

Subject Area: *English*

Year	Term 1 Knowledge, skills and key concepts	Terms 2 Knowledge, skills and key concepts	Term 3 Knowledge, skills and key concepts
7	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • The five stages of Aristotle’s plot structure: exposition, rising action, climax, falling action, denouement (resolution) • The common features of creation myths • How epic heroes are presented in Myths • The similarities between different epic stories • A range of different narrative structures (chronological, non-chronological, in medias res etc,) • Rhetoric is a toolkit for manipulating readers or listeners • Aristotle and Cicero were responsible for laying down the foundations of rhetoric • Rhetoric depends on the Aristotelian triad of ethos, pathos and logos (The First Part of Rhetoric) • Alliteration is used to make phrases stand out and be more memorable • Arguments are arranged into six parts: exordium (establish a connection to the audience), narration (set out the facts), division (summarise agreements and disagreements) and, proof (set out arguments with evidence), refutation (smash the opponent’s arguments), and peroration (conclusion/concluding remarks: connect to the audience’s emotions) (The Second Part of Rhetoric) 	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • Metaphors are made up of tenors and vehicles • Symbols are a metaphor where the tenor and the vehicle stay the same throughout the text • Kennings are used in Old English poems to describe characters and things e.g. Grendel is called ‘a prowler through the dark’ • Aristotle’s plot structure: Inciting moment, exposition, rising action, complication, climax, reversal, falling action, Denouement, End. • A quest narrative involves a hero, sent far from home, facing many dangers before eventually returning home successful • Beowulf and Sir Gawain and the Green Knight are structured using alliteration and caesura. This was a common form in medieval poetry. • English changed over time from Old English, spoken by Anglo Saxons, to Middle English after the Norman Conquest. • Chivalry was a strict code of behaviour that knights were meant to follow at all costs. 	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • The plot of Oliver Twist. • Why Oliver Twist was written. • The different character types and who they are in the novel/each extract. • The main characters in Nicholas Nickleby, Jane Eyre and David Copperfield. • The meaning behind the poem The Chimney Sweeper. • That Animal Farm is an allegory and what an allegory is. • What life was like in the Victorian period including education, unemployment, child labour and workhouses. • Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect. • That diachronic change is about change over time. • A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image.

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	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Summarise a range of mythical and epic stories (Gilgamesh, Creation myths, Prometheus, Medusa, Icarus, the Odyssey, the Iliad) • Use tenor, vehicle and ground to analyse a range of metaphors • Use excellent epithets to write thesis statements • Write from different narrative perspectives • Apply theories of narrative structure to understand how stories are structured • Analyse a writer’s methods • Write a narrative using Aristotle’s plot structure: exposition, rising action, climax, falling action, denouement (resolution) • Write a speech using Cicero’s six parts of speech: exordium, narration, division, proof, refutation, peroration • Use a range of sentence types to create effects specifically 	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • use tenor, vehicle and ground to analyse a range of metaphors • use excellent epithets to write thesis statements • identify the connotations of different word choices • summarize a short extract using who/did what/when/why/how • transform adjectives into nouns • use thesis statements to write three topic sentences • embed textual detail to support arguments • construct because/but/so sentences • use a range of sentence types to create effects • Order events in a narrative using the ‘overcoming the monster’ structure 	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective. • Evaluate the roles of the main characters within the texts. • Select and embed relevant textual detail. • Link events within the text to their understanding of context. (Victorian England.) • Discuss thematic links between texts. • Summarise chronological events within Oliver Twist and the development of characters and conflict throughout. • Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects. • Compare poems in relation to literary concepts, ideas and methods. • Track the development of a character throughout a piece of Literature. • Use knowledge of a writer’s methods to construct their own descriptions.

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8	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • The plot and characters of The Tempest. • The plot and characters of Animal Farm. • That Animal Farm is an allegory and what an allegory is. • The context behind Animal Farm and the link to the Russian Revolution. • Who each of the characters in Animal Farm are representing from History/The Russian Revolution. • Why George Orwell chose to write Animal Farm as an allegory. • The difference between utopia and dystopia. • The features of the dystopian and utopian genres. • Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect. • That diachronic change is about change over time. • A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image (metaphor-tenor, vehicle, ground) • People during the Elizabethan era strongly believed in magic. 	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • The plot of Macbeth. • The plot of The Monk’s Tale. • The context behind Macbeth including the belief in superstition/witchcraft, the divine right of Kings and the great chain of being. • How Macbeth changes throughout the play and why. • Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect. • A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image. • The conventions of a tragedy and why each text is considered a tragedy. • How the themes of fate, morality reputation and justice are presented within the texts. 	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • The conventions of poetry and how it is different to other forms of Literature. • How to read a poem. • How to identify a range of poetic devices. • Specific analytical lexis and how to use them in their sentences (see vocabulary section.) • What the terms ‘culture’ and ‘diversity’ mean. • A range of different poems from other cultures. • What life is like for other cultures. • Who Aristotle was and what his main theories were. • What the art of rhetoric is and how to identify this. • Why the art of rhetoric is used within writing? • The context behind each of the famous speeches covered.

