

SUBJECT CURRICULUM PLAN 2024 - 2025

The Dean Academy 5 year Implementation overview: We sequence our knowledge-rich KS3 curriculum by exploring our six key concepts (Characterisation, Imagery, Rhetoric, Grammar, Structure & Genre and Context & Perspectives), developing schemas of knowledge and engaging with a range of high-quality stimuli to cultivate the four areas of knowledge and skill (reading, writing, oracy & literacy) in order to access the KS4 curriculum. The KS3 curriculum is sequenced to build this knowledge and the key skills from KS2, advancing in challenge, depth and variety each year, underpinned by a range of British and multicultural genres and forms. Students will have explored and be confident in responding to, and producing their own, Prose, Poetry, Non-Fiction, Short Stories, Plays and Media Texts. Additionally, they will have the ability to articulate ideas, viewpoints and experiences verbally to a range of audiences and for different purposes, to prepare them for life after The Dean Academy.

In Year 7, we are developing students' awareness of different cultures, the art of persuasion, Elizabethan England & media; in Year 8 we focus on empathy through the exploration of Perspectives, Coming of Age, Gothic, Bias, and EDI and in Year 9, the emphasis is on seminal world literature, Dystopia, Britain and how literature has been influenced by our roots, from patriarchy and the role of women in Elizabethan England, the psychological impacts of war, as well as how Britain has evolved since the 19th century.

We must aim to enthuse our students within English, so students become critical thinkers, read for pleasure and take risks. Ideally, we want our students to leave our classrooms discussing, reciting and reflecting on what they have explored or taken part in. Our Key Stage 3 curriculum exposes students to different viewpoints, perspectives, voices and experiences through the study of increasingly challenging and engaging texts. Furthermore, students should be confident, fluent and technically accurate writers and use what they have read or experienced to develop these skills. Oracy opportunities must be embedded throughout the curriculum to develop articulate and expressive speakers, but also to help formulate ideas and views.

We sequence our KS4 curriculum through the concurrent study of GCSE Literature and Language to increase engagement and depth of study of our set texts, as well as teaching the key language analysis and writing skills through these texts.

The GCSE course is demanding, and we want our students to achieve as highly as possible in their Year 11 examinations, but this is not the sole purpose of our curriculum. In addition, it is designed to inspire, enthuse and challenge students into thinking about their lives and the world around them now and in the past. Students will be able to develop their skill and confidence in communicating ideas in a range of forms both verbally and in writing, as well as explore how writers convey their intentions and bring their own worlds to life. Finally, we want as many students as possible to go on to study Language and/or Literature at KS5 and promote this where we can.

		Autobiographical Novel: <i>Chinese Cinderella</i>	Poetry Writing: 'Words that Burn'	Shakespeare: <i>Will I Am</i>	Spy School (description/narrative writing)	Non-Fiction/Media reading: Going Global	Non-fiction Writing: Dragon's Den
Year 7	Knowledge	Yen Mah's childhood, experiences, family, challenges, achievements and memories; Autobiography conventions; Know what emotive language is and the connotations created; Methods used to construct action sequences (fronted adverbials, exclamation marks, adverbs & zoomorphism); Learn the WHW model and sentence stems; Expand tier 2 & 3 vocabulary; Schemas of knowledge China and its history Globalisation Communism vs Capitalism Family dynamics Identity Emotional abuse Ambition & Aspirations	Know that poems are structured in lines and stanzas Know that similes, metaphors & personification reflect images; Know that punctuation can create emphasis; Know that poets use emjambment, casura and end-stopped lines for effect Know that free verse and regular poetry has different effects Know how to use poetic methods to create meanings Know how to use the 2 nd person and 3 rd person Schemas of knowledge: Universal Declaration of Human Rights Hate crimes Discrimination Protected Characteristics Genocide Revolution	Learn about Shakespeare's world Know common Shakespearean words and phrases Know what leaflet features are and how to use them