

SUBJECT INTENTIONS:	<ul> <li>To develop imaginative and inquisitive learners, who are motivated to achieve their best, are ready to learn and who are resilient in the face of challenges;</li> <li>To develop learners who collaborate, communicate and challenge one another safely in mutual respect and tolerance;</li> <li>To instil a belief that all pupils can achieve and enjoy English, and ensure that pupils recognise the value these skills hold for life beyond school.</li> </ul>					
YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
IMPLEMENTATION	Topic – GOTHIC	Topic – DR	Topic – POETRY	Topic – POETRY	Topic – POST-1914	Topic – POST-1914
	STORIES	JEKYLL AND MR HYDE	ANTHOLOGY	ANTHOLOGY	TEXT (WIB/AIC)	TEXT (WIB/AIC)
Key concepts	AO5 Lang:	AO1 Lit:	AO1 Lit:	AO1 Lit:	AO1 Lit:	AO1 Lit:
	Communicate	Read,	Read, understand	Read, understand	Read, understand	Read, understand
	clearly, effectively,	understand and	and respond to texts.	and respond to texts.	and respond to	and respond to
	and imaginatively,	respond to texts.	Students should be	Students should be	texts. Students	texts. Students
	selecting and	Students should	able to: maintain a	able to: maintain a	should be able to:	should be able to:
	adapting tone, style	be able to:	critical style and	critical style and	maintain a critical	② maintain a critical
	and register for	- maintain a	develop an informed	develop an informed	style and develop	style and develop
	different forms,	critical style and	personal response	personal response	an informed	an informed
	purposes and	develop an	use textual	use textual	personal response	personal response
	audiences	informed	references, including	references, including	② use textual	② use textual
	Organise	personal	quotations, to	quotations, to	references,	references,
	information and	response	support and	support and	including	including
	ideas, using	- use textual	illustrate	illustrate	quotations, to	quotations, to
	structural and	references,	interpretations.	interpretations.	support and	support and
	grammatical	including			illustrate	illustrate

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	foatures to support	quotations to	AO2:	AO2:	interpretations	interpretations
	features to support coherence and	quotations, to			interpretations.	interpretations.
		support and	Analyse the	Analyse the	A O 2 1 i+:	AO2 Lit:
	cohesion of texts.	illustrate	language, form and	language, form and	AO2 Lit:	
	1	interpretations.	structure used by a	structure used by a	Analyse the	Analyse the
	AO6:		writer to create	writer to create	language, form and	language, form and
	Candidates must	AO2 Lit:	meanings and	meanings and	structure used by a	structure used by a
	use a range of	Analyse the	effects, using	effects, using	writer to create	writer to create
	vocabulary and	language, form	relevant subject	relevant subject	meanings and	meanings and
	sentence structures	and structure	terminology where	terminology where	effects, using	effects, using
	for clarity, purpose	used by a writer	appropriate	appropriate	relevant subject	relevant subject
	and effect, with	to create			terminology where	terminology where
	accurate spelling	meanings and	AO3:	AO3:	appropriate.	appropriate.
	and punctuation.	effects, using	Show understanding	Show understanding		
		relevant subject	of the relationships	of the relationships	AO4 Lit:	AO4 Lit:
		terminology	between texts and	between texts and	Use a range of	Use a range of
		where	the contexts in which	the contexts in which	vocabulary and	vocabulary and
		appropriate.	they were written.	they were written.	sentence structures	sentence structures
			,		for clarity, purpose	for clarity, purpose
		AO4 Lit:			and effect,	and effect,
		Use a range of			with accurate	with accurate
		vocabulary and			spelling and	spelling and
		sentence			punctuation.	punctuation.
		structures for			,	
		clarity, purpose				
		and effect,				
		with accurate				
		spelling and				
		punctuation.				
Themes	Gothic and horror	Gothic	War, childhood,	War, childhood,	Fear, supernatural,	Fear, supernatural,
	stories	conventions,	death, location,	death, location,	childhood, passing	childhood, passing
		duality, good	relationships and	relationships and	of time, revenge	of time, revenge

