

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
Half Term 1 – WC 2 nd September 2024 to WC 14 th October 2024. Animal Farm reading focus.	English: <ul style="list-style-type: none"> Term ‘prejudice’ and ‘subservient’ when exploring stereotypes (Y8 <i>Hamlet</i> and later in ‘Small Island’). The Great Chain of Being (Hamlet Y8) Proletariat (working classes) and power in class systems (later in ‘An Inspector Calls’). Morality (later in ‘A Christmas Carol’ and ‘An Inspector Calls’.) Other subjects: <ul style="list-style-type: none"> Russian Revolution in History. Democracy and dictatorship in History. Values of democracy and individual liberty in PSHE/Curriculum for Life. Geography understanding how and why governments make economic decisions. 	Context and key terminology <ul style="list-style-type: none"> ‘Animal Farm’ was written in 1945 by George Orwell. Orwell was a British journalist and author, who wrote two of the most famous political novels of the 20th century ‘Animal Farm’ and ‘Nineteen Eighty-Four’. George Orwell wrote ‘Animal Farm’ to show the world how cruel leaders take advantage of ordinary working people. An allegory is a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. The characters and events in ‘Animal Farm’ are an allegory for the events of the Russian Revolution. The idea of Animalism is an allegory for communism. In both Animalism and communism, the workers are treated fairly and everything is shared equally between the people. Characters <ul style="list-style-type: none"> The characters in Animal Farm represent the leaders of the Russian Revolution and their opponents: Farmer Jones: The character of Jones is an allegory for Tsar Nicholas II. The people of Russia start the Russian Revolution to throw out Nicholas II, just like the animals threw out Farmer Jones. Jones Napoleon: The character of Napoleon is an allegory for Joseph Stalin. Napoleon is an authoritative, corrupt and demanding tyrant. Snowball: The character of Snowball is an allegory for Leon Trotsky. Snowball is an intelligent, influential animal who is made a scapegoat by propaganda. Old Major: The character of Old Major combines the ideas of Karl Marx and Lenin. Boxer: Boxer (a horse) symbolises the proletariat. His motto is ‘I will work harder.’ The pigs are able to exploit this work ethic. Boxer is determined and resilient but vulnerable. Squealer: Squealer is Napoleon’s chief of propaganda. Squealer is manipulative, deceptive, insincere and influential. Farmer Jones is demanding and intimidating. 	<ul style="list-style-type: none"> Comment on the writer’s intentions i.e. What is George Orwell wanting us as readers to think about these events/actions/character choices? Comment on the plot and characters of Animal Farm. Use contextual knowledge when exploring characters and themes. Explore how a character is presented through the use of language. Explore how a theme is presented through the use of language in an extract. Approach an extract-based question – highlight/annotate/topic sentence Write about an extract using the topic sentence approach. Make links between an extract and other parts of the story. Comment on the main features of an allegory. Know the different parts of a metaphor- tenor and vehicle Explore the use of pathos in the presentation of Boxer’s death. 	<ul style="list-style-type: none"> Confusion between Napoleon and Snowball. Confusion between which character is which animal. Understanding that the animals are an allegory for humans. Understanding why the animals don’t challenge Napoleon. Confusion between the tenor, vehicle and ground. Thinking Snowball destroyed the windmill. Not understanding the significance of the neighbouring farms. 	<ol style="list-style-type: none"> Why did George Orwell write Animal Farm? What is an allegory? What are the main features of an allegory? What is Animal Farm an allegory of? What are the different parts of a metaphor? What is animalism? What are the seven commandments? How are the pigs corrupt? How do the animals manipulate the seven commandments? How do the pigs exploit Boxer? How is propaganda used by the pigs as a tool to control the animals? What is Napoleon’s cult of personality? How does Orwell craft Boxer’s final moments? Why does animalism ultimately fail? What is the moral of Animal Farm? Which characters can be described as corrupt? Which characters are authoritative? Which character is made a scapegoat by propaganda? 	Reading assessment <ul style="list-style-type: none"> Knowledge questions on the plot. Short questions linked to events elsewhere in the story. Extract based question focused on the presentation of a character. <p>Assessment to be completed WC 14/10/24.</p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>Moral</p> <ul style="list-style-type: none"> • Power corrupts. • Any type of leader will often manipulate others for their own benefits. <p>Plot</p> <ul style="list-style-type: none"> • Old Major delivers a speech encouraging the animals to stage a rebellion against Mr Jones who is a tyrant. • The animals develop the Seven Commandments. • Napoleon, Snowball and Squealer are the main pigs on the farm. • The animals all have different uses on the farm. • Napoleon and Snowball disagree on key issues. • In the first harvest, the pigs keep the milk and apples for themselves. • Battle of the Cowshed is the final battle from Farmer Jones to take the farm back but the animals are successful. • Napoleon trains a litter of puppies to be his guard dogs. • Napoleon has Snowball violently run out of the farm. • The pigs are corrupt and edit the commandments to suit themselves. • Squealer spreads propaganda to manipulate the other animals. E.g. the animals are told that it is Snowball who has destroyed the windmill. • Napoleon uses show trials and public executions to scare the animals. • Napoleon creates a cult of personality around himself. • Napoleon is treacherous when he sends Boxer to the 'knackers' yard by the pigs. • The pigs continually abuse their power. • The corruption of the pigs leads to the failure of animalism. 			<p>19. Which characters can be described as determined?</p> <p>20. Which characters can be described as vulnerable?</p> <p>21. Which characters are determined and resilient?</p> <p>22. Which characters are manipulative and deceptive?</p> <p>23. Which characters could be described as insincere?</p>	
Spirituality	<p>Windows: Are the actions of the pigs acceptable? Why? Why not? Should the other animals be blamed for not realising what was happening? Why?</p> <p>Mirrors: How has this made you feel about the pigs? If a person has done something wrong, should they be perceived as evil forever? Should they be treated in this way? What would you do in their situation to try and redeem yourself for your wrongs?</p> <p>Doors: How can understanding the propaganda help us to understand current media/government? When might we be victims of propaganda? How can we spot the signs? What can we learn about the real world based on the allegory?</p>					

