



KS3 LTM Year 8

Subject Intent/ Aims: Subject Intent/ Aims: In English, we support students to develop a *passion for Language and Literature* through the study of texts from different genres, eras, themes and complexity. We develop *students' reading for pleasure, creativity, articulation and self-expression*. We develop *functional literacy skills for life*. We *empower students with cultural awareness and experience*. *English is at the core of all learning* and students will *transfer these skills across the curriculum*.

Throughout Year 8, we aim to build a passion for wider reading. We aim to develop learners who have stamina and readers who are resilient. We aim to support the development of pupils' communication so they can function in society and express themselves. We aim to equip students with the skills to articulate themselves clearly. We aim to support students to develop a broadened understanding and use of vocabulary.

ADVENT: INNOCENCE AND ADVENTURE- FICTIONAL READING AND WRITING

Key Concepts: Innocence, Narrative Perspective, Chronology Conventional, Imaginary, Persona, Transformation

Overview: Class novel is to be used as a resource for grammar for reading:
Look at writer's use of narrative structure, focusing on non-chronological/ developing ideas- motifs, juxtaposition/ contrasts, parallels etc.
Then, focus on non-chronological story telling techniques and different structures/ narrative approaches/ voices and perspectives.

LENT: CONFLICT IN LITERATURE (MACBETH AND POETRY)

Key Concepts: Conflict, Character Flaw, Motif, Embodiment, Adopted persona, Poetic Voice, Symbolism

Overview: Study a range of pre & post 20th century poems.
Use approaches for responding to an unseen poem and how to compare two poems on a similar theme. (1 Pre and 1 post 1914).
Study play for characterisation, plot development/ structure; Dramatic devices e.g. entrances and exits, dramatic irony etc; Language and structure analysis.
Select and analyse a range of extracts in relation to whole text and focus on how context and historical background link to writer's intentions and ideas in the

PENTECOST: CULTURE AND DIVERSITY IN WORLD LITERATURE AND WORLD NEWS

Key Concepts: Culture , Identity, Bias, Subjectivity, Prejudice, Sensationalism, Viewpoint

Overview: Class novel to be used as a literary text and studied in relation to contextual ideas, writers' intentions and message and how Literature and media can be used to present bias/ balanced viewpoints in a subjective/ objective tone.

Study a range of reading skills though the novel and non-fiction texts (informative, persuasive, argumentative) and extracts of literary non-fiction (explanatory/ autobiographical) to understand writer's viewpoints and perspectives.



		text.	
<p><u>National Curriculum Coverage:</u></p> <p>Reading: read and appreciate the depth and power of the English literary heritage through: 1.3 2.2 2.3 2.4 2.5 2.6 2.8 3</p> <p>Writing: Write accurately, fluently, effectively and at length for pleasure and information through: 1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6 2.8 3</p> <p>Spoken English – confidently and effectively through: 1.1 1.2 1.3 1.4</p> <p>Grammar and Vocabulary: 1.1 1.5 1.6:</p>		<p><u>National Curriculum Coverage:</u></p> <p>Reading: Develop an appreciation and love of reading, and read increasingly challenging material through: 1.1a 1.1b 2.1 2.2 2.3. 3.1 .3.3 3.4</p> <p>Writing: Write accurately, fluently, effectively and at length for pleasure and information through: 1.1b 1.1c 1.3 2.1 2.2</p> <p>Spoken English – confidently and effectively through: 1.1 1.2 1.3 1.4</p> <p>Grammar and Vocabulary: 1.1 1.5 1.6:</p>	
<p><u>Components (Key Content):</u></p> <p><u>Victorian Novel</u></p> <p>To have a thoughtful understanding:</p> <ul style="list-style-type: none"> • The Plot • Themes • Characters • The PEDAZCE acronym and be able to use the acronym appropriately • Subject terminology 	<p><u>HO Knowledge:</u></p> <p>1a. To have a thorough understanding of the plot, themes and characters.</p> <p>1b. To understand how to structure a critical essay and be able to construct a</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p><u>Macbeth</u></p> <ul style="list-style-type: none"> • The plot • Themes • Characters. • PEDAZCE acronym and be able to use the acronym appropriately • Subject Terminology • Dramatic methods and how Shakespeare uses these through 'Macbeth'. • Jacobean era practices. • Key events from the 16th and 17th Century. 	<p><u>Components (Key Content/ Knowledge)</u></p> <p><u>20th Century Novel</u></p> <p>To thoughtfully understand:</p> <ul style="list-style-type: none"> • The Plot • Themes • Characters • The PEDAZCE acronym • Language methods • Subject terminology • The conventions of a bildungsroman novel