Know how characters are presented Know how Shakespeare presents relationships Identify play conventions Identify extended metaphors Understand what a monologue is Know that writers use humour Schemas of knowledge: Shakespeare Jacobean/Elizabethan life The Globe theatre Anti-Semitism Patriarchy Arranged marriage Colonialism	Know that Spy Writing follow specific genre conventions Know how infer Know that different words have different purposes Know that writers use juxtaposition for effect Schemas of knowledge Looking beyond gender stereotypes Spies in WWII British Colonialism Elizabethan England	Advertising techniques and conventions Different media text types Key words – denotation and connotation Media Narratives Specific camera shots and sound types Schemas of knowledge: Modern media Fake news Advertising & marketing Charities	Know what pitch conventions are Know what letter conventions are and how they are structured Learn rhetorical methods Know Aristotle's Triad (pathos, ethos & logos) Know strategies and techniques for speaking persuasively and with clarity Schemas of knowledge: Pitching Famous inventors Advertising & marketing Revise ISPACED (how to vary sentence openers) Identify and correct comma splices
	Skills	How to infer How to select evidence Analyse how writers describe characters Analyse how writers use emotive language Analyse how writers create action sequences	How to construct original poetry through free verse How to deploy poetic methods for different effects	Know how to actively read to infer Know how to analyse language, characterisation, relationships and impact of context on text	Know how to use varying sentence types (simple, compound, complex) for effect Know how to use noun phrases and prepositional phrases to create character Know how to use semantic fields to create atmosphere Know how to paragraph effectively Know that a narrative perspective effects the readers' experience. Know how to use freytag's pyramid to structure a narrative Know how to vary sentence openers using ISPACED techniques	Persuasion Summary Comparison Inference Analysis Evaluation Product appeal Annotation Structuring/Sequencing ideas Specific analysis of media aspects	Team work Letter and pitch persuasive writing Persuasive speaking
	Concepts	Characterisation, Imagery, Structure and Genre, Grammar, Contexts & Perspectives	Imagery, Structure/genre, Contexts/ Perspectives	Characterisation, Imagery, Structure and Genre, Grammar, Contexts & Perspectives	Characterisation, Imagery, Structure and Genre, Grammar	Rhetoric, Imagery, Structure & Genre, Grammar, Contexts & Perspectives	Rhetoric, Structure & Genre, Grammar, Contexts & Perspectives
	Common Misconceptions	How to structure KS3 paragraph responses, finding evidence, sentence types	What poetry is, Word types, difference between simile, metaphor and personification	Historical facts about Shakespeare, Etymological & Imagery	KS2 Word Types, Grammatical Structures	Denotation vs Connotation	Non-Fiction Text Conventions
	Links to prior learning	KS2 Reading for meaning, inference, evidence-finding, Tier 2 vocabulary, grammar, spelling and punctuation	KS2 Planning, drafting, editing	KS2 Shakespeare	KS2 Fiction Writing	Y7 Chinese Cinderella Unit	Y7 Going Global Unit & KS2 Non-Fiction Writing
	Links to future learning	KS3 fiction & KS4 fiction	KS3 Poetry & KS4 Poetry	Y9 Romeo & Juliet & KS4 Macbeth	KS3 Fiction Writing & KS4 Fiction Writing	Y8 Journalism Unit & KS4 Non-Fiction GCSE Media Studies	Y8 Journalism Unit, Y9 Non-Fiction Writing & KS4 Non-Fiction
	Assessment	Mini Milestone Apply knowledge of how writers use emotive language using the WHW model Milestone Assess knowledge of inference, choosing evidence and how writers use language to present characters Oracy All About Me speech	Mini Milestone Write a free verse poem in 2 nd person from an image. Milestone Write a poem of your structural choice in 3 rd person about a victim of a hate crime. Oracy Poetry slam	Mini Milestone Students pick one of the 7 stages and analyse the metaphor. Milestone Students to analyse their favourite extract from the unit focusing on relationships	Mini Milestone Write 'exposition' and 'rising action' chapter of spy story Milestone Write 'climax' and 'resolution' chapter of spy story	Mini Milestone Mini analysis of a print product Milestone Comparison of two media products	Mini Milestone Write a persuasive letter to producers of Dragons' Den Milestone Write a pitch persuading the Dragons to invest in your product. Oracy Group persuasive pitch to encourage Dragons to invest in your product.
