

| Year + Term | Topic | Reading & Writing Sub-strands | Rationale Why do we teach this now? Links to prior learning and future learning. | Theme links and Strands/Threads |
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| Year 7 Term 1 | <p>Fiction 'Boy' By Roald Dahl</p> <p>Non-Fiction The life and works of Roald Dahl</p> | <p>Reading – What information do you learn about Dahl from 'the chapter The Sweet Shop'? Reading Key Skill 1</p> <p>Understanding and inferring ideas in texts and proving ideas. Reading Key Skill 2</p> <p>How writers use methods and language for effects</p> <p>Writing – Write a poem about a part of your life so far. Writing Key Skill 1</p> <p>Imagination and Creativity Writing Key Skill 5</p> <p>Spelling, punctuation and vocabulary</p> | <p>This unit is taught now as students have transitioned from their primary school setting and will have experienced lots of events in their lives so far. Therefore, this unit of study will enable them to express some of their adventures in the form of a poem.</p> <p>This unit is the first study of non-fiction texts and it develops student's knowledge and understanding of biographical works and builds on the skills they have learned in primary school when reading and writing.</p> <p>When studying the text 'Boy' students will develop their skills in: working out some of the messages within the text and be able to answer questions about language when referring to a particular character. They will practise these skills again in Year 7 Term 3 when they study Frankenstein.</p> <p>Students will also develop their creative writing skills by producing a poem that uses particular words (vocabulary) for effect and sentences that are clearly marked with capital letters at the start and for proper nouns, and also include full stops. Students will revisit creative writing to build upon their skills in Year 7 Term 3 when studying Frankenstein.</p> | <p>Themes - When do we revisit these themes?</p> <p>Childhood/Adversity Year 7 Boy Year 8 Oliver Twist Year 9 Our Day Out Year 9 Stone Cold Year 9 Al Capone Does my Shirts</p> <p>Character Analysis Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Creative Writing Y7 T1 Childhood Adversity 'Boy' Y7 T3 Gothic Frankenstein Y 8 T3 Gothic Ghost Stories</p> |

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| Year 7 Term 2 | <p>Fiction Macbeth</p> <p>Non-Fiction The life and works of William Shakespeare</p> | <p>Writing – Write a report on the life and works of William Shakespeare.</p> <p>Writing Key Skill 2 Who? What? And Why?</p> <p>Writing Key Skill 3 Organisation and structure of my writing.</p> <p>Writing Key Skill 4 Varying my sentences.</p> <p>Writing Key Skill 5 Spelling, punctuation and vocabulary</p> <p>Reading – How does Shakespeare create mood and tension in his opening scenes?</p> <p>Key Skill 1 Understanding and inferring ideas in texts and proving ideas.</p> <p>Key Skill 2 How writers use methods and language for effects.</p> <p>Key Skill 3 Understanding structure and its effects.</p> | <p>This unit is taught now as an introduction to the famous playwright 'William Shakespeare' and the theme of War/Conflict. Students will become familiar with the social, historical and cultural context within which Shakespeare wrote his plays and poems and how the context reflects key themes in his writing.</p> <p>This unit will broaden student's knowledge of Shakespeare and the variety of genres within his writing. It is the first unit of fiction and will introduce students to scene analysis, focusing on how Shakespeare creates mood within the settings within Macbeth. Students will be able to make relevant comments about the writer's choice of language and start to use appropriate references from the texts to support their points.</p> <p>This unit also enables students to develop their ability to write accurately and fluently and for a range of purposes, by studying and producing a piece of transactional writing, in the format of a report on William Shakespeare. They will start to organise their writing by dividing their work into more than one paragraph and, as this is a report on the life of William Shakespeare, it will follow in a chronological order. Students will write in past tense, use simple sentences with full stops and capital letters for proper nouns and at the start of sentences. Students will build upon these skills in Year 8 Term 2 when they write a formal letter, to ensure that students can write a range of transactional forms.</p> | <p>Themes – When do we revisit these themes?</p> <p>War/Conflict Year 7 Macbeth Year 10 The War of the Worlds Year 10 Great Expectations</p> <p>Scene Analysis Y7 T2 War/Conflict Macbeth Y8 T3 Gothic Ghost Stories Y 10 T3 Travel Y 11 T1 Travel</p> <p>Transactional Writing</p> <p>Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman</p> |