English:
Understanding of metaphors and the different parts of them in Year 7 (Poetry Unit).

Zooming technique and pathetic fallacy - The Gothic (Year 8)

Atmosphere and setting, focus on a distinguishing feature from 'The Woman in Black' (Year 8)

Oxymorons in 'Romeo and Juliet' (Year 9)

Other subjects:

- Creativity and expression in **Art, Music, Drama** and **Dance**.

- **Zooming** can be used in descriptive writing to show wide shot, close up and extreme close up to describe settings and characters, depending on the atmosphere that is being created.
- **Emotive description** can impact on how a reader perceives a setting. It focuses on making the reader feel a certain way (angry, sad, happy etc).
- Orwell uses **emotive language** in his description of the farm to describe the life of the animals at different stages of the revolution.
- Writers adapt their descriptions using techniques to **manipulate** reader emotions.
- **Sensory description** can be used to create an emotional response/ atmosphere in a text: See, Hear, Taste, Touch, Smell.
- **Metaphors** can be used to build setting and character.
- Metaphors are a form of **imagery/ figurative language**.
- Metaphors contain three different parts: the tenor, vehicle and ground.
- **Tenor** is the thing that is being described.
- **Vehicle** is what it is being described as.
- **Ground** is the similarities between the two.
- **Similes** are a type of metaphor where you compare two or more like things using 'like' or 'as'.
- **Personification** is when an inanimate object is described with human features/ qualities. This might be used to describe a setting as particularly scary or eerie.
- **Zoomorphism** is assigning animal features or qualities to something other than an animal: human, weather, God etc...
- An **oxymoron** is a figure of speech in which apparently contradictory terms appear in conjunction with each other. E.g bittersweet.
- Writers might use **oxymorons** to dramatise character emotions and situations.

- Create an effective story opening: setting and character.
- Use **zooming** as a structural technique.
- Use, **tenor, vehicle and ground** to craft imagery.
- Identify the different parts of a metaphor- **tenor, vehicle and ground**.
- Proof-read and edit own work.
- Understand the difference between a **simile** and a **metaphor** and how they can be used for effect.
- Write in varying levels of detail according to how 'zoomed in' an image is.
- Identify **sensory description** and apply it to their own writing for effect.
- Plan an effective opening to a story: setting and character.
- Write in the **past tense** correctly and consistently, not breaking tense in writing.
- Use **parenthesis** to insert a word or phrase as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas: simile, information, metaphor, adverb, verb phrase, pair of adjectives.
- Use a range of range/ some **devices** in your

- Task is descriptive, not narrative.
- Knowing the difference between a **simile** and a **metaphor**.
- Identifying the three different parts of a **metaphor**.
- A story opening needs to be elaborate and full of exciting events.
- Characters must be extravagant to be interesting.
- Switching between tenses.
- Knowing the difference between **personification** and **zoomorphism**.
- When using **sensory description**, you must use all five senses each time.
- Confusion between the words 'simile' and 'synonym.'

