English Curriculum Map 2024/25

Kingsthorpe College

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 7 KS3	**GROWING UP POETRY** **Time, Relationships, Voice** Reading (poetry): Comprehension, inferences and analysis. Identification of poetic techniques and symbols and consideration of effects – reading for meaning. Ability to select appropriate quotations. Oracy: discussion of ideas on writer's meanings and imagery. Reciting of poetry. **Foundational knowledge:** Inference; analysis; comparison	**FREEDOM** **Tragedy, Voice** Reading: articles, reviews, extracts from fiction and non fiction texts; song lyrics; poetry. Comprehension and analysis of writer's intentions through figurative language/language to create atmosphere/repetition/ structure of texts. Writing: Speech writing. Oracy: discussion of ideas on writer's viewpoints and perspectives; pair sharing and group work; encouraging students to build upon and challenge other's ideas; debating opportunity. **Foundational knowledge:** Writing for purpose; SPaG; inference; analysis	**ANSWERS IN THE PAGES** **Time, Relationships, Voice** Reading (prose): Commenting on structural choices and their effects on meaning and understanding. Ability to select appropriate quotations. Ability to discuss different perspectives and feelings with some evaluation. Writing: Speech and letter writing. Oracy: scaffolding discussion around tolerance and how to offer opinions and views appropriately. **Foundational knowledge:** Inference; analysis; evaluation	**SURVIVAL** **Tragedy, Relationships, Voice** Reading: Fiction and non-fiction survival and war related texts. Comprehension and analysis of writer's intentions through motifs/sensory imagery/vivid imagery/2nd person narrative setting descriptions/building tension/use of verbs/colloquialisms. Writing: Descriptive writing. Oracy: Presentation on surviving in the outback **Foundational knowledge**: Writing for purpose; inference; analysis	**REVENGE** **Tragedy, Voice** Reading: Fiction and non-fiction revenge. Comprehension and analysis of writer's intentions through structural elements of narrative writing/powerful openings/character description/dialogue/building tension/fan fiction/using humour/dialogue. Writing: Descriptive writing. Oracy: Expert and in class reading – applying different tones for effect **Foundational knowledge:** Writing for purpose; inference; analysis	**THE MAGIC OF SHAKESPEARE** **Relationships** Reading (play): Key Text: A Midsummer Night's Dream. Decoding Shakespearean language. Understanding of characterisation and comparing character motivations. Understanding of genre. Evaluating the ways that characters are represented and identifying similarities within the genre. Writing: Writing in character: dialogue and narrative. Oracy: Reading aloud from scripts, whole class discussion **Foundational knowledge**: Writing for purpose; Inference; Evaluation; Comparison

	Tier 2 Vocab	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**
	Coming of age Inheritance Potential Empathy Sympathy	Structure Intention Metaphor Connotation Voice Anaphora Symbolism Stanza Colloquial	Tragedy Oppression Liberty Suffrage Humanity Imprison Hardship Restraint To police Ally Perpetrator Bias Injustice Prejudice Retribution	Juxtaposition Tone Perspective Autobiography	Inclusion Protest Committee Censorship Petition Rally Homosexual Heterosexual Tolerance	Narrative structure Intersecting narrative Parallel narrative Ellipsis Protagonist Frame narrative	No man's land Ominous Camaraderie	Motif Flashback Cyclical structure Implicit Explicit Tension Climax	Vengeful	Pathetic Fallacy Antagonist Antithesis Extended metaphor	Supernatural Superstition Apparition Tempest Avenge Prophecy Mortal Otherworldly Charm Elope Sin Traitor Elizabethan	Contemporary audience Rhyming couplet Epilogue Conventions Prose Verse Genre

Year 8 KS3

RELATIONSHIPS POETRY
Time, Relationships

Reading (poetry): inference and analysis, including connotations of individual words. Identification of structural poetic techniques and comment on effect (including rhyme schemes and rhythm). Recognition of big ideas/themes. Simple comment on writer's intention.

Oracy: reciting on poetry with emphasis on rhythm, enjambment and caesura. Discussion of techniques.

