Year 7 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖ Greek/Arabic/Latin etymology and morphology ❖ Subject specific vocabulary (tier 2 and 3) lists ❖ Wider reading lists ❖ Reading of play (A Midsummer Night's Dream/Romeo and Juliet) ❖ Reading and responding to poetry ❖ Reading of novel (Jekyll and Hyde) ❖ 200 word writing challenges ❖ Extended writing - creative writing/ non-fiction writing and extract analysis ❖ Audiobooks - prosody, fluency, dialect, pronunciation ❖ Marking of SPaG	**Spiritual:** ● Greek Myths - Greek Gods ● An Intro to Shakespeare - Great chain of being, Supernatural ● A Midsummer Night's Dream - Fairies, Magic ● Gothic - Witches, Demons, Ghosts ● Jekyll & Hyde - Man vs God **Moral:** ● A Midsummer Night's Dream - Monogamy ● An Intro to Shakespeare- Monogamy ● Gothic - Death (immoral, torture, morality over controversial issues **Social:** ● An Intro to Shakespeare - Elizabethan life ● A Midsummer Night's Dream - Relationships ● Gothic - Creation of character	● Actor/Performer ● Poet ● Author ● Special effects designer for the stage ● Journalist ● Publisher ● Historian	● Visit to London Dungeons ● Roald Dahl Day ● World Book Day ● National Poetry Day ● Diversity Day ● Shakespeare's Birthday ● Young Writers competition ● Scholars ● Knowledge organiser content ● Society and context	● Diversity Day ● An Introduction to Shakespeare - Rules of society ● Jekyll & Hyde - Rules of society ● A Midsummer Night's Dream - Order of Kings ● Jekyll & Hyde - Society V Individual ● A Midsummer Night's Dream - Respect of individual choices ● A Midsummer Night's Dream/Romeo and Juliet - Gender roles and changing societies

	Cultural:			
	- Greek Myths - Greek culture - An Introduction to Shakespeare - Elizabethan Era - A Midsummer Night's Dream - Marriage **Respect:** - Shakespeare - Relationships - Jekyll and Hyde - Respect for society and religion **Ambition:** - Jekyll and Hyde - Scientific ambition - Intro to Shakespeare - Marriage and security **Compassion:** - Shakespeare - Love, respect for family **Courage:** - Greek Mythology - Completing tasks - Gothic - fearlessness - J&H - Scientific enlightenment **Dignity:** - J&H - Compromising one's dignity - Shakespeare - family dignity and betrayal			

Formal Assessments (Title/Date)		Blended Learning	Home Learning
❖ Term 1 (w/b **17th October 2022**) - Greek Mythology: Non-fiction writing ❖ Term 1 (w/b **12th December 2022**) - Shakespeare Play: Creative writing ❖ Term 2 (w/b **6th March 2023**) - Shakespeare Play: Extract analysis ❖ Term 3 (w/b **8th May 2023**) - Gothic Literature: Creative writing ❖ **END OF YEAR EXAMS**		● https://docs.google.com/docu ment/d/1qfln9R3sELUfSKecnUk HmRmxue312TKP/edit	● Home learning menus ● Challenge home learning booklets

Unit of Work	Knowledge and *Skills*	Curriculum Links and Sequencing	National Curriculum *(including KS2)*
Greek Myths *7 weeks*	★ Origin of roots - language and etymology ★ Greek Myths and their relevance and connection with today ★ *Comprehension/Informational retrieval* ★ *Language analysis of extracts* ★ *Fiction & Non Fiction Writing* ★ *Structuring a written response*	**GCSE Link:** ➔ English Language Paper 1 - Fiction ➔ English Literature Paper 1 and 2 **Wider Curriculum Links:** ➔ Historical ➔ Cultural ➔ SMSC **Sequencing Links:** ➔ Intro to Shakespeare **7** ➔ AMSND/R&J **7** ➔ Etymology - **all SoL**	● Learning new vocabulary explicitly linked to context ● Understanding purpose and audience ● Literary heritage ● Read a range of texts ● Discussion of themes and conventions ● Evaluate how writers use language
An Introduction to Shakespeare *4 Weeks*	★ Shakespeare's life ★ Historical and social context of the time ★ Shakespearean Theatre (The Globe) ★ The monarchy and religion ★ Either A Midsummer Night's Dream or Romeo & Juliet ★ Superstition ★ Puritanism ★ *Comprehension/Informational retrieval* ★ *Language analysis of Shakespearean extracts*	**GCSE Link:** ➔ English Language Paper 1 - Fiction ➔ English Literature Paper 1 - Shakespeare **Wider Curriculum Links:** ➔ Historical ➔ Cultural - relating to Shakespearean theatre ➔ Religious ideology ➔ SMSC **Sequencing Links:** ➔ Greek Myths **7**	● Study of Shakespeare ● Historical periods ● Making inferences and referring to evidence in the text ● writing for a specific purpose and audience ● Learning and applying knowledge of vocabulary ● Plan, draft, proof-read and edit their own writing ● Read a range of plays ● Discussing themes and conventions ● Assessing the effectiveness of writing ● Identifying how language and structure shape meaning

