



## KS3 – Year 9 Long Term Mapping

**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, articulacy 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 9, 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.*

<p><b><u>ADVENT: VICTORIAN VIRTUES: 'A Christmas Carol' and Non-Fiction/Literary non-fiction extracts about the Victorian era.</u></b></p> <p><b><u>Key Concepts:</u></b> Redemption, Social Injustice, Guilt</p> <p><b><u>Overview:</u></b> Study the contextual background of the Victorian era through 'ACC' and other extracts. Draw links and comparisons in viewpoints. Study the text for plot, characterisation, themes and key extracts for close analysis.</p>	<p><b><u>LENT TOPICS: ROMANTIC RELATIONSHIPS: 'Romeo and Juliet' and Love Poetry.</u></b></p> <p><b><u>Key Concepts:</u></b> Free Will, Fate, Obligation, Destiny, Youth.</p> <p><b><u>Overview:</u></b> Teach relationships poetry and some GCSE AQA poetry as unseen poetry, prompting independent response. Focus on poetic devices used to build atmosphere and the impacts created, as well as how to draw links between poems thematically.</p>	<p><b><u>PENTECOST: EDWARDIAN, POST WW PERSPECTIVES- 'Animal Farm' and Writing to present a viewpoint.</u></b></p> <p><b><u>Key Concepts:</u></b> Corruption, Naivety, Abuse of Power, Class</p> <p><b><u>Overview:</u></b> Study the contextual background of the Edwardian/ WWs. Read the text for plot, characterisation, themes, concepts and structure. Make links to non-fiction texts on key views/ topics to do with the historical and present day.</p>
<p><b><u>National Curriculum Coverage:</u></b></p> <p><b><u>A Christmas Carol</u></b></p>	<p><b><u>National Curriculum Coverage:</u></b></p> <p><b><u>Romeo and Juliet and Love and Relationships Poetry</u></b></p>	<p><b><u>National Curriculum Coverage:</u></b></p> <p><b><u>Animal Farm</u></b></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: <b>1.1, 1.2, 1.3, 2.3, 2.4</b></p> <p><b><u>Non-Fiction Writing</u></b> <i>Reading: Write accurately, fluently, effectively and at length for pleasure and information through</i> <b>1.1, 1.2, 1.3, 1.4</b> <i>Writing: Plan, draft, edit and proof-read through</i> <b>2.1, 2.2, 2.3</b></p> <p><b><u>Spoken Language</u></b> <i>Speak confidently, audibly and effectively, including through:</i> <b>4.1 4.3 4.4 4.5</b></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: <b>1.1, 1.2, 1.3, 2.3, 2.4</b></p> <p><b><u>Spoken Language</u></b> <i>Speak confidently, audibly and effectively, including through:</i> <b>4.1 4.3 4.4 4.5</b></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: <b>1.1, 1.2, 1.3, 2.3, 2.4</b></p> <p><b><u>Non-Fiction Writing</u></b> <i>Reading: Write accurately, fluently, effectively and at length for pleasure and information through</i> <b>1.1, 1.2, 1.3, 1.4</b> <i>Writing: Plan, draft, edit and proof-read through</i> <b>2.1, 2.2, 2.3</b></p> <p><b><u>Spoken Language</u></b> <i>Speak confidently, audibly and effectively, including through:</i> <b>4.1 4.3 4.4 4.5</b></p>
<p><b><u>Components (Key Content):</u></b> <b><u>A Christmas Carol .</u></b> To understand:</p> <ul style="list-style-type: none"> <li>• The Plot</li> <li>• Themes</li> <li>• Characters</li> <li>• The PEDAZCE acronym</li> </ul>	<p><b><u>HO Knowledge:</u></b> To confidently demonstrate an assured understanding of key ideas in the text. To use sustained, embedded quotation to support my</p>	<p><b><u>Components (Key Content/ Knowledge)</u></b> <b><u>Romeo and Juliet.</u></b></p> <ul style="list-style-type: none"> <li>• The plot</li> <li>• Themes</li> <li>• Characters.</li> <li>• PEDAZCE acronym and be able to use the acronym appropriately</li> <li>• Subject Terminology</li> </ul>	<p><b><u>Components (Key Content/ Knowledge)</u></b> <b><u>Components (Key Content):</u></b></p> <p><b><u>Animal Farm</u></b> To understand:</p> <ul style="list-style-type: none"> <li>• The Plot</li> <li>• Themes</li> <li>• Characters</li> <li>• The PEDAZCE acronym</li> </ul>



