


























































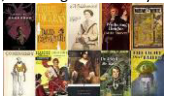















English Curriculum Overview




English	Term 1		Term 2		Term 3	
EYFS						
Year 1 Reading	<p>Letters and Sounds Phonics</p>  <p>Supplementary texts: Paired Phonics Phase Bug Club books; The Pea and the Princess; The Gingerbread Man; Jack and The Beanstalk; The Elves and The Shoemaker</p> 	<p>Letters and Sounds Phonics</p>  <p>Supplementary texts: Paired Phonics Phase Bug Club books; The Three Billy Goats Gruff; The Three Little Pigs; The Three Bears; Little Red Riding Hood</p> 	<p>Letters and Sounds Phonics</p>  <p>Supplementary texts: Paired Phonics Phase Bug Club books; Lost in the Toy Museum; Toys in Space; Kipper's Toy Box</p> 	<p>Letters and Sounds Phonics</p>  <p>Supplementary texts: Paired Phonics Phase Bug Club books; Six Dinner Sid; Mr Gumpy's Motor Car; Katie Morag's Island Stories; Tree</p> 	<p>Letters and Sounds Phonics</p>  <p>Supplementary texts: Paired Phonics Phase Bug Club books; Little Polar Bear; Lazy Lion; Hot Hippo; the Giant Panda; Roaming Through the Rainforest</p> 	<p>Letters and Sounds Phonics</p>  <p>Supplementary texts: Paired Phonics Phase Bug Club books; Bob and the Moon Tree Mystery; Space Dog; Bob the man on the Moon</p> 
Year 1 Writing	<p>Recounts and Retells</p> <p>The Little Red Hen: Retell So Much: Retell Lost and Found: retell Huey and the Lost Jumper: Retell Recounts of personal experiences</p>  <p>Handwriting: finger spaces and accurate letter formation</p>	<p>Recounts and Retells</p> <p>Monkey See, Monkey Do: Retell The Magic Porridge Pot: Instructions Recounts of personal experiences</p>  <p>Handwriting: finger spaces and accurate letter formation</p>	<p>Recounts and Retells</p> <p>The Three Little Pigs: Retell The Billy Goats Gruff: Retell Goldilocks and the Three Bears: Retell Recounts of personal experiences</p>  <p>Handwriting: finger spaces and accurate letter formation</p>	<p>Recounts and Retells</p> <p>The Enormous Turnip: Retell How the Tortoise Got its Shell: Retell Little Red Riding Hood: Retell Recounts of personal experiences</p>  <p>Handwriting: finger spaces and accurate letter formation</p>	<p>Recounts and Retells</p> <p>The Tiger Who Came to Tea: Retell Elmer: Retell Innovative writes: Retell of Tiger Who Came to Tea and/or Elmer, altering one aspect (eg the animal) Recounts of personal experiences</p>  <p>Handwriting: finger spaces and accurate letter formation</p>	<p>Recounts and Retells</p> <p>The Lonely Beast: various The Gruffalo: Description/Retell Rumpelstiltskin: Retell Recounts of personal experiences Innovative Hot Write: Retell of The Gruffalo, changing the appearance of the monster and/or the animals it encounters</p>  <p>Handwriting: finger spaces and accurate letter formation</p>
Year 2 Reading	<p>Phonics</p> <p>Paired Phonics Phase Bug Club books A Walk Around London Katie in London</p> <p>Supplementary Texts: Charlie and Lola: We Must Completely Go to London; Guides to London; Maps of London</p>   	<p>Phonics</p> <p>Paired Phonics Phase Bug Club books You wouldn't want to be in the Great Fire</p> <p>The Baker's Boy and The Great Fire</p>  <p>Supplementary Texts: Nonfiction texts about the Great Fire; Vlad and The Great Fire of London; extracts from diaries and reports written at the time of the fire</p> 	<p>Seaside Poems</p> <p>Floss</p>  <p>Supplementary Texts: Fantastic Mr Fox; Friends; Days on the Farm; Emma's Lamb; Greedy Fox</p> 	<p>Florence Nightingale Hurrah for Mary Seacole Poetry including The Owl and the Pussycat</p>  <p>Supplementary texts: Short biographies of nurses; descriptions of a typical day in the life of a modern nurse; I Don't Want to Go To Hospital</p> 	<p>Spiders Spin Webs Where the Wild Things Are</p>  <p>Supplementary texts: The Magic Finger; Diary of a Killer Cat; Into the Forest; Range of nonfiction texts about animals, particularly those found on safari</p> 	<p>Charlotte's Web</p>  <p>Supplementary texts: Me, The Queen and Christopher; The Magic Paintbrush</p> 
