

Unit overview: Intro to Poetry / War & Conflict / I Am Malala (Year 7 – Term 1)

This unit will introduce you to the way we teach poetry at George Stephenson. You will learn how to approach poems you have never seen before using the 4-step approach. You will learn the key terminology that allows you to talk and write about poems well and be encouraged to express your own ideas on the poems you read. You will then look at a number of poems based on the theme of war and conflict. This will give you the skills and knowledge for all poetry study throughout your time here. Alongside this you will read the autobiography *I Am Malala* by the Nobel Prize winner Malala Yousafzai. This will introduce you to the study of non-fiction texts (using Logos-Ethos-Pathos) and provide lots of opportunities for you to develop your oracy skills when discussing the issues that the book explores. As this is the first unit of Year 7, you will also be introduced to our strategies for reading ALL texts: “What-How-Why” and “Box it Up, Pick it Out, Pull it Apart”.

KEY FOCUS AREAS

Poetry

By the end of this unit you will:

- ✓ be familiar with the 4-step approach to reading a poem
- ✓ understand the difference between poetry and prose, and the basic forms that poems can take
- ✓ be able to use the terms on the terminology list for poetry
- ✓ be able to make comparisons between two poems
- ✓ understand what context is in relation to poems
- ✓ understand what is meant by the three questions we ask of any text we read: What? How? Why?
- ✓ Understand how to use the “Box it Up, Pick It Out, Pull it Apart” method to approach a text

Non-fiction

By the end of this unit you will:

- ✓ understand what an autobiography is and be able to identify the features of one
- ✓ understand what a formal speech is and be able to identify the features of one
- ✓ understand what Logos-Ethos-Pathos is, be able to identify it in texts and be able to use it in your own writing
- ✓ Know a range of persuasive methods and be able to use some to express your own ideas

How will you be assessed?

- 1) You will complete a What-How-Why analysis on one of the poems that you have studied
- 2) You will write and deliver a speech about a current issue
- 3) You will complete an end of term test on all the content on this sheet

Context

By the end of this unit you will:

- ✓ ...know who the War Poets of WW1 are and why they are important
- ✓ ...understand how political leaders use language in times of crisis

How language works

By the end of this unit you will:

- ✓ understand what morphology and etymology are and how you can use them to explore words
- ✓ ...know the names for the different word classes and be able to identify them in sentences
- ✓ ...know the names for the different figurative methods and be able to identify them

Tier 2 Vocabulary

By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell them correctly!):

- admirable
- adversary
- callous
- capacity
- circumstance
- compensate
- contradict
- concentrate
- conduct
- enforce
- incentive
- logical
- neutral
- repent
- resolute

Terminology

- Adjective
- Adverb
- Alliteration
- Assonance
- Autobiography / memoir
- Conjunction
- Context
- Emotive language
- Enjambment
- Interjection
- Imagery
- Juxtaposition
- Metaphor
- Mood
- Noun
- Onomatopoeia
- Personification
- Preposition
- Pronoun
- Prose
- Repetition
- Rhetorical question
- Rhyme
- Rhythm
- Satire
- Simile
- Stanza
- Statistics
- Verb
- Voice / narrator

Unit overview: Oliver Twist (Year 7 – Term 2)

Oliver Twist by Charles Dickens will be the first 19th Century novel you will read at George Stephenson. This unit will build on your experiences of reading at primary school and introduce you to how we study a novel at George Stephenson. You will explore the decisions that a novelist makes about how to structure their text and the language that they use. You will learn the terminology and understanding needed to talk and write about novels. You will explore the connections that we can make between a novel and the time in which it was written and you will analyse a range of non-fiction extracts linked to the text and use those as a model for your own non-fiction writing.

KEY FOCUS AREAS

Story

By the end of this unit you will:

- ✓ be familiar with the *Aspects of Narrative*, the important features of all stories
- ✓ understand what is meant by a novel, and what the features of one are
- ✓ develop your knowledge of *What? How? Why?* to help you to analyse and interpret narrative texts
- ✓ develop your knowledge of the *Box it Up, Pick It Out, Pull it Apart* to help you to analyse and interpret narrative texts
- ✓ understand that all stories reflect the time and society in which they were written as well as the interests and concerns of the writer – we call this context

Non-fiction

By the end of this unit you will:

- ✓ understand what the key features of a letter are and be able to apply this in your own writing
- ✓ understand what the key features of a diary entry are and be able to apply this in your own writing
- ✓ understand what the key features of an article are and be able to apply this in your own writing
- ✓ develop your understanding of *Logos-Ethos-Pathos* and use it in range of non-fiction writing genres

