

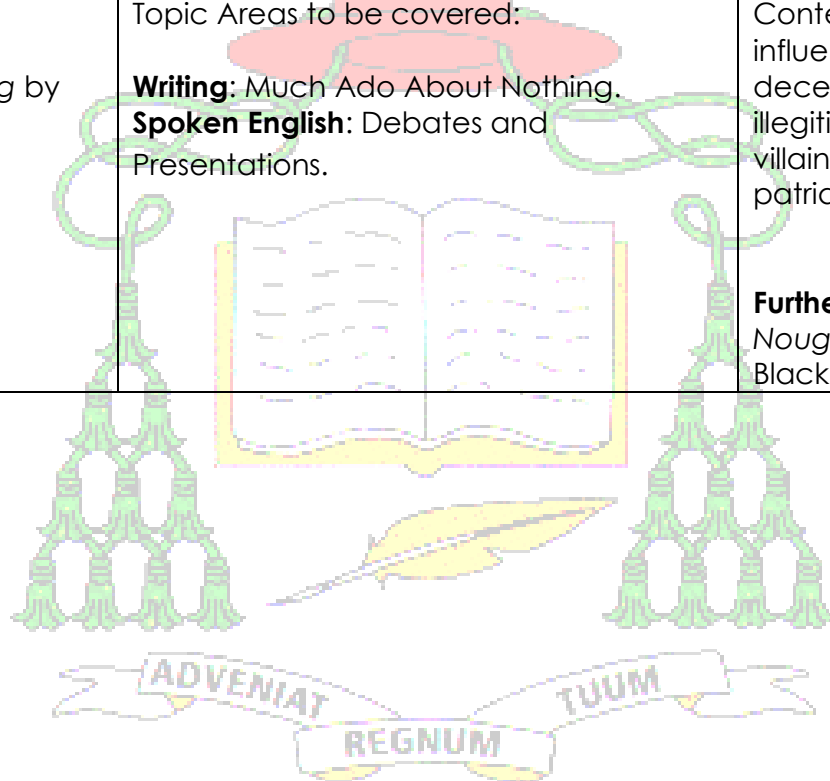


## English

### Year 7 – A Sense of Place

Autumn Term 1	Autumn Term 2	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p><b>Novel:</b> <i>The Hunger Games</i> by Suzanne Collins.</p>	<p>Topic Areas to be covered:</p> <p><b>Novel:</b> <i>The Hunger Games</i> by Suzanne Collins.</p>	<p>Idiom, motivation, glory, rival, resilient, omission, formal, informal, testament, characterisation.</p> <p>Critical, dystopia, utopia, genre, authoritarian, inequality, society, democracy, ideology, manipulation, protagonist, character, dialogue, inference, connotations, theme.</p> <p><b>Further Reading:</b> <i>A Monster Calls</i> By Patrick Ness</p>
Spring Term 3	Spring Term 4	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p><b>Poetry:</b> Identity Poetry – a sense of place</p>	<p>Topic Areas to be covered:</p> <p><b>Writing:</b> Gothic Genre.</p>	<p>Sinister, forbidding, grotesque, antagonist, villain, pathetic fallacy, conventions, supernatural, eerie, sombre, macabre, imagery, suspense, narrative viewpoint.</p> <p>Imagery, annotation, oral tradition, sonnet, structure, iambic pentameter, stanza, segregation, standard English, extended metaphor.</p> <p><b>Further Reading:</b> <i>Frankenstein</i> by Mary Shelley</p>

<b>Summer Term 5</b>	<b>Summer Term 6</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><b>Reading:</b> <i>Much Ado About Nothing</i> by William Shakespeare.</p>	<p>Topic Areas to be covered:</p> <p><b>Writing:</b> <i>Much Ado About Nothing</i>.  <b>Spoken English:</b> Debates and Presentations.</p>	<p>Context, social, cultural, historical, influence, antagonist, plot, summary, deceptive, betray, honour, humiliation, illegitimate, soliloquy, wit, word-play, villain, themes, motifs, justice, hierarchy, patriarchal, aside, dramatic device.</p> <p><b>Further Reading:</b>  <i>Noughts and Crosses</i> by Malorie Blackman.</p>



