



<b>Careers input</b>	Importance of written accuracy Power of rhetoric	Communication skills: written and oral Equality and diversity	Communication skills: written and oral Equality and diversity	Importance of written communication skills	Importance of written accuracy Communication skills: written and oral Environmental sector	Importance of written accuracy Communication skills: written and oral
<b>Links (prior knowledge, future knowledge)</b>	<b>In subject:</b> Designed as an introduction to GCSE skills <b>Outside of subject:</b> Y8 History: WW1	<b>In subject:</b> Year 7 poetry: 'The Schoolboy' Year 8 poetry: Caribbean GCSE Poetry Anthology <b>Outside of subject:</b>	<b>In subject:</b> Year 8 poetry: Other Cultures Year 9: War and Conflict; Caged Birds GCSE Poetry Anthology English Language paper 2 Letter Writing <b>Outside of subject:</b>	<b>In subject:</b> Y9: War and Conflict GCSE Language Creative Writing <b>Outside of subject:</b> Y8 History: WW1	<b>In subject:</b> Y8: Persuasive Y9 HT 1 Week 1 GCSE Language P2 Q5 <b>Outside of subject:</b> Y7:BV: MLK Y8 Geography: Ecology Y8 Food: Waste Y8 BV: Global issues	<b>In subject:</b> GCSE Literature: <i>Macbeth</i> A Level Literature: <i>Othello</i> <b>Outside of subject:</b> Year 8 Drama: Shakespeare: Performance and speaking skills Year 9 History: Roman medicine
<b>Key Vocabulary</b>	<b>Power Conflict</b> <b>Persuasive techniques:</b> -exaggeration -power of three -emotive language -modal verbs -Coat-hanger statement -DSZSL initialism -Semantic field -Patriotism -Sonnet form	<b>Extended metaphor</b> <b>White privilege</b> <b>Institutional / systematic racism</b> <b>Activism</b> <b>Creole</b>  <b>Form</b> <b>Structure</b> <b>Language</b>	<b>Oppression</b> <b>Subjugation</b> <b>Tyranny</b> <b>Censorship</b> <b>Displacement</b> <b>Marginalisation</b> <b>Disenfranchisement</b>  <b>Verse novel</b> <b>Refrain</b> <b>Evaluation</b>	<b>Structure:</b> <b>Exposition</b> <b>Complication</b> <b>Crisis</b> <b>Cliff-hanger</b>  <b>List / Syndetic list</b> <b>Simile</b> <b>Personification</b> <b>Zoomorphism</b>	<b>Rhetorical question</b> <b>Emotive language</b> <b>Viewpoint</b> <b>Perspective</b> <b>Imperative</b> <b>Polemic</b> <b>Anaphora</b> <b>Power of three</b> <b>Inclusive pronouns</b>	<b>Tyranny</b> <b>Ambition</b> <b>Hubris</b> <b>Soliloquy</b> <b>Rhetoric</b> <b>Pathos / Logos /Ethos</b>
<b>Review &amp; Assessment Dates (including opportunities for retrieval practice)</b>	<b>Formal Assessment:</b>  Creative Writing: independent practice based on War of the Worlds: September	Various mini-independent practices throughout unit	<b>Formal Assessments:</b>  Letter Writing  Evaluative paragraphs	<b>Formal Assessment:</b> Year 9 Assessment: Propping Up the Line – section B Creative writing skills revisited throughout Y7-11	<b>Formal Assessment:</b>  Speech writing: May	Literature essay writing practice: How Shakespeare presents Mark Antony in his speech to the people of Rome.

