



# Medium Term Planning – AC2: storytelling craft and novels

**Excellence.  
No Excuses.**

## Curriculum: English

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary		Demonstrable Skills
7	<p style="text-align: center;"><u>A Monster Calls</u></p> <ol style="list-style-type: none"> <li>Context and fictional openings: understand what makes a successful story opening.</li> <li>Character analysis: explore first impressions of characters through language choices.</li> <li>Understanding texts and reading critically: close reading skills establish and analyse meaning.</li> <li>Making inferences: of character, relationships and setting.</li> <li>Reading critically: Use symbolism to allow students to explore how language choices and figurative devices create meanings.</li> <li>Analysing character flaws: use language to draw inferences regarding character flaws and understand authorial intent.</li> <li>Understanding character's behaviour: apply their understanding of how language can be used to create meaning.</li> <li>Challenging inference and understanding: Demonstrate ability to select appropriate evidence from a text, identify effective language choices and explain, in detail, how it is used to present Conor's emotions in the end of the novel.</li> </ol>	<p>Knowledge acquired from Year 5 and 6 NC:</p> <ol style="list-style-type: none"> <li>What do we mean by modern fiction?</li> <li>How do we identify and discuss themes?</li> <li>How can we explore and challenge one another's views and interpretations of fictional stories?</li> <li>How can we evaluate how writer's use language, including figurative language and the impact it can have on the reader?</li> <li>How can we use vocabulary to draw inferences about characters?</li> </ol>	Terminology	Novel	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Read and respond to 'A Monster Calls'</li> <li>Form a personal response to the text</li> <li>Identify appropriate evidence within a text</li> <li>Analyse the use of language to develop understanding of character</li> <li>Use analytical vocabulary to develop critical analysis</li> <li>To begin to understand how language choices can develop meaning</li> </ol>
			Context Authorial intent Symbolism Expectations Generic conventions Exposition Setting Dynamic verb Stative verb Dramatic foil Annotate Repetition Protagonist Antagonist Supporting Symbolic Dialogue Character flaw Relationship Genre Quote Catalyst Multifaceted	Limitations Imperfections Problems Phobias Apothecary Invisible Reality Supernatural Isolation Suffering Subconscious Expelled Accomplish	



# Medium Term Planning – AC2: storytelling craft and novels

**Excellence.  
No Excuses.**

## Curriculum: English

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary		Demonstrable Skills
8	<p align="center"><u>The Boy in the Striped Pyjamas</u></p> <ol style="list-style-type: none"> <li>Context and authorial intent: develop students' understanding of WWII, concentration camps and the writer's intentions for the novel.</li> <li>Understanding narration styles: read the first chapter of the novel and look at different narrative styles, focusing on extract analysis.</li> <li>Reading as a critic: use the setting to explore the exposition of the novel and Bruno's changing feelings.</li> <li>Perceptions of loyalty: explore the presentation of Bruno's father from the point of view of Bruno and Maria.</li> <li>Characterisation: Comparing Pavel and Bruno's father through clothing and imagery.</li> <li>Exploring symbolism: use the historical setting of the novel and figurative language devices to draw inferences about Bruno and Shmuel.</li> <li>Bruno and Shmuel: character antithesis, speaking and listening opportunity through acting out Bruno and Shmuel's conversations to draw parallels between the two children and childhood.</li> <li>Religion and social divide: explore the divide that the fence creates.</li> <li>Bruno and Shmuel, the final adventure: explore Bruno and Shmuel's impending fate and the message of the fable.</li> </ol>	<p>Knowledge of authorial aims gained in AC1:</p> <ol style="list-style-type: none"> <li>What motivates writers to produce texts?</li> <li>How can we form links between 'what motivates a writer' and the language they have used to draw inferences?</li> <li>Where do texts fit into British history?</li> <li>How do writers use language devices to create meanings?</li> <li>How do writers use structural devices to create meanings?</li> <li>Critiquing and challenging texts and writers in relation to their political or social agenda</li> </ol> <p>Cross curricular link to History: Holocaust</p> <ol style="list-style-type: none"> <li>This will help to prepare students for AC1 of Year 9.</li> </ol>	Historical Context	Character	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Read and respond to 'The Boy in the Striped Pyjamas'</li> <li>Form a personal response to the text.</li> <li>Understand how a novel can be a product of historical, political and social contexts</li> <li>Analyse language and structure and how these can create meanings</li> <li>Use analytical vocabulary to develop critical explorations of characters and themes.</li> </ol>
			Allied powers Appeasement Axis Powers Blitzkrieg Concentration camp D-Day The Eastern Front Fascism Fuhrer Gestapo Holocaust Luftwaffe Nazi Wehrmacht Auschwitz Judaism Bergen-Belson	Malnourished Curious Inquisitive Loyal Lonely Isolated Sheltered Naïve Ignorance Empathy Gaunt Feeble Fragile Frail Exasperated  Privileged	



