

Curriculum Overview			
Year Group	Term	Unit of Work	Assessment Content
7	1	<p>Unit title: Begin at the beginning- Myths and the origin of story. Core text: The Odyssey</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Concept of oral history / storytelling /The Hero's journey / archetypal heroes / tragic hero/ hubris/ conflict as essential component of story/ differing types of power/ Greek Gods and mythic monsters. • Consolidate knowledge of word types and sentence components. • Focus on comprehension of texts and being able to clearly explain understanding of plot and character. <p>Understand</p> <ul style="list-style-type: none"> • Stories differ dependent on context (e.g. creation stories) • Begin to explore concept of allusion and how texts build on other texts. • How to punctuate sentences clearly and express clear and developed thought through writing (because/but/so/ kernel sentence extension etc.) • How to structure an analytical paragraph (4 step plan) <p>Be able to</p> <ul style="list-style-type: none"> • Comment on how characters are portrayed in texts – • Explore contrasts and connections between characters • Select evidence to support explanations • Write clear explanations and summaries • Write descriptive and narrative texts inspired by model texts from the Odyssey/linked mythic texts 	<p>Baseline writing assessment (Sept)</p> <p>NGRT reading assessment (baseline)</p> <p>Literature reading assessment – selecting evidence to support an explanation</p>
	2	<p>Unit title Myths and the origin of story. Core text: The Odyssey</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • The Hero's journey / archetypal heroes / tragic hero/ hubris/ conflict as essential component of story/ differing types of power/ Selected extracts from The Odyssey • Consolidate knowledge of word types and sentence components. 	<p>Literature reading assessment – selecting evidence and single word analysis – character response</p>

	<ul style="list-style-type: none"> Focus on comprehension of texts and being able to clearly explain understanding of plot and character. <p>Understand</p> <ul style="list-style-type: none"> Students begin to move ‘outside’ the text- looking at text and character as construction. Students begin to form own opinions of character and plot points – supporting their arguments with evidence from text. Students recognise that there are multiple possible interpretations of texts. How to punctuate sentences clearly and express clear and developed thought through writing (because/but/so/ kernel sentence extension etc.) <p>Be able to</p> <ul style="list-style-type: none"> Form a personal response to text/character and explain this clearly both verbally and in writing Select evidence from text to support opinion. Begin to ‘zoom in’ on key words / phrases uses by the writer- moving towards more specific analytical skills Write descriptive and narrative texts inspired by model texts from the Odyssey/linked mythic texts 	<p>Descriptive writing assessment</p> <p>Both formative assessments</p>
3	<p>Unit title: Modern Novel- The Girl of Ink and Stars / Creative writing responses</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> The 5 core elements of story: scene setting / character /objects / action and conflict / endings. Narrative structure – hero’s journey in modern text/ Freytag’s pyramid of narrative structure Protagonist / antagonist as key roles in story Key allusions from myth in story e.g., labyrinth / raven <p>Understand</p> <ul style="list-style-type: none"> How texts build on and influence other texts (e.g., Greek allusions in novel). Conflict as driving force of narrative How writers use word choice to establish scene and character <p>Be able to</p>	<p>MID YEAR Literature reading assessment – UL assessment on Odyssey character/theme</p> <p>MID YEAR Descriptive writing piece (formative)</p>

		<ul style="list-style-type: none"> • Form a personal response to text/character and explain this clearly both verbally and in writing. • Select evidence from text to support opinion. • Analyse key words / phrases uses by the writer and explore the impact of these word choices • Use vocabulary from the novel in students’ own writing • Use novel extracts as a springboard to explore elements of creative writing e.g., descriptive detail – zoom out / in – character development etc. 	
	<p>4</p>	<p>Unit title Modern Novel -The Girl of Ink and Stars cont. /Creative writing responses Unit title: Modern Novel- The Girl of Ink and Stars / Creative writing responses Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Narrative structure – hero’s journey in modern text/ Freytag’s pyramid of narrative structure • Protagonist / antagonist as key roles in story • Key allusions from myth in story e.g., labyrinth / raven • Word types • Subject and verb <p>Understand</p> <ul style="list-style-type: none"> • Conflict as driving force of narrative • Rules for paragraphing • Rules for sentence structure • Begin to explore how to vary sentences for impact • How writers use word choice to establish scene and character <p>Be able to</p> <ul style="list-style-type: none"> • Form a personal response to text/character and explain this clearly both verbally and in writing. • Use vocabulary and imagery from the novel in own writing • Use novel extracts as a springboard to explore elements of creative writing e.g., descriptive detail – zoom out / in – character development etc. • Write descriptively • Write with a clear narrative structure 	<p>Literature reading assessment – selecting evidence and impact of single words / language devices (poetry) (formative)</p> <p>Descriptive writing piece (formative)</p>

	<ul style="list-style-type: none"> • Create believable and engaging characters inspired by model texts • Write using a range of interesting vocabulary, sentence structures and techniques 	
5	<p>Unit title – Poetry – theme of identity (Core poems – Russian Doll – Rachel Rooney / Warrior – Travis Alabanza/ Ode to the Coast John Cooper Clarke / Island Man Grace Nichols/ Windrush Child John Agard)</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • What is poetry – key terms e.g., stanza / line breaks / rhythm / rhyme and techniques e.g., simile, metaphor, imagery • What distinguishes poetry from prose (and the fact that there can be a fine line between forms – e.g., prose poetry/ micro fiction forms) <p>Understand</p> <ul style="list-style-type: none"> • Range of poetic forms, styles and voices. • That reader interpretation of poems can vary. • How to clearly explain their own response to a poem using evidence from the poem • Make reference to HOW a writer has conveyed their message (reference to poetic methods) • How to structure an analytical paragraph (4 step plan) <p>Be able to</p> <ul style="list-style-type: none"> • Form a personal reader response to text/character • Explain this clearly both verbally and in writing • Select evidence from text to support opinion • ‘Zoom in’ on key words / phrases uses by the writer- moving towards more specific analytical skills • Begin to explore how writers use language devices to create a specific impact on the reader • Create their own poems inspired by the poems they have read 	Descriptive writing piece (formative)
6	<p>Unit title -Julius Caesar (New Unit under construction)</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot • Key characters – Caesar / Brutus / Mark Anthony • Themes of betrayal / public and private selves / Power and ethics/ Leadership • Renaissance context- intro to the world of Shakespeare (Globe / tragedies and comedies) 	Speaking and listening assessment- performance of monologue / short scene in character and explanation of dramatic and linguistic choices