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	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective. • Evaluate the roles of the main characters within the texts. • Select and embed relevant textual detail. • Link events within the text to their understanding of context. (Russian Revolution/Elizabethan period.) • Discuss thematic links between texts. • Discuss the genre of each text and explain why. • Summarise chronological events within Animal Farm and The Tempest and the development of characters and conflict throughout. • Use a range of sentence types to create certain effects. • Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects. • Use a range of creative sentence types to write creatively 	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective. • Explain how key themes are presented in the texts. • Evaluate the roles of the main characters within the texts. • Select and embed relevant textual detail. • Track the development of a character throughout a piece of Literature. • Link events within the text to their understanding of context, (Elizabethan period.) • Summarise chronological events within Macbeth and The Monk’s Tale and the development of characters and conflict throughout. • Explain how the character of Macbeth changes and evolves. • Explain the purpose behind the Monk’s tale. • Discuss thematic links between the two texts. 	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective. • Analyse the use of a range of poetic devices, reading in between the lines and use inference to explore what a poet is really saying. • Select and embed relevant textual detail. • Compare poems in relation to literary concepts, ideas and methods. • Analyse a writer’s use of language, structure and form. • Use their understanding of cultures to write in role. • Identify ethos, pathos and logos within a series of speeches. • Establish a writer’s viewpoint and analyse the techniques they use to convey this. • Use the art of rhetoric within their own writing to successfully build an argument/point of view, to appeal to a reader’s emotions and to assert status and authority to build trust/relationship with the reader/listener. • Discuss their point of view on a given topic.

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9	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • Gothic Literature is a genre of literature and film that covers horror, death, and at times, romance. • The Gothic genre derived from Walpole’s ‘The Castle of Otranto’ and developed with texts such as: Jane Eyre and Wuthering Heights, Great Expectations • Gothic conventions consist of evoking mystery and fear, emotional distress, the supernatural and romance. • The plot of The Tell-Tale Heart. • The plot of The Woman in Black. • Why the texts/extracts selected are an example of Gothic Literature. • Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect. • Romanticism is an artistic intellectual movement that began in the late 18th century where imagination rather than reason was the most important factor. • That diachronic change is about how language change over time. • A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image. 	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • Gothic Literature is a genre of literature and film that covers horror, death, and at times, romance. • The Gothic genre derived from Walpole’s ‘The Castle of Otranto’ and developed with texts such as: Jane Eyre and Wuthering Heights, Great Expectations • Gothic conventions consist of evoking mystery and fear, emotional distress, the supernatural and romance. • The plot of The Tell-Tale Heart. • The plot of The Woman in Black. • Why the texts/extracts selected are an example of Gothic Literature. • Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect. • Romanticism is an artistic intellectual movement that began in the late 18th century where imagination rather than reason was the most important factor. • That diachronic change is about how language change over time. • A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image. 	<p>At the end of this scheme of learning, students will know / understand:</p> <ul style="list-style-type: none"> • The influence of the First World war on the development of Literature. • A range of poems from different conflicts. • The context behind the poems studied: <ul style="list-style-type: none"> - Dulce et Decorum Est – gas attacks - In Flander’s field – poppies. - Base Details – the hierarchy. • The conventions of poetry and how it is different to other forms of Literature. • How to read a poem. • How to identify a range of poetic devices. • The plot of the story “Heroes.” • How each of the main character in the story develop throughout. • Characterisation is a conscious construct developed by a writer and is often a convincing representation of society or a dramatised version for stylistic or moral effect. • A conceptual metaphor is a figurative comparison that draws on experience and shared understanding of a source and the target image.

