

	Year 7 – Value of Education LANG: AWL words (I can spell...) and Grammar for Writing – Literacy lesson once per week. AR lesson once per fortnight	Year 8 – Different Times and Places LANG: integrated into schemes Spellings – AWL words (I can spell and define...) Reading lesson once per fortnight – 20 minutes personal reading and reading for cultural capital	Year 9 – Inequality, Prejudice and Hate LANG: integrated into schemes Spellings – AWL words (I can spell, define and use...) Reading lesson once per fortnight – 20 minutes personal reading and reading for cultural capital
Be dramatic 9 weeks Monday 2 nd September – Friday 8 th November Unit leads: EH OTT ECO	Unit 1 LIT: Free (9 weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> WHAT/HOW/WHY – How does Gemma use language to control others? Write a description of Liam. Reflection/mastery (1 week)	Unit 1 Pre-reading - Learn the conventions of gothic literature – use in a description of the opening to a gothic story. LIT: Room 13 (9 weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> LANG: Exploring openings (structure) – punctuation : commas to separate lists and clauses. Apostrophes for possession. Simple word classes revised. Writing engaging openings. Learn about present tense . WHAT/HOW/WHY – focus on structure on the end of the novel. Reflection/mastery (1 week)	Unit 1 Pre-reading - To what extent do you agree with euthanasia? LIT: Whose Life is it Anyway? (9 weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> LANG: Using exact punctuation in a drama script. Language and occupation – word classes and jargon . Spelling – AWL words. Sentence types, moods and cohesion. Writing a drama script. Write an additional scene. Reflection/mastery (1 week)
A novel idea 9 weeks Monday 11 th November - Friday 17 th January Unit leads: LHN/AMY AMY/KML EU	Unit 2 LIT: Life in the past - BSP or PP (7 weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> Reflection/mastery (1 week)	Unit 2 – 8 weeks. LIT: Life in the future - HG or MR (7weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> LANG: Character’s voices - punctuation , direct/reported speech and contractions for omissions. Standard sentence types. Exploring character speech. Features of spoken language, slang and idiolects. Sentence types and moods. Writing parts of stories with speech of different characters. Learn about future tense . Reflection/mastery (1 week)	Unit 2 8 weeks. LIT: Life in a different place and time - OMAM (7 weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> LANG: Spelling – AWL words. Study structure of whole texts/extracts – OMAM and range of non-fiction relating to themes of prejudice and hate. Introduce the term ‘ cohesion ’ – adverbials, temporal connectives, etc. and learn a range of structural terms. Writing short stories accurately with conscious cohesive devices. Manipulate tense . Reflection/mastery
Shake it up 8 weeks Monday 20 th January – Friday 20 th March Unit leads: MAE OTT EU	Unit 3 LIT: The man and his plays - variety of extracts (7 weeks)– <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> Reflection/mastery (1 week)	Unit 3 6 weeks. LIT: Macbeth (7 weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> LANG: Exploring types of structures in fiction and non-fiction (persuasive texts – link to L. Mac). Spellings – AWL words. Punctuation – using quotation marks accurately, layout of quotations. Using ellipses. Writing a chronological non-fiction text – e.g. newspaper article. Learn about past tense . Reflection/mastery (1 week)	Unit 3 6 weeks. LIT: A Midsummer Night’s Dream. (7 weeks) – <i>transferable lang/lit</i> – <i>reading/comprehension/analysing/exploring/evaluating</i> LANG: Spelling – AWL words. Analysing Reading and writing non-fiction – based on themes from lit text; magic etc. Grammar – word classes/phrases/clauses revision. Manipulate tense . Neologism – how Shakespeare created words. Idioms . Reflection/mastery (1 week)
Points of view in poetry and prose. 6 weeks Monday 23 rd March – Friday 15 th May Unit leads: EH EU EU	Unit 4 LIT: Poetry – Mixed anthology relating to school/childhood/learning. (Include non-fiction texts too) Reflection/mastery (1 week)	Unit 4 LIT: Poetry – Other cultures. (Include non-fiction texts too) LANG: Comparing – language devices in poems (close/specific comparison) – i.e. adjectives/similes/images/semantic field . Writing to advise/instruct – imperative mood . Write a set of instructions on an element of culture – How to celebrate ... How to make a Christmas cake, etc. 1 week reflection/mastery	Unit 4 Pre-reading - Description of gas attack using an image. LIT: Poetry – WW1. (Include non-fiction texts too) LANG: Comparing – language devices in poems (close/specific comparison) – i.e. metaphors/symbols/phonological manipulation/punctuation . Writing poems – using phonological manipulation. Study some literary non-fiction (letters/travel writing). Reflection/mastery (1 week)
Revise – Staggered over half term 2 weeks (Unit lead: SK) Monday 18 th May – Friday 5 th June Exam – starts w/b 1 st June, ends 12 th June	Revise 2 weeks Exam	Revise 2 weeks Exam	Revise 2 weeks Exam
Enrichment 5 weeks Monday 15 th June – Friday 17 th July Unit leads: LHN LEL EU	Unit 5 – Reflection Unit – Value of Education Enrichment project. A am Malala Project – portfolio about Value of Education	Unit 5 Enrichment project. Literature Through Time LANG: Language change – lexical change, grammatical change, morphological change, and semantic change (word classes/punctuation types – the ampersand/the long ‘s’, Æ ash grapheme/pejoration and amelioration). Re-write a story using a language style from the past. Project – portfolio about Different Times and Places	Unit 5 Enrichment project. What the Dickens? LANG: Write a persuasive speech (Could use Swift’s A Modest Proposal as stimulus to study language use.). Students to write a commentary on their use of language. Structure, grammar/syntax, phonology, persuasive language devices, tense, word classes – could include their own neology . Project – portfolio about Inequality, Prejudice and Hate

Timescale	Year 10 – On-going formative assessment	Timescale	Year 11 – On-going formative assessment	Year 12 -		Year 13 -	
8 weeks Monday 2 nd September – Friday 25 th October	Unit 1 Unseen and anthology LIT: Unseen poetry and 7 poems – Exposure, Remains, Poppies, War Photographer, Kamikaze, Bayonet Charge, Charge of the Light Brigade LANG: 2/3 lessons per week Reflection/mastery (1 week) Analysis of unseen poem (35 minutes) PPE: Lang assessment (P1 Q5 – 45 minutes)	15 weeks Monday 2nd September – Friday 20 th December	Unit 1 PPE: Lit Paper 2 – (2 hours 45 minutes) first 3 weeks for revision of An Inspector Calls and Poetry LIT: Romeo and Juliet and <i>Language change</i> Revision – An Inspector Calls/Poetry/A Christmas Carol LANG: 2 lessons per week	Language and literature A level Transition task Introduction to linguistic terminology Teacher A: Paris Anthology Teacher B: Kite Runner	Literature A level Transition task Teacher A: Wuthering Heights Teacher B: Poems of the Decade	Language and literature Teacher A: Coursework and revision of Paris Anthology and Duffy poetry Teacher B: All My Sons	Literature Teacher A: Coursework and revision of Prose Teacher B: Othello
11 weeks Tuesday 5th November - Friday 31 st January	Unit 2 LIT: A Christmas Carol and 4 poems – London, The Prelude, Storm on the Island, My Last Duchess LANG: 2/3 lessons per week Reflection/mastery (1 week) PPE: Anthology poetry essay (45 minutes) Lang assessment (P2 Q4)		Unit 1 LIT: Romeo and Juliet Revision – An Inspector Calls/Poetry/A Christmas Carol LANG: 2/3 lessons per week PPE: from 2 nd Dec – Lit Paper 1	Teacher A: Paris Anthology Teacher B: Kite Runner	Teacher A: Wuthering Heights Teacher B: Poems of the Decade	Teacher A: Coursework and revision of Paris Anthology and Duffy poetry Teacher B: All My Sons	Teacher A: Coursework and revision of Prose Teacher B: Othello
10 weeks Monday 3 rd February – Friday 1 st May	Unit 3 LIT: An Inspector Calls and 4 poems- Ozymandias, The Emigree, Checking out me History, Tissue LANG: 2 lessons per week Reflection/mastery (1 week) PPE: An Inspector Calls essay (45 minutes) Lang assessment (P2 Q5)	9 weeks Monday 6 th January – Friday 13 th March	Unit 2 LIT: Revision LANG: 4 lessons per week Revision and preparation for March PPEs (from 02/03/19 – 13/03/19) PPE: Lang papers 1 and 2	Teacher A: Paris Anthology and Duffy poetry Teacher B: The Handmaid’s Tale	Teacher A: A Thousand Splendid Suns Teacher B: The Importance of Being Earnest	PPE: both papers, one in class Teacher A: NEA final drafts and revision for PPE Paper 1 (Duffy, Paris elements) Teacher B: Revision for PPE Paper 1 (Handmaid’s Tale) and Paper 2 (Kite Runner and All My Sons)	PPE: Drama Paper Teacher A: Prose paper in class and revision of poetry, prose and Earnest. Teacher B: Rosetti poetry
2/3 weeks Tuesday 5 th May – Friday 22 nd May	Unit 4 Speaking and Listening and PPE prep – Lit Paper 2 Reflection/mastery (1 week)	8 weeks Monday 16 th March – 22 nd May	Unit 3 REVISION both language and literature -interleaved	Teacher A: Paris Anthology and Duffy poetry Teacher B: The Handmaid’s Tale	Teacher A: A Thousand Splendid Suns Teacher B: The Importance of Being Earnest	Revision – all elements, informed by PPEs	Teacher A: Revision Teacher B: Rosetti PPE: Poetry Paper
