

Autumn Term 1 - History Of English				
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week One	<ul style="list-style-type: none"> To be able to recognise the changes in the English language throughout history. (An overview). 	<ul style="list-style-type: none"> To comprehend the emergence of the English language and the influences that the attempted invasions had on England and its native tongue. 	<ul style="list-style-type: none"> To be able to distinguish the four elements of English language progression. To understand the chronology of historical dates and be able to attribute a text to a date. 	<ul style="list-style-type: none"> Exposure to Old English. To be able to devise an accurate timeline to represent the progression of Phase 1 of the English language.
Week Two	<ul style="list-style-type: none"> Introduce students to the idea of etymology, and how our understanding of this contributes to how we identify, define and spell unfamiliar words. 	<ul style="list-style-type: none"> To attempt to decode /translate a section of Old English text Beowulf. Compare the grammatical structure of Old English to Modern English, on the surface. 	<ul style="list-style-type: none"> Related, in depth and more comprehensive coverage of syntax/grammar - incorporating examples from Beowulf. 	<ul style="list-style-type: none"> Beowulf inspired descriptive writing.
Week Three	<ul style="list-style-type: none"> To be able to devise an accurate timeline to represent the progression of English, ready for 	<ul style="list-style-type: none"> To become familiar with Chaucer and his influence on the emergence of Middle English (focus on 'A' 	<ul style="list-style-type: none"> To understand the structure and purpose of The Canterbury Tales and 	<ul style="list-style-type: none"> To compare the presentation of the Wife of Bath and the Miller

	Phase 2 of the English language (Middle English)	words, of which he invented many!	links with modern pilgrimages	
Week Four	<ul style="list-style-type: none"> To decode /translate a section of Middle English text The Wife of Bath. 	<ul style="list-style-type: none"> To write a CT inspired story 	<ul style="list-style-type: none"> To write a CT inspired story 	<ul style="list-style-type: none"> Comprehend the terms neologism and archaism. To learn how to create a neologism.
Week Five	<ul style="list-style-type: none"> Begin Early Modern English. Exposure to William Caxton's Printing Press in 1476 that aimed to standardise the English Language for the first time. Lay foundations for experimentation with language (in Shakespearean era). 	<ul style="list-style-type: none"> Introduction to Shakespeare as a contributor to the expansion of the English Language. William Shakespeare context, works and word inventions. Profile for William Shakespeare. 	<ul style="list-style-type: none"> Decoding a Shakespearean extract. Incorporate knowledge of syntax, neologisms and archaisms. Writing a translation of an extract or paragraph to the best of their ability. 	<ul style="list-style-type: none"> English as the new language of power and prestige. Understand that England began to stop borrowing words from other countries and began to formulate their own (if they were required). Shakespeare's 200+ words, for example.
Week Six	<ul style="list-style-type: none"> Create a timeline of events contributing to language change from the newly learned 'Early Modern English Era'. 	<ul style="list-style-type: none"> Begin Modern English. Understand that in 1755, Samuel Johnson created the first ever Oxford English Dictionary. This was a catalyst for compulsory education, that was originally 	<ul style="list-style-type: none"> Awareness of World War 1's role whereby it disrupted the class system in the UK and increased tendency to use more informal language - that we would recognise as 	<ul style="list-style-type: none"> Develop an alertness to the role of technology in the expansion AND standardisation process of the English Language.

		opposed then finally passed in 1870.	slang, taboo or jargon today. <ul style="list-style-type: none"> • Create a slang word and its 'dictionary definition'. 	<ul style="list-style-type: none"> • Write a formal letter to the creators of the 'OE Dictionary' asking them to include your slang word (from last lesson) in their formal document.
Week Seven	<ul style="list-style-type: none"> • Debate contributing factors to language as we know it today: • Entertainment/media, fashion, technology, slang, regional variations etc. 	<ul style="list-style-type: none"> • Exposure to the 'urban dictionary' to illustrate the acceptance of language change. (Maybe introduce descriptivism Vs prescriptivism, if viable). 	<ul style="list-style-type: none"> • Creation of Modern English timeline. 	

Autumn Term 2 - Myths

What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week One	What is a Myth?	How were myths used to explain Creation?	How do mythological stories provide a moral message for human beings?	How can I successfully write from the perspective of Lycaon? Descriptive Writing
Week Two	How do Greek Myths act as warnings for human behaviour?	How do Greek Myths act as warnings for human behaviour?	How can I improve my descriptive writing from a first person perspective?	How do Greek Myths present ideas of love and jealousy?

		Understanding meaning of stereotype.		
Week Three	How does the writer use language to present the danger of Icarus' situation?	How do Greek Myths present ideas of love and jealousy? Understanding of mixed mode storytelling	How successfully can I write a speech from a character's perspective?	What is an archetypal hero?
Week Four	How does the writer use language to suggest that Troy is doomed?	What is an archetypal hero? Presentation of Odysseus	How is the Cyclops presented to the reader?	How can I improve my analysis of a text?
Week Five	How does a writers structural techniques make writing effective?	What is the heroic code in Greek Mythology?	How are women typically presented in Greek Mythology?	How does Achilles behave in a way that is heroic?
Week Six	What can we learn from Norse Mythology?	How can I improve my writing to inform?	How well can I write a persuasive speech? Write Loki's final speech	What can the similarities and differences between different mythologies tell us?
Week Seven	How can I improve my persuasive writing?	What is the purpose of an Epic?	How successfully can I demonstrate the features of an Epic?	How successfully can I demonstrate the features of an Epic?