

Reading					
By the end of Key Stage 3, pupils will know: • The plot, characters and themes of 3 Shakespearean texts: The Tempest; Romeo and Juliet; Hamlet. • The conventions and archetypes of genres of fiction: fantasy; Gothic; dystopian; Greek tragedy • The historical significance of the Great Chain of Being and how society’s hierarchical structure stems from this historical belief • The historical expectations of gender and a patriarchal society • The definitions of key concepts: colonialism, hierarchy, oppression, prejudice, marginalisation and totalitarianism, and how they are reflected in literature and in society • How key themes of myths, magic, conflict, identity and power are universal themes seen in literature across time					
	Foundational: Acquire	Analysis: Apply	Critical Appreciation: Apply	Universal Concepts: Acquire and Apply	Personal Development: Relationships (emotional, social and cultural development). Acquire and Apply
Year 9 Greater Depth	Can read at age 15 or above. Can confidently recall the plot, characters and themes in a text, articulating how each develops across the text. Can confidently articulate and justify predictions that are rooted in a thorough comprehension of the text. Can make accurate inferences that explore sophisticated ideas; these are rooted in a range of well-judged examples. Can formulate a more personal response to the text and communicate this in a well-structured argument.	Can accurately and consistently identify a selection of language or structural choices that a writer has used. Can analyse what language or structural choices suggest, exploring sophisticated ideas.	Can make specific and relevant links to the social, historical or literary context of a text. Can evaluate how and why characters are used as constructs for an allegorical message. Can evaluate why writer develops characters and themes and how this conveys an allegorical message.	Can evaluate why the themes of the big question (Yr 9 power and society) are universal across all texts and time and their relevance to society today. Can define and select concepts of political and social class structure, welfare, communism, totalitarianism, hierarchy, abuse of power and make developed connections between these concepts with real-world examples to justify.	Can evaluate, in detail, how expectations and stereotypes placed on women are deep rooted in society and how literary texts have changed their presentation of these over time. Can utilise literary reading to formulate a personal response to how texts mirror real-world examples and how representation in literature needs to continue to change to challenge sexist or misogynistic mindsets. Can articulate a deep understanding of the history of the patriarchy, utilising links to Shakespearean England, to explore female representation when challenging the patriarchy and how consequences are used to keep it intact. Can justify and evaluate the importance of literary texts in depicting the true horrors of racism in order to challenge it. Can evaluate why violence and conflict are means to maintain tyrannical power or dictatorship and can use this to formulate an argument as to why literary texts serve a role in challenging abuse of power through violence and conflict. Can articulate the full political spectrum and justify why each extreme is problematic in practise, including communism as an idealistic vision. Can fully justify why democracy is the chosen political adoption in British society. Can evaluate how politics shape society and its impact on individuals’ socio-economic status, education and place in a hierarchy.
Year 9 Expected Year 8 Greater Depth	Can read at age 14 or above. Can confidently recall the plot, characters and themes in a text, articulating why they are important to the message. Can articulate and justify predictions that are rooted in a secure comprehension of the text. Can make accurate inferences that expand on more complex ideas; these are rooted in well-chosen examples.	Can accurately and consistently identify a selection of language or structural choices that a writer has used. Can analyse what language or structural choices suggest, expanding on more complex ideas.	Can make specific and relevant links to the social, historical or literary context of a text. Can explore how characters and themes link to the allegorical message of a text.	Can justify why the themes of the big question (Yr 9 power and society; Yr 8 conflict and identity) are presented across all texts and time. Can define and select concepts of (Yr 9 political and social class structure, welfare, communism, totalitarianism, hierarchy, abuse of power; Yr 8 racism, white supremacy, segregation, hierarchy, oppression, patriarchy; Yr 7 colonialism, gender, fate and destiny, supernatural, hierarchy, abuse of power) and make developed connections between these concepts.	Can evaluate how harmful stereotypes and labels can cause internalised misogyny. Can articulate a deep understanding of the history of the patriarchy, utilising links to Shakespearean England, explore literary representation of it being challenged and the consequences that females can often face for challenging it. Can justify how and why the history of racism is mirrored in literature over time and justify the role literature takes in challenging racism. Can evaluate why violence and conflict are means to maintain tyrannical power or dictatorship. Can understand the political spectrum, identify reasons why communism is only idealistic and why democracy is the chosen political adoption in our society. Can consider how politics shape society and its impact on individuals’ socio-economic status, education and place in a hierarchy.
Year 8 Expected Year 7 Greater Depth	Can read at age 13 or above. Can confidently recall the plot, characters and themes in a text. Can articulate predictions that are rooted in a secure comprehension of the text. Can make accurate and developed inferences that are rooted in specific examples chosen.	Can accurately identify language or structural choices that a writer has used. Can analyse what language or structural choices suggest, offering multiple ideas.	Can make accurate and specific links to the social, historical or literary context of a text. Can articulate why plot, characters and themes develop over a text and how this reveals a deeper message.	Can articulate how the themes of the big question (Yr 8 conflict and identity; Yr 7 myths and magic) are presented across all texts and times. Can define and select concepts of (Yr 8 racism, white supremacy, segregation, hierarchy, oppression, patriarchy; Yr 7 colonialism, gender, fate and destiny, supernatural, hierarchy, abuse of power) and make thoughtful connections between these concepts.	Can explore how female feel pressure to meet societal gender expectations and explain why this is problematic. Can articulate the history of patriarchal society in Shakespearean England, the acceptance of it and the consequences of challenging it. Can explain the history of racism through Transatlantic slave trade and colonialism, Apartheid and segregation. Can explain white supremacy and how this is seen still through examples of institutional racism (education, police etc). Can articulate how tyrannical leaders use methods of violence and conflict to maintain power. Can articulate the dangers of a dictatorship and can explore how politics impact class systems in a society.
Year 7 Expected	Can read at age 12 or above. Can accurately recall the plot, characters and themes in a text. Can make accurate predictions that are based on the plot, characters, themes and context of a text. Can make accurate inferences that link to specific examples.	Can accurately identify language choices that a writer has used. Can analyse what language or structural choices suggest.	Can make accurate links to the social, historical or literary context of a text. Can recognise and consider how the context impacts a writer’s purpose.	Can understand how the themes of the big question (Yr 7 myths and magic) are presented across all texts. Can identify and define key concepts (Yr 7 colonialism, gender, fate and destiny, supernatural, hierarchy, abuse of power) and make clear connections between these concepts.	Can understand the societal expectations placed on gender and why these are unfair. Can understand the historical lack of diversity in literary characters and explain why it is important to have culturally diverse protagonists. Can explain how colonialism is unjust, drawing on examples of power imbalance. Can consider and explain how abuse of power affects dynamics in relationships. Can understand the historical class system of the Great Chain of Being and the impact on democracy in England’s history.