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| Year 7 Term 3 | <p>Fiction Frankenstein By Mary Shelley)</p> <p>Non-Fiction + Oracy</p> <p>Documentary 'This war won't end': London gang murders on the rise UK News Sky News</p> | <p>Writing: Set the scene (image supplied) for a horror story. Key skill 1 Imagination and creativity. Key Skill 3 Organisation and structure of my writing. Key Skill 4 Varying my sentences Key Skill 5 SPAG</p> <p>Reading: Describe how Mary Shelley uses words/language to create empathy for Frankenstein's monster. Key skill 1 Understanding and inferring ideas in the text and proving them. Key Skill 2 How writers use methods and language for effect.</p> | <p>This is our first study of Gothic genre. This topic will allow students to start to embed their skills in creative/descriptive writing by identifying some of the ways that writers create mood and tension when they set their scenes. Students should start to state which words/techniques have been used. Students will also start to develop their own creative writing skills by describing numerous images using the five senses and writing simple sentences and include adjectives for effect. Students will revisit and enhance their creative writing skills in Year 8 when they identify how the writer creates tension/threat/danger in settings of various horror stories.</p> <p>In this unit, students will revisit character analysis to further enhance their skills. They will work out, from messages in the text, how Mary Shelley creates empathy for Frankenstein's monster and comment on which words Shelley has used to create empathy. Students will revisit and further embed these skills in Year 8 when they study Oliver Twist.</p> | <p>Themes - When do we revisit these themes?</p> <p>Gothic</p> <p>Year 7 Frankenstein Year 8 Hamlet Year 8 Ghost Stories</p> <p>Character Analysis</p> <p>Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Creative Writing</p> <p>Y7 T1 Childhood Adversity 'Boy' Y7 T3 Gothic Frankenstein Y 8 T3 Gothic Ghost Stories</p> |

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| Year 8 Term 1 | Fiction Hamlet By William Shakespeare are | <p>Writing: CREATE a modern version of this scene. Skill 1: Imagination and creativity. Skill 3: Organisation and structure of my writing. Skill 4: Varying my sentences. Skill 5: SPAG</p> <p>Reading: HAMLET: What do you learn about Hamlet in this extract? Skill 1: Understanding and inferring ideas in texts and proving ideas. Skill 2: How writers use language for effects. Skill 3: Understanding structure and its effects.</p> | <p>This study is a return to Shakespeare and a return the study of gothic genre.</p> <p>In this unit, students will further embed their character analysis skills. In Year 7, students embedded their skills in working out messages in the text and commenting on the writers use of particular words for effect. In this unit, students will ensure that they include words directly from the text, quotations, to support their points and can start to comment on how a text is structured, such as short sentence.</p> <p>This unit is important because it not only allows students to study a character, but because it gives students an understanding of what makes a successful narrative - characters, plot, climax etc. This term students will develop their narrative skills by creating a modern version of one of the key scenes. They will have to work on the structure by using some connectives/links to form paragraphs and include a variety of sentences structures, mainly simple but starting to develop into complex sentences for effect. Students will use some words for effect and appropriate punctuation.</p> | <p>Themes - When do we revisit these themes?</p> <p>Gothic Year 7 Frankenstein Year 8 Hamlet Year 8 Ghost Stories</p> <p>Character Analysis Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Narrative Writing Y8 T1 Gothic Hamlet</p> |