		<ul style="list-style-type: none"> dramatic techniques and key terms such as soliloquy /monologue/ aside <p>Understand</p> <ul style="list-style-type: none"> Difference between a play text/novel / poem Impact of performance. Impact of dramatic techniques as well as language techniques HOW the writer builds character (methods) – build on students understanding of multiple possible interpretations Speaking and listening focus – students to perform monologues/ short scenes and understand impact of verbal clarity / voice and presentation to audience <p>Be able to</p> <ul style="list-style-type: none"> Perform monologues / short scenes in character Engage in debates on key themes Create persuasive and narrative writing pieces inspired by Julius Caesar Use language from JC to enhance descriptive and narrative writing 	<p>End of Year assessments:</p> <ul style="list-style-type: none"> Poetry (EOY Reading assessment) Descriptive writing
8	1	<p>Unit title: Romeo and Juliet – relationships and conflict</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> Context – conflict in Shakespeare’s time/ marriage and courtship Rules of the sonnet form. Plot of Romeo and Juliet Characters (Core characters for study: Romeo / Juliet /Lord Capulet.) Dramatic techniques and non-fiction language techniques cross-over (Prince Escalus speech). <p>Understand</p> <ul style="list-style-type: none"> Core themes: Love / Power / relationships/ conflict Concept of fate and beliefs around fate and superstition in Elizabethan era Concept of old order and new order with reference to marriage – movement from parental choice of partner to marriage for love Complexity of familial relationships – e.g. Juliet as only surviving Capulet daughter Differing interpretations of the play and how these respond to varying contexts Language choices made by Shakespeare and the impact of these How to structure an analytical paragraph (4 step plan) 	<p>Baseline writing assessment (Sept)</p> <p>NGRT reading assessment (baseline)</p> <p>Literature reading assessment – selecting evidence to support an explanation and commenting on writer’s word and language choices</p>

	<p>Be able to</p> <ul style="list-style-type: none"> • Respond to texts with a clear opinion on character and or theme. • Recognise multiple possible interpretations of text. • Verbalise and write about HOW Shakespeare uses methods to present character or theme – e.g. word choice/language/dramatic technique • Recognise text as construction – WHY did Shakespeare present these characters / theme in this way – link to context • Identify the difference in form and themes between rand J and Midsummer Night’s Dream 	
2	<p>Unit title Romeo and Juliet – relationships and conflict Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot and characters in Romeo and Juliet • What is conflict? Different types of conflict • Concept of tragedy and the tragic hero • What do we mean by relationships – differing types of relationships presented in the play • Contrast – how characters, themes can be contrasted in play • Context – Shakespeare’s world (conflict focus) <p>Understand</p> <ul style="list-style-type: none"> • Text as construct and reflection of society / context • Text as a vehicle for ideas and debate – e.g., love/ relationships old order vs new order. • Multiple interpretations of text -e.g., varying productions of R and J. • How Shakespeare uses language and dramatic technique to present characters, themes and ideas • How they can use language techniques to enhance their own creative writing • How Shakespeare uses elements of Greek/Roman Mythology in his texts • How to structure an analytical paragraph (4 step plan) <p>Be able to</p> <ul style="list-style-type: none"> • Explain their opinion of the presentation of a character / theme with clarity, using evidence from the text and making reference to HOW this is presented (Lang / dramatic technique) and WHY (link to context) • Write descriptive and narrative pieces incorporating specific vocabulary and imagery learned from the study of Romeo and Juliet 	<p>Literature reading assessment – selecting evidence and impact of single words / language devices (R and J) (formative)</p> <p>Descriptive writing piece (formative)</p>

		<ul style="list-style-type: none"> Compare and contrast presentation of 'heroes' in different text- e.g., Greek myths vs Shakespeare 	
	3	<p>Unit title: Enlightenment and Romantics- context is all (Core text: Frankenstein) Students will:</p> <p>Know</p> <ul style="list-style-type: none"> Concept of Divine Right of Kings Enlightenment ideas as a challenge to DROK – Leviathan Romanticism– first introduction. Students will begin to plot key literary movements on a timeline – recognising thematic changes in ideas from Shakespeare-Enlightenment-Romantics Introduced to Romantic poets – Wordsworth and Shelley and Romantic ideas of love of nature/ empowerment of the 'ordinary man' / distrust of the industrial age Concept of the 'sublime' in literature Hero vs monster- archetypes <p>Understand</p> <ul style="list-style-type: none"> How Romantic ideas led to the creation of the novel Frankenstein. Explore opening scenes of Frankenstein and creation of the monster. How a writer uses language to create character / theme. WHY – themes and context behind the text (text as construction) How to structure an analytical paragraph (4 step plan) <p>Be able to</p> <ul style="list-style-type: none"> Discuss and debate Romantic and Enlightenment ideas Clearly explain how Romantic context led to creation of Frankenstein as a text Explain how poets and writers use language to convey an idea in a poem or novel Write descriptive and narrative pieces inspired by poems and Frankenstein 	<p>MID YEAR Literature reading assessment – UL assessment on R and J character/theme</p> <p>MID YEAR Descriptive writing piece</p>
	4	<p>Unit title: Frankenstein- villain or victim Students will:</p> <p>Know</p> <ul style="list-style-type: none"> Plot of the novel Frankenstein Character in Frankenstein and how they relate to archetypes e.g., hero /monster Biblical story of Adam and Eve 	<p>Literature reading assessment – selecting evidence and impact of language techniques / structural choices made</p>

		<ul style="list-style-type: none"> • Overview of Paradise Lost and how this relates to the text Frankenstein • Concept of subverting stereotype • Key ideas of Romanticism – context • Epistolary narrative form • Frame narrative form • Sentence types – declarative/imperative/interrogative/exclaiming and how these can be used for impact <p>Understand</p> <ul style="list-style-type: none"> • How writers create characters to reflect ‘big ideas • How writers subvert stereotype • How to select short and specific quotations from text to support ideas • How to comment on language and structural techniques used by a writer • That readers may have differing opinions on a text • How to discuss and debate differing opinions of a text • How Frankenstein as a text crosses relates to different genres- Romantic / Gothic • How writers allude to other texts and ideas in their work • How to structure an analytical paragraph (4 step plan) <p>Be able to</p> <ul style="list-style-type: none"> • Discuss and debate ideas about heroism / what makes a monster / ‘othering’ in society and texts • Explain and begin to analyse in detail how writers use language and structural features for effect • Write descriptive and narrative pieces inspired by Frankenstein • Write clear topic sentences – adapting sentence types for impact and effect • Comment on allusion in Frankenstein – biblical / Paradise Lost • Compare and contrast the Romantic ‘hero’ to Odysseus/ Romeo in previous study of the ‘hero’ – discuss is VF a tragic hero? 	<p>by writer (Frankenstein) (formative)</p> <p>Descriptive writing piece (formative)</p>
5	<p>Unit title Gothic Fiction</p> <p>Students will:</p> <p>Know</p>	<ul style="list-style-type: none"> • The concept of the gothic genre • Key conventions of this genre 	<p>Literature reading assessment – selecting evidence and impact of language techniques / structural choices made</p>

		<ul style="list-style-type: none"> • Plot of Tell-Tale Heart • Plot of The Monkey's Paw • What symbolism is and how this is used in the gothic genre • What a motif is and how this is used in the gothic genre • What is meant by exposition and how this is used in gothic genre • Archetypes – gothic hero/ gothic villain / damsel in distress <p>Understand</p> <ul style="list-style-type: none"> • How writers use motifs and symbolism for effect in short stories • How writers use structural features for effect in short stories • Key themes explored through the gothic genre- fear/ madness/supernatural • How to structure an analytical paragraph (4 step plan) <p>Be able to</p> <ul style="list-style-type: none"> • select short and specific evidence to support ideas • comment on word choices used by the writer and the impact of these • comment on a range of methods used by a writer and the impact of these on the reader • Write descriptive and narrative pieces inspired by the gothic genre • Use symbolism and motifs in their own descriptive and narrative pieces • Comment on influence of Enlightenment/Romantic ideas on the gothic genre 	by writer (TTH) (formative)
	6	<p>Unit title Dystopian Fiction Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • The concepts of utopia and dystopia • The conventions of dystopian fiction • Conventions of a dystopian protagonist • Plot of short story 'Examination day' <p>Understand</p> <ul style="list-style-type: none"> • How dystopia reflects the fears of the future • How dystopian novels reflect the context and fears of the times in which they are written • How dystopian fiction relates to the world today • How dystopian fiction is presented by a range of writers through extracts from the Handmaid's Tale, Parable of the Sower, Orleans and other text 	<p>END OF YEAR Literature reading assessment – UL assessment on R and J character/theme and Tell-Tale Heart character/ theme</p> <p>END OF YEAR Descriptive or narrative writing piece</p>

		<ul style="list-style-type: none"> • How writers use language to create impact and how we can learn from this to enhance and improve our own writing • How to structure an analytical paragraph (4 step plan) <p>Be able to</p> <ul style="list-style-type: none"> • Create a dystopian short story with clearly drawn setting, protagonist, world building detail and conflict • Use inspiration from texts read to enhance own creative writing • Comment on how exposition is used as a vehicle in dystopian fiction • Comment on symbolism and motifs in dystopian fiction 	
9	1	<p>Unit title: Animal Farm -Power and corruption</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot of Animal Farm • Characters in Animal farm (core characters for study: Napoleon / Boxer / Squealer) • Context of novel (Russian Revolution/Marx/communism) • Orwell as a writer- his views and ideas • What is an allegory • What is a tyrant / tyranny? • What is a scapegoat • What is meant by corruption <p>Understand</p> <ul style="list-style-type: none"> • Concept of rhetoric (builds foundations for unit 2) • Concept of propaganda • Varying perspectives as presented in the novel • Character as representation of a group of people or idea • Events as representation of true-life event (e.g., show trials) • Key themes – lies and deception / power and corruption /inequality and unfairness • How to develop and deepen analysis – leading with the idea • How to write a thesis statement <p>Be able to</p> <ul style="list-style-type: none"> • Link elements of Animal Farm to previous study of Dystopian fiction • Comment on subversion of ‘heroes’ 	<p>Baseline writing assessment</p> <p>Literature assessment on Animal Farm (WHAT/HOW/WHY)</p>

		<ul style="list-style-type: none"> Analyse (WHAT/HOW/WHY approach) the text, exploring Orwell's 'big ideas' Securely 'step outside' the text and comment on writer's message, methods and reader response 	
	2	<p>Unit title: Perspectives and Opinion writing – Core texts 'The danger of a single story/We should all be feminists' – Adichie</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> The content of Adichie's speech Adichie as writer – her key texts and ideas Ethos/logos/pathos (Aristotlean triad) Concept of rhetoric Concept of identity What do we mean by perspectives and viewpoints? What is an anecdote What is satire What do we mean by 'tone' in a non-fiction text? <p>Understand</p> <ul style="list-style-type: none"> How writers use, confront and subvert stereotypes How writers use humour, sarcasm and satire to influence readers How writers can address an issue or topic through differing perspectives Concept of feminism Concept of patriarchy How to analyse a piece of opinion writing Range of language devices used in non-fiction writing How to structure a piece of opinion writing How to write effective topic sentences in a piece of opinion writing <p>Be able to</p> <ul style="list-style-type: none"> Analyse opinion writing pieces written by a range of authors Articulate their own opinion on varying topics, both verbally and in writing Debate complex issues thoughtfully and with respect for others Use a range of rhetorical devices in opinion writing pieces Use the WHAT/HOW/WHY approach to analyse non-fiction writing 	<p>Opinion writing assessment (formative)</p> <p>Analysis of non-fiction text formative</p>

	3	<p>Unit title: Society and social division Core text TBC (Poss. The Empress – Tanika Gupta) Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot of core text • Characters – key characters TBC • Victorian context- impact of Empire and colonialism • Build on knowledge from gothic genre ‘fear of the other’/ social fears • What is contrast and how do writers use this as a technique • Difference between structure of a play / novel / poem <p>Understand</p> <ul style="list-style-type: none"> • Difference between Connotation / denotation • How writers use dramatic techniques to enhance texts • How contexts inform texts • How writers establish character using dialogue and movement • How writers use symbols to convey ideas • Protagonist/antagonist/foil character and the impact of these on a narrative • How writers convey the change in a character across a text • How to develop and deepen analysis – leading with the idea • How to write a thesis statement <p>Be able to</p> <ul style="list-style-type: none"> • Make links between societies of R and J/ Animal Farm and The Empress • Make connections about concept of hero – from Odyssey through Frankenstein / tragic heroes • Build on knowledge of patriarchal societies and how this impacts on presentation of gender • Analyse how writers use symbols and symbolism to convey ideas • Analyse how a character is presented in a text (WHAT/HOW/WHY) 	<p>MID YEAR Literature reading assessment – UL assessment on Animal Farm character/theme</p> <p>MID YEAR Opinion writing piece</p>
	4	<p>Unit title: Society and social division Core text TBC (Poss. The Empress – Tanika Gupta) NB Sherlock Holmes unit to begin during term 4 to stretch across T4-T5 Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot of core text • Characters – key characters TBC 	<p>Literature reading assessment – (WHAT/HOW/WHY) Lord of the Flies -character of Jack (formative)</p>

		<ul style="list-style-type: none"> • Victorian context- impact of Empire and colonialism • Build on knowledge from gothic genre ‘fear of the other’/ social fears • What is contrast and how do writers use this as a technique • Difference between structure of a play / novel / poem <p>Understand</p> <ul style="list-style-type: none"> • How writers build tension through language and structural technique • Differing perspectives of what makes for a hero • How to develop and deepen analysis – leading with the idea • How to write a thesis statement <p>Be able to</p> <ul style="list-style-type: none"> • Make links between ‘fear’ in the novel and dystopia as fears for the future • Make connections between ideas of power and control in Animal farm and The Empress • Analyse the presentation of a character across a play • Contrast the presentation of characters in the play • Relate the text to its context and comment on the ‘big ideas’ behind the text 	Opinion writing piece on leadership (formative)
5		<p>Unit title: Crime writing Core text The Speckled band (Sherlock Holmes) supporting texts- True Crime themed non-fiction</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot of The Speckled Band • What is ‘True Crime’ • Difference between crime fiction and crime non-fiction writing • Range of forms non-fiction writing can take • Context of Victorian fascination with crime • Context of Poor Law and impact on crime (builds towards ACC key context) • Key players in history of detective fiction • Archetype of damsel in distress (link back to gothic) • Historical figure- Jack the Ripper and impact on literature (e.g., Jekyll and Hyde) <p>Understand</p> <ul style="list-style-type: none"> • Malthusian economics and context of criminalisation of the poor (builds towards ACC key context) • How exposition is used in the detective genre 	Literature reading assessment (WHAT/HOW/WHY) CHARACTER OF Sherlock Holmes Opinion writing (formative)

	<ul style="list-style-type: none"> • Archetypes of detective/sidekick • Conventions of the detective genre • Conventions of true crime • How writers build tension, mystery and threat in both fiction and non-fiction crime texts • How denouement is important to the detective genre • How to develop and deepen analysis – leading with the idea • How to write a thesis statement <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the presentation of Sherlock Holmes as a character • Explore character as construct and link to context- convention and historical • Write an opinion text using a model structure • Use vocabulary and sentence structures borrowed from model texts to enhance opinion writing • Use rhetorical and other language techniques to enhance opinion writing 	
6	<p>Unit title: Poetry inspired creative writing</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • The ‘five circles’ plan for flash fiction writing (incorporating all the core elements of story) • How a poem differs from prose and the many cross-over forms (e.g. prose poems / hermit crab flash fiction etc.) • Key techniques used by poets for impact on readers <p>Understand</p> <ul style="list-style-type: none"> • How to use extended metaphor in a piece of writing • How poets and writers use objects to convey ideas/emotion/character (What they took with them / About His Person) • How writers subvert stereotype and confront prejudice (Merchant of Venice / Alternate names for Black Boys) • How writers can take a ‘mini event’ and use this as a focus for a poem or short piece of prose <p>Be able to</p> <ul style="list-style-type: none"> • Write poems using model poems as a starting point • Write creative pieces inspired by poems explored 	<p>END OF YEAR Literature reading assessment – UL assessment on Animal Farm character/theme and Speckled Band character/ theme</p> <p>END OF YEAR Opinion writing piece</p>

		<ul style="list-style-type: none"> Analyse how poets use language and structure to convey images and ideas Submit a final piece of poetry for the end of KS3 celebration poetry anthology 	
10	1	<p>Unit title: GCSE LITERATURE- MACBETH Students will:</p> <p>Know</p> <ul style="list-style-type: none"> Plot of Macbeth Acts 1-3 Context of the play Macbeth Supernatural and Jacobean beliefs/Holinshead Chronicles/Gunpowder plot Build on existing knowledge of Tragedy/Tragic hero Build on existing knowledge of Divine Right of Kings/natural order Concept of the tragic hero's fatal flaw Concept of Foil character (Banquo) Concept of morality/ambition /treason/betrayal Dramatic techniques used by Shakespeare e.g., aside/ soliloquy/monologue etc What is iambic pentameter / trochaic tetrameter <p>Key quotes: ACT 1 'Fair is foul and foul is fair' / 'Brave Macbeth, well he deserves that name' 'instruments of darkness' / 'borrowed robes' / 'rapt' /'stars hide your fires, let not light see my black and deep desires' 'pour my spirits in thine ear' /'unsex me here' / 'look like the innocent flower but be the serpent under't' / 'He's here in double trust' / 'when you durst do it then you were a man' ACT 2 'art thou but a dagger of the mind' / 'I could not say 'Amen' ' / 'Sleep no more. Macbeth does murder sleep' / 'A little water clears us of this deed' 'If a man were porter of hell-gate' / 'Horror! Horror! Horror!' / 'In the great hand of God I stand' / 'There's daggers in men's smiles' / 'lest our old robes sit easier than our new' ACT 3'I fear thou playd'st most foully for't' / ' fruitless crown...barren sceptre' / 'for Banquo's issue have I filed my mind' / 'O full of scorpions is my mind' / 'Be innocent of the knowledge dearest chuck'</p> <p>Understand</p> <ul style="list-style-type: none"> <u>How</u> Macbeth is established as a 'true' hero at the start of the play and how he evolves into a tragic hero 	<p>Formative assessed work on Macbeth through study of text including</p> <ul style="list-style-type: none"> MCQs Comprehension tasks using Writing Revolution sentence stems essay -style paragraphs responding to big ideas linked to theme / character <p>Formative assessed work on creative/ opinion writing fortnightly using whole class feedback</p>

- The violent and bloody 'world' Shakespeare establishes in the play
- How Shakespeare makes deliberate choices to appeal to the audience of his day
- How Shakespeare uses specific words, motifs, metre and language choices to convey character and theme
- How Shakespeare contrasts characters for impact
- How Shakespeare uses dramatic techniques to convey character and theme
- How Shakespeare uses biblical and mythological allusions in texts

Be able to

- Analyse the presentation of a character in Acts 1-3 (Macbeth / Banquo / Lady M/ Witches)
- Analyse the presentation of a theme in Acts 1-3 (ambition/power/masculinity/supernatural forces)
- Use specific vocabulary to express ideas – e.g. regicide / hubris etc.
- Use knowledge built through KS3 to inform interpretations of the text e.g. exploration of biblical allusion – Adam and Eve / Fall of Man to inform reading of 'look like the serpent' quotation
- Develop a personal response to the text and articulate this clearly verbally and in writing
- Explore multiple interpretations of the play and Shakespeare's 'big ideas'

GCSE LANGUAGE-CREATIVE/NON-FICTION WRITING**Know**

- Consolidate knowledge of the 'five circles' plan for flash fiction writing (incorporating all the core elements of story)
- Consolidate knowledge of the 'five step' plan for opinion writing

Understand

- How to use a model text to inspire and enhance own writing
- How to vary sentences for impact and effect
- How to paragraph work for both clarity and impact
- How to add detail and develop initial ideas in both creative and opinion writing

Be able to

- Write a well-structured piece of flash fiction, incorporating all the elements of 'story' as embedded through KS3
- Write a well-structured piece of opinion writing, incorporating the 'five-step' plan

		<ul style="list-style-type: none"> • Vary sentences for impact • Vary vocabulary for impact in writing • Paragraph work clearly 	
	2	<p>Unit title: GCSE LITERATURE- MACBETH and linked poetry (Ozymandias / Remains) Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot of Macbeth Acts 3-5 • Context of the play Macbeth and how this relates to the text • How Macbeth as a character fits the archetype of a tragic hero • Concept of Foil characters (Banquo/Macduff) and their impact on the play • Varying representations of supernatural forces in the play • Concept of morality/ambition /treason/betrayal • Dramatic techniques used by Shakespeare e.g., aside/ soliloquy/monologue etc • What is iambic pentameter / trochaic tetrameter • Use of symbolism e.g., light and dark / blood and how symbols and motifs develop across the play • Concept of tyrant/tyranny and how this is presented in the play • Concept of prophecy and how this impacts the plot • Concept of 'heirs' and how this impacts the plot and characters' actions • Key themes: ambition / madness/ guilt/masculinity/power/kingship • The 'story' of poems Ozymandias and Remains • The themes and ideas behind the poems Ozymandias and Remains and how these thematically link to Macbeth • The sonnet form • Technical features used in the poems including enjambment / caesura/ colloquialisms/allusion <p>Key quotations: Act3: 'Never shake thy gory locks at me' /'Are you a man' / 'What man dare, I dare' / 'It will have blood, they say, blood will have blood'/ 'Our suffering country under a hand accursed' Act 4:</p>	<p>Formative assessed work on Macbeth through study of text including</p> <ul style="list-style-type: none"> • MCQs • Comprehension tasks using Writing Revolution sentence stems • essay -style paragraphs responding to big ideas linked to theme / character • EXAM STYLE TASK ON MACBETH - COMPLETED IN CLASS IN TIMED CONDITIONS <p>Formative assessed work on creative/ opinion writing fortnightly using whole class feedback</p>

Something wicked this way comes/ Beware Macduff/ no man of woman born shall harm Macbeth / Birnham wood shall come against him / the firstlings of my heart shall be the firstlings of my hand/ that womanly defence – I have done no harm ‘bleed bleed poor country’ / ‘a devil more damned in evils to top Macbeth’ / ‘savagely slaughtered’ / ‘Dispute it like a man.’ / ‘But I must also feel it as a man’

Act 5:

she has light by her continually’ / ‘Out damned spot’/ ‘Now does he feel his secret murders sticking on his hands’ / ‘like a giant’s robe upon a dwarfish thief’/ ‘A Tale told by an idiot, signifying nothing’ / They have tied me to a stake / My wife and children’s ghosts will haunt me still / despair thy charm / untimely ripped / turn hell hound turn./ Then yield thee, coward. / This dead butcher and his fiend-like queen

Ozymandias:

‘My name is Ozymandias King of Kings. Look on my works ye mighty and despair’
‘Nothing beside remains’

Remains:

‘myself and somebody else and somebody else’
‘And the drink and the drugs won’t flush him out’
‘His bloody life in my bloody hands’

Understand

- How Macbeth is established as a ‘true’ hero at the start of the play and how he evolves into a tragic hero
- The violent and bloody ‘world’ Shakespeare establishes in the play
- How Shakespeare makes deliberate choices to appeal to the audience of his day
- How Shakespeare uses specific words, motifs, metre and language choices to convey character and theme
- How Shakespeare contrasts characters for impact
- How Shakespeare uses dramatic techniques to convey character and theme
- How Shakespeare uses biblical and mythological allusions in texts
- How Shakespeare uses symbolism and motif to convey ideas
- How themes and ideas are developed across the play
- Why Shakespeare wrote the play – what are the big ideas linked to the key themes - ambition / madness/ guilt/masculinity/power/kingship

	<ul style="list-style-type: none"> • How Shakespeare uses biblical and mythological allusions in texts • How poets use language, structure and form to present a theme and idea <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the presentation of a character and how they are developed across the play • Analyse the presentation of a theme and how this is developed across the play • Use specific vocabulary to express ideas – e.g. regicide / hubris etc. • Use knowledge built through KS3 to inform interpretations of the text e.g. exploration of biblical allusion – Adam and Eve / Fall of Man to inform reading of ‘look like the serpent’ quotation • Develop a personal response to the text and articulate this clearly verbally and in writing, using a thesis statement and clear, organised paragraphs • Explore multiple interpretations of the play and Shakespeare’s ‘big ideas’ • Explain the ‘big ideas’ in the poems Remains and Ozymandias <p>GCSE LANGUAGE-CREATIVE/NON-FICTION WRITING</p> <p>Know</p> <ul style="list-style-type: none"> • Consolidate knowledge of the ‘five circles’ plan for flash fiction writing (incorporating all the core elements of story) • Consolidate knowledge of the ‘five step’ plan for opinion writing <p>Understand</p> <ul style="list-style-type: none"> • How to use a model text to inspire and enhance own writing • How to vary sentences for impact and effect • How to paragraph work for both clarity and impact • How to add detail and develop initial ideas in both creative and opinion writing <p>Be able to</p> <ul style="list-style-type: none"> • Write a well-structured piece of flash fiction, incorporating all the elements of ‘story’ as embedded through KS3 • Write a well-structured piece of opinion writing, incorporating the ‘five-step’ plan • Vary sentences for impact • Vary vocabulary for impact in writing • Paragraph work clearly 	
3	<p>Unit title: GCSE LITERATURE- ROMANTIC POETS/ A CHRISTMAS CAROL</p> <p>Students will:</p>	Formative assessed work on poetry and ACC

	<p>Know</p> <ul style="list-style-type: none"> • Who were the Romantic poets (build on knowledge from KS3)? • What was the transition from the Divine Right of Kings to Romantic ideas? • Core Romantic ideas – love of nature / innocence of the child / childhood as ‘perfect state’/ celebration of imagination / dislike of industrialisation / celebration and promoting of the voice of the ordinary man/ links to French revolution • Ozymandias is a Romantic poem – key Romantic ideas expressed in the poem • ‘story’ of poems Prelude and London • Who was Wordsworth? • Who was Blake? • Brief overview of ‘Songs of Innocence and Experience’ • Industrial Revolution context- how London was changing and impact on the poor / the ‘common man’ • Context of Victorian London (Dickens’ era) – Thomas Malthus / Poor Law/ Workhouses / Philanthropy • Plot of A Christmas carol (Stave One) • Characters – Scrooge / Fred / Bob Cratchit / Jacob Marley • Concept of Foil character (Fred and Scrooge) <p>Key quotations:</p> <p>Prelude: ‘One summer evening (led by her)’/’glittering’ / ‘sparkling light’ /’the grim shape towered up between me and the stars’/ ‘o’er my thoughts there hung a darkness’</p> <p>London: ‘Mind-forged manacles’ / ‘every blackning church appalls’ /’The youthful harlot’s curse blasts the new born infant’s tear’</p> <p>Stave 1 ACC: ‘hard and sharp as flint’ / ‘bah humbug’ / solitary as an oyster’/ ‘his eyes sparkled and his breath smoked’/’dismal little cell’ /’Are there no prisons / are there no workhouses’ /’better they should do it and decrease the surplus population’/ ‘darkness was cheap and Scrooge liked it’/ ‘I wear the chain I forged in life’ / ‘Mankind was my business’</p> <p>Understand</p> <ul style="list-style-type: none"> • Transition of contextual ideas between Renaissance-Enlightenment-Romantic periods 	<p>through study of text including</p> <ul style="list-style-type: none"> • MCQs • Comprehension tasks using Writing Revolution sentence stems • essay -style paragraphs responding to big ideas linked to theme / character <p>Formative assessed work on creative/ opinion writing fortnightly using whole class feedback</p> <p>EXAM STYLE TASK ON ACC-COMPLETED IN CLASS IN TIMED CONDITIONS</p> <p>MOCK EXAM PAPER 1 LANGUAGE</p>
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- How Romantic poets used language and imagery to present their ideas about the world in their poems
- Big ideas behind the poem 'Prelude' – childhood innocence / awe and wonder of nature/ encroachment of the industrial world/ insignificance of man in face of nature
- Big ideas behind the poem 'London' – inequality of society / the two 'faces' of London- veneer and reality
- How poets use language, structure and form to convey their ideas
- Key context which informs A Christmas Carol and how this is reflected in the opening of the novella
- How Dickens contrasts the characters of Scrooge and Fred
- How Dickens uses characters as symbols to represent key ideas / figures in society
- How Dickens uses symbols and motifs in Stave One of A Christmas Carol – particularly light vs darkness and the motif of fire as a symbol of Christmas spirit and togetherness

Be able to

- Explain the 'big ideas' in the poems Prelude and London
- Explain how these 'big ideas' link to the context of each poem
- Form a personal response to these poems
- Analyse the presentation of a character in Stave 1 (Scrooge/Fred/Bob/Marley)
- Analyse the presentation of a theme in Stave 1 (inequality/family/loneliness/Christmas/work and employers)
- Use specific vocabulary to express ideas – e.g. surplus/Malthusian etc.
- Use knowledge built through KS3 to inform interpretations of the text e.g. exploration of impact of the poor law and Victorian view on crime / criminalisation of the poor
- Develop a personal response to the text and articulate this clearly verbally and in writing
- Explore multiple interpretations of the novella and characters and Dickens's 'big ideas'

GCSE LANGUAGE-CREATIVE/NON-FICTION WRITING**Know**

- Key techniques writers use in creative writing e.g. simile/metaphor/personification /repetition and how these are employed for effect
- Key techniques used in opinion writing (e.g. repetition / anaphora/ hyperbole/ antithesis) and how these are employed for effect

Understand

	<ul style="list-style-type: none"> • How to use a model text to inspire and enhance own writing • How to craft and vary sentences for impact and effect • How to use specific techniques and sentence types in writing for impact on the reader • The relationship between reader and writer <p>Be able to</p> <ul style="list-style-type: none"> • Write well-crafted paragraphs working on specific elements of story e.g., introducing a character / setting a scene • Write well- crafted paragraphs working on specific elements of opinion writing e.g. – relevance to social and political ideas / anecdote • Vary vocabulary for impact in writing 	
<p>4</p>	<p>Unit title: GCSE LITERATURE- A CHRISTMAS CAROL</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Plot of A Christmas Carol • Characters in A Christmas Carol and what they embody/represent – Belle as lost love / relationship / Fezziwig as ideal employer – Tiny Tim as innocent face of the surplus population / ignorance and Want as ills of society • Key themes in A Christmas Carol (inequality / social injustice/ poverty/ redemption/ work and employers / philanthropy/family/ Christmas) <p>Key quotations:</p> <p>Stave 2 – ‘the curtains of his bed were drawn/ ‘from the crown of its head there sprung a bright clear jet of light’/ a solitary child, neglected by his friends / ‘the happiness he gives is quite as great as if it cost a fortune’/ ‘he has the power to render us happy or unhappy’ / ‘Another idol has displaced me – a golden one’ / ‘he could not hide the light’</p> <p>Stave 3- ‘ A mighty blaze went roaring up the chimney’ / ‘Come in! and know me better man’ / ‘I learnt a lesson which is working now. Tonight if they have aught to teach me, let me profit by it’ / ‘As good as gold and better’ / ‘This boy is Ignorance , This girl is Want...They are man’s’/ ‘Are there no prisons...’</p> <p>Stave 4- ‘The phantom slowly, gravely, silently approached’ / ‘I hope to live to be another man from what I was’ / ‘Spirit of Tiny Tim, thy childish essence was from god!’ / ‘I will honour Christmas in my heart and try to keep it all the year, I will live</p>	<p>Formative assessed work on ACC through study of text including</p> <ul style="list-style-type: none"> • MCQs • Comprehension tasks using Writing Revolution sentence stems • essay -style paragraphs responding to big ideas linked to theme / character <p>Formative assessed work on creative/ opinion writing fortnightly using whole class feedback</p>

in the Past the Present and the Future./ 'Oh tell me I may sponge away the writing on this stone'