<ul style="list-style-type: none"> • Language methods • The conventions of a bildungsroman novel • The key events which took place during the 19th Century. • To understand how Dickens and 'A Christmas Carol' fits in to the Literary Timeline. • How these events affected the author and a contemporary audience. <p><u>Narrative Writing</u></p> <p>To understand:</p> <ul style="list-style-type: none"> • Audience and purpose and how they differ. • The impact of vocabulary choices. • How to write to narrate. • Language methods. • Word class. • Sentence Structures • Structural methods. • Punctuation rules. • Grammatical rules. 	<p>thesis opening.</p> <p>1d. To be able to conceptualise your response using your understanding of the novel.</p>	<ul style="list-style-type: none"> • How these events influenced Shakespeare's writing of 'Macbeth' . • How this fits in to the Literary Timeline <p><u>Conflict Poetry</u></p> <p>To understand:</p> <ul style="list-style-type: none"> • Language methods. • Structural methods. • Poetic methods. • The terminology for analysis. • How to develop a critical exploration and understanding. • Poet's intent. • Context of the Literary timeline from the literary Movement. • How to compare poems. 	<ul style="list-style-type: none"> • The key events which took place during the 20th Century. • How these events affected the author and a contemporary audience. • How to draw links between context and the text. • How 'Of Mice and Men' or To Kill a Mockingbird' fits in to the Literary Timeline. <p><u>Non-Fiction Writing</u></p> <p>To understand:</p> <ul style="list-style-type: none"> • Genre, audience and purposes differ. • Impact of vocabulary choices • How to write an effective non-fiction text • Structure of a non-fiction text • Logos, Ethos, Pathos • Language methods • Non-fiction methods • Rhetorical methods • Word class • Sentence structures • Structural methods • Punctuation rules • Grammatical rules • Writers perspective
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			<ul style="list-style-type: none"> How to compare extracts based on perspectives and methods
<p><u>Generic Composite Skills:</u></p> <p><u>Victorian Novel</u></p> <p>To select:</p> <ul style="list-style-type: none"> Clear textual detail Methods from within an extract. <p>To infer:</p> <ul style="list-style-type: none"> Show clear inference when comparing texts. <p>To compose:</p> <ul style="list-style-type: none"> A evaluative and clear personal response to the question and task. Thematic references with cross text links. <p>To analyse</p> <ul style="list-style-type: none"> How the method adds to the atmosphere and tension of the novella. 	<p><u>HO Composites:</u></p> <p><u>Oliver Twist</u></p> <p>1.To compose a thoughtful response to task and text. (AO1)</p> <p>2. To integrate well chosen references throughout response (AO1)</p> <p>3. To explore language methods to support response. (AO2)</p> <p>4. To explore how the writer's methods create meaning. (AO2)</p> <p>5. Explore how ideas/perspective/con textual factors support links between task and text (AO3)</p>	<p><u>Composite Skills:</u></p> <p><u>Macbeth</u></p> <p>To select:</p> <ul style="list-style-type: none"> Clear textual detail Methods from within an extract. <p>To infer:</p> <ul style="list-style-type: none"> Show clear inference when comparing texts. <p>To compose:</p> <ul style="list-style-type: none"> An explorative and clear personal response to the question and task. Thematic references with cross text links. <p>To analyse</p> <ul style="list-style-type: none"> How the method adds to the atmosphere and tension of the play. the effects of the writer's choice of language/structure in detail. The perspectives of shown by specific detailed links between context and text. The contextual factors shown by clear links between context and text <p><u>Conflict Poetry.</u></p>	<p><u>Composite Skills:</u></p> <p><u>20th Century Novel</u></p> <p>To select:</p> <ul style="list-style-type: none"> Clear textual detail Methods from within an extract. <p>To infer:</p> <ul style="list-style-type: none"> Show clear inference when comparing texts. <p>To compose:</p> <ul style="list-style-type: none"> An evaluative and clear personal response to the question and task. Thematic references with cross text links. <p>To analyse</p> <ul style="list-style-type: none"> How the method adds to the atmosphere and tension of the novella. the effects of the writer's choice of language/structure in detail. The perspectives of shown by specific clear links between context and text. <p><u>Non-Fiction Writing</u></p> <ul style="list-style-type: none"> Communicate clearly and coherently.