Foundational knowledge:
Inference; analysis; comparison

SHAKESPEAREAN LOVE
Tragedy, Relationships

Reading (play – Romeo & Juliet): Inference and understanding of Shakespearean language. Identifying themes in texts and commenting on writer's choices in characterisation and language. Comparison of the theme of love in this text with other Shakespearean plays to identify tropes.

Writing: Creative writing using a prompt/stimulus.

Oracy: Group and paired discussion.

Foundational knowledge:
Inference; analysis; comparison; writing for purpose

HEROES
Tragedy, Voice

Reading: extracts from fiction texts, extracts from plays, articles, speeches. Inference and analysis, including of rhetoric.

Writing: Descriptive and narrative writing.

Oracy: Justification of ideas. Group and paired discussion.

Foundational knowledge:
Inference; analysis; SPaG; writing for purpose

JOURNEY'S END
Tragedy, Relationships

Reading (play): whole play; poem. Inference. Identification of structural techniques, particularly rising tension, and comment on effect. Analysis of language, including connotations of individual words. Simple comment on writer's intentions.

Writing: diary entry and letter writing.

Oracy: debate; group and paired discussion.

Foundational knowledge:
Inference; analysis; comparison; writing for purpose

REBELLION & REVOLUTION
Time, Tragedy, Voice

Reading: letters; articles. Summarising texts. Identifying tone. Understanding perspectives. Analysis of language, including connotations of individual words. Application of context to texts. Comparison of texts.

Writing: Letter writing.

Oracy: debating right to vote and right to strike. Group and paired discussion.

Foundational knowledge:
Inference; analysis; comparison; writing for purpose; SPaG.

ANIMAL FARM
Tragedy, Relationships, Voice

Reading: whole text. Analysis of language, including connotations of individual words and effect of devices. Application of context to text. Simple comment on writer's intentions.

Writing: Speech writing.

Oracy: class discussion regarding the benefits and consequences of different political systems.

Foundational knowledge:
Inference; analysis; evaluation; writing for purpose.

Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab
Closure Subconscious Immortal Defiance Complexity Conflict	Enjambment Caesura Assonance Sonnet Iambic Pentameter Volta Sibilance Meter Biblical allusion Anaphora	Fate Destiny Feud Naive Virtue	Stage directions Foreshadowing Prologue	Demonstration (protest) Equitable Inherent Morality Adversity Compassion	Hamartia Rhetoric Epic Anti-hero Tragic hero	Trench Commander Battalion Cowardly Shells	Act Scene Context	Rebel Revolution	Connote	Democracy Dictatorship Capitalism Communism Proletariat Equality Propaganda Purge Hierarchy	Fable Allegory Anthropomorphism Satire Epiphora Irony Ethos Pathos Logos

Year 9 KS3

ILLUSION & REALITY
Time, Tragedy, Voice

Reading (whole book): poetry; articles; prose. Understanding genre conventions. Language analysis in different types of texts. Context informed analysis.

Writing WWHW paragraphs; creative writing; comparing fiction and non-fiction.

Oracy: Group debate surrounding control and whether dystopian texts have a sense of reality to them.

SPOKEN LANGUAGE
Voice

Reading: articles; speeches; leaflets. Identify and explain effect of structural features. Language analysis, including of alternative viewpoints. Context-informed analysis.

Writing: Speech writing.

Oracy: Performing speeches. Experimenting with prosodics.

Foundational knowledge:

A VIEW FROM THE BRIDGE
Tragedy, Relationships

Reading: poetry; biography whole play. Understanding genre conventions. Language analysis, including of alternative viewpoints. Context-informed analysis. Writing WWHW paragraphs. Comparison of play and biography. Explained comment on writer's intentions.

Writing: Letter writing.

TIME
Time, Relationships

Reading: poetry; articles; prose. Language analysis, including alternative viewpoints. Explanation of effect of structural and linguistic poetic techniques. Identify and explain structural features.

Writing: Creative writing.

Oracy: Discussion of poetry. Group task justifying connections. Evaluative discussion. Group presentation.

