

Year Group/Term	Fertile Question	Powerful New Knowledge	Revisiting Knowledge	Assessment
8.1 (1)  Lord of the Flies	<b><i>Are humans born with the inherent capacity for evil?</i></b>	<ul style="list-style-type: none"> <li>• Human nature – are humans born evil or is it a result of upbringing?</li> <li>• Civilisation vs Savagery – Jack and Ralph</li> <li>• Weak vs Strong – Piggy as a victim, pack mentality, bullying</li> <li>• Freudian Psychoanalysis – Id, Ego and Superego – what happens in a society without rules and adults?</li> <li>• Allusion and allegory – use of religious imagery</li> <li>• Archetypes – explore the different character traits presented by the boys</li> <li>• Microcosm – use of the island to reflect the issues in the outside world</li> <li>• Figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Supernatural and Superstitious Beliefs – The Beast</li> <li>• Foreshadowing – the fire, Piggy’s glasses</li> <li>• Irony</li> <li>• Symbolism – the conch, the fire, Piggy’s glasses</li> <li>• Characterisation – Jack, Ralph, Piggy, Roger</li> <li>• Inference</li> <li>• Identifying evidence</li> <li>• Crafting of descriptive writing – use of vocabulary and linguistic devices</li> <li>• Crafting of descriptive writing – punctuation and sentence structure</li> </ul>	<p><b>Formative Assessment</b> – quizzes to check powerful/revisited knowledge, students create quotation bursts, live modelling/marking, grammar trees</p> <p><b>Summative Assessment</b> – Write a newspaper article on the young boys death in the fire.</p>
8.1 (2)  Lord of the Flies				<p><b>Formative Assessment</b> – quizzes to check powerful/revisited knowledge, students create quotation bursts, live modelling/marking, grammar trees</p> <p><b>Summative Assessment</b> To what extent does Golding demonstrate the different elements of human nature using the microcosm of the island and the boys who are stranded there?</p>

<p>8.2 (1)</p> <p>Touching the Void</p>	<p><b><i>What factors drives mankind's determination to tackle nature's challenges?</i></b></p>	<ul style="list-style-type: none"> <li>• Fate –a deeper force at work deciding how events pan out</li> <li>• Life/ death – climbing for 'feeling of being alive', achievement</li> <li>• 'The Void' – personal and psychological void, emptiness, finding salvation in the void</li> <li>• Nature, Adversity and Survival – man's struggle with nature, use of technology to protect, mountain as a metaphor</li> <li>• Friendship and Trust –fates are bound together</li> <li>• Importance of setting</li> <li>• Tracking how a viewpoint develops</li> <li>• Crafting of transactional writing – engaging and affecting a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• How tension is created</li> <li>• Characterisation</li> <li>• Inference</li> <li>• Identifying evidence</li> <li>• Crafting of transactional writing – arranging and supporting ideas</li> <li>• Crafting of transactional writing – use of linguistic devices for effect</li> <li>• Crafting of transactional writing – use of grammatical forms for effect</li> <li>• Symbolism</li> </ul>	<p><b>Formative Assessment</b> – quizzes to check powerful/revisited knowledge, students create quotation bursts, live modelling/marking, grammar trees</p> <p><b>Summative Assessment</b> Writing to Argue – Schools should provide more opportunities for students to explore; adventure is key to personal growth.</p>
<p>8.2 (2)</p> <p>Touching the Void</p>				<p><b>Formative Assessment</b> – quizzes to check powerful/revisited knowledge, students create quotation bursts, live modelling/marking, grammar trees</p> <p><b>Summative Assessment</b> 'Simpson presents friendship and trust as essential for surviving adversity in life.' To what extent do you agree?</p>

<p>8.3 (1)</p> <p>Macbeth</p>	<p><b><i>Is ambition a force for good or for evil?</i></b></p>	<ul style="list-style-type: none"> <li>• Shakespeare’s audience – writing to please his patron James I</li> <li>• Divine right of Kings – the idea of a King being in line with God</li> <li>• Gender roles – Macbeth and Lady Macbeth</li> <li>• Ambition and Greed</li> <li>• Power and its corrupting influence</li> <li>• Soliloquy</li> <li>• Shakespearean Tragedy</li> <li>• Hamartia</li> <li>• Internal and External Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Supernatural and Superstitious Beliefs – The Witches</li> <li>• Freudian Psychoanalysis – Id, Ego and Superego</li> <li>• Fate –a deeper force at work deciding how events pan out</li> <li>• Allusion and allegory – use of religious imagery</li> <li>• Archetypes</li> <li>• Inference</li> <li>• Identifying evidence</li> <li>• Crafting of descriptive writing – use of vocabulary and linguistic devices</li> <li>• Crafting of descriptive writing – punctuation and sentence structure</li> </ul>	<p><b>Formative Assessment</b> – quizzes to check powerful/revisited knowledge, students create quotation bursts, live modelling/marking, grammar trees</p> <p><b>Summative Assessment</b>  <b>Writing to Narrate – based on the theme of betrayal or ambition.</b></p>
<p>8.3 (2)</p> <p>Macbeth</p>				<p><b>Formative Assessment</b> – quizzes to check powerful/revisited knowledge, students create quotation bursts, live modelling/marking, grammar trees</p> <p><b>Summative Assessment</b>  <b>Act 1 Scene 3 – How does Shakespeare present the themes of fate and the supernatural in this scene and the whole play?</b></p>