

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Greek/arabic/latin etymology and morphology</li> <li>❖ Subject specific vocabulary (tier 2 and 3) lists</li> <li>❖ Wider reading lists</li> <li>❖ Reading of play (A Midsummer Night's Dream/Romeo and Juliet)</li> <li>❖ Reading and responding to poetry</li> <li>❖ Reading of novel (Jekyll and Hyde)</li> <li>❖ 200 word writing challenges</li> <li>❖ Extended writing - creative writing/ non-fiction writing and extract analysis</li> <li>❖ Audiobooks - prosody, fluency, dialect, pronunciation</li> <li>❖ Marking of SPaG</li> </ul>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>● Greek Myths - Greek Gods</li> <li>● An Intro to Shakespeare - Great chain of being, Supernatural</li> <li>● A Midsummer Night's Dream - Fairies, Magic</li> <li>● Gothic - Witches, Demons, Ghosts</li> <li>● Jekyll &amp; Hyde - Man vs God</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>● <b>A Midsummer Night's Dream</b> - Monogamy</li> <li>● <b>An Intro to Shakespeare</b>- Monogamy</li> <li>● <b>Gothic</b> - Death (immoral, torture, morality over controversial issues</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>● <b>An Intro to Shakespeare</b> - Elizabethan life</li> <li>● <b>A Midsummer Night's Dream</b> - Relationships</li> </ul> <p><b>Gothic</b> - Creation of character</p> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>● <b>Greek Myths</b> - Greek culture</li> <li>● <b>An Introduction to Shakespeare</b> - Elizabethan Era</li> <li>● <b>A Midsummer Night's Dream</b> - Marriage</li> </ul> <p><b>Respect:</b></p>	<ul style="list-style-type: none"> <li>● Actor/Performer</li> <li>● Poet</li> <li>● Author</li> <li>● Special effects designer for the stage</li> <li>● Journalist</li> <li>● Publisher</li> <li>● Historian</li> </ul>	<ul style="list-style-type: none"> <li>● Visit to London Dungeons</li> <li>● Visit to The Globe Theatre</li> <li>● Roald Dahl Day</li> <li>● World Book Day</li> <li>● National Poetry Day</li> <li>● Diversity Day</li> <li>● Shakespeare's Birthday</li> <li>● Young Writers competition</li> <li>● Scholars</li> <li>● Knowledge organiser content</li> <li>● Society and context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Diversity Day</b></li> <li>● <b>An Introduction to Shakespeare</b> - Rules of society</li> <li>● <b>Jekyll &amp; Hyde</b> - Rules of society</li> <li>● <b>A Midsummer Night's Dream</b> - Order of Kings</li> <li>● <b>Jekyll &amp; Hyde</b> - Society V Individual</li> <li>● <b>A Midsummer Night's Dream</b> - Respect of individual choices</li> <li>● <b>A Midsummer Night's Dream/Romeo and Juliet</b> - Gender roles and changing societies</li> </ul>

# English

	<ul style="list-style-type: none"> <li>● Shakespeare - Relationships</li> <li>● Jekyll and Hyde - Respect for society and religion</li> </ul> <p><b>Ambition:</b></p> <ul style="list-style-type: none"> <li>● Jekyll and Hyde - Scientific ambition</li> <li>● Intro to Shakespeare - Marriage and security</li> </ul> <p><b>Compassion:</b></p> <ul style="list-style-type: none"> <li>● Shakespeare - Love, respect for family</li> </ul> <p><b>Courage:</b></p> <ul style="list-style-type: none"> <li>● Greek Mythology - Completing tasks</li> <li>● Gothic - fearlessness</li> <li>● J&amp;H - Scientific enlightenment</li> </ul> <p><b>Dignity:</b></p> <ul style="list-style-type: none"> <li>● J&amp;H - Compromising one's dignity</li> <li>● Shakespeare - family dignity and betrayal</li> </ul>			
<b>Formal Assessments (Title/Date)</b>				<b>Home Learning</b>
<ul style="list-style-type: none"> <li>❖ Term 1 - Greek Mythology: Non-fiction writing</li> <li>❖ Term 1 - Shakespeare Play: Creative writing</li> <li>❖ Term 2 - Shakespeare Play: Extract analysis</li> <li>❖ Term 3 - <b>END OF YEAR EXAMS</b></li> </ul>				<ul style="list-style-type: none"> <li>● Home learning menus</li> <li>● Literacy Planet</li> </ul>
Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing	National Curriculum ( <i>including KS2</i> )	
<p><b>Greek Myths</b></p> <p><i>7 weeks</i></p>	<ul style="list-style-type: none"> <li>★ Origin of roots - language and etymology</li> <li>★ Greek Myths and their relevance and connection with today</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 1 - Fiction</li> <li>→ English Literature Paper 1 and 2</li> </ul> <p><b>Wider Curriculum Links:</b></p>	<ul style="list-style-type: none"> <li>● Learning new vocabulary explicitly linked to context</li> <li>● Understanding purpose and audience</li> <li>● <b>Literary heritage</b></li> </ul>	

	<ul style="list-style-type: none"> <li>★ <i>Comprehension/Informational retrieval</i></li> <li>★ <i>Language analysis of extracts</i></li> <li>★ <i>Fiction &amp; Non Fiction Writing</i></li> <li>★ <i>Structuring a written response</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Intro to Shakespeare <b>7</b></li> <li>→ AMSND/R&amp;J <b>7</b></li> <li>→ Etymology - <b>all SoL</b></li> </ul>	<ul style="list-style-type: none"> <li>● Read a range of texts</li> <li>● Discussion of themes and conventions</li> <li>● Evaluate how writers use language</li> </ul>
<p style="text-align: center;"><b>An Introduction to Shakespeare</b></p> <p style="text-align: center;"><i>4 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Shakespeare's life</li> <li>★ Historical and social context of the time</li> <li>★ Shakespearean Theatre (The Globe)</li> <li>★ The monarchy and religion</li> <li>★ Either A Midsummer Night's Dream or Romeo &amp; Juliet</li> <li>★ Superstition</li> <li>★ Puritanism</li> <li>★ <i>Comprehension/Informational retrieval</i></li> <li>★ <i>Language analysis of Shakespearean extracts</i></li> <li>★ <i>Descriptive writing</i></li> <li>★ <i>Structuring a written response</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 1 - Fiction</li> <li>→ English Literature Paper 1 - Shakespeare</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural - relating to Shakespearean theatre</li> <li>→ Religious ideology</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Greek Myths <b>7</b></li> <li>→ AMSND / R&amp;J <b>7</b></li> <li>→ Macbeth <b>11</b></li> <li>→ Literature Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Study of Shakespeare</li> <li>● Historical periods</li> <li>● Making inferences and referring to evidence in the text</li> <li>● writing for a specific purpose and audience</li> <li>● Learning and applying knowledge of vocabulary</li> <li>● Plan, draft, proof-read and edit their own writing</li> <li>● Read a range of plays</li> <li>● Discussing themes and conventions</li> <li>● Assessing the effectiveness of writing</li> <li>● Identifying how language and structure shape meaning</li> </ul>
<p style="text-align: center;"><b>Romeo &amp; Juliet</b></p> <p style="text-align: center;"><i>12 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Elements of Shakespearean tragedy</li> <li>★ Plot, character and theme development</li> <li>★ Context, both historical and generic</li> <li>★ <i>Descriptive writing</i></li> <li>★ <i>Extract analysis</i></li> <li>★ <i>Structuring a written response</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 1 - Shakespeare</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural - relating to Shakespearean theatre</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Greek Myths <b>7</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading a whole play by Shakespeare</li> <li>● Promotes challenge, interest and enjoyment</li> <li>● Knowing how language, structure and form shape meaning</li> <li>● Plan, draft, proof-read and edit their own writing</li> <li>● Write for a specific audience and purpose</li> <li>● Using Standard English confidently in their own writing</li> </ul>

