

<b>English Curriculum Intent</b>					
Subject: Year 7 English					
<p>Year 7 Curriculum Intent: The English department aims to provide students with challenge and diverse curriculum that embeds and develops conceptual level thinking through our thematic approach. Our commitment is to inspire our students to use their study of reading and writing as a stimulus to question and explore big ideas and societal issues in the world around them. The Yr 7 'Big Philosophical and Thematic' question is: 'How do stories of myths and magic help us to understand the world around us?' All study of reading and writing allows students to link concepts to explore and engage with this big question. For reading, students will study two novels of 'The Girl of Ink and Stars' and 'Uncle Montague's Tales of Terror', Shakespeare's 'The Tempest', a poetry anthology of Greek myths, and a range of non-fiction articles, all which allow students to make intertextual links and connect knowledge of the universal allusions to myths and magic across our literary heritage. Students will understand how myths and magic were historical tools to explore and comprehend the world around us, understanding the implication and impact of this still today. Students will be secure in their understanding of how myths and magic affect our literary heritage and pave way to questioning the world around us. For writing, students will study Greek mythology and its allusions in fiction writing. Students will understand how fiction texts across the literary canon are inspired by the personification and imagery linked to Greek mythology. Students will be able to select and integrate extensive and ambitious vocabulary that are chosen specifically to personify the weather, will develop their ability to manipulate figurative language devices to create specific imagery for their reader and to use a variety of structural features to build up the imagery and effect of their description. Students will draw on their reading curriculum to inspire their own writing.</p>					
	Scheme 1: 'The Girl of Ink and Stars'	Scheme 2: 'Uncle Montague's Tales of Terror'	Scheme 3: Greek Mythology in Literature	Scheme 4: Greek Mythology in Writing	Scheme 5: Reading Shakespeare's 'The Tempest'
Acquire:	Plot, character and themes of the text. Definition of symbolism and inference. Role of stars and what they represent in the world. How maps change over time and can define a person's identity.	Plot, character and themes of the stories. Gothic genre conventions The idea of 'goth' and its change over time. Word classes and figurative language features: similes; metaphors; personification; alliteration. The role of the supernatural in gothic fiction	12 Olympians. How the Greeks used mythology to understand the world around them. Allusions to Greek mythology throughout literature. Greek mythology conventions in literature. Word classes and figurative language features: similes; metaphors; personification; alliteration.	Identify personification in descriptive writing. Define and identify pathetic fallacy. Identify and apply figurative language features: similes; metaphors; personification; alliteration. How writers build tension in gothic and Greek mythology fiction. Use a full range of punctuation accurately. Use simple, compound and complex sentences accurately.	Plot, character and themes of the text. Definition of colonialism and symbolism. Context of colonialism and beliefs in magic in Shakespearean England. Great Chain of Being.
Apply	Use comprehension to make accurate predictions of plot and character development.	Use comprehension to make accurate predictions of plot and character development.	Use comprehension to make accurate predictions of plot and character development.	Make specific choices with vocabulary, punctuation, sentence structure and	Use comprehension to make accurate predictions of plot and character development

	Understand how characters and themes are presented and identify specific examples. Make accurate inferences based on these examples.	Understand how characters and themes are presented and identify specific examples. Make accurate inferences based on these examples. Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are.	Understand how characters and themes are presented and identify specific examples. Make accurate inferences based on these examples. Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are.	figurative language to create imagery. Use personification and pathetic fallacy to allude to Greek mythology. Apply genre conventions to create mood .	Understand how characters and themes are presented and identify specific examples. Make accurate inferences based on these examples. Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are. Articulate why plot, characters and themes develop over a text and how these reveal deeper meanings.
Vocabulary	Inference Ideology Symbolism Fate Heroine Cartographer	Supernatural Melancholy Ominous Sinister Archetype Manifestation Malevolent	Mythical Allusion Ideology Olympian Pertinent	Personification Pathetic fallacy Symbolism Extended metaphor Allusion	Noble Tempest Usurped Subservient Native Coloniser Moral
Assessment	Comprehension, inference and prediction questions.	Comprehension, inference and prediction question.  Analysis question to assess ability to analyse language and structure.	Comprehension, inference, prediction and analysis questions on an unseen fiction text.	Descriptive writing piece.	Comprehension, inference, prediction, analysis and critical appreciation questions.  Essay on character.