Stave 5 – 'I am as light as a feather' / 'I'm quite a baby' / 'Make up the fires and buy another coal scuttle before you dot another i, Bob Cratchit' / 'to Tiny Tim who did NOT die, he was a second father'

Understand

- How Dickens presents the change in Scrooge through the actions of the character, his language and interactions with other characters
- How Dickens makes deliberate choices to appeal to the reader and encourage them to reflect on the ideas and themes presented in the novella
- How Dickens uses specific words, motifs, structural and language choices to convey character and theme
- How Dickens contrasts and connects characters for impact
- How Dickens uses symbolism and motif to convey ideas
- How themes and ideas are developed across the novella
- Why Dickens wrote the novella – what are the big ideas linked to the key themes – redemption /social injustice/ Christmas spirit / Work and employers/ wealth and poverty/ loneliness and family / charity and philanthropy

Be able to

- Analyse the presentation of a character and how they are developed across the novella
- Analyse the presentation of a theme and how this is developed across the novella
- Use specific vocabulary to express ideas – e.g. Malthusian / motif etc.
- Develop a personal response to the text and articulate this clearly verbally and in writing, using a thesis statement and clear, organised paragraphs
- Explore multiple interpretations of the play and Dickens's 'big ideas'

GCSE LANGUAGE-CREATIVE/NON-FICTION WRITING

Know

- Key techniques writers use in creative writing e.g. simile/metaphor/personification /repetition and how these are employed for effect
- Key techniques used in opinion writing (e.g. repetition / anaphora/ hyperbole/ antithesis) and how these are employed for effect

Understand

	<ul style="list-style-type: none"> • How to use a model text to inspire and enhance own writing • How to craft and vary sentences for impact and effect • How to use specific techniques and sentence types in writing for impact on the reader • The relationship between reader and writer <p>Be able to</p> <ul style="list-style-type: none"> • Write well-crafted paragraphs working on specific elements of story e.g. introducing a character / setting a scene • Write well- crafted paragraphs working on specific elements of opinion writing e.g. – relevance to social and political ideas / anecdote • Vary vocabulary for impact in writing 	
5	<p>Unit title: GCSE English Language (Fiction) Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • The format of the GCSE English Language Paper • What is meant by analysis? (revise) • What is meant by evaluation (revise) • How to tackle an unseen text- exam reading strategies • Key structural techniques used by writers – Freytag’s pyramid and beyond • Key linguistic techniques used by writers and their impact (revise) <p>Understand</p> <ul style="list-style-type: none"> • How to use a model text to inspire and enhance own writing • How to craft and vary sentences for impact and effect • How to use specific techniques and sentence types in writing for impact on the reader • The relationship between reader and writer <p>Be able to</p> <ul style="list-style-type: none"> • Analyse how writers use language for impact • Zoom in on important words used by a writer and explain the impact of these • Evaluate how a particular character or theme is presented in a text • Write well-crafted paragraphs working on specific elements of story e.g. introducing a character / setting a scene • Vary vocabulary for impact in writing • Vary sentences for impact in writing 	<p>Formative assessed work on analysis / evaluation tasks of unseen texts</p> <p>Formative assessed work on Poetry through study of text including</p> <ul style="list-style-type: none"> • MCQs • Comprehension tasks using Writing Revolution sentence stems • essay -style paragraphs responding to big ideas linked to theme <p>Formative assessed work on creative writing fortnightly using whole class feedback</p>

	<p>Unit title: GCSE English Literature- Poetry Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Who was Browning? • ‘story’ of the poem My Last Duchess • Dramatic monologue form • Iambic pentameter/ rhyming couplets • Big ideas behind poem – (patriarchy/ controlling relationships) • Context of Victorian poetry – Empire • ‘story’ of poem Charge of the Light Brigade and newspaper article which inspired this • Big ideas behind COTLB • Context of WW1 poetry • Perspective in poetry- 1st person vs 3rd person and impact • Wilfred Owen (context) • Ted Hughes (Context) • ‘Story’ of Bayonet Charge / Exposure poems <p>Understand</p> <ul style="list-style-type: none"> • How poets use language, structure and form to convey ideas and themes in poems • How perspective is important to the creation of a poem and how the perspective in which a poem is told influences a reader • How a poem relates to its context • How poets may present differing ideas about a similar conflict • Multiple interpretations of a single poem (or character or theme within a poem) <p>Be able to</p> <ul style="list-style-type: none"> • Explain the ‘big ideas’ in the poems studied • Explain how these ‘big ideas’ link to the context of each poem • Form a personal response to these poems 	
6	<p>Unit title: GCSE English Literature-Unseen Poetry/An Inspector Calls Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • How do we respond to an ‘unseen’ poem? • Importance of titles 	Mock exams – Paper 1 Language (Fiction) Paper 1 Literature (Macbeth / A Christmas Carol)

		<ul style="list-style-type: none"> • Connotation – of title/ keywords in question • Spotting patterns of language- what is the impact on the reader? • Common themes and symbols in poetry- e.g. colours / nature/ weather/ seasons • Language techniques used by poets – impact of these on the reader • Plot of An Inspector Calls (Fast read) • Key characters in An Inspector Calls • Key context of An Inspector Calls – eras of 1912 / 1945 / Priestley’s experience during the war/ socialist ideas and building of NHS vs capitalist ideas <p>Understand</p> <ul style="list-style-type: none"> • How poets use language, structure and form to convey ideas and themes in poems • How perspective is important to the creation of a poem and how the perspective in which a poem is told influences a reader • How poets may present differing ideas about a similar idea • Multiple interpretations of a single poem (or character or theme within a poem) <p>Be able to</p> <ul style="list-style-type: none"> • Analyse an unseen poem and present a personal response to the poem • Explore and discuss common themes in poetry • Explain the plot and key ideas (capitalism vs socialism) of the play An inspector Calls 	
11	1	<p>Unit title: GCSE English Literature- An Inspector Calls (NB 21-22 students will not study AIC if reduced content exam goes ahead- WW1 and unseen poetry content of T6 to move into this term due to missed content time / impact of lockdown)</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Recap of plot, character and key themes (social inequality/ impact of industrialisation / capitalism vs socialism/ guilt and secrets/relationships) • Key dramatic techniques used by Priestley e.g. cliff-hangers / stage directions / lighting changes • Key contextual references (e.g. war/titanic/labour strikes etc.) • Genre of the ‘mystery’ play and ‘detective’ genre • Key quotations: (TBC as unit is to be redrafted) <p>Understand</p> <ul style="list-style-type: none"> • How the context of the industrialised world informs the ‘world’ of the play 	<p>Formative assessed work on study of text including</p> <ul style="list-style-type: none"> • MCQs • Comprehension tasks using Writing Revolution sentence stems • essay -style paragraphs responding to big ideas linked to theme

