

Core Texts	Supporting Texts	Substantive Knowledge (Facts and information)	Disciplinary Knowledge (Skills required for the subject)	T3 Vocabulary (Subject-specific)	T2 Vocabulary (Academic across multiple subjects)
<b><u>Phase One</u></b> <b>Romantic Poetry</b> Blake- London/Chimney Sweeps Wordsworth- The Prelude (extracts from Book 1 and Book 10) Keats- To Autumn Shelley- Extract from Adonais Byron- Childe Harold (extracts)	Excerpts from Peter Ackroyd's documentary on Romanticism  <b><u>Language</u></b>  A Tale of Two Cities- Dickens (Description of the Guillotine and the opening chapter-anaphora.)  Industrial Revolution (British Library)  Romantic Outlaws- Wollstonecraft and Mary Shelley.	<b><u>Context A03</u></b> What is Romanticism? What influenced the movement? What effect did this have on the poets and their poetry? Industrial and French Revolution Themes of power, corruption, suffering, death, nature Byronic Hero Stretch: Critical essays and reviews of The Prelude. Definition of the Sublime  <b><u>Form and structure AO2</u></b> Narrative style- sardonic humour versus a 1st person account. Epic-autobiographical writing Redemption Arc  <b><u>Literary Devices</u></b> Poetic devices Semantic fields- violent and graphic used in London and the documentary and its effects -natural imagery in both The Prelude and To Autumn.  Sentence and word-level analysis- key quotations from the chosen poems and analysis of the supporting texts.	<b><u>Literature</u></b> <b>A01-</b> Application of contextual knowledge to enhance analysis of a text. - Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations  <b>Reading Techniques</b> Skim, scan retrieve Noticing Prioritising  VSSP:	Poem Poet Stanza tone quatrains Rhyme and rhythm Epic Sonnet Volta Octave Sestet iambic tetrameter Enjambment Synecdoche semantic	Corruption Liberty Legacy Authority Revolution Indoctrination Oppression Exploitation Poverty hierarchy

		<p>Motifs and extended metaphor (La Guillotine in Tale of Two Cities; the albatross in Coleridge Water, wind and islands in The Prelude and Mariner). Anaphora and juxtaposition (A Tale of Two Cities; London).</p>			
<p><b>Phase Two</b></p> <p><b>19th Century novel</b></p> <p><b><u>Frankenstein by Mary Shelley</u></b></p>	<p>Romantic Outlaws for Shelley's life</p> <p>Diaries by Mary Shelley</p> <p>Coleridge's Rime of the Ancient Mariner</p>	<p><b><u>Context A03</u></b> Draw on our knowledge of Romanticism The life of Mary Shelley Scientific practices of 19th century- Galvanism and Darwinism Responses from across the ages</p> <p><b><u>Form and Structure A02</u></b> narrative structure (arc, non-linear,) Key turning points Narrative style: multiple narrators and the unreliable narrator</p> <p><b><u>Literary Devices A02</u></b> Semantic fields Sentence and word-level analysis Motifs Zoomorphism Simile Pathetic-fallacy Biblical allusions Themes: social and individual responsibility, freewill, nature vs. nurture</p>	<p><b>Literature</b></p> <p><b>A01-</b> Application of contextual knowledge to enhance analysis of a text. - Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations</p> <p><b>Reading Techniques</b> Skim, scan, retrieve Noticing Prioritising</p> <p><b>SSP:</b> 4 sentence types: Declarative, interrogative, imperative, exclamatory</p> <p>Appositives Subordinating and coordinating conjunctions</p>		

<p><b><u>Phase 3</u></b></p> <p><b><u>Playscript/Drama</u></b></p> <p><b><u>A Doll's House by Henrik Ibsen</u></b></p>			<p><b><u>Literature</u></b></p> <p><b>A01-</b> Application of contextual knowledge to enhance analysis of a text.</p> <ul style="list-style-type: none"> <li>- Using an appropriate register and style</li> <li>-Coherency in organisation</li> <li>-Thesis statements</li> <li>-Use of connectives to structure argument</li> <li>-evaluative verbs</li> <li>-Sustaining focus on the task</li> <li>-Retrieval and embedding of quotations and reference to a text</li> <li>-Manipulating and embedding quotations</li> </ul> <p><b>Reading Techniques</b></p> <p>Skim, scan, retrieve</p> <p>Noticing</p> <p>Prioritising</p> <p><b>SSP:</b> 4 sentence types:</p> <p>Declarative, interrogative, imperative, exclamatory</p> <p>Appositives</p> <p>Subordinating and coordinating conjunctions</p>		
<p><b><u>Phase 4</u></b></p> <p><b><u>Shakespeare Play</u></b></p> <p><b><u>Macbeth</u></b></p>	<p>British Library- light and darkness in Macbeth</p> <p>Bible scripture- Genesis</p>	<p>Iambic, trochaic pentameter</p> <p>Rhyming couplets</p> <p>Verse</p> <p>Prose</p> <p>thou/thee/thy/thine</p> <p>Biblical allusions</p>	<p><b><u>Literature</u></b></p> <p><b>A01-</b> Application of contextual knowledge to enhance analysis of a text.</p> <ul style="list-style-type: none"> <li>- Using an appropriate register and style</li> <li>-Coherency in organisation</li> <li>-Thesis statements</li> </ul>	<p>Play</p> <p>Act</p> <p>Scene</p> <p>Genre</p> <p>Audience</p> <p>Character roles</p> <p>Prop</p> <p>Motifs</p>	<p>Ambition</p> <p>Conscience</p> <p>Mental health</p> <p>Hubris</p> <p>Avarice</p> <p>Envy</p> <p>Facade</p> <p>Guilt</p>

		<b>Form and Structure AO2</b> Forms of Tragedy and Tragic Hero, including Aristotle verse, prose, iambic pentameter, trochee, rhyming couplet 5 Act play	-Use of connectives to structure argument -evaluative verbs -Sustaining focus on the task -Retrieval and embedding of quotations and reference to a text -Manipulating and embedding quotations  <b>Reading Techniques</b> Skim, scan, retrieve Noticing Prioritising  <b>SSP:</b> 4 sentence types: Declarative, interrogative, imperative, exclamatory  Appositives Subordinating and coordinating conjunctions	Stage directions Tragedy Dramatic Irony Suspense Foreshadowing	Repentance Redemption
<b>Phase 5:</b> <u><b>Language</b></u> <b>Extracts from fiction describing powerful buildings</b>		<b>Literary Devices:</b> -use of vocabulary, sentence types and textual cohesion -symbolism	- Using an appropriate register and style -Coherency in organisation -Thesis statements -Use of connectives to structure argument	Adjectives Adverbs Adverbial phrases Symbolism	TBC

			<p>-evaluative verbs          -Sustaining focus on the task          -Retrieval and embedding of quotations and reference to a text          -Manipulating and embedding quotations</p> <p><b>Reading Techniques</b>          Skim, scan retrieve          Noticing          Prioritising</p> <p>VSSP: accurate use of a range of sentence types          Writing to entertain          Use of verbs and adverbs to convey emotion,</p>		
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