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| Year 8 Term 2 | Fiction Oliver Twist Non-Fiction life in a workhouse -- Video Search Results (yahoo.co m) | <p>Reading: What is your impression of Oliver in this extract. Skill 1: Understanding and inferring ideas in texts and proving ideas. Skill 2: How writers use language for effects. Skill 3 Linking texts to their social, cultural and historical influences.</p> <p>Writing: Write a newspaper article about the horrors of child labour in factories. Skill 2 Who? What? And Why? Skill 3 Organisation and structure of my writing. Skill 4 Varying my sentences. Skill 5 Spelling, punctuation and vocabulary</p> | <p>This unit is our first study of Charles Dickens and the world-famous story of Oliver Twist. This study gives students the opportunity to delve into the main character, Oliver, and identify how Dickens presents him in various parts of the story. Again, in this unit, students will ensure that they include words directly from the text, quotations, to support their points and can start to comment on how a text is structured, such as short sentence, for effect.</p> <p>Again, we revisit transactional writing by producing a newspaper article that is structured by using a range of links or connectives, and some persuasive features and effective vocabulary to maintain the interest of the reader.</p> <p>This task is written in 1st person and supports students writing skills in Year 9, when writing an article on their personal views on homeless people in their local area and also in Years 10 and 11, when writing a range of transactional texts.</p> | <p>Themes - When do we revisit these themes?</p> <p>Childhood/Adversity Year 7 Boy Year 8 Oliver Twist Year 9 Our Day Out Year 9 Stone Cold Year 9 Al Capone Does my Shirts</p> <p>Character Analysis Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Transactional Writing Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict</p> |

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| Year 8 Term 3 | Topic Fireside Horror Stories about Pirates and Ghost Ships | <p>Writing: Describe the scene - Images provided.</p> <p>Writing Key Skill 1 Imagination and Creativity</p> <p>Writing Key Skill 3 Organisation and structure of my writing.</p> <p>Writing Key Skill 4 Varying my sentences</p> <p>Writing Key Skill 5 Spelling, punctuation and vocabulary</p> <p>Reading: How does the writer use the setting to create a sense of threat and danger?</p> <p>Key Skill 1 Understanding and inferring ideas in texts and proving ideas.</p> <p>Key Skill 2 How writers use methods and language for effects.</p> <p>Key Skill 3 Understanding structure and its effects.</p> | <p>In this unit students will reinforce their scene analysis skills, which they worked on in Year 7. However, students will now be able to explain how particular words have been used to create tension and mood and they will use direct quotes to support their interpretations, and comment on the effect on them as a reader. This will prepare students for the next step in which they should be able to link ideas by using quotes and to refer to the figurative language used for effect.</p> <p>In Year 7, students had the opportunity to analyse a text to identify the features used to create mood and tension and to describe characters.</p> <p>Now students will demonstrate their understanding of the power of words by describing a scene and also identifying how a writer sets the scene. They will start to comment on how figurative language is used for effect.</p> | <p>Themes - When do we revisit these themes?</p> <p>Gothic</p> <p>Year 7 Frankenstein Year 8 Hamlet Year 8 Ghost Stories</p> <p>Scene Analysis</p> <p>Y7 T2 War/Conflict Macbeth Y8 T3 Gothic Ghost Stories Y 10 T3 Travel Y 11 T1 Travel</p> <p>Creative Writing</p> <p>Y7 T1 Childhood Adversity 'Boy' Y7 T3 Gothic Frankenstein Y 8 T3 Gothic Fireside Horror Stories about Pirates and Ships</p> |

