

Year Group	Unit 1 (Autumn 1/2)	Unit 2 (Spring 1)	Unit 3 (Spring 2)	Unit 4 (Summer 1/2)
Year 7 Oracy	<p>FAMILIAR TALES, UNHEARD VOICES GREEK MYTH & LEGEND; GREEK THEATRE (the heroic ideal) POETRY ACROSS TIME: BEOWULF AND CHAUCER (deconstructing / satirising the heroic ideal); Patience Agbabi 'Telling Tales' Extract work: Myths, poetry</p> <p><i>Creative writing: Narrative: rewrite myth of Daedalus and Icarus from an alternative perspective</i></p> <p>Concept: Heroes</p> <p>Core reading skill: Comprehension (explicit/implicit) Core writing skill: creative writing – control of narrative perspectives Oracy: spoken poetry – Chaucer performance Core knowledge: Epic and oral poetry & Greek Theatre; narrative Critical lens: feminism, post-colonialism</p>	<p>SHAKESPEARE – POWER AND CONFLICT Text study: The Tempest</p> <p><i>Viewpoint writing: journalistic writing exploring the travel writing of explorers (e.g. Scott), with post-colonial lens applied to write as Prospero.</i></p> <p>Concept: Leadership and Power</p> <p>Core reading skill: Selecting quotations Core writing skill: Adapting register for form Core knowledge: Shakespeare's world; trans-Atlantic sea travel Critical lens: post-colonialism Oracy: directing performance (e.g. of extract 4, p34 – Prospero and Caliban – “you taught me language and my profit on't ...)</p> <p>Journal writing (difference with diary) – Prospero as explorer and conqueror (compare with some journals from explorers e.g. Columbus, Scott, Terror/Erebus expedition etc) – to be done Travel journalism / writing Bill Bryson (americans don't walk) Frederick Douglas – journal</p> <p><i>Soliloquy in a play – other writing task if time allows</i></p>	<p>CONFLICT Whole Text study: Treasure Island</p> <p><i>Creative writing: Characterisation of Long John Silver – rewrite as an out-and-out villain to explore the inherent ambiguity in his character and return to the concept of unreliable narrators</i></p> <p>Concept: Morality</p> <p>Core reading skill: Making points Core writing skill: Varying vocabulary, sentence structures, punctuation, use of devices for effect Oracy: morality debate – what should have been done with the treasure? Is it possible to admire someone amoral? Core knowledge: The golden age of piracy Critical lens: Marxist – capitalism; greed and morality</p> <p>Re-write Long John Silver as an out-and-out villain – identify specific section (in EEP) (explore ambiguity and unreliable narrators)</p>	<p>HOSTILE ENVIRONMENTS Extract work: Modern short stories, poetry, non-fiction</p> <p><i>Viewpoint writing: non-fiction viewpoints broadsheet newspaper article</i></p> <p>Concept: Identity and voice</p> <p>Core reading skill: the standard English debate – reading for accent/dialect; voice Core writing skill: Conventions of non-fiction forms (newspaper article, letter) – rhetoric; writing in standard English and non-standard English Core knowledge: Postmodernism; Windrush, language – accent, dialect, idiolect, sociolect Critical lens: post-colonialism; linguistics</p> <p><i>looking at accent and voice – Standard English debate (+Agard 90th lessons) Add Guardian article about accent prejudice Reading – for bias? Understanding of form, standard English Difference between writing and speech – add in</i></p>
Only Connect: Cross-curricular links	<p>History – Romans Link forward to Medieval period Year 7 Spring 1 Drama – Greek Theatre</p>	<p>Drama – Commedia dell Arte</p>	<p>Drama – Elizabethan Theatre / Shakespeare Drama – Native Americans – unreliable narrators</p>	<p>Music – World Music (link forward to Year 8 History on British Empire) Drama – Native Americans – cultural diversity</p>
<p>Stories told by the victors: morality and narrative Sea travel</p>				