Foundational knowledge:

SHAKESPEAREAN TRAGEDY
Time, Tragedy, Relationships

Key Texts: Othello, King Lear, Romeo & Juliet, Macbeth

Reading: extracts from plays. Application of genre conventions to different plays. Comprehending Shakespearean language. Explaining characterisation and comparing character motivations. Analysing the ways that characters are represented and identifying similarities within the genre. Explained comment on writer's intentions.

Writing: Persuasive writing.

Oracy: Discussion of female stereotypes. Justifying ideas. Group/paired discussion.

Foundational knowledge: Inference, analysis, evaluation, writing for purpose; SPaG; comparison	Inference; analysis; writing for purpose; SPaG.	Oracy: Class court. Group discussion surrounding immigration. **Foundational knowledge:** Inference; analysis; comparison; writing for purpose; SPaG.	Inference; analysis; evaluation; writing for purpose; SPaG.	**Foundational knowledge:** Inference; analysis; comparison; evaluation; writing for purpose.

	Tier 2 Vocab	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**
	Totalitarian Psychological manipulation Physical manipulation Misinformation Doublethink Resistance Revolution Individualism Urban decay Thought police	Dystopian Narrative voice Linear timeline		Concession Rebuttal Discourse marker Anecdote	Brazen Exile Commemorate Dominance Subservience Repression Yearning	Literary allusion Character placement	Intimacy Woe Sublime Carpe diem Tempus fugit Motto Paradox	Analepsis Syntax Aphorism Asyndetic listing Foreboding End stopping Direct address	Patriarchy Duel Banish Natural order Jacobean Subvert	Dramatic Irony Catharsis Poetic justice Soliloquy Trochaic tetrameter

Year 10 KS4	**MACBETH** **Time, Tragedy, Relationships** Reading: Comprehension of Shakespearean language, making inferences about themes and characters, linking big ideas with writer's intentions and social and historical context, analytical writing considering different perspectives Writing: Whole essay structuring, thesis writing and conclusions, planning for	**LANGUAGE PAPER 1** **Relationships, Voice** Reading: reading a wide range of texts, fluently and with good understanding, reading critically and using knowledge gained from wider reading to inform and improve understanding and writing, evaluating ideas in a text and selecting appropriate quotations to support Writing: Planning, proofreading and editing,	**A CHRISTMAS CAROL** **Relationships, Tragedy, Time** Reading: Analysing specific language and structural choices made by Dickens, making inferences about themes and characters, linking big ideas with writer's intentions and social and historical context, analytical writing considering different perspectives Writing: Whole essay structuring, thesis writing and	**UNSEEN POETRY** **Relationships, Voice** Reading: analysing key features of poetry including content, theme, structure and use of language using appropriate poetic terminology Writing: analytical essay writing including a thesis and conclusion, exploring more effective use of topic sentences	**LANGUAGE PAPER 2 READING** **Voice, Time** Reading: reading a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary nonfiction, read and evaluate texts critically, analysing specific language choices and making comparisons between texts, synthesise information	**POWER & CONFLICT POETRY** **Relationships, Voice, Time, Tragedy** Reading: Understanding of key themes and messages in an anthology of poetry from the 19th, 20th and 21st Century. Using and social and historical context to enhance discussion of language choices and comparing the presentation of content across the anthology Writing: Structuring a comparative analytical essay including a thesis	**SPOKEN LANGAUGE ENDORSEMENT** **Voice** Oracy: expressing ideas information and feelings using a wide vocabulary and formal, standard English, organising and structuring a presentation using strategies to engage the audience, listening to questions and responding appropriately by elaborating on ideas with further information

writing, extract to whole text literature essays Oracy: Whole class discussion and debate around themes and characters from the text **Foundational knowledge:** Inference; analysis; evaluation; SPaG	writing of description and short narratives, integrating ambitious vocabulary and punctuation. Oracy: Whole class feedback and discussion in pairs as well as, as a group **Foundational knowledge:** Inference; analysis; evaluation; writing for purpose; SPaG	conclusions, planning for writing, extract to whole text literature essays Oracy: Whole class discussion and debate around themes and characters from the text **Foundational knowledge:** Inference; analysis; evaluation	Oracy: Whole class discussion around themes and from the poems **Foundational knowledge:** Inference; analysis; evaluation	Oracy: Whole class feedback and discussion in pairs as well as, as a group **Foundational knowledge:** Inference; analysis; evaluation; comparison	and conclusion, using appropriate discourse markers. Oracy: Whole class discussion around themes and from the poems **Foundational knowledge:** Inference; analysis; evaluation; comparison	**Foundational knowledge:** Evaluation