<ul style="list-style-type: none"> <li>• Gothic features</li> <li>• Language methods</li> <li>• The conventions of a fin-de-siècle novella.</li> <li>• The key events which took place during the 19<sup>th</sup> Century.</li> <li>• How these events affected Dickens and a contemporary audience.</li> <li>• How to draw links between context and the text.</li> <li>• How 'A Christmas Carol' fits in to the Literary Timeline.</li> </ul>	<p>explanations.</p> <p>To thoughtfully analyse, evaluate and explain the writer's use of language using subject terminology confidently.</p> <p>Demonstrate an understanding of social and historical context where relevant.</p> <p>To analyse how the writer uses language for effect and show an understanding of differing perspectives.</p> <p>To confidently use a range of devices, structural and grammatical features to sustain reader's interest.</p> <p>To confidently use a range of ambitious</p>	<ul style="list-style-type: none"> <li>• Dramatic methods and how Shakespeare uses these through 'Romeo and Juliet'.</li> <li>• Elizabethan era practices.</li> <li>• Key events from the 16<sup>th</sup> and 17<sup>th</sup> Century.</li> <li>• How these events influenced Shakespeare's writing of 'Romeo and Juliet'.</li> <li>• How this fits in to the Literary Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Language methods</li> <li>• The conventions of an allegorical novella.</li> <li>• The key events which took place during the 19<sup>th</sup> Century.</li> <li>• How these events affected Dickens and a contemporary audience.</li> <li>• How to draw links between context and the text.</li> <li>• How 'A Christmas Carol' fits in to the Literary Timeline.</li> </ul>
<p><b><u>Non-Fiction</u></b></p> <p><b><u>Autobiographical Writing</u></b></p> <p>To understand:</p> <ul style="list-style-type: none"> <li>• Audience and purpose.</li> <li>• The impact of vocabulary choices.</li> </ul>		<p><b><u>Relationships Poetry</u></b></p> <p>To understand:</p> <ul style="list-style-type: none"> <li>• Language methods.</li> <li>• Structural methods.</li> <li>• Poetic methods.</li> <li>• The terminology for analysis.</li> <li>• How to develop a critical exploration and understanding.</li> <li>• Poet's intent.</li> <li>• Context of the Literary timeline from the Romantic Movement.</li> <li>• How to compare poems.</li> </ul>	<p><b><u>Non-Fiction Writing</u></b></p> <p>To understand:</p> <ul style="list-style-type: none"> <li>• Audience and purpose.</li> <li>• The impact of vocabulary choices.</li> <li>• How to write to narrate and describe.</li> <li>• Language methods.</li> <li>• Word class.</li> <li>• Sentence Structures</li> <li>• Structural methods.</li> <li>• Punctuation rules.</li> <li>• Grammatical rules.</li> </ul>



