Newent Community School & Sixth Form Centre

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How do stories about individuals and the choices they make help us understand the world around us?						
Theme/Big Idea	***Individuals and Choice in Greek Mythology: Heroism, Fate and Identity***		***Individuals and Choice in Fantasy Fiction: Temptation, Identity and Growing Up***		***Individuals and Choice in Victorian Society: Childhood, Crime and Justice***	
Content What are they learning? (including keywords)	**Chapters 1-5** **What are they learning?** **How writers:** **-**Use various forms of **characterisation** in order to convey meaning to their readers. -Can shape their narratives using a **five-part structure** (exposition-rising action-crisis point-falling action-resolution) **-**Use **setting** and **conflict** to establish the challenges a hero must face and how these reveal their character.	**Chapter 6-10** **What are they learning?** **How writers:** -Use endings to resolve **central conflicts** and complete a **character's journey.** **-**How **different perspectives** can make readers question whether a resolution is fair or complete. **(Penelope)** -**Challenge** simple ideas of good and evil by showing that **heroes and villains** can possess both admirable and troubling qualities. **(Circe & Odysseus)**	**What are they learning?** **How Clive Barker:** -Uses **language** to develop **characterisation**, through physical description, dialogue and associated settings. Uses the **themes** of illu sion and reality, the supernatural and temptation to shape the characters and fantasy world presented in the novel. Uses **setting** to develop themes, characters and ideas typical of the fantasy genre, as well as mood and atmosphere.	**What are they learning?** **How Clive Barker:** -Uses the novel's **structure** to mirror Harvey's journey and character arc, showing his transformation from passive child to active hero. -Uses a fairy-tale framework to explore modern temptations. -Uses the events in the novel to communicate a warning about childhood vulnerability and temptation.–	**What are they learning?** **How writers:** -Use **language** to develop **characterisation**, through physical description, behaviour and character voice. -Use the **themes** of childhood, poverty, injustice and crime to present **Victorian society** and argue for change. .	**What are they learning?** **How writers** -Use **setting** to reflect character, develop mood and highlight inequality in the Victorian era. -Use **structure** to create tension and shape audience emotion. -Are influenced by, and respond to, the **context** in which they produce and set texts
What are students learning to do?	-Use techniques of **characterisation** in creative writing -Use **descriptive techniques** and **adapt language to** create vivid **atmospheres** and **settings** **-**Identify **relevant evidence** from a text	-Write **empathetically,** showing an understanding of **alternative viewpoints & perspectives** **-** Write **analytically,** presenting **evidence** in a structured way	Write analytically, using a **thesis** statement and **'What - How - Why'** paragraph structure. -Use **inference** and select **evidence** to support ideas and interpretations.	**Describe** a monster usin g figurative language, in the style of Barker's description of Carna. - Write analytically, using a **thesis** statement and **'What - How - Why'** paragraph, considering how Carna is presented	-Write analytically, using a **thesis** statement and **'What - How - Why'** paragraph structure. -Use **inference** and select **evidence** to support ideas and interpretations. -Make links to **context**, showing an	-Recognise **writers' viewpoints** and moral positions in fiction and non-fiction texts. -**Describe** a character who demonstrates the traits of a Victorian villain, using a range of methods. -Deliver a **short speech** which makes use of

			-Make links to **writer's purpose**, showing an understanding of childhood vulnerability and temptation.	in an extract from the ending of the novel. - Write a formal **article,** using **facts,emotive language** and direct and indirect speech.	understanding of how the social issues of the Victorian era underpin Dickens' **themes** and **messages** in 'Oliver Twist'.	rhetorical devices and Standard English.
Keywords	Chronology, timeline, road map, character profile, epic, connotation, denotation, annotation, Freytag's pyramid, archetype **Poetry:** rhythm, rhyme, metre, shanty, syllable, stressed, unstressed, true rhyme, half rhyme, eye rhyme	Ambiguity, perspective, ambiguity perspective resolution, climax, justice, revenge recognition, disguise loyalty, betrayal, transformation **Verbs of analysis:** suggests, implies demonstrates, reveals, emphasises, highlights.	Eerie Monotonous Sublime Putrid Brood Supernatural Immortal Malicious	Protagonist Antagonist Genre Theme Foreshadowing Facts Mood Atmosphere Emotive language Thesis 'What - How – Why' paragraph structure Non-fiction	Characterisation, inference, metaphor, structure, pathetic fallacy, tension, denotation, connotation, context, juxtaposition, theme, protagonist, antagonist, thesis, 'What - How – Why' paragraph structure, rhetorical devices, Standard English.	Industrialisation Orphan Poverty Pauper Vulnerable Exploitation Avaricious Misfortune Neglected Villainous
Skills How are they learning it?	**Reading Skills:** **Identifying** evidence from a text to support arguments (through **modelling** and **practice**) -How to select a **relevant quotation** and ***'zoom in'*** on significant words and phrases -How to build a **connotation** chain to explore layers of meaning -How to **annotate** a quotation/extract to draw out meaning	**Creative Writing** **-**How to prepare for a piece of creative writing by building a **word bank** for **word categories** **-**How to recognise and use different forms of **characterisation** **Analytical Writing:** -How to present their **connotation chains** and **annotations** in a meaningful, **structured** piece of writing – 'What-How-Why' paragraph structure.	-**Close reading** of the novel 'The Thief of Always'. -**Developing approaches to analysing texts**, understanding denotation, connotation and inference, as well as the features of language used by a writer. **'What - How – Why'** paragraph. -**Engaging with themes and ideas** in the novel and considering writer's pu rpose. -**Identifying and understanding how writers use a range of methods** to suit purpose and audience.	**Writing analytically,** using a **thesis** statement and **'What - How - Why'** paragraph structure, to answer the question: How does Barker present Carna?' -**Writing to describe a monster** using figurative language, in the style of Barker's description of Carna. - **Writing a formal article,** using facts, emotive language a nd direct and indirect speech, informing locals of Harvey's disappearance in the novel.	-**Close reading** of a range of texts: the 'Oliver Twist' play; extracts from Dickens' novel; extracts from Victorian and more modern non-fiction; poetry. -**Developing approaches to analysing texts**, understanding denotation, connotation and inference, as well as the features of language used by a writer. **'What - How – Why'** paragraph. -**Engaging with context** and considering writer's purpose. -**Identifying and understanding how writers use a range**	-Write analytically, using a **thesis** statement and **'What - How - Why'** paragraph structure, to answer the question: How does Dickens present the Artful Dodger? -Writing which makes clear links to **context** in order to answer the question: How does Dickens present London? -**Writing to describe a character** who demonstrates the traits of a Victorian villain, using a range of methods. -**Planning and delivering a short speech** which argues against the Poor Law of 1834.