Subject: Year 8 English

Year 8 Curriculum Intent: The English department aims to provide students with challenge and diverse curriculum that embeds and develops conceptual level thinking through our thematic approach. Our commitment is to inspire our students to use their study of reading and writing as a stimulus to question and explore big ideas and societal issues in the world around them. The Yr 8 'Big Philosophical and Thematic' question is: 'How do stories of conflict and identity help us to understand the world around us?' All study of reading and writing allows students to link concepts to explore and engage with this big question. For reading, students will study a play 'Noughts and Crosses', a novel 'The Hunger Games', Shakespeare's 'Romeo and Juliet', Maya Angelou poetry anthology, and a range of non-fiction articles, all which allow students to make intertextual links across the texts and consider how conflict and identity are universal themes across our literary heritage. Students will understand how literary texts are designed to mirror real-world experiences and will consider how these texts highlight issues of racism, prejudice and discrimination across our history and present day. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of marginalisation and inequality are prevalent today. For writing, students will study a range of speeches from powerful female figures, learning the genre, style and conventions of a 'protest speech'. Students will develop their understanding and use of the Aristotelian triad, implementing pathos, ethos and logos effectively for their intended audience. Students will be able to select and integrate extensive and ambitious vocabulary, as well as manipulate persuasive devices to craft a powerful message and elicit an emotive response from their audience. Students will draw on their reading curriculum to inspire their own writing.

	Scheme 1: 'Noughts and Crosses'	Scheme 2: 'The Hunger Games'	Scheme 3: Aristotelian Triad and Powerful Female Speeches	Scheme 4: Aristotelian Triad and Writing own protest speeches	Scheme 5: Romeo and Juliet
Acquire	Plot, characters and themes in the novel. Contextual factors of Apartheid and segregation. Conventions of the dystopian genre. Concepts of racism, justice and star-crossed lovers and how they impact conflict and identity in the play.	Plot, characters and themes in the novel. Conventions of a modern dystopian novel. Contextual factors of the Greek mythology of Artemis and the history of dystopian fiction. Concepts of segregation, hierarchy, abuse of power, uprisings, sacrifice and star-crossed lovers and how they link to conflict and identity in the novel.	The history of Aristotelian triad. Identify the Aristotelian triad in use. How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama. How a range of articles have been influenced by the triad. How writers use language and structural features of the triad in their writing to achieve different effects.	Identify the Aristotelian triad in use. How female speakers have been influenced by the triad in their protest speeches – Emmeline Pankhurst, Sojourner Truth, Michele Obama. Identify and apply non-fiction language features: similes, metaphors, anaphora, hyperbole and vague language. Use a full range of punctuation accurately. Use a full range of sentence forms accurately.	Plot, characters and themes in the play. Contextual factors of patriarchal society, familial honour, love, fate and destiny in Elizabethan England. Conventions of a Greek tragedy and a tragic hero. Concepts of conflict, identity, love, familial relationships and honour, fate and destiny, and star-crossed lovers explored through the play.
Apply	Use comprehension to make accurate predictions of plot and character development. Understand how characters and themes are presented and identify specific examples.	Use comprehension to make accurate predictions of plot and character development. Understand how characters and themes are presented and identify specific examples.	Use comprehension to make accurate inferences of writers' language and structural choices. Identify word classes, language features and structural choices accurately.	Can make specific and purposeful choices with vocabulary, punctuation, sentence structure and language devices.	Use comprehension to make accurate predictions of plot and character development. Understand how characters and themes are presented and identify specific examples.