Context

By the end of this unit you will:

- ✓ ...know about the life and times of Charles Dickens and why he is included on the English “canon”
- ✓ ...understand how writers use fictional texts to comment on the society in which they live
- ✓ ...understand how the novel form developed during the 19th century
- ✓ ...understand the history of anti-Semitism in literature

How language works

By the end of this unit you will:

- ✓ ...revise your knowledge of punctuation and explore how it can be used for effect as well as for grammatical reasons
- ✓ ...explore the different types of sentence

Tier 2 Vocabulary

By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell them correctly!):

- acquaintance
- aperture
- apprehension
- attired
- countenance
- disengage
- genteel
- immeasurable
- Incessant
- inducement
- Injure
- kindle
- languid
- nook
- obstinacy
- tumult

Terminology

- Structure
- Plot
- Setting
- Motif
- Context
- Theme
- Juxtaposition
- Narrative voice
- Symbolism
- Foreshadowing
- Dramatic Irony
- Focalisation
- Symbolism
- Narrative voice
- Simple, compound and complex sentences
- Imperative sentences
- Declarative sentences
- Interrogative sentences
- Exclamatory sentences

How will you be assessed?

- 1) You will complete a What-How-Why analysis on an extract from *Oliver Twist*
- 2) You will write a letter, article or diary entry based on the ideas and issues explored in *Oliver Twist*
- 3) You will complete an end of term test on all the content on this sheet

Unit overview: Introduction to Shakespeare / Climate Change (Year 7 – Term 3)

This unit will be your first chance at George Stephenson to study a William Shakespeare play, regarded by many as the most important playwright in the English language. You will study his final play, *The Tempest*, or one of his famous history plays, *Henry V*. You will build confidence with the unfamiliar Elizabethan language, explore the decisions that playwright's make when putting their plays together and consider how plays are performed on the stage. This will provide you with the foundation to study more plays by Shakespeare and others in future years. Alongside this you will study a unit of work based around Climate Change. This will involve you reading a range of fiction and non-fiction extracts on the subject and develop your ability to analyse this type of writing.

KEY FOCUS AREAS

Story

By the end of this unit you will:

- ✓ be familiar with the *Aspects of Narrative*, the important features of all stories
- ✓ understand what is meant by a novel, and what the features of one are
- ✓ develop your knowledge of *What? How? Why?* to help you to analyse and interpret narrative texts
- ✓ develop your knowledge of the *Box it Up, Pick It Out, Pull it Apart* to help you to analyse and interpret narrative texts
- ✓ understand that all stories reflect the time and society in which they were written as well as the interests and concerns of the writer – we call this context

Non-fiction

By the end of this unit you will:

- ✓ understand what the key features of a letter are and be able to apply this in your own writing
- ✓ understand what the key features of a diary entry are and be able to apply this in your own writing
- ✓ understand what the key features of an article are and be able to apply this in your own writing
- ✓ develop your understanding of *Logos-Ethos-Pathos* and use it in range of non-fiction writing genres

Context

By the end of this unit you will:

- ✓ ...know about the life and times of Charles Dickens and why he is included on the English “canon”
- ✓ ...understand how writers use fictional texts to comment on the society in which they live
- ✓ ...understand how the novel form developed during the 19th century
- ✓ ...understand the history of anti-Semitism in literature

How language works

By the end of this unit you will:

- ✓ ...revise your knowledge of punctuation and explore how it can be used for effect as well as for grammatical reasons
- ✓ ...explore the different types of sentence

Tier 2 Vocabulary

By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell them correctly!):

- acquaintance
- aperture
- apprehension
- attired
- countenance
- disengage
- genteel
- immeasurable
- Incessant
- inducement
- Injure
- kindle
- languid
- nook
- obstinacy
- tumult

Terminology

- Structure
- Plot
- Setting
- Motif
- Context
- Theme
- Juxtaposition
- Narrative voice
- Symbolism
- Foreshadowing
- Dramatic Irony
- Focalisation
- Symbolism
- Narrative voice
- Simple, compound and complex sentences
- Imperative sentences
- Declarative sentences
- Interrogative sentences
- Exclamatory sentences

How will you be assessed?

