



Key

**Disciplinary Knowledge**

**Substantive Knowledge**

**Key Assessment Task** (to assess understanding cumulatively against 8 Core Threads)

**Big Questions**

**Disciplinary Literacy**

**Learning Locations** (Themes and key concepts that are taught in each unit and where they link to other units across KS3/KS4)

**Whole School Assessment Point (Two per year)**

# KS3 English Long-Term Plan 2023-2024

Year 7 (7 English lessons per fortnight)

39 teaching weeks

The units are taught in chronological order so that students can place their learning and the texts within a specific time frame.

Units of work/Key texts	Disciplinary and Substantive Knowledge	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessments
<p><b>Unit 1 (7 weeks)</b>  <b>Origins of Literature: Myths and Legends.</b>                      Key Texts:                      Achilles and the Trojan War                      Daedalus and Icarus                      Orpheus                      Prometheus                      Medusa and Perseus                      Thugine, the Rainbow and the Wandering boys                      Midas                      Pandora's Box</p>	<p>To know that an allegory is a story that can be interpreted to reveal a hidden meaning.                      To know that an allusion is designed to call something to mind without mentioning it directly.                      To know that an adjective is a word used to describe a noun.                      To know that TIPTOP means time, place, topic, person to start new paragraphs                      To know that an adverb is a word used that describes the verb; a verb is an action; a simile is when you say what something is "like" or is "as" something else ; a metaphor is– saying something is that other thing or giving it the qualities of that other thing; personification is – giving a thing human quality; sensory imagery is sight/ hearing/ touch/ taste/ smell to give a sensuous experience.                      To know that Zeus is the King of Gods and leads the twelve great Olympian gods. Zeus is brutal, merciless and unforgiving; Prometheus stole fire for his people, knowing that Zeus would punish him. Zeus is selfless, suffering and compassionate.                      To know that Pandora is a mortal sent to earth as a way to punish the people of Prometheus; Midas is full of hubris.                      To know that Icarus is Son of Daedalus who created the labyrinth to imprison the minotaur;                      Medusa is a mortal who is attacked by Poseidon, God of the sea.                      To know that Odysseus is cunning and clever; Odysseus is the main hero of the epic tale, the Odyssey.                      To know that Achilles is a Greek hero who took part in the Trojan War.                      To know how to identify language features and explain their effects; to use quotations.                      To know how to develop explanations using because, but, so                      To know how to make inferences                      To know how to refer to specific words and explain the effect on the reader                      To know how to identify personification                      To know how to use adjectives, verbs and adverbs to add detail to writing                      To know how to use allusion to create metaphors and similes                      To know how to use the 5 senses in descriptive writing                      To know how to use paragraphs                      To know how to use different sentences openers in descriptive writing</p>	<p><b>Gender:</b>                      KS3-The Art of Rhetoric, Conflict poetry, Romeo and Juliet, Of Mice and Men, Victorian Non-Fiction, Ruby in the Smoke                      KS4- Macbeth, An Inspector Calls  <b>Allusion as a literary device:</b>                      KS3- The Art of Rhetoric, Love and Relationships, conflict poetry, Power and Conflict poetry                      KS4- Macbeth, An Inspector Calls, Power and Conflict Poetry</p>	<p><b>Tier 2:</b>                      Labyrinth                      Wrath                      Oppressive                      Deceptive                      Vengeance                      envious</p> <p><b>Tier 3:</b>                      Allegory                      Symbol                      Hubris                      Allusion                      Metaphor                      Symbol                      Tragedy</p> <p><b>Linked Reading:</b>                      The Titan's Curse - Rick Riordan                      The Last Sun - Tessa Gratton                      A Song for Ella Grey - David Almond                      Percy Jackson and Greek Heroes- Rick Riordan</p>	<p>What is a myth?                      How do myths explain the world?                      Can I identify the features of a myth?                      What is a hero?                      What is a hero's journey?                      How is Achilles described?                      How do I write about the senses?                      What is figurative language?                      How do myths act as warnings?                      Who is Prometheus?                      How do myths present love and jealousy?                      Who is Icarus?                      Is Medusa a villain?</p>	<p><b>Week 2 Baseline Assessment:</b>  <b>GL Assessment Key Assessment Task 1</b> – Write a description of Achilles attacking the city aiming to include a literary allusion studied (Threads 6, 7 and 8)  <b>Key Assessment 2-</b> Knowledge Test and Show what you know reading assessment. (Threads 1, and 2)</p>
<p><b>Unit 2 Conflict in Writing (12 weeks)</b>  <b>Key Texts:</b>                      Ruby in the Smoke</p>	<p>To know how to infer and deduce.                      To know how Pulman uses narrative hooks.                      To know how Pulman creates characters.                      To know how to comment on characterisation.                      To know how to find relevant evidence in the novel.                      To know how to explain the effect on the reader.                      To know how Pulman uses resolutions and narrative conventions.                      To know how Pulman explores themes such as loss and hope.                      To know how to use emotive language, imperatives and rhetorical questions to persuade.                      To know how the context of the novel influences the plot.                      To know how to persuade society opium dens should be banned.                      To know how to use apostrophes to show possession and omission                      To know how to write a letter                      To know how to use different sentence openers                      To know how to select relevant textual evidence from a text                      To know that The Industrial Revolution led to overcrowding, hunger, disease and crime.                      To know that The Poor Law was the way in which the poor were financially helped in 1815.                      To know that The Poor Law Amendment Act was designed to reduce the cost of looking after the poor.                      To know that workhouses were designed to discourage people from claiming poor relief and the conditions were made as poor as possible and were likened to prison.                      To know that patriarchal means a society where men were seen as superior to women.</p>	<p><b>Conflict in Literature:</b>                      KS3- Shakespeare- The Tempest, Conflict Poetry, Gothic Fiction- the Woman in Black, Animal Farm                      KS4- Power and Conflict poetry, Macbeth, A Christmas Carol</p> <p><b>Gender:</b>                      KS3-Myths and Legends, The Art of Rhetoric, Romeo and Juliet, The Tempest, Conflict Poetry, Of Mice and Men, Relationships in Literature, Victorian Non-Fiction,                      KS4- Macbeth, An Inspector Calls  <b>Marginalisation, Inequality and Injustice:</b>  <b>Social Class:</b></p>	<p><b>Tier 2:</b>                      Patriarchal                      Myriad                      Protagonist                      Hypocrisy                      Inadvertently                      Connotation</p> <p><b>Tier 3:</b>                      Pathetic Fallacy                      Foreboding                      Foreshadowing                      Juxtaposition                      Antithesis                      Narrative Hook</p>	<p>How can we spectate and predict?                      How do writer's start their stories?                      How are characters introduced?                      What do we learn about Sally Lockhart?                      What was life like in 19th Century England?                      How does the context of the novel influence the plot?                      What is persuasive writing?                      What is a newspaper article?</p>	<p><b>Key Assessment Task 3</b> – Write an letter to ban opium dens.(Threads 6, 7, 8)  <b>Key Assessment Task 4</b> –Knowledge Test and Show what you know reading assessment. (Threads 1, 2 and 5)  <b>Key Assessment Task 5-</b> Letter writing (Threads 6, 7, 8)  <b>Assessment fortnight W/C 29.01.23</b></p>