	Make accurate inferences based on these examples.	Make accurate inferences based on these examples. Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are.	Write about what these features suggest and what their effects are.	Apply genre conventions to establish credibility and incorporate the triad. Use cohesive techniques to build argument and point of view.	Make accurate inferences based on these examples. Identify word classes, language features and structural choices accurately. Write about what these features suggest and what their effects are. Articulate why plot, characters and themes develop over a text and how these reveal deeper meanings.
Vocabulary	Dystopian Oppression Juxtaposition Prejudice Empathy Marginalisation Segregation	Totalitarianism Dehumanisation Oppression Rebellion Uprising Sacrifice Symbolism	Rhetoric Pathos Ethos Logos Stereotypes Equality Subjugated	Rhetoric Pathos Ethos Logos Stereotypes Equality Subjugated	Hamartia Familial Transient Patriarchal Peripeteia Subservient Star-crossed
Assessment	Comprehension, inference and prediction questions to assess understanding of the plot, characters, themes and concepts.	Comprehension, inference and prediction question.  Analysis question to assess ability to analyse language and structure.	Comprehension, inference and prediction question.  Analysis question to assess ability to analyse language and structure.	Speech persuasive writing.  Descriptive writing.	Essay to assess: comprehension; inference; analysis of language and structure and ability to link to context and evaluate a writer's purpose

Subject: Year 9 English					
<p>Year 9 Curriculum Intent: The English department aims to provide students with challenge and diverse curriculum that embeds and develops conceptual level thinking through our thematic approach. Our commitment is to inspire our students to use their study of reading and writing as a stimulus to question and explore big ideas and societal issues in the world around them. The Yr 9 'Big Philosophical and Thematic' question is: 'How do stories about individuals and their power help us to understand the way society is structured?'. All study of reading and writing allows students to link concepts to explore and engage with this big question. For reading, students will study a play 'Blood Brothers', a novel 'Animal Farm', Shakespeare's 'Hamlet', a powerful female poetry anthology, and a range of non-fiction articles, all which allow students to make intertextual links across the texts and consider how power and society are underpinned by politics and hierarchy. Students will understand how literary texts are designed to not only mirror real-world experiences but spark and ignite change, understanding how themes in the texts impact all aspects of society, such as: social class; education; welfare; opportunities; bias; discrimination and prejudice. Students will be secure in their understanding of the history of political and social hierarchy and will make connections to relevant modern examples. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power, hierarchy and inequality are prevalent today. For writing, students will study a range of journalistic think-pieces on the history of representation across Disney and the media, learning the genre, style and conventions of opinions pieces in various forms of journalism. Students will develop their implementation of the Aristotelian triad to incorporate a satirical tone, using the integration of extensive and ambitious vocabulary, persuasive devices and cohesive devices to create an effective balance between a powerful message and humour for effect. Students will draw on their reading curriculum to inspire their own writing.</p>					
	Scheme 1: 'Blood Brothers'	Scheme 2: 'Animal Farm'	Scheme 3: Poetry	Scheme 4: Disney and the media with non-fiction writing	Scheme 5: Hamlet
Acquire	<p>Plot, characters and themes in the play.</p> <p>Contextual factors of Thatcherism; Liverpool and financial depression; unemployment; differences in education; poverty; class differences; welfare</p> <p>Conventions of a social justice play.</p> <p>Concepts of: hierarchy; abuse of power; nature vs nurture; class difference; prejudice and how they link to power in the play.</p>	<p>Plot, characters and themes in the novel.</p> <p>Contextual factors Russian revolution; Stalin and Trotsky; communism; Totalitarianism.</p> <p>Conventions of a political satire novel.</p> <p>Concepts of communism, totalitarianism, corruption of power, propaganda, rebellion and exploitation in the play.</p>	<p>Themes of representation in from the poetry anthology.</p> <p>Poetic conventions such as literary devices and structural devices in poetry.</p>	<p>Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration.</p> <p>Use a full range of punctuation consistently and accurately.</p> <p>Use a variety of sentence forms consistently accurately.</p> <p>Know how vocabulary and feature choices create specific effects.</p>	<p>Plot, characters and themes in the play.</p> <p>Contextual factors of the political uncertainty during Elizabethan England, Shakespearean gender roles.</p> <p>Conventions of a Greek tragedy.</p> <p>Concepts of conflict, power, hierarchy, society as explored in the play.</p>
Apply	<p>Understand how plot, characters and themes develop over the text.</p> <p>Identify well-chosen examples from across the text.</p>	<p>Understand how plot, characters and themes develop over the text.</p> <p>Identify well-chosen examples from across the text.</p>	<p>Articulate what poetic and language features suggest and what their effects are.</p> <p>Articulate why poets choose specific forms and themes</p>	<p>Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas.</p>	<p>Understand how plot, characters and themes develop over the text.</p> <p>Identify well-chosen examples from across the text.</p>