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<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Generic Composite Skills:</u>
<p><b><u>Victorian Novel</u></b></p> <p>To select:</p> <ul style="list-style-type: none"> <li>• Clear textual detail</li> <li>• Methods from within an extract.</li> </ul> <p>To infer:</p> <ul style="list-style-type: none"> <li>• Show clear inference when comparing texts.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>• A evaluative and clear personal response to the question and task.</li> <li>• Thematic references with cross text links.</li> </ul> <p>To analyse</p> <ul style="list-style-type: none"> <li>• How the method adds to the atmosphere and tension of the novella.</li> </ul>	<p><b><u>HO Composites:</u></b></p> <p>1.To compose a <b>thoughtful</b> response to task and text. (AO1)</p> <p>2. To integrate <b>judicious</b> references throughout response (AO1)</p> <p>3. To <b>analyse</b> language methods to support response. (AO2)</p> <p>4. To <b>explore</b> how the writer's methods create meaning. (AO2)</p> <p>5. <b>Explore</b> how ideas/perspective/contextual factors support links between task and text (AO3)</p> <p>6. To communicate <b>convincingly</b>.</p> <p>7. To match tone, style and register <b>accurately</b> to purpose and audience. (AO6)</p>	<p><b><u>Romeo and Juliet</u></b></p> <p>To select:</p> <ul style="list-style-type: none"> <li>• Judicious textual detail</li> <li>• Methods from within an extract.</li> </ul> <p>To infer:</p> <ul style="list-style-type: none"> <li>• Show perceptive inference when comparing texts.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>• A evaluative and detailed personal response to the question and task.</li> <li>• Thematic references with cross text links.</li> </ul> <p>To analyse:</p> <ul style="list-style-type: none"> <li>• the effects of the writer's choice of language/structure in detail.</li> <li>• The effects of the writer's choice of structural methods in detail.</li> <li>• The perspectives of shown by specific detailed links between context and text.</li> <li>• The contextual factors shown by detailed links between context and text.</li> </ul> <p><b><u>Relationships Poetry.</u></b></p> <p>To identify:</p> <ul style="list-style-type: none"> <li>• Judicious evidence from the text.</li> </ul>	<p><b><u>Generic Composite Skills:</u></b></p> <p>1.To compose a clear response to task and text. (AO1)</p> <p>2. To integrate references throughout response (AO1)</p> <p>3. To use language methods to support response. (AO2)</p> <p>4. To consider how the writer's methods create meaning. (AO2)</p> <p>5. Consider how ideas/perspective/contextual factors support links between task and text (AO3)</p> <p>6. To communicate clearly and coherently</p> <p>7. To match tone, style and register to purpose and audience</p> <p>8. To use a range of sophisticated vocabulary and phrasing</p> <p>9. To use a range of successful linguistic devices.</p> <p>10. Use a range of Structural features</p> <p>11. Use a range of accurate punctuation for clarity, purpose and effect.</p>





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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>
<p><b>Reading:</b> Composing an in depth <b>explanation/ analysis/ exploration/ critique</b> of Dickens's presentation of Scrooge's behaviour in 'A Christmas Carol'.</p> <p><b>Writing:</b> Produce a '<b>some</b>' <b>successful/ consistently clear/ convincing/ compelling</b> autobiographical piece of writing.</p>	<p><b>Reading:</b> Composing an in depth <b>explanation/ analysis/ exploration/ critique</b> of Shakespeare's presentation of Romeo as an impulsive character.</p> <p><b>Writing:</b> Produce a '<b>some</b>' <b>successful/ consistently clear/ convincing/ compelling</b> review of two poems that maybe published on a webpage.</p>	<p><b>Reading:</b> Composing an in depth <b>explanation/ analysis/ exploration/ critique</b> of Orwell's presentation of control and societal views in 'Animal Farm'.</p> <p><b>Writing:</b> Produce a '<b>some</b>' <b>successful/ consistently clear/ convincing/ compelling</b> persuasive speech on a topic of injustice.</p>



<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>	<u>Assessment/s (Formative and Summative):</u>
<p><b>Assessed Pieces:</b>  <b>Reading:</b> An extract to whole essay on a key scene from 'A Christmas Carol'.  <b>Writing:</b> Descriptive/Autobiographical recount of life during the Victorian Times.  <b>Speaking and Listening:</b> Monologue recount of events in Victorian times.</p> <p><b>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</b></p>	<p><b>Assessed Pieces:</b>  <b>Reading:</b> Extract to whole question: How does this extract present Romeo as an impulsive/ changing character?  <b>Writing:</b> Write a review of two poems that may be published on a literary webpage.  <b>Speaking and Listening:</b> Presentation on how relationships are presented in the different texts</p> <p><b>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</b></p>	<p><b>Assessed Pieces:</b>  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Essay on society. How does Orwell present control and societal views towards this in 'Animal Farm'?</li> </ul> <p><b>Writing:</b> Persuasive speech on a topic of injustice/ topic for social discussion.  <b>Speaking and Listening:</b> Debate about a topical issue</p> <p><b>Checkpoints: Fortnightly Vocab/ Knowledge quizzes and Century Homework.</b></p>