# KS3 English Long-Term Plan 2023-2024

	<p>To know that opium is a narcotic drug widely available in the Victorian era</p> <p>To know that ethos, logos and pathos are used in persuasion.</p> <p>To know that a newspaper is a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence.</p> <p>To know that a villain archetype is a character who displays evil characteristics.</p> <p>To know that an apostrophe is used to show possession and omission</p> <p>To that that letter conventions include using an appropriate opening and sign off using 'dear' and yours sincerely/faithfully'</p> <p>To know that emotive language using words to elicit emotion from the reader</p> <p>To know that rhetorical questions are used to involve the reader and do not require an answer</p> <p>To know that imperative verbs are a command/forceful phrase</p>	<p><b>KS3- Blood Brothers, Victorian Non-Fiction, Spoken Language</b></p> <p><b>KS4- An Inspector Calls, A Christmas Carol</b></p>		<p>How can I persuade society opium dens should be banned?</p>	
<p><b>Unit 3 (6 weeks)</b></p> <p><b>The Influence of Literature: The Art of Rhetoric.</b></p> <p>Key Texts/speeches:</p> <p>Cicero</p> <p>Martin Luther King- I have a dream</p> <p>John F Kennedy</p> <p>Emma Watson- Heforshe speech</p> <p>Winston Churchill- This was their finest hour speech</p> <p>Elizabeth I – Spanish Armada speech</p> <p>Abraham Lincoln</p> <p>Ghandi</p> <p>Malala Yousafzai- UN Assembly 2013</p> <p>Emmeline Pankhurst- Freedom or Death</p> <p>Sojourner Truth- Ain;t I a woman?</p> <p>Michelle Obama- Letter to herself</p> <p>Janet Street Porter- Non-Fiction article (Women's pay)</p> <p>Lennie James- Non-Fiction article (Knife crime)</p>	<p>To know that rhetoric is the art of speaking persuasively.</p> <p>To know that rhetoric originated in Athens/ancient Greece.</p> <p>To know that persuasive speakers were originally called sophists.</p> <p>To know that Aristotle was critical of the sophists of Athens.</p> <p>To know that ethos, logos and pathos are known as the Aristotelian triad .</p> <p>To know that ethos establishes the writer's credibility.</p> <p>To know that logos appeals to reason.</p> <p>To know that pathos appeals to the emotions of the audience.</p> <p>To know that anaphora is the repetition of words at the beginning of multiple sentences.</p> <p>To know that Martin Luther King was a civil rights leader in 1960s America.</p> <p>To know that Martin Luther King delivered the 'I have a dream' speech in 1963.</p> <p>To know that Martin Luther King was shot and killed because of his activism.</p> <p>To know that many political speakers such as MLK, JFK and Sojourner Truth used rhetorical features to influence their audiences.</p> <p>To know that Malala was targeted and shot by terrorists for wanting an education.</p> <p>To know that Malala uses rhetoric to speak about her experiences.</p> <p>To know that a speech addresses the audience</p> <p>To know that explanations use 'because' and 'so'</p> <p>To know that a comma separates a main clause from a subordinate clause</p> <p>To know that a main clause includes a subject and verb</p> <p>To know that a subordinate clause does not make sense on its own and doesn't include a subject or verb.</p> <p>To know how to use ethos, logos and pathos to persuade an audience.</p> <p>To know how to apply ethos, logos and pathos within a piece of writing.</p> <p>To know how to identify rhetorical features in a piece of writing.</p> <p>To know how to identify writer's intentions within a text and comment on their effect.</p> <p>To know how to structure a speech</p> <p>To know how to write an opening statement that addresses the question</p> <p>To know how to use evidence from the text to support opinions</p> <p>To know how to explain the writer's intentions</p> <p>To know how to develop explanations</p> <p>To know how to use commas to write complex sentences</p>	<p><b>Marginalisation, inequality and Injustice:</b></p> <p><b>KS3-</b> The Art of Rhetoric, Of Mice and Men, Different Cultures poetry, Blood Brothers, Voices and Viewpoints, Victorian Non-fiction, Animal Farm</p> <p><b>KS4-</b> A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p> <p><b>Allusion as a literary device:</b></p> <p><b>KS3-</b> Myths and Legends, Love and Relationships, Conflict Poetry, Power and Conflict Poetry</p> <p><b>KS4-</b> Macbeth, An Inspector Calls, Power and Conflict Poetry</p> <p><b>Gender:</b></p> <p><b>KS3-</b>Myths and Legends, The Tempest, Conflict Poetry, Romeo and Juliet, Of Mice and Men, Relationships in Literature unit, Victorian Non-Fiction, Ruby in the Smoke</p> <p><b>KS4-</b> Macbeth, An Inspector Calls</p>	<p><b>Tier 2:</b></p> <p>Galvanise</p> <p>Persecution</p> <p>Advocate</p> <p>Futile</p> <p>Synonymous</p> <p>Tyrant</p> <p><b>Tier 3:</b></p> <p>Antithesis</p> <p>Rhetoric</p> <p>Analogy</p> <p>Tone</p> <p>Sopist</p> <p>Ethos</p> <p>Logos</p> <p>Pathos</p> <p><b>Linked Reading:</b></p> <p>Becoming- Michelle Obama</p> <p>I am Malala by Malala Yousafzai</p>	<p>What is rhetoric?</p> <p>What is analogy?</p> <p>What are rhetorical methods?</p> <p>How do influential people use rhetorical methods in their speeches?</p> <p>How is rhetoric used to highlight injustice?</p> <p>How is rhetoric used to motivate?</p> <p>How is rhetoric used for change?</p> <p>How do we structure a piece of persuasive writing?</p>	<p><b>Key Assessment Task: Reading MLK</b> (Threads, 1,2 and 5)</p> <p><b>Key Assessment Task:</b> Write a speech on a topic of your choice to persuade your audience (threads 6, 7, 8)</p> <p><b>Assessment fortnight W/C 29.01.23</b></p>

