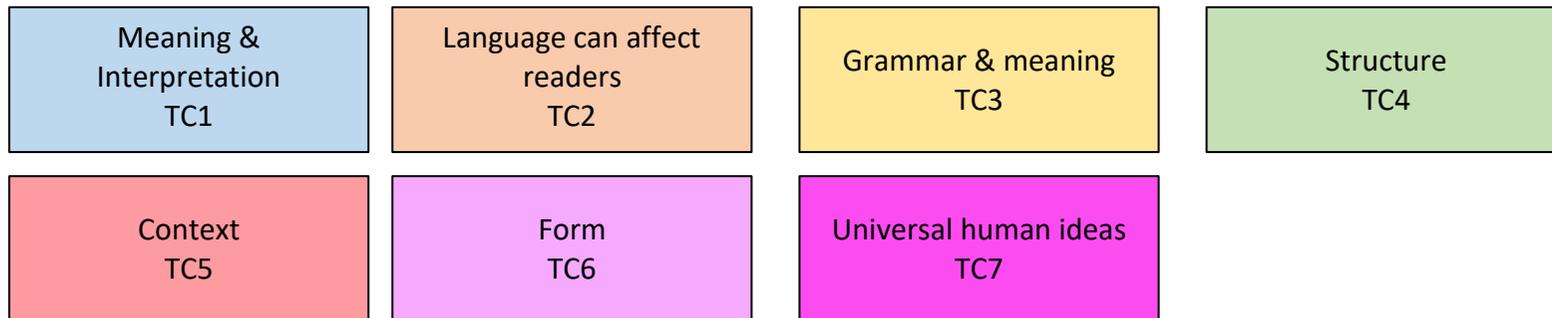


Long Term Plans: English

Threshold concepts



Within our curriculum design, we have carefully considered how to sequence and interleave the threshold concepts within our subjects so that students are able to build and develop secure schema over time. The table below shows how we have mapped our threshold concepts throughout our English curriculum.

DFA Year 7 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
			TC1, TC2	TC1, TC2, TC7	TC2, TC6, TC4	TC2. TC1. TC3	TC1, TC2, TC3	TC1, TC5	TC2, TC6,	TC6, TC2,	TC1, TC2, TC3	TC6, TC2	TC1. TC2. TC3
Cycle 1	This cycle will be centred around the origins of literature and Greek Mythology . Students will encounter a range of myths and early literary concepts that will help to establish a foundational understanding of literature through time. Students will also learn how to craft their own mythological descriptions.												
	Induction	Induction	Greek Myths: Origins Context of Greek myths, the myth of Prometheus How were the gods and human kind presented?	Greek Myths: Origins The Myth of Pandora How is Pandora presented as alluring?	Greek Myths: Malevolent Monsters: Myth of Medusa How does the writer structure the myth?	Greek Myths: Malevolent Monsters: The Myth of the Minotaur Evaluating Theseus (reading checkpoint)	Greek Myths: Monsters / Mythical Heroes (reading checkpoint) DIRT on reading / evaluation	Greek Myths: Mythical Heroes What was the Odyssey? The Odyssey 1: Introducing Odysseus	Greek Myths: Mythical Heroes The Odyssey 2: Poseidon Describe the storm that shipwrecks Odysseus	Greek Myths: Mythical Heroes The Odyssey 3: Cyclops Varying sentences	Greek Myths: Mythical Heroes The Odyssey 4: Scylla and Charybdis	Greek Myths: Mythical Heroes Describing images (writing checkpoint)	Greek Myths: Mythical Heroes DIRT and redrafting (writing checkpoint)
Cycle 2	TC5, TC1	TC1, TC2, TC3	TC5. TC2. TC4	TC1. TC2. TC5	TC1. TC2.	TC1. TC2. TC4	TC1. TC2. TC4	TC1. TC5. TC2	TC1. TC2. TC5	TC2. TC6. TC4	TC1. TC2. TC3.	TC6	TC6