<p><b><u>Adapted Curriculum Content:</u></b></p> <p><b><u>A Christmas Carol</u></b></p> <ul style="list-style-type: none"> <li>• Break down the plot into key events: Scrooge's transformation, visits from the three ghosts, and how these encounters change him.</li> <li>• Use simplified language and visual aids (such as story maps, comic strips, or sequencing activities) to help students understand the flow of the story.</li> <li>• Ensure clear understanding of the key moments: Scrooge's interaction with Bob Cratchit, Tiny Tim, and the scenes with each ghost.</li> <li>• Use relatable examples from students' lives to explain these themes (e.g., kindness at school, sharing during holidays).</li> <li>• Use visual character maps to help students track changes in Scrooge's personality throughout the story.</li> <li>• Provide activities that allow students to match characters to their traits.</li> <li>• Break down PEDAZCE (Point, Evidence, Device, Analysis, Zoom in, Context, Effect) into simple, manageable steps.</li> <li>• Provide sentence starters and examples to help students use this structure in their answers.</li> </ul>	<p><b><u>Adapted Curriculum Content:</u></b></p> <p><b><u>Romeo and Juliet</u></b></p> <ul style="list-style-type: none"> <li>• Break the plot into manageable sections: Introduction (feuding families), the love story, the secret marriage, misunderstandings, and the tragic end.</li> <li>• Use visuals like storyboards or simple scene summaries to explain key moments (e.g., the balcony scene, the fight between Tybalt and Mercutio).</li> <li>• Simplify explanations of major themes: love, fate, conflict, and family loyalty.</li> <li>• Use relatable, modern examples to help students understand these themes (e.g., love vs. family loyalty).</li> <li>• Incorporate visual aids, simple stories, or short video clips to make themes clearer.</li> <li>• Use simple character maps or worksheets to show how characters relate to each other.</li> <li>• Use videos or acted-out scenes to show how Shakespeare uses these techniques.</li> <li>• Simplify explanations of Elizabethan practices, such as arranged marriages, social classes, and beliefs in fate.</li> <li>• Provide visuals or short videos to show how Elizabethan society influenced the play.</li> </ul> <p><b><u>Love and Relationships Poetry</u></b></p> <ul style="list-style-type: none"> <li>• Provide a glossary of key poetic terms with simple definitions.</li> <li>• Use simple sentence starters to help students express their ideas about poet's intent.</li> </ul>	<p><b><u>Adapted Curriculum Content:</u></b></p> <p><b><u>Animal Farm</u></b></p> <ul style="list-style-type: none"> <li>• Break down the plot into key events: the rebellion, rise of Napoleon, the construction of the windmill, and the eventual corruption of the pigs.</li> <li>• Use visual aids like a simple timeline, comic strips, or a storyboard to explain major events.</li> <li>• Focus on the basic sequence of events and how the farm changes over time.</li> <li>• Relate these themes to real-life situations (e.g., unfair rules in a game, leaders becoming selfish) to help students understand.</li> <li>• Use visual diagrams (e.g., cause-and-effect charts) to show how these themes develop throughout the story.</li> <li>• Relate the animals to real-world figures (e.g., how Napoleon represents Stalin) using simple comparisons.</li> <li>• Instead of focusing on the 19th century, focus on the Russian Revolution and 20th-century communism as context for Animal Farm.</li> <li>• Provide a simple overview of the Russian Revolution and how it influenced Orwell's writing.</li> <li>• Simplify complex political ideas using familiar, relatable examples (e.g., school rules and fairness).</li> </ul> <p><b><u>Non-Fiction Writing</u></b></p>
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- Use visual aids and clear examples to practice using each step of the acronym.
- Highlight simple facts about 19th-century industrial England: poverty, poor working conditions, and social class differences.
- Use images and short videos to provide context for students.

## Non- Fiction Autobiographical Writing

- Discuss how the writer writes for an audience (e.g., friends, family, or people they don't know) and has a purpose (to inform, entertain, or explain their life experiences).
- Teach students how choosing specific words can change how the reader feels
- Simplify narrative structure: beginning, middle, and end.
- Help students practice describing people, places, and events in their writing by using their own experiences.
- Use visual organisers, like storyboards, to plan their writing.
- Use visuals or sentence-building activities where students arrange parts of sentences into correct structures.
- Provide simple examples and activities where students practice correct grammar in their own writing.

- Simplify the comparison process by focusing on one or two clear points of comparison (e.g., theme, tone, language).
- Provide side-by-side poems and guide students through a comparison using a Venn diagram or sentence starters.

- Use real-life examples to help students identify audience and purpose (e.g., writing a letter to a friend vs. a teacher)
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- Provide practice through simple fill-in-the-blank activities or matching games to help students apply grammar rules in context.





