



7	Knowledge	Tier 2 Vocabulary	Skills	Assessment
<b>Autumn 1</b>	<p><b><u>Theme: Exploring New Worlds</u></b></p> <p><b><u>Heritage Literature:</u></b> The Tempest</p>	<p>Suggests Implies Structure Interpretation Cooperation Community Migration Context Affect/ effect Conflict</p>	<p>Analysis</p> <p>Using Evidence</p> <p>Topic sentences</p>	<p><b><u>Reading:</u></b> How is the character of Caliban presented?</p>
<b>Autumn 2</b>	<p><b><u>Context/ Big Ideas</u></b> Elizabethan Exploration Comedy Form Soliloquy and Monologue Empire and colonisation</p> <p><b><u>Writing:</u></b> Writing to describe</p>		<p>Subject/ Verb agreement</p> <p>Full Stop, comma, semi colon</p>	<p><b><u>Writing:</u></b> Describe a new place</p>
<b>Spring 1</b>	<p><b><u>Theme: Magic</u></b></p> <p><b><u>Modern Literature</u></b> A Monster Calls <b>OR</b> Skellig (Magical realism)</p>	<p>Representation Perspective Embodiment Establish Circumstances Identity Generation Imagery Contemporary Reaction</p>	<p>Inference</p> <p>Past/ Present Tense</p>	<p><b><u>Reading:</u></b> How is the protagonist of the novel presented?</p>
<b>Spring 2</b>	<p><b><u>Context/ Big Ideas</u></b> Magical realism genre The novel form Grief and trauma</p> <p><b><u>Writing</u></b> Narrative writing</p>		<p>Punctuating speech</p>	<p><b><u>Writing:</u></b> Write about a time when something magical happened</p>
<b>Summer 1</b>	<p><b><u>Theme: The Natural World</u></b></p> <p><b><u>Literature</u></b> Poetry anthology across the ages and other cultures</p>	<p>Tone Viewpoint Atmosphere Heritage Impact Illustrate Contradict Abstract Contrast Global</p>	<p>Writing about unseen texts</p> <p>Temporal discourse markers</p>	<p><b><u>Reading:</u></b> Compare 'The Tyger' and 'The Lamb' <b>OR</b> 'How does Blake present the Tiger?</p>
<b>Summer 2</b>	<p><b><u>Context/ Big Ideas</u></b> Poetic form and terms Man's impact on the environment</p> <p><b><u>Writing</u></b> Imaginative response to a poem (transformational)</p>		<p>Paragraphing</p>	<p><b><u>Writing</u></b> Transformational writing from a poem</p>



8	Knowledge	Tier 2 Vocabulary	Skills	Assessment
Autumn 1	<p><b><u>Theme: Journeys and identity</u></b></p> <p><b><u>Literature:</u></b> Great Expectations</p>	Exploit Benefit Potential Profession Gentleman Resources Evolution Facilitate Enabling Challenge	Linking paragraphs  Correcting fragments  Independent clauses  Word level analysis	<p><b><u>Reading:</u></b> How does Dickens present Pip and Estella's relationship?</p> <p><b><u>Writing:</u></b> An incredible Journey</p>
Autumn 2	<p><b><u>Context/ Big ideas:</u></b> Victorian society, personal growth, expectations</p> <p><b><u>Writing and Non Fiction</u></b> Travel Writing</p>			
Spring 1	<p><b><u>Theme: Power and Conflict</u></b></p> <p><b><u>Literature:</u></b> Animal Farm</p> <p><b><u>Context/ Big Ideas:</u></b> abuse of power, society, propaganda</p>	Tyrant Rebellion Harvest Treachery Intent Intelligence Authority impose Charisma Psychology	Persuasion  Constructing an argument  Subordination and comma splices	<p><b><u>Reading:</u></b> Why does the Farm Fail in 'Animal Farm'?</p> <p><b><u>Writing:</u></b> A campaign speech</p>
Spring 2	<p><b><u>Writing and Non Fiction</u></b> The art of rhetoric</p>			
Summer 1	<p><b><u>Theme: Crime and punishment</u></b></p> <p><b><u>Literature:</u></b> Macbeth</p> <p><b><u>Context/ Big Ideas:</u></b> Shakespearean language, witchcraft, Kingship, The tragic hero</p>	Traitor Tragedy Hero Prophecy Supernatural Hierarchy Hamartia Theory Chronology Enquiry	Developing an line of enquiry  Tense and person agreement  Possessive apostrophes	<p><b><u>Reading:</u></b> What causes Macbeth's eventual downfall?</p> <p><b><u>Writing:</u></b> A crime report</p>
Summer 2	<p><b><u>Writing and Non Fiction</u></b> Reports and newspapers</p>			



9	Knowledge	Tier 2 Vocabulary	Skills	Assessment
Autumn 1	<p><b><u>Theme: Friendship</u></b></p> <p><b><u>Literature:</u></b> Of Mice and Men</p> <p><b><u>Context/ Big ideas:</u></b> America in the 1930s, the great depression, racism/ prejudice</p> <p><b><u>Writing and Non Fiction</u></b> Letters to Mrs Roosevelt Descriptive writing</p>	<p>Prejudice Companion Desperation Itinerant Derision Welfare Migrant Financial Crisis Stereotype</p>	<p>Developing and sustaining a thesis</p> <p>Developing an argument</p> <p>Creating imagery in description</p>	<p><b>Reading:</b> how is the relationship between George and Lennie presented in the novel?</p> <p><b>Writing:</b> Descriptive writing inspired by opening of the novel</p>
Autumn 2	<p><b><u>Theme: Coming of Age</u></b></p> <p><b><u>Literature:</u></b> Romeo and Juliet</p> <p><b><u>Context/ Big ideas:</u></b> Shakespearean Language, relationships, family conflict</p> <p><b><u>Writing and Non Fiction</u></b> Problem pages, advice, focus on mental health</p>	<p>Feud Generations Exile Catastrophe Hyperbole Foreshadowing Prologue Patriarchal Portrayal Enforce</p>	<p>Sonnet form</p> <p>Tracking a character</p> <p>Apostrophes for plurals</p> <p>Writing as a character</p>	<p><b>Reading:</b> How does Shakespeare present the relationship between Juliet and her parents?</p> <p><b>Writing:</b> Problem page letters from/ to Juliet</p>
Spring 1	<p><b><u>Theme: War</u></b></p> <p><b><u>Literature:</u></b> War poetry from the Eduqas anthology</p> <p><b><u>Context/ Big ideas:</u></b> WW1/, Boer War, modern conflict, effect of injuries, narrative voice</p> <p><b><u>Writing and Non Fiction</u></b> Letters from the Great War</p>	<p>Symbollic Consequence Aftermath Aspect Viewpoint Irony Image Futility Reinforce Explicit</p>	<p>Comparative discourse markers</p> <p>Third person narrative</p>	<p><b>Reading:</b> Comparison of Mametz Wood and one other poem</p> <p><b>Writing:</b> Write a newspaper report of the battle at Mametz Wood</p>
Spring 2				
Summer 1				
Summer 2				