

## Year 7 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Term 1								Term 2 Student Induction	Data/Planning day			
	Induction	Induction	<b>Greek Myths: Origins</b> Context of Greek myths. What are myths and why are they important?	<b>Greek Myths: Origins</b> Prometheus How were the gods and humankind presented?	<b>Greek Myths: Malevolent Monsters:</b> DIRT: analysis of Prometheus myth  Pandora presented as alluring	<b>Greek Myths: Malevolent Monsters:</b> Myth of Medusa How does the writer structure the myth?	<b>Greek Myths: Monsters / Mythical Heroes</b> The Myth of the Minotaur Evaluating Theseus (reading checkpoint)	<b>Greek Myths: Mythical Heroes</b> (reading checkpoint) DIRT on reading / evaluation	<b>Greek Myths: Mythical Heroes</b> What was the Odyssey? The Odyssey 1: Introducing Odysseus	<b>Greek Myths: Mythical Heroes</b> The Odyssey 2: Poseidon Describe the storm that shipwrecks Odysseus	<b>Greek Myths: Mythical Heroes</b> DIRT and redrafting. Describing images.	<b>Greek Myths: Mythical Heroes</b> DIRT and redrafting. Closing Gaps The Odyssey 3: Cyclops	<b>Greek Myths:</b> DIRT and redrafting. Closing Gaps The Odyssey 4: Scylla and Charybdis
Cycle 2		Term 3 Student Induction						Term 4 Student Induction		Data/Planning Day 9/10			
	<b>The Tempest</b> Context & Plot	<b>The Tempest</b> Act 1: Opening, Prospero and Ariel language analysis	<b>The Tempest</b> Act 1.2: Prospero and Miranda	<b>The Tempest</b> Act 1.2: Prospero, Ariel and Caliban; how is power presented?	<b>The Tempest</b> Writing to describe: Utopia	<b>The Tempest</b> DIRT writing to describe  Act 2: Trinculo and Stephano	<b>The Tempest</b> Evaluation of Caliban: villain or victim?	<b>The Tempest</b> Ferdinand and Miranda character analysis	<b>The Tempest</b> Climax and resolution – tension and drama	<b>The Tempest</b> How is tension created in Act 3 and 4?	<b>The Tempest</b> Evaluation of Prospero	<b>The Tempest</b> DIRT evaluation of Prospero	<b>The Tempest</b> Catch up / closing gaps
Cycle 3	Term 5 Student Induction						Term 6 Student Induction						Data/Planning Day
	<b>History of Rhetoric</b> What is Rhetoric? Aristotelian Triad	<b>History of Rhetoric</b> Ethos: Alexander the Great	<b>History of Rhetoric</b> Ethos DIRT opportunity; transactional writing	<b>History of Rhetoric</b> Logos and Pathos; Churchill	<b>History of Rhetoric</b> Closing gaps - MLK	<b>History of Rhetoric</b> Closing gaps - Kopatcha	<b>Assessment Prep</b>	<b>Assessment / revision</b>	<b>Assessment / revision</b>	<b>Assessment feedback</b>	<b>Closing gaps</b> – wider reading and writing booklet	<b>Closing gaps</b> – wider reading and writing booklet	<b>Closing gaps</b> – wider reading and writing booklet