DFA Year 8 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1			TC1, TC2, TC4	TC1, TC2, TC7	TC1, TC2, TC3, TC4, TC6	TC1, TC2, TC3	TC1, TC7, TC3, TC2	TC1, TC5, TC7	TC1, TC2, TC3	TC5, TC6, TC1, TC2	TC1, TC2, TC3, TC7	TC1, TC2, TC3, TC6, TC7	TC6
	Students will study poetry linked to social justice . Grouped through the concepts of social justice and injustice, the topic aims to expose students to a range of poetry from a range of contexts and poets across multiple eras. This unit begins to build poetry disciplinary knowledge of poetry, exposing students to concepts such as enjambment and volta that are later studied at GCSE.												
	Induction	Induction	Social Justice Poetry: <i>Suffering:</i> Context; Blake – ‘Chimney Sweeper’ analysis of rhyme	Social Justice Poetry: <i>Suffering:</i> Shelley – analysis of the ballad form in ‘A Song...’; Browning – imagery in ‘Cry of the Children’	Social Justice Poetry: <i>Suffering:</i> Analysis of structure in Dharker’s ‘Living Space’; Descriptive Writing	Social Justice Poetry: <i>Female voices:</i> analysis of punctuation use in Dickinson; linked non-fiction (suffragettes)	Social Justice Poetry: <i>Female voices:</i> analysis of enjambment / symbols in Mushrooms by Plath Viewpoint writing: positive changes to society	Social Justice Poetry: <i>Colonialism:</i> Linked non-fiction – Mary Seacole (descriptive opportunity)	Social Justice Poetry: <i>Civil Rights:</i> Carter and Dove: analysis of one poem around personification or simplistic language.	Social Justice Poetry: <i>Civil Rights:</i> Hughes – analysis of semantic fields in I Look at the World. Descriptive Writing	Social Justice Poetry: <i>Civil Rights:</i> Angelou – analysis of Caged Bird	Social Justice Poetry: <i>Corruption:</i> Niyi Osundare – Analysis of ‘Not My Business’	Social Justice Poetry: Writing from a viewpoint (voting) / closing gaps
Cycle 2	TC6, TC5, TC7	TC1, TC2, TC4	TC1, TC2, TC3,	TC1, TC2, TC3, TC6	TC7, TC1, TC2, TC3	TC1, TC2, TC3	TC1, TC7, TC2, TC3	TC1, TC2, TC3, TC6	TC7, TC1, TC2, TC3	TC1, TC2, TC3, TC5	TC1, TC2, TC7, TC6, TC4	TC6, TC5, TC4	TC6, TC5, TC4
	Students will be introduced to Shakespearean Tragedy through Romeo and Juliet . They will explore the concept of Greek Tragedy as a precursor to Shakespeare, and make links to related literature and non-fiction such as sonnets and modern day crime issues.												
	Romeo and Juliet Conventions of tragedy/context	Romeo and Juliet Conventions of tragedy/context Prelude/opening fight; comprehension and language analysis	Romeo and Juliet Prince Escalus’ speech language analysis/ non-fiction/ transactional writing	Romeo and Juliet Romeo’s melancholy/ language analysis/patriarchal society NF/ language analysis	Romeo and Juliet Juliet and the Nurse/Sonnets / comprehension	Romeo and Juliet Romeo and Juliet meet/comprehension/ language analysis	Romeo and Juliet Lovers’ realisation/ Act 2 Prologue/ comprehension/ language analysis	Romeo and Juliet The Balcony Scene: comprehension/ language analysis	Romeo and Juliet Friar Lawrence and Romeo/ The Fight/ comprehension/ structural analysis	Romeo and Juliet Gap Closing	Romeo and Juliet Romeo’s Grief/ comprehension/ language analysis/ writing from a viewpoint DIRT on assessment gaps	Animal Farm Cold Read	Animal Farm Cold Read
Cycle 3	TC6, TC5, TC4	TC6, TC5, TC4	TC6, TC5, TC4, TC1, TC2, TC3	TC1, TC2, TC3,	TC1, TC2, TC3, TC6	TC1, TC2, TC5, TC4	TC1, TC2, TC3, TC6	TC6, TC1, TC3, TC4	TC1, TC2, TC3	TC1, TC2, TC4, TC4	TC1-4	TC1-4	
	Students will explore a modern British novel with Animal Farm by George Orwell. Here, students will appreciate the writer’s craft in a political context, and learn concepts such as allegory and diatribe.												

