

| Term | Year 7 – Literary Heritage   | Year 8 – Allegorical and Didactic Literature   | Year 9 – Literature in Context   |
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| 1    | <p><b>The Origins of Literature: Greek and Norse Mythology</b></p> <ol style="list-style-type: none"> <li>Understanding how Greek and Norse mythology has influenced contemporary culture.</li> <li>Understanding the different purposes and functions of myths.</li> <li>Identifying and explaining language features in mythological texts.</li> <li>Evaluating the presentation of characters in myths.</li> <li>Writing creatively, using mythological tropes to create a moral tale.</li> </ol>                               | <p><b>Novel: Animal Farm</b></p> <ol style="list-style-type: none"> <li>Knowing the novel’s plot, characters, themes, and purpose.</li> <li>Analysing the writer’s methods, using accurate terminology.</li> <li>Exploring and making links to contextual factors influencing the novel.</li> <li>Producing a formal essay response to the text.</li> <li>Writing creatively, exploring the thoughts and feelings of a character through a monologue.</li> </ol>   | <p><b>Novel: The Woman in Black by Susan Hill</b></p> <ol style="list-style-type: none"> <li>Knowing the novel’s plot, characters, themes, and purpose.</li> <li>Analysing the writer’s methods, using accurate terminology.</li> <li>Exploring and making links to contextual factors influencing the novel.</li> <li>Producing a formal essay response to the text.</li> <li>Writing creatively, using Gothic tropes to build tension and suspense.</li> </ol>   |
| 2    | <p><b>Play: A Christmas Carol</b></p> <ol style="list-style-type: none"> <li>Knowing the play’s plot, characters, themes, and purpose.</li> <li>Analysing Dickens’ methods, using accurate terminology.</li> <li>Exploring and making links to contextual factors influencing the play.</li> <li>Producing a formal essay response to the text.</li> <li>Writing persuasively, using a range of rhetorical devices appropriate to audience.</li> </ol>   | <p><b>Non-Fiction Writing: Rhetoric</b></p> <ol style="list-style-type: none"> <li>Understanding the origins of rhetorical writing and its purpose.</li> <li>Reading and understanding a range of rhetoric from diverse, historical figures.</li> <li>Identifying rhetorical devices, using correct terminology, in speeches.</li> <li>Exploring and analysing the effect of rhetorical devices.</li> <li>Writing persuasively, using rhetorical devices appropriate to audience.</li> </ol>   | <p><b>The Art of Short Stories</b></p> <ol style="list-style-type: none"> <li>Reading a range of short stories/flash fiction.</li> <li>Revising the basic structure of a narrative.</li> <li>Identifying and exploring structural features used by writers.</li> <li>Evaluating the impact of different structural devices in short stories / flash fiction.</li> <li>Writing creatively, using a range of structural features.</li> </ol>   |
| 3    | <p><b>An Introduction to Shakespeare</b></p> <ol style="list-style-type: none"> <li>Exploring historical and social context of Shakespeare’s life and era.</li> <li>Reading and exploring a range of extracts from Shakespeare’s plays.</li> <li>Understanding the conventions of Shakespeare’s plays, including genre and characters.</li> <li>Analysing language for meaning in key extracts, using accurate terminology.</li> <li>Writing creatively, from the perspective of a ‘groundling’ in Shakespeare’s Globe.</li> </ol> | <p><b>Shakespeare: The Merchant of Venice</b></p> <ol style="list-style-type: none"> <li>Knowing the play’s plot, characters, themes, and purpose.</li> <li>Analysing the playwright’s methods, using accurate terminology, and including analysis of stagecraft.</li> <li>Exploring and making links to contextual factors influencing the play, including ideas of discrimination and social justice.</li> <li>Producing a formal essay response to the text.</li> <li>Writing creatively, producing a description of Venice.</li> <li>Writing persuasively, exploring your opinion of the discrimination depicted in the play.</li> </ol> | <p><b>Shakespeare: Romeo and Juliet</b></p> <ol style="list-style-type: none"> <li>Knowing of the play’s plot, characters, themes, and purpose.</li> <li>Analysing Shakespeare’s methods, using accurate terminology and including analysis of stagecraft.</li> <li>Exploring and making links to contextual factors influencing the play, including conventions of tragedy.</li> <li>Producing a formal essay response to the text.</li> <li>Writing creatively, producing a sonnet in the correct form, using a range of imagery.</li> <li>Writing persuasively, exploring your opinion about masculinity in society / male characters in the play.</li> </ol> |