# Year 8 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Term 1								Term 2 Student Induction	Data/Planning day			
	Induction	Induction	<b>Social Justice Poetry:</b> What is social injustice? Oracy project and group presentations	<b>Social Justice Poetry:</b> <i>Suffering:</i> Context; Blake – ‘Chimney Sweeper’ analysis of metaphor	<b>Social Justice Poetry:</b> <i>Suffering:</i> DIRT – analysis of ‘Chimney Sweeper’; Shelley – analysis of ‘A Song to the men of England’	<b>Social Justice Poetry:</b> <i>Female voices:</i> analysis of Dickinson They Shut Me Up in Prose	<b>Social Justice Poetry:</b> <i>Female voices:</i> Viewpoint writing: positive changes to society	<b>Social Justice Poetry:</b> <i>Civil Rights:</i> Hughes – analysis of semantic fields in I Look at the World.	<b>Social Justice Poetry</b> <i>Civil Rights:</i> Angelou – analysis of symbolism in Caged Bird	<b>Social Justice Poetry</b> DIRT – analysis of Caged Bird;  Carter and Dove: analysis of one poem around personification or simplistic language.	<b>Social Justice Poetry</b> Closing Gaps - Plath: Mushrooms	<b>Social Justice Poetry:</b> Closing Gaps - Dharker: Living Space	<b>Social Justice Poetry:</b> Writing from a viewpoint (voting) / closing gaps
Cycle 2		Term 3 Student Induction						Term 4 Student Induction		Data/Planning Day 9/10			
	<b>Romeo and Juliet</b> Conventions of tragedy/context	<b>Romeo and Juliet</b> Conventions of tragedy/context  Prelude/opening fight; comprehension and language analysis	<b>Romeo and Juliet</b> Prince Escalus’ speech language analysis/ non fiction/ transactional writing	<b>Romeo and Juliet</b> Romeo’s melancholy/ language analysis/patriarchal society NF/ language analysis	<b>Romeo and Juliet</b> Juliet and the Nurse/Sonnets / comprehension	<b>Romeo and Juliet</b> <b>Romeo and Juliet</b> meet/comprehension/ language analysis	<b>Romeo and Juliet</b> Lovers’ realisation/ Act 2 Prologue/ comprehension/ language analysis	<b>Romeo and Juliet</b> The Balcony Scene: comprehension/ language analysis	<b>Romeo and Juliet</b> Friar Lawrence and Romeo/ The Fight/ comprehension/ structural analysis	<b>Romeo and Juliet</b> Gap Closing/ Grammar Lectures	<b>Romeo and Juliet</b> Romeo’s Grief/ comprehension/ language analysis/ writing from a viewpoint  DIRT on assessment gaps	<b>Animal Farm Cold Read</b>	<b>Animal Farm Cold Read</b>
Cycle 3	Term 5 Student Induction						Term 6 Student Induction						Data/Planning Day
	<b>Context/ Cold Read text</b> Do Now: Comprehension and reading	<b>Animal Farm / Cold Read Animal Farm</b> Do Now: Comprehension and reading	<b>Animal Farm</b> Plot Summary/ Chapter One: retrieval and broken down language analysis	<b>Animal Farm</b> Chapter Two: broken down language analysis/ Chapter 3 evaluation	<b>Animal Farm</b> Chapter Four structural analysis and descriptive writing	<b>Animal Farm</b> Chapter five: language analysis/ Chapter eight retrieval/context	<b>Animal Farm</b> Linked Non-Fiction Summarising viewpoints, summarising the differences in viewpoint	<b>Animal Farm</b> Linked on-Fiction Writing Persuasively	<b>Animal Farm</b> Continue lined NF/ Assessment Prep/ Assessment	<b>Animal Farm</b> Chapter nine: structural analysis/ Chapter ten evaluation	<b>Animal Farm</b> DIRT: Summarising viewpoints, summarising differences	<b>Animal Farm</b> DIRT: Language Analysis/ Writing persuasively	<b>Closing Gaps</b>

## Year 9 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Term 1								Term 2 Student Induction	Data/Planning day			
	Induction	Induction	The Gothic Genre (quotation explosions), art, architecture and conventions	The Gothic Gothic Settings: The Woman in Black – language analysis of London setting Descriptive: Show not tell	The Gothic Poe – <i>Tell-tale Heart</i> Structural analysis / language analysis – tension and mental state	The Gothic DIRT - Poe – <i>Tell-tale Heart</i> Structural analysis / language analysis – tension and mental state	The Gothic <i>The Uncanny</i> ; Frankenstein Descriptive writing – using semantic fields	The Gothic <i>The Uncanny</i> ; Frankenstein evaluation of semantic fields	Identity Poetry <i>Language and pride</i> : 'Harlem' by Hughes – how is imagery used?	Identity Poetry <i>Language and pride</i> : 'Still I Rise' by Angelou – how is allusion used?	Identity Poetry <i>Overcoming adversity</i> : 'Flag' by Agard – rhetorical questions	Identity Poetry <i>Overcoming adversity</i> : 'Peace' by Akala – repetition	Identity Poetry Comparison of poetry – full response.
Cycle 2		Term 3 Student Induction						Term 4 Student Induction		Data/Planning Day 9/10			
	Purple Hibiscus <u>Section A</u> : Teach: Context Read: Pg3-16 Booklet: Pg9-10	Purple Hibiscus <u>Section A</u> : Read: Pg19-109 Booklet: Pg 11-12 (Kambili)	Purple Hibiscus <u>Section A</u> : Read: Pg19-109 Booklet: Pg 13-14 (Papa)	Purple Hibiscus <u>Section B</u> : Read: Pg110-205 Booklet: Pg 15-16 (Jaja)	Purple Hibiscus <u>Section B</u> : Read: Pg110-205 Booklet: Pg 15-16 (Jaja)	Purple Hibiscus <u>Section B</u> : Read: Pg110-205 Booklet: Pg 18 (Mama)	Purple Hibiscus <u>Section C</u> : Read: Pg 206-253 Booklet: Pg 19-20 (Evaluation)	Purple Hibiscus <u>Section C</u> : Read: Pg 206-253 Booklet: Pg 19-20 (Evaluation)	Purple Hibiscus <u>Section C</u> : Read: Pg 257-307 Booklet: Pg 21-22 (Analysing Cousins)	Purple Hibiscus <u>Section C</u> : Read: Pg 257-307 Booklet: Pg 21-22 (Analysing Cousins)	Purple Hibiscus <u>Section C</u> : Read: Pg 257-307 Booklet: Pg 28 (Imaginative Writing)	Purple Hibiscus <u>Section D</u> : Themes and Evaluation Booklet: Pg 23-25	Purple Hibiscus <u>Closing gaps / Section D</u> : Symbolism Booklet: Pg 26-27
Cycle 3	Term 5 Student Induction						Term 6 Student Induction						Data/Planning Day
	An Inspector Calls – Cold Read	An Inspector Calls – Cold Read	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	Possible Assessments	Possible Assessments	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play

