

<b>Year 7</b>	Year Aims: To 'level up' student understanding of the features of grammar whilst introducing them to English study at KS3. Students will be introduced to a range of ideas, genres and methods using a range of texts as 'vehicles' to learning. The year will introduce key themes and topics such as poetry, Shakespeare and the presentations of writer's attitudes. Students will be given the opportunity to consider how writers use methods to present attitudes and values as well as have the opportunity to present their own ideas on a range of topics.				
Topic:	<b>Autumn 1 and Autumn 2</b> Exploring Identity: Me Myself and I	<b>Spring 1</b> Exploring Shakespeare: Introduction to Shakespeare	<b>Spring 2</b> Exploring Shakespeare: A Mid-Summer Night's Dream	<b>Summer 1</b> Exploring Poetry From and about different people and places	<b>Summer 2</b> Exploring Short Stories From and about different people and places
Cultural Capital	<ul style="list-style-type: none"> <li>To gain insight into how people present their own attitudes and values in written text and spoken word.</li> <li>To consider how individuals have changed the world.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Elizabethan culture and theatre</li> <li>Learning about Shakespearean costume and drama.</li> </ul>		<ul style="list-style-type: none"> <li>Read, explore and examine a range of texts that present attitudes, ideas and experiences from writers around the world.</li> </ul>	
Unit content (Non-negotiable)	<b>Learning Aims:</b> <ul style="list-style-type: none"> <li>✓ Read a range of non-fiction texts that present identity and attitudes</li> <li>✓ Consider why a text creator may frame a text in a certain way</li> <li>✓ Awareness of the effect of persuasive techniques</li> <li>✓ Awareness of audience and purpose</li> </ul>	<b>Learning Aims:</b> <ul style="list-style-type: none"> <li>✓ To read, understand and enjoy a range of Shakespearean texts.</li> <li>✓ To consider how words enter the lexicon.</li> <li>✓ Using contextual and literary understanding to write a detailed description.</li> <li>✓ Drafting and editing work.</li> <li>✓ History, Tragedy and Comedy.</li> </ul>	<b>Learning Aims:</b> <ul style="list-style-type: none"> <li>✓ Understanding of plot, character and theme through the exploration of a range of key scenes from a Shakespearean text.</li> <li>✓ Role of context in shaping a text.</li> <li>✓ Use extracts to track plot and character development.</li> </ul>	<b>Learning Aims:</b> <ul style="list-style-type: none"> <li>✓ Study a range of different poems that present viewpoints and attitudes.</li> <li>✓ Consider how the poet uses language and structure to create meaning.</li> <li>✓ To compare features in poetry to achieve different purposes.</li> <li>✓ To have a personal response to a poem/short story.</li> <li>✓ To consider those who live their lives differently to me.</li> </ul>	
	<b>Taught Knowledge AO2, AO3, AO5 and AO6:</b> <ul style="list-style-type: none"> <li>✓ Connotations of words</li> <li>✓ Word classes</li> <li>✓ Sentence types</li> <li>✓ Persuasive techniques (Emotive language, Rhetorical question, direct address, anecdote, facts, repetition)</li> <li>✓ Descriptive techniques (simile and metaphor)</li> <li>✓ Quotation marks and quotation retrieval</li> <li>✓ Inference</li> <li>✓ GAPS</li> </ul>	<b>Taught Knowledge AO2, AO3, AO5 and AO6:</b> <ul style="list-style-type: none"> <li>✓ Elizabethan theatre</li> <li>✓ Neologisms</li> <li>✓ Identification of imagery, rhythm and form in poetry (Iambic Pentameter).</li> <li>✓ Understanding plot and character</li> <li>✓ Show not tell</li> <li>✓ Synonyms and antonyms</li> </ul>	<b>Taught Knowledge AO2, AO3, AO5 and AO6:</b> <ul style="list-style-type: none"> <li>✓ Literary devices (Repetition, metaphor)</li> <li>✓ Stage craft</li> <li>✓ Understanding a script</li> </ul>	<b>Taught Knowledge AO2, AO3, AO5 and AO6:</b> <ul style="list-style-type: none"> <li>✓ Contextual information related to each poem and short story. How the world changes over time.</li> <li>✓ Poetic and literary techniques (language, form, imagery etc)</li> <li>✓ Consider the intended effects of descriptive/persuasive techniques.</li> <li>✓ Text structure and its impact on meaning.</li> </ul>	