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	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective. • Use excellent epithets to evaluate and analyse Gothic characters and conventions. • Evaluate the writer’s creation of characters and their state of mind. • Select and embed relevant textual detail. • Summarise chronological events from the texts and extracts studied. • Develop understanding of societal anxiety portrayed through Gothic Literature. • Use a range of sentence types to create certain effects. • Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects. • Use a variety of creative sentences when writing creatively 	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective. • Use excellent epithets to evaluate and analyse Gothic characters and conventions. • Evaluate the writer’s creation of characters and their state of mind. • Select and embed relevant textual detail. • Summarise chronological events from the texts and extracts studied. • Develop understanding of societal anxiety portrayed through Gothic Literature. • Use a range of sentence types to create certain effects. • Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects. • Use a variety of creative sentences when writing creatively 	<p>At the end of this scheme of learning, students will be able to:</p> <ul style="list-style-type: none"> • Analyse and comment on how language, vocabulary choice, grammar and text structure can present meaning and perspective. • Analyse the use of a range of poetic devices, reading in between the lines and use inference to explore what a poet is really saying. • Select and embed relevant textual detail. • Compare poems in relation to literary concepts, ideas and methods. • Identify different structural points within a story. • Analyse a writer’s use of language, structure and form. • Evaluate the process a writer uses to create character. • Evaluate the writer’s creation of characters and their state of mind. • Select and embed relevant textual detail. • Summarise chronological events from the texts and extracts studied. • Discuss thematic links between texts.

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10	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The features of Gothic Literature</p> <p>The origins of Gothic Literature and the impact of <i>The Caste of Otranto</i> on future work</p> <p>The practice of Galvanism and the Victorian interest in this practice and how it affected literature The techniques writers use to create a sense of foreboding</p> <p>How villains and heroes are presented in Gothic Literature</p> <p>How to use Aristotle’s plot structure to create an engaging narrative</p> <p>How language can be used to increase tension and develop characterisation</p> <p>How setting is use to create engaging narratives and to increase tension</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The background to Charles’ Dickens-his life and his works and what inspired him to write his novella <i>A Christmas Carol</i></p> <p>Who Thomas Malthus was and his Malthusian principles Scrooge as the embodiment of Malthusian principles The Poor Laws of 1834 and the impact these had on Victorian society</p> <p>The conditions in Victorian work houses and prisons</p> <p>How the celebration of Christmas developed during Victorian Times</p> <p>How character develops and how it is used as a vehicle to drive social change</p> <p>The impact of the Ghosts and the messages they communicate to Scrooge</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The features of transactional writing- speeches, articles and formal letters</p> <p>The techniques employed when trying to persuade an audience Rhetoric depends on the Aristotelian triad of ethos, pathos and logos</p> <p>Rhetoric is a toolkit for manipulating readers or listeners</p> <p>How to use the language of rhetoric to manipulate readers or listeners</p> <p>How to structure an argument in order to persuade an audience</p> <p>How to use ambitious vocabulary to express and opinion/viewpoint</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The context of each poem (Bayonet Charge, Charge of the Light Brigade, Remains, Poppies and War Photographer): the period it was written, why it was written and background information relating to the poet How the poems are linked by theme and can explain the similarities and differences between the poems</p> <p>How to comment on form, structure and language and how these are used to explore the poet’s ideas</p> <p>How to compare two poems for the anthology</p> <p>4 Key quotes from each poem and can explain how these quotes convey the poet’s ideas and perspectives</p> <p>How to analyse an unseen poem</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The social, cultural and historical context of the play</p> <p>The features of a patriarchal society</p> <p>The position of men and women in Shakespearean/Jacobean society</p> <p>The purpose of the Prologue</p> <p>The plot of Romeo and Juliet</p> <p>The main characters and their relationships with each other</p> <p>How Juliet’s relationship with her parents evolves throughout the play</p> <p>How Juliet’s relationship with the Nurse evolves throughout the play</p> <p>How familial love is shown in the play (Capulets and Montagues)</p>	<p>At the end of scheme of learning, students will know / understand:</p> <p>The social, cultural and historical context of the play</p> <p>What life was like in 1970s Liverpool: living conditions, employment, education</p> <p>That Willy Russell acts as a social commentator by raising the profile of the issues which affected the working classes during this time period</p> <p>That the play is written and performed on the Brechtian style (a performance in the style of Bertolt Brecht – a drama practitioner who believed that the audience should be made to think as well as feel</p> <p>The plot of Blood Brothers</p> <p>The main characters and their relationships with each other</p>