# KS3 English Long-Term Plan 2023-2024

<p><b>Unit 4 (9 weeks)</b> <b>Introduction to Shakespeare</b></p> <p><b>Key texts:</b> <b>The Tempest</b></p>	<p>To know that Shakespeare was a playwright and poet; he wrote 37 plays and 154 sonnets.          To know that Queen Elizabeth I then King James I were on the throne during Shakespeare's life.          To know that Shakespeare's theatre was called the Globe; his theatre was in London; it was an open-air.          To know that The Globe could accommodate up to 3000 members of the audience; the groundlings stood or sat in the pit in front of the stage.          To know that coloured flags advertised what type of play was being performed.          To know that all actors were male in Shakespeare's theatre.          To know that The Globe Theatre burnt down in 1613 and was re-built; a replica of the Globe as built in London in 1997.          To know that in Shakespearean England people believed in witches.          To know that in Shakespearean England witches were people who made a pact with the Devil in exchange for supernatural powers.          To know that witches were blamed for anything that went wrong in society; they were often killed by drowning or burning at the stake.          To know that King James I was superstitious about witches and wrote a book on the topic.          To know that Shakespeare wrote several plays that included witchcraft, including The Tempest, Macbeth and A Midsummer's Night's Dream.          To know that characterisation is methods used by the writer to create a character.          To know how Shakespeare creates character.          To know how to comment on characterisation.          To know how to find relevant evidence in the play.          To know how to explain the effect on the audience          To know how to construct a response to a reading task.          To know how to write a letter          To know how to make inferences from a text          To know how to identify language techniques</p>	<p><b>Conflict:</b>  <b>KS3-</b> The Tempest, Conflict poetry, Gothic Fiction, Romeo and Juliet  <b>KS4-</b> Power and Conflict poetry, Macbeth, A Christmas Carol</p>	<p><b>Tier 2:</b>  <b>Context</b>  <b>Patriarchy</b>  <b>Monarch</b>  <b>Usurp</b>  <b>Jacobean</b></p> <p><b>Tier 3:</b>  <b>Pathetic Fallacy</b>  <b>Stage Directions</b>  <b>Soliloquy</b>  <b>Foreshadowing</b>  <b>Foreboding</b>  <b>Hypophora</b></p> <p><b>Linked Reading:</b>  <b>A Monster Calls – Patrick Ness</b>  <b>Six of Crows - Leigh Bardugo</b>  <b>Children of Blood and Bone - Toni Adeyemi</b></p>	<p><b>What is the plot of The Tempest?</b>  <b>What was Shakespeare's theatre and society like?</b>  <b>What kind of character is Caliban? How does Shakespeare use the character of Caliban to explore ideas about tolerance?</b></p>	<p><b>Key Assessment Task 8- Letter</b>  <b>Writing threads 6, 7, 8)</b>  <b>GL Assessments</b></p> <p><b>Key Assessment Task 9 – Knowledge</b>          Test and Show what you know reading assessment:          Characters and The Tempest. (Threads 1, 2 and 5)</p>
<p><b>Unit 5 Conflict in Writing (6 weeks)</b></p> <p><b>Key Texts:</b></p> <p>Out of the Blue- Simon Armitage</p> <p>Belfast Confetti</p> <p>Yellow Palm</p> <p>War Girls/Who's for the Game- Jesse Pope</p> <p>Ducle Et Decurom Est- Wilfred Owen</p>	<p>To know that conflict can be internal or external.          To know what a quatrain is and how to identify within a poem.          To know that enjambement is the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.          To know that the troubles in Ireland were rooted in both politics and religion.          To know that pathetic fallacy is a type of metaphor that personifies nature          To know the conventions of diary writing include: First person, past tense, paragraphs, observations, thoughts and feelings; date and introduction for each entry, chronological order; detail and description; emotive language; time conjunctions.          To know that patriotism is a love of one's country.          To know that propaganda is a misleading information used to promote a political party or ideology.          To know that many poets used their poems as propaganda for the war effort.          To know that women took on a lot of traditionally masculine roles and jobs during WW2.          To know that the poet Owen was critical of the treatment of soldiers and the propaganda used to persuade them to enlist.          To know how a semantic field influences our interpretation of a poem.          To know how to comment on the effect of a word or phrase.          To know how to include quotations to support points.          To know how to explain the effect of a method on the reader.</p>	<p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, Love and Relationships          KS4- Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p> <p>Gender: KS3-Myths and Legends, The Art of Rhetoric, Romeo and Juliet/The Tempest, Of Mice and Men, Relationships in Literature unit, Victorian Non-Fiction, KS4- Macbeth, An Inspector Calls</p>	<p><b>Tier 2:</b></p> <p><b>Interpretation</b>  <b>Patriotic</b></p> <p><b>Futility</b></p> <p><b>Ambiguous</b></p> <p><b>Tier 3</b></p> <p><b>Context</b></p> <p><b>Semantic field</b></p> <p><b>Quatrain</b></p> <p><b>Context</b></p> <p><b>Pathetic Fallacy</b></p> <p><b>Enjambment</b></p> <p><b>Linked Reading:</b></p>	<p><b>What is poetry?</b></p> <p><b>What is the context of each poem?</b></p> <p><b>What do we learn about the experiences of the speaker?</b></p> <p><b>What do we learn about conflict in the poem?</b></p> <p><b>What is a diary writing and what are the conventions?</b></p> <p><b>What roles did women take on in WW1?</b></p> <p><b>How were women presented in WW1 poetry?</b></p>	<p><b>Key Assessment Task 10 – Oracy-</b>          Show what you know</p>

# KS3 English Long-Term Plan 2023-2024

			Letters from the Lighthouse - Emma Carroll War Horse - Michael Morpurgo		
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# KS3 English Long-Term Plan 2023-2024

Year 8 (7 English lessons per fortnight)

Units of work/Key texts	Disciplinary and Substantive Knowledge	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessment
<p><b>Unit 1: Relationships in Literature (8 weeks)</b> Key Texts: Blood Brothers- Willy Russell</p>	<p>To know that social class is the categorisation of people in society based on wealth. To know that discrimination against the working classes was prevalent in 1980s. To know that Liverpool in the 1980s was affected by an economic downturn that resulted in many losing their jobs in the manufacturing sector. To know that a didactic play intends to teach the audience something- especially a moral message To know that Marilyn Monroe is used as a symbol throughout the play. To know that the purpose of a speech is to express a person's thoughts and feelings about a particular topic. To know that privilege is the special right or advantage granted to a particular group or person. To know that stereotypes are a widely held fixed image of a particular type of person or thing. To know that ethos, logos and pathos are used in persuasion. To know how to evaluate authorial intentions considering contextual factors. To know how to write and structure a speech. To know how to identify rhetorical devices in a text. To know how to construct a persuasive argument. To know how to use rhetorical devices to persuade in a speech To know how to write an opening statement that address the question To know how to use quotations to support your opinions To know how to develop explanations To know how to explain the writer's intentions To know how to involve the reader by using persuasive techniques To know how to use different sentence openers To know how to use connectives to structure and organise writing</p>	<p><b>Social Class:</b> KS3- Ruby in the Smoke, Victorian Non Fiction, Spoken Language <b>KS4-</b> An Inspector Calls, A Christmas Carol</p>	<p><b>Tier 2:</b> Privilege Demise Duplicitous Futlie <b>Tier 3:</b> Narrator Monologue Stereotype Didactic Foreboding Characterisation</p> <p><b>Linked Reading:</b> One - Sarah Crossan Ultimate Football Heroes Collection- M and T Oldfield</p>	<p>Who is Willy Russell? Why is context important? What is a didactic play? What do we learn about Mrs Johnstone? To what extent are Mrs Lyons and Mrs Johnstone similar? What is social class? How are stereotypes used in the play? How does Mrs Lyons persuade Mrs Johnstone? How are Eddie and Mickie juxtaposed? How are the different school experiences presented? Who is responsible for the deaths of Mickie and Eddie? What is rhetoric? How do I write a speech? What is the purpose of a speech?</p>	<p><b>Key Assessment Task 1:</b> What do we learn about the character of Mrs Johnstone? What do we learn about Mrs Lyons? What do these characters reveal about the stereotypes of different social classes? (Threads 1,2,3 and 5)</p> <p><b>Key Assessment Task 2:</b> Speech Writing (Threads 6, 7 and 8)</p>
<p><b>Unit 2- Relationships in Literature (6 weeks)</b> <b>Key Texts</b> Shakespeare- Sonnet 130 William Wordsworth- Daffodils Carol Ann Duffy - Valentine Vernon Scannell- Nettles Eden Rock- Charles Causley John Cooper Clarke- I Wanna be yours</p>	<p>To know that relationships can be categorised as familial, patriotic, friendship or patriarchal. To know that colloquial language is casual and conversational language. To know that I Wanna Be Yours uses colloquial language to express the poet's feelings in a romantic relationship. To know that a cliché is a phrase or opinion that is overused. To know that juxtaposition is a contrast between two opposing forces or things. To know that cliches are used in Valentine to juxtapose the relationship depicted in the poem. To know that the Romantic poets were a group of poets from the 18th century interested in the natural world and opposed to industrialisation. To know that pensive is to be engaged in deep or serious thought. To know that Wordsworth wrote I Wandered Lonely As A Cloud to express his feelings about nature. To know that Nettles was written to express the poet's familial relationship with his son. To know that an extended metaphor is a metaphor continued over multiple sentences. To know that a dramatic monologue is a poem in the form of a speech or narrative by an imagined person, in which the speaker inadvertently reveals aspects of their character. To know that a connotation is everything a word suggests or implies. To know that a commas separates two main clauses To know how to annotate a poem. To know how to identify poetic methods used in a poem. To know how to explain the effects of language in a poem. To know how to identify the implicit message a poet intended when writing a poem. To know how to use a quotation when writing about a poem. To know how to describe an image using descriptive language. To know how to use metaphors, similes and imagery in descriptive writing.</p>	<p><b>Relationships-</b> <b>KS3</b> -Romeo and Juliet, Poetry from different cultures, Animal Farm <b>KS4-</b> Lit Paper 2 (poetry questions) <b>Allusion as a literary device:</b> KS3- Myths and Legends, The Art of Rhetoric, Conflict Poetry, Power and Conflict poetry <b>KS4-</b> Macbeth, An Inspector Calls, Power and Conflict Poetry</p>	<p><b>Tier 3</b> Romanticism Colloquial Language Juxtaposition Extended Metaphor Connotation Imagery</p> <p><b>Tier 2</b> Relationship Cliché Pensive Beckon Regiment <b>Linked Reading:</b> The Boy in the Striped Pyjamas - John Boyne The Bone Sparrow - Zana Frallion</p>	<p>What types of relationships impact on Literature? What is love? How are love and relationships presented? How are parent and child relationships presented? Who were the Romantics? Why is nature important in Romantic poetry? What is the sublime?</p>	<p><b>Key Assessment Task 3:</b> Write your own poem and commentary (Threads 1, 2)</p> <p><b>Key Assessment Task 4:</b> Reading - Nettles (Threads 1,2,3)</p>