1. How do writers like George Orwell introduce settings and characters?
2. What is **zooming**? What are the three different parts?
3. What might you focus on when zooming in to a setting?
4. What might you focus on when zooming in to a character?
5. What is **emotive description**?
6. What techniques might a writer use to manipulate reader expectations and opinions of characters and settings?
7. What is **sensory description**?
8. Why do writers use the five senses when describing?
9. What does the word 'evoke' mean?
10. How can **parenthesis** be used to add detail to sentences?
11. Why do writers use **pathetic fallacy**?
12. What emotions are evoked using the weather in 'Wuthering Heights'?
13. What do we associate with different weather types?
14. How can pathetic fallacy be used to create atmosphere and mood in a description?
15. What are the three parts of a **metaphor**?

Descriptive writing assessment:
Write a description of a setting and character from memory.

Assessment to be completed WC 9/12/24.

			<p>own writing: metaphor, simile, oxymoron, emotive language, zoomorphism, personification.</p> <ul style="list-style-type: none"> Vary sentence types: fronted adverbials, when and where it happens (, some accuracy), prepositions. With a + action, / pair of pairs, / verb start, / adverb start, / commas for parenthesis including relative clauses/ So...,so...,so...:.../ Show three: tell one/ Triple adjective + colon. 		<ol style="list-style-type: none"> How do you create emotive metaphors? How do you use metaphors and similes in parenthesis? What is an extended metaphor? What is the difference between personification and zoomorphism? Why do writers use personification and zoomorphism? What is an oxymoron and what effect does it create? Why is it important to use ambitious vocabulary? What tense(s) should a description be written in and why? How can you vary your sentence starts? Which sentence starts can be used to add detail to a description? Why is it important to plan before you start writing? 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spirituality</p>	<p>Windows: Why do you think George Orwell writes about the future in a dystopian way? What did he predict correctly in '1984'?</p> <p>Mirrors: How does Orwell's bleak prediction of the future make you feel? How does writing expressively make you feel? Is your writing more positive or negative? Why do you think this is?</p> <p>Doors: Has Orwell's writing made you think more sceptically/cynically about the world? How do you think you would react to living in these conditions?</p>					

