

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
YEAR 7 -	<p>TOPIC: Transition Creative Writing</p> <p>Knowledge: How a range of literary techniques can be used to create an impact on the reader. Students will have the opportunity to learn about the author's craft and put what they have learned into practice.</p> <p>Writing Skills</p> <ul style="list-style-type: none"> Application of vocabulary, grammar and text structure in their writing. Proofreading and amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness. Complete extended and well-developed pieces of writing. Writing is coherent and organised. Accurate use of grammar, punctuation and spelling. 	<p>TOPIC: Novel Study</p> <p>Knowledge of: Setting, plot and characterisation, and the effects of them. Exploring the social and historical context of:</p> <ul style="list-style-type: none"> <i>The Lion, The Witch and The Wardrobe.</i> <i>Iqbal</i> <i>Cirque du Freak</i> <i>Face</i> <i>Across the Barricades</i> <p>Reading Skills</p> <ul style="list-style-type: none"> Making inferences from reading. Referring to evidence in the text. Identifying a range of figurative language and structural devices. Explaining how these features present meaning. 	<p>TOPIC: Shakespeare: Comedy</p> <p>Knowledge of: Plot, character, themes and historical context in:</p> <ul style="list-style-type: none"> <i>The Tempest</i> <i>Midsummer Night's Dream</i> <i>Taming of the Shrew</i> <i>Twelfth Night</i> <i>Much Ado About Nothing</i> <p>Reading Skills</p> <p>Analytical response on an extract from the play, focussing on the presentation of a central character, and discussion of audience.</p> <ul style="list-style-type: none"> Learning new vocabulary relating to the context of the plays. Knowing the purpose, audience and context. Drawing on this knowledge to support comprehension. Referring to evidence in the text. Understanding how the work is communicated effectively through performance. 	<p>TOPIC: Film Studies: Heroes in Film</p> <p>Knowledge: An exploration of how films are crafted to entertain us, and why we enjoy narratives and characters.</p> <ul style="list-style-type: none"> Todorov's Narrative Theory The Hero's Journey Propp's Narrative Theory <p>Reading Skills</p> <p>Evaluation of whether there is a classic 'hero' in <i>The Princess Bride</i>.</p>	<p>TOPIC: Poetry</p> <p>Knowledge: A study of an anthology of poems. Cultural capital. Poetic techniques and their effects on the reader.</p> <p>Text Options:</p> <ul style="list-style-type: none"> <i>Dark</i> <i>Natural</i> <i>Time & Place</i> <p>Reading Skills</p> <p>Analytical response on a studied poem in the anthology.</p> <ul style="list-style-type: none"> Making inferences from reading. Referring to evidence in the text. Identifying a range of figurative language and structural devices. Explaining how these features present meaning. Recognising a range of poetic conventions and understand how these have been used. 	<p>TOPIC: Product Design</p> <p>Knowledge: An innovative construction of a product, supported by exploring audiences and other products on the market and their successes.</p> <p>Speaking and Listening Skills</p> <p>Oracy. A spoken presentation, delivered in lessons.</p> <ul style="list-style-type: none"> Presenting short speeches and presentations, expressing their own ideas and keeping to the point. Delivery of speeches and presentations are assured and detail using a range of techniques. Using Standard English confidently.