Context/ Cold Read text Do Now: Comprehension and reading	Animal Farm / Cold Read Animal Farm Do Now: Comprehension and reading	Animal Farm Plot Summary/ Chapter One: retrieval and broken down language analysis	Animal Farm Chapter Two: broken down language analysis/ Chapter 3 evaluation	Animal Farm Chapter Four structural analysis and descriptive writing	Animal Farm Chapter five: language analysis/ Chapter eight retrieval/content	Animal Farm Linked Non-Fiction Summarising viewpoints, summarising the differences in viewpoint	Animal Farm Linked on-Fiction Writing Persuasively	Animal Farm Continue lined NF/ Assessment Prep/ Assessment	Animal Farm Chapter nine: structural analysis/ Chapter ten evaluation	Animal Farm DIRT: Summarising viewpoints, summarising differences	Animal Farm DIRT: Language Analysis/ Writing persuasively	Closing Gaps
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DFA Year 9 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
			TC6, TC5	TC6, TC4	TC1, TC2, TC3	TC1, TC2, TC3,	TC1, TC2, TC3, TC4, TC6	TC5, TC1, TC2, TC4	TC1, TC6. TC2. TC1	TC1. TC2. TC3. TC4. TC7	TC6, TC7, TC1, TC2, TC3	TC1, TC2, TC3, TC7, TC6	TC1-7
	Students will study 'The Gothic' through a range of texts centred around this concept. Students will encounter language and contexts from the 18 th , 19 th and 20 th centuries.												
	Students will also study identity poetry through a range of 20 and 21 st century texts.												
Cycle 1	Induction	Induction	The Gothic Genre (quotation explosions), art, conventions – analysis of <i>Mysteries of Udolpho</i>	The Gothic Sublime and architecture; descriptive practice: foreshadowing	The Gothic Poe – <i>Tell-tale Heart</i> Structural analysis / language analysis – tension and mental state	The Gothic The Uncanny; <i>Frankenstein</i> – evaluation; Descriptive writing – using semantic fields	The Gothic Gothic Settings: <i>The Woman in Black</i> – language analysis of London setting Descriptive: Show not tell	The Gothic Gothic characters: <i>The Bloody Chamber</i> – How does Carter use structure to build tension? Descriptive: Full descriptive piece	Identity Poetry Linked non-fiction: Single Story by Adichie <i>Early Life</i> : 'Extract' by Woodson – enjambment analysis	Identity Poetry <i>Early Life</i> : 'Originally' by Duffy – how is asyndeton used? <i>Language and pride</i> : 'Harlem' by Hughes – how is imagery used?	Identity Poetry <i>Language and pride</i> : 'Still I Rise' by Angelou – how is allusion used? 'The British' by Zephaniah – how is metaphor used?	Identity Poetry <i>Overcoming adversity</i> : 'Flag' by Agard 'Peace' by Akala – repetition and rhetorical questions	Identity Poetry Comparison of poetry – full response.
	TC5	TC1. TC2, TC3, TC7	TC5, TC1, TC2, TC3	TC7, TC2, TC3, TC4	TC1, TC2, TC3, TC7	TC1, TC2, TC3, TC5	TC1, TC2, TC3, TC4	TC1, TC2, TC3, TC4	TC1, TC2, TC3, TC4	TC1, TC2, TC3, TC4	TC6. TC2	TC1, TC2, TC3, TC4, TC7	TC1, TC2, TC3, TC4, TC7
	Students will study a modern novel 'Purple Hibiscus' by . They will explore the modern context of Nigeria as a way into the text before analysing important themes and techniques used to structure a 20 th Century novel.												
Cycle 2	Purple Hibiscus <u>Section A:</u>	Purple Hibiscus <u>Section A:</u>	Purple Hibiscus <u>Section A:</u>	Purple Hibiscus <u>Section B:</u>	Purple Hibiscus <u>Section B:</u>	Purple Hibiscus <u>Section B:</u>	Purple Hibiscus <u>Section C:</u>	Purple Hibiscus <u>Section C:</u>	Purple Hibiscus <u>Section C:</u>	Purple Hibiscus <u>Section C:</u>	Purple Hibiscus <u>Section C:</u>	Purple Hibiscus <u>Section D:</u>	Purple Hibiscus Closing gaps / <u>Section D:</u>