		Face - the Play	Gothic Horror	Novel: <i>Toffee</i>	Short Stories: <i>Coming of Age: EDI Experiences</i>	Cultural Poetry	Journalism Writing
Year 8	Knowledge	Conventions of playscript Tension/Plot structure/Chronology Mise En Scene Split narrative	Know that gothic horror is a genre that follows specific conventions Know that writers structure their texts for effect	Know that writers choose structure for effect	Know that Coming of Age is a Genre that follows specific conventions Know that writers use language to make us empathise with characters	Similes, metaphors and personification Repetition Alliteration & onomatopoeia Enjambment	Know that ethos, pathos and logos are essential in Non-Fiction writing Know that writer's ethos affects their bias

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		Prologue Greek Chorus Flashbacks Characterisation Juxtapositions Monologues Schemas of knowledge: Prejudice Disfigurement Risk taking behaviour Growing up/changing attitudes	Know how to use figurative language to create imagery Know how to vary sentence lengths (simple, compound complex) Know how to use setting to create atmosphere and tension Know that sentences contain a subject, verb and object Schemas of knowledge: Role of women Patriarchy 18 th /19 th century Britain	Know that texts leave information to infer and leave information out for effect Know that writers use language choices/ methods to create character Know that writers use typography for effect Know that writers use settings and symbolism to connect to characters emotions Know how to annotate a poem Know how to write an analytical paragraph that connects to the writer's message Know that characters have specific identities Schemas of Knowledge: Dementia – Identity – Abuse – Symbiotic relationships – Morality	Know that writers create character's idiolects/ personal voice Schemas of Knowledge Cultural identity – discrimination - protected characteristics – immigration – refugees – LGBT identities	Caesura Stanza & line structures Rhyme Hyperbole Juxtapositions Narrative form How poets convey ideas and message Schemas of knowledge: Cultural identity Racial discrimination Slave Trade Economic inequality	Know that newspapers have specific political stances Know that writers write within a specific political stance Schemas of Knowledge: Political spectrum – Refugees & Immigration – Fracking and Climate Change – Racism and bias
	Skills	Prediction/Inference Reading aloud/dramatic reading Evaluation Description/Summary Empathy Annotation/Explanation What, How, Why Article writing Monologue writing Advice writing Scriptwriting	Know how to use a semantic field and juxtaposition to create characters Know how to use semi-colon and brackets effectively Know how to use foreshadowing effectively Know how and why to use various narrative perspectives To know how to adapt Freytag's pyramid when planning a narrative	Know how to annotate a poem Know how to write an analytical paragraph that connects to the writer's message Know that character's have specific identities Know how to use quotes to support ideas and explore word connotations Know how to analyse sound choices made by writers e.h: consonance Know how to write an argument statement.	Know how to structure a story and shift focus Know how to write show not tell sentences Know how to use methods to create convincing character dialogue Know how to follow the grammar rules of dialogue Know how writers use various sentences to create effect (Interrogative, declarative, imperative, exclamatory) Know that punctuation is especially important in a script Know how to write a script Know how to use allegory to impart a message Know how register is used for different audiences	Analysing language and structure Comparing ideas, language and structure	Know how to identify a Non-Fiction text's Genre, Audience, Purpose Know how to write to achieve various purposes (Inform, Persuade, Entertain, Analyse, Advise) Know how writers choose specific adjective to build descriptions Know how to compare two non-fiction texts Know how writers create an effective opening in an autobiography Know how to write an effective letter Know how to write an effective headline Know how to write an effective article
	Concepts	Characterisation, Imagery, Grammar, Structure & Genre, Contexts and perspectives	Characterisation, Imagery, Grammar, Structure & Genre, Contexts and perspectives	Characterisation, Imagery, Structure & Genre, Contexts and Perspectives	Characterisation, Imagery, Structure & Genre, Contexts and Perspectives, Rhetorical, Grammar	Characterisation, Imagery, Structure & Genre, Contexts and Perspectives	Rhetoric, Grammar, Structure & Genre
