

Calendar	Topic	Assessment	Sequencing and Coherence concepts - themes - skills	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Term – HT1 and HT2	<p><b>Jane Eyre</b></p> <p>Pupils develop their knowledge of Victorian literature from earlier in KS3 and of key themes which will feed into their study of A Christmas Carol in KS4.</p> <p>Focus on the following literary themes:</p> <ul style="list-style-type: none"> <li>• Childhood</li> <li>• Christianity</li> <li>• Morality</li> <li>• Hypocrisy</li> <li>• Social class</li> </ul> <p>Engagement with the following types of texts:</p> <ul style="list-style-type: none"> <li>• Novel</li> <li>• Information sheets</li> <li>• The Bible</li> <li>• Nineteenth century short stories</li> <li>• Nineteenth century pamphlet</li> <li>• Nineteenth century book of advice on childrearing</li> </ul>	<p>Assessment Question: Explain the way Brontë presents Jane's childhood experiences</p> <p>Low stakes quizzes at regular intervals plus retrieval practice built into each lesson.</p>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to sustain a thesis across a whole essay.</li> <li>• Characters can represent specific ways of looking at the same thing.</li> <li>• How to evaluate characters.</li> </ul>	<p><b>Challenging Texts:</b> Jane Eyre Nineteenth century non-fiction</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> <li>• Malicious</li> <li>• Obedient</li> <li>• Impudence</li> <li>• Submission</li> <li>• Tolerant</li> <li>• Damnation</li> <li>• Hypocritical</li> <li>• Stoic</li> <li>• Virtuous</li> <li>• Bleak</li> <li>• Revolt</li> <li>• Oppression</li> <li>• Vulnerable</li> <li>• Subvert</li> <li>• Comeuppance</li> </ul> <p><b>Oracy opportunities</b> Structured pair-talk is built into our lessons.</p> <p><b>Disciplinary Writing</b> Essay writing Analytical writing</p>

Autumn Term HT2 and Spring Term HT3	Creative Writing: Dystopian Fiction  Pupils will develop their knowledge of descriptive writing skills from earlier in KS3 with a focus on how to create dystopian settings.	Assessment Question: Write a description suggested by this picture (city scape)  Pupils will complete an in- class assessment where they are required to write a descriptive piece of writing based on an image or sentence prompt. This mirrors a GCSE style assessment.	Disciplinary Knowledge: Creative writing <ul style="list-style-type: none"> <li>Descriptive writing follows a well-designed structure.</li> <li>When we write descriptively, we should craft our writing making clear structural and linguistic decisions such as considering what we will focus on when we are describing; tense, perspective and symbolism.</li> <li>Descriptive writing should happen in one place and over a short period of time.</li> <li>Symbols can be developed in a piece of descriptive writing. They usually reveal something about the character.</li> <li>Dystopian worlds are categorised into political dystopias and ecological dystopias. They have different conventions.</li> </ul>	Pupils will study a section of high-quality dystopian stories such as 1984 and The Hunger Games. The unit is focused on effective descriptive writing based around the genre of dystopia.  Pupils are encouraged to magpie ideas and vocabulary from a range of high-quality writing, including teacher live modelling.  Key Vocabulary <ul style="list-style-type: none"> <li>Dictator</li> <li>Totalitarian</li> <li>Oppressive</li> <li>Post-apocalyptic</li> </ul> Oracy opportunities Structured pair-talk is built into our lessons.  Disciplinary Writing Descriptive writing
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Spring Term HT 3 and HT 4	<p><b>Poetry: Dramatic Monologues</b></p> <p>Pupils will embed their previous learning on poetry through analysis of dramatic monologues and other poetry and the speaker's voice. They will be introduced to two poets, Browning and Mew, who they will study again in KS4.</p> <p>Focus on the following literary themes:</p> <ul style="list-style-type: none"> <li>• Power and control, patriarchy</li> </ul>	<p><b>Assessment Question:</b></p> <p>Compare the way poets present power in 'The Farmer's Bride' and 'Porphyria's Lover'.</p> <p>Low stakes quizzes at regular intervals plus retrieval practice built into each lesson.