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| Year 9 Term 1 | <p>Topic</p> <p>Our Day Out By Willy Russell</p> <p>ADAPTED THIS UNIT OF STUDY TO 'BOY'.</p> <p>A VERY UNSETTLED START TO THE HALF TERM</p> <p>BEACON</p> | <p>Writing:</p> <p>Write a letter to your local council arguing for the need for a new Youth Club in your deprived area.</p> <p>Skill 1: Imagination and creativity.</p> <p>Skill 3: Organisation and structure of my writing.</p> <p>Skill 4: Varying my sentences.</p> <p>Skill 5: SPAG</p> <p>Reading:</p> <p>To what extent does Russell create sympathy for Carol in two parts of the play?</p> <p>Key Skill 1 Understanding and inferring ideas in texts and proving ideas.</p> <p>Key Skill 2 How writers use methods and language for effects</p> <p>Key Skill 3 Understanding structure and its effects.</p> <p>Key Skill 4 I can clearly explain the key differences/similarities between two texts.</p> | <p>In this unit, students will enhance their transactional writing skills, but with a particular focus - 'writing to argue'. Students will give their opinion and respect other opinions whilst sustaining the interest of the reader, using a range of persuasive devices (DAFORREST). Students should now start to show deliberate vocabulary choices, ensure that their ideas are organised and they have a clear introduction and conclusion, to suit the purpose of the task. These skills will support students on the next unit in Year 9 and Year 10 when they will focus on 'writing to persuade' in terms of a persuasive letter and an article.</p> <p>Previously, students have practised character analysis but they have focused upon a character within one part of the text, (Years 7 and 8) this time, students will analyse how a character (Carol) develops throughout the story. To do this, students will compare two extracts and determine how the writer has fully developed the character from the start of the story to a chosen extract, later in the text. Students will now describe how the writer has used language for effect and what literary features have been used to show development. At this point, students will now start to discuss why and how structure is purposefully used so that their analysis skills are appropriately secured.</p> | <p>Themes - When do we revisit these themes?</p> <p>Childhood/Adversity</p> <p>Year 7 Boy Year 8 Oliver Twist Year 9 Our Day Out Year 9 Stone Cold Year 9 Al Capone Does my Shirts</p> <p>Character analysis</p> <p>Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Transactional Writing</p> <p>Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict /The Snowman</p> |

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| Year 9 Term 2 | <p>Topic</p> <p>Stone Cold by Robert Swindells</p> | <p>Writing</p> <p>TASK: Write a newspaper article with your personal view on homeless people.</p> <p>Key Skill 2 Who? What? And Why?</p> <p>Key Skill 3 Organisation and structure of my writing.</p> <p>Key Skill 4 Varying my sentences.</p> <p>Writing Key Skill 5 Spelling, punctuation and vocabulary</p> <p>Reading</p> <p>Task: How is the character of Shelter introduced and developed in Stone Cold? (Compare two extracts)</p> <p>Key Skill 1 Understanding and inferring ideas in texts and proving ideas.</p> <p>Key Skill 2 How writers use methods and language for effects</p> <p>Key Skill 3 Understanding structure and its effects</p> <p>Key Skill 4 I can clearly explain the key differences/similarities between two texts.</p> | <p>In this unit, students will embed their transactional writing skills, with a particular focus - 'writing to argue'. Students will give their opinion and respect other opinions, whilst sustaining the interest of the reader, using a range of persuasive devices (DAFORREST). Students should now start to show deliberate vocabulary choices, ensure that their ideas are organised and they have a clear introduction and conclusion, to suit the purpose of the task. These skills will support students in Year 10 when they will focus on 'writing to inform/advise' in terms of a speech.</p> <p>Again, to embed the development of character analysis skills, students will analyse how a character (Shelter) develops throughout the story. To do this, students will compare two extracts and determine how the writer has fully developed the character from the start of the story to a chosen extract, later in the text. Students will now describe how the writer has used language for effect and what literary features have been used to show development. At this point, students will now start to discuss why and how structure is purposefully used so that their analysis skills are appropriately secured.</p> | <p>Themes - When do we revisit these themes?</p> <p>Childhood/Adversity</p> <p>Year 7 Boy Year 8 Oliver Twist Year 9 Our Day Out Year 9 Stone Cold Year 9 Al Capone Does my Shirts</p> <p>Character Analysis</p> <p>Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts</p> <p>Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Transactional Writing</p> <p>Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman</p> |