	<p>Make accurate and multiple inferences that explore the message of the play. Accurately identify language or structural choices. Analyse layers of meaning and alternative interpretations. Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>	<p>Make accurate and multiple inferences that explore the message of the play. Accurately identify language or structural choices. Analyse layers of meaning and alternative interpretations. Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>	<p>and how these reveal deeper meanings. Justify how poetry can contribute to our celebration of female power in society.</p>	<p>Apply genre conventions of think-piece journalism to incorporate a satirical tone. Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.</p>	<p>Make accurate and multiple inferences that explore the message of the play. Accurately identify language or structural choices. Analyse layers of meaning and alternative interpretations. Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>
Vocabulary	<p>Hierarchy Socialism Motif Thatcherism Welfare Socio-economic Prejudice</p>	<p>Totalitarianism Rebellion Communism Dissentient Hierarchy</p>	<p>Stanza Rhyme Caesura Enjambment Sibilance Free verse</p>	<p>Syntax Sustained Crafting Innocuous Detrimental</p>	<p>Familial Vengeance Usurped Corruption Complexity Soliloquy</p>
Assessment	<p>Comprehension, inference and prediction questions.</p> <p>Essay to assess analysis and justification of writer's choices.</p>	<p>Comprehension, inference and prediction questions.</p> <p>Essay to assess analysis and justification of writer's choices.</p>	<p>Concept map to assess students' ability to make intertextual connections.</p>	<p>Non-fiction journalistic think-piece article.</p>	<p>Comprehension, inference and prediction questions.</p> <p>Essay to assess analysis and justification of writer's choices.</p>

Subject: Year 10 English

Year 10 Curriculum Intent: The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 10 'Big Philosophical and Thematic' question is: 'How do stories of social justice help us to understand the world around us'? For reading, students will study a range of fiction extracts, a novel 'A Christmas Carol', a play 'An Inspector Calls' and unseen poetry, all which allow students to make intertextual links across the texts and consider how social justice is presented throughout. Students will understand how literary texts, throughout history, have universal themes of social justice and how they are not only designed to mirror real-world experience but also to spark and ignite change. Students will understand how themes in the texts impact all aspects of society, such as: social class; welfare; prejudice; socioeconomic status; inequality. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power, hierarchy and inequality are prevalent today. For writing, students will study a range of fiction extracts to learn different genres, styles and conventions of descriptive and narrative writing. Students will develop their implementation of narrative and descriptive features to incorporate symbolism, using the integration of extensive and ambitious vocabulary, language features and cohesive devices to create a sophisticated piece of descriptive writing. Students will draw on their reading curriculum to inspire their own writing.