</p>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Poems are divided into stanzas</li> <li>• Poems should be compared by looking at the themes and ideas that they explore</li> <li>• Poems express what it is to be human and we should look for these ideas in the poetry we explore</li> <li>• Pupils should create a thesis statement and develop that idea throughout their essay writing.</li> <li>• Dramatic monologues are performed aloud to an audience by a character who is usually alone</li> <li>• The monologue will often reveal the character's innermost thoughts and feelings.</li> </ul>	<p><b>Challenging Texts:</b></p> <p>Pupils will study a variety of poems from Browning and Mew including: The Laboratory, My Last Duchess, Porphyria's Lover, Fame. The Farmer's Bride</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• apothecary</li> <li>• laboratory</li> <li>• subservient</li> <li>• conceited</li> <li>• manipulative</li> <li>• insecure</li> <li>• submissive</li> <li>• patriarchal</li> <li>• agency</li> <li>• Dramatic monologue</li> <li>• Speaker</li> <li>• surface meaning</li> <li>• context?</li> <li>• form</li> <li>• stanza</li> <li>• rhythm</li> <li>• rhyme</li> <li>• connotations</li> <li>• objectification</li> <li>• stereotypes</li> <li>• pathetic fallacy</li> </ul> <p><b>Oracy opportunities</b>            Structured pair-talk is built into our lessons.</p> <p><b>Disciplinary Writing</b>  <b>Analytical Writing</b>  <b>Poetry Comparison</b>  <b>Creative writing opportunity</b></p>
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Summer Term HT 5 and 6	<p><b>Romeo and Juliet</b></p> <p>Pupils will read and perform elements of the play with a focus on the conventions of a tragedy and the play as a piece of drama, preparing them for KS4 when R&amp;J will be studied as a set text. Key themes, previously studied in KS3, will be explored within the context of this play.</p> <p>Focus on the following literary themes:</p> <ul style="list-style-type: none"> <li>• Tragedy</li> <li>• Love</li> <li>• Family</li> <li>• Conflict</li> <li>• Violence / Aggression</li> <li>• Fate</li> </ul> <p>Engagement with the following types of texts:</p> <ul style="list-style-type: none"> <li>• Play</li> <li>• Information sheets</li> <li>• Literary criticism</li> <li>• Key Quote cards</li> </ul>	<p><b>Assessment Question:</b></p> <p>Starting with this extract, how does Shakespeare present Tybalt as a violent character?</p> <p>Low stakes quizzes at regular intervals plus retrieval practice built into each lesson.</p> <p><b>Core Learning Task:</b> Pupils have an opportunity to write analytically about Tybalt and receive feedback ahead of the assessment.</p>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to comment on literary theory.</li> <li>• Literary conventions can structure a text.</li> <li>• Understanding connections between pieces of literature can deepen our understanding of a text</li> <li>• How to analyse the structure of a play.</li> <li>• How to evaluate the language characters use.</li> </ul>	<p><b>Challenging Texts: Romeo and Juliet, Literary criticism</b></p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Patriarchal society</li> <li>• Courtly Love</li> <li>• Fatal flaw</li> <li>• Fate</li> <li>• Honour</li> <li>• Conventions</li> <li>• Expectations</li> <li>• Sin</li> <li>• Blasphemy</li> <li>• Duel</li> <li>• Banishment</li> <li>• Subvert</li> <li>• Elizabethan</li> <li>• Celestial</li> <li>• Oxymoron</li> <li>• Juxtaposition</li> <li>• Symbolism</li> <li>• Protagonists</li> <li>• Dramatic irony</li> <li>• Tragedy</li> <li>• Motif</li> <li>• Tragedy</li> <li>• Tragic hero</li> <li>• Tragic heroine</li> <li>• Prologue</li> <li>• Soliloquy</li> <li>• Sonnet</li> <li>• Blank Verse</li> <li>• Comedy</li> </ul> <p>Oracy opportunities</p> <p>Structured pair-talk embedded</p> <p>Disciplinary Writing: analytical writing</p>
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<b>Throughout the year</b>	<b>Reading for Pleasure</b>	No assessment	<p>Texts selected based on reading a range of genres and enjoying a diverse range of writers and story subjects throughout KS3.</p>	<p>Vocabulary training in each lesson with a focus on tier two vocabulary and on supporting pupils to move vocabulary into their expressive vocabulary.</p> <p>Reading is supported with pedagogical strategies that help to support reading fluency, including choral reading, teacher modelling and comprehension through summarising.</p>
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