					of methods to suit purpose and audience.	
Key Questions	-Why is it important to consider **alternative/multiple perspectives**? -How does a story change when told from another **perspective?** -Why do societies create stories about **heroes,** and what do these stories reveal about the **values** they admire? - How does *The Odyssey* use and **challenge** the **archetypes** of the hero and the villain?	-How do **descriptions** of the sea and weather **(pathetic fallacy)** reflect the characters' emotions or situations? -How does the **structure** of Odysseus's journey **build suspense** and lead towards the **resolution?** -How does the writer establish a **particular viewpoint** towards the gods, monsters and mortals?	-What **language devices** does Barker us e to develop **characterisati on** and **setting**? -Why does Barker present the **themes** of illusion and reality, the supernatural and temptation? - How does Barker use **setting** to develop themes, characters and ideas typical of the fantasy **genre?** - How does Barker use the novel's **structure** t o mirror Harvey's journey and character arc, showing his transformation from passive child to active hero?	-How can I select interesting examples of **language** which allow me to explore **effect** on the reader? -How can I recognise and identify a **writer's methods** and make use of these in my own writing? -How does a writer use **structure** t o reflect a character's journey? - What are the features of **non-fiction writing** and can I use these in an article?	-What **language devices** does Dickens use to develop **characterisation** and **setting**? -Why does Dickens present the **themes** of childhood, poverty, injustice and crime in his depiction of Victorian society? -How does Dickens use **setting** to develop mood and highlight inequality? -How do writers use **structure** to shape audience emotion?	-How can I select interesting examples of **language** which allow me to explore **effect** on the reader? -How do I make links to **context** when I am writing about texts? -How do I recognise **pathetic fallacy** and its effect? -How does a playwright use **cliffhanger**? -How does a writer establish their **viewpoint**?
Assessment (specific assessed piece(s); milestone(s))	**Creative Writing:** Using the **characterisation techniques** from the text to create their own character	**Empathetic Writing:** Rewriting a popular myth/mythological encounter from a **first-person, female perspective**	'What – How – Why' **analytical writing:** *'How does Barker present Carna in an extract from 'The Thief of Always'?'* **Reading skills:** identifying relevant/apt evidence from an extract. **Analytical skills**: 'exploding' the quotation – exploring the connotations of language used by the writer. **Writing skills**: Creating a written response using the 'What – How – Why' format.	***Write to describe a monster,*** using figurative language, in the style of Barker's description of Carna. A piece of writing that requires students to practise the AQA guidelines for GCSE English Lang Q5 (writing to describe). - Write a formal **article,** using facts, emotive language and direct and indirect speech, informing locals of Harvey's disappearance in the novel.	'What – How – Why' **analytical writing:** *'How does Dickens present the Artful Dodger in an extract from Chapter 8 of 'Oliver Twist'?'* **Reading skills:** identifying relevant/apt evidence from an extract. **Analytical skills**: 'exploding' the quotation – exploring the connotations of language used by the writer. **Writing skills**: Creating a written response using the 'What – How – Why' format.	**Creative Writing (character description):** ***Write to describe a character*** *who demonstrates the traits of a Victorian villain, using a range of methods, including zoomorphism, imagery, pathetic fallacy.* A piece of writing that requires students to practise the AQA guidelines for GCSE English Lang Q5 (writing to describe).