# KS3 English Long-Term Plan 2023-2024

<p><b>Unit 3- Gothic Fiction (12 weeks)</b></p> <p>Key Texts: The Woman in Black- Susan Hill</p>	<p>To know how to use s, full stops, apostrophes and commas in descriptive writing. To know how to use ambitious vocabulary in descriptive writing.</p> <p>To know that gothic fiction is a genre that combines fiction, horror, death, suffering and romance. To know that gothic literature typically includes isolated castles, hauntings and feelings of fear. To know that pathetic fallacy is using the weather/natural environment to reflect the emotions of characters. To know that foreshadowing is a warning or indication of a future event. To know that foreboding is a feeling that something bad will happen. To know that Hill creates a foreboding atmosphere in Woman In Black. To know that characterisation is the methods used by a writer to create a character. To know that Hill uses the conflict between character and the supernatural in Woman in Black to create tension. To know that a patriarchal society is one where men were seen as superior to women. To know that Victorian society was a patriarchal society. To know that show don't tell using words to create an image in the readers mind. To know that suspenseful writing includes raising questions, cliff hangers, making the normal abnormal, using conceal and reveal. To know that a semi colon separates two main clauses To know how to use the show don't tell technique in narrative writing. To know how to identify techniques used to create tension. To know how to explain how tension is created in a text. To know how to explain why a writer has made specific choices in a text. To know how to use metaphors, similes and imagery in narrative writing. To know how to use ,semicolons, full stops, apostrophes and commas in narrative writing. To know how to use ambitious vocabulary in narrative writing. To know how to sequence ideas in narrative writing. To know how to create suspenseful writing To know how to use narrative hooks to create suspenseful writing</p>	<p><b>Conflict in Literature:</b> <b>KS3-</b> The Tempest, Conflict Poetry, Romeo and Juliet <b>KS4-</b> Power and Conflict poetry, Macbeth. <b>Gender:</b></p> <p><b>KS3-</b>Myths and Legends, The Art of Rhetoric, Romeo and Juliet, The Tempest, Conflict Poetry, Of Mice and Men, Relationships in Literature, Victorian Non-Fiction,</p> <p><b>KS4-</b> Macbeth, An Inspector Calls</p> <p><b>Social Class:</b> <b>KS3-</b> Blood Brothers, Victorian Non Fiction, Spoken Language <b>KS4-</b> An Inspector Calls, A Christmas Carol</p>	<p><b>Tier 2</b> <b>Melancholic</b> <b>Oppressive</b> <b>Dreary</b> <b>Reclusive</b> <b>Patriarchal</b></p> <p><b>Tier 3:</b> <b>Characterisation</b> <b>Pathetic Fallacy</b> <b>Foreshadow</b> <b>Characterisation</b> <b>Foreboding</b> <b>Semantic Field</b></p> <p><b>Linked Reading:</b> <b>The Graveyard Book - Neil Gaiman</b> <b>The Dark is Rising - Susan Cooper</b> <b>The Lie Tree - Francis Hardinge</b> <b>The Dead of Winter - Chris Priestle</b></p>	<p><b>What is gothic literature?</b> <b>What is pathetic fallacy?</b> <b>How does Hill create a foreboding atmosphere?</b> <b>What makes an effective story opening?</b> <b>How do writers show and not tell?</b> <b>How do writers create and enhance atmosphere?</b> <b>How does Hill create tension?</b> <b>How does Hill use the supernatural?</b> <b>How does Hill use juxtaposition?</b> <b>How does Hill present Arthur Kipps?</b> <b>What do we learn about the woman in black?</b></p>	<p><b>Key Assessment Task 5 –</b> Write the opening to a horror story (Threads 6,7,8 <b>Key Assessment Key Assessment Task 6 –</b> Reading- How does Hill create and maintain tension?(Threads 1,2,4) <b>Key Assessment Task 7-</b>Reading- Hill wants us to feel sympathy for the Woman in Black. To what extent do you agree?(Threads 1, 2, 3)</p> <p>Assessment fortnight W/C 4.03.23</p>
<p><b>Unit 4: Viewpoints and Voices: How Does Writing Change the World? (9 weeks)</b></p> <p>Key texts: Malala, Marcus Rashford Touching the void A range of newspaper articles</p>	<p>To know how to explore implicit and explicit meanings. To know how to support ideas with relevant textual evidence. To know how to coherently structure a response to a text. To know how to identify viewpoints. To know how to use and identify a declarative sentence. To know how to use and identify an interrogative sentence. To know how to locate antithesis in a text. To know how to write an opening statement that addresses the question To know how to use evidence to support opinions To know how to explain what the reader thinks, feels or imagines To know how to identify the writer's intentions To know how to annotate an article. To know how to explore views expressed by the media. To know how to use language devices to express your point of view. To know how to recognise the features of an autobiography. To know how writer's use language to engage the reader. To know how to use and debate a counter argument. To know how to write an article To know how to change tone and mood effectively. To know how to use direct speech from others . To know that homophones are words that sound the same but are spelt differently To know that pathos is used to explore emotions, particularly those of sadness or pity. To know that ethos is used to explore one's character or personal qualities. To know that logos is used to explore the faculty of human reason. To know that the media use language devices and vocabulary to manipulate the public. To know the difference between their and there. To know that empathy is a technique used to influence others. To know that subjectivity is when something is influenced by personal feelings. To know that an antithesis is a person or thing that is direct opposite of something else</p>	<p><b>Marginalisation, inequality and Injustice:</b> <b>KS3-</b> The Art of Rhetoric, Voices and Viewpoints, Of Mice and Men, Different Cultures poetry, Victorian Non Fiction, Power and Conflict Poetry, Animal Farm <b>KS4-</b> A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p>	<p><b>Tier 2</b> <b>Campaign</b> <b>plethora</b> <b>Abhorrence</b> <b>Grotesque</b> <b>Disparity</b> <b>Vociferous</b></p> <p><b>Tier 3:</b> <b>Perspective</b> <b>Subjectivity</b> <b>Antithesis</b> <b>Hypophora</b> <b>Connotation</b></p> <p><b>Linked: Reading</b> <b>I am Malala - Malala</b> <b>Yousafzai Boy- Roald Dahl</b> <b>The Diary of Anne Frank - Anne Frank</b> <b>I Know Why The Caged Bird Sings - Maya Angelou</b></p>	<p><b>What is non-fiction?</b></p> <p><b>How does the media manipulate?</b></p> <p><b>How are teenagers represented by the media?</b></p> <p><b>Why do people donate to charities?</b></p> <p><b>How does emotive language enable writers to create a strong voice?</b></p> <p><b>What makes words powerful?</b></p> <p><b>What is pathos?</b></p> <p><b>How do writer's create emotion?</b></p> <p><b>How can letters be effective?</b></p>	<p><b>Key Assessment Task 8 -</b> Reading analysis How does the writer create a sense of danger? (Threads 1 and 2)</p> <p><b>Key Assessment Task 9: Opinion article</b> (Threads 6, 7, 8)</p> <p><b>Key Assessment Task 10 - Opinion Article-</b> (Threads 6, 7, 8)</p>