	Common Misconceptions	Play Conventions, Dialect & Bias	Gothic vs other genres	Inference inaccuracies and prose vs poetry	Viewpoints/Perspectives and tense forms	Poetic Methods	Non-Fiction Conventions & Using Rhetoric for effect
	Links to prior learning	Y7 Will I Am	Y7 Fiction Writing	Y7 Chinese Cinderella	Y7 Spy School	Y7 Words That Burn Poetry	Y7 Going Global & Dragons' Den
	Links to future learning	Y9 Romeo & Juliet, Y10 An Inspector Calls & Y11 Macbeth	Y9 Narrative & Descriptive Writing, Speckled Band & KS4 Fiction Writing	Y9 Novel, Short Story & KS4 Fiction Reading	Y9 Dystopian Writing & KS4 Fiction Writing	Y9 War Poetry & KS4 Poetry	Y9 Viewpoint Unit & KS4 Non-Fiction Reading/Writing
	Assessment	Mini Milestone Mini analysis of the effects of play conventions Milestone The playwrights create the character of Martin to teach the audience about the effects of prejudice. How far do you agree? Oracy Hot seating	Mini Milestone Describe a gothic setting and atmosphere Milestone Create a short Gothic Horror narrative	Mini Milestone How does Crossan present Allison and Marla's relationship (Essay response) Milestone How does Crossan use Allison's relationships to develop her identity. (Essay Response) Oracy Courtroom style debate on whether Allison is guilty of committing any crimes	Mini Milestone Write a script ending in a monologue exploring your character learning an important lesson while growing up. Milestone Write a story following an attack on England forcing your protagonist to become a refugee. Oracy Should writers write stories about characters that are not aligned with their own identity? – Class debate	Mini Milestone Mini analysis of structure and form in 'Island Man' Milestone Comparison (students' choice) between two poems from the unit	Mini Milestone Write a letter to you MP Milestone Write an article in the stance of a specific newspaper
		Shakespeare: Romeo and Juliet	Poetry about the journey of war, leading into descriptive writing	Novel: Of Mice and Men	Dystopian Narrative Writing	Short Story: The Speckled Band and Society in 19th c. Britain	Non-fiction into Speech Writing
Year 9	Knowledge	Know that Shakespeare uses language to create his characters and through dialogue Know that themes of patriarchy, roles of women and relationships are portrayed in the play Learn conventions of tragedy and romance Schemas of knowledge:	Know how to identify and analyse poetic methods (language and structural, anaphora, enjambment, caesura, end-stopped line, refrain) Identify poetic forms and their conventions (sonnet, narrative, ballad etc.) Schemas of knowledge:	Experience of men as travelling workers 1920s America Chronological narrative Methods to build tension Foreshadowing methods Colloquial language and dialect Animal Imagery	Know that different narrative voice and perspective can create effects; Know that different sentences create difference pacing; Active vs passive voice Direct vs reported speech	Know how short stories are constructed Characterisation Learn about crime genre conventions and plot structures	Know how writers present their ideas Know how non-fiction genres are constructed Know how to compare writer's opinions and ideas Know how rhetorical methods can be used to achieve specific effects on the reader

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	Role of women, Patriarchy, Elizabethan era, Game Changers, English etymology	Propaganda, WWI Trench warfare, women's roles in war, effects of war	Symbolism Structural choices and their effects on the reader Know that cyclical narratives reinforce a writer's message or intentions Schemas of Knowledge Wall Street Crash Great Depression Migrancy/Dustbowl Pride and work ethic Treatment of special needs The American Dream Representations of women, race and age	Aristotle's triad Schemas of knowledge: Climate change, population, technology, propaganda & governance	Know that writers use language to create tension Know how to explode the effects of word choices and consider connotations Develop tier 2 & 3 vocabulary Know that 19 th century Britain influenced Conan Doyle Schemas of knowledge: 19 th century Britain	(pathos/ethos/logos) and recreate these in original writing Understand that perspectives have changed since the 19 th century Know that speeches call audiences to action through direct address, rhetorical questions, humour, extended metaphors, similes, mirroring and declarative sentences Schemas of knowledge: Environment & animal welfare 19 th century Britain
