

Year group	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
7 (2029) Relationships	<p>Novel – A Monster Calls</p> <p>Reading Key Knowledge: To understand key themes (family, acceptance, isolation, growing up, death and denial) and to analyse characterisation</p> <p>Writing Key Knowledge: To explore and develop descriptive writing and literary devices to create a character.</p> <p>Assessment: Writing Write a detailed and developed meeting of your own monster.</p>		<p>Poetry – Relationships</p> <p>Reading Key Knowledge: To understand how writers use language and techniques to create meaning.</p> <p>Writing Key Knowledge: To understand how to write an answer analysing a quotation.</p> <p>Assessment: Reading – Explore how the poets present relationships in the poem.</p> <ul style="list-style-type: none"> • A Family is like a Circle by Nicole M O’Neal • Building Blocks by Andrew Fusek Peters • Mother Any Distance by Simon Armitage • Father and Son by Cat Stevens • Dance with my Father by Luther Vandross 	<p>Modern Play</p> <p>Dracula adapted by David Calcutt</p> <p>Reading Key Knowledge: Conventions of play scripts (stage directions, characters and how these develop genre and themes).</p> <p>Writing Key Knowledge: To use the descriptions of settings in the play as stimuli to create descriptions of setting.</p> <p>Spoken Language Opportunity: performance of scenes from the play.</p> <p>Assessment: Fiction Writing. Write a detailed description of a gothic inspired setting.</p> <p>See extract document for required scenes that have to be covered.</p>	<p>Non-fiction – Rhetoric Guide Writing</p> <p>Reading Key Knowledge: Comparing texts, writer’s perspective, comprehension.</p> <p>Writing Key Knowledge: To understand how to write guide, adapting tone, style and register to suit the purpose and audience.</p> <p>Focus on speeches, articles and guides. Writing proposals for a task and research.</p> <p>Assessment: Non-fiction Writing. Write a guide on a topic of your choice.</p>	<p>Shakespeare – Romeo and Juliet</p> <p>Reading Key Knowledge: Understanding Shakespeare’s language. Analyse how Shakespeare uses language to create meaning.</p> <p>Writing Key Knowledge: To understand how to structure an answer including embedded quotations.</p> <p>Reading Assessment:</p> <p>Extract analysis (characters). How does Shakespeare present Romeo in the extract?</p> <p>Required scenes:</p> <ul style="list-style-type: none"> • Prologue • Act One Scene One • Act One Scene Four • Act One Scene Five • Act Two Scene One • Act Three Scene One • Act Three Scene Five • Act Four Scene One • Act Four Scene Four • Act Five Scene One • Act Five Scene Three <p>Grammar Focus: W1 – Sentence types</p>
8 (2028) Power and Politics	<p>Novel – Animal Farm</p> <p>Reading Key Knowledge: To understand the importance of context and how a writer uses a text to communicate their views. Build on knowledge of key themes from Year 7.</p> <p>Writing Key Knowledge: Analysing key themes within the novella.</p> <p>Assessment: Reading – Starting with this extract, how is the theme of ‘inequality’ presented on Animal Farm?</p>	<p>Non-Fiction Writing – Animal Farm</p> <p>Reading Key Knowledge: To analyse and evaluate the conventions of the genre.</p> <p>Writing Key Knowledge: To write effectively for the appropriate purpose, audience and form.</p> <p>Assessment: Write a report on how successful Animal Farm has been.</p>	<p>Poetry – Poetry and politics</p> <p>Reading Key Knowledge: To understand how writers use language and techniques to convey their point of view/persuade</p> <p>Writing Key Knowledge: To understand how to develop analytical paragraphs using What-How-Why technique.</p> <p>Assessment: Reading – Explore how the poet presents conflict in the poem.</p> <ul style="list-style-type: none"> • ‘Dulce et Decorum Est’ Wilfred Owen • ‘In Flanders Fields’ John McCrae • ‘Anthem for Doomed Youth’ Wilfred Owen • ‘Who’s for the game?’ Jessie Pope 	<p>Modern Play- Willy Russell’s ‘Blood Brothers’</p> <p>Reading Key Knowledge: Understanding and applying the conventions of plays/reading plays. To analyse how writers create characters and how characters change throughout a text.</p> <p>Writing Key Knowledge: To be able to develop essay writing skills and use evidence to analyse key characters and ideas within a play.</p> <p>Assessment: Reading -</p> <p>Spoken language</p>	<p>Fiction Writing –Dystopian Descriptions</p> <p>Reading Key Knowledge: To analyse and evaluate the conventions of the genre.</p> <p>Writing Key Knowledge: To use language creatively and imaginatively to create effective descriptions in the Dystopian genre.</p> <p>Assessment: Write an extended description of a dystopian setting.</p>	<p>Women in Shakespeare</p> <p>Reading Key Knowledge: To analyse Shakespeare’s creation of female characters in a variety of plays within a Jacobean context.</p> <p>Writing Key Knowledge: To analyse characters in relation to their context.</p> <p>Assessment: Reading. Compare the way women were presented in Shakespeare’s plays.</p> <ul style="list-style-type: none"> • Juliet • Cordelia • Desdemona • Hermia • Lady Macbeth
9 (2027) Identity	<p>Novel – The Hate U Give</p> <p>Reading Key Knowledge: To use the novel and characters to study themes and current contextual topics such as identity, inequality and race.</p> <p>Writing Key Knowledge: To critically analyse thematic ideas within the novel.</p> <p>Assessment: Reading</p>		<p>Poetry- Poetry and power</p> <p>Reading Key Knowledge: To understand how writers use language and techniques to convey the theme of power.</p> <p>Writing Key Knowledge: To understand how to extend and develop analytical paragraphs within an essay structure.</p> <ul style="list-style-type: none"> • ‘Still I Rise’ Maya Angelou • ‘Rosa’ by Rita Dove 	<p>Shakespeare – Othello</p> <p>Reading Key Knowledge: Understanding Shakespeare’s language. Analyse how Shakespeare uses language to create meaning.</p> <p>Writing Key Knowledge: To analyse characters in relation to their context.</p> <p>Assessment: Reading. Extract Task. ‘The play Othello is about trickery and jealousy.’ Starting with the extract explain how far you agree with the statement.</p>	<p>Journalistic Writing</p> <p>Reading Key Knowledge: To understand and analyse the purpose, codes and conventions of journalistic writing (writer’s method/ perspective/audience/comparing texts).</p> <p>Writing Key Knowledge: To understand how to pitch, research, draft and edit a newspaper article.</p> <p>Focus on speeches, letters and articles.</p>	<p>An Inspector Calls</p> <p>Reading Key Knowledge: To analyse how writers create characters and how characters change throughout a text.</p> <p>Writing Key Knowledge: To develop essay writing skills, understanding how construct an extended essay style answer based on a character. Linking ideas and developing answers. Extended models provided with continuing ideas (moving away from WHAT-HOW-WHY)</p>

	<ul style="list-style-type: none">• 'Broken English' by Rupi Kaur• 'We Refugees' by Benjamin Zephaniah• "The Hill We Climb" by Amanda Gorman <p>Assessment: Reading – How does the poet present power in the poem? 45 minutes.</p>	<p>Remember to support your answer with reference to the play and comment on its social, cultural and historical context.</p>	<p>Assessment: Writing Non-fiction. Write an opinion piece for the Yorkshire Post.</p> <p>Spoken language</p>	<p>Reading Assessment: Non-extract task. <i>Use of Eva Smith to present poverty in AIC.</i></p>
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