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
<p>Half Term 3 – WC 6th January 2025 to WC 10th February 2025. Romeo and Juliet reading focus.</p>	<p>English</p> <ul style="list-style-type: none"> Subject terminology when commenting on plays (<i>Hamlet</i> Y8, <i>Romeo and Juliet</i> Y9) Terms ‘prejudice’ and ‘subservient’ when exploring stereotypes (Y8 <i>Hamlet</i>) Patriarchal society (<i>Hamlet</i> Y8) Writing analytical paragraphs (throughout reading topics) Analysis of language at word level (throughout). Context of Shakespearean England (<i>Hamlet</i> Y8). <p>Other subjects:</p> <ul style="list-style-type: none"> A variety of conflicts and wars in History. Morality, death, and importance of marriage in cultures in RE and PSHE. 	<p>Context</p> <ul style="list-style-type: none"> Shakespeare wrote comedies, tragedies, and history plays. “Romeo and Juliet” is one of his tragedies. Shakespeare lived between 1564 and 1616. “Romeo and Juliet” was written in 1597 in The Elizabethan Era and is one of Shakespeare’s earliest plays. Shakespeare was inspired by Greek mythology and took lots of his plot ideas from other sources. There are several key elements of Greek myths which feature in Shakespeare’s plays such as: families at war, lovers parted, magic and complicated love. <p>Key vocabulary</p> <ul style="list-style-type: none"> “Romeo and Juliet” is a tragedy. A tragedy is a specific kind of play which has certain conventions: The characters are powerful people with a high status. The tragic hero acts; they don’t just let things happen to them. Whatever a tragic hero does, it makes their situation worse. There is something exceptional about the tragic hero. Tragedies follow a specific structure of obstacles followed by a crisis, followed by catastrophe. The play begins with a prologue which explains the plot and key events. Sonnets are fourteen-line love poems that were popular in The Elizabethan Era. The denouement is the part of the plot after the climax when the problems of the characters begin to resolve. ‘Romeo and Juliet’ is set in a patriarchal society, where women were expected to obey the men in their lives. Juliet was living in a patriarchal society which meant men had more power. Women were expected to marry whoever they were told to, particularly if they were from a powerful or wealthy family, like the Capulets and Montagues. 	<ul style="list-style-type: none"> Comment on the conventions of tragedy. Understand how the characters of Romeo and Juliet are tragic heroes. Analyse dramatic structure and why it is important. Comment on the plot and characters of ‘Romeo and Juliet.’ Use contextual knowledge when commenting on themes. Incorporate key terminology of dramatic devices such as soliloquy and monologue within written responses. Explore how the author crafts Acts and Scenes deliberately. Comment on key themes and how they impact the play. Effectively select quotations from a text to use as evidence. Comment on language and what it shows about a character. Effectively explain the effect that key moments in the play would have on the audience. 	<ul style="list-style-type: none"> Confusion of the characters and which family they belong to. The play is set in Italy, not England. Confusing the terms ‘tragedy’ and ‘tragic’ Using the terms ‘book’, ‘novel,’ and ‘author’ instead of ‘play’ and ‘playwright.’ Shakespeare’s texts did not have any moral messages. Juliet could have said no to her father. There is only one type of conflict. Age differences between Romeo and Juliet. 	<ol style="list-style-type: none"> What genre is ‘Romeo and Juliet’? Which era was the play written in? Where is the play set? What are the conventions of a tragedy? What is a prologue? What are the names of the families having a feud? How are the characters of Romeo and Juliet tragic heroes? What is Romeo’s tragic flaw? What is Juliet’s tragic flaw? What is a hamartia? What is a soliloquy? How do the actions of Romeo and Juliet lead to catastrophe? What obstacles does Juliet face within the play? What are sonnets and why is the prologue of the play written in this form? How were women expected to behave in the Elizabethan era? What is a patriarchal society? What happens in the denouement of the play? What events are foreshadowed in the play? What is a hyperbole? 	<p>Reading assessment:</p> <ul style="list-style-type: none"> Knowledge questions on the plot. Quotations to explain and show understanding. How is Romeo presented in his soliloquy in Act 2, Scene 2? <p>Assessment to be completed WC 10/02/25</p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<ul style="list-style-type: none"> - Marriage was often used as a way to consolidate power, rather than to join two people who love each other. - Romeo and Juliet are both examples of tragic heroes. <p>Characters</p> <ul style="list-style-type: none"> - Romeo's tragic flaw is his recklessness. Character traits for Romeo include: determined, emotional, impatient, impulsive and reckless. - Juliet's tragic flaw is her impulsiveness. Character traits for Juliet include: naïve, impatient, irresponsible and impulsive. - Tybalt is combative and intimidating. - Mercutio is influential and charming. - Lord Capulet is demanding and insensitive. - Friar Lawrence is irresponsible and deceptive. <p>Plot</p> <ul style="list-style-type: none"> - Romeo is a member of the Montague family whilst Juliet is a Capulet. - The Montagues and Capulets are two wealthy, powerful families in Verona. - Each house (family) passionately hates the other; this is the central feud of the play. - Juliet, as a Capulet, would not have been allowed to marry Romeo but they fall in love. - Their forbidden love is the situation that fuels the tragic events of the play, including their own deaths. - Romeo and Juliet kill themselves at the end of the play because of a miscommunication. - Romeo is banished for killing Tybalt. - Romeo kills Tybalt in revenge for Tybalt's murder of Mercutio – Romeo's friend. - Friar Lawrence marries Romeo and Juliet thinking it will end the feud between the families. - Romeo is passionate, impetuous and emotional. 			<p>20. Why is it important to consider the effect on the audience?</p> <p>21. How do we refer to the context of a play.</p> <p>22. Which characters are:</p> <ol style="list-style-type: none"> Determined Emotional Impatient Impulsive Reckless Naïve Irresponsible Combative Intimidating Influential Charming Demanding Insensitive Deceptive. 	
Spirituality	<p>Windows: Is Romeo and Juliet's relationship based on realistic love? Why/why not? Is Lord Capulet's treatment of Juliet cruel? Why/why not? Is the feud between the Montagues and the Capulets justified? How might the feud have been resolved?</p> <p>Mirrors: How would you have felt in Romeo/Juliet's position? How would it feel for Juliet to be forced to marry Paris? Can you understand why Romeo and Juliet make such impulsive decisions? How might the people of Verona feel about the constant fighting? How does the tragic end of the play make you feel?</p>					