	★ *Descriptive writing* ★ *Structuring a written response*	➔ AMSND / R&J **7** ➔ Macbeth **11** ➔ Literature Countdown **11**	
Either **A Midsummer Night's Dream** *or* **Romeo & Juliet** *12 Weeks*	★ Elements of Shakespearean comedy / tragedy ★ Plot, character and theme development ★ Context, both historical and generic ★ *Descriptive writing* ★ *Extract analysis* ★ *Structuring a written response*	**GCSE Link:** ➔ English Literature Paper 1 - Shakespeare **Wider Curriculum Links:** ➔ Historical ➔ Cultural - relating to Shakespearean theatre ➔ SMSC **Sequencing Links:** ➔ Greek Myths **7** ➔ An Introduction to Shakespeare **7** ➔ Macbeth **11** ➔ Literature Countdown **11**	● Reading a whole play by Shakespeare ● Promotes challenge, interest and enjoyment ● Knowing how language, structure and form shape meaning ● Plan, draft, proof-read and edit their own writing ● Write for a specific audience and purpose ● Using Standard English confidently in their own writing ● Read a range of plays ● Discussing themes and conventions ● Assessing the effectiveness of writing ● Identifying how language and structure shape meaning
Gothic Literature *7 Weeks*	★ Origins of Gothic writing ★ Historical context of Gothic writing ★ Elements of the Gothic ★ *Reading techniques of skimming and scanning* ★ *The difference between implicit and explicit information* ★ *Creative writing skills* ★ *Language analysis* ★ *Reading skills and strategies*	**GCSE Link:** ➔ English Language Paper 1 - Fiction **Wider Curriculum Links:** ➔ Historical ➔ Religious ideology ➔ Psychological ➔ SMSC **Sequencing Links:** ➔ Jekyll and Hyde **7** ➔ A Christmas Carol **10** ➔ Language P1 **10** ➔ Language P1 Countdown **11**	● Pre-1914 English Literature texts ● Reading for challenge, interest and enjoyment ● Studying a range of authors ● Plan, draft, proof-read and edit their own writing ● Studying the effectiveness and impact of textual features ● Reading a range of fiction and historical texts ● Familiarity with a range of fiction ● Identifying themes and conventions of writing ● Identifying how language and structure contribute to meaning ● Identifying the audience for and purpose of writing ● In narratives develop setting and character ● Proofreading and editing

| Jekyll & Hyde

9 Weeks | ★ Context - historical, thematic and generic
★ Plot, character and theme development
★ Vocabulary development
★ *Narrative writing techniques*
★ *Language and structure analysis*
★ *Literary techniques*
★ *Reading for meaning*
★ *Comprehension skills*
★ *Textual analysis skills*
★ *Analytical writing skills*
★ *Embedding quotes*
★ *Paragraph structure*
★ *Evaluation skills*
★ *Application of vocabulary*
★ *Linking contextual influences* | **GCSE Link:**
➔ English Literature Paper 1 - 19th Century Texts
Wider Curriculum Links:
➔ Spiritual
➔ Philosophical
➔ Historical
➔ Moral
➔ Social
Sequencing Links:
➔ The Gothic **7**
➔ A Christmas Carol **10**
➔ Literature P1 Countdown **11** | ● Reading whole texts that are challenging
● Learning new vocab
● Making inferences and referring to evidence in the text
● Studying setting, plot and characterisation
● Applying their growing knowledge of vocabulary, grammar and text structure to their writing
● Imaginative writing
● Plan, draft, proof-read and edit their own writing
● Reading of a 19th century text
● Knowledge of purpose, audience and context
● Identifying and Interpreting themes and ideas
● Exploring plot, character
● Read an increasingly wide range and challenging texts
● Predicting what might happen in texts based on generic conventions
● Participate in discussions about texts
● Write narratives focussing on setting and character
● Assessing the effectiveness of writing |

Year 8 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖ Subject specific vocabulary (tier 2 and 3) lists ❖ Word of the lesson ❖ Wider reading lists ❖ Reading and responding to poetry	**Spiritual:** ● War Poetry - Religion and death ● Journey's End - Faith, contemplation of life, death and where one fits in in the grand scheme of things.	● Actor/Performer ● Poet ● Author ● Special effects designer for the stage ● Biographer	● World Book Day ● Armistice Day ● Diversity Day ● National Poetry Day ● Young Writers competition ● Scholars	● Diversity Day ● Voices in Fiction - Sexual identity, cultural identity, mental health. Diversity and inclusivity/celebration of diversity ● Of Mice and Men - Marginalised

❖ Reading of play (Journey's End) ❖ Reading of novel (Of Mice and Men) ❖ Audiobooks - prosody, fluency, dialect, pronunciation ❖ 200 word writing challenges ❖ Extended writing - creative writing/ non-fiction writing and extract analysis ❖ Oracy - speech writing/delivery ❖ Marking of SPaG	**Moral:** ● War Poetry - Death (immoral, torture, morality over controversial issues ● Dystopian Fiction - Lack of individualism/democracy ● Of Mice and Men - Marginalised groups, segregation, ageism, sexism, disability **Social:** ● Voices in Fiction - Sexual identity, cultural identity, mental health ● Of Mice and Men - Friendship, social mobility **Cultural:** ● Journey's End - War ● War Poetry - War ● Of Mice and Men - The American Dream (1930's) ● Voices in Fiction - Diversity and inclusivity/celebration of diversity **Respect:** ● War Poetry - Respecting veterans, patriotism ● Of Mice and Men - Lack of respect for marginalised characters ● Voices in Fiction - respecting diversity	● Publisher ● Careers in the army ● Historian ● Social activist ● Blogger	● Knowledge organiser content ● Society and context	groups, segregation, ageism, sexism, disability

	Ambition: ● War Poetry/Journey's End - victory ● Of Mice and Men - The American Dream ● Voices in Fiction - Ambition to overcome adversity ● Dystopian Fiction - Challenges literary traditions to develop a new genre of fiction **Compassion:** ● War Poetry/Journey's End - Love and Loss ● Dystopian Fiction - Compassion for those trapped in dystopian worlds ● Voices in Fiction - personal struggle and triumph ● Of Mice and Men - marginalised groups **Courage:** ● War Poetry/Journey's End - Patriotism ● Of Mice and Men - Moral compass ● Voices in Fiction - never giving up **Dignity:** ● Voices in Fiction - personal dignity and overcoming adversity ● Of Mice and Men - George as a			

	• father figure ensuring Lennie's safety and dignity • War Poetry/Journey's End - honour as a soldier