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	<p>To know that hypophora is a figure of speech in which a writer raises a question.          To know that disparity is a situation where two or more things are not equal or similar.          To know that the speeches by Malala, Maya Angelou and that these demonstrate bravery and activism.          To know that an imperative is a sentence beginning with commanding verbs.          To know that an article includes a headline</p>			<p>How do writer's use bias?</p> <p>How do I write a persuasive article?</p> <p>How are ideas about corruption and activism presented?</p> <p>Who is Malala?</p> <p>How does Thunberg present her viewpoint?</p> <p>Why are activists important?</p> <p>How do I create a representation?</p> <p>What is tone?</p>	
<p><b>Unit 5: (4 weeks)</b>  <b>Key Text: Animal Farm</b>  <b>(Mini-unit – reading)</b></p>	<p>To know that a utopia is a perfectly equal society          To know that oppression means to prevent someone having freedom          To know that a socialist believes in socialism          To know that a communist believes in communism          To know that socialism and communism are political beliefs          To know that marginalised groups are often represented in literature          To know that a microcosm is a small universe created by a writer          To know that a macrocosm is our real world          To know that thinks in the macrocosm are frequently represented by the microcosm of a text          To know how to develop reading fluency          To know how to explain ideas verbally, using evidence.          To know how to speak with clarity.          To know how to link texts to key concepts, including marginalisation, inequality and oppression, appearance versus reality and relationships in literature          To know how to use key vocabulary to explain ideas about the text.</p>	<p><b>Marginalisation, inequality and Injustice:</b>  <b>KS3-</b>The Art of Rhetoric, Voices and Viewpoints, Different Cultures poetry, Victorian Non Fiction, Power and Conflict Poetry  <b>KS4-</b> A Christmas Carol, An Inspector Calls, Power and Conflict Poetry  <b>Appearance vs Reality:</b>  <b>KS3-</b> Power and Conflict Poetry  <b>KS4:</b> Macbeth, An Inspector Calls. Power and Conflict Poetry  <b>Relationships:</b>  <b>KS3:</b> Relationships in Literature Poetry from Different Cultures, Romeo and Juliet.  <b>KS4-</b> Lit Paper 2 (poetry questions)</p>	<p><b>Tier 2</b>  <b>Utopia</b>  <b>Oppression</b>  <b>Socialist</b>  <b>Communist</b></p> <p><b>Tier 3:</b>  <b>Microcosm</b>  <b>Macrocosm</b>  <b>Fable</b></p> <p><b>Linked Reading:</b>  <b>1984 – George Orwell</b></p>	<p>What Galvanised Orwell to Write Animal Farm?          What big ideas are explored in Chapter1?          What big ideas are explored in Chapter 2?          What big ideas are explored in Chapter 3?          What big ideas are explored in Chapter 4?          What big ideas are explored in Chapter 5?          What big ideas are explored in Chapter 6?          What big ideas are explored in Chapter 7?          What big ideas are explored in Chapter 8?          What big ideas are explored in Chapter 9?          What big ideas are explored in Chapter 10?</p>	<p><b>Key Assessment Task 11- Oracy</b></p>



# KS3 English Long-Term Plan 2023-2024

Year 9 (7 English lessons per fortnight)