Year 2 Writing	<p>Recounts, Retells and Non-chronological Reports</p> <p>Recount of Thames River Cruise Paddington: Retell Katie in London: Retell Innovative Hot Write: Retell, altering one aspect e.g. landmarks Supported non chronological report (paragraph) about a London landmark. Handwriting: accurate letter and number formation</p>	<p>Recounts, Retells and Non-chronological Reports</p> <p>Non chronological nonfiction texts about the Great Fire of London, both supported and independent The Day The Crayons Quit: Retell; narrative; innovative narrative; letter Handwriting: accurate letter and number formation; consistent size of letters</p>	<p>Recounts, Retells and Non-chronological Reports</p> <p>Recount of farm visit Poetry writing Floss: Retell Innovative Hot Write: Retell of Floss, altering one aspect of the story e.g. the animals, main character or the setting Non chronological reports, both supported and independent: Farms Handwriting: accurate letter and number formation;</p>	<p>Recounts, Retells and Non-chronological Reports</p> <p>The Owl and the Pussycat: Retell Non chronological reports, both supported and independent: Nurses Free story writing Handwriting: accurate letter and number formation, consistent size of letters, beginning to use horizontal and diagonal 'joining' strokes</p>	<p>Recounts, Retells and Non-chronological Reports</p> <p>Independent non chronological report: a chosen animal/s Independent retell of known stories Free story writing Recount of Mosque visit Handwriting: accurate letter and number formation, consistent size of letters, beginning to use horizontal and diagonal 'joining' strokes</p>	<p>Recounts, Retells and Non-chronological Reports</p> <p>Recount of visit to Buckingham Palace The Magic Paintbrush: Retell Innovative Hot Write: Retell of The Magic Paintbrush, altering one aspect, e.g. character or the magical item Handwriting: accurate letter and number formation, consistent size of letters, beginning to use horizontal and diagonal 'joining' strokes</p>

<p>Year 3 Reading</p>	<p>Week 1/2: Volcanoes (nonfiction) Weeks 3-6: Traditional Tales in various versions, including Fractured Fairy Tales</p>  <p>Supplementary texts include: Roald Dahl's Revolting Rhymes; Traditional Tales from a range of cultures as well as a wide selection of those well known in the UK (various versions to compare)</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Weeks 1-6: Ancient Egypt (nonfiction)</p>  <p>Supplementary texts include: The Riddle of the Sphinx, Who Let the Gods Out; Flat Stanley in Egypt; The Egyptian Cinderella</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>consistent size of letters</p> <p>Week 1/2: Maps and Diagrams of the UK Weeks 3-6: The Owl Who Was Afraid of the Dark</p>  <p>Supplementary texts include: Owl Babies, nonfiction texts about owls including Bill Bailey's Remarkable Guide to British Birds</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Week 1/2: Stone Age (nonfiction) Weeks 3-6: Stone Age Boy</p>  <p>Supplementary texts include: Stig of The Dump, Pebble in My Pocket</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Week 1/2: Spain (maps and guides)</p>  <p>Weeks 3-6: Poetry, including The Night Mail by WHAuden</p> <p>Supplementary texts include: Toro Toro; guides, maps and photobooks of Spain; Spanish poetry</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Week 1/2: The Romans (nonfiction) Weeks 3-6: Roman Myths, including the story of Romulus and Remus</p>  <p>Supplementary texts include: Life of a Roman Slave; Horrible Histories; The Journal of Iliona</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>