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	<p>Ambitious vocabulary related to Gothic character and setting</p> <p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse the impact of writers' methods on the reader Analyse how the structure of a text engages the reader Use tenor, vehicle and ground to analyse a range of metaphors Write from different narrative perspectives Apply theories of narrative structure to understand how stories are structured</p>	<p>The plot of A Christmas Carol The central characters of the novel and their relationship with Scrooge</p> <p>How Dickens uses the structure of the novella to emphasise the changes in Scrooge</p> <p>How Dickens uses juxtaposition to communicate ideas to society</p> <p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse the impact of writers' methods on the reader Trace the development of character and comment on how the writer's methods convey the transformation of a character Analyse how the structure of a text engages the reader Use tenor, vehicle and ground to analyse a range of metaphors</p>	<p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse the impact of writers' methods on the reader Use tenor, vehicle and ground to analyse a range of metaphors Compare writers' viewpoints and perspectives by analysing the methods they use to establish these Summarise the similarities and difference between items</p>	<p>How to compare two unseen poems by understanding the need to compare the methods used by the poets to express their ideas</p> <p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse the impact of poets' methods on the reader/listener Use tenor, vehicle and ground to analyse a range of metaphors Write a detailed analysis of a poem Write a comparison of two poems from the <i>Power and Conflict</i> anthology</p>	<p>How friendship is shown in Romeo and Juliet and how this evolves throughout the play (Mercutio and Romeo)</p> <p>How Shakespeare conveys the love between Romeo and Juliet</p> <p>How the poems are linked by theme and can explain the similarities and differences between the poems How to comment on form, structure and language and how these are used to explore the poet's ideas How to compare two poems for the anthology 4 Key quotes from each poem and can explain how these quotes convey the poet's ideas and perspectives How to analyse an unseen poem</p> <p>How to compare two unseen poems by understanding the need to compare the methods used by the poets to express their ideas</p>	<p>The details of the prologue and its purpose in the play</p> <p>How Mickey, Edward and Linda's relationship evolves throughout the play</p> <p>How Russell presents Mrs Johnstone as a mother</p> <p>How Russell present Mrs Lyons a s a mother</p> <p>How the Johnstones and Lyons are used to communicate ideas about social class</p> <p>How the Johnstones and Lyons are used to communicate ideas about the impact of upbringing (nature v nurture)</p>

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	<p>Use a range of ambitious vocabulary to describe character and setting</p> <p>Use a range of sentence types to create effects specifically</p> <p>Use a range of punctuation to emphasise key details</p>		<p>Structure an argument using a claim (thesis), supporting statements, counterarguments and conclusion</p> <p>Write formally using various forms of transactional writing: formal letters, articles and speeches</p> <p>Use ethos, pathos and logos to manipulate readers or listeners</p> <p>Use a range of ambitious vocabulary linked to establishing viewpoint</p> <p>Use a range of sentence types to engage a reader/listener and to emphasise key ideas</p> <p>Use a range of ambitious punctuation (including parenthesis) to express an opinion and to emphasise key ideas</p>	<p>Produce a detailed analysis of an unseen poem commenting on structure, form and language</p> <p>Write a method driven comparison of two unseen poems</p> <p>Quote from the 5 poems studied and identify the poetic devices used</p>	<p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse Shakespeare's language to explain how it conveys character, relationships and theme</p> <p>Explain how Shakespeare's plays reflect societal expectations</p> <p>Analyse the impact of poets' methods on the reader/listener</p> <p>Use tenor, vehicle and ground to analyse a range of metaphors</p> <p>Write a detailed analysis of a poem</p> <p>Write a comparison of two poems from the <i>Power and Conflict</i> anthology</p> <p>Produce a detailed analysis of an unseen poem commenting on structure, form and language</p> <p>Quote from the 5 poems studied and identify the poetic devices used</p>	<p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse Russell's language to explain how it conveys character, relationships and theme</p> <p>Explain how the play reflects societal beliefs</p> <p>Analyse the impact of poets' methods on the reader/listener</p> <p>Write a detailed analysis of how ideas about class and upbringing are presented on the play</p> <p>Write a detailed analysis of Linda's impact on the boys' relationship</p> <p>Quote about the characters and themes studied</p>