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		versus evil, Victorian society and its conventions	love, nature, power, passing of time, change, suffering, politics, racism	love, nature, power, passing of time, change, suffering, politics, racism	Class, responsibility, gender, socialism, capitalism, 1945/1912 eras, generations	Class, responsibility, gender, socialism, capitalism, 1945/1912 eras, generations, poverty vs wealth
Challenge	Include a wider range of conventions in their writing, focus on using more ambitious vocabulary choices, inclusion of specific gothic characters, using technical terminology, deeper questioning and analysis.	Choice of challenge tasks to undertake, higher level sample responses from the exam board	Using technical terminology, deeper questioning and analysis, higher level exemplars (grade 8/9), development of personal opinions and alternative interpretations, commenting on inference	Using technical terminology, deeper questioning and analysis, higher level exemplars (grade 8/9), development of personal opinions and alternative interpretations, commenting on inference	Choice of challenge tasks to undertake, higher level sample responses from the exam board	Choice of challenge tasks to undertake, higher level sample responses from the exam board
Support	Slow writing frames, vocabulary support, sample responses/WAGOLL, help desk	Teacher guided reading; sample/modelled responses	Slow writing frames, sample responses/WAGOLLs, help desk	Slow writing frames, sample responses/WAGOLLs, help desk	Teacher guided reading, slow writing frames, exemplars from the exam board, modelled teacher responses	Teacher guided reading, slow writing frames, exemplars from the exam board, modelled teacher responses
Literacy focus	Vocabulary choices and spelling, sentence structures	Vocabulary choices and spelling	Vocabulary choices and spelling of key terminology words, structuring of	Vocabulary choices and spelling of key terminology words, structuring of	Vocabulary choices and spelling, sentence structures	Vocabulary choices and spelling, sentence structures

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			LATERMEOWQ	LATERMEOWQ		
			paragraphs	paragraphs		
Numeracy focus	Word count (450 –	N/A	Working out dates of	Working out dates of	N/A	N/A
	600 words)		birth, death and ages	birth, death and ages		
			of poets	of poets		
Cross-curricular	History	Science	History	History	History:	History:
links	- the history of the	- Scientific	-War in Bosnia/WW1	-War in Bosnia/WW1	Awareness of 19th	Awareness of 19th
	Gothic novel	discoveries and	conditions for	conditions for	Century and	Century and
		the pushing of	soldiers/experiences	soldiers/experiences	tradition	tradition
		scientific	of family left behind	of family left behind		
		boundaries	Geography	Geography	Socialism/capitalism	Socialism/capitalism
		History	- slums	- slums	in today's world	in today's world
		- Victorian	Science	Science		
		conventions	- biology (frog birth)	- biology (frog birth)		
SMSC & MBV	N/A	Ethics	Racism (CA); difficult	Racism (CA); difficult	Mental health	Mental health
		- is it right to	relationships	relationships	<mark>awareness</mark>	<mark>awareness</mark>
		push the	(S43/V/A); poverty	(S43/V/A); poverty		
		boundaries of	(LS/L); grief	(LS/L); grief	Suicide, rape,	Suicide, rape,
		science?	(AIAG/AWIL/TA/	(AIAG/AWIL/TA/	exploitation	exploitation
			DEDE/MW);	DEDE/MW);		
			women's rights and	women's rights and		
			their role in society	their role in society		
			(S43, AWIL, SWIB, A)	(S43, AWIL, SWIB, A)		
KEY PIECE OF	Lesson 7 – Gothic	Chapter 6 –	Cozy Apologia –	Afternoons – choice	AIC - Who is most	AIC - What is the
WORK	conventions	LATERMEOWQ	choice of challenge	of challenge task –	responsible for Eva	importance of the
	included in a	paragraph – How	task	looking more closely	Smith's death?	inspector?
	description	is Jekyll		at structure and		
		presented?		form		
ASSESSMENTS	Language writing.	How is Dr Jekyll	PARTIAL PAPER – Q1	COMPLETE PAPER -	Partial paper:	Partial paper:
		presented in this	only - Sonnet 43	Q1 and 2 – A Wife in	Extract question –	Extract question
		extract and at		London		

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	The Gothic Story: a choice of 4 titles – select one to write  MS: Language -	different points in the novel? MS: Literature – 19 <sup>th</sup> Century text	Write about how love is presented in this poem.  MS: Literature –	Write about how loss is presented in this poem.	- How is fear and tension presented in the novel?	- How is Arthur Kipps presented? - How is Mrs
	Creative writing /40	Section B /40	Poetry Anthology Q1 /15	Compare one other poem from the anthology in which the poet writes about loss.  MS: Literature – Poetry Anthology /40	- How is Mr Birling presented?  MS: Literature Post 1914 text /40	Birling presented? MS: Literature Post 1914 text /40
Out of school learning	Film posters, creating characters, short story preparation	Carousel quizzes	Carousel quizzes	Carousel quizzes	Carousel quizzes, reading, exam practice questions	Carousel quizzes, reading, exam practice questions