Formal Assessments (Title/Date)		Blended Learning	Home Learning
❖ Term 1 (w/b **3rd October 2022**) - Dystopian Fiction: Creative writing ❖ Term 1 (w/b **28th November 2022**) - Journey's End: Literature analysis ❖ Term 2 (w/b **6th Feb 2023**) - War Poetry: Poem analysis ❖ Term 3 (w/b **25th May 2023**) - Of Mice and Men: Extract analysis ❖ **END OF YEAR EXAMS**		• https://docs.google.com/document/d/1qfln9R3sELUfSKecnUkHmRmxue312TKP/edit	• Home learning menus • Challenge home learning booklets

Unit of Work	Knowledge and *Skills*	Curriculum Links and Sequencing	National Curriculum
Dystopian Fiction *5 Weeks*	★ Elements of dystopian fiction ★ Narrative perspectives ★ Dystopian themes ★ *Creative writing* ★ *Textual analysis* ★ *Applying conventions of dystopia to own writing*	**GCSE Link:** ➔ English Language Paper 1 - Fiction **Wider Curriculum Links:** ➔ Technology ➔ Environment ➔ Economic ➔ Political ➔ SMSC **Sequencing Links:** ➔ War Poetry **8** ➔ Journey's End **8** ➔ Of Mice & Men **8** ➔ Lord of The Flies **9** ➔ Language P1 **10** ➔ Language Countdown P1 **11** ➔ **A Level**	• Reading short stories and extracts • Developing an appreciation and love of reading • Knowing the purpose, audience and context of writing • Reading criticallyDrawing on new vocabulary and grammatical constructions and apply to own work • Plan, draft, proof-read and edit their own writing

Journey's End *7 Weeks*	★ Context of the World War 1 ★ Propaganda and its role in the war ★ Life of front line soldiers ★ Different viewpoints and perspectives of war ★ Personal context of ★ Introduction to war poetry and poets ★ *Textual analysis* ★ *Personal response* ★ *Analytical writing* ★ *Poetry analysis*	**GCSE Link:** ➔ English Literature Paper 2 - Modern Drama **Wider Curriculum Links:** ➔ Historical ➔ Physcological ➔ Geographical ➔ Political ➔ Ethical **Sequencing Links:** ➔ War Poetry **8** ➔ An Inspector Calls **10** ➔ Power & Conflict Poetry **10/11** ➔ Literature P2 Countdown **11**	● Reading a 20th century play ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses
War Poetry *8 Weeks*	★ Context of the World War 1 ★ Propaganda and its role in the war ★ Life of front line soldiers ★ Different viewpoints and reasons of war ★ Personal context of war poets ★ *Research skills* ★ *Poetry analysis (language, structure, form)* ★ *Poetry comparative skills*	**GCSE Link:** ➔ English Literature Paper 2 - Poetry **Wider Curriculum Links:** ➔ Historical ➔ Physcological ➔ Geographical ➔ Political ➔ Ethical **Sequencing Links:** ➔ Journey's End **8** ➔ Voices in Poetry **9** ➔ Unseen Poetry **10** ➔ Power & Conflict Poetry **10/11** ➔ Literature P2 Countdown **11**	● Developing an appreciation of poetry ● Making inferences and referring to evidence in the text ● Knowing the purpose, audience and context of the writing ● Knowing how language, structure and form shape meaning ● Studying a range of poets ● Responding to poetic texts ● Plan, draft, proof-read and edit their own writing
Of Mice & Men *12 Weeks*	★ Context: The Great Depression, The American Dream, Itinerant Workers, The Dust Bowl	**GCSE Link:** ➔ English Literature Paper 2 - Modern Texts **Wider Curriculum Links:**	● Reading whole texts that are challenging ● Learning new vocab ● Making inferences and referring to evidence in the text

	★ Themes: Friendship, Loneliness, Gender & Racial Inequality, Hope ★ Plot and Narrative Development ★ Character Development ★ *Reading analysis* ★ *Creative writing* ★ *Transactional writing*	→ Historical → Cultural → Political → Economical → SMSC → Ethical → Geographical **Sequencing Links:** → Dystopian Fiction **8** → Language Countdown **11** → Literature Countdown **11**	● Studying setting, plot and characterisation ● Applying their growing knowledge of vocabulary, grammar and text structure to their writing ● Imaginative writing ● Plan, draft, proof-read and edit their own writing
Voices in Fiction *6 Weeks*	★ Context: Individual and Society ★ Themes: Identity and Voice ★ Plot, Character and Narrative Development ★ *Reading Analysis* ★ *Writing different text types for different audiences*	**GCSE Link:** → English Language Paper 1 **Wider Curriculum Links** → Historical → Cultural → Social → SMSC **Sequencing Links:** → Of Mice & Men 8 → Lord of the Flies 9 → Language Paper 1 10 → Language Countdown 11	● Reading texts that are challenging ● Learning new vocab ● Reading short stories and extracts ● Making inferences and referring to evidence in the text ● Studying setting, plot and characterisation ● Knowing how language, structure and form shape meaning ● Identifying and interpreting themes ideas and information

Year 9 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	**SMSC & Values**	**Careers & Employability**	**Enrichment & Cultural Capital**	**Equality, Diversity & Inclusivity**
❖ Subject specific vocabulary (tier 2 and 3) lists ❖ Word of the lesson ❖ Wider reading lists ❖ Reading and responding to poetry ❖ Reading of play (The Crucible) ❖ Reading of novel (Lord of The Flies) ❖ Audiobooks - prosody, fluency, dialect, pronunciation ❖ 200 word writing challenges ❖ Extended writing - creative writing/ non-fiction writing and extract analysis ❖ Oracy - speech writing/delivery (Spoken Language Endorsement) ❖ Marking of SPaG	**Spiritual:** ● The Crucible - Religious beliefs and society/what is puritanism ● Lord of The Flies - Religious belief Vs atheism ● Voices in Poetry - Cultural beliefs and identity **Moral:** ● The Crucible - Lies, deceit and hysteria ● Lord of The Flies - Rights and wrongs/ Savagery and democracy ● Voices in Poetry - Embracing diversity of beliefs and values **Social:** ● The Crucible - Communism and McCarthyism/ pure and identity and living within a community ● Lord of The Flies - Democracy vs Dictatorship, community values ● Voices in Poetry - Societal change and development **Cultural:** ● The Crucible - Puritanism and	● Performance Poetry ● Author ● Special effects designer for the stage ● Publisher ● Historian ● Social activist ● Politician	● National Poetry Day ● Diversity Day ● World Book Day ● Young Writers competition ● Scholars ● Knowledge organiser content ● Society and context	● Diversity Day ● The Crucible - Religious tolerance ● Lord of The Flies - Social tolerance ● Voices in Poetry - Celebrating cultural identity