<p>Year 3 Writing</p>	 <p>Weeks 1-5: Traditional Tales (retell, reinvention) Innovative Hot Write: Fairy Tale reinvention Weeks 5/6: Non chronological report (1 paragraph: an aspect of volcanoes) Handwriting: Beginning to join</p>	 <p>Weeks 1-4: Extended unit on non-chronological reports, producing a supported published piece. Innovative Hot Write/cold write: Non chronological report: Ancient Egypt Weeks 5/6: Published Spelling Booklet (Homophones and Affixes) Handwriting: Beginning to join</p>	 <p>Weeks 1-4: Description Innovative Hot Write: Setting Description (alternative setting) Weeks 5/6: Non chronological report (3 paragraphs: The UK) Handwriting: Beginning to join</p>	 <p>Weeks 1-4: Diary of a Stone Age child Innovative Hot Write: Diary (change of character, setting or event) Weeks 5/6: Non chronological report (Intro + 3 paragraphs: The Stone Age) Handwriting: Beginning to join</p>	 <p>Weeks 1-4: Poetry, including haiku, cinquain, onomatopoeia and the performance of poetry (The Nightmail) Weeks 5/6: Non chronological report (full report about features of Spain) Handwriting: Beginning to join</p>	 <p>Weeks 1-4: Roman Myth retell Innovative Hot Write: Create own myth (alternative characters/setting) Weeks 5/6: Non chronological report (full report, independent, published): The Romans Handwriting: Beginning to join</p>
<p>Year 4 Reading</p>	<p>Week 1: Atlases Weeks 2-6: Ice Trap</p>  <p>Supplementary texts include: Shackleton's Diary (extracts); accounts of other explorers and adventurers; Bear Grylls</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Weeks 1/2: The Maya (nonfiction) Weeks 3-6: Poetry, including Michael Rosen</p>  <p>Supplementary texts include: A range of poetry; Charlie and the Chocolate Factory</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Weeks 1-3: Mapping South America; Mapping North America Weeks 4-6: A range of fiction and nonfiction extracts, most with an Americas theme</p>  <p>Supplementary texts include: The Boy Who Biked the World; Flat Stanley's Worldwide Adventures; a range of fiction and nonfiction texts with an Americas theme</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Weeks 1/2: Anglo Saxons (nonfiction) Weeks 3-6: Room 13</p>  <p>Supplementary Texts include: Beowulf; The Jabberwocky</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Week 1: Mountains (nonfiction) Weeks 2-6: Oliver and the Seawigs Supplementary texts include: When the Mountains Roared; Heidi; varied texts about mountains, exploring, skiing, cable cars and ski lifts, and areas of the world which contain mountain ranges</p>  <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>	<p>Week 1/2: The Vikings (nonfiction) Weeks 3-6: Dragon's Hoard</p>  <p>Supplementary texts to include: How To Train Your Dragon; Viking Boy</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>
<p>Year 4 Writing</p>	 <p>Weeks 1-4: Diary Innovative Hot Write: Diary of an adventure (change of setting) Weeks 5/6: Non-chronological report (1 paragraph): All Around the World Handwriting: Joining using horizontal and diagonal strokes</p>	 <p>Weeks 1-4: Poetry: Kennings, Haiku, onomatopoeia, simile Weeks 5/6: Non chronological report (2 paragraphs): The Maya Handwriting: Joining using horizontal and diagonal strokes</p>	 <p>Weeks 1-4: Tourist Leaflet Innovative Hot Write: Tourist leaflet or poster about a specific part of the Americas Weeks 5/6: Non chronological Report (3 paragraphs): The Americas Handwriting: Joining using horizontal and diagonal strokes</p>	 <p>Weeks 1-4: Extended Non chronological Reports (Anglo Saxons) Innovative Hot Write/Cold Write: Non-chronological report (Anglo Saxons) Weeks 5/6: Booklet: Idioms Handwriting: Joining using horizontal and diagonal strokes</p>	 <p>Weeks 1-4: Innovative Hot Write: Weeks 5/6: Non-chronological report (full report): Mountains Handwriting: Joining using horizontal and diagonal strokes</p>	 <p>Weeks 1-4: Description (character and setting); Retell Innovative Hot Write: retell, with alternative setting Weeks 5/6: Non-chronological report (full report, independent): The Vikings Handwriting: Joining using horizontal and diagonal strokes</p>
<p>Year 5 Reading</p>	<p>Week 1/2: Tropical Rainforests Weeks 3-6: Street Child</p>  <p>Supplementary texts include: Harry Potter; Journey to the River Sea (extracts); Oliver Twist (extracts)</p>	<p>Week 1: Benin (nonfiction) Weeks 2-6: Skellig</p>  <p>Supplementary texts include: Bill Bailey's Remarkable Guide to British Birds (Owls); Stig of the Dump; Five children and it (compare and contrast)</p>	<p>Week 1: Maps and Atlases Weeks 2-6: Kensuke's Kingdom</p>  <p>Supplementary texts include: Guides to Borneo, Japan; texts about WW2, boats and sailing; other books by Michael Morpurgo</p>	<p>Weeks 1 / 2: Nonfiction (Royalty) Weeks 3-6: Poetry, including the Highwayman</p>  <p>Supplementary texts include: The Lion, The Witch and the Wardrobe; Alice in Wonderland</p>	<p>Week 1: Rivers (nonfiction) Weeks 2-6: Journey to the River Sea</p>  <p>Supplementary texts include: The Secret Garden; a variety of nonfiction texts about rivers</p>	<p>Week 1: Texts about crime and punishment through the ages Weeks 2-6: Holes</p>  <p>Supplementary texts to include: newspaper reports; non chronological reports about lizards and other animals</p> <p>Define Relate Summarise Infer Predict Evaluate Explain Compare</p>

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Year 5 Writing	 Weeks 1-4: Diary of a Victorian Child at work Innovative Hot Write: Diary (alternative setting) Weeks 5/6: Non chronological report (1 paragraph): Tropical Rainforests Handwriting: Fluent and accurate joins	 Weeks 1-4: Description Innovative Hot Write: Description (alternative setting) Weeks 5/6: Non chronological report (2 paragraphs): Benin Handwriting: Fluent and accurate joins	 Weeks 1-4: Instructions (Survival Guide) Innovative Hot Write: Instructions (alternative) Weeks 5/6: Non chronological report (3 paragraphs) Handwriting: Fluent and accurate joins	 Weeks 1-4: Persuasion Innovative hot write: Persuasion Weeks 5/6: Booklet: Tricky spellings Handwriting: Fluent and accurate joins	 Weeks 1-4: Story Writing (journey) Innovative hot write: Alternative setting or character Weeks 5/6: Non chronological report (full report, independent): Rivers Handwriting: Fluent and accurate joins	 Weeks 1-4: Non chronological report: Yellow Spotted Lizards Hot write: Non chronological report (full report, independent): Crime and Punishment Handwriting: Fluent and accurate joins
Year 6 Reading	 Supplementary texts include: Northern Lights; Natural History (Biomes); extracts from Journey To The River Sea <small>Define Rubric Success Join Proof Help Explain Copy</small>	 Supplementary texts: Nonfiction Texts about World War 2, particularly evacuation; maps of the local area during The Blitz; leaflets and posters from WW2 <small>Define Rubric Success Join Proof Help Explain Copy</small>	 Supplementary Texts include: Percy Jackson (full text to read aloud); Stories from The Odyssey and The Iliad; Greek Myths <small>Define Rubric Success Join Proof Help Explain Copy</small>	 Extracts, including 19 th Century literature Supplementary Texts include: Stories from The Odyssey and The Iliad; Greek Myths <small>Define Rubric Success Join Proof Help Explain Copy</small>	 Supplementary Texts: All Quiet on The Western Front (extracts); war poetry; nonfiction texts about World War 1 <small>Define Rubric Success Join Proof Help Explain Copy</small>	 Supplementary include: Medal Shakespeare summaries and extracts from the original texts <small>Define Rubric Success Join Proof Help Explain Copy</small>
