

## St Bede's English Faculty: Our Odyssey.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YE A R 7	<b>Transactional Writing- Refugees, new beginnings</b>	<b>Poetry- Simon Armitage</b>	<b>Imaginative Writing- Prose</b>	<b>Non-Fiction - War/Holocaust</b>	<b>Shakespeare- Macbeth (Tragedy)</b>	<b>Prose- Myths, Legends and Morality Tales</b>
	<ul style="list-style-type: none"> <li>Letter Writing Skills</li> <li>Exploring perspectives</li> <li>Analysing letters</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language</li> <li>Poetic structure</li> <li>Classical links</li> </ul>	<ul style="list-style-type: none"> <li>Wide vocabulary</li> <li>Sentence variety- Simple, compound, complex</li> <li>Narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Writing Perspectives</li> <li>Language and structure</li> </ul>	<ul style="list-style-type: none"> <li>Tragedy</li> <li>Iambic pentameter</li> <li>Context- Shakespeare's globe.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing ancient and modern myths</li> <li>Exploring language change.</li> <li>Analysing language choices.</li> </ul>
	KS2 Continuity					
YE A R 8	<b>Poetry- Spoken Word Poetry</b>	<b>Prose- Extracts linked to Identity</b>	<b>Speeches-voices of protest and persuasion</b>	<b>Shakespeare- Much Ado About Nothing (Comedy)</b>	<b>Non-Fiction and News- modern life struggles and strengths</b>	<b>19th Century Prose - Charles Dickens -Childhood experiences</b>
	<ul style="list-style-type: none"> <li>Oral tradition</li> <li>Alliteration, assonance, rhythm and rhyme</li> <li>Personal voice</li> </ul>	<ul style="list-style-type: none"> <li>Divided societies</li> <li>Comparing narrative voices</li> <li>Writer's techniques</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive writing techniques</li> <li>Structural features- repetition, one word sentences/paragraphs.</li> <li>Effect on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Comedy</li> <li>Characterisation</li> <li>Exploring use of wit and skills of rhetoric.</li> </ul>	<ul style="list-style-type: none"> <li>Media bias</li> <li>Article writing</li> <li>Conveying opinions in a formal way.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring 19th century language styles</li> <li>Structural styles and change</li> <li>Context of Victorian and Modern experience.</li> </ul>
YE A R 9	<b>Conflict Poetry</b>	<b>Prose- Of Mice and Men</b>	<b>Transactional writing</b>	<b>Drama- Romeo and Juliet??</b>	<b>Non- Fiction: Survival Stories</b>	<b>Dystopia and The Gothic- 19th and 20th Century</b>
	<ul style="list-style-type: none"> <li>Comparative language</li> <li>Symbolism and Imagery</li> <li>Context- link to meanings</li> </ul>	<ul style="list-style-type: none"> <li>Themes- e.g. American Dream, racism etc.</li> <li>Phonetic language and dialect words</li> <li>Animal imagery</li> </ul>	<ul style="list-style-type: none"> <li>Music reviews</li> <li>Travel writing</li> <li>Purpose, Audience, Form, Style</li> </ul>	<ul style="list-style-type: none"> <li>Building on Tragedy</li> <li>Arranged/young marriages- context</li> <li>Dramatic devices- dramatic irony, characterisation, plot development.</li> </ul>	<ul style="list-style-type: none"> <li>Emotive language</li> <li>Impact on the reader</li> <li>Development of tension</li> </ul>	<ul style="list-style-type: none"> <li>Genre features of Dystopia</li> <li>Genre features of gothic writing</li> <li>Exploring language choices and creation of setting.</li> </ul>
	Options Round 1					
YE A R 10	<b>Imaginative Writing.</b>	<b>Dickens – A Xmas Carol.</b>	<b>Shakespeare – R+J.</b>	<b>Reading:Non-Fiction Texts.</b>	<b>Poetry Anthology.</b>	<b>Priestley – An Inspector.</b>
	<ul style="list-style-type: none"> <li>Vocabulary for effect.</li> <li>Structure for cohesion.</li> <li>S.P.A.G for accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Victorian Context.</li> <li>Redemption/Salvation.</li> <li>Stave Structure.</li> </ul>	<ul style="list-style-type: none"> <li>Elizabethan/Jacobean.</li> <li>Renaissance Tragedy.</li> <li>'Love' as a flaw?</li> </ul>	<ul style="list-style-type: none"> <li>Analysing v Evaluating.</li> <li>Tone: effect on reader.</li> <li>F.A.T – Narrators.</li> </ul>	<ul style="list-style-type: none"> <li>Autobiographical factors.</li> <li>'Love through the Ages'.</li> <li>FORM.</li> </ul>	<ul style="list-style-type: none"> <li>Diatribes.</li> <li>Morality Tale: 'Deadly Sins'.</li> <li>Edwardian v Liberal.</li> </ul>
	Options Round 2					
YE A R 11	<b>C.19 Texts/Unseen Poetry.</b>	<b>Dickens: A Xmas Carol #2</b>	<b>R+J / Poetry Anthology #2</b>	<b>Priestley – An Inspector#2</b>	<b>Revision</b>	<b>External exams</b>
	<ul style="list-style-type: none"> <li>Impact 'first' reading.</li> <li>Links to set texts.</li> <li>Applying contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Nostalgia/Pity/Fear.</li> <li>Theme/Character = Change.</li> <li>Dickens'- Pagan?</li> </ul>	<ul style="list-style-type: none"> <li>Extract to Play.</li> <li>Combinations for comparing.</li> <li>Symbolism.</li> </ul>	<ul style="list-style-type: none"> <li>Double Time?</li> <li>Bees and Fire.</li> <li>Arthurian Dream?</li> </ul>	<ul style="list-style-type: none"> <li>Mr Bruff's World.</li> <li>Hypothesis = 'This essay'.</li> <li>Conceptual Arguing.</li> </ul>	<p><b>P1 40% P2 60% Edexcel Language.</b></p> <p>.....</p> <p><b>P1 40% P2 60% AQA Literature</b></p>

Within subjects: depth, relevance, sequencing, spacing

Between subjects: breadth, cultural capital, coherence, progression, interlinking