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	11	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The techniques writers use to build suspense</p> <p>How to use a semantic field to create a certain tone</p> <p>How to use setting to establish mood</p> <p>How to analyse and comment on the effect of figurative language</p> <p>How verbs can be intensified to increase tension</p> <p>The techniques writers use to create a sense of foreboding</p> <p>How writers structure a txt to reveal information in a specific order to interest the reader</p> <p>How to use Aristotle’s plot structure to create an engaging narrative</p> <p>How language can be used to increase tension and develop characterisation</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The features of transactional writing- speeches, articles and formal letters</p> <p>The techniques employed when trying to persuade an audience</p> <p>Rhetoric depends on the Aristotelian triad of ethos, pathos and logos</p> <p>Rhetoric is a toolkit for manipulating readers or listeners</p> <p>How to use the language of rhetoric to manipulate readers or listeners</p> <p>How to structure an argument in order to persuade an audience</p> <p>How to use ambitious vocabulary to express and opinion/viewpoint</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The context of each poem (Checking Out Me History, London, The Emigree, Ozymandias, My Last Duchess) the period it was written, why it was written and background information relating to the poet</p> <p>How the poems are linked by theme and can explain the similarities and differences between the poems</p> <p>How to comment on form, structure and language and how these are used to explore the poet’s ideas</p> <p>How to compare two poems for the anthology</p> <p>4 Key quotes from each poem and can explain how these quotes convey the poet’s ideas and perspectives</p> <p>How to analyse an unseen poem</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>The techniques writers use to build suspense</p> <p>How to use a semantic field to create a certain tone</p> <p>How to use setting to establish mood</p> <p>How to analyse and comment on the effect of figurative language</p> <p>How verbs can be intensified to increase tension</p> <p>The techniques writers use to create a sense of foreboding</p> <p>How writers structure a txt to reveal information in a specific order to interest the reader</p> <p>How to use Aristotle’s plot structure to create an engaging narrative</p> <p>How language can be used to increase tension</p>	<p>At the end of this scheme of learning, students will know / understand:</p> <p>Revision of all knowledge from KS4</p>

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	<p>How setting is use to create engaging narratives and to increase tension</p> <p>Ambitious vocabulary related to Gothic character and setting</p> <p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse and comment on the impact of writers' methods on the reader</p> <p>Analyse and comment on how the structure of a text engages the reader Use tenor, vehicle and ground to analyse a range of metaphors</p> <p>Write from different narrative perspectives</p> <p>Apply theories of narrative structure to understand how stories are structured</p> <p>Write a positive and negative setting</p>	<p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse the impact of writers' methods on the reader</p> <p>Use tenor, vehicle and ground to analyse a range of metaphors</p> <p>Compare writers' viewpoints and perspectives by analysing the methods they use to establish these</p> <p>Summarise the similarities and difference between items Structure an argument using a claim (thesis), supporting statements, counterarguments and conclusion</p>	<p>How to compare two unseen poems by understanding the need to compare the methods used by the poets to express their ideas</p> <p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse the impact of poets' methods on the reader/listener Use tenor, vehicle and ground to analyse a range of metaphors</p> <p>Write a detailed analysis of a poem</p> <p>Write a comparison of two poems from the <i>Power and Conflict</i> anthology</p> <p>Produce a detailed analysis of an unseen poem commenting on structure, form and language</p>	<p>and develop characterisation</p> <p>How setting is use to create engaging narratives and to increase tension</p> <p>Ambitious vocabulary related to Gothic character and setting</p> <p>At the end of this scheme of learning, students will be able to:</p> <p>Analyse and comment on the impact of writers' methods on the reader</p> <p>Analyse and comment on how the structure of a text engages the reader Use tenor, vehicle and ground to analyse a range of metaphors</p> <p>Write from different narrative perspectives</p> <p>Apply theories of narrative structure to understand how stories are structured</p> <p>Write a positive and negative setting</p>	<p>At the end of this scheme of learning, students will be able to:</p> <p>Application of all skills covered linked to the KS4 Assessment Objectives</p>	<p>At the end of this scheme of learning, students will be able to:</p> <p>Application of all skills covered linked to the KS4 Assessment Objectives</p>

Curriculum End Points document – 2024-25

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	<p>Use a range of ambitious vocabulary to describe character and setting</p> <p>Use a range of sentence types to create effects specifically</p> <p>Use a range of punctuation to emphasise key details</p>	<p>Write formally using various forms of transactional writing: formal letters, articles and speeches</p> <p>Use ethos, pathos and logos to manipulate readers or listeners</p> <p>Use a range of ambitious vocabulary linked to establishing viewpoint</p> <p>Use a range of sentence types to engage a reader/listener and to emphasise key ideas</p> <p>Use a range of ambitious punctuation (including parenthesis) to express an opinion and to emphasise key ideas</p>	<p>Write a method driven comparison of two unseen poems</p> <p>Quote from the 5 poems studied and identify the poetic devices used</p>	<p>Use a range of ambitious vocabulary to describe character and setting</p> <p>Use a range of sentence types to create effects specifically</p> <p>Use a range of punctuation to emphasise key details</p>		