## Year 10 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Term 1								Term 2 Student Induction	Data/Planning day			
	Induction	Induction	LIT: Macbeth Context; Plot and character  LANG: Introduction to Q5 - speech examples and identifying viewpoints	LIT: Act 1 S1-3 How are the Witches portrayed? How is Macbeth introduced? What are M and B reactions to witches?  LANG: Formulating an argument: gathering ideas to match viewpoint. First Write attempt.	LIT: Act 1 S4 How is ambition introduced? Progress check: Macbeth in Act 1  LANG: Choosing methods for effect. Redraft a section of your speech	LIT: Act 1 S5: How is LM introduced? S6-7: How does Shakespeare show the dangers of subversive women?  LANG: Choose topic. Speech writing and redrafting	LIT: Act 2 S1 – Analysis of 'is this a dagger'  LANG: Speech practice and perform	LIT: A2S2 - 4 - The Regicide & the aftermath  LANG: Speech practice and perform	Act 3 Scene 1 – Macbeth's fears analysis Act 3 S2-3 - Changing relationships and the murderers Act 3 Scene 4 – Analysis of guilt (Banquo's Ghost). Link to other motifs	Act 3 S5-6: Hecate and Lennox  Act 4 S1-2 Return to the witches, murder of Macduffs	Act 4 S3 – analysis of Kingship: Act 5 S1 – Lady Macbeth's guilt	Act 5 S2-5 Analysis of Macbeth's hubris Malcolm's final speech, restoration of order	Gap filling and writing check point
Cycle 2		Term 3 Student Induction						Term 4 Student Induction		Data/Planning Day			
	Power and Conflict Poetry – The hubris of tyrants; oppressive societies: <b>London, Ozymandias, COMH</b>	Power and Conflict poetry – Domestic tyranny – <b>My Last Duchess</b> ; fragility of societal constructs and cultural displacements: <b>The Emigree; Tissue</b>	Power and Conflict Poetry – Conflict and its representation s: <b>COLB; Bayonet Charge; Exposure</b>	Power and Conflict Poetry Gap filling DIRT opportunity for comparison	Power and Conflict Poetry – ideological and domestic experiences of war: <b>Poppies, Kamikaze, War Photographer, Remains</b>	Power and Conflict Poetry – Nature's relationship with the human condition: <b>Prelude and Storm on the Island</b>	Power and Conflict Poetry Gap filling DIRT opportunity for comparison	Power and Conflict Poetry Gap filling DIRT opportunity for comparison	An Inspector Calls – knowledge checks / responsive teaching to gaps	An Inspector Calls – Big questions and analysis	An Inspector Calls – Social responsibility essay	An Inspector Calls – Exam skills and planning past questions	Language Paper 1 - Q5 creative writing
Cycle 3	Term 5 Student Induction						Term 6 Student Induction						Data/Planning Day
	Language Paper 1 - Q5 creative writing	Language Paper 1 - Q2 language analysis	Language Paper 1 - Q3 analysis of structure	Language Paper 1 - Q4 evaluation	Language Paper 1 - Full walkthrough	Revision	Potential Mock Exam Period (Literature revision)	Potential Mock Exam Period (Literature revision)	Potential Mock Exam Period (Literature revision)	A Christmas Carol -	A Christmas Carol -	A Christmas Carol -	A Christmas Carol -

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Cycle 3	Term 5 Student Induction						Term 6 Student Induction						Data/Planning Day
	Revision	Revision	Revision	Revision	Revision	Revision							