## Year 7

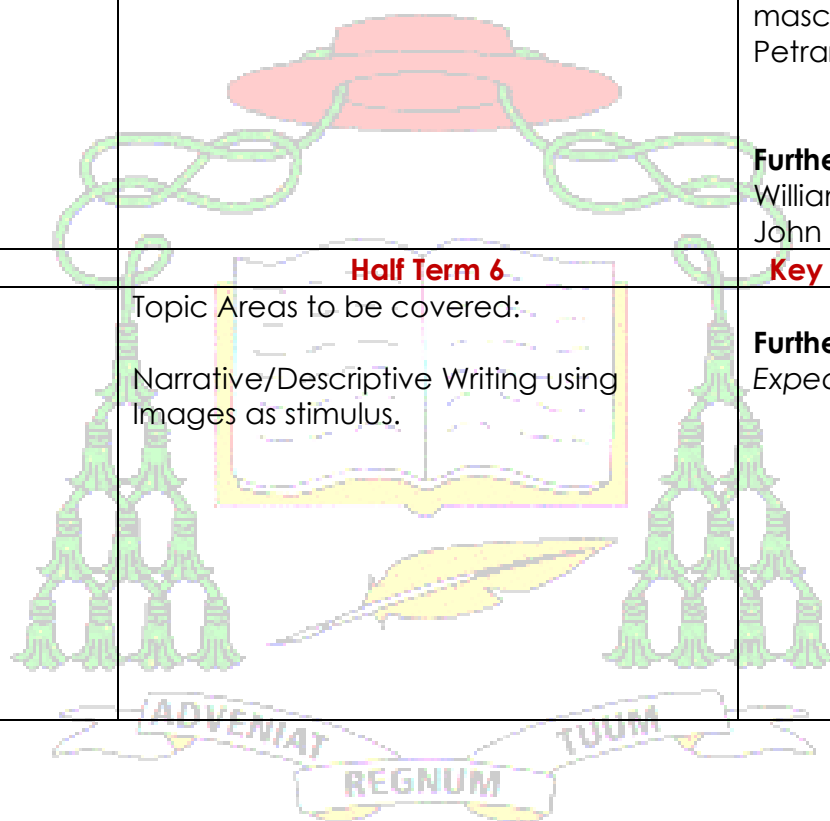
Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>Theatrical experience – 2024 to support Shakespeare study.</p>	<p><b>Confidence</b> Speaking and listening – presentations and role plays. Encouraged to answer questions throughout the lesson.</p> <p><b>Positive</b> High expectations in presentation of exercise books and weekly homework. Consistent use of praise.</p> <p><b>Respectful</b> Learners greeted at the door on arrival and asked to stand behind chairs before lesson commences.</p>	<p>Please stipulate term and approx. date.</p> <p>Visiting author to support and develop writing.</p>
<b>Metacognition Methods applied in Teaching</b>		
<ul style="list-style-type: none"><li>• Activate prior knowledge at the beginning of every lesson.</li><li>• Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.</li><li>• Demonstrating independence in learning tasks.</li><li>• Acronyms to support lexical development.</li></ul>		



**Year 8 – Power and Discord**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><i>Of Mice and Men</i> By John Steinbeck.</p>	<p>Topic Areas to be covered:</p> <p><i>Of Mice and Men</i> By John Steinbeck.</p>	<p>Nomadic, mood, tone, symbiotic, zoomorphism, destitute, aspirations, pugnacious, calculating, belligerent, volatile, masculine, incongruous, majesty, tension, authorial intent, racism, segregated, ostracise, derogatory, accustomed, cyclical narrative, foreshadowing.</p> <p>Genre, audience, purpose, discourse markers, structure, rhetoric, bias, alliteration, anecdote, anaphora, direct address, emotive language, hyperbole, hypophora, rhetorical question, counter argument.</p> <p><b>Further Reading:</b> <i>The Catcher in the Rye</i> by J D Salinger, <i>The Deathly Hallows</i> by J.K Rowling, <i>Animal Farm</i> by George Orwell.</p>
<b>Spring Half Term 3</b>	<b>Half Term 4</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p>Language of Warfare</p>	<p>Topic Areas to be covered:</p> <p><i>Romeo and Juliet</i> by William Shakespeare.</p>	<p>Conflict, artillery, emotive, warfare, strategy, enlist, motivate, futility, evacuees, propaganda, patriotic, chauvinistic, narrator, lexical tone, stanza, symbolise, unprecedented, carnage, pitted, embroiled.</p> <p>Subvert, discipline, passive, conventions, mercurial, unrequited, melancholy,</p>