	Scheme 1: Language Paper 1 Reading	Scheme 2: A Christmas Carol	Scheme 3: An Inspector Calls	Scheme 4: Language Paper 1 Descriptive writing	Scheme 5: Spoken Language	Scheme 6: Power and Conflict Poetry
Acquire	Genres of fiction texts: dystopian; noir; horror; sci fi; fantasy; thriller. Understand and identify language devices: similes, metaphors, personification, alliteration, concrete nouns, abstract nouns, verbs, adverbs and adjectives. Understand and identify structural devices: opening hooks; dialogue; spotlighting; shifts in narrative; tone changes; sequencing; undercurrents; mood; atmosphere; tension and suspense.	Plot, characters and themes of the text. Definitions of welfare, allegory, misanthropic and benevolent. The context of Victorian England and Malthusian views. The significance of the gothic genre and the supernatural. History of Charles Dickens as a social justice writer.	Plot, characters and themes of the text. Definitions of welfare, capitalism and socialism. The context of Edwardian England and how society was changed and affected by both world wars. The significance of the 'birth' of socialism. History of JB Priestley as a social justice writer.	Identify similes, metaphors, personification, alliteration, extended metaphors, pathetic fallacy, symbolism, narrative styles and varying genres. Use a full range of punctuation consistently and accurately. Use a variety of sentence forms consistently accurately. Know how vocabulary and structural feature choices create specific effects.	Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration. Use a full range of punctuation consistently and accurately. Use a variety of sentence forms consistently accurately. Know how vocabulary and feature choices create specific effects.	Identify language features such as similes, metaphors, imagery, semantic field, personification, alliteration, extended metaphors, symbolism and motif. Poetic terminology: stanza; rhyme; rhythm; enjambment; caesura. Poetic forms: epic; ballad; dramatic monologue.

Apply	<p>Identify well-chosen examples from across the text.</p> <p>Accurately identify a range of language and structural devices.</p> <p>Analyse layers of meaning and additional/alternative interpretations.</p> <p>Critically evaluate writers' intentions.</p> <p>Critically evaluate how a range of evidence supports points of view.</p>	<p>Understand how plot, characters and themes develop over the text.</p> <p>Identify well-chosen examples from across the text.</p> <p>Make accurate and multiple inferences that explore the message of the play.</p> <p>Accurately identify language or structural choices.</p> <p>Analyse layers of meaning and alternative interpretations.</p> <p>Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>	<p>Understand how plot, characters and themes develop over the text.</p> <p>Identify well-chosen examples from across the text.</p> <p>Make accurate and multiple inferences that explore the message of the play.</p> <p>Accurately identify language or structural choices.</p> <p>Analyse layers of meaning and alternative interpretations.</p> <p>Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>	<p>Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas.</p> <p>Apply genre conventions to create a sustained and crafted tone and atmosphere.</p> <p>Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.</p>	<p>Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas.</p> <p>Apply genre conventions to incorporate satirical tone.</p> <p>Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.</p> <p>Use a range of Spoken Language features such as body language, eye contact and intonation.</p>	<p>Articulate what poetic and language features suggest and what their effects are.</p> <p>Articulate why poets choose specific forms and themes and how these reveal deeper meanings.</p> <p>Justify how poetry can contribute to our celebration of history and how poetry documents and mirrors real-world issues.</p>
Vocabulary	<p>Genre</p> <p>Dystopian</p> <p>Vehemently</p> <p>Evaluate</p> <p>Juxtaposition</p>	<p>Redemption</p> <p>Allegory</p> <p>Avarice</p> <p>Benevolent</p> <p>Misanthropic</p> <p>Metamorphosis</p> <p>Catalyst</p>	<p>Socialism</p> <p>Capitalism</p> <p>Anti-establishment</p> <p>Responsibility</p> <p>Victimise</p>	<p>Pathetic fallacy</p> <p>Extended metaphor</p> <p>Semantic field</p> <p>Personification</p> <p>Sustained</p>	<p>Sensationalist</p> <p>Exasperating</p> <p>Abhorrent</p> <p>Preposterous</p> <p>Innocuous</p>	<p>Ballad</p> <p>Sonnet</p> <p>Epic</p> <p>Enjambment</p> <p>Caesura</p> <p>Stanza</p>
Assessment	<p>Retrieval, analysis of language and structure, and critical evaluation.</p> <p>Language Paper 1</p> <p>Section A.</p>	<p>Essay to assess analysis and justification of writer's choices.</p> <p>Literature Paper 1.</p>	<p>Essay to assess analysis and justification of writer's choices.</p> <p>Literature Paper 2</p>	<p>Descriptive writing piece.</p> <p>Language Paper 1</p> <p>Section B</p>	<p>Spoken Language</p> <p>Presentation.</p>	<p>Power and Conflict</p> <p>concept map.</p>



