

Year 7	<p><b>Text Assessment</b></p> <p><b>Knowledge/skills</b></p> <p><b>Vocabulary</b></p> <p><b>Careers/ Enrichment</b></p>	<p><b>Oliver Twist</b></p> <p><b>What kind of character is Bill Sikes?</b></p> <p>What changes happened in London in the Victorian era; the difference between the lives of the rich and poor in London; life for the poor in the workhouse; Charles Dickens's attitude to the workhouses; composing topic sentences; close analysis of Dodger; analysing the introduction of Bill and his threat to Oliver; how to gather and record quotations; how to write an analytical paragraph; selecting and analysing key quotes about Bill.</p> <p><i>Victorian, era, workhouse, poverty, disease, Dickens, novel, childbirth, tough, starvation, corruption, vulnerable, orphan, undertaker, bully, malicious, analytical, journey, dialect, streetwise, to dodge, wretched, repulsive, villain, pickpocket, to betray, naive, transportation, execution, theft, innocent, dangerous, violence, criminal, burglary, threat, capture, vicious, locket, confess, victim, manipulate, plot, murder, heartless, brutal, inheritance, comeuppance, climax.</i></p> <p><b>Law, criminology</b></p> <p><b>Mock trial of Oliver; The Victorian classroom; Local Victorian history, Rewards trip to a Victorian museum/experience.</b></p>	<p><b>A Midsummer Night's Dream</b></p> <p><b>Is the love potion good or bad?</b></p> <p>Key facts about Shakespeare's childhood and upbringing; the impact of Shakespeare's education on the topics in his plays; life as a groundling in Elizabethan London; knowing the difference between a novel and a play; punishments in Ancient Athens were severe. Evaluating the different sides to the love potion; selecting the best quotations.</p> <p><i>Affluent, Elizabethan, influence, myth, severe, Globe theatre, groundlings, Theseus, Hippolyta, Egeus, Hermia, Demetrius, Lysander, Athens, topic sentence, elope, Oberon, Titania, Puck, conflict, soliloquy, Helena, mischievous, unrequited love, abuse, Bottom, absurd, comedy, mock, chaos, betrayal, to resolve, structure.</i></p> <p><b>Actor, playwright</b></p> <p><b>NWTAC visit, Stratford upon Avon/Globe/RSC – theatre or cinema trip.</b></p>	<p><b>Poems from Different Cultures</b></p> <p><b>What is life like living between two cultures?</b></p> <p>The difference between literal and metaphorical language; applying knowledge to analysis; explaining the choices of metaphorical language; applying analysis to a paragraph; applying the analysis of metaphors and paragraph composition; sequencing events; applying analysis to an unseen poem.</p> <p><i>Metaphor; literal language; metaphorical language; structure; poetic forms; elusive; creator; poetry; compare; explicit; assessment.</i></p> <p><b>Poet, author</b></p> <p><b>Dove cottage creative writing rewards trip, Dan Freedman author visit.</b></p>
Year 8	<p><b>Text Assessment</b></p> <p><b>Knowledge/skills</b></p> <p><b>Vocabulary</b></p> <p><b>Careers/ Enrichment</b></p>	<p><b>The Hound of the Baskervilles</b></p> <p><b>How does the writer create a frightening effect?</b></p> <p>The context in which Conan-Doyle is writing; revisiting Victorian context; analysing a key metaphor used to describe Holmes; effectively using linking sentences across an essay; analysing the similar opening to each Sherlock Holmes story; using this structure as the basis for a new opening; Holmes has a dual nature which helps him solve cases; synthesising all knowledge about Holmes in order to explain how the reader knows he is a good detective.</p> <p><i>Population, Metropolitan police force, cholera, investigate, anomalies, periodicals, serial, Sherlock, Arthur Conan Doyle, enlighten, deduction, detective, metaphor, abhorrent, distinction, observe, data, theories, compromise, horse-drawn carriages, tableaux, outsmarted, respect, linking paragraphs, introspection, dual nature, heist, summary, chronological, perspective, characteristic, declined, fallible, infallible, confess, compassion, forgiveness, influence.</i></p> <p><b>STEM, detective work</b></p> <p><b>MOSI, 'Don't go into the cellar' theatre visit.</b></p>	<p><b>Animal Farm</b></p> <p><b>How and why does the farm fail in Animal Farm?</b></p> <p>George Orwell was influenced by his context to challenge the status quo; an allegory is a story with a moral; evaluating whether Boxer is a hero or a fool; creating revision resources on the main plot and characters; identifying and evaluating the failures of the farm.