YEAR 8 -	<p>TOPIC: Science-Fiction and Dystopian Texts</p> <p>Knowledge: Sci-Fi genre. Plot, character and themes and context</p> <p>Reading and Writing Skills</p> <p>Reading: Reading response focusing on the effects on the reader of language and structure.</p> <ul style="list-style-type: none"> Learning new vocabulary. Making inferences from reading. Referring to evidence in the text. Explaining how figurative language, vocabulary choice, grammar, text structure presents meaning. <p>Writing skills:</p> <ul style="list-style-type: none"> Application of vocabulary, grammar and text structure in their writing. Proof reading and amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness. Complete extended and well-developed pieces of writing. Writing is coherent and organised. Accurate use of grammar, punctuation and spelling. 	<p>TOPIC: Film Studies: Examining Disneyfication</p> <p>Knowledge: An introduction to film language and production techniques. Exploration of a range of techniques and the effects of these on audiences. Analysis of the creation of Disneyfication and the impacts of this on society.</p> <p>Reading Skills: Analysis and comparison</p>	<p>TOPIC: Novel Study</p> <p>Knowledge of: Setting, plot and characterisation, and the effects of them. Exploring the social and historical context of:</p> <ul style="list-style-type: none"> <i>Stone Cold</i> <i>The Hunger Games</i> <i>The Other Side of the Truth</i> <i>Black Book of Secrets</i> <i>Heroes*</i> <i>Ruby in the Smoke</i> <p>Reading Skills</p> <ul style="list-style-type: none"> Making inferences from reading. Referring to evidence in the text. Identifying a range of figurative language and structural devices. Explaining how these features present meaning. 	<p>TOPIC: Identity an belonging Poetry</p> <p>Knowledge: Cultural capital. Students will gain knowledge of poetry with the theme of identity, culture and belonging. In addition students will develop knowledge of the social and historical context of the poets and poems.</p> <p>Reading Skills</p> <p>Close text analysis, evaluation and developing critical writing.</p> <ul style="list-style-type: none"> Making inferences from reading. Referring to evidence in the text. Identifying a range of figurative language and structural devices. Explaining how these features present meaning. Recognising a range of poetic conventions and understand how these have been used. 	<p>TOPIC: Shakespeare: History</p> <p>Knowledge of: Plot, character, themes and historical context in:</p> <ul style="list-style-type: none"> Richard III Julius Caesar Henry V <p>Reading Skills</p> <p>Extract question (language and structure analysis) followed by whole-text question, incorporating contextual influences and values.</p> <ul style="list-style-type: none"> Learning new vocabulary relating to the context of the plays. Knowing the purpose, audience and context. Drawing on this knowledge to support comprehension. Referring to evidence in the text. Understanding how the work is communicated effectively through performance. 	<p>TOPIC: Spooks and Spirits</p> <p>Knowledge: Gothic focussed study and practice of effective linguistic and structural devices.</p> <ul style="list-style-type: none"> Learning new vocabulary. Making inferences from reading. Referring to evidence in the text. Explaining how figurative language, vocabulary choice, grammar, text structure presents meaning. <p>Writing Skills</p> <ul style="list-style-type: none"> Application of vocabulary, grammar and text structure in their writing. Proof reading and amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness. Complete extended and well-developed pieces of writing. Writing is coherent and organised. Accurate use of grammar, punctuation and spelling.

YEAR 9 -	<p>TOPIC: Victorian Literature Novel</p> <p>Knowledge of: Stetting, plot and characterisation, and the effects of them. Exploring the social and historical context of:</p> <ul style="list-style-type: none"> • Hound of the Baskaville • Treasure Island • Frankenstein • The Sign of Four • Great Expectations • The Woman in Black <p>Reading Skills</p> <ul style="list-style-type: none"> • Making inferences from reading. • Referring to evidence in the text. • Identifying a range of figurative language and structural devices. • Explaining how these features present meaning. • Close text analysis 	<p>TOPIC: Film Studies: East Meets West</p> <p>Knowledge: An exploration of seminal films from Studio Ghibli. Knowledge of Japanese culture</p> <p>Reading Skills: Analysis and evaluation. In Spirited Away, how does Miyazaki explore the shortcomings of society?</p>	<p>TOPIC: Unseen Poetry</p> <p>Knowledge: Students gain a deeper knowledge and appreciation of poetry. They will look at a range of poems from contemporary writers.</p> <p>Reading and Comparison Skills: Comparison of two poems either by the same poet, or containing the same subject or theme.</p> <ul style="list-style-type: none"> • Making inferences from reading. • Referring to evidence in the text. • Identifying a range of figurative language and structural devices. • Explaining how these features present meaning. • Recognising a range of poetic conventions and understand how these have been used. • Making critical comparisons across texts. 	<p>TOPIC: The Power of the Written Word: Crafting and Sophistication</p> <p>Knowledge: Students will have the opportunity to learn about the author's craft and put what they have learned into practice.</p> <p>Writing skills:</p> <ul style="list-style-type: none"> • Application of vocabulary, grammar and text structure in their writing. • Proof reading and amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness. • Complete extended and well-developed pieces of writing. • Writing is coherent and organised. • Accurate use of grammar, punctuation and spelling. 	<p>TOPIC: Shakespeare: Tragedy</p> <p>Knowledge of: Plot, character, themes and historical context in:</p> <ul style="list-style-type: none"> • Othello • Merchant of Venice • Hamlet <p>Reading Skills Extract question followed by whole-text question, incorporating contextual influences and values.</p> <ul style="list-style-type: none"> • Learning new vocabulary relating to the context of the plays. • Knowing the purpose, audience and context. Drawing on this knowledge to support comprehension. • Referring to evidence in the text. • Understanding how the work is communicated effectively through performance. 	<p>TOPIC: Equality.</p> <p>Knowledge: Students study a range of Non-Fiction and Transactional Writing on the theme of equality, focusing on how writers present their ideas and perspectives</p> <p>Reading skills:</p> <ul style="list-style-type: none"> • Making inferences from reading. • Referring to evidence in the text. • Identifying a range of figurative language and structural devices. • Explaining how these features present meaning. <p>TOPIC: Spoken Language Endorsement. Students plan and deliver their Spoken Language assessment</p> <p>Skills:</p> <ul style="list-style-type: none"> • Using Standard English confidently. • Speech is confident, showing independent thought and focus. • Presenting short speeches and presentations, expressing their own ideas and keeping to the point. • Delivery of speeches and presentations are assured and detail using a range of techniques. • Using Standard English confidently.
