

Term	Year 7 – Literary Heritage	Year 8 – Allegorical and Didactic Literature	Year 9 – Literature in Context
1	<p>The Origins of Literature: Greek and Norse Mythology</p> <ol style="list-style-type: none"> 1 Understanding how Greek and Norse mythology has influenced contemporary culture. 2 Understanding the different purposes and functions of myths. 3 Identifying and explaining language features in mythological texts. 4 Evaluating the presentation of characters in myths. 5 Writing creatively, using mythological tropes to create a moral tale. 	<p>Novel: Animal Farm</p> <ol style="list-style-type: none"> 1 Knowing the novel’s plot, characters, themes, and purpose. 2 Analysing the writer’s methods, using accurate terminology. 3 Exploring and making links to contextual factors influencing the novel. 4 Producing a formal essay response to the text. 5 Writing creatively, exploring the thoughts and feelings of a character through a monologue. 	<p>Novel: The Woman in Black by Susan Hill</p> <ol style="list-style-type: none"> 1 Knowing the novel’s plot, characters, themes, and purpose. 2 Analysing the writer’s methods, using accurate terminology. 3 Exploring and making links to contextual factors influencing the novel. 4 Producing a formal essay response to the text. 5 Writing creatively, using Gothic tropes to build tension and suspense.
2	<p>Play: A Christmas Carol</p> <ol style="list-style-type: none"> 1 Knowing the play’s plot, characters, themes, and purpose. 2 Analysing Dickens’ methods, using accurate terminology. 3 Exploring and making links to contextual factors influencing the play. 4 Producing a formal essay response to the text. 5 Writing persuasively, using a range of rhetorical devices appropriate to audience. 	<p>Non-Fiction Writing: Rhetoric</p> <ol style="list-style-type: none"> 1 Understanding the origins of rhetorical writing and its purpose. 2 Reading and understanding a range of rhetoric from diverse, historical figures. 3 Identifying rhetorical devices, using correct terminology, in speeches. 4 Exploring and analysing the effect of rhetorical devices. 5 Writing persuasively, using rhetorical devices appropriate to audience. 	<p>The Art of Short Stories</p> <ol style="list-style-type: none"> 1 Reading a range of short stories/flash fiction. 2 Revising the basic structure of a narrative. 3 Identifying and exploring structural features used by writers. 4 Evaluating the impact of different structural devices in short stories / flash fiction. 5 Writing creatively, using a range of structural features.
3	<p>An Introduction to Shakespeare</p> <ol style="list-style-type: none"> 1 Exploring historical and social context of Shakespeare’s life and era. 2 Reading and exploring a range of extracts from Shakespeare’s plays. 3 Understanding the conventions of Shakespeare’s plays, including genre and characters. 4 Analysing language for meaning in key extracts, using accurate terminology. 5 Writing creatively, from the perspective of a ‘groundling’ in Shakespeare’s Globe. 	<p>Shakespeare: The Merchant of Venice</p> <ol style="list-style-type: none"> 1 Knowing the play’s plot, characters, themes, and purpose. 2 Analysing the playwright’s methods, using accurate terminology, and including analysis of stagecraft. 3 Exploring and making links to contextual factors influencing the play, including ideas of discrimination and social justice. 4 Producing a formal essay response to the text. 5 Writing creatively, producing a description of Venice. 6 Writing persuasively, exploring your opinion of the discrimination depicted in the play. 	<p>Shakespeare: Romeo and Juliet</p> <ol style="list-style-type: none"> 1 Knowing of the play’s plot, characters, themes, and purpose. 2 Analysing Shakespeare’s methods, using accurate terminology and including analysis of stagecraft. 3 Exploring and making links to contextual factors influencing the play, including conventions of tragedy. 4 Producing a formal essay response to the text. 5 Writing creatively, producing a sonnet in the correct form, using a range of imagery. 6 Writing persuasively, exploring your opinion about masculinity in society / male characters in the play.