		<p>dramatic irony, mutiny, soliloquy, prologue, dignity, grudge, sonnet, volatile, skirmishes, contemporary, masculinity, oxymoron, feud, patriarchal, Petrarch.</p> <p><b>Further Reading:</b> <i>Lord of the Flies</i> by William Golding, <i>Fault in Our Stars</i> by John Green.</p>
<b>Summer Half Term 5</b>	<b>Half Term 6</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><i>Romeo and Juliet</i> by William Shakespeare.</p>	<p>Topic Areas to be covered:</p> <p>Narrative/Descriptive Writing using Images as stimulus.</p>	<p><b>Further Reading:</b> Wider genres and <i>Great Expectations</i> by Charles Dickens</p>



## Year 8

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>Manchester War Museum experience – January/February 2024.</p>	<p><b>Confidence</b> Speaking and listening – presentations, debates and role plays. Encouraged to answer questions throughout the lesson.</p> <p><b>Positive</b> High expectations in presentation of exercise books and weekly homework. Consistent use of praise.</p> <p><b>Respectful</b> Learners greeted at the door on arrival and asked to stand behind chairs before lesson commences.</p>	<p>Please stipulate term and approx. date.</p> <p>Journalistic Writing – writer from the Liverpool Echo, June 2024.</p>

Metacognition Methods applied in Teaching
<ul style="list-style-type: none"> <li>• Activate prior knowledge at the beginning of every lesson.</li> <li>• Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.</li> <li>• Demonstrating independence in learning tasks.</li> <li>• Acronyms to support lexical development.</li> </ul>



**Year 9 – Character and Voice**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p>Exploring Viewpoints – Writing to argue, persuade, advise and explain.</p> <p><b>Spoken English:</b> Presentations and debates.</p>	<p>Topic Areas to be covered:</p> <p>Shakespeare's Villains.</p>	<p>Blank verse, iamb, iambic pentameter, metre, poetic verse, prose, Machiavellian, duplicitous, emasculating, equivocation, tyrannous, regicide, Great Chain of Being, Jacobean, hubris, hamartia.</p> <p><b>Further Reading:</b> <i>King Lear</i>, <i>Hamlet</i> and <i>Othello</i> by William Shakespeare.</p>
<b>Spring Half Term 3</b>	<b>Half Term 4</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p><i>The Strange case of Dr Jekyll and Mr Hyde</i> – Robert Louis Stevenson.</p> <p>Descriptive writing.</p>	<p>Topic Areas to be covered:</p> <p><i>The Strange case of Dr Jekyll and Mr Hyde</i> – Robert Louis Stevenson.</p> <p>Descriptive writing.</p>	<p>Holograph, the uncanny, archaic, primitive, physiognomy, duality, Cain's heresy, emulous, coquetry, divinity, protégé, pedant, malformation, heresies, lurid, odious, sedulous, recluse, disreputable, abject, doggedly, malefactor, conveyancing, juggernaut, morality, squalor, hierarchy, philanthropy, pauper.</p> <p><b>Further Reading:</b> <i>To Kill a Mocking Bird</i> by Harper Lee.</p>

Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p>Powerful Poetry and Unseen Poetry.</p>	<p>Topic Areas to be covered:</p> <p>Narrative Perspectives - 19<sup>th</sup> – 21<sup>st</sup> Century literature.</p>	<p>Dynamics, foreshadowing, portrayal, honour, delicacy, theme, narrative voice, ambiguous, dysfunctional, domineering, ominous, foreboding, chronological.</p> <p><b>Further Reading:</b> <i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie.</p>

## Year 9

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>Play – West End in Schools – April 2024.</p>	<p><b>Confidence</b> Speaking and listening – presentations, debates and role plays. Encouraged to answer questions throughout the lesson.</p> <p><b>Positive</b> High expectations in presentation of exercise books and weekly homework. Consistent use of praise.</p> <p><b>Respectful</b> Learners greeted at the door on arrival and asked to stand behind chairs before lesson commences.</p>	<p>Please stipulate term and approx. date.</p>

Metacognition Methods applied in Teaching
<ul style="list-style-type: none"> <li>• Activate prior knowledge at the beginning of every lesson.</li> <li>• Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.</li> <li>• Demonstrating independence in learning tasks.</li> <li>• Acronyms to support lexical development.</li> </ul>