Skills	Know how to identify and analyse Shakespearean methods (iambic pentameter, rhyming couplets, hyperbole, monologues, symbolism, prose vs poetry) Know how to construct clear and well-structured essays	Know how to language presents meaning Know how to compare ideas, themes and methods in poems Know how to use imagery deliberately to construct a description Know how to structure writing to achieve effects Know how to vary vocabulary, punctuation, and sentence choices for impact	How to infer How to predict Summary skills Selection and analysis of quotation Turning dialect into standard English, including use of speech	Know how to write technically accurate and engaging narratives Know conventions of the dystopian genre Know how to create dystopian settings and atmosphere Know how to plan, draft and edit creative writing Know how to use a range of language methods to create meaning and effects	Know how to infer in depth Know how to embed a range of well-chosen evidence Know how to explode the effects of word choices and consider connotations	Know how to construct a speech Know how to vary sentence structures and word choices to achieve specific effects Know how to draft, edit and proofread writing to check for clarity and accuracy Know how to structure ideas and arguments through clear topic sentences and discourse markers Know how to speak formally and engage audiences Know how to adapt register
Concepts	Characterisation, imagery, contexts	Imagery, contexts, grammar, structure & genre	Characterisation, imagery, contexts, structure & genre	Characterisation, grammar, Imagery, contexts, rhetoric, structure & genre	Characterisation, imagery, contexts, structure & genre	Rhetoric, grammar, contexts & perspectives, structure & genre
Common Misconceptions	Elizabethan English, Shakespeare's World & play conventions	Grammatical structures, poetic methods & form	1930s America, American English & attitudes towards gender/race/disability	Dystopian Genre & Grammatical Structures	19 th Century Britain, Crime Genre Conventions & 19 th Century language	Different Viewpoints and Perspectives & Non-Fiction Genres
Links to prior learning	Y7 Will I Am	Y7 Words That Burn Poetry, Spy School, Y8 Gothic Writing & Y8 Cultural Poetry	Y7 Chinese Cinderella, Y8 Face The Play & Toffee	Y7 Spy School, Y8 Gothic Writing & EDI Short Stories	Y7 Chinese Cinderella, Y8 Gothic Writing & EDI Short Stories	Y7 Going Global, Dragons' Den & Y8 Journalism
Links to future learning	KS4 Macbeth	KS4 Power & Conflict Poetry anthology & KS4 Fiction Writing	KS4 Fiction Reading	KS4 Fiction Writing	KS4 19 th Century Novel & KS4 Fiction Reading	KS4 Non-Fiction Reading & Writing
Assessment	Mini Milestone Mini analysis of an extract (Romeo's characterisation) Milestone Analysis of how female characters are presented (whole play's context) Oracy Harkness debate: who is to blame for the deaths?	Mini Milestone Opening of a description of an image linked to themes in the poems Milestone Description based on a stimulus Oracy Harkness debate: war – is it ever worth it?	Mini Milestone Analysis of how a writer uses language and structure to create tension Milestone Evaluation and critical exploration of who is to blame for the death of Curley's Wife. Oracy Harkness debate: who is to blame?	Mini Milestone Opening of a dystopian narrative Milestone Short dystopian narrative Oracy Mini drama from the POV of a dystopian character (1984, Fahrenheit 451, The Bees & Handmaid's Tale)	Mini Milestone How does Sir Arthur Conan Doyle present Dr Roylott as a villain in 'The Adventure of The Speckled Band'? Milestone How was Conan Doyle influenced by the social context of the 19th Century in writing The Speckled Band?	Mini Milestone Write the opening of a speech Milestone Write a speech about a topic Oracy Formal speech about a topic (students' choice)

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		Paper 1 Section B: A Christmas Carol Paper 1 Section A: Analysing and evaluating extracts from A Christmas Carol	Paper 1 Section B: A Christmas Carol Paper 1 Section A: Unseen 20 th or 21 st Century fiction	Literature Paper 2 Section B Power and Conflict poetry collection Paper 1 Section B Descriptive writing based on Power & Conflict image	Literature Paper 2 Section B Power and Conflict poetry collection Paper 1 Section B Narrative writing	Literature Paper 2 Section A Modern text: An Inspector Calls Paper 2 Section A Developing skills through modern text study & unseen extracts	Literature Paper 2 Section A Modern text: An Inspector Calls Paper 2 Section A 19 th Century literary non-fiction & 20 th or 21 st Century non-fiction