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| Year 9 Term 3 | <p style="color: blue; text-align: center;">Topic</p> <p style="text-align: center;">AL CAPONE DOES MY SHIRTS</p> | <p>Reading: How does the writer present the character of Moose in this extract?</p> <p style="text-align: center;">Key Skill 1 Understanding and inferring ideas in texts and proving ideas.</p> <p style="text-align: center;">Key Skill 2 How writers use methods and language for effects.</p> <p style="text-align: center;">Key Skill 3 Understanding structure and its effects.</p> <p>Writing: Imagine you are a prisoner, write a diary entry about</p> <p style="text-align: center;">Key Skill 1 Imagination and Creativity</p> <p style="text-align: center;">Key Skill 2 Who? What? And Why?</p> <p style="text-align: center;">Key Skill 3 Organisation and structure of my writing.</p> <p style="text-align: center;">Key Skill 4 Varying my sentences.</p> <p style="text-align: center;">Key Skill 5 Spelling, punctuation and vocabulary</p> | <p>In this unit, students study the text, 'Al Capone does my shirts'. Again, students will complete a character analysis on two of the main characters, Moose and Piper. These will embed their character analysis and transactional writing skills. The study of one of the characters in particular, will build upon previous character analysis skills. Students will be able to identify and comment on features of language and structure and comment on the methods that the writer uses for effect, with appropriate quotations to support.</p> <p>The transactional writing component of this study will be in the form of 1st person, (previously studied) from the perspective of a prisoner Here, students will recall key information from the text but write it in the form of a diary entry. Structured with paragraphs, connectives linking points of the story and emotive language for effect, skills previously taught in each academic year.</p> | <p>Themes - When do we revisit these themes?</p> <p style="text-align: center;">War/Conflict</p> <p style="text-align: center;">Year 7 Macbeth Year 10 The War of the Worlds Year 10 Great Expectations</p> <p style="text-align: center;">Character Analysis</p> <p style="text-align: center;">Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p style="text-align: center;">Transactional Writing</p> <p style="text-align: center;">Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman</p> |

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| Year 10 Term 1 | <p>Topic The War of the Worlds</p> | <p>Writing: As a monarch - Create a speech warning your nation of the Alien invasion. AO5</p> <p>Communicate clearly, effectively and imaginatively, Purpose and Audience. Organise information and ideas using structural features. AO6</p> <p>Use of vocabulary, Sentence Structure, Spelling and Punctuation</p> <p>Reading: What impression do you get of the humans in this extract. AO1</p> <p>Identify information and ideas Select and combine evidence from different texts. AO2</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3</p> <p>Compare writer's ideas and perspectives, as well as how these are conveyed, in two or more texts. AO4</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> | <p>This is a return to our War/Conflict genre with a study of The War of the Worlds.</p> <p>In this unit, students will test their transactional writing skills when they create a inform/advise speech. Students will write clearly and effectively using linguistic and structural features, paragraphs and include language for effect. As a speech, they would include typical DAFORREST features, studied previously and to be revisited in Year 11 Term 2 when they write a persuasive letter.</p> <p>Students will again complete a character analysis from the novel, but this time they will study numerous characters and combine information about them, giving appropriate quotations to support their ideas. More importantly, in this this study students will compare two versions of 'The War of the Worlds' to identify the similarities and differences within both texts. In this study, students will enhance their comparative skills by analysing a modern and original version of the text.</p> | <p>Themes - When do we revisit these themes?</p> <p>War/Conflict Year 7 Macbeth Year 10 The War of the Worlds Year 10 Great Expectations</p> <p>Character Analysis Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Transactional Writing Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman Y11 T2 War/Conflict The Snowman</p> |

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| Year 10 Term 2 | Topic Great Expectations | <p>Writing: Write a letter to the Director of Prisons demanding drastic improvements in prison conditions.</p> <p>AO5 Communicate clearly, effectively and imaginatively, organise information and ideas, using structural features</p> <p>AO6 Use a range of vocabulary and sentence structures</p> <p>Reading: How does Dickens show Pip's thoughts and feelings in this extract?</p> <p>AO1 Identify information and ideas Select and combine evidence from different texts.</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references.</p> | <p>This unit is taught now to further study the works of Charles Dickens and 19th Century fiction. Students have gained an awareness of the social, cultural and historical influences of this text and will now develop their reading and writing skills.</p> <p>In this unit students will study both fiction and non-fiction texts. Initially, students will analyse and compare numerous non-fiction texts when examining the conditions in Victorian prisons. This will support their assessment focus, which is a transactional writing component. Students will clearly demonstrate the purpose, audience, tone and format for the task. They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing with a focus on persuasive letter writing. They will learn to write well-structured arguments, supporting ideas with any necessary factual detail.</p> <p>This unit also allows students to fully develop their character analysis skills by delving into Pip's life. They will focus on how the writer shows Pip's thoughts and feelings in a particular extract. They will focus on language devices and how the writer uses Pip's action and words to show his thoughts and feelings.</p> | <p>Themes - When do we revisit these themes?</p> <p>War/Conflict Year 7 Macbeth Year 10 The War of the Worlds Year 10 Great Expectations</p> <p>Character Analysis Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p>Transactional Writing Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman</p> |

