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Yr 7	Fairytales- How have they changed over time? <i>Introduction to analysis and comparison</i>	Shakespeare- The Tempest <i>Analysis of key characters and focus on context.</i>	Hunger Games <i>Study of a full text</i>	Hunger Games <i>Narrative Writing</i>	I am Malala- Non Fiction	Unseen Poetry- Identity
Skills/ Assessment	KS3: Analysis, Context and Comparison GCSE:AO1-6 <u>Comparison: Compare the two versions of Hansel and Gretel</u>	KS3: GCSE:AO1-4 <u>How does Shakespeare present the character of Caliban</u>	KS3: inference and analysis. GCSE:AO1-4 <u>Write a comparison comparing how Collins presents The Capitol and District 12</u>	KS3: Narrative Writing: Use of language, structure and SPAG GCSE:AO5-6 <u>Dystopian Writing</u> <u>POV from Katniss</u>	KS3: Non Fiction analysis/ writing GCSE:AO7/9 <u>Short speech- SPL</u> <u>Education for all</u>	KS3: GCSE:AO1-4 <u>How does a poem of your choice present the theme of identity?</u>
Yr 8	Gothic Horror <i>Introduction to romanticism/ sublime and GH. Key text: The Tell Tale Heart</i>	Non Fiction Viewpoint Writing- <i>Introduction to rhetoric</i> <i>Greta Thunberg- Climate Change/</i>	Unseen Poetry- War poetry <i>Poetry from Sassoon, Pope and Owen.</i>	Formal and persuasive letter writing Study of a novel;- John Boyne <i>Stay where you are and leave</i>	A Midsummer Night's Dream - Short extracts detailed analysis- <i>set extracts</i>	Language Unit- <i>Structure and narrative writing. Short extracts for analysis and stimulus.</i>
Skills/ Assessment	KS3: Evaluation GCSE:AO1-4 <u>How far do you agree that the narrator in The Tell Tale Heart is a gothic horror villain?</u>	KS3: GCSE:AO1-6 <u>We can all do something to help stop climate change' Write a speech for your school explaining your POV.</u> GCSE AO7-9 opportunity	KS3: GCSE:AO1-4 <u>Poetry comparison: Compare how the effects of war are presents in Dulce et Decorum est and a poem of your choice.</u>	KS3: GCSE:AO5/6 <u>Write a letter home from the trenches to a loved one.</u>	KS3: GCSE:AO1-4 <u>How does Shakespeare present the theme of love?</u>	KS3: GCSE:AO1-6 <u>How has the writer structured the text to interest us as a reader?</u>
Yr 9	OFMAM <i>Accompanying Non Fiction and unseen poetry and prose booklet</i>	OFMAM <i>Accompanying Non Fiction and unseen poetry and prose booklet</i>	Romeo and Juliet <i>Study of key extracts.</i>	Unseen poetry- Divided Society	Narrative/ Descriptive Writing <i>Use AQA Year 9 Language Papers as extracts and stimulus.)</i>	AQA Language Paper 2: Viewpoint analysis and writing. <i>Human/ Women's rights/ suffragettes.</i>

<p>Skills/ Assessment</p>	<p>KS3: GCSE:AO1-4 <u>How has Steinbeck presented life in 1930s America?</u></p>	<p>KS3: GCSE:AO1-4 Assessment= UNSEEN How does Steinbeck present the theme of outsiders through a minimum of two characters?</p>	<p>KS3: GCSE:AO1-4 Focus on AO3 How does Shakespeare present relationships in the extract and the play as a whole.</p>	<p>KS3: GCSE:AO1-4 AO3 How is a divided society presented in Parade's End and Two Scavengers.</p>	<p>KS3: GCSE:AO1-6 Write a description/narrative.</p>	<p>KS3: GCSE:AO1-9 Paper 2 WTM Leaflet Writing SPL <u>Links to GCSE: Paper 2 Language and AIC context links</u></p>
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HT	Fertile Question	Description	Summative Performance Of Understanding	Links to GCSE / Alevel Requirements
Great 8	Do we need to know where we came from to know our future?	<p>An introductory unit to English in Year 7 that explore the story of a girl who is trying to find her true identity. Pupils were expected to read this story over the summer holidays ready to use in class. The 8 lesson SoW will work through learning how to analyse and write basic PEZZ paragraphs. The analysis should be completed in an I, We, You format. The narrative and study is a link into the Autumn term fairy tale unit.</p> <p>Study of full text: <i>The Girl Who Speaks Bear</i></p>	<p>How does Anderson present Yanka's feelings about changing into a bear?</p>	<p>Language Analysis</p> <p>GCSE: AO1-AO4</p>
Autumn 1	How have fairytales changed?	<p>In this unit of work pupils will explore HOW and WHY the traditional fairy tale has adapted through time. Using Hansel and Gretel as the key core text, pupils will learn the structure and generic conventions of fairy tales. Pupils will then explore the role of a hero and a villain in fairy tales and will debate/ justify who is the biggest villain in Hansel and Gretel. The unit will end with pupils comparing the original story to a modern version.</p> <p>Study of full texts: <i>Hansel and Gretel versions</i></p>	<p>Write a comparison comparing how Hansel/ Gretel are presented in the two different texts.</p>	<p>Language Analysis, Context and comparison.</p> <p>GCSE:AO1- AO4</p>
Autumn 2	Is Caliban a victim?	<p>The first Shakespeare play that students will study is 'The Tempest.' This unit is an introduction to Shakespeare and the focus will mostly be on the character 'Caliban'. Students will learn and apply contextual knowledge of the Elizabethan era particularly travel, trade colonialism. Students will be expected to start demonstrating more sophisticated inference and analysis skills to show their understanding of how and why Shakespeare has created certain characters in certain ways.</p> <p>Study of extracts: <i>The Tempest</i></p>	<p>How is Caliban presented as a character by Shakespeare? Pupils will use an extract.</p>	<p>Language Analysis, Context</p> <p>Literature Paper 1- Shakespeare</p>

