

Theme/ Concept	KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
Pre-1914 literature	<i>Pupils will learn how to analyse character, plot and simple themes</i>	<b>Legends, Lore and Legacy: Myths Across the Globe</b> <ul style="list-style-type: none"><li>• intro to storytelling</li><li>• character archetypes</li><li>• narrative</li><li>• free will and fate</li><li>• the oral story tradition</li><li>• what the morals of stories are</li><li>• short story structure(s)</li></ul> <b>Rhetoric</b> <ul style="list-style-type: none"><li>• Aristotle</li><li>• ethos, logos, pathos</li><li>• links between Greek &amp; Roman discourse of rhetoric</li><li>• Renaissance / Shakesperean texts</li></ul>	<b>Gothic literature to inform writing: Frankenstein.</b> <ul style="list-style-type: none"><li>• form (novel/ novella)</li><li>• experience of entirety</li><li>• shift culture from reading to studying</li><li>• genre</li><li>• setting and atmosphere language analysis</li><li>• characterisation, character development and structure</li><li>• audience</li><li>• social historical context</li></ul>	<b>The struggle for identity in modern literature</b> <ul style="list-style-type: none"><li>• identity</li><li>• culture</li><li>• personal connection</li><li>• family</li><li>• media</li><li>• feminism</li><li>• patriarchy</li><li>• oppression</li><li>• racism</li></ul>	<b>A Christmas Carol</b> <ul style="list-style-type: none"><li>• redemption</li><li>• social injustice and poverty</li><li>• compassion and forgiveness</li><li>• family and community</li><li>• time and memory</li><li>• responsibility</li><li>• the supernatural</li></ul>	<i>Comparative critical study of two texts, at least one of which must have been written pre-1900.</i>	

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<b>Shakespeare and contemporary drama</b>	<i>Pupils will be familiar with the conventions of performance. Some pupils may have been exposed to Shakespeare</i>	<b>The Tempest</b> <ul style="list-style-type: none"> <li>storytelling and drama</li> <li>social historical context</li> <li>nature/nurture</li> <li>form (play)</li> <li>impact on audience</li> <li>character analysis</li> <li>language analysis</li> <li>genre (comedy, tragedy, history)</li> <li>subplots</li> <li>soliloquy and monologue</li> </ul>	<b>Romeo and Juliet</b> <ul style="list-style-type: none"> <li>love</li> <li>conflict and feud</li> <li>fate and destiny</li> <li>time</li> <li>family and honor</li> <li>gender roles</li> <li>impact on audience</li> <li>character analysis</li> <li>language analysis</li> </ul>	<b>The genre of tragedy: Othello and Blood Brothers</b> <ul style="list-style-type: none"> <li>nature vs nurture</li> <li>class and social inequity</li> <li>friendship and brotherhood</li> <li>fate and superstition</li> <li>gender roles</li> <li>violence and tragedy</li> <li>the role of the narrator</li> </ul>	<b>Macbeth</b> <ul style="list-style-type: none"> <li>ambition</li> <li>fate vs. free will</li> <li>guilt and conscience</li> <li>the supernatural</li> <li>the corrupting power of power</li> <li>gender roles</li> <li>appearance vs. reality</li> <li>violence and tyranny</li> </ul>		<i>Shakespeare and Drama: one passage-based question with linked essay.</i>
<b>Modern texts and poetry</b>	<i>Pupils will experience a wide range of poetry and will be exposed to literary devices. Pupils will practise writing their own poetry</i>	<b>Poetry: Long Way Down</b> <ul style="list-style-type: none"> <li>Structure and use of metaphor</li> <li>Poetic forms</li> <li>How to approach and unseen poem</li> </ul>	<b>Dystopia: Animal Farm</b> <ul style="list-style-type: none"> <li>Allegory</li> <li>Orwell's life and times</li> <li>The Russian Revolution</li> <li>Recurring Imagery</li> <li>Irony &amp; corruption</li> </ul>	<b>Introduction to Conflict and War Poetry</b> <ul style="list-style-type: none"> <li>death &amp; sacrifice</li> <li>trauma</li> <li>futility of war</li> <li>patriotism and propaganda</li> <li>time &amp; memory</li> <li>identity</li> </ul>	<b>An Inspector Calls</b> <ul style="list-style-type: none"> <li>20th Century</li> <li>Edwardian era</li> <li>Gender</li> <li>Social hierarchy</li> <li>Capitalism and socialism</li> <li>Characterisation</li> <li>Dramatic methods</li> <li>Authority</li> <li>Feminist movement</li> <li>Moral responsibility</li> <li>Revolution</li> </ul>	<b>Power and Conflict Poetry</b> <ul style="list-style-type: none"> <li>Human connection</li> <li>Value of legacies</li> <li>Interconnectedness</li> <li>Patriarchy</li> <li>Gender</li> <li>Self-promotion</li> <li>Pride/ego</li> <li>Objectification/victimisation</li> <li>Female resistance</li> <li>Inequality in marriage</li> </ul>	<i>One poetry text from set list.</i>  <i>Unseen poetry: compulsory essay question on two unseen poems.</i>  <i>Comparing texts: one essay question linking two text.</i>

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Language	<i>Pupils will practise inference skills and will experience a range of texts with increasing complexity.</i>	<b>Persuasive speech</b> <ul style="list-style-type: none"> <li>personal voice</li> <li>rhetorical techniques</li> <li>spoken language</li> <li>analysis</li> </ul> <b>Descriptive writing</b> <ul style="list-style-type: none"> <li>settings, characters and atmosphere</li> <li>figurative language</li> <li>structure</li> <li>vocabulary</li> <li>sentence types</li> </ul>	<b>Writing to argue</b> <ul style="list-style-type: none"> <li>tone, style and register</li> <li>structure</li> <li>evaluation</li> <li>using evidence</li> <li>comparing viewpoints</li> </ul>	<b>Analytical writing</b> <ul style="list-style-type: none"> <li>exploring character, theme and motivation</li> <li>analysing tone, imagery &amp; structure</li> <li>writing with clarity and coherence</li> <li>integrating evidence</li> <li>comparing texts and ideas</li> </ul> <b>Creative and transactional writing</b> <ul style="list-style-type: none"> <li>narrative voice and perspective</li> <li>writing monologues</li> <li>emotive and persuasive techniques</li> <li>structure &amp; cohesion</li> <li>vocabulary for effect</li> </ul> <b>Language in context</b> <ul style="list-style-type: none"> <li>language &amp; identity</li> <li>bias and viewpoint</li> <li>formal vs informal registers</li> <li>political, historical and social context</li> </ul>	Language Paper 2 Reading and Writing  Language Paper 1 Reading and Writing  Speaking and Listening	Language Paper 1 and 2 Revision	<i>Analyse ways in which meanings are shaped in literary texts.</i>  <i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</i>  <i>Explore connections across literary texts.</i>