	societal beliefs ● Lord of The Flies - Cultural/societal ideologies ● Voices in Poetry - Diversity and identity **Respect:** ● The Crucible - Religious Values ● Lord of The Flies - Democracy and Individuality ● Voices in Poetry - respecting diversity **Ambition:** ● Lord of The Flies - Ambition and consequences ● Voices in Poetry - Ambition to overcome adversity **Compassion:** ● Voices in Poetry - personal struggle and triumph ● The Crucible - compassion for the tragic hero (John Proctor) ● Lord of The Flies - compassion for Simon and Ralph **Courage:** ● Voices in Poetry - never giving up/voice ● Lord of The Flies - standing up for what you believe in ● The Crucible - admitting mistakes and wrongdoings and trying to make amends			

Dignity: - Voices in Poetry - personal dignity and overcoming adversity - The Crucible - the death of John Proctor - Lord of The Flies - Ralph's character		

Formal Assessments (Title/Date)		Blended Learning	Home Learning
❖ Term 1 (w/b **21st October 2022**) - The Crucible: Extract analysis ❖ Term 2 (w/b 1**6th Jan 2023**) - Voices in Poetry: Poem analysis ❖ Term 3 (w/b **15th May 2023**) - Lord of The Flies: Literature analysis ❖ Term 3 (w/b **10th July 2023**) - Spoken Language Endorsement ❖ **END OF YEAR EXAMS**		● N/A	● Home learning menus ● Challenge home learning booklets

Unit of Work	Knowledge and *Skills*	Curriculum Links and Sequencing	National Curriculum
The Crucible *11 Weeks*	★ Context: The Salem Witch Trials, Tragedy ★ Themes: Reputation, Hysteria, Tolerance, Goodness, Judgement, Consequences ★ Plot and Narrative Development ★ Character Development ★ *Textual analysis* ★ *Creative writing* ★ *Transactional writing*	**GCSE Link:** ➔ English Literature Paper 2 -Modern Drama **Wider Curriculum Links:** ➔ Historical ➔ Cultural ➔ Political ➔ SMSC ➔ Ethical **Sequencing Links:** ➔ AMSND **7** ➔ Dystopian Fiction **8** ➔ Of Mice and Men **8** ➔ Macbeth **11** ➔ Language Countdown **11**	● Reading whole texts that are challenging ● Learning new vocab ● Making inferences and referring to evidence in the text ● Studying setting, plot and characterisation ● Applying their growing knowledge of vocabulary, grammar and text structure to their writing ● Imaginative writing ● Plan, draft, proof-read and edit their own writing

		→ Literature Countdown **11** → **A Level**	
Voices in Poetry *6 Weeks*	★ Poetic structures ★ Poetic forms ★ Poetic devices ★ Social influences ★ Cultural influence ★ Religious influences ★ Geographical influences ★ Colonialism ★ Cultural Displacement ★ Imperialism ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences* ★ *Comparative analysis skills* ★ *Application of SALSA*	**GCSE Link:** → English Literature Paper 2 - Poetry **Wider Curriculum Links:** → Historical → Cultural → Political → Geographical → Ethical → Environment → SMSC → PLTS **Sequencing Links:** → War Poetry **8** → Unseen Poetry **10** → Poetry Anthology **10/11** → Literature Countdown **11**	● Reading poetry since 1789 ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Making critical comparisons between texts ● Building vocabulary
Lord of the Flies *14 Weeks*	★ Context - historical, thematic & generic ★ Plot, character and theme development ★ Vocabulary development ★ Narrative writing techniques ★ *Language and structure analysis* ★ *Literary techniques* ★ *Reading for meaning* ★ *Comprehension skills*	**GCSE Link:** → English Literature Paper 2 Modern Texts **Wider Curriculum Links:** → Historical → Cultural → Political → SMSC → Ethical	● Reading whole texts that are challenging ● Learning new vocab ● Making inferences and referring to evidence in the text ● Studying setting, plot and characterisation ● Applying their growing knowledge of vocabulary, grammar and text structure to their writing ● Imaginative writing ● Plan, draft, proof-read and edit their own writing

		Sequencing Links:	
	★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences*	➔ Dystopian Fiction **8** ➔ The Crucible **9** ➔ An Inspector Calls **10** ➔ **A Level**	
Step Up / SLE *7 Weeks*	★ Narrative Theory ★ Narrative Hooks ★ Narrative Endings ★ Developing Character ★ Creating Environment & Setting ★ Developing Speech in Narrative ★ Sensory / Colour Imagery ★ Strategies for Reading 19th Century Texts: Periodic Sentences and Decoding Vocabulary ★ Perspectives & Viewpoints ★ Tabloids & Broadsheets ★ Editorials ★ Emotive Language and Property Adverts ★ Reviews & Letter Writing ★ 21st Century Texts: Blogging ★ *Creative writing* ★ *Literary analysis* ★ *Use of effective vocabulary, punctuation and language device* ★ *Structural devices* ★ *Transactional writing* ★ *Literary analysis* ★ *Use of effective vocabulary, punctuation and language devices*	**GCSE Link:** ➔ English Language Paper 1 - Fiction ➔ English Language Paper 2 - Non-Fiction **Wider Curriculum Links:** ➔ PLATS ➔ SMSC **Sequencing Links:** ➔ Language P1 **10** ➔ Language P2 **10** ➔ Language Countdown P1 **11** **GCSE Link:** ➔ Spoken Language Endorsement **Wider Curriculum Links:** ➔ PLATS ➔ SEAL ➔ SMSC ➔ Enterprise **Sequencing Links:** ➔ All SOL - Oracy	● Knowing the purpose, audience and context of writing ● Drawing on new vocabulary and grammatical constructions and apply to own work ● Plan, draft, proof-read and edit their own writing ● Imaginative writing ● Making inferences and referring to evidence in the text ● Studying a range of texts ● Reading extracts ● Developing new vocab ● Plan, draft, proof-read and edit their own writing ● Speak confidently, audibly and effectively, including through: ● Using Standard English when the context and audience require it ● Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines ● Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary ● Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal

| ★ *Reading analysis*
★ *Research skills*
★ *Transactional writing skills*
★ *Drafting, editing and proof-reading skills*
★ *Oracy skills* | | • spoken presentations and debates
• Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
• Improvising, rehearsing and performing play
• scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. |

Year 10 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖ Subject specific vocabulary (tier 2 and 3) lists ❖ Word of the lesson ❖ Reading and responding to poetry ❖ Reading of play (An Inspector Calls) ❖ Reading of novel (A Christmas Carol) ❖ Audiobooks - prosody, fluency, dialect, pronunciation ❖ 200 word writing challenges ❖ Extended writing - creative writing/ non-fiction writing and extract analysis ❖ Marking of SPaG	**Spiritual:** • An Inspector Calls - Supernatural • A Christmas Carol - Supernatural and Christianity • Power and Conflict - Contemplating life and death **Moral:** • AIC - Lies and deceit/abuse of power/moral compass • ACC - moral compass/charitable **Social:** • AIC - Social class system • ACC - Social class system • Paper 1&2 Language - exploration of 19th, 20th and	• Performance Poetry • Author • Special effects designer for the stage • Publisher • Historian • Social activist • Politician • Philanthropist	• National Poetry Day • Diversity Day • Scholars • Knowledge organiser content • Society and context	• Exploration of different societies and ideologies • Search for equality and inclusivity through literature texts • Social disadvantages explored with increasing equality in mind • Diversity in poetry and people's experience of the world • Celebration of diversity in poetry and looking at the human experience

	21st century texts in society **Cultural:** ● ACC - Victorian Era ● AIC - Edwardian Era ● Power and Conflict - WW1 and 2 ● Paper 1&2 Language - exploration of 19th, 20th and 21st century texts in society cultural values **Respect:** ● AIC - respect for Inspector Goole and Priestley's socialist message ● ACC - Respect for those less well off than ourselves ● Power and Conflict - respect of ideologies different to our own **Ambition:** ● AIC - Mr Birling's ascension to the upper classes/Inspector Goole's role to change social class thinking ● ACC - Dickens ambition to change social class thinking/ the ghosts ambition to change Scrooge's way of thinking **Compassion:** ● AIC - Compassion towards the working class (Eva Smith) ● ACC - Compassion towards the working class (The Cratchits)/Development of compassion towards Scrooge			

	Courage: ● AIC - Priestley's courage to change societal beliefs and ideologies. ● ACC - Dickens courage to change societal beliefs and ideologies ● Power and Conflict - courage to speak out about experiences of war **Dignity:** ● AIC - Eva's and Sheila's sense of self worth/ younger generation ● ACC - Bob Cratchit maintains his sense of dignity despite his poverty and belonging to the working class ● Power and Conflict - explored within the war poetry section to various degrees			

Formal Assessments (Title/Date)	**Blended Learning**	**Home Learning**
❖ Term 1 (w/b - Language Paper 1 Mock ❖ Term 2 (w/b - Language Paper 1 and 2 Mock ❖ Term 3 (w/b - Language Paper 1 and 2 Mock ❖ Term 3 (w/b - An Inspector Calls Mock	● N/A	● Set weekly by teacher in addition we have a home learning/revision booklet: ● https://drive.google.com/drive/folders/1wn9Km2yVTWdhohmC8AkhbPCzRm2zlmT5

Unit of Work	**Knowledge and *Skills***	**Curriculum Links and Sequencing**	**National Curriculum**
Language Paper 1	★ Narrative structures ★ MAIDSPECS	**GCSE Link:** ➔ English Language Paper 1 - Fiction	● Reading for different purposes ● Summarising and synthesising ideas and

7 weeks	★ Characterisation methods ★ Structural devices ★ Linguistic & Literary devices ★ Vocabulary ★ Descriptive and narrative methods ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Information retrieval* ★ *Analysis of language* ★ *Analysis of structure* ★ *Evaluative skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Application of vocabulary* ★ *Application of narrative & descriptive writing skills* ★ *Application of structural features* ★ *Application of linguistic and literary techniques* ★ *Application of sentence types & grammatical features*	**Wider Curriculum Links:** ➔ PLATS ➔ Social ➔ Psychological ➔ Philosophical **Sequencing Links:** ➔ Gothic **7** ➔ Jekyll & Hyde **7** ➔ Dystopian Fiction **8** ➔ Of Mice and Men **8** ➔ Lord of The Flies ➔ Language Countdown **11**	information ● Identifying and interpreting themes ideas and information ● Exploring aspects of plot, character and theme ● Seeking evidence in a text to support a viewpoint ● Analysing a writer's choice of vocab, form and structural features ● Write accurately, fluently and effectively at length ● Selecting and using judicious vocab, grammar and structures ● Organising ideas effectively ● Revise, edit and proofread reflecting on whether writing archives purpose and intended impact
Language Paper 2 *8 Weeks*	★ The 19th Century ★ Non-fiction text types ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Information retrieval* ★ *Summarising skills* ★ *Analysis of language* ★ *Analysis of structure* ★ *Comparative analysis skills* ★ *Embedding quotes* ★ *Paragraph structure*	**GCSE Link:** ➔ English Language Paper 2 **Wider Curriculum Links:** ➔ Psychological ➔ Cultural ➔ Historical ➔ Social ➔ PLATS **Sequencing Links:** ➔ Intro to Shakespeare **7** ➔ Jekyll & Hyde **7** ➔ War Poetry **8** ➔ Journey's End **8**	● Reading for different purposes ● Summarising and synthesising ideas and information ● Identifying and interpreting themes ideas and information ● Exploring aspects of plot, character and theme ● Seeking evidence in a text to support a viewpoint ● Analysing a writer;s choice of vocab, form and structural features ● Write accurately, fluently and effectively at length ● Selecting and using judicious vocab, grammar and structures ● Organising ideas effectively

