Year 7 *Place*	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	**Gothic places** *Building on students' knowledge from primary school of stories and grammar, Year 7 begin English with an extract study from a range of well-known Gothic texts. By exploring the impact of language choices and setting, we encourage students to "think like a writer" and produce their own creative descriptions.* • Introduction to English • The Gothic • Simple, compound and complex sentences • Extracts from *'The Castle of the Otranto', 'Frankenstein', 'The Strange Case of Dr Jekyll and Mr Hyde', 'The Woman in Black'* and *'Rebecca'* • Imagery • Context • Vocabulary and etymology	**Novel** *The study of a whole novel, exploring the writer's aims in presenting a particular place as well as understanding plot and characterisation. Choices of text include 'Animal Farm', 'The Outsiders', 'Harry Potter and the Philosopher's Stone' and an abridged version of 'A Christmas Carol'.* • Plot • Setting • Context • Characterisation • Writer's message • Close analysis of language • Structural choices	**Poetry** *An exploration of poetry across time by studying a range of texts like 'The Rime of the Ancient Mariner' and Victorian poetry. Students will learn how to recognise key conventions in poetry and explore their use.* • A selection of poets such as Ted Hughes, Samuel Taylor Coleridge and Maya Angelou • Poetic techniques (similes, metaphors, personification) • Poetic structures (rhyme, stanzas)	**Non-fiction** *An analysis of place in 'Boy' paired with a variety of non-fiction texts. Through exploring a range of extracts, students begin to build an awareness of non-fiction writing and how writers communicate key ideas.* • Extracts from *'Boy'* • *'Visit Norway'* website, advertisements, travel writing • Persuasive techniques	**Shakespeare** *An exploration of Rome and the character Brutus in 'Julius Caesar' or of Illyria and the character Orsino in 'Twelfth Night'. Students' first experience of Shakespeare tracks one character and place in the story, building in complexity in Years 8 and 9.* • Shakespeare's England and other historical and social context (the politics of Ancient Rome for *'Julius Caesar')* • Decoding Shakespearean language and analysing the effects of his figurative and dramatic language • Plot • Setting • Characterisation	**Descriptive and Narrative Writing** *Using stimulus texts, images and materials, students will develop their writing skills and write creatively about a place they have visited.* • Grammar • Sentence structures • Vocabulary • A range of literary and rhetorical devices • Narrative structures
Skills	Key Skills: • Understanding writer's craft • Crafting writing, using a range of sentence structures Other Skills: • Selecting relevant quotations • Commenting on denotations and connotations of language choices Grammar Skills Focus: • Commas • Sentence demarcation and types of sentence	Key Skills: • Forming an interpretation • Writing critically Other Skills: • Selecting relevant quotations • Commenting on writer's choices • Making inferences Grammar Skills Focus: • Expanded noun phrases	Key Skills: • Exploring writers' ideas • Recognising and commenting on poetic conventions • Making critical comparisons Other Skills: • Commenting on contextual information • Understanding different genres Grammar Skills Focus: • Brackets and dashes	Key Skills: • Critically comparing two non-fiction texts • Identifying and understanding the features of a selection of non-fiction texts (newspapers, leaflets, autobiographies) Other Skills: • Planning and re-drafting work • Considering intended audiences and purposes for writing Grammar Skills Focus: • Relative clauses	Key Skills: • Analysing writer's ideas and techniques • Commenting on writer's choices Other Skills: • Decoding • Writing critically • Commenting on contextual information Grammar Skills Focus: • Active and passive	Key Skills: • Writing with technical accuracy and creative flair • Using a range of devices to create imagery in writing Other Skills: • Using vocabulary and grammar to impact on a reader • Being aware of the effects of choices in creative writing Grammar Skills Focus: • Colons and semi-colons
Independent Learning Link	Oak Academy Gothic lessons	*'Animal Farm'* resources *'A Christmas Carol'* film *'Harry Potter'* Seneca learning	Virtual tour: Victorian walk Poetry - Seneca learning	Decoding Words - Seneca Learning	Virtual tour of The Globe Theatre BBC history timeline of Tudor England Oak Academy *'Julius Caesar'* resources	IntoFilm writing themed activities to complete at home Oak Academy creative writing lessons Oak Academy sentence construction resources

