

Year group	HT1	HT2	HT3	HT4	HT5	HT6
9 (KS3)	<p>Jane Eyre Victorian attitudes to childhood; Foundation knowledge/skills: Charlotte Bronte; Victorian childhood; Victorian ghost stories (red room convention), religion in the Victorian era; the different types of Victorian school; interpreting meaning; literal interpretation; making links between context and texts. Traditional knowledge/skills: 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. Key piece/assessment; How is the character of John Reed presented? Reading for pleasure focus; Noughts and Crosses Creative writing foci; writing well-structured formal expository and narrative essays; writing stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Careers: Primary teaching Enrichment opportunities: Bronte Parsonage Museum</p>	<p>Jane Eyre Developing a thesis on Victorian childhood; Foundation knowledge/skills: paraphrasing language; commenting on the words that writers use; commenting on openings to texts; commenting on endings to texts; commenting on texts as a whole. Traditional knowledge/skills: 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. Key piece/assessment; Explore the way Bronte presents Jane's childhood experiences. Reading for pleasure focus; Noughts and Crosses Creative writing foci; writing well-structured formal expository and narrative essays; writing stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Careers: Secondary teaching Enrichment opportunities: Jane Eyre cinema event</p>	<p>Romeo and Juliet Exploring love in Elizabethan society and the play; Foundation knowledge/skills: revising the Elizabethan era; the role and status of tragic heroes; the structure of a sonnet; understanding soliloquies; the way stories are structured. Traditional knowledge/skills: key traits of a tragedy; tragic conventions; A C Bradley's theory about the role of a tragic hero; romantic language and religious imagery; A C Bradley's theory about tragic structure; analysing soliloquies; the writer's use of hyperbole. Key piece/assessment; How is Juliet presented in Act 2 Scene 2? Reading for pleasure focus; Noughts and Crosses Creative writing foci; writing well-structured formal expository and narrative essays; writing stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Careers: theology Enrichment opportunities: Romeo and Juliet national theatre</p>	<p>Romeo and Juliet Exploring violence in Elizabethan society and the play; Foundation knowledge/skills: understanding foreshadowing in the play; introduction to dramatic irony; tracking Juliet's character development; revising tragic conventions; using a thesis to help with essay writing. Traditional knowledge/skills: 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. Key piece/assessment; How does Shakespeare present Juliet as a tragic hero? Reading for pleasure focus; Noughts and Crosses Creative writing foci; writing well-structured formal expository and narrative essays; writing stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Careers: child development Enrichment opportunities: Cinema rewards afternoon</p>	<p>Poetry – Journeys Anthology Interpreting poetry and developing personal impressions. Foundation and traditional* knowledge/skills: commenting on dialect in poetry; analysing metaphor; developing comparative statements; analysing personification; differentiating between slang, street language and standard English; analysing the effect of different registers used in poetry on readers; exploring why writers choose different registers. <i>*Scheme is differentiated between traditional and foundation through choice of poems.</i> Key piece/assessment; Compare two poems on the theme of journeys. Reading for pleasure focus; Noughts and Crosses Creative writing foci; writing well-structured formal expository and narrative essays; writing stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Careers: explorer Enrichment opportunities: Poetry Live</p>	<p>Poetry – Journeys Anthology Comparing poetry and writing critical evaluations. Foundation and traditional* knowledge/skills: exploring religious imagery in poetry; extended metaphor; writing about multiple interpretations; layers of analysis; comparing with speculation; analysing the emotions explored and created by poetry; revising key themes across an anthology of poetry; memorising key quotations across an anthology of poetry. <i>*Scheme is differentiated between traditional and foundation through choice of poems.</i> Key piece/assessment; Compare the ways poets present a theme in two poems. Reading for pleasure focus; Noughts and Crosses Creative writing foci; writing well-structured formal expository and narrative essays; writing stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Careers: poet Enrichment opportunities: Creative writing competition</p>