2 weeks PPE prep and whole school exams Monday 1 st June to Friday 12 th June	PPE: Lit Paper 2 (2 hours 15 minutes)		Unit 4 – finish May half term. Revision of all Lit texts with interleaved language. Complete a question for each exam.	PPE: Teacher A: revising Duffy, Paris Teacher B: revising HMT and KR	PPE: Teacher A: revising ATSS and WH Teacher B: revising POTD and IOBE	Revision	Revision
5 weeks Monday 15 th June – Friday 17 th July	Unit 5 Add Lang assessment – Paper 1 and 2 – whole papers – peer and self- marked. Reflection/mastery (1 week)		Exam leave	Teacher A: Introduction of NEA: Making Connections Teacher B: All My Sons: pre- reading and context plus reflection/mastery after PPE	Teacher A: Introduction to c/w – reading/studying Rebecca and comparison options Teacher B: context, plot and introduction to critics for Othello		

Rationale:

<p>Language focus:</p>	<p>Year 7: Value of Education Grammar for Writing unit – Students revise SPaG content from KS2 and build on this by learning, not only the mechanics of language, but also how to manipulate language for effect.</p>	<p>Year 8 – Different times and places Students to begin to learn specific aspects of structure to enable them to create more advanced crafted writing. Their study of syntax, word classes, sentence types/moods. They will revise their understanding of tense control and show this in their writing. The final unit allows them to move onto advanced language study relating to language change.</p>	<p>Year 9 - Inequality, Prejudice and Hate Students now begin to build on their study of language from understanding the mechanics, being able to use language effectively and consciously towards exploring more language issues. For example, their study of language and occupations lends itself to the options process. They begin to study language levels including phonology and neology. This is a taster for future study and should engage students who prefer the technical aspects as well as the literary elements.</p>	<p>Year 10 – Conflict: reasons and resolutions in societies Revising elements of : Reading for meaning Language Structure Evaluation of ideas Creation of language</p>	<p>Year 11 - Conflict: reasons and resolutions in societies</p>	<p>Year 12 – Language and Literature</p>	<p>Year 12 - Literature N.B. All exam board text choices are subject to a rigorous JCQ rationale and Literary suitability justification, before as a school we choose from the available options. Therefore, the inherent worthiness of the texts should not be in any doubt.</p>	<p>Year 13 Literature</p>
<p>Unit 1</p>	<p>Be dramatic – Free - EXPLORE Engaging and accessible play with a secondary school setting – to provoke discussion of issues relating to transition. Also, enables students to consider ‘conflicts of gender, academic ability, and conformism, building to the conclusion that - whatever schools and teachers may hope, struggle and aim for - it is the students who decide their own fate and their underlying humanity which sees them through.’</p> <p>Progression Model – The play is often the first full drama texts studied and is a clear/accessible text. The unit enables students to consider effective classrooms – key to transition. The work studied will introduce W/H/W and thematic study needed in the next unit.</p>	<p>Be dramatic – Room 13 - ANALYSE Accessible introduction to gothic genre conventions through the study of an engaging drama text. Enables students to explore the nature of friendships, individuality, community, collaboration local cultures, literary heritage and morality.</p> <p>Progression Model – Building on the drama work studied in year 7, students will now move to exploring the effects of dramatic choices of the structural devices. The play is clearly gothic and this study of genre, leads to the next unit of dystopian genre study.</p>	<p>Be dramatic – Whose life is it Anyway? - EVALUATE This text allows students to consider increasingly mature subjects and helps students to develop empathy skills, whilst carefully considering their own views and that of others. The play introduces arguments both in favour of and opposing euthanasia and to what extent government should be allowed to interfere in someone’s life.</p> <p>Progress Model – Students will now have a good understanding of drama conventions and how structure effects the audience/reader. This drama text allows students to consider ideas arising from the text and looks at how the author presents contentious issues relating to ethics, this also links to work in humanities completed at the end of year 8. From this, students continue to examine difficult ideas in the next text and how the writer presents these.</p>	<p>Literature: Unseen poetry and anthology – Building on the poetry units studied in year 7,8,9 – student will focus firstly on learning how to analyse unseen poetry. This is to enable students to hone the skills for independent study of the anthology poems. Which poems? Why? Language: Students focus on revising how language is manipulated in order to describe/narrate. They will be required to both analyse fiction – drawing on linguistics from KS3; they will apply this knowledge in their own work.</p> <p>The poems selected for the first unit are based on war. These 7 poems ask students to consider the way war/conflict affects people – this is directly linked to the empathy work completed in previous years and is sequenced here to reflect Remembrance Day at the end of the unit.</p>	<p>Literature: Romeo and Juliet – Students study this text due to its focus on issues relevant to young people. They get the opportunity to examine, discuss and evaluate the natures and implications of gangs, knife crime, lad culture, gender, class, violence, rebellion and relationships. Simultaneously, students get to build on their knowledge of Shakespeare from study in years 7,8,9. They will improve their knowledge about language change.</p>	<p>Paris anthology and Duffy: Teacher A Paris Anthology (Terms 1 and 2) and Duffy poetry with teacher A This is a prescribed text. It offers a variety of language texts to explore connected to a single place. Talking to other schools, students can find this text challenging, so we have decided to interleave it somewhat with the study of a modern poet who most students will have encountered already at GCSE (Carol Ann Duffy). This means students will have variety and also consider a range of ideas and text types.</p> <p>Kite Runner and Handmaid’s Tale: Teacher B The Kite Runner and The Handmaid’s Tale (Terms 1 and 2) with teacher B Also, to offer real variety and balance to the course students will study two very engaging modern novels at the same time as the poetry and non-fiction offerings. Moreover, The Kite Runner is an unusual exam element as it combines recreative writing with analytical commentary – therefore the skills the students are practicing with literary texts should really feed into their understanding of creating texts for various non-fiction purposes and from various perspectives.</p>	<p>Prose - WH and ATSS: Teacher A Prose - Wuthering Heights and A Thousand Splendid Suns (Term 1 and 2, respectively) These were chosen from a selection of thematically linked pairs of texts: the topic of Women and Society is excellent for building an understanding of how to compare the effects of different contexts and allows students to develop empathy outside the confines of their day to day context. This is particularly relevant to our girl-heavy cohorts without being alienating texts for boys – within whom we aim to also develop ‘tender masculinity’ and empathy. A Thousand Splendid Suns offers an opportunity to consider other cultures and values and an opportunity to link the oppression of women to a contemporary context and appreciate its continuing relevance.</p> <p>Poems of the Decade: Teacher 2: Poetry – Poems of the Decade A prescribed text. Offers a variety of modern voices and discussion of issues is stimulating and accessible; it is therefore a great text as a ‘way in’ for students that encourages building empathy, the ability to analyse and link poems, as well as the opportunity to develop comparative and analytical skills alongside the precision with terminology needed to confidently unpick unseen</p>	<p>Coursework: Rebecca and ...: Coursework – Rebecca and various paired texts (Term 3 after exams and Term 1 - Yr 13) One text is studied in class, but most work is done independently; the suggested texts offer a variety of eras and are thematically linked building on the Gothic elements of WH and the themes of female entrapment but offering many alternative paths. If students are showing the ability to work to a confident level of independence, they are also welcomed to submit other text choices.</p>

						Furthermore, the despite the very different genres and settings of the two novels, they both offer very relevant modern messages to students and aim to build empathy for those living in difficult societies. Treatment of themes such as: prejudice, racism, misogyny, entrapment, redemption, brotherhood and sisterhood should help students to become thoughtful and empathetic members of society.	poetry (an A2 requirement of this element).	