Tier 2 Vocab	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**	**Tier 2 Vocab**	**Tier 3 Vocab**
Usurp Tyrant Duplicitous Androgynous Regicide Lineage Legacy Nihilistic	Equivocal Hubris Trope Peripeteia Aside Foil Divine Right of Kings Great Chain of Being	Façade Cavernous Foliage	In medias res	Redemption Dehumanise Misanthropic Workhouse	Didactic Diatribe Stave Malthusian Principle Socialism Melodrama	Culminate Cumulative	Blank verse Free verse Oxymoron	Conversely	Synthesise Literary non-fiction	Colonization Eurocentric Industrialization Objectification Patriotism Transient Anonymity Futility	Romanticism Dactylic dimeter Collective pronouns Patois Dialect Phonetic spelling

| Year 11 KS4 | **AN INSPECTOR CALLS**
Time, Relationships, Tragedy

Reading: Analysing specific language and structural choices made and with reference to the form of a play, making inferences about themes and characters, linking big ideas with writer's intentions and social and historical context, analytical writing considering different perspectives

Writing: Whole essay structuring, thesis writing and conclusions, planning for writing

Oracy: Whole class discussion and debate around themes and characters from the text, reading of the text as a play – true to form

Foundational knowledge:
Inference; analysis; evaluation;; SPaG | **LANGUAGE PAPER 2 WRITING**
Voice, Time

Reading: exploring style models of transactional writing, looking at persuasive features and innovative use of form

Writing: planning for and writing transactional pieces: speeches, letters and articles. Ensuring use of appropriate features for audience on purpose, proofreading and editing, and ambitious and varied use of sentence structures, punctuation and vocabulary

Oracy: Discussion and debate of a range of issues including complex ideas linked to societal and world experiences, forming a point of view and formulating an argument

Foundational knowledge:
Writing for purpose; SPaG | **REVISION OF PAPER 2s**
Voice, Time, Relationships, Tragedy

Reading: comparing and exploring ideas in literary nonfiction, analysing specific language choices and looking at patterns and motifs, synthesising information and understanding different perspectives and viewpoints

Writing: Transactional writing, writing for purpose and audience, ensuring a high level of accuracy in formal writing

Oracy: Whole class feedback and discussion in pairs as well as, as a group

Foundational knowledge:
Inference; analysis; comparison; comparison; SPaG | **UNSEEN POETRY COMPARISON**
Voice, Time

Reading: analysing key features of poetry with regards to structure and use of language using appropriate poetic terminology and comparing this across poems.

Writing: Comparative analytical paragraphs

Oracy: Whole class discussion around themes and from the poems

Foundational knowledge:
Inference; analysis; comparison | **REVISION**
Voice, Time, Relationships, Tragedy

Reading: Revision of a range of both literature and literary nonfiction texts, comparing, evaluating and synthesising information and analysing language and structure to form views about writers' intentions and messages

Writing: Structuring analytical essays, including those with comparative elements, ensuring that essays are cohesive and well-planned. Writing of both creative (narrative and descriptive) writing and original transactional writing, all with a high level of accuracy and increasing complexity in the presentation of ideas.

