



	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer 1	Cycle 3 Summer 2
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Key Text: The Woman in Black The plot of the novel The Gothic genre Context of Victorian England</p> <p>Themes: Horror Suffering Fear Isolation Past vs Present Storytelling Trauma The Supernatural Revenge Conspiracy of Silence</p> <p>Key Vocabulary: Suffering Resilience Paranoia Cyclical structure First person narrator Conspiracy Malevolent Isolation Alienation Blasphemy Revenge Solitude Remoteness</p>	<p>Key Text: Blood Brothers The plot of the play The structure of a play Context of 20th Century Britain</p> <p>Themes: Nature vs Nurture Adoption vs Abortion Social Class Violence Fate vs Freewill Superstition Friendship Family Loyalty Growing Up</p> <p>Key Vocabulary: Adoption Abortion Cyclical Structure Accent Dialect Foreshadowing Dramatic Irony Parallel Scenes Omniscient Narrator Colloquial Language Stereotype Dialogue Betrayal</p>	<p>Poems from other Cultures Poetic voice Challenges The past affecting the present</p> <p>Themes: Dangers of ambition Gender Roles Family conflict Segregation Dreams Vs Reality</p> <p>Key Vocabulary: Rhyme Metaphor Personification Simile Caesura Enjambment Semantic field Colloquial Language Repetition Hyperbole Stanza Rhythm Imagery</p>	<p>Language Paper 1 (Sec. A) Introduction to GCSE Language</p> <p>Core language techniques used by writers to achieve intended effects including but not limited to: Alliteration Sibilance Rhetorical questions Repetition Simile Metaphor Personification Rule of 3 Onomatopoeia</p> <p>Core structural techniques used by writers to achieve intended effects including but not limited to: Hook Setting Character Dialogue Foreshadowing Shifts in perspective, focus, location etc.</p>

<p>Disciplinary knowledge - what skills are practiced?</p>	<ul style="list-style-type: none"> • To read for meaning and understand different viewpoints • To analyse Hill’s craft including language and structure • To consider how the gothic is built within the text • To craft a descriptive response • To craft an analytical response 	<ul style="list-style-type: none"> • To read for meaning and understand different viewpoints • To analyse Russell’s craft including language and structure • To consider how the idea of tragedy is built within the text • To craft a descriptive response • To craft an analytical response 	<ul style="list-style-type: none"> • To read for meaning and understand different viewpoints • To analyse poetic language and structure • To consider poetic ideas are presented through imagery • To craft an analytical response • To compare how writers present viewpoints 	<ul style="list-style-type: none"> • To confidently read unseen fictional texts • To identify and interpret information and ideas. • To explain, comment on and analyse how writers use language and structure • To identify techniques used by writers • To evaluate texts critically and use textual references.
<p>Key questions (What is the learning about?)</p>	<p>How do our decisions and choices shape our character? Should people face the consequences of their actions? Is the world utopia or dystopia? Why is reading valuable? What is the difference between reality and illusion? Does fiction allow us to discover more about our reality? Is evil born or created? Should evil be confronted? What can we learn about ourselves through literature?</p>	<p>What is social justice? What is the individual’s responsibility to the community? How do our decisions and choices shape our character? Should people face the consequences of their actions? Is the world utopia or dystopia? Why is reading valuable? Does fiction allow us to discover more about our reality? What can we learn about ourselves through literature?</p>	<p>What is social justice? What is the individual’s responsibility to the community? Should people face the consequences of their actions? Is the world utopia or dystopia? Why is reading valuable? Does fiction allow us to discover more about our reality? What can we learn about ourselves through literature?</p>	<p>What skills are required for each question in Section A of the paper? What is the difference between inference and analysis? How do writers use language and structure to achieve effects?</p>
<p>Assessment</p>	<p>3 PPCs MOT Writing: Create an extract from a ghost story where the protagonist meets a ghost or a spectral presence.</p>	<p>3 PPCs MOT Writing: Write a letter as Mickey/Edward to his future, 30-year-old, self. What would he like to say to himself?</p>	<p>1 PPC EOT Writing: Write a speech in which you explain the importance of free speech.</p>	<p>EOT Reading: Completion of Section A of ‘City of the Beasts’ paper in first week and final week.</p>



	EOT Reading: How does Hill use language to create fear for the reader?	EOT Reading: How does Russell present ideas about social class?		
Literacy (L), Numeracy (N), Oracy (O) opportunities	Students develop literacy skills through a variety of reading and writing activities.	Students develop literacy skills through a variety of reading and writing activities.	Students develop literacy skills through a variety of reading and writing activities. Students read their speeches out to the class.	Students develop literacy skills through a variety of reading and writing activities.
Cross Curricular Opportunities	History – Victorian era	Drama – conventions of a play and performing for an audience	History – the past affecting the present	N/A
SMSC / Character/Careers/Cultural Capital (personal development)	Exploration of characters and different settings guide students through different moral questions. Potential trip to the theatre to watch the play version of the novel.	Social and cultural issues around gender and stereotyping are explored through Russell’s characterisation. Understanding their own perspective on these challenges helps students to develop their character. Potential trip to the theatre to watch the play.	Ideas around freedom and justice are central to this scheme and students explore moral, social and cultural issues through the poetry. Students have the opportunity to develop confidence in reading and reciting poetry in this unit.	Confidence in identifying techniques and analysing their effects. Spelling and correct use of key subject terminology. Confidence, resilience, aspiration, initiative.
Equality and Diversity	Gender roles in the Victorian era and the confines/expectations around motherhood.	Confines of social class and how this affects your experiences in life.	Exploring how poets present their culture through poetic medium	Characters from different texts with a variety of backgrounds.
Super Curriculum (personal development)	Film adaptation of novel Theatre adaptation of novel	Theatre performance	Poetry live	