## English

		<ul style="list-style-type: none"> <li>→ An Introduction to Shakespeare <b>7</b></li> <li>→ Macbeth <b>11</b></li> <li>→ Literature Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Read a range of plays</li> <li>● Discussing themes and conventions</li> <li>● Assessing the effectiveness of writing</li> <li>● Identifying how language and structure shape meaning</li> </ul>
<p><b>Gothic Literature</b></p> <p><i>7 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Origins of Gothic writing</li> <li>★ Historical context of Gothic writing</li> <li>★ Elements of the Gothic</li> <li>★ <i>Reading techniques of skimming and scanning</i></li> <li>★ <i>The difference between implicit and explicit information</i></li> <li>★ <i>Creative writing skills</i></li> <li>★ <i>Language analysis</i></li> <li>★ <i>Reading skills and strategies</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 1 - Fiction</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Religious ideology</li> <li>→ Psychological</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Jekyll and Hyde <b>7</b></li> <li>→ A Christmas Carol <b>10</b></li> <li>→ Language P1 <b>10</b></li> <li>→ Language P1 Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Pre-1914 English Literature texts</li> <li>● Reading for challenge, interest and enjoyment</li> <li>● Studying a range of authors</li> <li>● Plan, draft, proof-read and edit their own writing</li> <li>● Studying the effectiveness and impact of textual features</li> <li>● Reading a range of fiction and historical texts</li> <li>● Familiarity with a range of fiction</li> <li>● Identifying themes and conventions of writing</li> <li>● Identifying how language and structure contribute to meaning</li> <li>● Identifying the audience for and purpose of writing</li> <li>● In narratives develop setting and character</li> <li>● Proofreading and editing</li> </ul>
<p><b>Jekyll &amp; Hyde</b></p> <p><i>9 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Context - historical, thematic and generic</li> <li>★ Plot, character and theme development</li> <li>★ Vocabulary development</li> <li>★ <i>Narrative writing techniques</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 1 - 19th Century Texts</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Spiritual</li> <li>→ Philosophical</li> <li>→ Historical</li> </ul>	<ul style="list-style-type: none"> <li>● Reading whole texts that are challenging</li> <li>● Learning new vocab</li> <li>● Making inferences and referring to evidence in the text</li> <li>● Studying setting, plot and characterisation</li> </ul>

## English

	<ul style="list-style-type: none"> <li>★ <i>Language and structure analysis</i></li> <li>★ <i>Literary techniques</i></li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Moral</li> <li>→ Social</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ The Gothic <b>7</b></li> <li>→ A Christmas Carol <b>10</b></li> <li>→ Literature P1 Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Applying their growing knowledge of vocabulary, grammar and text structure to their writing</li> <li>● Imaginative writing</li> <li>● Plan, draft, proof-read and edit their own writing</li> <li>● Reading of a 19th century text</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character</li> <li>● Read an increasingly wide range and challenging texts</li> <li>● Predicting what might happen in texts based on generic conventions</li> <li>● Participate in discussions about texts</li> <li>● Write narratives focussing on setting and character</li> <li>● Assessing the effectiveness of writing</li> </ul>
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### Year 8 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Subject specific vocabulary (tier 2 and 3) lists</li> <li>❖ Word of the lesson</li> <li>❖ Wider reading lists</li> <li>❖ Reading and responding to poetry</li> </ul>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>● <b>War Poetry</b> - Religion and death</li> <li>● Journey's End - Faith, contemplation of life, death and where one fits in in the</li> </ul>	<ul style="list-style-type: none"> <li>● Actor/Performer</li> <li>● Poet</li> <li>● Author</li> <li>● Special effects designer for the stage</li> <li>● Biographer</li> </ul>	<ul style="list-style-type: none"> <li>● World Book Day</li> <li>● Armistice Day</li> <li>● Diversity Day</li> <li>● National Poetry Day</li> <li>● Young Writers competition</li> <li>● Scholars</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Diversity Day</b></li> <li>● <b>Voices in Fiction</b> - Sexual identity, cultural identity, mental health. Diversity and inclusivity/celebration of diversity</li> </ul>

## English

<ul style="list-style-type: none"> <li>❖ Reading of play (Journey's End)</li> <li>❖ Reading of novel (Of Mice and Men)</li> <li>❖ Audiobooks - prosody, fluency, dialect, pronunciation</li> <li>❖ 200 word writing challenges</li> <li>❖ Extended writing - creative writing/ non-fiction writing and extract analysis</li> <li>❖ Oracy - speech writing/delivery</li> <li>❖ Marking of SPaG</li> </ul>	<p>grand scheme of things.</p> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>● <b>War Poetry</b> - Death (immoral), torture, morality over controversial issues</li> <li>● <b>Dystopian Fiction</b> - Lack of individualism/democracy</li> <li>● <b>Of Mice and Men</b> - Marginalised groups, segregation, ageism, sexism, disability</li> </ul> <p><b>Social:</b></p> <p><b>Voices in Fiction</b> - Sexual identity, cultural identity, mental health</p> <p><b>Of Mice and Men</b> - Friendship, social mobility</p> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>● <b>Journey's End</b> - War</li> <li>● <b>War Poetry</b> - War</li> <li>● <b>Of Mice and Men</b> - The American Dream (1930's)</li> <li>● <b>Voices in Fiction</b> - Diversity and inclusivity/celebration of diversity</li> </ul> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>● War Poetry - Respecting veterans, patriotism</li> <li>● Of Mice and Men - Lack of respect for marginalised characters</li> <li>● Voices in Fiction - respecting diversity</li> </ul> <p><b>Ambition:</b></p> <ul style="list-style-type: none"> <li>● War Poetry/Journey's End - victory</li> <li>● Of Mice and Men - The American Dream</li> </ul>	<ul style="list-style-type: none"> <li>● Publisher</li> <li>● Careers in the army</li> <li>● Historian</li> <li>● Social activist</li> <li>● Blogger</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge organiser content</li> <li>● Society and context</li> <li>● Visit to Imperial War Museum</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Of Mice and Men</b> - Marginalised groups, segregation, ageism, sexism, disability</li> </ul>
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	<ul style="list-style-type: none"> <li>● Voices in Fiction - Ambition to overcome adversity</li> <li>● Dystopian Fiction - Challenges literary traditions to develop a new genre of fiction</li> </ul> <p><b>Compassion:</b></p> <ul style="list-style-type: none"> <li>● War Poetry/Journey's End - Love and Loss</li> <li>● Dystopian Fiction - Compassion for those trapped in dystopian worlds</li> <li>● Voices in Fiction - personal struggle and triumph</li> <li>● Of Mice and Men - marginalised groups</li> </ul> <p><b>Courage:</b></p> <ul style="list-style-type: none"> <li>● War Poetry/Journey's End - Patriotism</li> <li>● Of Mice and Men - Moral compass</li> <li>● Voices in Fiction - never giving up</li> </ul> <p><b>Dignity:</b></p> <ul style="list-style-type: none"> <li>● Voices in Fiction - personal dignity and overcoming adversity</li> <li>● Of Mice and Men - George as a father figure ensuring Lennie's safety and dignity</li> <li>● War Poetry/Journey's End - honour as a soldier</li> </ul>			
<b>Formal Assessments (Title/Date)</b>				<b>Home Learning</b>
<ul style="list-style-type: none"> <li>❖ Term 1 - Dystopian Fiction: Creative writing</li> <li>❖ Term 1 - Journey's End: Literature analysis</li> <li>❖ Term 2 - War Poetry: Poem analysis</li> </ul>			●	<ul style="list-style-type: none"> <li>● Home learning menus</li> <li>● Literacy Planet</li> </ul>

❖ Term 3 - END OF YEAR EXAMS			
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum
<p><b>Dystopian Fiction</b></p> <p><i>5 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Elements of dystopian fiction</li> <li>★ Narrative perspectives</li> <li>★ Dystopian themes</li> <li>★ <i>Creative writing</i></li> <li>★ <i>Textual analysis</i></li> <li>★ <i>Applying conventions of dystopia to own writing</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 1 - Fiction</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Technology</li> <li>→ Environment</li> <li>→ Economic</li> <li>→ Political</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ War Poetry <b>8</b></li> <li>→ Journey's End <b>8</b></li> <li>→ Of Mice &amp; Men <b>8</b></li> <li>→ Lord of The Flies <b>9</b></li> <li>→ Language P1 <b>10</b></li> <li>→ Language Countdown P1 <b>11</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading short stories and extracts</li> <li>● Developing an appreciation and love of reading</li> <li>● Knowing the purpose, audience and context of writing</li> <li>● Reading critically</li> <li>● Drawing on new vocabulary and grammatical constructions and apply to own work</li> <li>● Plan, draft, proof-read and edit their own writing</li> </ul>
<p><b>Journey's End</b></p> <p><i>7 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Context of the World War 1</li> <li>★ Propaganda and its role in the war</li> <li>★ Life of front line soldiers</li> <li>★ Different viewpoints and perspectives of war</li> <li>★ Personal context of</li> <li>★ Introduction to war poetry and poets</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2 - Modern Drama</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Psychological</li> <li>→ Geographical</li> <li>→ Political</li> <li>→ Ethical</li> </ul> <p><b>Sequencing Links:</b></p>	<ul style="list-style-type: none"> <li>● Reading a 20th century play</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> </ul>



	<ul style="list-style-type: none"> <li>★ <i>Textual analysis</i></li> <li>★ <i>Personal response</i></li> <li>★ <i>Analytical writing</i></li> <li>★ <i>Poetry analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>→ War Poetry <b>8</b></li> <li>→ An Inspector Calls <b>10</b></li> <li>→ Power &amp; Conflict Poetry <b>10/11</b></li> <li>→ Literature P2 Countdown <b>11</b></li> </ul>	
<p><b>War Poetry</b></p> <p><i>8 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Context of the World War 1</li> <li>★ Propaganda and its role in the war</li> <li>★ Life of front line soldiers</li> <li>★ Different viewpoints and reasons of war</li> <li>★ Personal context of war poets</li> <li>★ <i>Research skills</i></li> <li>★ <i>Poetry analysis (language, structure, form)</i></li> <li>★ <i>Poetry comparative skills</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2 - Poetry</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Psychological</li> <li>→ Geographical</li> <li>→ Political</li> <li>→ Ethical</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Journey's End <b>8</b></li> <li>→ Voices in Poetry <b>9</b></li> <li>→ Unseen Poetry <b>10</b></li> <li>→ Power &amp; Conflict Poetry <b>10/11</b></li> <li>→ Literature P2 Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Developing an appreciation of poetry</li> <li>● Making inferences and referring to evidence in the text</li> <li>● Knowing the purpose, audience and context of the writing</li> <li>● Knowing how language, structure and form shape meaning</li> <li>● Studying a range of poets</li> <li>● Responding to poetic texts</li> <li>● Plan, draft, proof-read and edit their own writing</li> </ul>
<p><b>Of Mice &amp; Men</b></p> <p><i>12 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Context: The Great Depression, The American Dream, Itinerant Workers, The Dust Bowl</li> <li>★ Themes: Friendship, Loneliness, Gender &amp; Racial Inequality, Hope</li> <li>★ Plot and Narrative Development</li> <li>★ Character Development</li> <li>★ <i>Reading analysis</i></li> <li>★ <i>Creative writing</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2 - Modern Texts</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Political</li> <li>→ Economical</li> <li>→ SMSC</li> <li>→ Ethical</li> <li>→ Geographical</li> </ul> <p><b>Sequencing Links:</b></p>	<ul style="list-style-type: none"> <li>● Reading whole texts that are challenging</li> <li>● Learning new vocab</li> <li>● Making inferences and referring to evidence in the text</li> <li>● Studying setting, plot and characterisation</li> <li>● Applying their growing knowledge of vocabulary, grammar and text structure to their writing</li> <li>● Imaginative writing</li> </ul>

	★ <i>Transactional writing</i>	<ul style="list-style-type: none"> <li>→ Dystopian Fiction <b>8</b></li> <li>→ Language Countdown <b>11</b></li> <li>→ Literature Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Plan, draft, proof-read and edit their own writing</li> </ul>
<p><b>Voices in Fiction</b></p> <p><i>6 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Context: Individual and Society</li> <li>★ Themes: Identity and Voice</li> <li>★ Plot, Character and Narrative Development</li> <li>★ <i>Reading Analysis</i></li> <li>★ <i>Writing different text types for different audiences</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 1</li> </ul> <p><b>Wider Curriculum Links</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Social</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Of Mice &amp; Men <b>8</b></li> <li>→ Lord of the Flies <b>9</b></li> <li>→ Language Paper 1 <b>10</b></li> <li>→ Language Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading texts that are challenging</li> <li>● Learning new vocab</li> <li>● Reading short stories and extracts</li> <li>● Making inferences and referring to evidence in the text</li> <li>● Studying setting, plot and characterisation</li> <li>● Knowing how language, structure and form shape meaning</li> <li>● Identifying and interpreting themes ideas and information</li> </ul>

**Year 9 - Scheme of Learning**

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Subject specific vocabulary (tier 2 and 3) lists</li> <li>❖ Word of the lesson</li> <li>❖ Wider reading lists</li> <li>❖ Reading and responding to poetry</li> <li>❖ Reading of play (The Crucible)</li> <li>❖ Reading of novel (Lord of The Flies)</li> <li>❖ Audiobooks - prosody, fluency, dialect, pronunciation</li> </ul>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>● <b>The Crucible</b> - Religious beliefs and society/what is puritanism</li> <li>● <b>Lord of The Flies</b> - Religious belief Vs atheism</li> <li>● <b>Voices in Poetry</b> - Cultural beliefs and identity</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>● <b>The Crucible</b> - Lies, deceit and hysteria</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Poetry</li> <li>● Author</li> <li>● Special effects designer for the stage</li> <li>● Publisher</li> <li>● Historian</li> <li>● Social activist</li> <li>● Politician</li> </ul>	<ul style="list-style-type: none"> <li>● National Poetry Day</li> <li>● Diversity Day</li> <li>● World Book Day</li> <li>● Young Writers competition</li> <li>● Scholars</li> <li>● Knowledge organiser content</li> <li>● Society and context</li> <li>● An Inspector Calls theatre trip - preparation for GCSE</li> </ul>	<ul style="list-style-type: none"> <li>● Diversity Day</li> <li>● <b>The Crucible</b> - Religious tolerance</li> <li>● <b>Lord of The Flies</b> - Social tolerance</li> <li>● <b>Voices in Poetry</b> - Celebrating cultural identity</li> </ul>

<ul style="list-style-type: none"> <li>❖ 200 word writing challenges</li> <li>❖ Extended writing - creative writing/ non-fiction writing and extract analysis</li> <li>❖ Oracy - speech writing/delivery (Spoken Language Endorsement)</li> <li>❖ Marking of SPaG</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Lord of The Flies</b> - Rights and wrongs/ Savagery and democracy</li> <li>● <b>Voices in Poetry</b> - Embracing diversity of beliefs and values</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>● <b>The Crucible</b> - Communism and McCarthyism/ pure and identity and living within a community</li> <li>● <b>Lord of The Flies</b> - Democracy vs Dictatorship, community values</li> <li>● <b>Voices in Poetry</b> - Societal change and development</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>● <b>The Crucible</b> - Puritanism and societal beliefs</li> <li>● <b>Lord of The Flies</b> - Cultural/societal ideologies</li> <li>● <b>Voices in Poetry</b> - Diversity and identity</li> </ul> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>● The Crucible - Religious Values</li> <li>● Lord of The Flies - Democracy and Individuality</li> <li>● Voices in Poetry - respecting diversity</li> </ul> <p><b>Ambition:</b></p> <ul style="list-style-type: none"> <li>● Lord of The Flies - Ambition and consequences</li> <li>● Voices in Poetry - Ambition to overcome adversity</li> </ul> <p><b>Compassion:</b></p> <ul style="list-style-type: none"> <li>● Voices in Poetry - personal struggle and triumph</li> </ul>			
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	<ul style="list-style-type: none"> <li>• The Crucible - compassion for the tragic hero (John Proctor)</li> <li>• Lord of The Flies - compassion for Simon and Ralph</li> </ul> <p><b>Courage:</b></p> <ul style="list-style-type: none"> <li>• Voices in Poetry - never giving up/voice</li> <li>• Lord of The Flies - standing up for what you believe in</li> <li>• The Crucible - admitting mistakes and wrongdoings and trying to make amends</li> </ul> <p><b>Dignity:</b></p> <ul style="list-style-type: none"> <li>• Voices in Poetry - personal dignity and overcoming adversity</li> <li>• The Crucible - the death of John Proctor</li> <li>• Lord of The Flies - Ralph's character</li> </ul>			
<b>Formal Assessments (Title/Date)</b>			<b>Home Learning</b>	
<ul style="list-style-type: none"> <li>❖ Term 1 - The Crucible: Extract analysis</li> <li>❖ Term 2- Voices in Poetry: Poem analysis</li> <li>❖ Term 3 - Spoken Language Endorsement</li> <li>❖ <b>Term 3 - END OF YEAR EXAMS</b></li> </ul>			<ul style="list-style-type: none"> <li>• Home learning menus</li> <li>• Literacy Planet</li> </ul>	
<b>Unit of Work</b>	<b>Knowledge and Skills</b>	<b>Curriculum Links and Sequencing</b>		<b>National Curriculum</b>
<p><b>The Crucible</b></p> <p><i>11 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Context: The Salem Witch Trials, Tragedy</li> <li>★ Themes: Reputation, Hysteria, Tolerance, Goodness, Judgement, Consequences</li> <li>★ Plot and Narrative Development</li> <li>★ Character Development</li> <li>★ <i>Textual analysis</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2 -Modern Drama</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Political</li> </ul>		<ul style="list-style-type: none"> <li>• Reading whole texts that are challenging</li> <li>• Learning new vocab</li> <li>• Making inferences and referring to evidence in the text</li> <li>• Studying setting, plot and characterisation</li> </ul>

	<ul style="list-style-type: none"> <li>★ <i>Creative writing</i></li> <li>★ <i>Transactional writing</i></li> </ul>	<ul style="list-style-type: none"> <li>→ SMSC</li> <li>→ Ethical</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ AMSND <b>7</b></li> <li>→ Dystopian Fiction <b>8</b></li> <li>→ Of Mice and Men <b>8</b></li> <li>→ Macbeth <b>11</b></li> <li>→ Language Countdown <b>11</b></li> <li>→ Literature Countdown <b>11</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Applying their growing knowledge of vocabulary, grammar and text structure to their writing</li> <li>● Imaginative writing</li> <li>● Plan, draft, proof-read and edit their own writing</li> </ul>
<p><b>Voices in Poetry</b></p> <p><i>6 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Poetic structures</li> <li>★ Poetic forms</li> <li>★ Poetic devices</li> <li>★ Social influences</li> <li>★ Cultural influence</li> <li>★ Religious influences</li> <li>★ Geographical influences</li> <li>★ Colonialism</li> <li>★ Cultural Displacement</li> <li>★ Imperialism</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2 - Poetry</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Political</li> <li>→ Geographical</li> <li>→ Ethical</li> <li>→ Environment</li> <li>→ SMSC</li> <li>→ PLTS</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ War Poetry <b>8</b></li> <li>→ Unseen Poetry <b>10</b></li> <li>→ Poetry Anthology <b>10/11</b></li> <li>→ Literature Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading poetry since 1789</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Making critical comparisons between texts</li> <li>● Building vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>★ Paragraph structure</li> <li>★ Evaluation skills</li> <li>★ Application of vocabulary</li> <li>★ Linking contextual influences</li> <li>★ Comparative analysis skills</li> <li>★ Application of SALSA</li> </ul>		
<p><b>Lord of the Flies</b></p> <p>14 Weeks</p>	<ul style="list-style-type: none"> <li>★ Context - historical, thematic &amp; generic</li> <li>★ Plot, character and theme development</li> <li>★ Vocabulary development</li> <li>★ Narrative writing techniques</li> <li>★ Language and structure analysis</li> <li>★ Literary techniques</li> <li>★ Reading for meaning</li> <li>★ Comprehension skills</li> <li>★ Textual analysis skills</li> <li>★ Analytical writing skills</li> <li>★ Embedding quotes</li> <li>★ Paragraph structure</li> <li>★ Evaluation skills</li> <li>★ Application of vocabulary</li> <li>★ Linking contextual influences</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2 Modern Texts</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Political</li> <li>→ SMSC</li> <li>→ Ethical</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Dystopian Fiction <b>8</b></li> <li>→ The Crucible <b>9</b></li> <li>→ An Inspector Calls <b>10</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading whole texts that are challenging</li> <li>● Learning new vocab</li> <li>● Making inferences and referring to evidence in the text</li> <li>● Studying setting, plot and characterisation</li> <li>● Applying their growing knowledge of vocabulary, grammar and text structure to their writing</li> <li>● Imaginative writing</li> <li>● Plan, draft, proof-read and edit their own writing</li> </ul>
<p><b>Language Paper 2 Section B</b></p> <p>SLE</p> <p>7 Weeks</p>	<ul style="list-style-type: none"> <li>★ Perspectives &amp; Viewpoints</li> <li>★ Tabloids &amp; Broadsheets</li> <li>★ Editorials</li> <li>★ Emotive Language</li> <li>★ Reviews &amp; Letter Writing</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 1 - Fiction</li> <li>→ English Language Paper 2 - Non-Fiction</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ PLATS</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Language P1 <b>10</b></li> </ul>	<ul style="list-style-type: none"> <li>● Knowing the purpose, audience and context of writing</li> <li>● Drawing on new vocabulary and grammatical constructions and apply to own work</li> <li>● Plan, draft, proof-read and edit their own writing</li> <li>● Developing new vocab</li> </ul>

	<ul style="list-style-type: none"> <li>★ 21st Century Texts: Blogging</li> <li>★ <i>Non-Fiction / Transactional writing</i></li> <li>★ <i>Use of effective vocabulary, punctuation and language device</i></li> <li>★ <i>Structural devices</i></li> <li>★ <i>Use of effective vocabulary, punctuation and language devices</i></li> </ul> <p><b>SLE</b></p> <ul style="list-style-type: none"> <li>★ <i>Research skills</i></li> <li>★ <i>Transactional writing skills</i></li> <li>★ <i>Drafting, editing and proof-reading skills</i></li> <li>★ <i>Oracy skills</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Language P2 <b>10</b></li> <li>→ Language Countdown P1 <b>11</b></li> </ul> <p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Spoken Language Endorsement</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ PLATS</li> <li>→ SEAL</li> <li>→ SMSC</li> <li>→ Enterprise</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ All SOL - Oracy</li> </ul>	<ul style="list-style-type: none"> <li>● Plan, draft, proof-read and edit their own writing</li> <li>● Speak confidently, audibly and effectively, including through:</li> <li>● Using Standard English when the context and audience require it</li> <li>● 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</li> <li>● Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</li> <li>● Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates</li> <li>● Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</li> </ul>
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GCSE Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Subject specific vocabulary (tier 2 and 3) lists</li> <li>❖ Word of the lesson</li> <li>❖ Reading and responding to poetry</li> <li>❖ Reading of play ( Macbeth / An Inspector Calls)</li> <li>❖ Reading of novel (A Christmas Carol)</li> <li>❖ Audiobooks - prosody, fluency, dialect, pronunciation</li> <li>❖ 200 word writing challenges</li> <li>❖ Extended writing - creative writing/ non-fiction writing and</li> </ul>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>● <b>An Inspector Calls</b> - Supernatural</li> <li>● <b>A Christmas Carol</b> - Supernatural and Christianity</li> <li>● <b>Power and Conflict</b> - Contemplating life and death</li> <li>● <b>Macbeth</b> - Supernatural</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>● <b>AIC</b> - Lies and deceit/abuse of power/moral compass</li> <li>● <b>ACC</b> - moral compass/charitable</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Poetry</li> <li>● Author</li> <li>● Special effects designer for the stage</li> <li>● Publisher</li> <li>● Historian</li> <li>● Social activist</li> <li>● Politician</li> <li>● Philanthropist</li> </ul>	<ul style="list-style-type: none"> <li>● National Poetry Day</li> <li>● Diversity Day</li> <li>● Scholars</li> <li>● Knowledge organiser content</li> <li>● Society and context</li> </ul>	<ul style="list-style-type: none"> <li>● Exploration of different societies and ideologies</li> <li>● Search for equality and inclusivity through literature texts</li> <li>● Social disadvantages explored with increasing equality in mind</li> <li>● Diversity in poetry and people's experience of the world</li> <li>● Celebration of diversity in poetry and looking at the human experience</li> </ul>



<p>extract analysis ❖ Marking of SPaG</p>	<ul style="list-style-type: none"> <li>● <b>Macbeth</b> - Lies and deceit/abuse of power/moral compass</li> <li>● <b>Power and Conflict</b> - Moral compass</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>● <b>AIC</b> - Social class system</li> <li>● <b>ACC</b> - Social class system</li> <li>● <b>Paper 1&amp;2 Language</b> - exploration of 19th, 20th and 21st century texts in society</li> <li>● <b>Macbeth</b> - Monarchy and ascension to the throne</li> <li>● <b>Power and Conflict</b> - presentation of societal values</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>● <b>ACC</b> - Victorian Era</li> <li>● <b>AIC</b> - Edwardian Era</li> <li>● <b>Power and Conflict</b> - WW1 and 2</li> <li>● <b>Paper 1&amp;2 Language</b> - exploration of 19th, 20th and 21st century texts in society cultural values</li> <li>● <b>Macbeth</b> - Jacobean Era</li> </ul> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>● AIC - respect for Inspector Goole and Priestley's socialist message</li> <li>● ACC - Respect for those less well off than ourselves</li> <li>● Power and Conflict - respect of ideologies different to our own</li> <li>● Macbeth - Respect for Macduff for overthrowing</li> </ul>			
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	<p>Macbeth/Respect for the monarchy</p> <p><b>Ambition:</b></p> <ul style="list-style-type: none"><li>● AIC - Mr Birling's ascension to the upper classes/Inspector Goole's role to change social class thinking</li><li>● ACC - Dickens ambition to change social class thinking/ the ghosts ambition to change Scrooge's way of thinking</li><li>● Macbeth - Macbeth's ambition to take the throne at all costs</li></ul> <p><b>Compassion:</b></p> <ul style="list-style-type: none"><li>● AIC - Compassion towards the working class (Eva Smith)</li><li>● ACC - Compassion towards the working class (The Cratchits)/Development of compassion towards Scrooge</li><li>● Macbeth - compassion for tragic hero/compassion for Macbeth's victims</li><li>● Power and Conflict - compassion for those affected by the abuse of power and conflict</li></ul> <p><b>Courage:</b></p> <ul style="list-style-type: none"><li>● AIC - Priestley's courage to change societal beliefs and ideologies.</li><li>● ACC - Dickens courage to change societal beliefs and ideologies</li></ul>			
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	<ul style="list-style-type: none"> <li>• Power and Conflict - courage to speak out about experiences of war</li> <li>• Macbeth - Courage to stand up against those abusing power</li> <li>• Power and Conflict - courage to speak out about experiences of war and societal/cultural experience</li> </ul> <p><b>Dignity:</b></p> <ul style="list-style-type: none"> <li>• AIC - Eva's and Sheila's sense of self worth/ younger generation</li> <li>• ACC - Bob Cratchit maintains his sense of dignity despite his poverty and belonging to the working class</li> <li>• Power and Conflict - explored within the war poetry section to various degrees</li> <li>• Macbeth - Macduff's dignity to overthrow Macbeth</li> <li>• Power and Conflict - explored through poet's experience of society and the world</li> </ul>			
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**Year 10**

Formal Assessments (Title/Date)	Blended Learning	Home Learning
<ul style="list-style-type: none"> <li>❖ Term 1 - Language Paper 2 Mock</li> <li>❖ Term 3 - Language Paper 1 and 2 Mock</li> </ul>		<ul style="list-style-type: none"> <li>• Set weekly by teacher</li> </ul>

Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum
<p><b>Language Paper 2</b></p> <p>Section A</p> <p>5 Weeks</p>	<ul style="list-style-type: none"> <li>★ The 19th Century</li> <li>★ Non-fiction text types</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Information retrieval</i></li> <li>★ <i>Summarising skills</i></li> <li>★ <i>Analysis of language</i></li> <li>★ <i>Analysis of structure</i></li> <li>★ <i>Comparative analysis skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Transactional writing skills</i></li> <li>★ <i>Application of structural features</i></li> <li>★ <i>Application of linguistic and literary techniques</i></li> <li>★ <i>Application of sentence types &amp; grammatical features</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 2</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Psychological</li> <li>→ Cultural</li> <li>→ Historical</li> <li>→ Social</li> <li>→ PLATS</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Intro to Shakespeare <b>7</b></li> <li>→ Jekyll &amp; Hyde <b>7</b></li> <li>→ War Poetry <b>8</b></li> <li>→ Journey's End <b>8</b></li> <li>→ Of Mice and Men <b>8</b></li> <li>→ The Crucible <b>9</b></li> <li>→ Step Up &amp; SLE <b>9</b></li> <li>→ Language Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading for different purposes</li> <li>● Summarising and synthesising ideas and information</li> <li>● Identifying and interpreting themes ideas and information</li> <li>● Exploring aspects of plot, character and theme</li> <li>● Seeking evidence in a text to support a viewpoint</li> <li>● Analysing a writer;s choice of vocab, form and structural features</li> <li>● Write accurately, fluently and effectively at length</li> <li>● Selecting and using judicious vocab, grammar and structures</li> <li>● Organising ideas effectively</li> <li>● Revise, edit and proofread reflecting on whether writing archives purpose and intended impact</li> <li>● Making critical comparisons between texts</li> <li>● Students to be taught the difference between what is fact and what is bias</li> </ul>
<p><b>A Christmas Carol</b></p> <p>9 Weeks</p>	<ul style="list-style-type: none"> <li>★ Dickens</li> <li>★ The 19th century</li> <li>★ Historical / Social context</li> <li>★ Political diatribe</li> <li>★ Realist fiction as a genre</li> <li>★ Philanthropy</li> <li>★ Social class division</li> <li>★ Industrial revolution</li> <li>★ Workhouses and the Poor Law</li> <li>★ Christianity</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 1 - Novel</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Religious</li> <li>→ Social</li> <li>→ Moral</li> <li>→ Economic</li> </ul> <p><b>Sequencing Links:</b></p>	<ul style="list-style-type: none"> <li>● Reading of a 19th century text</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> </ul>

	<ul style="list-style-type: none"> <li>★ Charity</li> <li>★ Plot, character &amp; themes</li> <li>★ Key vocab relating to the topic</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> </ul>	<ul style="list-style-type: none"> <li>→ Jekyll and Hyde <b>7</b></li> <li>→ Gothic and Horror <b>7</b></li> <li>→ Literature Countdown <b>11</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Building vocabulary</li> </ul>
<p><b>Language Paper 1</b></p> <p><i>9 weeks</i></p>	<ul style="list-style-type: none"> <li>★ Narrative structures</li> <li>★ MAIDSPECS</li> <li>★ Characterisation methods</li> <li>★ Structural devices</li> <li>★ Linguistic &amp; Literary devices</li> <li>★ Vocabulary</li> <li>★ Descriptive and narrative methods</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Information retrieval</i></li> <li>★ <i>Analysis of language</i></li> <li>★ <i>Analysis of structure</i></li> <li>★ <i>Evaluative skills</i></li> <li>★ <i>Embedding quotes</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Language Paper 1 - Fiction</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ PLATS</li> <li>→ Social</li> <li>→ Psychological</li> <li>→ Philosophical</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Gothic <b>7</b></li> <li>→ Jekyll &amp; Hyde <b>7</b></li> <li>→ Dystopian Fiction <b>8</b></li> <li>→ Of Mice and Men <b>8</b></li> <li>→ Lord of The Flies</li> <li>→ Language Countdown <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading for different purposes</li> <li>● Summarising and synthesising ideas and information</li> <li>● Identifying and interpreting themes ideas and information</li> <li>● Exploring aspects of plot, character and theme</li> <li>● Seeking evidence in a text to support a viewpoint</li> <li>● Analysing a writer's choice of vocab, form and structural features</li> <li>● Write accurately, fluently and effectively at length</li> <li>● Selecting and using judicious vocab, grammar and structures</li> <li>● Organising ideas effectively</li> <li>● Revise, edit and proofread reflecting on whether writing achieves purpose and intended impact</li> </ul>

	<ul style="list-style-type: none"> <li>★ Paragraph structure</li> <li>★ Application of vocabulary</li> <li>★ Application of narrative &amp; descriptive writing skills</li> <li>★ Application of structural features</li> <li>★ Application of linguistic and literary techniques</li> <li>★ Application of sentence types &amp; grammatical features</li> </ul>		
<p><b>Unseen Poetry</b></p> <p><i>3 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Poetic Techniques</li> <li>★ Language</li> <li>★ Structure</li> <li>★ Form</li> <li>★ Interpretations</li> <li>★ Reading for meaning</li> <li>★ Comprehension skills</li> <li>★ Textual analysis skills</li> <li>★ Analytical writing skills</li> <li>★ Embedding quotes</li> <li>★ Paragraph structure</li> <li>★ Evaluation skills</li> <li>★ Application of vocabulary</li> <li>★ Linking contextual influences</li> <li>★ Comparative analysis skills</li> <li>★ Application of SALSA</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Philosophical</li> <li>→ Psychological</li> <li>→ Social</li> <li>→ Geographical</li> <li>→ Moral / Ethical</li> <li>→ Technology</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ War Poetry <b>8</b></li> <li>→ Voices in Poetry <b>9</b></li> <li>→ Power &amp; Conflict Anthology <b>11</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading poetry since 1789</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer’s choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Making critical comparisons between texts</li> <li>● Building vocabulary</li> </ul>

<p><b>Macbeth</b></p> <p><i>12 weeks</i></p>	<ul style="list-style-type: none"> <li>★ Shakespeare / King James and Jacobean society</li> <li>★ Witchcraft and superstition</li> <li>★ The Gunpowder Plot</li> <li>★ Gender ideology</li> <li>★ The religious landscape</li> <li>★ Social ideology of the time</li> <li>★ Tragedy as a genre</li> <li>★ Plot, character &amp; themes</li> <li>★ Key vocab relating to the topic</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 1 - Shakespeare</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Philosophical</li> <li>→ Moral</li> <li>→ Political</li> <li>→ Religious</li> <li>→ Social</li> <li>→ Gender</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ An Introduction to Shakespeare <b>7</b></li> <li>→ AMSND / R&amp;J <b>7</b></li> <li>→ The Crucible <b>9</b></li> <li>→ Literature Countdown <b>11</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading of a play by Shakespeare</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>
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Year 11		
Formal Assessments (Title/Date)	Blended Learning	Home Learning
<ul style="list-style-type: none"> <li>❖ Term 1 - Language Paper 1 and 2 Mock</li> <li>❖ Term 1 - Literature Paper 1 and 2 Mock</li> <li>❖ Term 2 - English Language Paper 1 and 2 Mock</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Set weekly by teacher</li> </ul>

❖ Term 2 - English Literature Paper 2 and 2 Mock

Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum
<p><b>An Inspector Calls</b></p> <p><i>7 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Priestly</li> <li>★ Historical contexts of 1912 &amp; 1945</li> <li>★ The Titanic</li> <li>★ WWI &amp; WWII</li> <li>★ Socialism</li> <li>★ Capitalism</li> <li>★ The Industrial Revolution</li> <li>★ Old &amp; new money</li> <li>★ Patriarchy &amp; the role of women</li> <li>★ Social class system</li> <li>★ Traditional vs progressive viewpoints</li> <li>★ Plot, character &amp; themes</li> <li>★ Key vocab relating to the topic</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Social</li> <li>→ Moral</li> <li>→ Political</li> <li>→ Gender</li> <li>→ Economic / Commercial</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ AMSND / R&amp;J <b>7</b></li> <li>→ Journey's End <b>8</b></li> <li>→ The Crucible <b>9</b></li> <li>→ Macbeth <b>11</b></li> <li>→ Literature countdown <b>11</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading a 20th century play</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>



	★ <i>Linking contextual influences</i>		
<p><b>Power &amp; Conflict</b></p> <p><i>7 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Types of conflict</li> <li>★ Man vs Self</li> <li>★ Man vs Man</li> <li>★ Man vs Society</li> <li>★ Man vs Nature</li> <li>★ Man vs Machine</li> <li>★ man vs Fate</li> <li>★ Man vs Supernatural</li> <li>★ Key vocab relating to the topic</li> <li>★ SALSA</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> <li>★ <i>Comparative analysis skills</i></li> <li>★ <i>Application of SALSA</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Philosophical</li> <li>→ Psychological</li> <li>→ Social</li> <li>→ Geographical</li> <li>→ Moral / Ethical</li> <li>→ Technology</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ War Poetry <b>8</b></li> <li>→ Voices in Poetry <b>9</b></li> <li>→ Unseen Poetry <b>10</b></li> <li>→ <b>A Level</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading poetry since 1789</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer’s choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Making critical comparisons between texts</li> <li>● Building vocabulary</li> <li>● Analysing a writer’s choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>
<b>GCSE COUNTDOWN PROGRAMMES</b>			

Post 16 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Subject specific vocabulary (tier 2 and 3) as part of knowledge organisers</li> <li>❖ Reading and responding to poetry 19C and 21C</li> <li>❖ Reading of plays - Hamlet and A Streetcar Named Desire</li> <li>❖ Reading of novels - The Handmaid's Tale and Frankenstein</li> <li>❖ Audiobooks - prosody, fluency, dialect, pronunciation</li> <li>❖ Extended writing</li> <li>❖ Marking of SPaG</li> </ul>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>● <b>Hamlet</b> - Contemplation of life and death</li> <li>● <b>Poems of The Decade</b> - various</li> <li>● <b>Rossetti</b> - Christianity; life and death</li> <li>● <b>Frankenstein</b> - Grief and religious beliefs vs scientific beliefs</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>● <b>Hamlet</b>- Lies and deceit/abuse of power/moral compass</li> <li>● <b>A Streetcar Named Desire</b> - lies, deceit, moral compass</li> <li>● <b>Frankenstein</b> - Playing God</li> <li>● <b>The Handmaid's Tale</b> - Power and corruption in Dystopian societies</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>● <b>Hamlet</b> - Monarchy and ascension to the throne</li> <li>● <b>Rossetti / Poems of the Decade / Streetcar</b> - presentation of societal values and contextual factors</li> <li>● <b>Streetcar</b> - Changing worlds</li> </ul> <p><b>Cultural:</b></p>	<ul style="list-style-type: none"> <li>● Performance Poetry</li> <li>● Author</li> <li>● Historian</li> <li>● Social activist</li> <li>● Politician</li> <li>● Philanthropist</li> <li>● Journalism</li> <li>● Law</li> <li>● Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>● Post 16 enrichment days / initiatives</li> <li>● Knowledge organiser content</li> <li>● Society and context</li> <li>● Careers events</li> <li>● University taster opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Exploration of different societies and ideologies</li> <li>● Search for equality and inclusivity through literature texts eg gender, mental health</li> <li>● Diversity in people's experience of the world depending upon contextual factors</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Hamlet</b> - Elizabethan Era</li> <li>● <b>Streetcar</b> - Old and New South</li> <li>● <b>The Handmaid's Tale</b> - Dystopian societies and links to the real world</li> <li>● <b>Frankenstein</b> - Science and society</li> </ul> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>● <b>Streetcar</b> - Respect for the Old and New South / self respect</li> <li>● <b>Hamlet</b> - respect for the monarchy and rights and wrongs</li> <li>● <b>The Handmaid's Tale</b> - lack of respect</li> <li>● <b>Frankenstein</b> - respect for science and religion</li> </ul> <p><b>Ambition:</b></p> <ul style="list-style-type: none"> <li>● <b>Hamlet</b> - ambition to take the throne but at what cost?</li> <li>● <b>Frankenstein</b> - Scientific ambition</li> <li>● <b>Streetcar</b> - social ambition / conflict</li> </ul> <p><b>Compassion:</b></p> <ul style="list-style-type: none"> <li>● <b>Rossetti</b> - Faith, God, fallen women</li> <li>● <b>Streetcar</b> - compassion towards Blanche / Stella?</li> <li>● <b>Frankenstein</b> - compassion towards the 'monster'?</li> <li>● <b>Hamlet</b> - a mind unravelling</li> <li>● <b>The Handmaid's Tale</b> - compassion for those oppressed</li> <li>● <b>Poems of the Decade</b> - various</li> </ul>			
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	<p><b>Courage:</b></p> <ul style="list-style-type: none"> <li>● <b>The Handmaid's Tale</b> - standing up for oppression</li> <li>● <b>Frankenstein</b> - courage of convictions</li> <li>● <b>Streetcar</b> - facing new world orders</li> </ul> <p><b>Dignity:</b></p> <ul style="list-style-type: none"> <li>● <b>Streetcar</b> - dignity / loss of dignity</li> <li>● <b>Poems of the Decade</b> - explored through poet's experience of society and the world</li> <li>● <b>Rosetti</b> - dignity and grace</li> </ul>			
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> <li>❖ Autumn - A Streetcar Named Desire</li> <li>❖ Spring - Hamlet / A Streetcar Named Desire</li> <li>❖ Summer - Rossetti / Hamlet / A Streetcar Named Desire</li> <li>❖ NEA - to be started in the Summer Term</li> </ul>			<ul style="list-style-type: none"> <li>● N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Set weekly by teacher</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	Pior National Curriculum Links	
<p><b>Component 1 Hamlet</b></p>	<ul style="list-style-type: none"> <li>★ Shakespeare &amp; society</li> <li>★ The religious landscape</li> <li>★ Social ideology of the time</li> <li>★ Tragedy as a genre</li> <li>★ Plot, character &amp; themes</li> <li>★ Types of conflict               <ul style="list-style-type: none"> <li>○ Man vs Self</li> <li>○ Man vs Man</li> <li>○ Man vs Society</li> </ul> </li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 1 - Shakespeare</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Philosophical</li> <li>→ Moral</li> <li>→ Political</li> <li>→ Religious</li> <li>→ Social</li> <li>→ Gender</li> </ul> <p><b>Sequencing Links:</b></p>	<ul style="list-style-type: none"> <li>● Reading of a play by Shakespeare</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Man vs Nature</li> <li>★ Key vocab relating to the topic</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> </ul>	<ul style="list-style-type: none"> <li>→ An Introduction to Shakespeare <b>7</b></li> <li>→ AMSND / R&amp;J <b>7</b></li> <li>→ The Crucible <b>9</b></li> <li>→ Literature Countdown <b>11</b></li> </ul>	
<p><b>Component 1 Streetcar</b></p>	<ul style="list-style-type: none"> <li>★ America and a changing society</li> <li>★ Old &amp; New South</li> <li>★ Patriarchy &amp; the role of women</li> <li>★ Social class system</li> <li>★ Traditional vs progressive viewpoints</li> <li>★ Plot, character &amp; themes</li> <li>★ Plastic Theatre</li> <li>★ Tragedy</li> <li>★ Key vocab relating to the topic</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ English Literature Paper 2</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Social</li> <li>→ Moral</li> <li>→ Political</li> <li>→ Gender</li> <li>→ Economic / Commercial</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Journey's End <b>8</b></li> <li>→ The Crucible <b>9</b></li> <li>→ Macbeth <b>11</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading a 20th century play</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Analysing how meaning is shaped theatrically</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> </ul>		
<p><b>Component 2 Frankenstein</b></p>	<ul style="list-style-type: none"> <li>★ Mary Shelley</li> <li>★ The 19th century</li> <li>★ Historical / Social context</li> <li>★ Science vs Religion</li> <li>★ Morality</li> <li>★ Human suffering</li> <li>★ Plot, character &amp; themes</li> <li>★ Key vocab relating to the topic</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> </ul>	<p><b>GCSE Link:</b> → English Literature Paper 1 - Novel</p> <p><b>Wider Curriculum Links:</b> → Historical → Religious → Social → Moral</p> <p><b>Sequencing Links:</b> → Jekyll and Hyde <b>7</b> → Gothic and Horror <b>7</b> → A Christmas Carol <b>10</b></p>	<ul style="list-style-type: none"> <li>● Reading of a 19th century text</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>
<p><b>Component 2 The Handmaid's Tale</b></p>	<ul style="list-style-type: none"> <li>★ The 20th century</li> <li>★ Historical / Social context</li> <li>★ Science and Society</li> <li>★ Morality</li> <li>★ Human suffering</li> <li>★ Oppression and Rebellion</li> <li>★ Plot, character &amp; themes</li> </ul>	<p><b>GCSE Link:</b> → Language Paper 1 <b>10</b></p> <p><b>Wider Curriculum Links:</b> → Historical → Religious → Social → Moral</p> <p><b>Sequencing Links</b> → Dystopian Fiction <b>8</b></p>	<ul style="list-style-type: none"> <li>● Reading of a 20th century text</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> </ul>