Units of work/Key texts	Disciplinary and Substantive Knowledge	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessments
<p>Unit 1 <b>Identity and Humanity</b> (7 weeks-)</p> <p>Key texts: John Steinbeck- Of Mice and Men</p>	<p>To know that The Great Depression was an economic crash in the 1930's.</p> <p>To know that the setting of The Dust Bowl is integral to the novella and links to the lives of migrant workers during this time.</p> <p>To know that the Wall Street Crash had huge ramifications leaving many living in poverty without hope.</p> <p>To know that discrimination against a range of identities, including race and gender, was prevalent in the 1930's.</p> <p>To know that foreshadowing is used as part of the cyclical structure of the narrative and know how to comment on its effect.</p> <p>To know that the novel has a cyclical structure.</p> <p>To know that foreshadowing is used as a means of giving the reader insight into future events.</p> <p>To know that writers use language devices and vocabulary to impact the reader.</p> <p>To know that marginalised groups often experience language that is derogatory.</p> <p>To know that the link between identity and place is explored throughout English Literature.</p> <p>To know that postcolonialism is a literary movement that focuses on representation of race in texts.</p> <p>To know how to evaluate authorial intentions considering contextual factors.</p> <p>To know how to use this approach to develop interpretations giving more than one idea</p> <p>To know how to explore how setting is linked to context.</p> <p>To know how to analyse specific words and phrases both in the context in which they were written and how this would now be interpreted by a modern audience.</p> <p>To know how to use language devices and vocabulary for impact in your own writing.</p> <p>To know how to express your ideas in a coherent manner.</p> <p>To know how to identify and evaluate writer's methods.</p> <p>To know how to explore the futility of the American dream due to the context surrounding the novella.</p> <p>To know how to annotate an extract.</p> <p>To know how to explore symbolism and how this is used to create a sense of foreboding throughout the novel.</p>	<p><b>Marginalisation, inequality and Injustice:</b></p> <p><b>KS3-</b>The Art of Rhetoric, Voices and Viewpoints, Different Cultures poetry, Victorian Non-Fiction, Power and Conflict Poetry</p> <p><b>KS4-</b> A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p> <p><b>Appearance vs Reality:</b></p> <p><b>KS3-</b> Power and Conflict Poetry</p> <p><b>KS4:</b> Macbeth, An Inspector Calls. Power and Conflict Poetry</p> <p><b>Gender:</b></p> <p><b>KS3-</b> Myths and Legends, The Art of Rhetoric, Ruby in the Smoke. Conflict Poetry, Romeo and Juliet, Victorian Non-Fiction,</p> <p><b>KS4-</b> Macbeth, An Inspector Calls</p> <p><b>Relationships:</b></p> <p><b>KS3:</b> Relationships in Literature Poetry from Different Cultures, Romeo and Juliet.</p> <p><b>KS4-</b> Lit Paper 2 (poetry questions)</p>	<p><b>Tier 2</b></p> <p><b>Segregated</b></p> <p><b>Itinerant</b></p> <p><b>Microcosm</b></p> <p><b>Futile</b></p> <p><b>symbiotic</b></p> <p><b>Tier 3:</b></p> <p><b>Context</b></p> <p><b>Characterisation</b></p> <p><b>Foreshadow</b></p> <p><b>Symbolism*</b></p> <p><b>Cyclical structure</b></p> <p><b>Linked Reading:</b></p> <p><b>The Catcher in the Rye - J.D. Sallinger</b></p> <p><b>To Kill a Mockingbird - Harper Lee</b></p> <p><b>The Great Gatsby - F.S. Fitzgerald</b></p>	<p><b>What is the context of 'Of Mice and Men?'</b></p> <p><b>What do Steinbeck's first descriptions of George and Lennie reveal about them?</b></p> <p><b>What does the dialogue between George and Lennie reveal about the nature of their relationship?</b></p> <p><b>How does Steinbeck use of setting link to context?</b></p> <p><b>What are our initial impressions of Curley's wife?</b></p> <p><b>How does Steinbeck create a tense atmosphere?</b></p> <p><b>How does the ranch symbolise life in society in 1930's America?</b></p> <p><b>Who is Crooks?</b></p> <p><b>How were black people marginalised in 1930's America?</b></p> <p><b>How does Stenbeck reveal racial tensions in 1930's America?</b></p>	<p><b>Key Assessment Task 1 – Steinbeck</b> effectively uses the character of Crooks to symbolise the mistreatment of black people in the 1930's. How far do you agree? (Threads 1, 2, 4 and 5)</p> <p><b>Key Assessment Task 3-</b>How have characters been affected by marginalisation in Of Mice and Men (Threads 1,2,3)</p>
<p>Unit 2- <b>Identity and Humanity</b> (4 weeks)</p> <p>Descriptive writing</p> <p>Key texts</p> <p>The Man with the Yellow Face- Anthony Horowitz</p>	<p>To know that appearance versus reality is the way of looking at something or someone that is not true or real.</p> <p>To know that a narrative is a spoken or written account of connected events in a story</p> <p>To know that text structure is related to how the information within the text is organised. What happens, when it happens and why it happens in that order</p> <p>To know that the narrative arc has: beginning, rising action, climax, falling action, resolution.</p> <p>To know that a story plan includes drop, shift, zoom, echo.</p> <p>To know that atmosphere is a feeling, emotion or mood created by the writer.</p> <p>To know that a simple sentence has a verb and a subject</p> <p>To know that a compound sentence is made up of two simple sentences joined by a conjunction</p> <p>To know that a complex sentence has a main clause joined to a subordinate clause(s)</p> <p>To know that characterisation is the methods used by writers to create characters</p> <p>To know that juxtaposition is two things placed together for contrasting effect</p> <p>To know that a cyclical structure reflects what has happened at the beginning but with a twist.</p> <p>To know that apostrophes are used to show possession and omission of letters to shorten a word</p> <p>To know how to use language devices and vocabulary for impact in your own writing.</p> <p>To know how to express your ideas in a coherent manner.</p> <p>To know how to use simple, compound and complex sentences</p>	<p><b>Appearance versus Reality</b></p> <p><b>KS3-</b> Of Mice and Men, Power and Conflict poetry</p> <p><b>KS4-</b> An Inspector Calls, Macbeth, Power and Conflict poetry</p>	<p><b>Tier 2</b></p> <p><b>Iridescent</b></p> <p><b>Cavernous</b></p> <p><b>Cascade</b></p> <p><b>Tier 3</b></p> <p><b>Atmosphere</b></p> <p><b>Characterisation</b></p> <p><b>Juxtaposition</b></p>	<p><b>How do writer's structure a text?</b></p> <p><b>How do writers hook the reader?</b></p> <p><b>How do writers create atmosphere?</b></p> <p><b>How can I use sentences to create meaning?</b></p> <p><b>How are descriptive techniques used to create effects?</b></p> <p><b>How do writers create characters?</b></p> <p><b>How to writers use juxtaposition?</b></p>	<p><b>Assessment Task 3:</b> Write a description as suggested by the image.</p> <p><b>Or</b></p> <p><b>Write part of a story with the title 'Time stood still for one man'</b> (Threads 6, 7 and 8)</p>