	★ *Application of vocabulary* ★ *Transactional writing skills* ★ *Application of structural features* ★ *Application of linguistic and literary techniques* ★ *Application of sentence types & grammatical features*	→ Of Mice and Men **8** → The Crucible **9** → Step Up & SLE **9** → Language Countdown **11**	● Revise, edit and proofread reflecting on whether writing archives purpose and intended impact ● Making critical comparisons between texts
An Inspector Calls *8 Weeks*	★ Priestly ★ Historical contexts of 1912 & 1945 ★ The Titanic ★ WWI & WWII ★ Socialism ★ Capitalism ★ The Industrial Revolution ★ Old & new money ★ Patriarchy & the role of women ★ Social class system ★ Traditional vs progressive viewpoints ★ Plot, character & themes ★ Key vocab relating to the topic ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences*	**GCSE Link:** → English Literature Paper 2 **Wider Curriculum Links:** → Historical → Social → Moral → Political → Gender → Economic / Commercial **Sequencing Links:** → AMSND / R&J **7** → Journey's End **8** → The Crucible **9** → Macbeth **11** → Literature countdown **11** → **A Level**	● Reading a 20th century play ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary
Unseen Poetry *3 Weeks*	★ Poetic Techniques ★ Language ★ Structure ★ Form ★ Interpretations ★ *Reading for meaning*	**GCSE Link:** → English Literature Paper 2 **Wider Curriculum Links:** → Historical → Cultural → Philosophical	● Reading poetry since 1789 ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view

	★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences* ★ *Comparative analysis skills* ★ *Application of SALSA*	→ Psychological → Social → Geographical → Moral / Ethical → Technology **Sequencing Links:** → War Poetry **8** → Voices in Poetry **9** → Power & Conflict Anthology **11** → **A Level**	● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Making critical comparisons between texts ● Building vocabulary
A Christmas Carol *9 Weeks*	★ Dickens ★ The 19th century ★ Historical / Social context ★ Political diatribe ★ Realist fiction as a genre ★ Philanthropy ★ Social class division ★ Industrial revolution ★ Workhouses and the Poor Law ★ Christianity ★ Charity ★ Plot, character & themes ★ Key vocab relating to the topic ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences*	**GCSE Link:** → English Literature Paper 1 - Novel **Wider Curriculum Links:** → Historical → Religious → Social → Moral → Economic **Sequencing Links:** → Jekyll and Hyde **7** → Gothic and Horror **7** → Literature Countdown **11** → **A Level**	● Reading of a 19th century text ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary

| Power & Conflict (war poetry) 3 | ★ Types of conflict
★ Man vs Self
★ Man vs Man
★ Man vs Society
★ Man vs Nature
★ Man vs Machine
★ man vs Fate
★ Man vs Supernatural
★ Key vocab relating to the topic
★ SALSA
★ *Reading for meaning*
★ *Comprehension skills*
★ *Textual analysis skills*
★ *Analytical writing skills*
★ *Embedding quotes*
★ *Paragraph structure*
★ *Evaluation skills*
★ *Application of vocabulary*
★ *Linking contextual influences*
★ *Comparative analysis skills*
★ *Application of SALSAure*
★ *Evaluation skills* | **GCSE Link:**
➔ English Literature Paper 2
Wider Curriculum Links:
➔ Historical
➔ Cultural
➔ Philosophical
➔ Psychological
➔ Social
➔ Geographical
➔ Moral / Ethical
➔ Technology
Sequencing Links:
➔ War Poetry **8**
➔ Voices in Poetry **9**
➔ Unseen Poetry **10**
➔ A Level | ● Reading poetry since 1789
● Knowledge of purpose, audience and context
● Identifying and Interpreting themes and ideas
● Exploring plot, character and themes
● Seeking evidence within a text to support a point of view
● Analysing a writer's choice of vocab, form, structure and grammatical features
● Making informed and personal responses
● Making critical comparisons between texts
● Building vocabulary
● Analysing a writer's choice of vocab, form, structure and grammatical features
● Making informed and personal responses
● Building vocabulary |

Year 11 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖ Subject specific vocabulary (tier 2 and 3) lists ❖ Word of the lesson ❖ Reading and responding to poetry ❖ Reading of play (Macbeth) ❖ Revision of a play (An Inspector Calls) ❖ Revision of a novel (A Christmas Carol) ❖ Audiobooks - prosody, fluency, dialect, pronunciation ❖ 200 word writing challenges ❖ Extended writing - creative writing/ non-fiction writing and extract analysis ❖ Marking of SPaG	**Spiritual:** ● Macbeth - Supernatural ● Power and Conflict - Contemplating life and death **Moral:** ● Macbeth - Lies and deceit/abuse of power/moral compass ● Power and Conflict - Moral compass **Social:** ● Macbeth - Monarchy and ascension to the throne ● Power and Conflict - presentation of societal values **Cultural:** ● Macbeth - Jacobean Era ● Power and Conflict - WW1 and 2 **Respect:** ● Macbeth - Respect for Macduff for overthrowing Macbeth/Respect for the monarchy ● Power and Conflict - respect of ideologies different to our own	● Performance Poetry ● Author ● Special effects designer for the stage ● Publisher ● Historian ● Social activist ● Politician ● Philanthropist	● National Poetry Day ● Diversity Day ● Scholars ● Knowledge organiser content ● Society and context	● Exploration of different societies and ideologies ● Search for equality and inclusivity through literature texts ● Social disadvantages explored with increasing equality in mind ● Diversity in poetry and people's experience of the world ● Celebration of diversity in poetry and looking at the human experience

