

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Domains of Knowledge
Writer's Craft (both that of an author and student as a writer)	Figurative Language (Imagery, similes and metaphors, adjectives, adverb, verb, idioms, colloquialisms, personification), dialect, accent, Standard English, slang, humour, irony, symbolism, tone, juxtaposition, vocabulary, synonym, antonym, use of senses, language for effect, dialogue, direct and indirect speech, alliteration, hyperbole, assonance, rhetorical questions, idiom, pathetic fallacy, allusion, PEARFOREST, paragraphing, perspective, narrative voice, narrative arc.
Literary Analysis	Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism
Spelling, Grammar and Vocabulary	Homophones, synonym, antonym, spelling rules, prefixes, suffixes, apostrophe of possession and omission, plurals, vowel, consonant, etymology, syllable, phoneme, grapheme, split diagraph, syllable, plurals, verb, adverb, noun, noun, phrases, sentence types, pronoun, tenses, preposition, direct and indirect speech, clauses, standard English, adverbials, modal, syntax
Genre/Form	Fiction - Horror, fantasy, science fiction, romance, thriller, mystery, detective, dystopia, fable, allegory, myths, legends, historical fiction, non-linear narrative, short story, epistolary, bildungsroman Non-Fiction - autobiography, biography, memoir, anecdote, travel writing, essays, articles, reading and writing to: inform, argue, persuade, inform, entertain. Speeches, propaganda, journalism. Poetry - sonnet, blank verse, limerick, haiku, narrative, epic, acrostic, stanza Drama - tragedy, comedy, history, chorus, modern, monologues, soliloquy.
Spoken Language	Debate, discussion, presentation, speech, role play, formal, informal, slang, accent, dialect, formal English, fillers, pauses, role, gesticulations, intonation.

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 12					
Autumn Term		Spring Term		Summer Term	
Unit Title:	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)		Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)		Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)
Domains of Knowledge: Figurative Language, quotations, evaluation, authorial intent, characterisation, Non-Fiction - autobiography, biography, memoir, anecdote, science-fiction, spelling rules, discussion.		Domains of Knowledge: Sonnet, blank verse, fantasy genre, comedy, soliloquy, role-play. Figurative Language (as a writer), paragraphing, perspective, narrative voice, narrative arc, planning an essay, essay structure, opinions.		Domains of Knowledge: Science-fiction, thriller, evaluation, authorial intent, characterisation, bildungsroman, planning an essay, essay structure, opinions, perspective, narrative voice, narrative arc	
Relevant Key Concepts: Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts: Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts: Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.	
Gateway knowledge: Etymology (see KS2 appendix 1) Identification of genre, form and themes Drawing inferences using text based evidence Distinguish between fact and opinion Independent reading		Gateway knowledge: Shakespeare and the Globe Conventions of drama Development of character and plot in own writing selecting appropriate and ambitious grammar and vocabulary. Using a wide range of devices to create interest and meaning.		Gateway knowledge: Non-linear structure Victorian Context Familiarity with wide range of fiction and literary heritage making comparisons within and across texts Challenge views courteously.	
Assessment: a) Knowledge Test 1 (Autobiography)		Assessment: a) Knowledge Test (MSND) b) How is Egeus presented at the start of the play?		Assessment: a) Knowledge Test (Holes)	

<p>b) Write in an autobiographical way about your first day at school.</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> - Write descriptively about your experiences within school and your journey to school - Include details about your day. For example, your feelings/emotions, description of people you have met, interactions with other people, lessons etc. - It should at least 4 paragraphs long - You should use the conventions of autobiographical writing to help you. - Accuracy of SPG 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> - Appropriate and relevant comments about explicit meanings of texts will be made. References are relevant and supported by some explanation. - Relevant comments beginning to be made about aspects of language, form and structure with reference to subject terminology. There will be an identification of effects of deliberate choices made by a writer. - Begins to give an evaluation of a text and its effects. - Supports ideas using appropriate textual references. - These responses will show some critical awareness of the text. 	<p>b) How does Stanley react to being at Camp Green Lake?</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> - Use a cohesive structure (e.g. PETAL) - Write in the voice of Stanley - Include information about Stanley's friends - Include information about the activities at the camp - Accuracy of SPG
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Year 13					
Autumn Term		Spring Term		Summer Term	
Unit Title: Novel: <i>Boy in the Striped Pyjamas</i> Non Fiction Reading	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: <i>Macbeth</i> Transactional Writing	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: Novel: <i>Animal Farm</i> Poetry: Refugee Boy	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)
Domains of Knowledge: Bildungsroman, debate, quotations, evaluation, authorial intent, characterisation. Planning an essay, essay structure. Non-Fiction - articles/reports		Domains of Knowledge: Drama - tragedy. Narrative perspective, setting, symbolism Writing to: inform, argue, persuade, inform, entertain. Speeches, propaganda, journalism. science-fiction, spelling rules, discussion		Domains of Knowledge: Science-fiction, fable, allegory, evaluation, authorial intent, characterisation, bildungsroman, planning an essay, essay structure, opinions, perspective, narrative voice, narrative arc Poetry - sonnet, blank verse, limerick, haiku, narrative, epic, acrostic, stanza	
Relevant Key Concepts:		Key Concepts:		Key Concepts:	

<p>Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.</p>	<p>Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.</p>	<p>Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.</p>
<p>Gateway knowledge:</p> <p>Etymology (see KS2 appendix 1) Identification of genre, form and themes Drawing inferences using text based evidence Distinguish between fact and opinion Independent reading</p>	<p>Gateway knowledge:</p> <p>Shakespeare and the Globe Conventions of drama Development of character and plot in own writing selecting appropriate and ambitious grammar and vocabulary. Using a wide range of devices to create interest and meaning.</p>	<p>Gateway knowledge:</p> <p>Non-linear structure Victorian Context Familiarity with wide range of fiction and literary heritage making comparisons within and across texts Challenge views courteously.</p>
<p>Assessment:</p> <p>a) Knowledge Test (BISP) b) What impressions do you get of Bruno's father?</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> - Use a quotation as evidence - Make some inferences about character - Use P.E.T.A.L with brief explanations - Offer personal opinions - Consider layers of meaning - Write points independently - Discuss use of specific language at word level - Show justifications for father's actions. 	<p>Assessment:</p> <p>a) Knowledge Test (Macbeth) b) What is the relationship like between Macbeth and Lady Macbeth?</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> - Awareness of form (set out as a letter) - Awareness of themes (masculinity etc) - Use of flattery - You must suggest he is a coward if he does not do this - You must say why you see it as a good thing: list 3 reasons why you want to be Queen and why he would want to be King. - Include a rhetorical question. - Accuracy of SPG 	<p>Assessment:</p> <p>a) Knowledge Test (Animal Farm) b) What makes Old Major's speech effective in persuading the animals to rebel?</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> - You show an understanding of what Old Major is saying in his speech. - You start to pick out specific quotations and identify techniques in Old Major's speech. - You start to consider why the techniques have been used and how they influence the animals. - Identify and comment on: <ul style="list-style-type: none"> - creates sympathy for himself - speaks directly to the audience - introduces an enemy - uses personal pronouns uses emotive language - rhetorical questions - exaggeration (hyperbole)