- 1) You will complete a What-How-Why analysis on an extract from *Oliver Twist*
- 2) You will write a letter, article or diary entry based on the ideas and issues explored in *Oliver Twist*
- 3) You will complete an end of term test on all the content on this sheet

YEAR 7 – TERM 3 - Knowledge Organiser: *The Tempest* / Climate Change

Overview of this unit

This unit will be your first chance at George Stephenson to study a William Shakespeare play, regarded by many as the most important playwright in the English language. You will study his final play, *The Tempest*. You will build confidence with the unfamiliar Elizabethan language and explore the decisions that playwright's make when putting their plays together. This will provide you with the foundation to study more plays by Shakespeare and others in future years. Alongside this you will study a unit of work based around Climate Change. This will involve you reading a range of fiction and non-fiction extracts on the subject and develop your ability to analyse this type of writing.

Key focus areas

- ✓ READING A PLAY
- ✓ NON-FICTION READING
- ✓ ORACY

Terminology

By the end of this unit you should understand and be able to give examples of these terms:

- Comedy
- Dramatic structure
- Eco-criticism
- Iambic pentameter
- Monologue
- Neologism
- Oxymoron
- Parody
- Sonnet
- Stagecraft/staging

Vocabulary

By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell them correctly!):

- Adapt
- Coordinate
- Hierarchy
- Innovate
- Isolate
- Justice
- Labour
- Placid
- Process
- Resource
- Respond
- Strategy
- Sufficient
- Tempestuous
- Usurp

Context: How does this unit link to my wider knowledge and understanding of the world?

- Literary context: Shakespeare's position in the English "canon", Romanticism
- Historical context: The historical development of colonialism, Elizabethan attitudes to love and marriage
- Social and scientific context: Changing historical attitudes towards climate change

What texts will be covered?

You will do some of these – and others

Play

The Tempest – William Shakespeare

Novels (extracts)

The Carbon Diaries – Saci Lloyd

Hard Times – Charles Dickens

Floodland – Marcus Sedgwick

Non-fiction

A range of non-fiction written and video texts including Sir David Attenborough and Great Thunberg

Poetry

The Arctic Expedition – EA Porden

Mont Blanc – Percy Bysshe Shelley

Darkness – Lord Byron

Extract from The Prelude – William Wordsworth

pity this bust monster, manunkind – ee cummings

How will I be assessed?

- 1) You will write and read out a monologue based on one of the characters in the play
- 2) You will complete an analysis grid on a non-fiction extract



Unit overview: Gothic / Frankenstein / Mister Creecher (Year 8 – Term 1)

This unit will look at one of the key genres of English literature: gothic. Understanding of how to study different genres of literature will help you with your future studies. You will look at a range of gothic texts and learn the conventions of the genre. As you do this you will apply your knowledge of the reading analysis strategies that you learned in Year 7: “What-How-Why” and “Box it Up, Pick it Out, Pull it Apart”. Alongside this, you will read a whole text that is typical of the gothic genre and give you the chance to enjoy the pleasure of reading a novel as a class and explore how the novel can be considered “gothic”. You will also develop your ability to use what you learn about gothic conventions in your own imaginative writing. Finally, you will explore the links between gothic and the literary movement called Romanticism by reading a number of 19th century poems.

KEY FOCUS AREAS

Story

By the end of this unit you will:

- ✓ Be more confident when discussing the *Aspects of Narrative* in any story you read
- ✓ understand that stories can share common features and become an identifiable genre
- ✓ be able to identify generic conventions in a text
- ✓ be able to write your own story in a generic style, using conventions of the genre
- ✓ Understand how to describe setting and character in your own writing
- ✓ be more independent when using “Box it Up, Pick It Out, Pull it Apart” and “What-How-Why” to analyse and write about narrative texts

Poetry

By the end of this unit you will:

- ✓ be able to use a broader range of terminology when analysing poems

How will I be assessed?

- 1) You will do a piece of imaginative writing, applying what you have learned about the conventions of the gothic genre.
- 2) You will do an analysis of how a character is presented in one of the texts you have read.
- 3) You will complete an end of term test on all the content on this sheet

Context

By the end of this unit you will:

- ✓ ...know the conventions of the gothic genre in literature and be familiar with a range of gothic texts
- ✓ ...know what Romanticism is and what makes a text or a writer “Romantic”
- ✓ ...know about more key writers and texts from the “canon” such as the poets Wordsworth, Keats and Shelley

How language works

By the end of this unit you will:

- ✓ ...understand more about the different types of metaphor

Tier 2 Vocabulary

By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell them correctly!):

- anticipate
- betrayal
- complex
- comprehensive
- confine
- define
- derive
- dominate
- element
- foreboding
- internal
- interpret
- malevolent
- remote
- supernatural