	Ambition: ● Macbeth - Macbeth's ambition to take the throne at all costs **Compassion:** ● Macbeth - compassion for tragic hero/compassion for Macbeth's victims ● Power and Conflict - compassion for those affected by the abuse of power and conflict **Courage:** ● Macbeth - Courage to stand up against those abusing power ● Power and Conflict - courage to speak out about experiences of war and societal/cultural experience **Dignity:** ● Macbeth - Macduff's dignity to overthrow Macbeth ● Power and Conflict - explored through poet's experience of society and the world		

Formal Assessments (Title/Date)		Blended Learning	Home Learning
❖ Term 1 (w/b - Language Paper 1 and 2 Mock ❖ Term 1 (w/b - An Inspector Calls Mock ❖ Term 1 (w/b - A Christmas Carol Mock ❖ Term 2 (w/b - English Language Paper 1 and 2 Mock ❖ Term 2 (w/b - English Literature Paper 2 and 2 Mock		● N/A	● Set weekly by teacher in addition we have a home learning/revision booklet: ● https://drive.google.com/drive/folders/1wn9Km2yVTWdhohmC8Ak

Unit of Work	Knowledge and *Skills*	Curriculum Links and Sequencing	National Curriculum
Macbeth *10 weeks*	★ Shakespeare / King James and Jacobean society ★ Witchcraft and superstition ★ The Gunpowder Plot ★ Gender ideology ★ The religious landscape ★ Social ideology of the time ★ Tragedy as a genre ★ Plot, character & themes ★ Key vocab relating to the topic ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences*	**GCSE Link:** ➜ English Literature Paper 1 - Shakespeare **Wider Curriculum Links:** ➜ Historical ➜ Philosophical ➜ Moral ➜ Political ➜ Religious ➜ Social ➜ Gender **Sequencing Links:** ➜ An Introduction to Shakespeare **7** ➜ AMSND / R&J **7** ➜ The Crucible **9** ➜ Literature Countdown **11** ➜ **A Level**	● Reading of a play by Shakespeare ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary
Power & Conflict *5 Weeks*	★ Types of conflict ★ Man vs Self ★ Man vs Man ★ Man vs Society ★ Man vs Nature ★ Man vs Machine ★ man vs Fate ★ Man vs Supernatural ★ Key vocab relating to the topic ★ SALSA ★ *Reading for meaning*	**GCSE Link:** ➜ English Literature Paper 2 **Wider Curriculum Links:** ➜ Historical ➜ Cultural ➜ Philosophical ➜ Psychological ➜ Social ➜ Geographical ➜ Moral / Ethical ➜ Technology	● Reading poetry since 1789 ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Making critical comparisons between texts ● Building vocabulary

	★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences* ★ *Comparative analysis skills* ★ *Application of SALSA*	**Sequencing Links:** → War Poetry **8** → Voices in Poetry **9** → Unseen Poetry **10** → **A Level**	● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary	

GCSE COUNTDOWN PROGRAMMES

Post 16 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖ Subject specific vocabulary (tier 2 and 3) as part of knowledge organisers ❖ Reading and responding to poetry 19C and 21C ❖ Reading of plays - Hamlet and A Streetcar Named Desire ❖ Reading of novels - The Handmaid's Tale and Frankenstein ❖ Audiobooks - prosody, fluency, dialect, pronunciation ❖ Extended writing ❖ Marking of SPaG	**Spiritual:** ● Hamlet - Contemplation of life and death ● Poems of The Decade - various ● Rossetti - Christianity; life and death ● Frankenstein - Grief and religious beliefs vs scientific beliefs **Moral:** ● Hamlet- Lies and deceit/abuse of power/moral compass ● A Streetcar Named Desire - lies, deceit, moral compass	● Performance Poetry ● Author ● Historian ● Social activist ● Politician ● Philanthropist ● Journalism ● Law ● Human Rights	● Post 16 enrichment days / initiatives ● Knowledge organiser content ● Society and context ● Careers events ● University taster opportunities	● Exploration of different societies and ideologies ● Search for equality and inclusivity through literature texts eg gender, mental health ● Diversity in people's experience of the world depending upon contextual factors

	• Frankenstein - Playing God • The Handmaid's Tale - Power and corruption in Dystopian societies **Social:** • Hamlet - Monarchy and ascension to the throne • Rossetti / Poems of the Decade / Streetcar - presentation of societal values and contextual factors • Streetcar - Changing worlds **Cultural:** • Hamlet - Elizabethan Era • Streetcar - Old and New South • The Handmaid's Tale - Dystopian societies and links to the real world • Frankenstein - Science and society **Respect:** • Streetcar - Respect for the Old and New South / self respect • Hamlet - respect for the monarchy and rights and wrongs • The Handmaid's Tale - lack of respect • Frankensten - respect for science and religion **Ambition:** • Hamlet - ambition to take the			

	throne but at what cost? ● Frankenstein - Scientific ambition ● Streetcar - social ambition / conflict **Compassion:** ● Rossetti - Faith, God, fallen women ● Streetcar - compassion towards Blanche / Stella? ● Frankenstein - compassion towards the 'monster'? ● Hamlet - a mind unravelling ● The Handmaid's Tale - compassion for those oppressed ● Poems of the Decade - various **Courage:** ● The Handmaid's Tale - standing up for oppression ● Frankenstein - courage of convictions ● Streetcar - facing new world orders **Dignity:** ● Streetcar - dignity / loss of dignity ● Poems of the Decade - explored through poet's experience of society and the world ● Rosetti - dignity and grace			