Year 10	Knowledge	<p>Literature Know that 19th century Britain and his upbringing influenced Dickens' writing</p> <p>Know that Dickens creates atmosphere and characters, through language (word level, imagery, sentence structures, hyperbole, zoomorphism, Gothic descriptions) and that the text is structured to convey ideas and message (staves, dialogue, circular narrative, omniscient narrator, allegorical)</p> <p>Language Know that writers use language to create meaning, effects</p> <p>Know that writers use language, sentence variety and punctuation to create characters</p> <p>Know that writers structure fiction for specific effects (focus, shift, cyclical vs. Chronological, mirroring, order of ideas)</p> <p>Know that grammatical structures change to reflect time, writers' idiolects and intentions</p>	<p>Literature Know that 19th century Britain and his upbringing influenced Dickens' writing</p> <p>Know that Dickens creates atmosphere and characters, through language (word level, imagery, sentence structures, hyperbole, zoomorphism, Gothic descriptions) and that the text is structured to convey ideas and message (staves, dialogue, circular narrative, omniscient narrator, allegorical)</p> <p>Language Know that writers use language to create meaning, effects</p> <p>Know that writers use language, sentence variety and punctuation to create characters</p> <p>Know that writers structure fiction for specific effects (focus, shift, cyclical vs. Chronological, mirroring, order of ideas)</p> <p>Know that grammatical structures change to reflect time, writers' idiolects and intentions</p>	<p>Literature Know that poets create ideas and present themes through language (imagery, idiolect), form (sonnet vs. Broken sonnet, free verse, regular stanza, dramatic monologue) and structure (anaphora, medias res, refrain, enjambment, end-stopped lines, caesurae)</p> <p>Know that poets are influenced by their experiences or those around them, and how this impacts their poetry</p> <p>Language Know that descriptions require imagery, semantic fields, zooming, showing-not telling, sentence variety, punctuation variety.</p> <p>Know different strategies for planning a description (big picture, zoom 1, zoom 2, zoom 3, shift in time or cause/effect).</p> <p>Know that deliberate word choices create different atmospheres and tones</p> <p>Know that single-sentence paragraphs create specific effects</p>	<p>Literature Know that poets create ideas and present themes through language (imagery, idiolect), form (sonnet vs. Broken sonnet, free verse, regular stanza, dramatic monologue) and structure (anaphora, medias res, refrain, enjambment, end-stopped lines, caesurae)</p> <p>Know that poets are influenced by their experiences or those around them, and how this impacts their poetry</p> <p>Language Know that linear and non-linear narratives can be used</p> <p>Know that dialogue can build characterisation</p> <p>Know that language, punctuation, sentences and structure can create specific effects</p> <p>Know that deliberate word choices create different atmospheres and tones</p> <p>Know that single-sentence paragraphs create specific effects</p>	<p>Literature Know that Priestley's political and social views influenced his play, characterisation and language</p> <p>Know that stage directions can create effects, characterisation, atmosphere and setting</p> <p>Know that writers create suspense using language</p> <p>Know that irony can convey ideas and message</p> <p>Know that Priestley's form and structure conveys his messages</p> <p>Know that sentence structures and punctuation develop characterisation</p> <p>Know that attitudes towards women, class and society were different in Edwardian Britain</p> <p>Language Know that society has evolved since the 19th century</p> <p>Know that perspectives change over time</p> <p>Know that writers use rhetorical methods (Aristotle's Triad) to achieve effects</p> <p>Know that writers use humour, hyperbole and irony</p> <p>Know that writers engage readers by modifying grammatical structures</p>	<p>Literature Know that Priestley's political and social views influenced his play, characterisation and language</p> <p>Know that stage directions can create effects, characterisation, atmosphere and setting</p> <p>Know that writers create suspense using language</p> <p>Know that irony can convey ideas and message</p> <p>Know that Priestley's form and structure conveys his messages</p> <p>Know that sentence structures and punctuation develop characterisation</p> <p>Know that attitudes towards women, class and society were different in Edwardian Britain</p> <p>Language Know that society has evolved since the 19th century</p> <p>Know that perspectives change over time</p> <p>Know that writers use rhetorical methods (Aristotle's Triad) to achieve effects</p> <p>Know that writers use humour, hyperbole and irony</p> <p>Know that writers engage readers by modifying grammatical structures</p>