	<b>Writing</b> <ul style="list-style-type: none"> <li>✓ Write in a broad range of styles including letters, speeches, diary entries</li> <li>✓ To present a clear viewpoint</li> <li>✓ To have an active voice in rhetorical writing</li> <li>✓ To present texts that consider audience and purpose.</li> <li>✓ To vary sentences for clarity and to adapt meaning.</li> <li>✓ To use accurate spelling, punctuation and grammar.</li> </ul> <b>Sentences:</b> 1. <i>Comma Sandwich</i> 2. <i>More, More, More Sentence / Less, Less, Less Sentence</i> 3. <i>Comparative, More, More Sentence</i>	<b>Writing</b> <ul style="list-style-type: none"> <li>✓ Using understanding of language and form to create own sonnets and descriptive pieces.</li> <li>✓ To write imaginatively, considering how language, structure and form can affect meaning</li> <li>✓ Writing a detailed description using show-not-tell and sensory description.</li> <li>✓ Begin to write analytically, considering the writer's intention.</li> <li>✓ To write in clearly constructed and cohesive paragraphs.</li> <li>✓ To use accurate spelling, punctuation and grammar.</li> <li>✓ To vary and adapt appropriate and effective vocabulary for meaning.</li> </ul> <b>Sentences:</b> 4. <i>Semi-colon Split</i> 5. <i>Colon Clarification</i> 6. <i>Three Verb Sentence</i>		<b>Writing</b> <ul style="list-style-type: none"> <li>✓ To write poem that show personal attitudes and values.</li> <li>✓ To write imaginatively and meaningfully, creating tone and atmosphere in writing.</li> <li>✓ To organise and sequence whole pieces of text.</li> <li>✓ To use accurate spelling, punctuation and grammar.</li> <li>✓ To vary and adapt appropriate and effective vocabulary for meaning.</li> </ul> <b>Sentences:</b> 8. <i>Prepositional Push Off</i> 9. <i>Never Did Than</i> 10. <i>The Writer's Aside</i>	
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Persuade</li> <li>• Inform</li> <li>• Genre</li> <li>• Register</li> <li>• Formal</li> <li>• Informal</li> <li>• Identity</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Rhyme</li> <li>• Sonnet</li> <li>• Shakespeare</li> <li>• Elizabethan</li> <li>• Comedy</li> <li>• History</li> <li>• Tragedy</li> <li>• Genre</li> <li>• Neologism</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Diversity</li> <li>• Experience</li> <li>• Discrimination</li> <li>• Segregation</li> <li>• Responsibility</li> <li>• Identity</li> <li>• Justice</li> <li>• Prejudice</li> <li>• Tolerance</li> <li>• Community</li> </ul>	
Links to Prior Learning	KS2 curriculum	<ul style="list-style-type: none"> <li>Quotation marks and quotation retrieval</li> <li>Inference</li> </ul>		<ul style="list-style-type: none"> <li>Consider how context shapes meaning.</li> <li>Quotation marks and quotation retrieval</li> <li>Inference</li> <li>Descriptive techniques</li> </ul>	

Year 8	Year Aims: To build on knowledge gained from year 7 to being to analyse texts and author motivations in more detail. Students will explore and consider a range of texts from different genres that have been influenced by their context. Students will begin to see in more detail how writers and their attitudes influences a text's creation as well as how texts can be used to record and document achievements and milestones in history.			