Oracy: Debate and discussion around themes and big ideas presented in texts

Foundational knowledge:
Inference; analysis; evaluation; comparison; writing for purpose; SPaG |

Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab
Interject Accountability Complacent Callous Culpable Hypocrisy Façade Exploit Vice	Microcosm Refrain Morality play Objectification Angel in the House New Woman Seven Deadly Sins	Vehemently Aggrieved Atrocity Vigilant Peril Unrelenting Complacency Meagre	

	MEANINGS & REPRESENTATIONS **Voice, Time**	GENDER **Voice**	ACCENT & DIALECT **Voice**	OCCUPATION & SOCIAL GROUPS **Voice**	PAPER 1 COMPARISON & NEA **Voice**	WORLD ENGLISHES **Voice**
Year 12 KS5 Lang	Explicit teaching of grammar, lexis, semantics, pragmatics & phonology (language levels) and applying this to texts of both spoken, written and blended modes. Recognition of patterns in language and analysing and evaluating potential intentions and impacts of choices. **Foundational knowledge:** Inference; analysis; evaluation	Case studies and theory relating to gender – gendered language, how different genders use language and how this is a reflection of societal expectations. Building to writing evaluative essays. **Foundational knowledge:** Inference; analysis; evaluation	Case studies and theory relating to accent bias, dialect levelling and distinct dialects as well as ideas linked to prestige. Building to writing evaluative essays. **Foundational knowledge:** Inference; analysis; evaluation	Case studies and theory relating to discourse communities and sociolinguistics. Building to writing evaluative essays. **Foundational knowledge:** Inference; analysis; evaluation	Comparison of representations and the ways that meaning is achieved through language. Use of style models to create original writing pieces and writing commentary to explain choices. Investigating aspects of language independently to formulate a report. **Foundational knowledge:** Inference; analysis; evaluation; comparison; writing for purpose; SPaG	Case studies and theory relating to English used around the world and the processes which allow this to happen. Speculating on ways in which this will continue to impact the English language. Building to writing evaluative essays. **Foundational knowledge:** Inference; analysis; evaluation

Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab
Representations Register	Modality Infinitive Morphemes Lexicon Semantics Pragmatics Prosodics Phonetics Phonology Syntax Discourse	Rapport Sex / Gender Dominance Diversity Deficit	Gender performativity Hedging Tag question	Vernacular Overt Covert	Matched guise approach	Sociology Sociolinguistics	Sociolect Idiolect Discourse community		Commentary Style model	Variation	Creole Pidgin Plain English Globish

Lexis
Graphology
Mode
Schema / Schematic Knowledge

Year 12 KS 5 Literature

Othello play study
The opportunity to study Shakespeare's representations of love though a tragic play.
This is a closed text exam.
Relationships, Tragedy
Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose

Wipers Times and Birdsong comparison
Comparison of texts focusing on WW1 and its aftermath. The Wipers Times is a post 2000 play and Birdsong a novel. This is an open text exam.
Time, Voice, Relationships, Tragedy
Foundational knowledge: comparison, analysis, inference, evaluation, SPaG, writing for purpose

Atonement and Poetry anthology
The poetry anthology allows students the chance to consider the presentation of love through a range of different poems in pre 19th century poetry. Atonement is a post 1900 text which is used comparatively to look at the changes in the depiction of love through the ages. This is an open text exam.
Time, Voice, Relationships, Tragedy
Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose, comparison

Unseen Poetry
Students will build on comparative skills here to use their knowledge of how poetry presents love through the ages through 2 unseen poems.
Time, Voice
Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose, comparison

Unseen prose
An extract from a prose piece of writing about World War I will be analysed by students to demonstrate their ability to explore the key aspects of prose texts.
Time, Voice
Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose

Up the line to death poetry anthology
Study of techniques used to present a variety of voices through poetry from WW1 – students will be required to draw comparisons between the poems.
Time, Voice, Relationships, Tragedy
Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose

Vocabulary

Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 3 Vocab	Tier 2 Vocab	Tier 2 Vocab	Tier 3 Vocab
Ambiguity	Tragic Hero	Parody	Marxist criticism	Perception	*Atonement:* Metafiction	Interpretation	Disillusionment	Euphemism
Deception	Hamartia	Satirical	Psychoanalytic theory	Perspective	Unreliable Narrator	Emotion	Endurance	Diction (Colloquial, Elevated, Archaic)
Manipulation	Catharsis	Alienation	Structuralism	Subjectivity	Retrospective Narrative	Atmosphere	Intensity	Semantic Field (War, Death, Nature)
Patriarchy	Peripeteia	Repression	Post-structuralism	Empathy	Epistolary Form	Tone	Morality	Allusion (Biblical, Classical, Historical)
Marginalization	Anagnorisis	Camaraderie	Archetype	Consequence	Realism	Contradiction	Nostalgia	Paradox
Alienation	Iago's Machiavellianism	Nationalism	Fragmentation	Trauma	Modernism/Postmodernism	Intensity	Patriotism	Understatement
Agency	Dramatic Irony		Parallelism	Reconciliation	Diegesis (Narrative Levels)	Juxtaposition	Perspective	Elegiac Tone
Transgression	Soliloquy			Retrospective	Intertextuality	Tension	Sacrifice	Blank Verse
Dissonance	Aside			Fragmentation	Stream of Consciousness	Universality	Sentimentality	Refrain
Disparity	Blank Verse			Alienation	Class Disparity	Complexity	Subtext	Trench Warfare
Authority	Iambic Pentameter			Nuance	Guilt and Atonement	Dichotomy	Transience	Sacrificial Narrative
Duplicity	Prose vs. Verse			Symbolism	Motif (Water, Writing)	Imagery		Post-Traumatic Stress (Shell Shock)
Subjugation	Moor (Historical and Racial Context)			Subversion	Symbolism (Typewriter, Vase)	Fluidity		
Vindication	Elizabethan Worldview			Transcendence	Binary Opposition	Cohesion		
Redemption	Jacobean Drama			Disillusionment	Trauma Theory			
Irony	Intertextuality			Moral Ambiguity	Temporal Displacement	**Tier 3 vocab**		
Foreshadowing	Malcontent				Moral Relativism	Enjambment		
Pathos	Foil Character				Ethical Dilemmas	Caesura		
Hubris	Symbolism					Volta		
Catastrophe	Antithesis					Quatrain		
						Couplet		
						Tercet		
						Free Verse		
						Blank Verse		

Unseen prose Tier 2 Vocab: Narrative, Characterization, Chronology, Identity

Unseen prose Tier 3 Vocab: Narrative Voice (First-Person, Third-Person, Omniscient, Limited), Stream of Consciousness, Retrospective Narrative, Dual Narrative Frame, Narrative Focalisation (Internal, External, Zero), Flashback

	Stichomythia (rapid dialogue exchange) Metatheatre Rhetoric (Logos, Ethos, Pathos) Allusion Othello's Exoticism				Coda (Final Part of Narrative) *Poetry anthology:* Lyric Poetry Metaphysical Conceit Pastoral Imagery Elegy Ekphrasis (Art-inspired Poetry) Prosody (Meter, Rhythm) Free Verse Enjambment Caesura Volta (in Sonnet Form) Alliteration Assonance Sibilance Metonymy Synecdoche Apostrophe (Addressing the Inanimate/Absent) Carpe Diem (Seize the Day) Juxtaposition Extended Metaphor Allegory	Sonnet (Petrarchan/Shakespearean) Ballad Form Iambic Pentameter Sestina Villanelle Stanzaic Structure Euphony (pleasing sounds) Cacophony (harsh sounds) Rhyme Scheme Rhythm Meter (Iambic, Trochaic, Dactylic, Anapestic) Subtext Intertextuality Speaker vs. Poet Thematic Resonance Persona Reader Response	Foreshadowing Chronological Disruption Imagery (Visual, Auditory, Tactile, Olfactory, Gustatory) Diction (Colloquial, Formal, Archaic) Syntax Polysyndeton/ Asyndeton Prologue Epilogue Linear/Non-Linear Structure Climax and Resolution Exposition Denouement Episodic Structure Foil Characters Parallelism Social Commentary Class and Power Dynamics Gender Roles Postcolonial Perspectives Historical Context Moral Ambiguity Generational Conflict Bildungsroman (Coming-of-Age) Satire Naturalism Psychological Depth Resonance Catharsis		Disillusionment with Authority Comradeship Futility of War Imperialism Propaganda vs. Reality Loss of Innocence Cacophony Dirge Ekphrasis Georgian Poets (Pre-War Romanticism) Trench Poets (Wilfred Owen, Siegfried Sassoon) Modernism (War Poetry's Influence) Patriotism and Propaganda The Soldier-Poet
Year 13 KS5 Lang	**CHILD LANGUAGE ACQUISITION** **Voice, Relationships**	**LANGUAGE CHANGE** **Voice, Time**	**PAPER 2 COMPARISON** **Voice**		**OPINION ARTICLES** **Voice**		**REVISION** **Voice, Time, Relationships**		