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| Year 10 Term 3 | <p>Topic</p> <p>TRAVEL</p> <p>This unit will not be studied in year 11 as this has been taken off our curriculum</p> | <p>Writing: Write a review about a hotel, both good and bad. AO5</p> <p>Communicate clearly, effectively and imaginatively, organise information and ideas, using structural features AO6</p> <p>Use a range of vocabulary and sentence structures</p> <p>Reading: Compare two non-fiction texts. African Gorillas</p> <p>Both of these texts are about the experience the writers had when seeing gorillas in the wild. Compare: · what impressions the two writers give of the gorillas they see · how they create these impressions AO3</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, in two or more texts. AO4</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> | <p>This unit is taught now as students have studied a range of fiction texts in Key Stage 3 and will again in Year 11. Therefore, studying this unit now will embed their transactional writing, in terms of a review and a comparison of two non-fiction texts. For the writing component of this study, students will write a review that includes a variety of language features, to suit purpose and audience. It will be structured with the use of paragraphs and include a variety of sentence structures for effect.</p> <p>For the reading component, students will read the text 'Around the World in 80 Days'. They will interpret ideas, select evidence and explain the effect of writers' methods, using relevant quotations. They will also explain clearly the effects of language and structure on the reader. Students will also read numerous non-fiction travel texts, comparing ideas from different texts and explain how they are expressed. They will explain the effect of various writers' methods, and choose relevant quotation to support their findings.</p> <p>The last three weeks of this study will students will enhance their Spoken Language skills by selecting and organising information and ideas effectively and persuasively by preparing for spoken presentations. Initially, students will conduct group discussions on a topic (chosen by the teacher) and they will develop their skills in debating. Then students will choose a topic for them to present to the class.</p> | <p>Themes - When do we revisit these themes?</p> <p>TRAVEL</p> <p>Year 10 Term 3 Year 11 Term 1</p> <p>Scene Analysis</p> <p>Y7 T2 War/Conflict Macbeth Y8 T3 Gothi Ghost Stories Y 10 T3 Travel Y 11 T1 Travel</p> <p>Transactional Writing</p> <p>Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman</p> |

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| Year 11 Term 1 | <p>Topic</p> <p>Travel</p> <p>We decided to continue our focus on writing as the students were very unsettled for the first half term and we wanted to ensure that they had embedded their writing skills rather than to move on to reading.</p> | <p>Writing: Write a letter persuading a family to visit your recommended place for a day out. AO5</p> <p>Communicate clearly, effectively and imaginatively, organise information and ideas, using structural features</p> <p>AO6</p> <p>Use a range of vocabulary and sentence structures.</p> <p>Writing: Write a letter persuading your friend to visit a holiday destination of your choice. AO5</p> <p>Communicate clearly, effectively and imaginatively, organise information and ideas, using structural features</p> <p>AO6</p> <p>Use a range of vocabulary and sentence structures.</p> | <p>This unit is taught now as students have studied a range of fiction texts in Key Stage 3 and will again in Year 11. Therefore, studying this unit now will embed their transactional writing, in terms of a review and a comparison of two non-fiction texts.</p> <p>For the writing component of this study, students will write a review that includes a variety of language features, to suit purpose and audience. It will be structured with the use of paragraphs and include a variety of sentence structures for effect.</p> <p>For the reading component, students will interpret ideas, select evidence and make clear connections between two chosen texts. They will explain clearly the effects of language and structure on the reader and they will compare ideas from different texts and explain how they are expressed. They will explain the effect of writers' methods, and choose relevant quotation to support their findings.</p> | <p>Themes - When do we revisit these themes?</p> <p>TRAVEL</p> <p>Year 10 Term 3 Year 11 Term 1</p> <p>Scene Analysis</p> <p>Y7 T2 War/Conflict Macbeth Y8 T3 Gothic Ghost Stories Y 10 T3 Travel Y 11 T1 Travel</p> <p>Transactional Writing</p> <p>Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman</p> |

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| Year 11 Term 2 | <p style="color: blue; text-align: center;">Topic</p> <p style="text-align: center;">The Snowman By Jo Nesbo</p> | <p>Reading: How does Jo Nesbo show Jonas' thoughts and feelings? AO1</p> <p>Identify information and ideas Select and combine evidence from different texts.</p> <p>AO2</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO4</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> <p>Writing: Imagine that you are the relative of a victim of a serial killer. Write a letter to the Prison board stating why the killer should never be released. AO5</p> <p>Communicate clearly, effectively and imaginatively, Purpose and Audience. Organise information and ideas using structural features.</p> <p>AO6</p> <p>Use of vocabulary I can include WOW words for effect. Sentence Structure Spelling Punctuation</p> | <p>This is our final topic before the important GCSE revision half term. In this unit we will return to our exciting 'Killers' genre.</p> <p>In this study, students will consolidate all of their knowledge and skills in writing to produce a character analysis and a transactional writing.</p> <p>Their transactional writing will be in 1st person, in the form of a formal persuasive letter, including the features of DAFORREST and a focus on structure and emotive language. To support the focus of the letter, students will study a number of serial killers (non-fiction) so that they can consider the horrendous crimes that were committed against innocent people and this will reflect in their letter. When studying the non-fiction texts, students will identify how language is used to dramatize the murders and murderers.</p> <p>Students will also complete their final character analysis, focusing on how the writer shows a character's thoughts and feelings. Student will again, focus on language and structure, literary features used and the effect on the reader.</p> | <p>Themes - When do we revisit these themes?</p> <p style="text-align: center;">Killers</p> <p style="text-align: center;">Year 11 Term 2</p> <p style="text-align: center;">Character Analysis</p> <p>Y7 T1 Childhood Adversity BOY Y7 T3 Gothic Frankenstein Y8 T1 Gothic Hamlet Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone cold Y9 T3 Childhood Adversity Al Capone does my Shirts Y10 T1 War/Conflict War of the Worlds Y10 T2 War/Conflict Great Expectations Y11 T2 War/Conflict The Snowman</p> <p style="text-align: center;">Transactional Writing</p> <p>Y7 T2 War/Conflict Macbeth Y8 T2 Childhood Adversity Oliver Twist Y9 T1 Childhood Adversity Our Day Out Y9 T2 Childhood Adversity Stone Cold Y9 T3 War/Conflict Al Capone does my Shirts Y10 T1 War/Conflict The War of the Worlds Y10 T2 War/Conflict Great Expectations Y10 T3 Travel Y11 T1 Transactional Travel Y11 T2 War/Conflict The Snowman</p> |

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| <p>Year 11 Term 3</p> | <p>Topic GCSE REVISION</p> | <p>AO1 Identify information and ideas Select and combine evidence from different texts.</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, in two or more texts.</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5 Communicate clearly, effectively and imaginatively, Organise information and ideas, using structural features</p> <p>AO6 Use a range of vocabulary and sentence structures</p> | <p style="text-align: center;">Summative Assessments</p> <p>Component 1 English Language 20th Century Literature Reading Assessments. Creative writing prose - Narrative writing Assessments.</p> <p>Component 2 - 19th and 21st non-fiction Reading Assessments. Persuasive Writing. Assessments.</p> <p style="text-align: center;">Formative Assessments</p> <p>Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.</p> | |
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