Topic:	Autumn 1 Exploring and considering Conflict: Extracts and poetry	Autumn 2 Exploring and considering Conflict: Journey's End	Spring 1 and Spring 2 Exploring and considering crime novels: The Speckled Band	Summer 1 and 2 Exploring and considering Travel Writing from around the world
Cultural Capital	<ul style="list-style-type: none"><li>Awareness of how conflict has shaped our country and society.</li><li>How war affected all people.</li><li>Various attitudes towards war.</li></ul>	<ul style="list-style-type: none"><li>Cultural awareness of significant literary figures: e.g. Arthur Conan Doyle</li><li>Independent lines of enquiry through reading and creative projects.</li><li>Independent research projects to develop historical and contextual knowledge – life in Victorian Britain – as well as crime and punishment throughout history.</li></ul>	<ul style="list-style-type: none"><li>Cornwall's role in developing technology.</li><li>Awareness of important events in history.</li><li>Personal accounts of challenges that have been overcome.</li></ul>	
Unit content (Non-negotiable)	Learning Aims: <ul style="list-style-type: none"><li>✓ Conventions of a play and script</li><li>✓ Read a range of poetry centred around conflict and attitudes towards it.</li><li>✓ Consider experiences of war.</li><li>✓ Recreate text types using features identified in texts.</li></ul>	Learning Aims: <ul style="list-style-type: none"><li>✓ Read a range of crime fiction stories.</li><li>✓ Understand and recognise some conventions of the crime genre.</li><li>✓ Understand how to retrieve relevant information.</li><li>✓ Infer and develop from the text</li><li>✓ Consolidate understanding of genre conventions by completing a piece of crime fiction writing</li><li>✓ Use accurate SPaG</li></ul>	Learning Aims: <ul style="list-style-type: none"><li>✓ Read a range of non-fiction texts from a diverse range of writers and genres</li><li>✓ Consider how individuals can change the world.</li><li>✓ Identify and analyse the effects of specific language choices.</li><li>✓ To identify different text types depending on structural features.</li></ul>	
	Taught Knowledge AO2, AO3, AO5 and AO6: <ul style="list-style-type: none"><li>Conventions of a play.</li><li>Understanding of the well-made play and realist drama.</li><li>Descriptive and persuasive techniques.</li><li>Structure and form.</li><li>Vocabulary choices.</li><li>Historical context (WW1 and WW2).</li><li>Poetic form and features.</li></ul>	Taught Knowledge – AO1 / AO2 / AO5 / AO6: <ul style="list-style-type: none"><li>✓ Conventions of crime fiction</li><li>✓ Language features (e.g. noun, adjective, verb, adverb), structural features (e.g. foreshadowing, tension) and figurative language (e.g. simile, metaphor, personification).</li><li>✓ Quote marks and accurate quotations</li><li>✓ Identification and the effect of imagery</li><li>✓ Use of structural features and genre conventions in a piece of crime fiction writing</li><li>✓ Use of accurate SPaG</li></ul>	Taught Knowledge AO2, AO3, AO5 and AO6: <ul style="list-style-type: none"><li>✓ Conventions of non-fiction writing.</li><li>✓ How writers present their attitudes and viewpoints in non-fiction writing.</li><li>✓ Persuasive devices</li><li>✓ Structure of texts</li><li>✓ Personal and third person accounts</li><li>✓ Cornish heritage.</li></ul>	