YEAR 10 -	<p>TOPIC: Post-1914 Text</p> <p>Knowledge of: Plot, character, themes and context in:</p> <ul style="list-style-type: none"> • Lord of the Flies • Animal Farm • An Inspector Calls. <p>Students study the whole text, practising whole-text questions on themes or characters.</p> <p>Skills: Lit AO1, AO2, AO3 & AO4</p>	<p>TOPIC: Fiction and Imaginative Writing</p> <p>Knowledge: Students are exposed to a rich array of stimuli from a range of writers in order to develop their AO5 and AO6 skills.</p> <p>Skills: Lang AO5 & AO6</p> <p>Reading Build on skills from Year 9 Victorian Literature unit. Build on students' cultural capital. Development of AO2 and AO4 skills.</p> <p>Skills: Lang AO1, AO2 & AO4</p>	<p>TOPIC: Anthology Poetry.</p> <p>Knowledge: Students study all 15 poems from one cluster – either Relationships or Conflict. Build on skills from Y9 poetry unit.</p> <p>Cultural capital Poetic techniques and their effects on the reader</p> <p>Skills: Lit AO1, AO2 & AO3</p>	<p>TOPIC: ANthology and Unseen Poetry</p> <p>Completion of Anthology Poetry, then moving on to Unseen Poetry.</p> <p>Knowledge: Students study all 15 poems from one cluster – either Relationships or Conflict. Build on skills from Y9 poetry unit.</p> <p>Cultural capital Poetic techniques and their effects on the reader</p> <p>Skills: Lit AO1, AO2 & AO3</p>	<p>TOPIC: Shakespeare</p> <p>Knowledge of: Study the whole play, plot, character, themes and historical context in</p> <ul style="list-style-type: none"> • Romeo & Juliet • Macbeth. Students . <p>Skills: Lit AO1, AO2 & AO3</p>	<p>TOPIC: Non-fiction and Transactional Writing.</p> <p>Knowledge: Students study a wide range of non-fiction texts</p> <p>Skills: Lang AO1, AO2 and AO4 skills – as well as AO5 & AO6</p>

YEAR 11 -	<p>TOPIC: Literature Paper 2 Section A</p> <p>Knowledge: 19th Century Novel: 'A Christmas Carol' or Jekyll & Hyde. Students study the whole text, practising extract and whole-text questions.</p> <p>Skills: Lit AO1, AO2 & AO3</p>	<p>TOPIC: English Language Paper 1 and Paper 2 skills</p> <p>Knowledge:</p> <p>Skills: Lang AO1, AO2, AO4, AO5 & AO6</p>	<p>TOPIC: Literature Paper 2 Section B</p> <p>Revisit Anthology poetry and unseen poetry: comparison skills</p> <p>Literature Paper 1 Section B: LOTF or AIC.</p> <p>Literature Paper 1 and Paper 2 exam skills</p> <p>Skills: Lit AO1, AO2, AO3 & AO4</p>	<p>TOPIC: Revision of knowledge and skills needed for all four GCSE Language and Literature papers.</p> <p>Assessment: PPEs: all four GCSE exam papers</p> <p>Content: Exam Revision and Preparation Sessions.</p> <p>GCSE Exams start from week 31</p>	<p>Spoken Language</p> <p>Writing Skills</p> <p>Unseen Analysis Skills</p> <p>Novel (Reading)</p> <p>Shakespeare (Reading)</p> <p>Poetry (Reading)</p>