Dates taught / curriculum time	PRIOR KNOWLEDGE	CORE KNOWLEDGE		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
	What should they already know / when was this last visited	What will they know at the end of this topic				
		Learn that...	Learn how to...			
	<p>Doors: What can we learn about patience from Romeo and Juliet? What can we learn about the effects of bitter disputes from the play? What would you have done in Romeo/Juliet's position?</p>					

<p>Half Term 4 – WC 24th February 2025 to WC 31st March 2025. Article Writing.</p>	<p>English:</p> <ul style="list-style-type: none"> Transactional writing (reports) in Y7 Article writing in a sensationalised style (tabloid) Y8 HT4 <p>Other subjects:</p> <ul style="list-style-type: none"> Giving opinions in subjects such as French, Spanish, Food Technology, Music, PSHE. Importance of family and trust in PSHE. 	<p>Learn that...</p> <ul style="list-style-type: none"> An article could appear in the following formats: a magazine, certain sections of a newspaper, websites. An article could be the exploration of a topic, an argument, advisory. Typical subjects covered in articles: travel/ sport/ history/ hobbies/home/craft music/ celebrities/famous figures/ controversial topics/ family life. An advice-giving article should include a headline: questions, alliteration, statement, contradictory statement, listicles, advisory statement. Headlines are designed to attract attention. Language of an article is usually formal but dependent on the intended audience. The structure of an article is as follows: Headline/ introduction or views made clear/ 5 Ws and How/ x3/4 main points/ advice explored / conclusion. At paragraph level, the structure should be as follows: Discourse marker, topic sentence, exploration of this idea: examples, anecdote, evidence to support TS, Professional views, statistics. Articles should be carefully planned. The writing style of an article should be carefully tailored to the TAP. Articles should include subheadings to introduce each point. Article writing might use these techniques: Modal verbs, passive voice, direct address, alliteration, empathising with the reader. 	<p>Learn how to...</p> <ul style="list-style-type: none"> Unpick a question: fix the TAP (Text type, audience, purpose). Plan a 4/5 part response: headline/introduction/ x3/4 main points (show empathy)/ conclusion. Structure a paragraph correctly: discourse marker, topic sentence, development of ideas or argument/ examples, details. Use ambitious vocabulary effectively and accurately. Vary sentence starts/ types for effect/ engagement: If...If...If...Then/ adverb to show opinion/ verb start/ Not only...but also .../ triple adjective + colon/ pair of pairs, No. No. No. Only, So. So. So: independent clause/ It wasn't just, it was/ adjective + verb x3: main clause, structural prepositions (beginning, middle, ending). Use discourse markers to suggest views add points. Use discourse markers to signpost a change in direction in response. Use modal verbs to emphasise necessity. 	<p>Misconceptions:</p> <ul style="list-style-type: none"> Understanding the different styles between a newspaper report and a feature article. newspapers. Type of task is different from the purpose of a task. Writing to advise has a different tone than writing to argue. Subheadings have the same function as discourse markers. 	<p>Ambition for all questions:</p> <ul style="list-style-type: none"> Where would you find an article? What can be the purpose of an article? What are the typical subjects covered in articles? What should the tone of writing to advise be? How should an advice-giving article be structured? What is the function of a subheading? List as many sentence starts as you can suited to article writing. What punctuation must you use when you have an adverb start? What is the function of a discourse marker? Can you list a number of discourse markers that add another point? What headlines are appropriate for advice-giving articles? What is the function of a modal verb? What is the effect of writing in the passive voice? 	<p>Writing assessment:</p> <p>Write an article for parents of teenagers advising them about how they can support their teenage child. Text type: article Audience: parents Purpose: to advise.</p> <p>Assessment to be completed WC 21/4/25</p>
---	---	---	--	---	---	--