# Medium Term Planning – AC2: storytelling craft and novels

**Excellence.  
No Excuses.**

## Curriculum: English

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary		Demonstrable Skills
9	<p style="text-align: center;"><u>Of Mice and Men:</u></p> <ol style="list-style-type: none"> <li>1. Context and authorial aims of Steinbeck.</li> <li>2. The American novel – how political ideologies and messages influenced literature (Wall Street Crash, The Great Depression, brink of WW2).</li> <li>3. Reading as a critic: the exposition of the novel – setting and pathetic fallacy explored in the fragility of nature - character introductions and oppositions</li> <li>4. George and Lennie: Loyalty and loneliness explored through character juxtapositions. Close Language analysis skills.</li> <li>5. Bunkhouse setting taught through narrative style and structure.</li> <li>6. Candy character focus: disability and vulnerability – the dog as metaphorical symbolism.</li> <li>7. Curley character focus: violence and villainy.</li> <li>8. Curley’s wife: male gaze critique/villain versus victim debate.</li> <li>9. Slim versus Carlson: character antithesis.</li> <li>10. The American Dream captured in the metaphor of the ranch – escapism.</li> <li>10. Crooks: racism and challenging stereotypes.</li> <li>11. Death of Curley’s wife: futility, fragility and destruction.</li> <li>12. The resolution and demise of the dream – a critique of wider society.</li> </ol>	<p>Knowledge established in (Y8) AC1, AC2 and AC4:</p> <ol style="list-style-type: none"> <li>1. What is authorial intent?</li> <li>2. Steinbeck’s social and political agenda and motivations</li> <li>3. The ideological conflict between ambition and reality of economic hardship</li> <li>4. Social hierarchy</li> <li>5. The narrative structure of a novel</li> <li>6. Awareness of character development and plot points</li> <li>7. Exploration of setting, plot and characterisation in a novel</li> <li>8. An understanding of symbolism in literature</li> </ol>	<p>Historical context</p>	<p>Character</p>	<p>Read, understand and respond:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support interpretations</li> </ul> <p>Analyse the language, form and structure used to create meanings and effects, using relevant subject terminology</p> <p>Show understanding of the relationship between the novel and the era it is set. Root ideas about setting, plot and character in the author’s aims and agenda</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
			<p>Wall Street Crash 1929 Depression WW2 Migrant workers Drought and crop failure Roosevelt New Deal economic regeneration policy California as the promised land American Dream</p>	<p>Morose Futility Nature fragility Marginalise Loneliness Isolation Loyalty Survival Escapism Hostility Underdog Disability Victim Villain Prejudice Racism</p>	