Cycle 3

Teach: Context Read: Pg3-16 Booklet: Pg9-10	Read: Pg19-109 Booklet: Pg 11-12 (Kambili)	Read: Pg19-109 Booklet: Pg 13-14 (Papa)	Read: Pg110-205 Booklet: Pg 15-16 (Jaja)	Read: Pg110-205 Booklet: Pg 15-16 (Jaja)	Read: Pg110-205 Booklet: Pg 18 (Mama)	Read: Pg 206-253 Booklet: Pg 19-20 (Evaluation)	Read: Pg 206-253 Booklet: Pg 19-20 (Evaluation)	Read: Pg 257-307 Booklet: Pg 21-22 (Analysing Cousins)	Read: Pg 257-307 Booklet: Pg 21-22 (Analysing Cousins)	Read: Pg 257-307 Booklet: Pg 28 (Imaginative Writing)	Themes and Evaluation Booklet: Pg 23-25	Symbolism Booklet: Pg 26-27
TC6, TC6	TC6. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1-4	TC1-4	TC1. TC2. TC3. TC4. TC5. TC7			
Students will then study a challenging text linked to the idea of 'Society and Inequality' with <i>An Inspector Calls</i> by J.B. Priestley. There will be an appreciation of how writers' construct plays to convey a political message and linked context including socialist and capitalist ideology and gender inequality												
An Inspector Calls – Cold Read	An Inspector Calls – Cold Read	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	Possible Assessments	Possible Assessments	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play

DFA Year 10 English - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1			TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC6, TC5, TC1, TC2, TC3, TC4	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7
	Students will then study a challenging text linked to the idea of 'Society and Inequality' with An Inspector Calls by J.B. Priestley. There will be an appreciation of how writers' construct plays to convey a political message and linked context including socialist and capitalist ideology and gender inequality and Shakespeare text – Macbeth and Poetry Anthology – Power and conflict. Mastering the interpretation of a range of 20 th and 21 st century fiction with a focus on sophisticated interpretations Evaluation of language and structure with a focus on applying these devices with sophistication and originality in students' own work												
	Induction	Induction	An Inspector Calls – knowledge checks / responsive teaching to gaps	An Inspector Calls – big questions and analysis	An Inspector Calls – big questions and analysis	An Inspector Calls – Essay teaching – social responsibility	Power and Conflict Poetry – The hubris of tyrants; oppressive societies: London, Ozymandias, COMH	Macbeth Context; (Cold watch – RSC production) Plot understanding	Macbeth Act 1 S1-3 How are the Witches portrayed? How is Macbeth introduced? What are M and B reactions to WS?	Macbeth Act 1 S4 How is ambition introduced? Progress check: Macbeth in Act 1	Macbeth Act 1 S5: How is LM introduced? S6-7: How does Shakespeare use rhetoric through LM?	Macbeth Act 2 S1 – Analysis of 'is this a dagger' A2S2 - 3	Macbeth Act 3 Scene 1 – Macbeth's fears analysis Act 3 S2-3
Cycle 2	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC6, TC4, TC3	TC6, TC4, TC3	TC6, TC4, TC3	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4.	TC1. TC2. TC3. TC4.	TC1. TC2. TC3. TC4.	TC1. TC2. TC3. TC4.
	Students will then study a challenging text linked to the idea of 'Society and Inequality' with An Inspector Calls by J.B. Priestley. There will be an appreciation of how writers' construct plays to convey a political message and linked context including socialist and capitalist ideology and gender inequality and Shakespeare text – Macbeth and Poetry Anthology – Power and conflict. Mastering the interpretation of a range of 20 th and 21 st century fiction with a focus on sophisticated interpretations Evaluation of language and structure with a focus on applying these devices with sophistication and originality in students' own work												
	Macbeth Act 3 Scene 4 – Analysis of guilt (Banquo's Ghost) Macbeth	Act 4 S3 – analysis of Kingship Act 5 S1 – Lady Macbeth's guilt Macbeth	Act 5 S2-5 Analysis of final Macbeth soliloquy Macbeth	Read to end / mop up final gaps Macbeth Essay How is ambition presented?	Macbeth Act 3 S5-6 Act 4 S1-2	Language Paper 1 Question 5 Write a description suggested by this image.	Language Paper 1 Question 5 Write the opening part of a story set in bad weather.	Language Paper 1 Question 5 Write a description suggested by this image.	Power and Conflict Poetry (Soti, Prelude) Compare the ways writers present the power of nature.	Language Paper 1 Questions 1-4 Language Analysis	Language Paper 1 Questions 1-4 Evaluation of methods	Language Paper 1 Questions 1- How has the writer structured the text to interest you as a reader?	Language Paper 1 Questions 1-4 Language analysis and evaluation of methods.
Cycle 3	TC1. TC2. TC3. TC4.	TC1. TC2. TC3. TC4.	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC6. TC4. TC4.	TC6. TC4. TC4	TC6. TC4. TC4	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC6. TC7, TC4.	TC6, TC7