			<ul style="list-style-type: none"> • Use passive voice to change the emphasis of a sentence. • Use direct address to involve the reader. • Use alliteration for effect. • Show empathy for a reader's situation. 		<ul style="list-style-type: none"> • How do you show empathy with the reader? • What is direct address and why might you use it? • Why do writers use alliteration? 	
Spirituality	<p>Windows: What are the issues with relations and family? What makes good advice? How can people interfere with other people's relationships?</p> <p>Mirrors: How does it feel to be in a difficult relationship? What would you do to resolve a friendship issue? Have you had any difficult issues with family/friendships that you can use as advice? How do you feel about being given advice?</p> <p>Doors: What can you do to give good advice? How can you show compassion and empathy in your writing? What would you do if a friend needed relationship advice?</p>					

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Half Term 5 – WC 21st April 2025 to WC 19th May 2025</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Small Island reading focus.</p>	<ul style="list-style-type: none"> Subject terminology when commenting on plays (Hamlet Y8, Romeo and Juliet Y9). Term ‘prejudice’ and ‘subservient’ when exploring stereotypes (Y8 Hamlet). Patriarchal societies in Romeo and Juliet and Hamlet. Ideas of prejudice and discrimination throughout Y7 and Y8 texts. <p>Other subjects:</p> <ul style="list-style-type: none"> Immigration, migration in History and Geography. Racism in History. Pre- and Post-WWII Britain in History. The impact of war on 	<p>Context</p> <ul style="list-style-type: none"> Andrea Levy wrote the novel, Small Island, which was adapted to a play by Helen Edmundson. Small Island reveals how British and Jamaican characters change over a span of several years because of their experiences and treatment by others. The Empire Windrush was a ship. It arrived in Britain in 1948 carrying 1000 Caribbean people looking for opportunities in Britain. Jamaica is an island in the Caribbean and was a British colony for hundreds of years. Britain was bombed during the Blitz. Britain needed to be rebuilt after World War II – which is why the Windrush Generation were invited. Britain was still mostly a patriarchal society where women had traditional expectations. Women would have been judged very harshly for breaking marital vows. <p>Key terminology</p> <ul style="list-style-type: none"> Plays can be highly effective at describing the thoughts and feelings of a character. This helps an audience empathise with characters. A tableau is when some of the actors freeze in the middle of the action. A tableau reveals a character’s thoughts or feelings at a particular moment. Tableaus are used throughout the play to reveal how the three main characters are feeling. A phrase that hides another meaning is called a euphemism. The play shows what life was like for Britons and Jamaicans in the 1920s, 1930s and 1940s and describes the treatment of black migrants (particularly the Windrush Generation) through Hortense and Gilbert in the 1940s. Many of the Windrush Generation faced prejudice. The preconceived opinion that is not based on reason or actual experience. <p>Characters</p>	<ul style="list-style-type: none"> Answer an essay question response. Refer to events in the play as evidence in an essay response. Comment on the plot and characters of ‘Small Island.’ Use contextual knowledge to define the challenges faced by Windrush Generation. Use contextual knowledge to define the challenges faced by Britain and Jamaica in the 1930s and 1940s. Use contextual knowledge to define the challenges faced by women in a patriarchal society. Incorporate key terminology of dramatic devices such as tableau and monologue within written responses. Comment on key themes and how they are explored in the play. Comment on language, form and structure. Analyse stage directions as evidence. 	<ul style="list-style-type: none"> The play is based on a true story (the characters are fictional, but the story is based on the real experiences of Andrea Levy’s parents who came to England on the Empire Windrush in 1948). Confusion about referencing examples rather than direct quotations. Actions, costumes, sets and stage directions are less important than words. Different locations cannot be shown on stage at the same time. Confusion about the passage of time in between acts. Confusion about changes in situations, characters, and atmosphere. Confusion around the difference between the terms ‘immigrant’ and ‘migrant.’ 	