# Medium Term Planning – AC2: storytelling craft and novels

**Excellence.  
No Excuses.**

## Curriculum: English

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary		Demonstrable Skills
10	<p><u>A Christmas Carol:</u></p> <ol style="list-style-type: none"> <li>Context and authorial aims of Dickens:</li> <li>The Victorian novel – how political ideologies and messages influenced literature.</li> <li>Reading as a critic: the exposition of the novel – setting, pathetic fallacy, character introductions.</li> <li>Scrooge and Fred: Character juxtapositions – the Christian ideal of family personified in Fred.</li> <li>Scrooge and charity: Charitable giving, avarice and misanthropy – inadequate treatment of employees.</li> <li>The supernatural warning: prophetic learning from Marley – the introduction of redemption and altruism.</li> <li>The influence of memory: childhood, Fezziwig and Belle – the beginning of reform.</li> <li>Philanthropy and Christmas spirit: the hyperbolised qualities of GOCP juxtaposing Scrooge’s misanthropy.</li> <li>The virtue of family life: The Cratchits, Belle’s family, Fred’s family – the Christian ideal of family and the symbolic nature of family and Victorian England.</li> <li>Man’s problems: Ignorance and Want – authorial message to wider society through literary symbolism.</li> <li>Death and corruption: the hypothetical world created through avarice and corruption – the author’s prophetic message.</li> <li>Reform and redemption: the ideal solution – the avoidance of the prophetic message in creating a philanthropic utopia.</li> </ol>	<p>Knowledge established in (Y9) AC1, AC2 and AC4:</p> <ol style="list-style-type: none"> <li>What is authorial intent?</li> <li>Dickens’ social and political agenda and motivations</li> <li>The ideological differences between capitalism and shared welfare</li> <li>Social hierarchy and class division in Britain over time</li> <li>The narrative structure of a novel</li> <li>Awareness of character development and plot points</li> <li>Exploration of setting, plot and characterisation in a novel</li> <li>An understanding of symbolism in literature</li> </ol>	Historical context	Character	<p>Read, understand and respond to A Christmas Carol</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> </ul> <p>Analyse the language, form and structure used by Dickens to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Show understanding of the relationship between the novel and life in Victorian England. Root ideas about setting, plot and character in the author’s aims and agenda</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
			<p>Capitalism Charwoman Workhouse Money lender Dowry Fiancé Industrialisation Laundress Ledger Clerk Penitence Social reform Treadmill</p>	<p>Misanthropist Philanthropist Idol Miserly Lame Avarice Charitable Prejudiced Benevolent Altruistic Redeemed Christian Prophetic Reformed Ominous</p>	



# Medium Term Planning – AC2: storytelling craft and novels

**Excellence.  
No Excuses.**

## Curriculum: English

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary		Demonstrable Skills
11	<p>An Inspector Calls and Poetry</p> <p>An Inspector Calls:</p> <ol style="list-style-type: none"> <li>How to dissect the exam question focus</li> <li>How to choose between character or theme-based question</li> <li>How to select appropriate elements of the play for exam answer</li> <li>How to creatively link context to the exam question focus</li> <li>How to generate powerful personal response to an exam question through debate and imaginative links</li> <li>How to form a powerful thesis statement as a springboard to the wider essay</li> <li>How to sequence ideas coherently in extended writing</li> <li>Thinking, reading and writing to time</li> </ol>	<ol style="list-style-type: none"> <li>Authorial intentions for Priestley</li> <li>Texts as products of their own epochs</li> <li>Recall of setting, plot and character</li> <li>Awareness of key theme</li> <li>Awareness of significance of characters</li> <li>Key vocabulary pertaining to the above</li> <li>Language, structure and form terminology of stagecraft</li> <li>Poetic context for each anthology poem</li> <li>Thematic links between poems in anthology</li> </ol>	<p>Historical context</p> <p>Theatre stagecraft</p>		<p>Read, understand and respond to Inspector Calls</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> <p>Analyse language and structure using relevant subject terminology.</p> <p>Show understanding of the relationship between the texts and their context. Root ideas about setting, plot and character in the author's aims and agenda.</p> <p>Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
	An Inspector Calls		<p>Capitalism</p> <p>Socialism</p> <p>Ideology</p> <p>Industrial revolution</p> <p>Patriarchy</p> <p>Nepotism</p> <p>Suffragette</p> <p>Welfare state</p> <p>Hierarchy</p> <p>Social etiquette</p> <p>Edwardian</p> <p>Poverty</p>	<p>Dramatic irony</p> <p>Symbolism</p> <p>Tension</p> <p>Foreshadowing</p> <p>Taboo</p> <p>Mouthpiece</p> <p>Antithesis</p> <p>Tension</p> <p>Morality play</p> <p>Exposition</p> <p>Climax</p> <p>Denouement</p> <p>Proxemics</p> <p>Binary opposite</p>	
	<p>Poetry anthology:</p> <ol style="list-style-type: none"> <li>How to dissect the exam question focus</li> <li>How to link poems to each other on given exam themes</li> <li>How to compare poems' language, form and structure</li> <li>How to integrate poetic contextual knowledge into exam answers</li> <li>How to think, read and write to time and form a developed comparison of two poems</li> </ol>		Poetic terminology		
			<p>Stanza</p> <p>Rhyme</p> <p>Rhyming couplet</p> <p>Rhythm</p> <p>Free verse</p> <p>Caesura</p> <p>Enjambment</p> <p>Simile</p>	<p>Metaphor</p> <p>Repetition</p> <p>Refrain</p> <p>Symbol</p> <p>Personification</p> <p>Semantic field</p> <p>Alliteration</p> <p>Sibilance</p> <p>Juxtaposition</p>	