|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **7** | **Thornhill – Pam Smy**A unit of work based around the above book. The unit is designed to explore the idea of genre and introduce our students to the key skills required for KS3 English. We will spend time constructing accurate sentences that express our ideas and understanding, as well as exploring what metaphors are and how we might interpret them.  | **Ancient Origins**In this unit, we read and explore some of the earliest myths and stories, learning about the Greek myths and their influence on us today. We develop skills in grammar, summarising, expressing ideas and opinions in writing. We also explore understanding and using metaphor and simile.   | **Ancient Origins**In this unit, we read and explore some of the earliest myths and stories, learning about the Greek myths and their influence on us today. We develop skills in grammar, summarising, expressing ideas and opinions in writing. We also explore understanding and using metaphor and simile. | **The Art of Rhetoric**In this unit, we explore fiction and non-fiction speeches, from Shakespeare to Winston Churchill, learning about a range of rhetorical devices, how they work and how to use them in our own writing. We continue to work on accurate grammar and excellent expression in writing, all the while building our understanding of the importance of rhetorical language over time. | **Trash**In this unit, we use YA literature to build ‘world knowledge’. By reading the novel trash, we explore issues of poverty, environment, race and corruption. We work on grammar and sentence construction, summarising, expressing ideas and opinions in writing, and understanding and using metaphor, simile and other creative devices. | **Trash**In this unit, we use YA literature to build ‘world knowledge’. By reading the novel trash, we explore issues of povery, environment, race and corruption. We work on grammar and sentence construction, summarising, expressing ideas and opinions in writing, and understanding and using metaphor, simile and other creative devices. |
|  | [**Recapping the basics: simple sentences, statements, paragraphs, capital letters and past simple verbs - Oak National Academy**](https://classroom.thenational.academy/units/recapping-the-basics-simple-sentences-statements-paragraphs-capital-letters-and)[Using multiple subordinate clauses (thenational.academy)](https://classroom.thenational.academy/lessons/using-multiple-subordinate-clauses-cctkac) | [Unit: The Oral Tradition | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/the-oral-tradition-7424) | [Unit: The Oral Tradition | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/the-oral-tradition-7424) | [Unit: Rhetoric: Introduction to rhetoric | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/introduction-to-rhetoric-fd1d) | [Unit: Avoiding fragments, fused sentences and comma splices. Using capital letters and writing in the past tense. Using multiple subordinate clauses, punctuating lists correctly when in a complex sentence. | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/avoiding-fragments-fused-sentences-and-comma-splices-using-capital-letters-and-w) | [Unit: Paragraphing narratives for clarity, using possessive pronouns, using apostrophes accurately, structuring, writing and editing genre-specific narratives | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/paragraphing-narratives-for-clarity-using-possessive-pronouns-using-apostrophes) |
| **8** | **The Sonnet**In this unit, we study the sonnet form over time, from Petrarch through to modern poets, such as Carol Ann Duffy. Students learn both the conventions and the meanings behind the sonnets that we read. We use this topic to develop skills in grammar and written expression, choosing and embedding quotations, and making links between poets and poems.  | **Play Medley**In this unit, we explore both modern and historical plays, including works by Willy Russell, Shakespeare and Arthur Miller. We explore the writers’ use of language, including simile and metaphor, and its effect on the audience, we explore the context and the background of the plays, and make some links between them, all the time continuing the develop students as confident and accurate writers, who can express ideas and opinions effectively.  | **Magic in Literature**In this unit, we explore the role that magic has played in literature across time. From Norse Legends, Chaucer and Shakespeare to modern texts, students look at how magic permeates through narratives and how archetypes are used over and over to create the famous images and characters we see in literature today. Students will continue to work on the skills of grammar and sentence construction, as well as the formation of opinions, the creation of imagery and the skills of summarising. Students are exposed to literature that helps to broaden their understanding of the world we live in and its magical components.  | **Magic in Literature**In this unit, we explore the role that magic has played in literature across time. From Norse Legends, Chaucer and Shakespeare to modern texts, students look at how magic permeates through narratives and how archetypes are used over and over to create the famous images and characters we see in literature today. Students will continue to work on the skills of grammar and sentence construction, as well as the formation of opinions, the creation of imagery and the skills of summarising. Students are exposed to literature that helps to broaden their understanding of the world we live in and its magical components.  | **The Story of the Novel**In this unit, students will learn about changes and developments in novels and stories over time, reading a range of extracts and full texts, from Dickens through to Orwell. We finish the year by ensuring that students can write accurately to express their ideas and opinions and support those ideas with quotations. Students will continue to work on the skill of summarising, as well as being able to use language creatively in the form of simile and metaphor, all the while learning about some of our most influential writers and novels. | **The Story of the Novel**In this unit, students will learn about changes and developments in novels and stories over time, reading a range of extracts and full texts, from Dickens through to Orwell. We finish Year by ensuring that students can write accurately to express their ideas and opinions and support those ideas with quotations. Students will continue to work on the skill of summarising, as well as being able to use language creatively in the form of simile and metaphor, all the while learning about some of our most influential writers and novels. |
|  | [Unit: The sonnet through time: Introduction to the sonnet | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/introduction-to-the-sonnet-4e50) | [Unit: Introduction to Tragedy | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/introduction-to-tragedy-457d) | [Unit: A Midsummer Night's Dream, Shakespeare (Introduction and Act 1) | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/a-midsummer-nights-dream-shakespeare-introduction-and-act-1-2912) | [Unit: A Midsummer Night's Dream, Shakespeare (Introduction and Act 1) | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/a-midsummer-nights-dream-shakespeare-introduction-and-act-1-2912) | [Unit: Oliver Twist: Oliver and the Workhouse | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/oliver-and-the-workhouse-6202) | [Unit: Jane Eyre | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/jane-eyre-d662) |
| **9** | **Animal Farm**In this unit, we study George Orwell’s Animal Farm. Students develop their understanding of communism and the Russian Revolution. Within the unit, students develop their writing skills, writing academically to express opinion and inference, but also building on their understanding and ability to use persuasive and rhetorical devices.   | **War Writing**In this unit, we read Journey’s End by R.C. Sheriff. Alongside the reading of this play, students are exposed to the other war writing, such as the poetry of Wilfred Owen and Siegfried Sassoon, to build students’ understanding of the war experience. We continue to develop academic and essay writing skills, challenging students to formalise their ideas and opinions in more extended pieces of writing. Students also spend time developing their understanding of imaginative writing devices by responding creatively to the texts they are reading.  | **Women in Literature**In this unit, students explore female writers from Aphra Benn to Austen and Perkins-Gilman. Students explore how the role of women in literature has changed and the ways in which different writers have expressed and explored the female experience, revisiting prior learning from Y8 and deepening understanding with new ideas too. Academic writing is at the forefront of our skill development in Y9, with students learning how to produce developed written responses to these texts that are academic in tone and style. Students continue to develop their own writing, responding creatively to what they are reading.  | **Women in Literature**In this unit, students explore female writers from Aphra Benn to Austen and Perkins-Gilman. Students explore how the role of women in literature has changed and the ways in which different writers have expressed and explored the female experience, revisiting prior learning from Y8 and deepening understanding with new ideas too. Academic writing is at the forefront of our skill development in Y9, with students learning how to produce developed written responses to these texts that are academic in tone and style. Students continue to develop their own writing, responding creatively to what they are reading. | **Tragedy Through Time**From Oedipus to Othello, students will explore some of literatures most memorable tragedies, developing their understanding of this genre and building on prior knowledge acquired in Y8. In preparation for beginning GCSEs, students hone their academic writing skills, developing confidence in expressing opinion and clearly articulating inferences they have made. Students also writing creatively and transactionally, improving their use of language and structure devices in their own writing.  | **Tragedy Through Time**From Oedipus to Othello, students will explore some of literatures most memorable tragedies, developing their understanding of this genre and building on prior knowledge acquired in Y8. In preparation for beginning GCSEs, students hone their academic writing skills, developing confidence in expressing opinion and clearly articulating inferences they have made. Students also writing creatively and transactionally, improving their use of language and structure devices in their own writing. |