Year 6 Writing	 Weeks 1-4: A Tale of Three Brothers: Narrative and narrative poetry Innovative Hot Write: Death's perspective Weeks 5/6: Nonchronological report (2 supported paragraphs): Biomes Handwriting: Fluent and accurate joins, maintaining legibility at speed	 Rose Blanche Weeks 1-4: Diary Innovative Hot Write: Perspective of the boy in the van Weeks 5/6: Non chronological report (3 paragraphs) about aspects of World War 2 Handwriting: Fluent and accurate joins, maintaining legibility at speed	 Alma Narrative – Tension and suspense Weeks 5/6: Non-chronological Report about Ancient Greece Handwriting: Fluent and accurate joins, maintaining legibility at speed	 Percy Jackson Narrative and Innovative Write: dialogue to advance the action Innovative Hot Write: Change in setting/character/ability Handwriting: Fluent and accurate joins. Maintaining legibility at speed	 Non chronological report (independent, full report): London in the War Fluent and accurate joins, maintaining legibility at speed	 Persuasion: Should schools Do More to Prevent Waste? Innovative Hot Write: Persuasive Letter with alternative viewpoint Handwriting: Fluent and accurate joins, maintaining legibility at speed

<p>Year 7</p>	<p>Origins and Myths</p> <p>Rationale To understand the origins and purpose of narratives and explore how they influence our lives and our writing. To understand the concept of heroism and examine the hero's journey structure</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Allusion ❖ Allegory ❖ Symbolism ❖ Motif ❖ Genre conventions ❖ Develop creative skills ❖ Understanding characterisation <p>Sequencing – Building on KS2 oral storytelling and knowledge of fables</p> <p>Assessment: Creative <i>writing</i> (writing a myth)</p> <p> OMAM Cyclical Structure</p>	<p>Animal Farm by George Orwell/ Trial text- Ghost Boys by J P Rhodes</p> <p>Rationale To establish the writer's voice and intention. To understand allegory and context.</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Context (Russian Revolution, violence against black American boys) ❖ Allegory ❖ Narrative structure ❖ Empathy ❖ Narrative Technique ❖ Racism and context <p>Sequencing Focus on allegory linked to work in Myths and Legends</p> <p>Assessment: <i>Reading</i> and analysing character</p> <p> Gothic Literature -19thC context</p>	<p>Poetry</p> <p>Rationale To familiarise students with a range of poetic forms and techniques. To secure a knowledge of Figurative language</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Conscious manipulation of poetic form ❖ Effect on Reader ❖ Poetic techniques/ caesura/enjambment ❖ Themes and meaning ❖ Extended metaphor ❖ effect on Reader ❖ Poetic techniques/ caesura/enjambment ❖ Themes and meaning <p>Sequencing Focus on structure and poetic form</p> <p>Assessment: <i>Reading and writing</i>- Analysis of poem</p> <p> Unseen Poetry</p>
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<p>Year 8</p>	<p>Of Mice and Men by John Steinbeck</p> <p>Rationale To focus on race, disability, gender and prejudices in America in the 1930's. To develop close reading skills. To apply context and examine a writer's use of language and structure Understanding of narrative/language /symbolism/structure Connections between text and context</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Characterisation ❖ Juxtaposition ❖ Concept of the 'Other' racism and misogyny ❖ Foreshadowing, pathetic fallacy and metaphor ❖ The American Dream ❖ Tragedy genre <p>Sequencing – This builds on the Year 7 theme of adversity and injustice. It builds on genre and tropes as introduced by the myths and legends work from Year 7.</p> <p>Assessment: Written comparative piece on juxtaposition of character</p> <p> An Inspector Calls</p>	<p>Gothic</p> <p>Rationale To explore the gothic tradition including tropes such as transformation and madness; symbolism; subversion</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Genre ❖ The Other ❖ Melodrama ❖ Victorian fears ❖ Terror vs horror ❖ How writers use language ❖ Pathetic Fallacy <p>Sequencing- Builds on the understanding of Genre and develops understanding of context.</p> <p>Assessment: Students create their own Gothic tale</p> <p> A Christmas Carol</p>	<p>Romeo and Juliet</p> <p>Rationale To explore the language, form, plot, themes, characters and dramatic impact of Shakespearean Tragedy, through reading of Romeo and Juliet Explore the development of the story and characters in the play.</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Tragedy ❖ Dramatic form ❖ Irony ❖ Religious beliefs and ideas about love, morality, duty, honour, loyalty and family. Moral and Social expectations of a modern audience and an Elizabethan audience ❖ Origins of Tragedy ❖ Character as construct <p>Sequencing - Introduces the study of plays and stagecraft. This builds on their study of tragedy, in a different medium and introduces the concept of tragicomedy.</p> <p>Assessment: Annotation of passage to demonstrate understanding of character and theme</p> <p> Macbeth</p>