Term	Year 7 – Literary Heritage	Year 8 – Allegorical and Didactic Literature	Year 9 – Literature in Context
4	<p>Poetry: The Romantics</p> <ol style="list-style-type: none"> 1 Knowing the key Romantic poets. 2 Understanding the contextual influences on Romantic poetry. 3 Reading and understanding a range of Romantic poetry. 4 Identifying and exploring methods used by poets to create meanings, including allegorical poems. 5 Writing persuasively, exploring students’ opinion of the countryside versus city living. 	<p>Shakespeare: The Merchant of Venice</p> <ol style="list-style-type: none"> 1 Knowing the play’s plot, characters, themes, and purpose. 2 Analysing the playwright’s methods, using accurate terminology, and including analysis of stagecraft. 3 Exploring and making links to contextual factors influencing the play, including ideas of discrimination and social justice. 4 Producing a formal essay response to the text. 5 Writing persuasively, exploring your opinion of the discrimination depicted in the play. 	<p>Shakespeare: Romeo and Juliet</p> <ol style="list-style-type: none"> 1 Knowing of the play’s plot, characters, themes, and purpose. 2 Analysing Shakespeare’s methods, using accurate terminology and including analysis of stagecraft. 3 Exploring and making links to contextual factors influencing the play, including conventions of tragedy. 4 Producing a formal essay response to the text. 5 Writing persuasively, exploring your opinion about masculinity in society / male characters in the play.
5	<p>Novel: The Breadwinner by Deborah Ellis</p> <ol style="list-style-type: none"> 1 Knowing the novel’s plot, characters, themes, and purpose. 2 Analysing Ellis’ methods, using accurate terminology. 3 Exploring and making links to contextual factors influencing the novel. 4 Producing a formal essay response to the text. 5 Writing creatively, exploring the thoughts and feelings of a character through a monologue. 	<p>The Gothic</p> <ol style="list-style-type: none"> 1 Understanding and identifying Gothic conventions, using accurate terminology. 2 Reading a range of complex, Gothic extracts. 3 Responding personally to texts and considering impact of sentence constructions. 4 Analysing writers’ methods, including use of language, punctuation, and structural features. 5 Writing creatively, using Gothic tropes to build tension and suspense. 	<p>Novel: The Hate U Give by Angie Thomas</p> <ol style="list-style-type: none"> 1 Knowing of the novel’s plot, characters, themes, and purpose. 2 Analysing Thomas’ methods, using accurate terminology. 3 Exploring and making links to contextual factors influencing the novel. 4 Producing a formal essay response to the text. 5 Writing creatively, exploring the thoughts and feelings of a character through a monologue.
6	<p>Spoken Language</p> <ol style="list-style-type: none"> 1 Understanding and identifying a range of rhetorical devices. 2 Organising a group presentation with a clear structure and purpose (using The Breadwinner as a platform). 3 Presenting, as a group, in a formal setting, using standard English. 4 Using a variety of rhetorical devices to engage the audience. 5 Responding in detail to feedback and questions from the audience. 	<p>War Poetry</p> <ol style="list-style-type: none"> 1 Knowing a range of war poets, including Wilfred Owen in-depth. 2 Reading and understanding a range of war poetry. 3 Understanding of the contextual influences on war poetry, including propaganda and realities of war. 4 Identifying and exploring methods used by poets to create meanings, including poets’ intentions. 5 Writing creatively, using conventions of war poetry to create a war poem. 	<p>Spoken Language</p> <ol style="list-style-type: none"> 1 Revising and solidifying knowledge of rhetoric. 2 Organising a presentation with a clear structure and sequence on a topic of students’ choice (using The Hate U Give as a platform). 3 Presenting in a formal setting, using standard English. 4 Using a variety of rhetorical devices to engage the audience. 5 Responding in detail to feedback and questions from the audience.