Terminology

- Allusion
- Antagonist
- Characterisation
- Connotations
- Context
- Exclamations
- Generic conventions / tropes
- Genre
- Internal rhyme
- Intertextuality
- Mood
- Narrative poetry
- Pathetic fallacy
- Protagonist
- Refrain
- Setting
- Theme
- Unreliable narrator
- Volta

Unit overview: Dystopian Literature (Year 8 – Term 2)

This unit will build on your study of the Gothic last term with the study of another popular fictional genre: Dystopian. You will explore how dystopian worlds have been represented in literature and film and how these texts relate to the historical and social contexts in which they were written. You will develop your analysis skills using *What-How-Why* and *Box it Up, Pick it Out, Pull it Apart* with a heavy focus on analysing extracts. You will explore the connections between novels and TV or film adaptations of them and then develop your non-fiction writing skills by looking at the non-fiction genre of film reviews.

KEY FOCUS AREAS

Story

By the end of this unit you will:

- ✓ ...develop your understanding of how genre works in stories
- ✓ ...be more confident in identifying generic conventions in a text
- ✓ ...understand how the meanings in a story can also be communicated to the reader at metaphorical or allegorical level
- ✓ ...understand what a short story is and how it is different from a novel
- ✓ ...be more independent when using *Box it Up, Pick It Out, Pull it Apart* and *What-How-Why* to analyse and write about narrative texts

Non-fiction

By the end of this unit you will:

- ✓ ...understand what the key features of a review are and be able to apply this in your own writing
- ✓ ...understand the concepts of bias and propaganda and how to look for them in non-fiction texts

How will I be assessed?

- 1) You will analyse an extract from a dystopian text
- 2) You will write a review for a dystopian film
- 3) You will complete an end of term test on all the content on this sheet

Context

By the end of this unit you will:

- ✓ ...know the conventions of the dystopian genre in literature and be familiar with a range of dystopian texts
- ✓ ...understand how the fears and concerns of a society can be expressed through the literature it produces

How language works

By the end of this unit you will:

- ✓ ...understand how the active and passive voice works

Tier 2 Vocabulary

By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell them correctly!):

- Attribute
- Benefit
- Brutal
- Code
- Constrain
- Corrupt
- Duplicity
- Infamy
- Intrepid
- Licence/license
- Psychology
- Stress
- Subordinate
- Treachery
- Turbulent

Terminology

- Bias
- Dystopia
- Utopia
- Propaganda
- Critical reading
- Motif
- Flashback (analepsis)
- Flashforward (prolepsis)
- Evaluative language
- Science fiction
- Speculative fiction

Unit overview: Crime Fiction / The Crucible or Blood Brothers (Year 9 – Term 1)

This unit will build on previous units that have looked at particular literary genres: gothic and dystopian. You will use your knowledge of how genres work to explore the genre of fiction that sells more books than any other: crime. You will learn the conventions of crime fiction and apply those conventions in your own imaginative writing. By reading a selection of greatest crime novelists you will improve your ability to describe, settings, characters and events. Alongside this, you will read a one of two plays that have a “crime” at the heart of them: *The Crucible* or *Blood Brothers*. You have studied Shakespeare already in Year 7 and 8, but this will be the first time you have studied a modern play in full.

KEY FOCUS AREAS

- Story**
By the end of this unit you will:
- ✓ ...developed your understanding of the Aspects of Narrative to allow you to write increasingly sophisticated pieces of imaginative writing
 - ✓ ...Have explored a range of more advanced narrative writing methods and used some of these in your own writing
 - ✓ ...understand how genre conventions can be subverted to add interest and depth to writing
 - ✓ ...Be able to independently analyse an extract using the “What-How-Why” and “Box it Up” strategies
 - ✓ understand how to use SPITE to support that analysis of an extract
- Plays**
By the end of this unit you will:
- ✓ developed your understanding of Aspects of Drama and how playwrights use them to engage and entertain and audience
 - ✓ be aware of the similarities and differences between modern plays and older ones such as those by Shakespeare
 - ✓ understand how playwrights use plays to explore ideas about the society in which they live
 - ✓ have developed your use of the What-How-Why approach to analysing a play in order to write a complete essay response on a text

- Context**
By the end of this unit you will:
- ✓ ...know the conventions of the crime genre in literature and be familiar with a range of texts from it
 - ✓ ...understand how works of literature can be used to express social and political ideas

- How language works**
By the end of this unit you will:
- ✓ ...know how to use a range of grammatical constructions such as appositives and adverbials to create increasingly sophisticated and effective sentences