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<p>Year 9</p>	<p>The Giver by Lois Lowry/ Long Way Down by Jason Reynolds</p> <p>Rationale To explore how writers use literature to examine the human condition</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Dystopic Conventions ❖ Allegory ❖ Symbolism ❖ Power of Memory ❖ Precision of Language ❖ Structure <p>Sequencing This builds on the study of the Gothic and Genre</p> <p>Assessment Writing a piece on character looking at authorial intent</p> <p> Macbeth</p>	<p>Othello by William Shakespeare</p> <p>Rationale To explore how Shakespeare has created some of the great flawed characters in Literature</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> ❖ Tragic hero ❖ Hamartia ❖ Hubris ❖ Machiavellian traits ❖ Aristotelian Tragedy ❖ Misogyny ❖ Manipulation of language ❖ Shakespearean language <p>Sequencing- This builds on their study of Romeo and Juliet and increases their knowledge of tragedy.</p> <p>Assessment- analysis of a key scene</p> <p> A Christmas Carol Macbeth</p>	<p>Writing like a Critic</p> <p>Rationale: students will be introduced to the concept of the writer’s craft, exploring the methods that a writer utilises to create meaning for a reader. Using a variety of texts, students will consider the ‘toolkit’ of a writer and the most powerful methods used to vividly portray a character or narrative on the page</p> <ul style="list-style-type: none"> ❖ Academic writing ❖ Authorial intent ❖ Language ❖ Structure ❖ Form <p>Sequencing Preparation for the GCSE Language paper</p> <p>Assessment Crafting a piece of writing</p> <p> Language Paper</p>
<p>Year 10</p>	<p>Modern Text: <i>An Inspector Calls</i> by J.B</p>	<p>19c text: <i>A Christmas Carol</i> by Charles</p>	<p>Anthology Poetry: Shakespeare Macbeth</p>

	<p>Priestley</p> <p>Knowledge 1912; 1945; Priestley’s life and politics; class; prejudice; capitalism; socialism; collective responsibility; morality plays; the whodunnit</p> <p>Link to Prior Learning: Revise and revisit the form of the play and allegory</p> <p>Assessment Presentation of character/theme</p> <p>AQA English Language Paper 1 Explorations in Creative Reading and Writing</p> <p>Knowledge Question structure- Language structure and inference. Creative writing strategies</p>	<p>Dickens</p> <p>Knowledge Character trajectory, Redemption, intrusive narrator, symbolism, allegory, writer as social critic.</p> <p>Link to Prior Learning: Reference to the Gothic</p> <p>Assessment Analysis of extract with conceptual theme</p> <p>AQA English Language Paper 2 Writers’ Viewpoints and Perspectives</p> <p>Knowledge Synopsis, comparative writing strategies</p>	<p>Knowledge Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia; peripeteia; anagnorisis; ambition; lineage</p> <p>Link to prior learning: Tragic Hero and the Gothic</p> <p>Assessment Extract analysis plus character</p> <p>P1 and P2 Language –Drip-feed</p>
<p>Year 11</p>	<p>Power and Conflict</p> <p>Knowledge: Power and hubris; the Romantic sublime; imperialism in the 18th and 19th century; poetic forms. Human conflict and inner conflict.</p> <p>Link to prior learning The Romantics, figurative Language</p> <p>Assessment analysis of named poem</p>	<p>Revisit</p> <p>ACC</p> <p>MACBETH</p> <p>AIC</p> <p>DELIBERATE PRACTICE- CONCEPTUAL WRITING</p> <p>RETRIEVAL OF KEY QUOTES</p> <p>REVISION OF THEMES AND CHARACTERS</p>	<p>EXAM PRACTICE</p> <p>GCSE Writing Paper 1-2 Question 5</p>