	Writing <ul style="list-style-type: none"><li>✓ Write in a broad range of styles including letters, speeches, diary entries</li><li>✓ To present a clear viewpoint</li><li>✓ To have an active voice in rhetorical writing</li><li>✓ To present texts that consider audience and purpose.</li><li>✓ To vary sentences for clarity and to adapt meaning.</li><li>✓ To use accurate spelling, punctuation and grammar.</li></ul> Sentences: 11. The So So Sentence 12. The Big Because 13. But None More Than Sentence 14. Past participle start (–ed)	Writing <ul style="list-style-type: none"><li>✓ Using understanding of language and form to create own sonnets and descriptive pieces.</li><li>✓ To write imaginatively, considering how language, structure and form can affect meaning</li><li>✓ Writing a detailed description using show-not-tell and sensory description.</li><li>✓ Begin to write analytically, considering the writer's intention.</li><li>✓ To write in clearly constructed and cohesive paragraphs.</li><li>✓ To use accurate spelling, punctuation and grammar.</li><li>✓ To vary and adapt appropriate and effective vocabulary for meaning.</li></ul> Sentences: 15. Whoever/ Whenever/ Whichever 16. Adjective Attack 17. End Loaded Sentence	Writing <ul style="list-style-type: none"><li>✓ To write poem that show personal attitudes and values.</li><li>✓ To write imaginatively and meaningfully, creating tone and atmosphere in writing.</li><li>✓ To organise and sequence whole pieces of text.</li><li>✓ To use accurate spelling, punctuation and grammar.</li><li>✓ To vary and adapt appropriate and effective vocabulary for meaning.</li></ul> Sentences: 18. Present participle start (–ing) 19. The As if Pivot 20. The As If Avalanche	
	Vocabulary <ul style="list-style-type: none"><li>Conflict</li><li>Glory</li><li>Comrade</li><li>Patriotism</li><li>Pacifist</li><li>Heroism</li><li>Insubordination</li><li>Futile</li><li>Brutal</li></ul>	Vocabulary	Vocabulary	
Links to Prior Learning	<ul style="list-style-type: none"><li>Texts as a reaction and reflection to society.</li><li>Connotations of words</li><li>Word classes</li><li>Poetic form</li><li>Accurate quotation retrieval</li><li>Quotation marks</li></ul>	Prior knowledge to be drawn on: <ul style="list-style-type: none"><li>Quotations and Inferences</li><li>Accurate writing skills</li><li>Identification of imagery.</li></ul>	<ul style="list-style-type: none"><li>How texts can change the world.</li><li>Conventions of non-fiction writing.</li><li>Identity and culture.</li><li>Text types and their conventions.</li></ul>	

<b>Year 9</b>	Year Aims: To write (descriptively, analytically, persuasively) with clarity and precision, weaving contextual understanding into analysis. To create tone and atmosphere in writing and be able to develop a line of argument. To consider how writer's methods can be interpreted by readers in detail.			
Topic:	<b>Autumn 1</b> Examining Literary Troubled Worlds: What is dystopia?	<b>Autumn 2</b> Examining Literary Troubled Worlds: Animal Farm	<b>Spring 1 and 2</b> Examining Shakespeare play: Macbeth	<b>Summer 1 and 2</b> Examining poetry (GCSE Power and Conflict) Spoken Language
Cultural Capital	<ul style="list-style-type: none"> <li>Awareness of specific genres of text.</li> <li>Understanding of how society shapes the text and that texts can be written in reaction/reflection of societal pressure.</li> </ul>		<ul style="list-style-type: none"> <li>Cultural knowledge of Shakespeare, theatre and the Elizabethan era.</li> <li>Examination of genre conventions relevant to tragedy.</li> </ul>	
Unit content (Non-negotiable)	<b>Learning Aims:</b> <ul style="list-style-type: none"> <li>✓ Gain an understanding of the dystopian genre and how it fits within society.</li> <li>✓ Consider how dystopian texts are created and conform to conventions.</li> <li>✓ Examine a range of dystopian texts to understand the conventions of the genre</li> <li>✓ Analyse how writers present their own attitudes and values through texts.</li> </ul>		<b>Learning Aims:</b> <ul style="list-style-type: none"> <li>✓ Students to read and engage with entire Shakespearean play</li> <li>✓ Analyse and explore a Shakespearean tragedy and its conventions.</li> <li>✓ Understand how the writer uses methods suitable to drama to present themes, character and conventions suitable to tragedy.</li> <li>✓ Understand how social context influences a writer's choices in terms of themes, characterisation, setting and plot.</li> <li>✓ Using script as a prompt for creative writing.</li> </ul>	
