



SUBJECT INTENTIONS:	<ul style="list-style-type: none"> 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; To develop learners who collaborate, communicate and challenge one another safely in mutual respect and tolerance; 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. 					
YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
IMPLEMENTATION	Topic – GOTHIC STORIES	Topic – DR JEKYLL AND MR HYDE	Topic – POETRY ANTHOLOGY	Topic – POETRY ANTHOLOGY	Topic – POST-1914 TEXT (WIB/AIC)	Topic – POST-1914 TEXT (WIB/AIC)
Key concepts	AO5 Lang: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical	AO1 Lit: Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response - use textual references, including	AO1 Lit: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.	AO1 Lit: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.	AO1 Lit: Read, understand and respond to texts. Students should be able to: ☐ maintain a critical style and develop an informed personal response ☐ use textual references, including quotations, to support and illustrate	AO1 Lit: Read, understand and respond to texts. Students should be able to: ☐ maintain a critical style and develop an informed personal response ☐ use textual references, including quotations, to support and illustrate



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



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

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	<p>The Gothic Story: a choice of 4 titles – select one to write</p> <p>MS: Language - Creative writing /40</p>	<p>different points in the novel?</p> <p>MS: Literature – 19th Century text Section B /40</p>	<p>Write about how love is presented in this poem.</p> <p>MS: Literature – Poetry Anthology Q1 /15</p>	<p>Write about how loss is presented in this poem.</p> <p>Compare one other poem from the anthology in which the poet writes about loss.</p> <p>MS: Literature – Poetry Anthology /40</p>	<p>- How is fear and tension presented in the novel?</p> <p>- How is Mr Birling presented?</p> <p>MS: Literature Post 1914 text /40</p>	<p>- How is Arthur Kipps presented?</p> <p>- How is Mrs Birling presented?</p> <p>MS: Literature Post 1914 text /40</p>
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