<ol style="list-style-type: none"> When and where is the play set? What was the Empire Windrush? Who were known as the ‘Windrush Generation’? What is a colony and which country was Jamaica a colony of before 1962? What were conditions like in Jamaica in the 1930s and 1940s? What happened to Britain during and after World War II? What do we learn about Hortense? What do we learn about Queenie? What is Queenie’s ambition? What do we learn about Bernard? What is Bernard’s ambition? What does Queenie think of her marriage to Bernard? Why did Queenie marry Bernard? What is a patriarchal society? Which characters join the RAF? What is the history of the N-Word and why is it considered to be so offensive? What is a tableau? What is Gilbert’s ambition? What happens to Arthur? What has happened to Bernard? Which characters have an interracial relationship? Why do Hortense and Gilbert marry? Why does Hortense want to go to England? Why does Gilbert want to go to England? What does the audience learn about Queenie at the end of Act 1? What makes a good response to an essay question? What is a euphemism? 	<p>Reading assessment:</p> <ul style="list-style-type: none"> Knowledge questions on the plot and key terminology. Essay question: How does Gilbert/Hortense/Queenie change over the course of the play. <p style="color: red;">Assessment to be completed WC 16/06/25</p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
	<p>soldiers in History.</p> <ul style="list-style-type: none"> Tolerance in PSHE and British Values. 	<ul style="list-style-type: none"> The play is set around three main characters: Hortense, Gilbert and Queenie. Bernard, Michael and Arthur are secondary characters. Hortense and Gilbert are Jamaican migrants who came to Britain aboard the Empire Windrush. Hortense is intelligent, ambitious and proud. Hortense's ambition is to become a teacher. Michael is attractive, insincere and adventurous. Gilbert is amiable, ambitious, charming and determined. Gilbert's ambition is to become a lawyer in England. Instead, Gilbert is given work as a coal truck driver and then postman when he migrates to Britain. Gilbert represents the mistreatment of migrant workers and the discrimination they experienced. Gilbert and Hortense become more cynical by the end of the play because of how they are treated when they move to Britain. Queenie has a complicated relationship with her husband Bernard, whom she only married so she could stay in London. Queenie's ambition is to feel romance - something her marriage lacks. Queenie is independent, impulsive, disillusioned and ambitious. Queenie falls in love with Michael Roberts and has a baby with him while Bernard is at war. Bernard loves Queenie but is unable to articulate his feelings towards her. Bernard is introverted, pitiable and anxious. Bernard uses racist slurs and represents British ignorance of other cultures. Bernard joins the RAF to impress Queenie. 	<ul style="list-style-type: none"> Comment on why the playwright structures the play using Acts and Scenes. Analyse the use of secondary characters and how they highlight key ideas. Read a play script: <ul style="list-style-type: none"> Emotively Using stage directions Varying volume Varying speed With confidence 		<ol style="list-style-type: none"> How were the Windrush Generation treated when they came to Britain? How do white characters show prejudice towards Gilbert? How would an interracial relationship have been viewed by the British public? How would the British public have viewed a woman having an affair? How does each main character change over the course of the play? How do white characters show prejudice towards Hortense? How does the play make us feel sympathy for Queenie? What is context and why is it important in an essay response? Why does Queenie give away her baby? Why do Hortense and Gilbert agree to adopt Queenie's baby? What is dignity? Which character(s) ends the play with dignity? Which characters suffer a loss of dignity? Which main character changes most? How does WWII impact the events in the story and the real world? What is an adversity? Which characters could be described as: <ol style="list-style-type: none"> Intelligent Ambitious Proud Insincere Adventurous Amiable Charming Determined Independent Impulsive Disillusioned Introverted Pitiable 	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
					n. Anxious	
Spirituality	<p>Windows: Is the treatment of Caribbean migrants right? Why not? What happens to Queenie as a result of her ambition? What happens to Hortense as a result of her ambition? What happens to Gilbert as a result of his ambition? Which characters in the play show compassion/integrity/humility/ambition/determination? What would life have been like for Caribbean migrants? What would life have been like in post-WWII Britain? Are Bernard's actions redeemable? Are Queenie's actions redeemable?</p> <p>Mirrors: How do you feel about the treatment of the Windrush generation? Are the racist British characters bad human beings or just uneducated? How do Queenie's hardships make you feel? How do Hortense's hardships make you feel? How do Gilbert's hardships make you feel?</p> <p>Doors: What can we learn from the treatment of the migrants? How can we show more compassion to people coming to Britain for a better life? What would you have done in Queenie's situation? Would you have done the same thing as Hortense and Gilbert?</p>					

