



		Autumn Term: Prose		Spring Term: Drama	Summer 1: Poetry & Allegory		Summer 2: Reading for Writing	
7 - Morality	Literary Heritage	Oliver Twist		A Midsummer Night’s Dream	Poetry (Metaphor)		Ancient Tales	
	Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality		Life in Elizabethan England; life in ancient Athens; Shakespeare’s life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Structure and use of metaphor; poetic forms; how to approach an unseen poem. Poets studied include Blake and Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg.		What Ancient Tales are; the oral story tradition; what the morals of stories are; short story structure(s). Tales include ‘The Cheetah’s Whisker’; ‘Hansel and Gretel’; ‘Two Dinners’; ‘The Giant’s Causeway’; ‘The Wicked King’; ‘1001 Nights’	
	Vocabulary	Villains and victims; vulnerable; corrupt; naïve; orphan; moral, morality ; prose (form)		Soliloquy, severe, conflict, unrequited love, to mock, chaos, patriarchy, consent, identity; drama (form)	Metaphor, literal and metaphorical language, tenor, vehicle, ground; poetry (form)		Quest, enunciation, ingenuity, out-wit, relatable, comeuppance, repentant, set up & pay off (linked to Creative Writing unit)	
	Analytical Writing	Topic sentences about characters / characterisation + selecting / embedding a quotation + exploring how meaning is created in a Victorian prose text.		Topic sentence about themes/concepts + selecting / embedding a quotation + starting to use analytical sentences to explore effects of dramatic choices.	Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writer’s choices of poetic language (metaphor) create meaning (s).		Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writers’ structural choices in short stories create meaning	
	Writing for Pleasure	Introduction to Description and Setting: Pupils develop descriptive writing through sensory detail, expanded noun phrases, figurative language and atmosphere , building towards a structured setting description.	WW1 Life in the Trenches – Letter Writing: Pupils develop letter-writing skills , adapting tone, structure and vocabulary for different audiences and purposes while exploring experiences of life in the trenches.	Victorian Childhood – Non-fiction Writing: Pupils explore Victorian childhood and child labour while developing informative writing, viewpoint, evidence and clear paragraphing .	The Great Fire of London – Report Writing: Pupils learn to produce clear non-chronological reports , using headings, factual detail, formal language and subject-specific vocabulary.	Dystopian Settings – Descriptive Writing: Pupils develop more ambitious descriptive writing through varied sentences, imagery, figurative language and atmosphere , creating dystopian settings that explore ideas such as inequality, oppression and decay.		
	Reading for Pleasure	This unit develops pupils’ reading confidence, fluency, stamina and enjoyment through <i>The Monkey’s Paw</i> , <i>Tsunami Girl</i> , <i>Refugee Boy</i> and <i>Shadow</i> . Pupils explore a range of genres, perspectives and themes including identity, belonging, resilience, friendship and displacement . Through shared and independent reading, discussion and vocabulary development, pupils are encouraged to respond personally to texts, broaden their reading choices and develop into confident, independent readers.						
8 – Duality	Literary Heritage	The Adventures of Sherlock Holmes		The Tempest	Animal Farm (Allegory)			
	Key knowledge	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals		The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	Allegory; Orwell’s life and times; the Russian Revolution; recurring imagery; irony and corruption			
	Vocabulary	To enlighten, deduction, detective scandal, periodical, introspective, dual nature, duality, observation, colonial, post-colonial		Colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy, sub-plot, patriarchy, consent, colonial, post-colonial	Allegory, tyranny, tyrant, rebellion, hypocrisy, corruption, harvest, propaganda, cult of personality, treacherous; authorial intent			
	Analytical Writing	Y7 + Using complex topic sentences to explore character; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using sentences to link ideas from one paragraph to another.		+ Using complex topic sentences to explore character and theme; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using dramatic terminology accurately; memorising key knowledge.	+ Using complex topic sentences to explore themes & concepts; selecting and embedding quotations; using analytical sentences to explore how writer’s choices create meaning; linking textual analysis to contextual analysis			
	Reading for Pleasure	This unit develops pupils’ reading confidence, fluency, stamina and enjoyment through <i>The Mosquito Coast</i> , <i>The Outsiders</i> and <i>The Amazing Story of Adolphus Tips</i> . Pupils explore themes including adventure, identity, belonging, conflict, family and resilience . Through shared and independent reading, discussion and vocabulary development, pupils encounter different perspectives, broaden their reading choices and develop into confident, independent readers.						