	Skills	<p>Literature How to infer in detail and justify this with evidence</p> <p>How to summarise and synthesise ideas</p> <p>How to analyse form, structure and language</p> <p>Know how to evaluate a writer's intentions and methods</p> <p>Language Know how writers structure texts</p> <p>Know how to infer in detail and justify this with evidence</p> <p>Know how to evaluate language, structure, and form to create effects</p>	<p>Literature How to infer in detail and justify this with evidence</p> <p>How to summarise and synthesise ideas</p> <p>How to analyse form, structure and language</p> <p>Know how to evaluate a writer's intentions and methods</p> <p>Know how to structure coherent and well-structured essays</p> <p>Language Know how writers structure texts</p> <p>Know how to infer in detail and justify this with evidence</p> <p>Know how to evaluate language, structure, and form to create effect</p>	<p>Literature How to infer in detail and justify this with evidence</p> <p>How to analyse form, structure and language</p> <p>Language Know how to write accurately and clearly</p> <p>Know how to use language methods to achieve specific effects</p> <p>Know how to structure effective and engaging descriptions</p> <p>Know how to close up on detail to add depth to descriptions</p> <p>Know how to achieve specific effects by modifying grammatical features</p> <p>Know how to plan, edit and proofread</p>	<p>Literature How to infer in detail and justify this with evidence</p> <p>How to analyse form, structure and language</p> <p>Know how to compare poems, by making reference to context, language, structure, themes and styles</p> <p>Language Know how to write accurately and clearly</p> <p>Know how to use language methods to achieve specific effects</p> <p>Know how to structure effective and engaging narratives</p> <p>Know how to include action sequences and dialogue to achieve effects</p> <p>Know how to achieve specific effects by modifying grammatical features</p>	<p>Literature How to infer in detail and justify this with evidence</p> <p>How to summarise and synthesise ideas</p> <p>How to analyse form, structure and language</p> <p>Language Know how to read critically by scrutinizing writers</p> <p>Know how to infer in detail and justify this with evidence</p> <p>Know how writers convey viewpoints</p> <p>Know how to summarize information</p> <p>Know how to synthesise information</p> <p>Know how to compare non-fiction texts</p>	<p>Literature How to infer in detail and justify this with evidence</p> <p>How to summarise and synthesise ideas</p> <p>How to analyse form, structure and language</p> <p>Know how to structure coherent and well-structured essays</p> <p>Language Know how to read critically by scrutinizing writers</p> <p>Know how to infer in detail and justify this with evidence</p> <p>Know how writers convey viewpoints</p> <p>Know how to summarize information</p> <p>Know how to synthesise information</p>

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				Know how to use Standard English and register to achieve effects Know how to deploy advanced vocabulary and punctuation to achieve effects	Know how to plan, edit and proofread Know how to use Standard English and register to achieve effects Know how to deploy advanced vocabulary and punctuation to achieve effects	Know how to compare how writers convey views and perspectives	Know how to compare non-fiction texts Know how to compare how writers convey views and perspectives
Concepts	Characterisation, Imagery, Grammar, Structure & Genre, Contexts & Perspectives	Characterisation, Imagery, Grammar, Structure & Genre, Contexts & Perspectives	Characterisation, Imagery, Grammar, Structure & Genre, Contexts & Perspectives	Characterisation, Imagery, Grammar, Structure & Genre, Contexts & Perspectives	Characterisation, Imagery, Grammar, Structure & Genre, Contexts & Perspectives	Characterisation, Imagery, Rhetoric, Grammar, Structure & Genre, Contexts & Perspectives	Characterisation, Imagery, Rhetoric, Grammar, Structure & Genre, Contexts & Perspectives
Common Misconceptions	Structural methods, 19th century grammatical and semantic structures	Structural methods, 19th century grammatical and semantic structures	Poetic methods and their effects, descriptive vs. Narrative style	Poetic methods and their effects, descriptive vs. Narrative style, punctuating dialogue	How to compare non-fiction, synthesis vs. Comparison, Edwardian Britain vs 19 th century Britain, Political Leaning, Class structures	How to compare non-fiction, synthesis vs. Comparison, Edwardian Britain vs 19 th century Britain, Political Leaning, Class structures	How to compare non-fiction, synthesis vs. Comparison, Edwardian Britain vs 19 th century Britain, Political Leaning, Class structures
Links to prior learning	KS3 Novels, Y9 Speckled Band, Dystopia Writing	KS3 Novels, Y9 Speckled Band, Dystopia Writing, Y10 Term 1 knowledge & Skills	Y9 War Poetry, Y8 Cultural Poetry Comparison, Y8 Gothic Writing, Y9 Descriptive Writing, Dystopia Writing	Y9 War Poetry, Y8 Cultural Poetry Comparison, Y8 Gothic Writing, Y9 Descriptive Writing, Dystopia Writing	Y7 Dragons' Den, Y8 Journalism, Y9 Speckled Band. Non-fiction writing,	Y7 Dragons' Den, Y8 Journalism, Y9 Speckled Band. Non-fiction writing,	Y7 Dragons' Den, Y8 Journalism, Y9 Speckled Band. Non-fiction writing,
Links to future learning	Y10 Term 2 Knowledge & Skills, Y10 An Inspector Calls, 19th century non-fiction, KS5 Literature & Language	Y10 An Inspector Calls, 19th century non-fiction KS5 Literature & Language	Y11 Unseen Poetry, KS5 Literature & Language	Y11 Unseen Poetry, KS5 Literature & Language	Y11 Viewpoint Writing, KS5 Literature & Language	Y11 Viewpoint Writing, KS5 Literature & Language	Y11 Viewpoint Writing, KS5 Literature & Language
Assessment	Mini Milestone Mini analysis of an extract – Want & Ignorance & poverty Mini Milestone X3 Mini language and structural analysis Mini evaluation	Milestone Analysis of an extract and whole text – Scrooge's changing character Oracy Harkness debate Milestone Full analysis of an unseen fiction text	Mini Milestone Mini comparison of two conflict poems Mini Milestone Description based on an image (linked to the theme of conflict)	Milestone Full comparison essay on two power poems Oracy Harkness debate Milestone Narrative linked to a dangerous situation	Mini Milestone Mini analysis of a character (Mr Birling) Mini Milestone X3 Mini summary & synthesis Mini language analysis Mini comparison	Milestone Full analysis of a theme (responsibility) Milestone Full analysis & comparison of two unseen non-fiction extracts	

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		Literature Paper 1 Section A Shakespeare: Macbeth Language Paper 2 - Section B Writing to present a viewpoint	Literature Paper 1 Section A Shakespeare: Macbeth Literature Paper 2 Section C Unseen Poetry	Literature and Language Revision
Year 11	Knowledge	Literature Know that Jacobean/Elizabethan England influenced Shakespeare and the themes he chose to write about Know that Shakespeare's methods create effects, characters, settings and atmosphere (soliloquy, asides iambic pentameter, rhyming couplets, scene structure, metaphor) Language Know the conventions of articles, blogs, speeches, formal letters, informal letters & leaflets	Literature Language Know that language, structure and form can present meaning, feelings and themes	
	Skills	Literature Know how to infer in detail and justify this with evidence Know how to perform scenes from the play through intonation, volume, pace and role to add meaning Language Know how to adapt writing for different forms, audiences and purposes Know how to deploy rhetorical devices (including more advanced methods such as humour, irony, hyperbole, Aristotle's Triad and parentheses) Know how to convey viewpoints with clarity (including using persona and idiolect) Know how to structure writing for impact Know how to manipulate register and standard English for effect Know how to use punctuation and a variety of grammatical structures for impact	Literature Know how to respond to poets from different backgrounds Know how to infer in detail and justify this with evidence Know how to compare poems clearly, with a focus on methods and ideas Know how to construct comparative essays	
	Concepts	Characterisation, Imagery, Rhetoric, Grammar, Structure & Genre, Contexts & Perspectives	Characterisation, Imagery Structure & Genre, Contexts & Perspectives	
	Common Misconceptions	Elizabethan/Jacobean English, Conventions of non-fiction conventions	Elizabethan/Jacobean English	
	Links to prior learning	Y7 Will I Am, Dragons' Den, Y8 Journalism Writing, Y9 Romeo & Juliet, Y9 non-fiction writing	Y7 Will I Am, Poetry, Dragons' Den, Y8 Cultural Poetry, Journalism Writing, Y9 Romeo & Juliet, War Poetry	
	Links to future learning	KS5 Literature & Language	KS5 Literature & Language	
	Assessment	Mini Milestone Mini analysis of an extract and whole text (Lady Macbeth & power) Mini Milestone Write speech, article or letter	Milestone Full analysis of an extract & whole text (kingship or Macbeth) Milestone Analysis and comparison of two unseen poems	