Spring 1	How far do you go to protect the one you love?	This reading SOW focusses on understanding the importance of WHY Katniss volunteers. By focussing our attention on Prim and the reaping it allows pupils to empathise with the protagonist Katniss on developing out emotional response. A large part of this SOW will be exploring the notion of humanity and inequality. This will give pupils the chance to build their cultural capital and apply the scenarios in the text to society today. Study of full text: The Hunger Games	Compare how Collins presents life in the District and in the Capitol.	Fiction analysis skills- Paper 1 Language and Literature GCSE:AO1-4
Spring 2	How do we write an engaging and dramatic narrative?	Following last term's comparison pupils will explore Katniss as a dystopian protagonist as she battles through the Hunger Games. The main assessment will be using this text to mimic the style of dystopian writing to produce a piece of narrative that is written from the first-person perspective of Katniss. Study of full text: The Hunger Games	Using a still image, write a first person perspective through the eyes of Katniss- MUST have a flashback.	Narrative and descriptive are assessed in Language Paper 1 GCSE:AO5-6
Summer 1	Is education the most powerful weapon you can have?	Pupils will explore Yousafzai's role as an activist for education and women's rights. Using Malala's autobiography as a core text we will look at her rise to fame from being shot to speaking at the UN. Pupils will learn about the Pakistani culture and Terrorism led to Malala becoming an advocate for children all around the world and their rights for an education. Pupils will analyse in depth the UN speech and aim to mimic the language and structure in their own work. Study of extracts: Malala's autobiography	All children should be entitled to having an education around the world. Write a speech	Language Paper 2 : Non Fiction analysis and writing
Summer 2	What does identity mean?	Pupils will study a range of poetry that links to identity. All poems will be from a range of different cultures to develop knowledge of the world and cultural capital.	How does a poem of your choice present the theme of identity?	GCSE:AO1-4

HT	Fertile Question	Description	Summative Performance Of Understanding	Links to GCSE / Alevel Requirements
Great 8	How do we imitate a writer?	A short writing unit to assess the students' current level at the start of the year and is an introduction to gothic horror. Investigate how the writer has used language and structure to create tension and atmosphere. Using the text pupils will then imitate the writer's skills to produce their own gothic horror opening. <i>Study of full text: The Monkey's Paw</i>	Write the opening of a gothic horror narrative imitating devices used by W.W.W Jacobs	Language Paper 1: Descriptive writing, analysing, and evaluating language and structure. GCSE AO1-6
Autumn 1	Is a monster what we see or what we are?	Pupils will start the SOW by exploring and developing their knowledge of what Gothic Horror means and the generic conventions associated with it. The core text will be The Tell Tale Heart and pupils will use this to analyse genre, conventions, structure and language. Pupils will work towards a formal written analysis about how the narrator meets expectations of villainous gothic horror behaviour. <i>Study of full test: The Tell Tale Heart</i>	How is the narrator presented as villainous?	Language Paper 1. Literature Paper 1- 19 th Century text GCSE: AO1-4
Autumn 2	Are we ever too small to make a difference?	Pupils will have the opportunity to study, understand and debate the importance of climate change in our modern day world. Starting with an introduction to Aristotle and his triad of logos, ethos and pathos, our core text will be exploring Greta Thunberg's voice, persuasion and use of language in speeches delivered around the world. Pupils will analyse her writing techniques, building up a bank of resources/ ideas that they will then use to imitate in their own piece of transactional writing <i>Study of full speeches by Greta Thunberg</i>	Transactional Writing/ SPL: A student once said: 'We can all do something to help stop climate change' Write a speech for your school explaining your POV.	Language Paper 2: Non Fiction analysis and writing GCSE: AO1-9 Pupils to be assessed on their Speaking and Listening
Spring 1	Is war an act of patriotism?	Pupils will be introduced to the theme of war and conflict and will be given opportunities to explore war through a range of artwork and poetry. In particular pupils will explore patriotism and propaganda through poetry. Through contextual information about key poets pupils will start to infer and deduce how the poet's view on war is being presented in their poetry and analyse the methods that have been used. Pupils will finish the SoW with a detailed comparison comparing viewpoints, language and effect of language.	Compare the ways poets present ideas about war and conflict in 'Dulce et Decorum Est' and in one other poem	Unseen poetry comparison/ AQA anthology poetry GCSE:AO1-4