	Case studies and theory relating to written and spoken acquisition of language from birth to full language. Considering factors which can limit language development. Building to writing evaluative essays. **Foundational knowledge:** Inference; analysis; evaluation	Concepts and processes of language change, tracking the English language from its inception to the modern day. Looking at prescriptivist and descriptivist discourses and considering ways that the language has been shaped. Building to writing evaluative essays. **Foundational knowledge:** Inference; analysis; evaluation	Comparing language choices representing different viewpoints about language issues. Bringing together skills from across the course to examine discourses presented. **Foundational knowledge:** Inference; analysis; evaluation; comparison	Original writing of opinion articles based on aspects of language discourses, using theory, concepts, research and case studies to support their ideas, but presenting them in a way which is accessible to a non-specialist audience. **Foundational knowledge:** Evaluation; writing for purpose; SPaG	Revision of all KS5 Language content with a close focus on essay writing skills and evaluating concepts, case studies, research and theory. **Foundational knowledge:** Inference; analysis; evaluation; comparison; writing for purpose; SPaG

Tier 2 Vocab Interaction Nativism Innate Cognition	**Tier 3 Vocab** Zone of proximal development (ZPD) More knowledgeable other (MKO) Holophrastic Gestalt Object permanence	**Tier 2 Vocab** Statute Internal factors External factors	**Tier 3 Vocab** Prescriptivism Descriptivism Simplification Purism Reform

Year 13 KS5 Lit	**Unseen poetry - Poetry in context** Students will build on comparative skills here to use their knowledge of how poetry presents love through the ages through 2 unseen poems. **Time, Voice** **Foundational knowledge:** **analysis, inference, evaluation, SPaG, writing for purpose, comparison**	**NEA to Christmas with unseen prose** An individual exploration of texts across time. Building on comparative skills and requiring students to choose texts that have literary merit. **Time, Voice** **Foundational knowledge:** **analysis, inference, evaluation, SPaG, writing for purpose, comparison**	**Engaging with the writer's methods (AO2) to Feb half term** A development of analytical skills focusing on all the content studied so far. **Time, Voice** **Foundational knowledge:** **analysis, inference, evaluation, SPaG, writing for purpose, comparison**	**Literary criticism (AO5 perspectives and debate) to Feb half term** Review of the texts studied on the course with a specific focus on critical opinions and developing the students' own response. **Time, Voice** **Foundational knowledge:** **analysis, inference, evaluation, SPaG, writing for purpose**	**Revision rotation** **Time, Voice, Relationships, Tragedy** **Foundational knowledge: analysis, inference, evaluation, SPaG, writing for purpose, comparison**	

Tier 2 Vocab Interpretation Emotion Atmosphere Tone Contradiction Intensity Juxtaposition Tension Universality Complexity Dichotomy Imagery Fluidity Cohesion	**Tier 3 vocab** Enjambment Caesura Volta Quatrain Couplet Tercet Free Verse Blank Verse Sonnet (Petrarchan/Shakespearean) Ballad Form Iambic Pentameter

	Sestina Villanelle Stanzaic Structure Euphony (pleasing sounds) Cacophony (harsh sounds) Rhyme Scheme Rhythm Meter (Iambic, Trochaic, Dactylic, Anapestic) Subtext Intertextuality Speaker vs. Poet Thematic Resonance Persona Reader Response	