	<ul style="list-style-type: none"> <li>★ Key vocab relating to the topic</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> </ul>		<ul style="list-style-type: none"> <li>● Building vocabulary</li> </ul>
<p><b>Component 3 Rossetti</b></p>	<ul style="list-style-type: none"> <li>★ Victorian Society</li> <li>★ Religious landscape</li> <li>★ Life and Death</li> <li>★ Devotional poetry</li> <li>★ The Angel of the House / The fallen woman</li> <li>★ Pre Raphaelite Movement</li> <li>★ Existentialism</li> <li>★ Narrative Poetry</li> <li>★ Key vocab relating to the topic</li> <li>★ SALS and structure</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> </ul>	<p><b>GCSE Link:</b> → English Literature Paper 2</p> <p><b>Wider Curriculum Links:</b> → Historical → Cultural → Philosophical → Psychological → Social → Geographical → Moral / Ethical → Religious</p> <p><b>Sequencing Links:</b> → War Poetry <b>8</b> → Voices in Poetry <b>9</b> → Unseen Poetry <b>10</b></p>	<ul style="list-style-type: none"> <li>● Reading poetry since 1789</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Making critical comparisons between texts</li> <li>● Building vocabulary</li> <li>● Analysing a writer's choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> <li>★ <i>Comparative analysis skills</i></li> <li>★ <i>Application of SALSA</i></li> </ul>		
<p><b>Component 3 Poems of The Decade</b></p>	<ul style="list-style-type: none"> <li>★ Post 2000 poetry</li> <li>★ Personal</li> <li>★ Societal</li> <li>★ Historical</li> <li>★ Key vocab relating to the topic</li> <li>★ SALSA and structure</li> <li>★ <i>Reading for meaning</i></li> <li>★ <i>Comprehension skills</i></li> <li>★ <i>Textual analysis skills</i></li> <li>★ <i>Analytical writing skills</i></li> <li>★ <i>Embedding quotes</i></li> <li>★ <i>Paragraph structure</i></li> <li>★ <i>Evaluation skills</i></li> <li>★ <i>Application of vocabulary</i></li> <li>★ <i>Linking contextual influences</i></li> <li>★ <i>Comparative analysis skills</i></li> <li>★ <i>Application of SALSA</i></li> </ul>	<p><b>GCSE Link:</b> → English Literature Paper 2</p> <p><b>Wider Curriculum Links:</b> → Historical → Cultural → Philosophical → Psychological → Social → Geographical → Moral / Ethical → Technology</p> <p><b>Sequencing Links:</b> → War Poetry <b>8</b> → Voices in Poetry <b>9</b> → Unseen Poetry <b>10</b></p>	<ul style="list-style-type: none"> <li>● Reading poetry since 1789</li> <li>● Knowledge of purpose, audience and context</li> <li>● Identifying and Interpreting themes and ideas</li> <li>● Exploring plot, character and themes</li> <li>● Seeking evidence within a text to support a point of view</li> <li>● Analysing a writer’s choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Making critical comparisons between texts</li> <li>● Building vocabulary</li> <li>● Analysing a writer’s choice of vocab, form, structure and grammatical features</li> <li>● Making informed and personal responses</li> <li>● Building vocabulary</li> </ul>