		Study of full poems		
Spring 2	What was the reality of life at war?	Following analysis of war poetry, pupils will move to exploring the purpose of letters in WW1, conscientious objectors and the power of censorship. Through analysing real WW1 letters pupils will then aim to mimic and apply their knowledge in their own piece of work. Read full text of John Boyne: Stay where you are and leave	Write a letter home from the trenches to a loved one.	Language Paper 2: Letter Writing GCSE:AO5/6
Summer 1	How does Shakespeare present love?	A Shakespeare study of a Midsummer Nights Dream. This comedy is the second Shakespearean play that pupils study during their KS3 journey. Throughout the term pupils will primarily focus on how love is presented through the different characters, their relationships and the plot. Following an I, we, you structure all pupils will be aiming to write a full piece of analysis at the end of the term. Study of extracts	How does Shakespeare present the theme of love in the extract and the play as a whole?	Literature Paper 1 Shakespeare Component GCSE: AO1-4
Summer 2	What is a language paper?	During this half term pupils will be exposed to the GCSE Language paper. In classes we will work through each of the different questions. Study of full paper	AQA Year 8 level Language Paper	Language Paper 1 GCSE: AO1-AO6

HT	Fertile Question	Description	Summative Performance Of Understanding	Links to GCSE / Alevel Requirements
Great 8	Should our family have the power to map out our future?	<p>An introductory unit to English in Year 9 where pupils will read and study the short story: Anil, Ridjal Noor. Pupils will use 4 key extracts to explore the writer's use of language, techniques and characterisation. The text explore key themes such as: morality, hierarchy, power and inequality which links to the first term study of OFMAM.</p> <p><i>Study of a full short story: Anil</i></p>	<p>How does Noor present the theme of power in the final section of the story?</p>	<p>Language Paper 1 – fiction analysis.</p> <p>Literature- study of a text.</p> <p>GCSE: AO1-AO4</p>
Autumn	How was 1930s America a hierarchal society?	<p>The purpose of reading this text is to widen students understanding of American literature and historical basis for their ongoing struggles with identity and power. The social and historical issues present in the text have strong links to wider issues present in the students' world today and the text will allow both illumination and understanding of the issues. The scheme of work ensures students study a full text (as they will at GCSE) and the assessment ensures they use the social and historical information learnt in an extended writing piece – again reflecting the requirements of GCSE examinations</p> <p><i>Study of a full text: Of Mice and Men</i></p>	<p>HT1: How has Steinbeck presented life in 1930s America?</p> <p>HT2: How does Steinbeck present the theme of outsiders through a minimum of two characters?</p>	<p>Literature style question (thematic)</p> <p>GCSE:AO1-4</p>
Spring 1	Are social expectations there to be followed or subverted?	<p>In preparation for the GCSE study of a Shakespearean text pupils will explore the contextual influences of and in Romeo and Juliet. Pupils will explore and analyse how society has clear rules and expectations that characters both conform and subvert. To develop their analysis of writer's intentions we will consider why Shakespeare has created his characters in these ways.</p> <p><i>Study of extracts</i></p>	<p>How does Shakespeare present relationships in the extract and the play as a whole.</p>	<p>Literature Paper 1 Shakespeare component style question.</p> <p>GCSE:AO1-4</p> <p>Focus on AO3</p>