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	<p>To know how to use metaphors, similes and imagery in narrative writing</p> <p>To know how to plan for descriptive writing</p> <p>To know how to create atmosphere by using adjectives, verbs and adverbs</p> <p>To know how to hook the reader</p> <p>To know how to use apostrophes of possession and omission</p>			<p>What is an effective ending?</p> <p>How can I effectively plan descriptive writing?</p>	
<p><b>Unit 3 – Identity and Humanity</b></p> <p>Poetry (6 weeks)</p> <p>Key texts:</p> <p>Island Man- Grace Nichols</p> <p>At the Border 1979- Choman Hardi</p> <p>Half Caste – John Agard</p> <p>Limbo - Edward Kamou Braithwaite *</p> <p>Still, I Rise- Maya Angelou</p> <p>Mother to Son by Langston Hughes</p> <p>If We Must Die – Claude McKay</p> <p>*(including excerpts from the Slave narratives of Frederick Douglass and Harriet Jacobs)</p>	<p>To know that the link between identity and place is explored throughout English Literature.</p> <p>To know that slave narratives were a way for former slaves to voice their experiences of slavery.</p> <p>To know that marginalised groups often experience language that is derogatory.</p> <p>To know that an abolitionist is a person in favour of the abolition of slavery.</p> <p>To know that a caesura is a pause in a piece of poetry.</p> <p>To know that phonetic spelling means to spell words to reflect the way they sound when spoken.</p> <p>To know that the narrative perspective is the voice telling a story.</p> <p>To know that a volta is a turning point or moment of change in a poem.</p> <p>To know that anaphora deliberate repetition of the first part of a sentence for artistic effect.</p> <p>To know that vernacular refers to the ordinary dialect spoken by people in an area.</p> <p>To know that a connotation is something you associate with a word.</p> <p>To know that commas separate a main clause from a subordinate clause.</p> <p>To know how to identify the poetic methods from the knowledge organiser.</p> <p>To know how to annotate a poem.</p> <p>To know how to identify conceptual links between different poems.</p> <p>To know how to write an opening statement that addresses the question</p> <p>To know how to use evidence to support your opinion</p> <p>To know how to explore connotations and the effects on the reader</p> <p>To know how to explain the writer's intentions</p> <p>To know how to use commas to separate clauses</p>	<p><b>Marginalisation, inequality and Injustice:</b></p> <p><b>KS3</b>-The Art of Rhetoric, Voices and Viewpoints, Of Mice and Men. Victorian Non-Fiction, Power and Conflict Poetry, Animal Farm</p> <p><b>KS4</b>- A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p> <p><b>Relationships:</b></p> <p><b>KS3:</b> Of Mice and Men, Relationships in Literature <b>KS4</b>- Lit Paper 2 (poetry questions)</p>	<p><b>Tier 2</b></p> <p><b>Outsider</b></p> <p><b>Trauma</b></p> <p><b>Entrapment</b></p> <p><b>Abolitionist</b></p> <p><b>Identity</b></p> <p><b>Tier 3:</b></p> <p><b>Vernacular</b></p> <p><b>Caesura</b></p> <p><b>Narrative perspective</b></p> <p><b>Anaphora</b></p> <p><b>Volta</b></p> <p><b>Linked Reading:</b></p> <p><b>The Refugee Boy - Benjamin Zephaniah</b></p> <p><b>Liking What You See – Ted Chiang</b></p> <p><b>The Hate U Give- Angie Thomas</b></p> <p><b>The Color of Humanity- Bali Rai</b></p>	<p>What is your identity?</p> <p>What is the relationship between place and identity?</p> <p>What is dual heritage?</p> <p>What is a slave narrative?</p> <p>How were African Americans oppressed?</p> <p>How does poetry challenge oppression?</p>	<p><b>Key Assessment Task 4: How are ideas about identity presented in Half Caste? (Threads 1, 2, 5)</b></p> <p><b>Key Assessment Task 5 – Poetry- Mother to Son (Threads 1, 2, 5)</b></p>
<p><b>Unit 4- Society: Victorian Non Fiction</b> (6 weeks)</p> <p>Key Texts:</p> <p>Charles Dickens on Ragged Schools</p> <p>Workhouse fact sheets</p> <p>Jack the Ripper headlines</p> <p>Victorian Crime and Punishment article</p> <p>Oscar Wilde Reading prison 1897</p> <p><i>Newspaper article: 'Back to the Chain Gang' by Dermot Purgavie</i></p> <p>Laws concerning Women article</p> <p>Titanic article</p>	<p>To know that The Industrial Revolution led to overcrowding, hunger, disease and crime.</p> <p>To know that The Poor Law was the way in which the poor were helped in 1815. It said that each parish had to look after its own poor. The cost of The Poor Law was increasing and criticism was mounting.</p> <p>To know that The Poor Law Amendment Act was designed to reduce the cost of looking after the poor. Now, if people wanted help, they had to go the workhouse to get it.</p> <p>To know that workhouses were designed to discourage people from claiming poor relief and the conditions were made as poor as possible and were likened to prison like structures. They were extremely cramped and they were forced to complete hard work and unpleasant jobs.</p> <p>To know that ragged schools were created to provide poor children with an education. Education had previously only been for the rich. Poor children had to work long hours for very little pay.</p> <p>To know that patriarchal means a society where men are seen as superior to women.</p> <p>To know that malevolent means having or wishing to do evil things.</p> <p>To know that injustice means a lack of fairness.</p> <p>To know that bias means looking favourably or unfavourably at something based on your own personal views.</p> <p>To know that perspective means a view of a situation.</p> <p>To know that disenfranchised means to be deprived of something.</p> <p>To know that an oxymoron is when a writer uses contradictory elements together for effect</p> <p>To know that metonymy is a figure of speech in which a thing or concept is referred to by the name of something closely associated with that thing.</p> <p>To know that direct address is addressing the reader when you are writing.</p> <p>To know that textual cohesion is when the text flows and is well sequenced.</p> <p>To know that triadic structures include the use of tripling, tricolon, rule of three.</p> <p>To know that archaic language refers to words previously used but no longer widely used as part of the English Language.</p> <p>To know that a semi colon separates two main clauses</p> <p>To know how to include a strong statement which outlines what viewpoint of the writer is</p> <p>To know how to include quotations to support an opinion</p> <p>To know how to explain what the quotations show you about the writer's viewpoint.</p> <p>To know how to explain how writer has presented their viewpoint.</p> <p>To know how to explain the writer's intent.</p>	<p><b>Marginalisation, inequality and Injustice:</b></p> <p><b>KS3</b> The Art of Rhetoric, Voices and Viewpoints, Different Cultures poetry, Of Mice and Men, Victorian Non-Fiction, Power and Conflict Poetry, Animal Farm</p> <p><b>KS4</b>- A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p> <p><b>Gender:</b></p> <p><b>KS3</b>- Myths and Legends, The Art of Rhetoric, Conflict Poetry, Of Mice and Men, Romeo and Juliet, Ruby in the Smoke</p> <p><b>KS4</b>- Macbeth, An Inspector Calls</p> <p><b>Social Class:</b></p> <p><b>KS3</b>- Ruby in the Smoke. Blood Brothers.</p> <p><b>KS4</b>- An Inspector Calls, A Christmas Carol</p>	<p><b>Tier 2:</b></p> <p><b>Patriarchal*</b></p> <p><b>Bias</b></p> <p><b>Disenfranchised</b></p> <p><b>Perspective</b></p> <p><b>Tier 3</b></p> <p><b>Metonymy</b></p> <p><b>Emotive language</b></p> <p><b>Textual cohesion</b></p> <p><b>Linked Reading:</b></p> <p><b>Jane Eyre - Charlotte Bronte</b></p> <p><b>Wuthering Heights - Emily Bronte</b></p> <p><b>Great Expectations - Charles Dickens</b></p> <p><b>The Quietness - Alison Rattle</b></p>	<p>How did the Victorians manipulate the media?</p> <p>Why do people read newspapers?</p> <p>What was London like in 19<sup>th</sup> Century?</p> <p>What were the crimes and punishments in Victorian England?</p> <p>How does the writer present their viewpoint?</p> <p>How do we use structure for cohesion?</p> <p>What were ragged schools?</p> <p>How can I sound more assertive?</p> <p>How can I use emotive language in my writing?</p> <p>How would Victorian view workhouses?</p> <p>What are teenagers like today?</p>	<p><b>Key Assessment Task 6– Writing:</b> Newspaper article on ragged schools (Threads 1,2 and 4)</p> <p><b>Key Assessment Task 7 – Writing:</b> Newspaper article. (Threads 6,7 and 8)</p>