Year 8 *Identity*	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	**World Literature Study** *An exploration of different voices and cultures through a range of fiction writers (including Salman Rushdie, Meera Syal, Khalid Hosseini, Kazuo Ishiguro.) Students identify writers' choices and examine the effects these have, as well as explore the identities and voices presented.* • Language and structural techniques • Vocabulary, grammar and text structure • Context • Culture	**Novel** *The study of a whole novel, exploring the writer's aims in presenting a particular identity and characterisation. Choices of text include 'Lord of the Flies', 'To Kill a Mockingbird' and 'The Boy in the Striped Pyjamas', all of which feature rich ideas about different identities.* • Plot • Setting • Context • Characterisation • Writer's message • Close analysis of language • Structural choices	**Relationship poetry** *An exploration of different voices and ideas used to present relationships in poetry.* • A selection of poets such as Grace Nichols, Simon Armitage, Christina Rossetti, Philip Larkin and Vernon Scannell • Poetic techniques (similes, metaphors, personification) • Poetic structures (rhyme, stanzas) • Form, language and structure • Empathy and students' own personal responses	**Non-fiction** *An analysis of Anne Frank's depiction of her identity in 'The Diary of a Young Girl' paired with contemporary non-fiction texts on issues such as race and belonging. Students are encouraged to form their own opinions, whilst considering how others have voiced their views.* • Persuasive techniques • Features and conventions of non-fiction texts (newspapers, leaflets, autobiographies) • Genre, audience and purpose	**Shakespeare: 'Much Ado About Nothing' or 'A Midsummer Night's Dream'** *An exploration of a whole play and the different identities and conflicts presented by Shakespeare.* • Shakespeare's England and other historical and social context • Decoding Shakespearean language and analysing the effects of his figurative and dramatic language • Plot • Setting • Characterisation • Stagecraft • Themes and messages	**Writing about your own views** *An exploration of different voices and cultures through a range of non-fiction writers (such as Nelson Mandela and Malala Yousafzai) to generate ideas for writing. Texts are about a host of modern-day issues, from climate change, equal opportunities, technology and laws.* • Grammar • Sentence structures • Vocabulary • A range of literary and rhetorical devices • Language and structural techniques • Conventions in non-fiction texts • Genre, audience and purpose
Skills	Key Skills: • Evaluating the effect of writers' choices • Analysing a text, using critical inference and evidence to support Other Skills: • Understanding genre and purpose • Justifying creative choices • Developing an appreciation of different cultural contexts Grammar Skills Focus: • Parenthesis	Key Skills: • Forming an interpretation of the writer's message across a whole novel • Writing critically Other Skills: • Analysing a text, using critical inference and evidence to support • Commenting on writer's language and structural choices • Applying knowledge of historical and social context Grammar Skills Focus: • Apostrophes	Key Skills: • Exploring writers' ideas and critically evaluating these • Recognising and commenting on poetic conventions • Making critical comparisons Other Skills: • Applying contextual information • Critically comparing two poems Grammar Skills Focus: • Register	Key Skills: • Critically comparing two non-fiction texts Other Skills: • Forming opinions on moral issues in society • Analysing the effects of persuasive techniques • Considering the impact of a writer's cultural identity and experiences Grammar Skills Focus: • Re-cap of complex sentences	Key Skills: • Analysing and evaluating writer's ideas and techniques • Commenting on writer's choices Other Skills: • Decoding • Writing critically • Commenting on contextual information • Exploring character arcs across a play Grammar Skills Focus: • Re-cap of colons and semi-colons	Key Skills: • Writing with technical accuracy and creative flair • Using a range of persuasive techniques to shape meaning in writing and craft a convincing argument Other Skills: • Using vocabulary and grammar to impact on a reader • Being aware of the effects of choices in writing for a given purpose Grammar Skills Focus: • Appositive phrases
Independent Learning Link	Additional reading practice: *'The Story of an Hour'* by Kate Chopin – Oak Academy *'Sweetness'* by Toni Morrison – Oak Academy	*'The Boy in the Striped Pyjamas'* – Seneca Learning BBC Bitesize – *'Lord of the Flies'* Life lessons from *'To Kill a Mockingbird'*	Grace Nichols commenting on *'Praise Song for my Mother'* Simon Armitage commenting on *'Harmonium'* Summary of *'Nettles'* by Vernon Scannell	Explore Anne Frank's Secret Annex About Anne Frank	RSC – *'Much Ado about Nothing'* RSC – *'A Midsummer Night's Dream'*	Oak Academy Rhetoric resources Oak Academy non-fiction resources