Spring 2	What is a divided society?	<p>This unit of work will be a poetry unit that explore poems and their links to the theme 'a divided society'. Pupils will explore the context the poets, the meaning and message of their poetry and analyse both language and structural features. Pupils will be working towards a GCSE style comparison. Pupils will specifically work on ideas and poets that they will be studying for their GCSE and use non-fiction extracts to introduce their learning of viewpoints, perspectives and aims of language</p> <p>Study of full poems</p>	<p>Compare how Nagra and Ferlinghetti present division in society.</p>	<p>Literature Paper 2 Poetry Anthology Comparison Skills GCSE:AO1-4 AO3</p>
Summer 2	How do we use a stimulus to create our own pieces of writing?	<p>In this SoW there will be two focus:</p> <ul style="list-style-type: none"> - Analysing structure to inform a narrative piece of writing - Analysing and comparing writer's viewpoints to inform a piece of viewpoint writing. <p>In preparation for Language Paper 1 and 2 pupils will use existing extracts to mimic and create their own pieces of work.</p>	<p>Write a piece of narrative writing. Write a piece of viewpoint writing</p>	<p>Language Paper 1 and 2</p>

Year 10					
Autumn Term		Spring Term		Summer Term	
<p><u>Theme: Social Responsibility</u></p> <p>Core text: <i>An Inspector Calls</i></p> <ul style="list-style-type: none"> • Extracts modern and 19th Century • Study if the play, characters and themes • Social context and historical relevance • Writing skills – generating a point of view <p><u>Cluster 2 Poetry Power and Conflict</u> 1 poem per week as a lead up to the poetry covered over the year – to build confidence and familiarity.</p>	<p>12 weeks with 1 lesson per weeks focused on poetry and the skills needed to tackle this element of the exam.</p>	<p><u>Theme: Wealth, Power and Control</u></p> <p>Core text: a Christmas Carol</p> <ul style="list-style-type: none"> • Study novel, characters and themes • Social context and historical relevance • Writing – creative description or narrative <p><u>Cluster 2 Poetry Power and Conflict</u> Covering on average 1 poem per week to build confidence and familiarity.</p>		<p><u>Speaking and Listening Preparation</u></p> <ul style="list-style-type: none"> • Research of topics • Investigate how to create and design a speech • Review skills needed to present a point of view <p><u>Cluster 2 Poetry Power and Conflict</u> 1 poem per week. Introduction of comparative analysis.</p> <p><u>Language Paper 1 – Creative</u></p> <ul style="list-style-type: none"> • Recapping and developing skills needed to respond successfully to GCSE Language Paper <p><u>Literature Revision for Mock Exam</u></p> <ul style="list-style-type: none"> • Practice questions for An Inspector calls • Practice questions for A Christmas Carol <p><u>Speaking and Listening Examination</u></p>	

<u>Year 11</u>		
Autumn Term	Spring Term	Summer Term
<p><u>Shakespeare – Study of Macbeth</u></p> <ul style="list-style-type: none"> • Study play, characters, language, structure and themes • Social context and historical relevance <p><u>Unseen Poetry</u></p> <ul style="list-style-type: none"> • focus on unseen poetry and the skills needed to tackle this element of the exam. <p><u>Language Paper 2 – Writing from a point of view</u></p> <ul style="list-style-type: none"> • Recapping and developing skills needed to succeed in the GCSE Language Paper <p><u>Mock Exams:</u></p> <p>Macbeth & Unseen Poetry</p> <p>Language Paper 2</p>	<p><u>Language Paper 2 – Writing from a point of view</u></p> <ul style="list-style-type: none"> • Recapping and developing skills needed to succeed in the GCSE Language Paper <p><u>Core texts:</u></p> <p><u>An Inspector Calls</u></p> <ul style="list-style-type: none"> • Review play, characters and themes • Review social context and historical relevance <p><u>A Christmas Carol</u></p> <ul style="list-style-type: none"> • Review novel, characters and themes • Review social context and historical relevance <p><u>Poetry Power and Conflict (Not for exams in 2022)</u></p> <ul style="list-style-type: none"> • Review key poems and content • Review how to compare poems <p><u>Unseen Poetry</u></p> <ul style="list-style-type: none"> • Review skills needed to analyse unseen poems • review skills needed to compare poems 	<p><u>Revision:</u></p> <p><u>Core texts:</u></p> <p><u>An Inspector Calls</u></p> <ul style="list-style-type: none"> • Review play, characters and themes • Review social context and historical relevance • Practice Questions <p><u>A Christmas Carol</u></p> <ul style="list-style-type: none"> • Review novel, characters and themes • Review social context and historical relevance • Practice questions <p><u>Macbeth</u></p> <ul style="list-style-type: none"> • Review play, characters, language, structure and themes • Review social context and historical relevance • Practice questions <p><u>Language Paper 1 – reading and writing Creatively</u></p> <ul style="list-style-type: none"> • Recapping skills needed to respond successfully to GCSE Language Paper <p><u>Language Paper 2 – Writing from a point of view</u></p> <ul style="list-style-type: none"> • Recapping skills needed to respond successfully to GCSE Language Paper <p><u>GCSE Final Exams</u></p>