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<p><b>Unit 5 Oracy - Speaking and Listening (3weeks)</b></p>	<p>To know how to link ideas to context.          To know how to use semi colons o separate two main clauses</p> <p>To know that accent is the way that sounds are pronounced depending where you come from.          To know dialect are words associated with a particular geographical region.          To know that standard English is an accepted way of speaking in which anyone can understand no matter what region they come from.          To know that a semantic field is a group of words with a linked theme or topic.          To know how to use formal language when speaking.          To know that ethos, logos and pathos are required in persuasive writing.          To know that Aristotle was a famous philosopher who wrote about rhetoric.          To know that speeches are used to galvanize their audiences.          To know that homophones are words that sound the same but are spelt differently</p> <p>To know how to evaluate other students' performances based on a set criterion.          To know how to identify persuasive methods in a text.          To know how to select an appropriate topic.          To know how to spell common homophones</p>	<p><b>Social Class:</b>          KS3- Ruby in the Smoke, Victorian Non-Fiction, Of Mice and Men          KS4- An Inspector Calls, A Christmas Carol</p>	<p><b>Tier 2:</b>          Ostensibly          Didactic          Superficially          Thus          Imprudent          Sophisticated</p> <p><b>Tier 3:</b>          Tone          Irony          Rhetoric          Ethos          Logos          Pathos</p> <p><b>Linked Reading:</b>          Speeches that Changed the World- Quercus          The Penguin Book of Modern Speeches- Chambers          50 Speeches that made the world modern –Brian McArthur</p>	<p>How can we make sure that the way we speak is clear?          What makes a strong presentation?          What makes great speeches great?          How can I respond to questions and feedback effectively?          How can I plan my presentation effectively?</p>	<p><b>Key Assessment Task 8 Individual Presentation (oracy)</b></p>
<p><b>Unit 6- Power and Conflict Poetry (6 weeks)</b>          Key Texts: (taught in chronological order)</p> <ol style="list-style-type: none"> <li>Charge of the Light Brigade- Alfred Lord Tennyson,</li> <li>Bayonet Charge- Ted Hughes,</li> <li>War Photographer- Carol Ann Duffy,</li> <li>Storm on the Island- Seamus Heaney</li> <li>Remains- Simon Armitage,</li> </ol>	<p>To know that conflict can include character versus: character, self, nature, society and the supernatural.          To know that there are a number of reasons why people create poems.          To know that a caesura is a pause in a line of poetry.          To know that enjambment is a run-on line in a poem.          To know that patriotic means expressing devotion to one's country          To know that poignant means evoking a sense of sadness or regret          To know that exasperated means to feel intensely frustrated or irritated.          To know that harrowed means to be distressed.          To know that wizened means to be shrivelled or wrinkled with age.          To know that blunder means to make a careless or stupid mistake          To know that ambiguous means being open to more than one interpretation: not having an obvious meaning.          To know that a modal verb is a verb that expresses necessity or possibility          To know that imperatives mean giving an authoritative command.          To know that in media res means to begin a narrative in the middle.          To know that an extended metaphor is a metaphor that is continued over multiple sentences.          To know that a ballad is a poem or song narrating a story in short stanza          To know that Charge of the Light Brigade was published after the Crimean war.          To know that Remains was written to increase awareness of PTSD following the Iraq war.          To know that the poem War Photographer explores the challenging role of capturing war and conflict.          To know that Bayonet Charge was likely set in WW1.          To know that Strom on the Island is based on the troubles in Northern Ireland.          To know that the structure of the text is the sequencing of events.</p>	<p><b>Conflict in Literature:</b>          KS3- The Tempest, Conflict Poetry Gothic Fiction- the Woman in Black, Animal Farm          KS4- Power and Conflict poetry, Macbeth.</p> <p><b>Allusion as a literary device:</b>          KS3- Myths and Legends, The Art of Rhetoric, Conflict Poetry, Love and Relationships          KS4- Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p>	<p><b>Tier 2:</b>          Futility          Patriotic          Poignant          Exasperated          Harrowed          Blunder</p> <p><b>Tier 3:</b>          Ambiguity          Colloquial Language          In Media Res          Extended Metaphor          Ballad          Imperatives</p> <p><b>Linked Reading:</b>          Anita and Me -Myra Syal          Salt to the Sea - Ruta Sepetyys          The Book Thief - Markus Zusak</p>	<p>How does the poet present the effects of war?          How are ideas of conflict and individual experience presented?          How is the reality of war presented?          How is power presented?          How is conflict presented?</p>	<p><b>Assessment task 9-</b>          How does the poet present ideas about power and conflict in one of the poems studied (Poem to be selected by classroom teacher avoiding final assessment poem) (Threads 1, 2, 3 and 5)</p> <p><b>Key Assessment Task 10 –</b> How does the poet present ideas about power and conflict in one of the poems studied (Poem to be selected at the start of assessment week by JHE) (Threads 1, 2, 3 and 5)</p>

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	<p>To know that the form of the text is the features and layout that make it that kind of text.</p> <p>To know that parenthesis is a word or phrase inserted as an explanation or afterthought is which grammatically complete without it and that they are indicated by brackets, dashes or commas</p> <p>To know how to compare methods in two poems.</p> <p>To know how to compare the tone and mood of two poems.</p> <p>To know how to analyse multiple interpretations of language, structure, and form.</p> <p>To know how context can help support interpretations of the poem.</p> <p>To know how to use parenthesis</p>		<p>My Sister's Keeper - Jodi Picoult</p> <p>These Violent Delights</p> <p>When you were mine</p>		
<p><b>Unit 7- Shakespeare (8 weeks)</b></p> <p>Key Texts:</p> <p>William Shakespeare- Romeo and Juliet</p>	<p>To know that a patriarchal society is a society dominated by men where women are seen as inferior</p> <p>To know that social class affected education, wealth and social status.</p> <p>To know that women were expected to be submissive, nurturing and caregivers</p> <p>To know that men were expected to be strong and violent</p> <p>To know that women had limited rights and freedoms and were seen as physically and mentally inferior to men.</p> <p>To know that religion was a form of social control in Elizabethan society.</p> <p>To know that Elizabethans believed in concepts of heaven and hell and eternal damnation.</p> <p>To know that an introduction introduces the key concept and explains the writer's intentions using Interestingly, Despite the initial representation, ultimately sentence openers.</p> <p>To know how to identify language in a particular semantic field.</p> <p>To know how to use single word analysis effectively.</p> <p>To know how to identify oxymoron within an extract.</p> <p>To know how to identify (religious) imagery within an extract.</p> <p>To know how to identify (mythological) allusion within an extract.</p> <p>To know how context can help support interpretations of the play</p> <p>To know how to write an introduction</p> <p>To know how to write opening statements that address the focus of the question</p> <p>To know how to comment on contextual factors that influenced Shakespeare</p>	<p><b>Gender:</b></p> <p><b>KS3-</b>Myths and Legends, The Art of Rhetoric, Conflict Poetry, Of Mice and Men, Victorian Non-Fiction, Ruby in the Smoke, Romeo and Juliet.</p> <p><b>KS4-</b> Macbeth, An Inspector Calls</p> <p><b>Relationships in Literature:</b></p> <p><b>KS3:</b> Of Mice and Men, Relationships in Literature Unit 1, Poetry from different cultures, Animal Farm</p> <p><b>KS4-</b> An Inspector Calls, Lit Paper 2 (poetry questions)</p> <p><b>Conflict in Literature:</b></p> <p><b>KS3-</b> The Tempest, Conflict Poetry, <b>KS4-</b> Power and Conflict poetry, Macbeth</p>	<p><b>Tier 2</b></p> <p>Effeminate</p> <p>Patriarchal</p> <p>Tragedy</p> <p>Fickle</p> <p>Honour</p> <p>Conflict</p> <p><b>Tier 3:</b></p> <p>Oxymoron</p> <p>Dramatic Irony</p> <p>Prologue</p> <p>Hubris</p> <p>Sonnet</p> <p>Soliloquy</p> <p>Foreshadowing</p> <p><b>Linked Reading:</b></p> <p>Noughts and Crosses - Malorie Blackman</p> <p>Rani and Sukh - Bali Rai</p> <p>Little Women - Louisa May Alcott</p>	<p><b>What is a prologue and what is its purpose?</b></p> <p><b>What is a tragedy?</b></p> <p><b>Why does Shakespeare begin with violence?</b></p> <p><b>Who is Prince Escalus and why is he important?</b></p> <p><b>Who is Romeo?</b></p> <p><b>What is patriarchal society?</b></p> <p><b>How is Romeo presented?</b></p> <p><b>Who is Juliet?</b></p> <p><b>How is Juliet described by Romeo?</b></p> <p><b>Who is Tybalt?</b></p> <p><b>How is Act 3 Scene 1 a turning point in the play?</b></p> <p><b>How are women presented as powerless?</b></p>	<p><b>Key Assessment Task 11- Reading – Prince Escalus</b> (Threads 1, 2 and 5)</p> <p><b>Key Assessment Task 12 Reading- Romeo</b> (Threads 1, 2 and 5)</p> <p>Assessment fortnight W/C 3rd June</p>