</p> <p><i>Moral, influence, authority, allegory, third person, literal, tyrant, rebellion, inspired, Snowball, Napoleon, Squealer, commandment, harvest, Russian Revolution, communism, Stalin, Trotsky, Lenin, Marx, animalism, Tsar, corrupt, scandal, propaganda, show trials, cult of personality, corruption, Boxer, privileges, treacherous, knacker's yard, rebellion, propaganda, show trials, failure.</i></p> <p><b>Politics, speech writing</b></p> <p><b>Liverpool Everyman Workshop, Creative writing author workshop.</b></p>	<p><b>Blood Brothers</b></p> <p><b>How far is Mrs Johnstone to blame for the deaths of Mickey and Edward?</b></p> <p>Exploring contextual links to 20<sup>th</sup> Century Liverpool; social class; analysing the characters of Mickey and Edward; comparing the childhood of Mickey and Edward; analysing the structure of the play; exploring themes within the play.</p> <p><i>Superstition, social class, vulnerable, abandon, education, expectations, inequality, nature, nurture, poverty, society, unemployment, fate, power, violence, empathy, attitudes, background, devotion, threat, unconditional.</i></p> <p><b>Musician</b></p> <p><b>Mock trial of Mrs Johnstone, theatre visit.</b></p>
Year 9	<p><b>Text Assessment</b></p> <p><b>Knowledge/skills</b></p> <p><b>Vocabulary</b></p> <p><b>Careers/ Enrichment</b></p>	<p><b>Jane Eyre</b></p> <p><b>Explore how Bronte presents Jane Eyre as a character who defies the Victorian ideal of a woman.</b></p> <p>Biographical links to Bronte and Jane Eyre; Victorian societal expectations of children; the Victorian class system; Victorian education system; explaining quotations; interpreting texts using personal vocabulary; reading between the lines; understanding the writer's intentions; using modal verbs; developing analysis of connotation and implied meaning. commenting on evidence from the text; explaining how words and phrases affect readers; using subject terminology accurately; analysing multiple interpretations; commenting on how the focus of a text shifts; explaining why writers shift the focus of texts; explaining how writers interest readers using structure; analysing structural features. Creating strong arguments within the analysis of a text. Creating strong and well-structured arguments when writing and creating a text.</p> <p><i>Patriarchy, pathetic fallacy, authorial intention, colour connotation, purpose, emotive language, superstition, religion, 'How', bildungsroman, punctuation, structure, argument, article, rhetoric, thesis, audience, purpose, tension, genre, gothic, foreboding, juxtaposition, parson, pun, adverbs of affirmation, scorn, symbolism.</i></p> <p><b>Primary teaching, secondary teaching</b></p> <p><b>Bronte Parsonage Museum, cinema event.</b></p>	<p><b>Romeo and Juliet</b></p> <p><b>Explore how far Friar Lawrence is to blame for Romeo and Juliet's death.</b></p> <p>Key traits of a tragedy; tragic conventions; and romantic language; the writer's use of oxymorons. Gender roles and expectations in Elizabethan society; analysing how writers use foreshadowing; applying dramatic irony to specific events in texts; exploring how Juliet's character defies gender norms; the use of structural mirroring within the play; exploring how Juliet develops over the narrative arc of the play; revising tragic conventions; developing and writing a thesis for essay writing.</p> <p><i>Petrarchan, exposition, foreshadowing, fate, unrequited, patriarch, astrology, idealised, antagonistic, counsellor, effeminate, fervid, infatuation, dishonour, benevolent, paternal, maternal, erudite, futile, intransigent, subservient, omniscient, jocund, truculent.</i></p> <p><b>Child psychology, theology</b></p> <p><b>NWTAC visit, Stratford upon Avon/Globe/RSC – theatre or cinema trip, cinema event.</b></p>	<p><b>Love and Relationships Poetry</b></p> <p><b>Compare how poets present romantic love in two poems of your choice.</b></p> <p>Writers uses of imagery; crafting comparative statements; contextualising interpretations; comparing rhythm and structure; summarise the similarities and differences between poems; discourse markers to make comparisons explicit; identifying and analysing extended metaphors; structuring comparative essays.</p> <p><i>Regret, forbidden, secret, pain, loss, death, anger, bitterness, nature, distance, reconciliation, joy, romantic, familial, conflicting, desire, longing, unrequited, passion, obsession, childhood, parental, memory, maternal, Romanticism, Victoriana, Modernism, Autobiographical.</i></p> <p><b>Poet, author</b></p> <p><b>Poetry live, dove cottage creative writing rewards trip.</b></p>