<ul style="list-style-type: none"> the effects of the writer's choice of language/structure in detail. The perspectives of shown by specific detailed links between context and text. The contextual factors shown by detailed links between context and text. <p><u>Narrative Writing</u></p> <p>To apply:</p> <ul style="list-style-type: none"> Communicate clearly and coherently. Register is appropriately, convincing and compelling for the audience. Varied and inventive use of Structural features. Extensive and ambitious vocabulary choices. Well-crafted linguistic methods. A full range of punctuation used accurately. Accurate sentence demarcation. 	<p>6. To communicate clearly.</p> <p>7. To match tone, style and register accurately to purpose and audience. (AO6)</p> <p>8. To use a range of high level vocabulary and phrasing. (AO5)</p> <p>9. To craft linguistic devices. (AO5)</p> <p>10. Use a range of varied Structural features. (AO5)</p> <p>11. Use a range of punctuation for clarity, purpose and effect with accuracy. (AO6)</p>	<p>To identify:</p> <ul style="list-style-type: none"> Clear evidence from the text. Language, structural, poetic methods from within a poem and develop links between poems. (AO2) Thematic links between poems. <p>To analyse: (AO2)</p> <ul style="list-style-type: none"> The meaning of explicit and implicit meaning from the quotation. <p>To craft: (AO1)</p> <ul style="list-style-type: none"> A personal response. Clear comparisons between texts. 	<ul style="list-style-type: none"> Register is appropriately, convincing and compelling for the audience. To apply non-fiction structural features. Varied and inventive use of Structural features. Extensive and ambitious vocabulary choices. Well-crafted non-fiction methods. A full range of punctuation used accurately. Accurate sentence demarcation. Fluently linked paragraphs with integrated discourse markers.
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<p><u>Final composition/ Deliberate Practice:</u></p>	<p><u>Final composition/ Deliberate Practice:</u></p>	<p><u>Final composition/ Deliberate Practice:</u></p>
<p><u>Literature Reading : Oliver Twist</u></p> <p>Composing an in depth explanation/ analysis/ exploration/ critique of how Dickens uses events (the workhouse) to suggest to the reader how Oliver's character may develop?</p> <p>AND</p> <p>Comparison between other extracts in the novella as a whole</p> <p>How Dickens intent supports their craft and delivers an impactful message.</p> <p><u>Language Writing : Narrative</u></p> <p>Produce a some successful/ consistently clear/ convincing/ compelling piece of creative writing. Writing own narrative using non-chronological narrative structures</p> <p>AND</p> <p>AO5: 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.</p> <p>AO6: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><u>Relationships poetry Reading</u></p> <p>Composing an in depth exploratory/ analytical/ exploratory/ critical comparison of how do the poems Bayonette Charge andpresent the aftermath of war? Compare how each writer presents their views of war.</p> <p><u>Shakespeare Writing</u></p> <p>Produce a some successful/ consistently clear/ convincing/ compelling piece of creative writing in the style of a dramatic monologue on Macbeth/ Lady Macbeth's internal conflict.</p> <p>AND</p> <p>AO5: 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.</p> <p>AO6: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p><u>Literature Reading : Oliver Twist</u></p> <p>Composing an in depth explanation/ analysis/ exploration/ critique of how Steinbeck/Lee present loneliness and the social outsiders in the novel</p> <p>AND</p> <p>Comparison between other extracts in the novella as a whole. How Steinbeck/Lee's intent supports their craft and delivers an impactful message.</p> <p><u>Language Writing : Non Fiction</u></p> <p>Produce a some successful/ consistently clear/ convincing/ compelling piece of creative writing. Writing a newspaper article on a key concept of the novel linked to the news.</p> <p>AND</p> <p>AO5: 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.</p> <p>AO6: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>



<p><u>Adapted Curriculum Content:</u></p> <p><u>Victorian Novel</u></p> <ul style="list-style-type: none"> • Use simplified extracts of Victorian novels to focus on key details. • Highlight important quotes or sections from the text. • Provide a summary of the extract to help students focus on important details. • Use highlighting or underlining to show important methods used by the author (e.g., descriptive language, repetition). • Offer a word bank of methods with their definitions for reference. • Use comparison charts where students fill in details from each text side-by-side. • Encourage students to explain why they think certain events or actions happen based on the text. • Provide sentence starters to help them form comparisons (e.g., "In this text, the author shows..."). • Provide opportunities for discussion before writing, to help students organize their thoughts. • Encourage students to give a personal opinion about a text using basic prompts like "I think..." or 	<p><u>Adapted Curriculum Content:</u></p> <ul style="list-style-type: none"> • Break the plot down into key events with simple explanations. • Use storyboards or visual aids to show the main parts of the plot (e.g., Macbeth meets the witches, kills Duncan, becomes king, downfall). • Use character charts with pictures and descriptions of their personalities and actions. • Simplify context by focusing on how people in the Jacobean era believed in witches, fate, and the divine right of kings. • Provide basic historical context using pictures and easy-to-understand facts about life in Shakespeare's time. • Focus on major events like King James I's reign, the Gunpowder Plot, and beliefs about witchcraft. • Use visual timelines and discussion prompts to help students understand how these events influenced the play • Encourage students to give a personal opinion on the poem using basic prompts like "I think this poem shows..." • Teach students to compare themes and methods in two poems using comparison charts. • Focus on simple similarities and differences (e.g., "Both poems talk about war, but one 	<p><u>Adapted Curriculum Content:</u></p> <ul style="list-style-type: none"> • Provide simplified plot summaries focusing on key events. • Use visual aids like storyboards or flowcharts to show the main events of the story. • Use discussion prompts to explore how these themes affect the characters • Provide key quotes to show character traits and changes. • Explain that a bildungsroman is a novel about a character's growth or development. • Simplify the explanation of key historical events like the Great Depression, racial segregation, and civil rights movements. • Use simple examples to explain how the audience at the time may have related to the themes of injustice, racism, and economic struggles. <p><u>Non-Fiction Writing</u></p> <ul style="list-style-type: none"> • Teach that word choice affects the tone and impact of writing. • Use examples of formal vs. informal language, or emotive vs. factual language, to show how vocabulary can change the way the reader feels.
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<p>"I feel...".</p> <ul style="list-style-type: none">• Offer writing frames for forming responses that include key elements such as character, theme, and language.• Use role-play or drama activities to help students experience and understand tension in the text.• Provide sentence strips where students can change the structure and see how it affects the meaning.• Break down contextual information into easy-to-understand facts about Victorian society (e.g., industrial revolution, social class). <p>Narrative Writing</p> <ul style="list-style-type: none">• Provide prompts or scaffolds for writing in an appropriate tone depending on the audience.• Provide vocabulary banks related to the topic and encourage students to use new words.• Celebrate the use of ambitious vocabulary through positive reinforcement.	<p>shows hope, and the other shows fear").</p> <ul style="list-style-type: none">• Provide writing frames to help them compare poems with sentence starters like "In both poems..." or "This poem is different because...".	
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Adaptive Implementation Practices:

- Break down complex concepts and texts into smaller, more manageable chunks.
- Provide step-by-step guidance and support as students work through challenging texts or tasks, gradually increasing independence as they progress.
- Incorporate visual aids such as diagrams, charts, and illustrations to enhance understanding of key plot points, character relationships, and thematic elements.
- Use multimedia resources, such as film adaptations or interactive presentations, to engage students with different learning styles.
- Incorporate hands-on, interactive activities that appeal to different senses and learning modalities.
- Encourage students to act out scenes, create character profiles, or design storyboards to deepen their understanding of the texts.
- Allow students to work in small groups or pairs to collaborate on assignments and projects.
- Use flexible grouping strategies to pair students with diverse abilities and strengths, providing opportunities for peer support and mentorship.
- Use ongoing formative assessment strategies, such as quizzes, exit tickets, or group discussions, to monitor student progress and adjust instruction accordingly.

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<ul style="list-style-type: none">• Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.• Design engaging and interactive activities that promote active participation and critical thinking.• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.	<p>such as quizzes, exit tickets, or group discussions, to monitor student progress and adjust instruction accordingly.</p> <ul style="list-style-type: none">• Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.• Design engaging and interactive activities that promote active participation and critical thinking.• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.	<ul style="list-style-type: none">• Use ongoing formative assessment strategies, such as quizzes, exit tickets, or group discussions, to monitor student progress and adjust instruction accordingly.• Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.• Design engaging and interactive activities that promote active participation and critical thinking.• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.
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<u>Assessment/s (Formative and Summative):</u>		<u>Assessment/s (Formative and Summative):</u>		<u>Assessment/s (Formative and Summative):</u>	
<p>Reading: Extract to whole question on Literary Heritage class novel focusing on the theme of innocence/ adventure.</p> <p>Checkpoint: Practice analysis paragraphs.</p> <p>Checkpoint: Speaking and Listening: Review of novel.</p> <p>Writing: Full narrative piece using non-chronological narrative story structures.</p> <p>Checkpoint: Multiple choice grammar/ punctuation quiz. (Understanding and application).</p> <p>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</p> <p>05.12.22-12.12.22 Data Drop 1</p>		<p>Reading: Extract to whole question on conflict presented in the play. Poetry comparison on writers' presentation of war.</p> <p>Checkpoint: Practice analysis paragraphs.</p> <p>Writing: Dramatic monologue on Macbeth/ Lady Macbeth's internal conflict.</p> <p>Checkpoint: Multiple choice grammar/ punctuation quiz. (Understanding and application).</p> <p>Checkpoint: Speaking and Listening: Performance of dramatic monologue role-play/ Presentation on poems.</p> <p>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</p> <p>20.03.23-27.03.23 Data Drop 2</p>		<p>Reading: Essay question on theme- 'How does Steinbeck present the social outsiders in the novel 'OMAM'?'</p> <p>Checkpoint: Practice analysis paragraphs.</p> <p>Writing: Write own newspaper article explaining one of the key concepts/ possible topics explored in the news.</p> <p>Checkpoint: Practise skills paragraphs.</p> <p>Speaking and Listening: Discursive debate on topical issue.</p> <p>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</p> <p>03.07.23- 07.07.23 Data Drop 3</p>	
<p><u>Key Terms:</u></p> <p>NON-LINEAR NARRATIVE CIRCULAR STRUCTURE FORESHADOWING DUAL NARRATIVE CONTEXTUAL FACTORS HERITAGE SOCIAL</p>	<p><u>Key Vocabulary:</u></p> <p>Elude, impregnable, conflict, disdain, heroism, ambition, social hierarchy, Arrogance Legacy distrust,</p>	<p><u>Key Terms:</u></p> <p>INTERNAL CONFLICT/ CONFLICTING DRAMATIC DEVICES STAGE DIRECTIONS CRISIS/ CLIMAX EXPOSITION RESOLUTION</p>	<p><u>Key Vocabulary:</u></p> <p>Blazon, bathos, archetype, caricature, comic relief. Anagnorisis, antagonist, catharsis, conscience, foil,</p>	<p><u>Key Terms:</u></p> <p>ATTITUDE BALANCED AMBIVALENT AMBIGUITY DIVERSITY EMPATHY DEDUCTION</p>	<p><u>Key Vocabulary:</u></p> <p>Juncture, debris, recumbent, emerge, morosely, lumbered, contemplated, anguished, scoff, mollified, pugnacious, gingerly, ominously,</p>