<p>Year 8</p> <p>Oracy</p>	<p>GOTHIC LITERATURE & 19th century literature Extract work: Gothic extracts</p> <p><i>Creative and viewpoint writing: A written response that formulates ideas/concerns about modern society, first written as literary Victorian style non-fiction, and then reframed as a piece of creative/descriptive writing, completed with a commentary on own writing</i></p> <p>Concept: Control and isolation</p> <p>Core reading skill: Approaching analysis Core writing skill: Sentence construction and syntax; use of literary devices Core knowledge: Gothic features and theory Critical lens: genre theory; feminism</p>	<p>POETRY ACROSS TIME: RENAISSANCE, ENLIGHTENMENT AND EMANCIPATION Extract work: Samples of poetry from The Renaissance and The Enlightenment through to modern period</p> <p><i>Creative writing: Exploring the significance of form in creating meaning. Own creative piece exploring 'what does it mean to you to be human and free?', with associated commentary</i></p> <p>Concept: Humanity Core reading skill: Structure analysis Core writing skill: Ambitious vocabulary Oracy – Mark Grist workshop; inter-house poetry slam Core knowledge: How the emerging 'enlightened world' resulted in literary developments Critical lens: feminist, post-colonial, gender studies</p>	<p>CONFLICT, RELATIONSHIPS AND SOCIETY Text study: Romeo and Juliet (extracts)</p> <p><i>Re-creative writing / adaptation as epistolary novels; explore diary / journal / letter forms</i></p> <p>Concept: Conflict</p> <p>Core reading skill: Word level analysis Core writing skill: Establishing tone and voice Oracy – directing Act 1 Scene 1 fight scene Core knowledge: The features of a tragedy; gender in Shakespearean England Critical lens: feminism</p> <p>Recast form as epistolary and look at conventions for journals / diaries/ letters / etc. → could look at examples from Dear Zoe, Dracula, Perks of being a wallflower, The Girl with the Dragon tattoo or similar for epistolary novels Rewrite with different character perspectives – switching voice? (Dracula would be good for this, or GWTDT)</p>	<p>FREEDOM AND INJUSTICE Whole Text study: Noughts and Crosses</p> <p><i>Analytical writing: essay</i></p> <p>Concept: Prejudice Core reading skill: Comprehension (explicit/implicit) Core writing skill: academic register, essay structure, discourse markers, how to build an argument Oracy: civil rights and justice towards 'terrorists' debate</p> <p>Core knowledge: Modern Britain and racism Critical lens: post-colonialism; genre theory</p> <p>An essay? Properly planned and taught as a whole entity?</p>
<p>Only Connect: Cross-curricular links</p>	<p>Biology – evolution</p>	<p>History – Tudors</p>		<p>Music – development of the Blues</p>
<p>Isolation; humanity, enlightenment and emancipation; conflict</p>				
<p>Year 9</p>	<p>DYSTOPIA Extract work: Dystopian fiction Text study: Animal Farm</p> <p><i>Viewpoint writing: rhetoric, speech-writing</i></p> <p>Concept: Corruption</p> <p>Core reading skill: Reading for meaning and symbolism (allegory); significance of context Core writing skill: rhetorical devices Core knowledge: Different narrative perspectives Oracy: examining and writing speeches (Martin Luther King) Critical lens: genre theory</p>	<p>THE CRUCIBLE Text study: The Crucible</p> <p><i>Viewpoint writing: persuasive speeches - legal</i></p> <p>Concept: Justice Core reading skill: Applying context Core writing skill: Writing for a specific audience Core knowledge: McCarthyism and Puritanism Oracy: conduct mock trial Critical lens: feminism, Marxism – power</p> <p>Writing task – this could be speeches – write the closing for the prosecution / defence Mock trial (who is to blame? John, Abigail, Hale, Danforth,</p>	<p>POETRY ACROSS TIME: POETRY OF PROTEST – ROMANTICS TO MODERN Extract work: Samples of poetry from The Romantic era through to modern poetry</p> <p><i>Response as artefact</i></p> <p>Concept: Protest (injustice and freedom)</p> <p>Core reading skill: Exploring extended devices such as conceit Core writing skill: None! Core knowledge: How the emerging 'industrial world' resulted in literary developments</p>	<p>MEDIA: TRUTH Extract work: Samples of non-fiction and media; propaganda across time</p> <p><i>Writing: a creative media piece exploring the concept of 'truth'</i></p> <p>“in a time of universal deceit, telling the truth is a revolutionary act” – George Orwell</p> <p>Concept: Truth</p> <p>Core reading skill: Critical evaluation establishing writer's purpose, form, tone and credibility Core writing skill: Planning and structuring</p>

		Elizabeth? Extension / additional: Court reporter on events at court today (careers links here!)	Oracy: response as artefact presentation Critical lens: students to select relevant perspectives e.g. postcolonial, Marxist as appropriate to text Add in some more Blake	Core knowledge: Purpose, audience and form Critical lens: literary criticism in the post truth era Media text focus? Adverts, trailers, social media etc? Could we make this an advertising / critical thinking / fake news type thing? Just cos you saw it online... How to read critically Interplay with images
Only Connect: Cross-curricular links	History – Power and the People – all of Year 9 Drama – Dystopia	Drama – Romanticism / Melodrama	Drama – British Witch trials, The Crucible	Year 8 Music – music for film
Political writing; allegory; protest				

Forms to expose students to:

Novels

Verse novels

Graphic novels

Plays

Poetry - and many subsets and form within that

Letter

Journal / diary

Advert

PR statement type thing

Speech

Newspaper article

Opinion piece editorial

Essay

Screenplay