Subject: Year 11 English

Year 11 Curriculum Intent: The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking through our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 11 'Big Philosophical and Thematic' question is: 'How can stories of power and conflict help us to understand the world around us?'. For reading, students will study a range of non-fiction extracts, a Shakespeare play 'Macbeth' and a Power and Conflict poetry anthology, all which allow students to make intertextual links across the texts and consider how power and conflict are presented throughout. Students will understand how literary texts, throughout history, have universal themes of power and conflict and how they are designed to mirror real-world examples and highlight issues with abuse of power. Students will understand how themes in the texts impact all aspects of society, such as: social hierarchy; social class; inequality; sin; punishment and consequences; identity; tyranny. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power and conflict are prevalent today. For writing, students will study a range of non-fiction extracts to learn different genres, styles and conventions of non-fiction writing. Students will develop their implementation of the Aristotelian triad to incorporate a satirical tone, using the integration of extensive and ambitious vocabulary, persuasive devices and cohesive devices to create an effective balance between a powerful message and humour for effect. Students will draw on their reading curriculum to inspire their own writing.

	Scheme 1: Macbeth	Scheme 2: Language Paper 2 Non-fiction writing	Scheme 3: Language Paper 2 Reading	Scheme 4: Power and Conflict Poetry
Acquire	Plot, character and themes of the text. Characteristics of a Shakespearean tragedy and a tragic hero. Political context of lack Jacobean England and the Gunpowder Plot. Understanding of the role and significant of the Great Chain of Being and Divine Right of Kings. Patriarchal society.	Identify conventions of an article, speech, blog post, online journalism and letter. Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration. Use a full range of punctuation consistently and accurately. Use a variety of sentence forms consistently accurately. Know how vocabulary and feature choices create specific effects.	Identify conventions of an article, speech, blog post, online journalism and letter. Understand and identify language devices: similes, metaphors, personification, alliteration, concrete nouns, abstract nouns, verbs, adverbs and adjectives. Understand and identify structural devices: change of tone; genre conventions linking to structure such as headlines, by-lines.	Identify language features such as similes, metaphors, imagery, semantic field, personification, alliteration, extended metaphors, symbolism and motif. Poetic terminology: stanza; rhyme; rhythm; enjambment; caesura. Poetic forms: epic; ballad; dramatic monologue. Themes and ideas across all 15 poems in the Power and Conflict cluster. Contextual factors relevant to all 15 poems in the Power and Conflict cluster.
Apply	Understand how plot, characters and themes develop over the text. Identify well-chosen examples from across the text. Make accurate and multiple inferences that explore the message of the play. Accurately identify language or structural choices.	Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas. Apply genre conventions to incorporate satirical tone. Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.	Identify well-chosen examples from across each text. Accurately identify a range of language and structural devices. Analyse layers of meaning and additional/alternative interpretations. Make specific and developed comparisons of writers' viewpoints.	Articulate what poetic and language features suggest and what their effects are. Articulate why poets choose specific forms and themes and how these reveal deeper meanings. Justify how poetry can contribute to our history and how poets mirror real-world issues and experiences .

	Analyse layers of meaning and alternative interpretations. Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.	How to create varying tones suited to audience, purpose and genre.		
Vocabulary	Hamartia Hubris Patriarchal Catharsis Tyranny Subversion Regicide	Sensationalist Detrimental Unethical Exploitative Beneficial Integral	Perspective Synthesis Evaluation Retrieval	Stanza Rhyme Rhythm Monologue Couplet Volta
Assessment	Essay to assess analysis and justification of writer's choices.  Literature Paper 1.	Non-fiction writing piece.  Language Paper 2 Section B.	Retrieval, synthesis, analysis and comparison questions.  Language Paper 2 Section A.	Essay to assess comparisons of poems and analysis of methods.  Literature Paper 2.