|  | [Unit: Animal Farm | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/1984-d739) | <https://app.senecalearning.com/classroom/course/e6e48630-b158-4bef-af41-5ddeb4c9a000/section/ce94c472-8183-4abc-a2c2-f146c878095b/session>  | <https://app.senecalearning.com/classroom/course/046eea21-5e7e-4df1-a99e-92f45e506982/section/002b3e52-d5e0-4951-b30a-c9bbef4118ad/session>  | <https://app.senecalearning.com/classroom/course/046eea21-5e7e-4df1-a99e-92f45e506982/section/002b3e52-d5e0-4951-b30a-c9bbef4118ad/session>  | [Unit: Introduction to Tragedy | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/introduction-to-tragedy-457d) | [Unit: Introduction to Tragedy | Teacher Hub | Oak National Academy (thenational.academy)](https://teachers.thenational.academy/units/introduction-to-tragedy-457d) |
| **10** | **An Inspector Calls****GCSE Text - Developing knowledge of the play.**In this unit we explore plot and character, as well as the context and background of the play: the writer, class, capitalism and socialism, the welfare state and the minimum wage and the patriarchy. Students build on skills and knowledge acquired at KS3, honing their academic and essay writing skills.  | **Romanticism and Realism: 19th Century Fiction and Imaginative Writing; 19th century poems from the “Conflict” section of the Anthology.**We will explore a range of 19th century fiction extracts, understanding how they fit into the romantic and realism movements of 19th century, as well as exploring their language and structure, and well as evaluating their effectiveness. We will also use a range of language and structure techniques to create our own imaginative texts. Poetry: we read poems written in 19th c on the theme of conflict, exploring their language, form, structure, writer and context, touching on themes of war, relationships and gender.  | **A Christmas Carol, Charles Dickens**When we read A Christmas Carol, we focus on plot and character, as well as the context and background of the play: the Victorian Poor Laws, Dickens’ childhood, wealth, class, capitalism and religion. We also explore Dickens as a writer, analysing the effectiveness of the language and structure devices used in his novel, developing the academic skills of close analysis of the writer’s craft and well as thoughtful commentary on the wider themes and big ideas in Dickens’ novel.  | **Writing for Change: 20th Century Non-Fiction and Transactional Writing; 20th century poems from the “Conflict” collection of the Anthology**20th century non-fiction sees our students reading a range of non-fiction extracts that all share the theme of ‘change’, exploring their language and structure, as well as evaluating their effectiveness and making links and comparisons across texts. We will also use a range of language and structure techniques to create our own transactional texts, ensuring our students too are able to ‘write for change’.Poetry: Poetry: we read poems written in 20th c on the theme of conflict, exploring their language, form, structure, writer and context, touching on themes of war, relationships, race and gender. | **Writing for Change: 20th Century Non-Fiction and Transactional Writing**20th century non-fiction sees our students reading a range of non-fiction extracts that all share the theme of ‘change’, exploring their language and structure, as well as evaluating their effectiveness and making links and comparisons across texts. We will also use a range of language and structure techniques to create our own transactional texts, ensuring our students too are able to ‘write for change’. | **Romeo and Juliet – William Shakespeare**When we read Romeo and Juliet, we focus on plot and character, as well as the context and background of the play: Elizabethan England, fate, religion, gender and the hierarchy. We also explore Shakespeare as a writer, analysing the effectiveness of the language and structure devices used in his play. Throughout the year, students have been working on their academic essay writing skills; this unit represents the time where students begin to write more independently. |
|  | [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons) | [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons)[**Edexcel English Language - Seneca**](https://app.senecalearning.com/classroom/course/0e993dbc-6945-474f-a36b-ad96234b6c8c) | <https://app.senecalearning.com/classroom/course/ddff7b40-4794-11e8-840f-39fdc9615de8/section/bb0d4b70-4795-11e8-840f-39fdc9615de8/session> [**Edexcel English Language - Seneca**](https://app.senecalearning.com/classroom/course/0e993dbc-6945-474f-a36b-ad96234b6c8c) | [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons)[**Edexcel English Language - Seneca**](https://app.senecalearning.com/classroom/course/0e993dbc-6945-474f-a36b-ad96234b6c8c) | [**Edexcel English Language - Seneca**](https://app.senecalearning.com/classroom/course/0e993dbc-6945-474f-a36b-ad96234b6c8c) | [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons) |
| **11** | **English Language Revision****An Inspector Calls Revision****A Christmas Carol Revision****Romeo and Juliet Revision****Speaking and Listening prep** | **English Language Revision****An Inspector Calls Revision****A Christmas Carol Revision****Romeo and Juliet Revision** | **English Language Revision****An Inspector Calls Revision****A Christmas Carol Revision****Romeo and Juliet Revision** | **English Language Revision****An Inspector Calls Revision****A Christmas Carol Revision****Romeo and Juliet Revision** | **Final revision for exams** | **N/A** |
|  | [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons) | [**Edexcel English Language - Seneca**](https://app.senecalearning.com/classroom/course/0e993dbc-6945-474f-a36b-ad96234b6c8c) | [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons) | [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons) |  |  |