- Tier 2 Vocabulary**
By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell)
- commit
 - Cynical
 - Detect
 - Embezzle
 - Expose
 - Fabricate
 - Forensic
 - Gratuitous
 - Investigate
 - Legal
 - Meticulous
 - Motive
 - Plethora
 - Rife
 - refurbish

- Terminology**
- Allegory
 - Characterisation
 - Dialogue
 - Direct and reported speech
 - Focalisation
 - Generic conventions / tropes
 - Internal and external narrators
 - Motif
 - Narrative voice / point of view
 - Omniscient and restricted narrators
 - Red herring

- How will you be assessed?**
- 1) You will do a piece of imaginative writing: the opening to your own crime story, using the generic conventions you have learned.
 - 2) You will write an academic essay analysing a theme in the play you have studied and linking it to the context of that play.
 - 3) You will complete an end of term test on all the content on this sheet

Unit overview: Literature From Other Cultures & Traditions (Year 9 – Term 2)

This unit will explore novels and poems written by non-British authors, or those with mixed heritage. The study of another full novel will build on previous novels read in Years 7 and 8. You will explore in more depth how a text fits into its historical and social context and how perceptions and ideas about a novel can change over time. You will also read non-fiction texts linked to the ideas in the novel which will broaden your understanding of some of the social and cultural issues raised by the books. Alongside this, you will study a range of poems from a cultural perspective, building on the approach to poetry you have used in Years 7 & 8.

<p><u>KEY FOCUS AREAS</u></p> <p><u>Story</u> By the end of this unit you will: ✓ ...be able to use the strategies of <i>What-How-Why</i>, <i>Box It Up</i> and <i>SPITE</i> to form your own interpretations about the ideas in texts and the methods used by writers to communicate those ideas</p> <p><u>Non-fiction</u> By the end of this unit you will: ✓ ...be able to use the strategies of <i>Logos-Ethos-Pathos</i> and <i>GASP</i> to read, understand and analyse a range of non-fiction text types ✓ ...apply your understanding of <i>Logos-Ethos-Pathos</i> and <i>GASP</i> in your own non-fiction writing</p> <p><u>Poetry</u> By the end of this unit you will: ✓ Be able to identify similarities and differences across a range of different poems and analyse those differences in an academic</p>	<p><u>Context</u> By the end of this unit you will: ✓ ...understand how perceptions of texts can change over time ✓ ...understand how literature can be an expression of identity for individuals and groups ✓ Explore how minority groups have been represented in literature ✓ How to read a text from a "post-colonial point of view"</p>	<p><u>Tier 2 Vocabulary</u> By the end of this unit you should understand what these words mean and be able to use them in your own writing (and spell)</p> <ul style="list-style-type: none"> <input type="checkbox"/> agitated <input type="checkbox"/> bond <input type="checkbox"/> constitute <input type="checkbox"/> dexterity <input type="checkbox"/> economy <input type="checkbox"/> eloquent <input type="checkbox"/> environment <input type="checkbox"/> erudite <input type="checkbox"/> exploit <input type="checkbox"/> feral <input type="checkbox"/> insular <input type="checkbox"/> integrity <input type="checkbox"/> labour <input type="checkbox"/> manual <input type="checkbox"/> migrate <input type="checkbox"/> temporary 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Opinion piece <input type="checkbox"/> Symbolism <input type="checkbox"/> Taboo language <input type="checkbox"/> Colloquial language <input type="checkbox"/> Light and sound imagery <input type="checkbox"/> Foreshadowing <input type="checkbox"/> Feminist theory <input type="checkbox"/> Post-colonial theory <input type="checkbox"/> Caesura <input type="checkbox"/> Pathos <input type="checkbox"/> Volta (pivot point) <input type="checkbox"/> Hyperbole <input type="checkbox"/> Symbolism <input type="checkbox"/> End-stopped <input type="checkbox"/> Rhyming couplet <input type="checkbox"/> Anaphora <input type="checkbox"/> Internal rhyme <input type="checkbox"/> Refrain <input type="checkbox"/> Sibilance <input type="checkbox"/> Semantic field
<p><u>How will you be assessed?</u></p> <p>1) You will write a non-fiction text (speech or letter) that explores the contextual ideas surrounding a text you have studied</p> <p>2) You will write an academic essay comparing two poems you have studied.</p> <p>3) You will complete an end of term test on all the content on this sheet</p>	<p><u>How language works</u> By the end of this unit you will: ✓ ...understand the difference between Standard English and dialect</p>		