	<ul style="list-style-type: none"> • How Priestley makes deliberate choices in language, setting and structure to appeal to the audience of his day • How Priestley uses specific words, motifs, metre and language choices to convey character and theme • How Priestley contrasts characters for impact • How Priestley uses dramatic techniques to convey character and theme • How Priestley uses symbolism and repeated imagery (e.g., doorbell / engagement ring / port) to convey ideas • How themes and ideas are developed across the play • Why Priestley wrote the play – what are the big ideas linked to the key themes - (social inequality/ impact of industrialisation / capitalism vs socialism/ guilt and secrets/relationships) <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the presentation of a character and how they are developed across the play • Analyse the presentation of a theme and how this is developed across the play • Use specific vocabulary to express ideas – e.g. socialism / industrialisation etc. • Develop a personal response to the text and articulate this clearly verbally and in writing, using a thesis statement and clear, organised paragraphs • Explore multiple interpretations of the play and Priestley’s ‘big ideas’ <p>GCSE English Language (Writers’ viewpoints and perspectives – literary non-fiction) – texts linked thematically to AIC/MACBETH/ACC</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • The format of the GCSE English Language Paper 2 • What is meant by analysis? (revise) • What is meant by synthesis and summary? • What is meant by comparison? • How to tackle an unseen text- exam reading strategies • Key structural techniques used by writers in non-fiction texts • Key linguistic techniques used by writers in non-fiction texts and their impact (revise) <p>Understand</p> <ul style="list-style-type: none"> • How to use a model text to inspire and enhance own writing 	<p>Formative assessed work on opinion writing fortnightly using whole class feedback</p>
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	<ul style="list-style-type: none"> • How to craft and vary sentences for impact and effect • How to use specific techniques and sentence types in writing for impact on the reader • The relationship between reader and writer <p>Be able to</p> <ul style="list-style-type: none"> • Analyse how writers use language for impact • Zoom in on important words used by a writer and explain the impact of these • Evaluate how a theme, perspective or idea is presented in a text • Write well-crafted paragraphs working on specific elements of opinion texts e.g. introducing an idea / anecdote • Vary vocabulary for impact in writing • Vary sentences for impact in writing 	
2	<p>Unit title: GCSE English Literature-Anthology poetry / unseen poetry</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • Content and 'story' of poems – Storm on the Island / Poppies / Kamikaze / Tissue / Emigree/ Checking Out Me History/War Photographer • Context of conflicts across Irish History (SOTI) • Context of WW2 kamikaze pilots • Context of historical figures referenced in COMH • Big ideas expressed in each poem • Key language and poetic techniques used by the poets e.g. enjambment / biblical allusion / repetition etc. <p>Understand</p> <ul style="list-style-type: none"> • How poets present ideas about conflict and power • How poets use form, language and structure to express these ideas and to have an impact on the reader • How poems are connected to a political, social and historical context <p>Be able to</p> <ul style="list-style-type: none"> • Analyse the presentation of a theme or idea and how this is developed within a poem • Use specific vocabulary to express ideas • Develop a personal response to poems and articulate this clearly verbally and in writing, using a thesis statement and clear, organised paragraphs 	<p>Formative assessed work on study of text including</p> <ul style="list-style-type: none"> • MCQs • Comprehension tasks using Writing Revolution sentence stems • essay -style paragraphs responding to big ideas linked to theme in poems / non-fiction texts <p>Formative assessed work on opinion writing fortnightly using whole class feedback</p>

	<ul style="list-style-type: none"> • Explore multiple interpretations of the poems • Make connections between, and contrast the ideas, language and imagery in the poems <p>GCSE English Language (Writers' viewpoints and perspectives – literary non-fiction) – texts linked thematically to Poems studied above</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • How to tackle an unseen non-fiction text • Key structural techniques used by writers in non-fiction texts • Key linguistic techniques used by writers in non-fiction texts and their impact <p>Understand</p> <ul style="list-style-type: none"> • How to summarise the ideas presented in a non-fiction text • How to analyse a non-fiction text • How to zoom in on important words used by a writer and comment on the impact on the reader • How to comment on the perspective of a writer • How to compare texts – in terms of perspective, form, language and structure • How to use a model text to inspire and enhance own writing • How to craft and vary sentences for impact and effect • How to use specific techniques and sentence types in writing for impact on the reader • The relationship between reader and writer <p>Be able to</p> <ul style="list-style-type: none"> • Analyse how writers use language for impact • Zoom in on important words used by a writer and explain the impact of these • Evaluate how a theme, perspective or idea is presented in a text • Write well-crafted paragraphs working on specific elements of opinion texts e.g. introducing an idea / anecdote • Vary vocabulary for impact in writing • Vary sentences for impact in writing 	
3	<p>Unit title: GCSE English Literature-Unseen Poetry- recap</p> <p>Students will:</p> <p>Know</p> <ul style="list-style-type: none"> • How do we respond to an 'unseen' poem? 	Mock Exams

	<ul style="list-style-type: none"> • Importance of titles • Connotation – of title/ keywords in question • Spotting patterns of language- what is the impact on the reader? • Common themes and symbols in poetry- e.g. colours / nature/ weather/ seasons • Language techniques used by poets – impact of these on the reader <p>Understand</p> <ul style="list-style-type: none"> • How poets use language, structure and form to convey ideas and themes in poems • How perspective is important to the creation of a poem and how the perspective in which a poem is told influences a reader • How poets may present differing ideas about a similar idea • Multiple interpretations of a single poem (or character or theme within a poem) <p>Be able to</p> <ul style="list-style-type: none"> • Analyse an unseen poem and present a personal response to the poem • Explore and discuss common themes in poetry • Create a speaking and listening presentation on a topic of student’s choice 	<p>English Language Paper 2 (Writers views and perspectives – non-fiction)</p> <p>English Language Paper 2 (original spec minus AIC for 2021-22) Unseen Poetry / Poetry Anthology</p> <p>SPEAKING AND LISTENING ASSESSMENT</p>	
	4	REVISION OF ALL KEY TEXTS AND LANGUAGE PAPERS – CONTENT DICTATED BY KEY COHORT WEAKNESSES	
	5	REVISION OF ALL KEY TEXTS AND LANGUAGE PAPERS – CONTENT DICTATED BY KEY COHORT WEAKNESSES	
	6		