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
	<ul style="list-style-type: none"> KS2 Will be revisited in KS4 as part of GCSE C2 Transactional writing. Informal writing. Knowledge of aspects from transactional writing such as TAP and persuasive techniques. Varied sentence starts throughout English. <p>Other subjects:</p> <ul style="list-style-type: none"> Immigration, migration in History and Geography. Racism in History. Pre- and Post-WWII Britain in History. The impact of war on soldiers in History. Tolerance in PSHE and British Values 	<ul style="list-style-type: none"> The audience of a letter influences the tone and style of the content. A letter can be formal or informal. The language and tone will vary depending on the audience and whether the letter is formal or informal. An informal letter requires setting out correctly: the sender's address in the top right corner, date underneath it and the salutation (greeting) followed by comma. TAP stands for Text Type, Audience, Purpose. An informal letter ends with a closure: Yours faithfully if the recipient's name is unknown and Yours sincerely, if the recipient's name is known. Morphology of the word faithfully. The structure of a formal letter should be as follows: own address, date, recipient's address, salutation, opening which communicates purpose, main body communicating main ideas/ arguments, counter argument conclusion. The typical structure of a paragraph should be as follows: Discourse marker, topic sentence, details, examples, anecdote, supporting evidence. There are different reasons why people write letters: to complain, inform them of something, to express feelings towards something- persuade, to communicate feelings on behalf of a group of people. A letter should be written in first person. It is important to empathise with the situations that British and Caribbean people found themselves in post-WWII Britain and Jamaica. Modal verbs can be used to add necessity or possibility and sound less direct. Passive voice can be used to make your writing sound less direct. The level of formality affects the content of a letter. 	<ul style="list-style-type: none"> Layout an informal letter correctly. Analyse a writing task: identify the text type; identify the audience; identify the purpose. Plan a response to a writing task effectively: each component (see structure of letter). Structure a paragraph in a letter effectively: discourse marker, topic sentence, elaborate. Use ambitious vocabulary to communicate feelings. Identify the TAP in a task. Use ambitious vocabulary to assert yourself: appropriate discourse markers. Use language of persuasion: rhetorical questions, personal pronouns, direct address, imagery, statistics, anecdote, anaphora, power of three, repetition, hyperbole, imperatives. Vary sentence starts of sentences: when it happened, where it happened, fronted adverbials, when and where it happens (secure), prepositions. Beginning with a question/ It wasn't just..., it was.../ Not only...but also.../ lists with commas and colon to introduce, commas for parenthesis including relative clauses/ If..., if..., if..., then/ What if..?/ adverb start. Use modal verbs. Use passive and active voice. Explain the difference between formal and informal language. 	<ul style="list-style-type: none"> Use of Yours faithfully/ sincerely, Differences between formal and informal. Levels of acceptable formality and language to do this. Planning is not important. A topic sentence and one sentence to follow is a detailed/ developed paragraph. An informative letter should be written like a diary entry. Writing to inform is unimaginative and just gives facts. 	<ol style="list-style-type: none"> What does the layout of a letter look like? What does the word salutation mean? When do you close a letter with Yours sincerely? When do you close a letter with Yours faithfully? What does TAP stand for? What purpose does a discourse marker have? How can you tell when writing is formal or informal? What is an effective way to structure a paragraph? What is a discourse marker? Which discourse markers can you use to inform? In what ways can you vary a sentence start? What is passive and active voice? What is a modal verb? What is an anecdote? Why do people write letters? Which discourse markers can you use to show that you disapprove of something? Which discourse markers can you use to show that you approve of something? What impact did husbands, fathers and brothers going to fight in Europe have on British women during WWII? 	<p>Writing assessment: Write an informal letter.</p> <p>Assessment to be completed WC 14/07/25.</p>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<ul style="list-style-type: none"> An anecdote is a short story used to illustrate or add detail to a point. 				
Spirituality	<p>Windows: How does Queenie feel throughout the play? How does Bernard feel throughout the play? How does Gilbert feel throughout the play? How does Hortense feel throughout the play? How does Queenie act towards Bernard before he goes to war? Why? How does this change when he returns? Why? How could Queenie have been a better wife? How could Bernard have been a better husband?</p> <p>Mirrors: How would it feel to be in the same situation as Queenie? How would it feel to be in the same situation as Bernard? How would it feel to be in the same situation as Gilbert? How would it feel to be in the same situation as Hortense?</p> <p>Doors: How can we be more compassionate to people who have made difficult decisions? Can we empathise with the decisions made by the three main characters and Bernard? What else can we learn about other cultures? What could the British government have done better for the Windrush Generation?</p>					