St Philip Howard Catholic Voluntary Academy



Department Planning 2024

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St Ralph  
Sherwin  
Catholic Multi Academy Trust



ST. PHILIP HOWARD  
CATHOLIC VOLUNTARY ACADEMY



**Adapted 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

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<p>support and mentorship.</p> <ul style="list-style-type: none"> <li>• Use ongoing formative assessment strategies, such as quizzes, exit tickets, or group discussions, to monitor student progress and adjust instruction accordingly.</li> <li>• Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.</li> <li>• Design engaging and interactive activities that promote active participation and critical thinking.</li> <li>• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.</li> </ul>		<p>students identify areas for improvement and set goals for growth.</p> <ul style="list-style-type: none"> <li>• Design engaging and interactive activities that promote active participation and critical thinking.</li> <li>• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.</li> </ul>		<p>adjust instruction accordingly.</p> <ul style="list-style-type: none"> <li>• Provide timely feedback and guidance to help students identify areas for improvement and set goals for growth.</li> <li>• Design engaging and interactive activities that promote active participation and critical thinking.</li> <li>• Incorporate role-playing, debates, creative writing exercises, and real-world connections to bring the texts to life and make learning meaningful for students.</li> </ul>	
<p><b><u>Key Terms:</u></b></p> <p>FIRST PERSON NARRATION FACTUAL/ EMOTIVE BACKSTORY EXPOSITON RISING/ FALLING ACTION CLIMAX/ CRISIS DENOUEMENT SYMBOLISM</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>INEQUALITY MALTHUSIAN MORAL EXPLOITATION MISANTHROPIC FOIL AVARICE PHILANTHROPIC SUPERNATURAL</p>	<p><b><u>Key Terms:</u></b></p> <p>ALLITERATION ASSONANCE BALLAD EXTENDED METAPHOR IRONY REFRAIN REPETITION RHYME COUPLET DICTION</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>ADMIRER ADORATION ADULATION AFFECTION ALLEGIANCE AMNITY ARDOR BELOVED BETROTHED COURTIER</p>	<p><b><u>Key Terms:</u></b></p> <p>ALLUSION STREAM OF CONSCIOUSNESS INFERENCE INTERPRETATION HYPOTHESIS PREDICTION MORAL MESSAGE FLUENCY</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>CAPITULATE INFERENCE CONNOTATIONS RHETORIC TYRANT REBELLION PROPAGANDA UTOPIA DYSTOPIA PROSPEROUS</p>