St Philip Howard Catholic Voluntary Academy



Department Planning 2024

MORAL ECONOMICAL CULTURAL RELIGIOUS PLANNING DRAFTING PROOF READING SENTENCE STRUCTURES/ SENTENCE FORMS PARALLELS CONTRASTS SYMBOLISMSYNTAX COORDINATION PATHETIC FALLACY CHRONOLOGY LOGICAL COHESION SUBPLOT JUXTAPOSITION COHESION MOTIF CONVICTION VOICE-ACTIVE/ PASSIVE	stoicism, benefactor, pride, contempt, penitent, reverence, benevolence, encumbered, dejected, brutality, scrutiny, reproach, adversity, tolerance,avarice.	DENOUEMENT/ FALSE DENOUEMENT EPILOGUE DUOLOGUE PARALLELISM SONNET BALLAD STANZA NARRATIVE POEM FREE VERSE RHYME SCHEME DRAMATIC MONOLOGUE SYMBOLISM RESOLUTION ANTITHESIS DRAMATIC IRONY ALLEGORY SOLILOQUY DYSTOPIAN QUATRAIN IAMB IAMBIC PENTAMETER IAMBIC TETRAMETER ACCURACY	hamartia, hubris peripeteia, tragic hero, Arthurian Legend, Autonomy, Code of chivalry, Convention, Dehumanise, Facade, Fate, Heathen, Infallible, Melodrama, Misogyny, morality, mythology, nihilism, paganism, prejudice.	ACCURACY CLARITY SUMMARISE SYNTHESISE COMPARE CONTRAST OBJECTIVE SUBJECTIVE PERSONAL IMPERSONAL THEME SYMBOLISM STATEMENTS- DECLARATIVE, INTERROGATIVE EMPHATIC LANGUAGE ANAPHORA BIAS MICROCOSM PARALLEL PEJORATIVE HYPERBOLIC	derogatory, flounced, derision, concealing, gnawing, entranced, reprehensible, bemused, regarded, solemnly, mauled, meager, liniment, fawning.
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**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY



<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>History- Victorian London Geography- Industrial Revolution and Poverty RE: Knowledge of redemption and Christian Values.</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>History- Elizabethan and Tudor England History- WW1 and WW2</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>History- America 1930s Geography- World News RE- Current Ethical World Issues H&S: Current Issues.</p>
<p><u>SMSC/ BV/ RSHE:</u></p> <p>Religion, duality, free will, relationships, cultural practices, democracy, childhood, supernatural, safety.</p>	<p><u>SMSC/ BV/ RSHE:</u></p> <p>Conflict, fatal flaws, morality, religion, honour/ duty, status, history, war, just war, suffering, inequality.</p>	<p><u>SMSC/ BV/ RSHE:</u></p> <p>Democracy, liberty, respect, religion, morality, culture, diversity, freedom of speech, human rights, poverty, injustice.</p>



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