Year 9 *Morality*	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	**Shakespeare – '*The Merchant of Venice*' or '*Romeo and Juliet*'** *Study of a whole play, exploring the writers' aims in presenting a moral standpoint.* • Playwright's intentions across a play • Themes, messages and motifs • Plot • Setting • Characterisation • Stagecraft • Historical and social context • Sympathy and empathy	**Explorations in creative reading and writing** *An introduction to Language Paper 1, Section A using a range of extracts which pose ethical questions.* • Persuasive techniques • Characterisation • Plot • Setting • Narrative structures • Genre, audience and purpose • Experience of exam-style assessment • Considering contemporary moral issues	**Novel** *Study of the novel 'Of Mice and Men', exploring the writer's aims in presenting minority characters and the moral messages conveyed through the novel.* • Plot • Setting • Context • Characterisation • Writer's message • Close analysis of language • Structural choices	**Writer's viewpoints and perspectives** *An introduction to Language Paper 2, Section A using 'Narrative of the Life of Frederick Douglass' as a basis for analysis.* • Persuasive techniques • Features and conventions of non-fiction texts (newspaper articles, leaflets, autobiographies, diary entries) • Genre, audience and purpose • Empathy and historical knowledge	**Dystopian Writing** *Creative writing inspired by a range of dystopian extracts, with students engaging with writers' purposes and what they are trying to comment about their own contemporary society.* • Grammar • Sentence structures • Vocabulary • A range of literary and rhetorical devices • Narrative structures • Genre conventions • Crafting characterisation and atmosphere	**Poetry: Power and Conflict** *Study of the AQA Power and Conflict poetry anthology, as well as two GCSE set poems as 'unseen' practices ('Porphyria's Lover' and 'The Farmer's Bride') to explore writers' purposes.* • A selection of poets such as Robert Browning, Percy Shelley, William Blake, Ted Hughes and Wilfred Owen • Poetic techniques (similes, metaphors, personification) • Poetic structures (rhyme, stanzas, poetic voice) • Form, language and structure • Empathy and students' own personal responses to the consequences of war
Skills	Key Skills: • Forming an argument in a critical essay • Analysing and evaluating writer's ideas and techniques • Analysing writer's choices Other Skills: • Decoding • Writing critically • Analysing contextual information • Evaluating character arc across a play Grammar Skills Focus: • Vocabulary for critical essays	Key Skills: • Evaluating the effect of writers' choices • Analysing a text, using critical inference and evidence to support Other Skills: • Working within time constraints • Justifying creative choices • Developing an appreciation of different cultural contexts Grammar Skills Focus: • Re-cap of parenthesis	Key Skills: • Evaluating a writer's message across a whole novel • Writing critically Other Skills: • Analysing a text, using critical inference and evidence to support • Analysing writer's language and structural choices • Applying knowledge of historical and social context Grammar Skills Focus: • Fronted adverbials	Key Skills: • Critically evaluating two non-fiction texts Other Skills: • Forming and articulating opinions on moral issues in society • Analysing the effects of persuasive techniques • Analysing the impact of a writer's cultural identity and experiences Grammar Skills Focus: • Re-cap of sentence structures	Key Skills: • Writing with technical accuracy and creative flair • Using a range of devices to create imagery in writing Other Skills: • Experimenting with vocabulary and grammar to impact on a reader • Making conscious choices in creative writing Grammar Skills Focus: • Re-cap of punctuation (dashes, brackets, colons, semi-colons)	Key Skills: • Exploring writers' ideas and critically evaluating and comparing these • Recognising and analysing poetic conventions • Making critical comparisons Other Skills: • Applying contextual information • Critically comparing two poems Grammar Skills Focus: • Re-cap of appositive phrases
Independent Learning Link	RSC – '*The Merchant of Venice*' RSC – '*Romeo and Juliet*'	Oak Academy reading non-fiction resources	'*Of Mice and Men*' Seneca Learning	'Narrative of the Life of Frederick Douglass' e-book Penguin Books tips for reading non-fiction	Oak Academy short stories resources Seneca learning dystopia	Seneca learning conflict poetry