students can use their previous knowledge of this era - gathered from Dickens - to inform their interpretations. Students are exposed to a range of famous poets and begin to develop their comparative essay skills.

## Spring 2

### Poetry → The Tempest

Students build on their knowledge of Shakespearean drama with the introduction of this comedy and explore more deeply the now familiar themes of power and corruption. Students will also continue to improve their writing skills – analytical pieces exploring Shakespeare's choices, as well as creative pieces inspired by key scenes/ideas. Oracy skills are a key focus in this unit with opportunities for class discussion and debate.



## Summer 1

### The Tempest → Animal Farm

Students embark on this modern novel study and learn how to discuss and write about allegory. Students learn how to embed context links and discuss writer's intentions in their essays. The themes of power, control and tyranny are explored, building on prior knowledge and providing students with a strong foundation for further exploration in alternative contexts in Year 9 and KS4.

## Summer 2

### Animal Farm → Dystopia Writing

Using their knowledge of a wide range of fiction, students develop their own dystopian fiction. Students draw on the creative skills they were introduced to in Year 7 and those that they continued to develop over the course of Year 8. Taking inspiration from poetry, Shakespearean drama, novel study and exposure to a range of genres (adventure/gothic/dystopian), students create their own dystopian scenes and characters.



## Year 9



## Year 9

### Autumn 1

#### Modern Drama (A View from the Bridge or The Crucible)

Broadening students' understanding of drama from their study of Shakespeare, students are exposed to their first modern play. Students explore familiar themes of power and control and develop their understanding of characterisation, but in a modern setting with contemporary staging, language and structural choices. Here, there is a strong focus on character relationships. The dramas also open up opportunities for debate and point of view writing.

### Spring 1

#### Poetry (The Moderns & World)

Students continue their chronological journey through poetry, visiting a range of famous poets from a selection of cultures and backgrounds. Developing comparative skills from Year 8, students work on comparative essays. Students also enhance their cultural capital with exposure to eminent artists' work (linked to the themes and ideas explored in the poems) and this is used to inspire creative pieces.

### Summer 1 & 2

#### Julius Caesar → The Woman in Black

Developing their study of the gothic genre, students use this novel to reinforce and consolidate the creative writing skills they have worked on over the course of KS3. Hill is a master at creating imagery, and students use inspiration from her writing to write their own narrative and descriptive pieces. As the novel is narrated in the classic 19th-century tradition, it also serves as a strong foundation for study of *Jekyll and Hyde* in KS4.

### Spring 1 & 2

Literature (Jekyll and Hyde) Using their knowledge of 19th century fiction and the gothic genre, students delve into the relationship between good and evil in this celebrated work of fiction.

Language Paper 2 Students continue to build on their argumentative writing skills they have developed over KS3 and learn how to comparatively analyse non-fiction sources.

## Year 11

### Autumn 1 & 2

#### Literature (An Inspector Calls)

Using their knowledge of modern drama and staging from Y9 as well as political allegory from Y8, students explore how Priestley used his play and his characters to comment on society.

#### Poetry Revision

#### Language Revision

### Autumn 2

#### The Yellow Wallpaper

Building on their knowledge of the gothic genre, students study this short story and explore the importance of this text within the feminist literary canon. Students explore a female perspective on gender roles and mental health in the 19th century and use this understanding to form ideas and interpretations. Oracy skills are developed further as students are encouraged to make connections between the themes in the text and their modern world.

### Spring 2

#### Poetry → Julius Caesar

We ensure students have a confident grasp of Shakespearean drama and explore themes of ambition, power, corruption and tyranny. The story is politically and historically engaging and serves as a strong foundation for exploring similar ideas and themes in *Macbeth* in KS4.

## Year 10

### Autumn 1 & 2

#### Literature (Macbeth and Power & Conflict)

Using their knowledge of the tragic play structure and the themes of power/conflict and corruption, students embark on their first GCSE drama text study. Students develop their analytical skills as they track Macbeth's downfall. They will also begin to annotate a selection of comparative poems.

Language Paper 1 Students continue to build on the foundational creative writing skills they have developed over KS3 and learn how to approach Section A and B of the language paper.

### Summer 1 & 2

#### Literature (Power & Conflict Poetry)

Continuing to use their knowledge of poetic techniques and comparative essay planning and writing skills, students explore power and conflict poetry, opening up a range of complex, yet often relatable themes and ideas. Students are also exposed to unseen poems from different cultures and backgrounds.

#### Language Paper 2

## Revision

### Spring & Summer

#### Macbeth Revision

#### Jekyll and Hyde Revision

#### Poetry Revision

#### AIC Revision

#### Language Revision