	Writing for Pleasure	Sherlock Holmes – Descriptive and Letter Writing: Pupils develop persuasive letter writing , using formal structure, rhetorical techniques and evidence to convince Sherlock Holmes to investigate a Victorian mystery.	The Gothic – Creative and Descriptive Writing: Pupils develop Gothic description , using atmosphere, imagery, figurative language and structural choices to create mystery, fear and tension.	Taking a Stand: Pupils develop persuasive and rhetorical writing , exploring how writers and speakers express strong viewpoints before creating a formal presentation on a social issue.	Magazine Article Writing: Pupils develop engaging article writing , using effective openings, facts, quotations, clear viewpoints and an appropriate voice for a teenage audience.	Narrative Writing: Pupils develop structured and engaging narratives , using character, viewpoint, sequencing, atmosphere and structural techniques to craft their own stories.		

9 – <i>Multi- plicity</i>	Literary Heritage	Jane Eyre		Small Island	Poetry (comparison)		Rhetoric	
	Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i>		The Windrush; colonialism and multi-cultural Britain; modern dramatic conventions; character and monologue; foreshadowing; the form of a tragedy; AC Bradley’s lectures on tragic character	Journeys: Extended metaphors & comparison; ‘Paradise Lost’, ‘The Road Not Taken’, ‘Night Mail’, ‘The Canterbury Tales’: Poets include John Milton, Geoffrey Chaucer, Patience Agbabi, W.H. Auden, Grace Nichols, Jackie Kay		Aristotle; ethos, logos, pathos; links between Greek & Roman discourse of rhetoric and Renaissance/Shakespearean texts; how to write for performance and impact	
	Vocabulary	Dependence / independence; oppression; juxtaposition; humiliation; hypocrisy; comeuppance; childhood; patriarchy; consent		Adversity; ambition; empire; colony; colonialism; obstacle, tragic, tragic flaw, foreshadow, monologue	Extended metaphor, epic poetry, procrastination; journey; identity; comparison; inter-textuality; partner text		Rhetoric; ethos, logos, pathos; viewpoint; perspective; effect; narrative voice; metaphor & figurative language; duality; antithesis; tricolon; rhetorical question.	
	Analytical Writing	Y8 + how to introduce and sustain a thesis across a whole essay; planning & developing; writing introductions; analytical sentences exploring alternative meanings.		+ Analysing structure through a whole text through characterisation, exploring alternative interpretations (context of production/reception)	+ Using comparative topic sentences for poetry comparison; exploring alternative interpretations; using tentative language (may/could)		Applying Writing Mastery sentence knowledge: using sentence variety for impact in a performed speech. Focusing on the effect of writing using ethos, logos and pathos.	
	Writing for Pleasure	Women’s Rights – Non-Fiction Comparison Writing: Pupils develop comparative writing , exploring different perspectives on women’s rights and using evidence and comparative language to explain similarities and differences.	Women’s Rights – Persuasive Writing: Pupils develop persuasive writing , using clear arguments, rhetorical devices, evidence and purposeful structure to create a speech advocating greater equality.	Malevolent Characters – Descriptive and Narrative Writing: Pupils develop creative writing , using precise description, figurative language, contrast, dialogue and setting to create convincing sinister characters.	Class and Opportunity – Article Writing: Pupils develop opinion article writing , using evidence, statistics, personal testimony and persuasive techniques to explore class and social inequality.	Adventure and Risk – Open Letter Writing: Pupils develop persuasive transactional writing , using evidence, counter-arguments and rhetorical techniques to debate adventure, risk and responsibility.	The Arrival – Descriptive Writing and Atmosphere: Pupils develop sophisticated descriptive writing , using shifts in focus, sensory detail, imagery and figurative language to create atmosphere and describe unfamiliar settings.	