





		<ul style="list-style-type: none"> <li>• Pathetic fallacy</li> <li>• Irony</li> <li>• Imagery</li> </ul> <p><b>Previous topics built on in this topic:</b> Links to and develops further the reading skills in the both the Bone Sparrow and Heroes scheme studied in Year 8</p>		
Spring 1	<p><b>Theme: Power and Influences</b> <b>Topic: Pygmalion (Play)</b> Whole Play</p>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Social class and status</li> <li>• Gender</li> <li>• education</li> <li>• Relationships between male and females</li> <li>• patriarchal society.</li> <li>• relation between accent and dialect and the connection to power</li> <li>• Edwardian Society</li> </ul> <p><b>Subject Terminology:</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Stage directions</li> <li>• Act</li> <li>• Scene</li> <li>• Dialogue</li> <li>• Characterisation</li> <li>• Irony</li> <li>• Accent</li> <li>• Dialect</li> <li>• humour</li> </ul>	<p><b>Assessment</b> Write a speech about how class shouldn't affect your outcomes in life.</p> <p><b>Students will be assessed on:</b></p> <p><b>Writing</b> To write in a style that is well-structured, articulate and carefully planned.</p> <p>To include appropriate and imaginative vocabulary according to task, purpose and audience.</p> <p>To write with technical accuracy - SPAG</p> <p>plan, draft, edit and proof-read</p>	<p><b>Careers links and Experiences</b></p> <p><b>Future Subject Links</b> <b>Key Stage 4</b> Link to the study of AQA English Literature text An Inspector Calls Paper 2 Section A.</p>



		<ul style="list-style-type: none"> <li>• Pathetic Fallacy</li> <li>• Personification</li> <li>• Colloquial Language</li> <li>• Imagery</li> <li>• Oxymoron</li> <li>• Hyperbole</li> <li>• Metaphor</li> <li>• Irony</li> <li>• Sensory Language</li> </ul> <p><b>Previous topics built on in this topic:</b> Links to and develops further the reading skills covered in Year 7 Love poetry. (Spring T2) and Year 8 War poetry (Autumn T2)</p>		
<p>Summer 1</p>	<p><b>Theme: The Art of Rhetoric</b> <b>Topic: Shakespeare – Julius Caesar</b></p>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Power and ambition</li> <li>• Betrayal and loyalty</li> <li>• Honour</li> <li>• Integrity</li> <li>• Fate Vs free will</li> <li>• Manipulation and deception</li> <li>• Friendship</li> </ul> <p><b>Subject Terminology:</b></p> <ul style="list-style-type: none"> <li>• Tragedy</li> <li>• Tragic hero</li> <li>• Hamartia</li> <li>• Hubris</li> <li>• Foreshadowing</li> <li>• Dramatic Irony</li> <li>• Characterisation</li> <li>• Soliloquy</li> </ul>	<p><b>Assessment</b></p> <p><b>Students will be assessed on:</b></p> <p><b>Reading</b> Respond to key ideas and concepts in set texts by developing a more personal response.</p> <p>Use a range of evidence to support interpretations and ideas</p> <p>Comment on writer’s intentions by including a range of appropriate methods.</p> <p>Make wider contextual links and consider the bigger picture.</p>	<p><b>Careers links and Experiences</b></p> <p><b>Future Subject Links</b> <b>Key Stage 4</b> Link to the study of AQA English Literature texts Macbeth paper 1 section A</p>

		<ul style="list-style-type: none"> <li>• Aside</li> <li>• Motif</li> <li>• Allusion</li> <li>• Ethos / Pathos / Logos</li> <li>• Repetition</li> <li>• Rhetorical Questions</li> <li>• Anaphora</li> <li>• Metaphor and Simile</li> </ul> <p><b>Previous topics built on in this topic:</b> Links to and develops further the reading skills from Richard III scheme Year 8 (Summer T1)</p>		
<p>Summer 2 Year 10 4 weeks</p>	<p><b><u>English Language Paper 2 Writer’s Viewpoints and Perspectives</u></b></p> <p>Speech Writing and Spoken Language Endorsement</p>	<p><b><u>Subject Terminology:</u></b></p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Sarcasm</li> <li>• Personification</li> <li>• Colloquial Language</li> <li>• Imagery</li> <li>• Contrast</li> <li>• Hyperbole</li> <li>• Metaphor</li> <li>• Irony</li> <li>• Sensory Language</li> <li>• Direct address</li> <li>• Alliteration</li> <li>• Facts</li> <li>• Opinions</li> <li>• Semantic field</li> <li>• Rhetorical question</li> <li>• Repetition</li> <li>• Triples</li> </ul>	<p><b><u>Writing</u></b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b><u>Oracy</u></b> Spoken Language Endorsement</p> <ul style="list-style-type: none"> <li>• presenting</li> <li>• responding to questions and feedback</li> <li>• use of Standard English</li> </ul>	<p><b><u>Post 16 Links</u></b> English Language: Paper 1 Section A English Language: Paper 2 Section B</p>

		<ul style="list-style-type: none"><li>• Emotive Language</li><li>• Anaphora</li><li>• Hypophora</li><li>• Statistics</li><li>• Humour</li></ul> <p><b>Previous topics built on in this topic:</b> Links to and develops further the writing skills from previous writing tasks e.g. Pygmalion scheme Year 9 (Spring T2)</p>		
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