Formal Assessments (Title/Date)	Blended Learning	Home Learning
❖ Autumn - A Streetcar Named Desire ❖ Spring - Hamlet / A Streetcar Named Desire ❖ Summer - Rossetti / Hamlet / A Streetcar Named Desire ❖ NEA - to be started in the Summer Term	● N/A	● Set weekly by teacher

Unit of Work	Knowledge and *Skills*	Curriculum Links and Sequencing	Pior National Curriculum Links

Component 1 Hamlet
 	
23 weeks
	★ Shakespeare & society
	★ The religious landscape
	★ Social ideology of the time
	★ Tragedy as a genre
	★ Plot, character & themes
	★ Types of conflict
	   ○ Man vs Self
	   ○ Man vs Man
	   ○ Man vs Society
	   ○ Man vs Nature
	★ Key vocab relating to the topic
	★ *Reading for meaning*
	★ *Comprehension skills*
	★ *Textual analysis skills*
	★ *Analytical writing skills*
	★ *Embedding quotes*
	★ *Paragraph structure*
	★ *Evaluation skills*
	★ *Application of vocabulary*
	★ *Linking contextual influences*
		GCSE Link:
		➔ English Literature Paper 1 - Shakespeare
		Wider Curriculum Links:
		➔ Historical
		➔ Philosophical
		➔ Moral
		➔ Political
		➔ Religious
		➔ Social
		➔ Gender
		Sequencing Links:
		➔ An Introduction to Shakespeare **7**
		➔ AMSND / R&J **7**
		➔ The Crucible **9**
		➔ Literature Countdown **11**
			● Reading of a play by Shakespeare
			● Knowledge of purpose, audience and context
			● Identifying and Interpreting themes and ideas
			● Exploring plot, character and themes
			● Seeking evidence within a text to support a point of view
			● Analysing a writer's choice of vocab, form, structure and grammatical features
			● Making informed and personal responses
			● Building vocabulary

Component 1 Streetcar 12 weeks	★ America and a changing society ★ Old & New South ★ Patriarchy & the role of women ★ Social class system ★ Traditional vs progressive viewpoints	**GCSE Link:** ➔ English Literature Paper 2 **Wider Curriculum Links:** ➔ Historical ➔ Social	● Reading a 20th century play ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point

	★ Plot, character & themes ★ Plastic Theatre ★ Tragedy ★ Key vocab relating to the topic ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences*	➜ Moral ➜ Political ➜ Gender ➜ Economic / Commercial **Sequencing Links:** ➜ Journey's End **8** ➜ The Crucible **9** ➜ Macbeth **11**	of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Analysing how meaning is shaped theatrically ● Making informed and personal responses ● Building vocabulary
Component 2 Frankenstein 23 Week	★ Mary Shelley ★ The 19th century ★ Historical / Social context ★ Science vs Religion ★ Morality ★ Human suffering ★ Plot, character & themes ★ Key vocab relating to the topic ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences*	**GCSE Link:** ➜ English Literature Paper 1 - Novel **Wider Curriculum Links:** ➜ Historical ➜ Religious ➜ Social ➜ Moral **Sequencing Links:** ➜ Jekyll and Hyde **7** ➜ Gothic and Horror **7** ➜ A Christmas Carol **10**	● Reading of a 19th century text ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary
Component 2 The Handmaid's	★ The 20th century ★ Historical / Social context ★ Science and Society	**GCSE Link:** ➜ Language Paper 1 **10** **Wider Curriculum Links:**	● Reading of a 20th century text ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas

Tale	★ Morality ★ Human suffering ★ Oppression and Rebellion ★ Plot, character & themes ★ Key vocab relating to the topic ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences*	→ Historical → Religious → Social → Moral **Sequencing Links** → Dystopian Fiction **8**	● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary
Component 3 Rossetti 14 weeks	★ Victorian Society ★ Religious landscape ★ Life and Death ★ Devotional poetry ★ The Angel of the House / The fallen woman ★ Pre Raphaelite Movement ★ Existentialism ★ Narrative Poetry ★ Key vocab relating to the topic ★ SALSA and structure ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences* ★ *Comparative analysis skills*	**GCSE Link:** → English Literature Paper 2 **Wider Curriculum Links:** → Historical → Cultural → Philosophical → Psychological → Social → Geographical → Moral / Ethical → Religious **Sequencing Links:** → War Poetry **8** → Voices in Poetry **9** → Unseen Poetry **10**	● Reading poetry since 1789 ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Making critical comparisons between texts ● Building vocabulary ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary

	★ *Application of SALSA*		
Component 3 Poems of The Decade 14 weeks	★ Post 2000 poetry ★ Personal ★ Societal ★ Historical ★ Key vocab relating to the topic ★ SALSA and structure ★ *Reading for meaning* ★ *Comprehension skills* ★ *Textual analysis skills* ★ *Analytical writing skills* ★ *Embedding quotes* ★ *Paragraph structure* ★ *Evaluation skills* ★ *Application of vocabulary* ★ *Linking contextual influences* ★ *Comparative analysis skills* ★ *Application of SALSA*	**GCSE Link:** ➔ English Literature Paper 2 **Wider Curriculum Links:** ➔ Historical ➔ Cultural ➔ Philosophical ➔ Psychological ➔ Social ➔ Geographical ➔ Moral / Ethical ➔ Technology **Sequencing Links:** ➔ War Poetry **8** ➔ Voices in Poetry **9** ➔ Unseen Poetry **10**	● Reading poetry since 1789 ● Knowledge of purpose, audience and context ● Identifying and Interpreting themes and ideas ● Exploring plot, character and themes ● Seeking evidence within a text to support a point of view ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Making critical comparisons between texts ● Building vocabulary ● Analysing a writer's choice of vocab, form, structure and grammatical features ● Making informed and personal responses ● Building vocabulary