	<b>Taught Knowledge AO2, AO3, AO5 and AO6:</b> <ul style="list-style-type: none"> <li>✓ Text as a social commentary.</li> <li>✓ Analysis of language and structure</li> <li>✓ Using texts as style models</li> </ul>		<b>Taught Knowledge AO2, AO3, AO5 and AO6:</b> <ul style="list-style-type: none"> <li>✓ Developing an argument (analytical writing)</li> <li>✓ Examining language in detail drawing on contextual knowledge.</li> <li>✓ Considering how quotations show character/plot development.</li> <li>✓ Writing a balanced argument.</li> </ul>	
	<b>Writing</b> <ul style="list-style-type: none"> <li>✓ Use of rhetorical devices to shape an argument.</li> <li>✓ Write in a broad range of styles including letters, speeches, diary entries</li> <li>✓ To present a clear viewpoint</li> <li>✓ To have an active voice in rhetorical writing</li> <li>✓ To present texts that consider audience and purpose.</li> <li>✓ To vary sentences for clarity and to adapt meaning.</li> <li>✓ To use accurate spelling, punctuation and grammar.</li> </ul> <b>Sentences:</b> 21. Three Adjective Punch 22. Almost, Almost, When 23. Repeat and Reload		<b>Writing</b> <ul style="list-style-type: none"> <li>✓ Using understanding of language and form to create own sonnets and descriptive pieces.</li> <li>✓ To write imaginatively, considering how language, structure and form can affect meaning</li> <li>✓ Writing a detailed description using show-not-tell and sensory description.</li> <li>✓ Begin to write analytically, considering the writer's intention.</li> <li>✓ To write in clearly constructed and cohesive paragraphs.</li> <li>✓ To use accurate spelling, punctuation and grammar.</li> <li>✓ To vary and adapt appropriate and effective vocabulary for meaning.</li> </ul> <b>Sentences:</b> 24. Let Loose Sentence 25. Simile Start 26. Or & Or Sentence	
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Fable</li> <li>• Satire</li> <li>• Dystopia</li> <li>• Utopia</li> <li>• Inequality</li> <li>• Totalitarian</li> <li>• Oppression</li> <li>• Censorship</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Supernatural</li> <li>• Hubris</li> <li>• Ambition</li> <li>• Treachery</li> <li>• Hamartia</li> <li>• Heinous</li> <li>• Surreal</li> <li>• Mercurial</li> <li>• Duplicitous</li> </ul>	
Links to Prior Learning	<ul style="list-style-type: none"> <li>• Development of character, theme and plot.</li> <li>• Texts as a reaction and reflection of society.</li> <li>• How structure can affect meaning.</li> <li>• Imagery</li> <li>• Inference</li> <li>• Characterisation</li> </ul>		<ul style="list-style-type: none"> <li>• Texts as a reaction and reflection of society.</li> <li>• Character and plot development.</li> <li>• Shakespearean society</li> <li>• Conventions of a play</li> <li>• Understanding of character, theme and plot.</li> <li>• Use of imagery.</li> <li>• Language analysis</li> <li>• Connotations of words and meanings of descriptive techniques.</li> <li>• Inference.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Poetic comparison</li> <li>• Use of parts of speech</li> <li>• Use of poetic features</li> <li>• Use of figurative and rhetorical language</li> <li>• Use of Imagery</li> <li>• Specific retrieval of quotes and Inferences</li> <li>• Generation of creative ideas suited to the task</li> <li>• Accurate writing skills</li> <li>• Oracy and presentation</li> </ul>	