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| 4    | <p><b>Poetry: The Romantics</b></p> <ol style="list-style-type: none"> <li>1 Knowing the key Romantic poets.</li> <li>2 Understanding the contextual influences on Romantic poetry.</li> <li>3 Reading and understanding a range of Romantic poetry.</li> <li>4 Identifying and exploring methods used by poets to create meanings, including allegorical poems.</li> <li>5 Writing persuasively, exploring students’ opinion of the countryside versus city living.</li> </ol>                           | <p><b>Shakespeare: The Merchant of Venice</b></p> <ol style="list-style-type: none"> <li>1 Knowing the play’s plot, characters, themes, and purpose.</li> <li>2 Analysing the playwright’s methods, using accurate terminology, and including analysis of stagecraft.</li> <li>3 Exploring and making links to contextual factors influencing the play, including ideas of discrimination and social justice.</li> <li>4 Producing a formal essay response to the text.</li> <li>5 Writing persuasively, exploring your opinion of the discrimination depicted in the play.</li> </ol> | <p><b>Shakespeare: Romeo and Juliet</b></p> <ol style="list-style-type: none"> <li>1 Knowing of the play’s plot, characters, themes, and purpose.</li> <li>2 Analysing Shakespeare’s methods, using accurate terminology and including analysis of stagecraft.</li> <li>3 Exploring and making links to contextual factors influencing the play, including conventions of tragedy.</li> <li>4 Producing a formal essay response to the text.</li> <li>5 Writing persuasively, exploring your opinion about masculinity in society / male characters in the play.</li> </ol> |
| 5    | <p><b>Novel: The Breadwinner by Deborah Ellis</b></p> <ol style="list-style-type: none"> <li>1 Knowing the novel’s plot, characters, themes, and purpose.</li> <li>2 Analysing Ellis’ methods, using accurate terminology.</li> <li>3 Exploring and making links to contextual factors influencing the novel.</li> <li>4 Producing a formal essay response to the text.</li> <li>5 Writing creatively, exploring the thoughts and feelings of a character through a monologue.</li> </ol>                 | <p><b>The Gothic</b></p> <ol style="list-style-type: none"> <li>1 Understanding and identifying Gothic conventions, using accurate terminology.</li> <li>2 Reading a range of complex, Gothic extracts.</li> <li>3 Responding personally to texts and considering impact of sentence constructions.</li> <li>4 Analysing writers’ methods, including use of language, punctuation, and structural features.</li> <li>5 Writing creatively, using Gothic tropes to build tension and suspense.</li> </ol>   | <p><b>Novel: The Hate U Give by Angie Thomas</b></p> <ol style="list-style-type: none"> <li>1 Knowing of the novel’s plot, characters, themes, and purpose.</li> <li>2 Analysing Thomas’ methods, using accurate terminology.</li> <li>3 Exploring and making links to contextual factors influencing the novel.</li> <li>4 Producing a formal essay response to the text.</li> <li>5 Writing creatively, exploring the thoughts and feelings of a character through a monologue.</li> </ol>  |
| 6    | <p><b>Spoken Language</b></p> <ol style="list-style-type: none"> <li>1 Understanding and identifying a range of rhetorical devices.</li> <li>2 Organising a group presentation with a clear structure and purpose (using The Breadwinner as a platform).</li> <li>3 Presenting, as a group, in a formal setting, using standard English.</li> <li>4 Using a variety of rhetorical devices to engage the audience.</li> <li>5 Responding in detail to feedback and questions from the audience.</li> </ol> | <p><b>War Poetry</b></p> <ol style="list-style-type: none"> <li>1 Knowing a range of war poets, including Wilfred Owen in-depth.</li> <li>2 Reading and understanding a range of war poetry.</li> <li>3 Understanding of the contextual influences on war poetry, including propaganda and realities of war.</li> <li>4 Identifying and exploring methods used by poets to create meanings, including poets’ intentions.</li> <li>5 Writing creatively, using conventions of war poetry to create a war poem.</li> </ol>   | <p><b>Spoken Language</b></p> <ol style="list-style-type: none"> <li>1 Revising and solidifying knowledge of rhetoric.</li> <li>2 Organising a presentation with a clear structure and sequence on a topic of students’ choice (using The Hate U Give as a platform).</li> <li>3 Presenting in a formal setting, using standard English.</li> <li>4 Using a variety of rhetorical devices to engage the audience.</li> <li>5 Responding in detail to feedback and questions from the audience.</li> </ol>   |