Students will then study a challenging text linked to the idea of 'Society and Inequality' with *An Inspector Calls* by J.B. Priestley. There will be an appreciation of how writers' construct plays to convey a political message and linked context including socialist and capitalist ideology and gender inequality and Shakespeare text – Macbeth and Poetry Anthology – Power and conflict. Mastering the interpretation of a range of 20th and 21st century fiction with a focus on sophisticated interpretations Evaluation of language and structure with a focus on applying these devices with sophistication and originality in students' own work

<p>Language Paper 1 Questions 1-4</p> <p>Language Analysis</p>	<p>Language Paper 1 Questions 1-4</p> <p>How has the writer structured the text to interest you as a reader?</p>	<p>Power and Conflict Poetry</p> <p>–</p> <p>Knowledge mop-up</p> <p>Compare the ways writers present individual experiences.</p>	<p>Power and conflict poetry</p> <p>– emigre, tissue, COTLB</p> <p>Compare the ways writers present identity</p>	<p>Power and conflict poetry</p> <p>– emigre, tissue, COTLB</p> <p>Compare the ways writers present the realities of war</p>	<p>Power and conflict poetry</p> <p>– emigre, tissue, COTLB</p> <p>Compare the ways writers present the impact of war.</p>	<p>Unseen Poetry</p>	<p>Unseen Poetry</p>	<p>Potential Mock Exam Period (Literature revision)</p>	<p>Potential Mock Exam Period (Literature revision)</p>	<p>Unseen Poetry</p>	<p>Spoken Language</p>	<p>Spoken Language</p>
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DFA Year 11 English - Long Term Plan (Class of 2024)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1			TC6. TC4. TC4	TC6. TC4. TC4	TC6. TC4. TC4	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC7, TC5. TC6	TC7, TC5. TC6	TC1. TC2. TC3. TC4. TC5. TC7			
	Mastering the interpretation of a range of 20 th and 21 st century fiction with a focus on sophisticated interpretations. Evaluation of language and structure with a focus on applying these devices with sophistication and originality in students' own work Appreciation of 19 th century novel (Jekyll and Hyde or A Christmas Carol) forming conceptualised responses regarding how context and language interact to create meaning Mastery of knowledge required for English Language Paper 1 and English Literature Paper 1												
	Induction	Language Paper 1 Question 5	Language Paper 1 Question 5	Language Paper 1 Question 5	Language Paper 1 Section A	Language Paper 1 Section A	Power and Conflict Poetry – War Photographer	A Christmas Carol – Cold Read L6: Unseen practice	A Christmas Carol - Cold read	Revision / mock preparation	Mocks Lessons after exams: ACC	Mocks Lessons after exams: ACC	A Christmas Carol L6: ACC big write
Cycle 2	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7	TC1. TC2. TC3. TC4. TC5. TC7				
	Appreciation of 19 th century novel (Jekyll and Hyde or A Christmas Carol) forming conceptualised responses regarding how context and language interact to create meaning Mastery of knowledge required for English Language Paper 2 . Revision of all GCSE English Literature and Language knowledge with a focus on creating conceptualised, nuanced responses to texts and manipulation of linguistic and structural choices in students' own work												
	A Christmas Carol L6: ACC Big write	A Christmas Carol L6: AIC revisit	A Christmas Carol L6: AIC big write	A Christmas Carol L6: AIC big write	Language Paper 2 L6: Poetry mop up	Language Paper 2 L6: Poetry mop up	Language Paper 2 L6: Conceptualised comparisons - poetry	Language Paper 2 L6: Comparative essays - poetry	Language Paper 2 Spoken Language Assessment (one lesson set up)	Revision	Revision	Revision	Revision
Cycle 3													
	Revision	Revision	Revision	Revision	Revision	Revision							