Unit 2	<p>A Novel idea – Either Boy in the Striped Pyjamas or Private Peaceful. These texts deal with issues relevant to November context – remembrance. They deal with issues related to World Wars and the effect these had on people at the time. Students will be able to develop their empathy and their understanding of FBV of tolerance towards others in difficult contexts. Students will also be able to reflect on WHY it is important that we are educated about the causes and effects of wars from the past. Education within the early-mid 20th century will also be explored in relation to the novels’ contexts.</p> <p>Progress Model – First full novel study at KS3 but links to their smaller novel units in primary. Extracts from PP and TBSP are used in both humanities and English studies so helpful for transition. Students explore basic elements of character, theme and structure. W/H/W skills develop.</p>	<p>A Novel idea – Either Maze Runner or The Hunger Games. The dystopian nature of both texts enables students to explore imaginary worlds, set in times different from our own, but allows them to connect to the authors’ perspectives on society and being a young person growing up in difficult contexts is relevant to their own experiences. Both texts cover universal themes such as friendship, independence, courage, death and overcoming hardship/oppression. Students will be encouraged to link their discussion of these to our world today.</p> <p>Progress Model – Dystopian genre builds on their previous unit genre study. Students explore more complicated plot and character development and start to make links to context. W/H/W analysis is more detailed. Students explore a more challenging concept and substantial full text.</p>	<p>A Novel idea – Of Mice and Men. The study of this novel enables students to consider the effects of poverty/The Great Depression on people. The exploration of prejudice towards women, disability and age is a vital element and key to the study of FBV. The text is accessible but mature in its themes/language. Students can evaluate language issues – use of accents and dialects, expletive language and the power of language to manipulate others (linking to work from year 7 and 8).</p> <p>Progress Model – Students are now confident with how writers develop plot, character and theme. Language analysis is more substantial, and the relevance and influence of context is explored in detail. W/H/W analysis is near essay format and students make links between ideas. Students are forced to consider a time and place different to their own and emphasise with characters facing serious issues and hardships.</p>	<p>Novel – A Christmas Carol. Students will consider Dickens’ message at the heart of this text – compassion, abuse of power, class, redemption, poverty and charity. Sequenced in the winter term, the traditions of Christmas are most relevant and enable students to learn about the history of the Christian festival. FBV are explored in detail – tolerance, kindness and consideration of others are relevant.</p> <p>Poems – Students study a selection of poems from the Victorian (and surrounding times). These also link to the theme of power in society and, in particular, in a patriarchy. Students are encouraged to build on their earlier explorations of the way those in power treat others (See novels from previous years).</p>	Continue Romeo and Juliet – with revision of A Christmas Carol for Dec PPE.			<p>Othello: Drama – Othello (Term 3 after exams and Term 1 - Yr 13)</p> <p>This classic drama offers plenty of modern-day relevance and builds coherently upon the themes of entrapment, prejudice, racism, misogyny, otherness, jealousy and betrayal encountered in many of the other texts on the course. By building on students’ experience of Shakespeare at KS4 and their knowledge of context, alongside the more subtle understanding of context and social critique developed on the course heretofore, we begin to introduce critical perspectives which deepen students’ understanding and prepare them better for Literature at university. Often with Shakespeare plays, the theatre or other live workshops also offer the opportunity to consider new interpretations or subtleties that enrich understanding of the mechanics and function of the theatre.</p>
Unit 3								
Unit 4								
Unit 5								
Unit 6								