<b>ALLEGORY</b> <b>FLASHBACK/</b> <b>FLASHFORWARD</b> <b>DICKENSIAN</b> <b>APHORISM</b> <b>ANTITHESIS</b> <b>VICTORIAN</b> <b>FIGURATIVE</b> <b>LINGUISTIC/ LITERARY</b> <b>BIOGRAPHICAL/</b> <b>AUTOBIOGRAPHICAL</b> <b>PERSONAL</b> <b>SUBJECTIVE</b> <b>PATHOS</b> <b>PARADOX</b> <b>ALLUSION</b> <b>NOMENCLATURE</b> <b>SYNTAX</b>	<b>SYMBOLISM</b> <b>REMORSE</b> <b>CATALYST</b> <b>REPENTANT</b> <b>VULNERABILITY</b> <b>RECLUSIVE</b> <b>INDUSTRIAL</b> <b>REVOLUTION</b> <b>OAKUM</b> <b>SOVEREIGN</b> <b>PRIVY</b> <b>WORKHOUSE</b>	<b>ELEGY</b> <b>END-STOPPED</b> <b>ENJAMBMENT</b> <b>FREE VERSE</b> <b>HYPERBOLE</b> <b>PERSONIFICATION</b> <b>PUN</b> <b>QUATRAIN</b> <b>SONNET</b> <b>TONE</b> <b>RHYMING COUPLET</b> <b>DRAMATIC MONOLOGUE</b> <b>FREE VERSE</b> <b>NARRATIVE</b> <b>SONNET</b> <b>BLANK VERSE</b> <b>COUPLET</b> <b>DRAMATIC IRONY</b> <b>PARADOX</b> <b>PARELLELISM</b> <b>SONNET</b> <b>ALLEGORY</b> <b>ALLUION</b> <b>BATHOS</b> <b>BLAZON</b> <b>COLLOQUIALISM</b> <b>COMIC RELIEF</b> <b>DYSPHEMISM</b>	<b>DEVOTEDLY</b> <b>EARNESTLY</b> <b>ETHERIALISE</b> <b>FERVENTLY</b> <b>GENIALLY</b> <b>INFATUATION</b> <b>JOCUNDITY</b> <b>PARADISIACAL</b> <b>RAPTURE</b> <b>PATRIARCHY</b> <b>PREDIAMENT</b> <b>AMOROUS</b> <b>FATE</b> <b>ABHOR</b> <b>ADVERSARY</b> <b>ARBITRATE</b> <b>LAMENT</b> <b>INCENDIARY</b> <b>CANKER</b> <b>PRODIGIOUS</b> <b>IMPETUOUS</b> <b>CHASTITY</b> <b>CELESTIAL</b> <b>FEUD</b> <b>DISPARAGE</b> <b>MALCONTENT</b> <b>ANTAGONIST</b>	<b>EDWARDIAN</b> <b>DICTION</b> <b>INTONATION</b> <b>SOLUTIONS</b> <b>ANECDOTAL</b> <b>DIALOGUE</b> <b>RHETORIC/ RHETORICAL</b> <b>DEVICES</b> <b>FIGURE OF SPEECH/</b> <b>IDIOM</b> <b>GRAMMATICAL</b> <b>STRUCTURES</b> <b>FLUIDITY/ CONTROL</b> <b>AUDIENCE'S RESPONSE</b> <b>SYNTACTICAL</b> <b>ACCURACY</b> <b>JUSTIFY</b> <b>AESTHETICISM</b> <b>BATHOS</b> <b>ALLEGORY</b> <b>MICROCOSM</b>	<b>CORRUPT</b> <b>CULT</b> <b>COMMUNISM</b> <b>CAPITALISM</b> <b>DILIGENT</b> <b>ABLE-BODIED</b> <b>EQUALITY</b> <b>DEMOCRACY</b> <b>COMPULSION</b> <b>ECONOMY</b> <b>POLITICAL</b> <b>PROLETARIAT</b> <b>BOURGEOISIE</b>
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<u><b>Literacy/ Numeracy/ Cross-Curricular Links:</b></u>  Numeracy- Literary/ historical timeline, use of statistics. History Victorian era. H&S/ PSHE- poverty/ suffering. Virtues/morality, class, socialism/ capitalism, 'Ignorance and want', democracy, community, liberty, equal rights, criminality		<u><b>Literacy/ Numeracy/ Cross-Curricular Links:</b></u>  <ul style="list-style-type: none"> <li>• Numeracy- Act/ Scene/ line no's/ rhythm. Music- rhythm/rhyme.</li> <li>• H&amp;S and RE Relationships.</li> <li>• Drama- play in performance. Religion/ faith, duty, honour, social differences, fate.</li> </ul>		<u><b>Literacy/ Numeracy/ Cross-Curricular Links:</b></u>  <ul style="list-style-type: none"> <li>• Numeracy- statistical information. History- Edwardian era/ WW. Geography world events.</li> <li>• Science- Biology, evolution.</li> <li>• PE- health and well-being. Radicalisation, individual liberty, democracy, tolerance, appreciation of differences, rule of law.</li> </ul>	
<u><b>SMSC/ BV/ RSHE:</b></u>  Spiritual Moral Social and Cultural - Words and their associations: what is a writer trying to make us think or feel? Writer's intent: when people try to communicate with us, we need to consider what they want us to think and why. Context of Victorian		<u><b>SMSC/ BV/ RSHE:</b></u>  Focus on social stereotyping and prejudice which drive the tragedy. Students have the opportunity to develop confidence in public speaking in the final speaking and listening assessment.		<u><b>SMSC/ BV/ RSHE:</b></u>  Students will learn about class divide, (proletariat versus bourgeoisie) political/economic opinions of opposing groups, propaganda and about the conflict between capitalism and communism in our society. This will hopefully enable students to separate truth from lies and understand the inequalities present in our society. Students will be encourage to discuss their opinions, practice persuasive speech, and offer political views in a	





England compared to today – is the message of the text still relevant? Reading Writing Communication for effect – writer’s intent. Analysing the impact of language and structure. How does a professional writer create impact and impart a message?

safe environment.







St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY