

Year 9

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	Autumn		Spring		Summer																					
	TERM 1 (7 WEEKS)	TERM 2 (8 WEEKS)	TERM 3 (6 WEEKS)	TERM 4 (6 WEEKS)	TERM 5 (6 WEEKS)	TERM 6 (7 WEEKS)																				
Unit of Study	Survival! TEXT STUDY: Lord of the Flies. Selection of poems linked to island culture. Autobiographical extracts (Bill Bryson and Ben Fogle). WRITING: to describe. CORE SKILL: Language Analysis. CORE KNOWLEDGE: Conventions of autobiographical writing.		War and Conflict TEXT STUDY: Conflict cluster of poems from anthology. Non-fiction extracts. WRITING: to inform/explain (letter) CORE SKILL: Analysing poetic features. Comparison. CORE KNOWLEDGE: Contextual information related to poets and their works.		Modern Classics TEXT STUDY: Range of Fiction extracts. (Lovely Bones, The Hunger Games, The Handmaid's Tale) WRITING: narrative CORE SKILL: Language/Structure analysis. Evaluating writer's methods. CORE KNOWLEDGE: The difference between language and structural devices.		Society on Stage TEXT STUDY: An Inspector Calls WRITING: to argue (speech) CORE SKILL: Applying context. CORE KNOWLEDGE: Priestley's political views. Pre and Post-war societal issues.		Power and Identity TEXT STUDY: Power cluster of poems from anthology. Non-fiction extracts. WRITING: to persuade CORE SKILL: Comparison. CORE KNOWLEDGE: How society can impact on identity.																	
Key Vocabulary	Democracy	Conformity	Tone	Anarchy	Contrast	Tolerance	Savagery	Perspective	Futility	Caesura	Semantic Field	Morality	Change in Focus	Opposition	Erroneous	Dramatic Irony	Socialism	Didactic	Capitalism	Collective Responsibility	Omniscient	Corruption	Mercy	Arrogance	Faithfulness	Iambic Pentameter
Assessment Objectives	AO1 AO2 AO5 AO6		AO1 AO2 AO3 Lit AO S+L		AO1 AO2 AO4 AO5 AO6		AO1 AO2 LIT AO S+L		AO1 AO2 AO3 Lit AO																	
Assessment	LOTF extract based Q AO1 AO2		Descriptive Writing AO5 AO6		Speaking and Listening (linked to Poetry) Group debate.		Language and Structure Analysis AO1 AO2		AIC extract-based Q AO1 AO2 LIT AO		Poetry Comparison AO1 AO2 AO3															
SMSC and Big Questions	Do you believe that every society should conform to rules? Why do we need rules and leaders? Do you believe in this human world, wherever we turn there will always be conflict? Do you believe the shape of a society must depend on the ethical nature of the individual and not on any political system however apparently logical or respectable? Do you believe the shape of a society must depend on the ethical nature of the individual and not on any political system however apparently logical or respectable? Is evil innate within the human spirit, or is it an influence from an external source? How is LOTF relevant to modern day readers and how does it connect to many aspects of modern -day life? What moral lesson can we learn from it?		Is there ever a moral purpose to war? Does something good always come out of something bad? Literature depends on the perspective we come from and our social and moral values. Do you agree? What causes war? Do you think conflict is inevitable when people or systems disagree? Do you think it is ever possible to never experience conflict? Explain.		Should we always forgive? Can revenge ever be justified? Can enemies become friends? Can one person make a difference? What is the importance of democracy? Is there a difference between confidence and arrogance? Does kindness always pay off? Do you think we can ever heal from a traumatic experience?		Why do you think Priestley made a moralistic play and not just a political one? Gender inequality has been an issue within society for a long time. Can this ever change? Is morality not only knowing the difference between right and wrong but also having a kind of code you follow despite the consequences? Explain. The Birlings are a family of wealth and power, who take pride in their high social position. Will the world continue to suffer if people like the Birlings remain in positions of power? Can socialism be used to prevent tragedies and devastation in the future? Does Capitalism have a morally destructive impact on people's lives? Eric is the only character who commits and actual criminal offence, but he is arguably the family member we empathise with the most. Do you agree?		Is power always a corrupting force? Power and position do not last forever. They should be used for the welfare of mankind and should not be misused. Do you agree? A good relationship with nature helps individuals connect to both the spiritual and the social world? Explain. Should anyone be able to have absolute power? Explain your ideas. What holds power in our everyday lives? Why do you think this may be? Do you think there is an imbalance of power in our society? Do you think it is every possible to ever balance power with other important qualities? What qualities are more important than power? Explain your ideas.																	



Career Links	<p>Communication: Pupils taught to understand the importance of good communication and why this is important in the world of work. Pupils to learn how the use of linguistic devices and techniques in the classroom can be applied to the workplace. Pupils to developing an understanding of why listening is an important skill for success in the wider world of work. Pupils also encouraged to develop confidence in their ability to speak publicly and why this is an important skill for success in any workplace.</p> <p>Formality: Pupils to learn how to utilise appropriate formality in their speech and writing. Pupils taught to understand the importance of using appropriate formality in the wider world.</p> <p>Creativity: Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p>Textual analysis: Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p>Critical Thinking and Problem Solving: Pupils encouraged to consider where they can use critical thinking in the world of work. Pupils given opportunities to explore cultural and societal issues in their studies. Pupils to apply their understanding of these issues to the world of work and explore how they can solve such problems if they occur in the workplace.</p> <p>Managing emotions: Pupils encouraged to explore how to manage differences of opinion constructively through debate. Pupils encouraged to think about how they would manage different emotions/opinions within the workplace. Pupils to explore why empathy, understanding and tolerance are important skills in the wider world of work.</p>				
Homework	Reading a range of extracts linked to LOTF with a focus of developing contextual understanding. Sentences for effect. Spelling and Vocabulary.	Reading a range of non-fiction texts linked to poems of study with a focus of developing contextual knowledge. Quotation recall and revision.	Spelling and Vocabulary. Writing for purpose.	AIC Revision and quotation recall. Reading a range of non-fiction texts linked to play to develop contextual understanding. Linking to real world issues.	Reading a range of non-fiction texts linked to poems of study with a focus of developing contextual knowledge. Quotation recall.

Year 10

	Autumn		Spring		Summer							
	TERM 1 (7 WEEKS)	TERM 2 (8 WEEKS)	TERM 3 (6 WEEKS)	TERM 4 (6 WEEKS)	TERM 5 (6 WEEKS)	TERM 6 (7 WEEKS)						
Unit of Study	<p style="text-align: center;">Victims and Villains</p> <p>TEXT STUDY: Jekyll and Hyde. Range of Non-Fiction articles.</p> <p>WRITING: to describe</p> <p>CORE SKILL: Applying context and interpreting deeper meaning.</p> <p>CORE KNOWLEDGE: Stevenson's world and life in the Victorian era. Concept of the Victorian Gentleman.</p>		<p style="text-align: center;">Power of the Natural World</p> <p>TEXT STUDY: Nature cluster of poems from anthology. Unseen poems and unseen comparison.</p> <p>WRITING: to inform/explain (letter or diary entry)</p> <p>CORE SKILL: Comparison. How to approach unseen poetry.</p> <p>CORE KNOWLEDGE: Contextual information related to poets and their works.</p>		<p style="text-align: center;">Mysterious Fiction</p> <p>TEXT STUDY: Range of Fiction extracts. (Girl on the Train, Thunder, Graveyard Book, Women in Black)</p> <p>WRITING: narrative writing</p> <p>CORE SKILL: Language/Structure analysis. Evaluating writer's methods.</p> <p>CORE KNOWLEDGE: How writers use methods for effect.</p>		<p style="text-align: center;">Shakespeare Study</p> <p>TEXT STUDY: Macbeth</p> <p>WRITING: to persuade (article)</p> <p>CORE SKILL: Applying context and tracking key themes/motifs.</p> <p>CORE KNOWLEDGE: 16th C political and religious unrest. Societal expectations and gender roles. The Divine Right of Kings and beliefs surrounding witchcraft.</p>		<p style="text-align: center;">Your Voice. Have your say!</p> <p>TEXT STUDY: Autobiographical writing and non-fiction articles. (Children, Festivals, Vehicles)</p> <p>WRITING: to inform/explain (speech)</p> <p>CORE SKILL: Synthesis. Inference.</p> <p>CORE KNOWLEDGE: Generic conventions of non-fiction texts.</p>			
Key Vocabulary	Hypocrisy Reputable Façade	Juxtaposition Trust Stereotype	Engulfed Tumultuous Extended Metaphor	Oxymoron Free Verse	Tone Perspective Bias	Rhetoric Courage	Ambition Tyranny Manipulation	Justice Subservient Transgression	Chivalry Truth Service			
Assessment Objectives	AO1 AO2 LIT AO		AO1 AO2 AO3 LIT AO		AO1 AO2 AO3 AO5 AO6		AO1 AO2 AO3 Lit AO		AO1 AO2 AO3 AO4 AO5 AO6 Lit AO			
Assessment	1. Extract based Q on J+H AO1 AO2 LIT AO		2. Literature knowledge test.		3. Unseen poetry (Q1)		4. Language Paper 1 Q4		5. Macbeth extract Q AO1 AO2 LIT AO		6. Spoken Language Assessments 7. English Language Paper 2 AO1 AO2 AO3 AO4 AO5 AO6	
SMSC and Big Questions	<p>Good and evil exist in every single human being. Both versions live inside of us, only the evil side is repressed by society. Do you agree?</p> <p>What does it mean to be a respectable person? Is it possible to feel some sympathy for a fictional villain? Can you always live a sincere life? Is good and evil intertwined within us all? Good and evil. These basic elements cannot be separated. Do you agree? Do you think we all learn from our mistakes? Should we ever stop scientific development? Should we always be encouraged to push the boundaries of knowledge and aspire to know more even if it comes at great cost, or should we remain thankful for the knowledge we already have? Is it ever a 'good' thing to give in to one's desires?</p>		<p>Is nature or nurture to blame for innate fear?</p> <p>What would you tell another parent whose child wanted to join the army? Is <i>the</i> kamikaze a pointless sacrifice? What is an identity? Is it an important aspect of a person's life? Explain your ideas. Is patriotism something that inspires or controls us? Discuss. Can we form opinions of a person's character by looking at their appearance?</p>		<p>Relationships are not meant to be perfect, nor be everlasting. Do you agree?</p> <p>Being assertive is to affirm and support oneself. Do you agree? Should you always say what you feel and do what you think? Should we always hide the truth? Is a society that puts all its emphasis on providing people with a superficial sense of happiness the correct way to live?</p>		<p>Can you ever be truly forgiven for the sins of your past?</p> <p>Does ambition corrupt lives? Do we have control of our free will? Can anybody be manipulated? Does crime ever pay? Can we be influenced by supernatural forces? Is fate a force outside of your control that makes things happen?</p>		<p>Is there such thing as freedom of speech?</p> <p>Do you feel sympathy for the parents in the extracts we've read? Why? Why not? Are technological advancements always a positive contribution to the development on society? Explain your ideas. Is a work/life balance important? Explain your ideas.</p>			
Career Links	<p>Communication: Pupils taught to understand the importance of good communication and why this is important in the world of work. Pupils to learn how the use of linguistic devices and techniques in the classroom can be applied to the workplace. Pupils to developing an understanding of why listening is an important skill for success in the wider world of work. Pupils also encouraged to develop confidence in their ability to speak publicly and why this is an important skill for success in any workplace.</p>											



	<p>Formality: Pupils to learn how to utilise appropriate formality in their speech and writing. Pupils taught to understand the importance of using appropriate formality in the wider world.</p> <p>Creativity: Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p>Textual analysis: Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p>Critical Thinking and Problem Solving: Pupils encouraged to consider where they can use critical thinking in the world of work. Pupils given opportunities to explore cultural and societal issues in their studies. Pupils to apply their understanding of these issues to the world of work and explore how they can solve such problems if they occur in the workplace.</p> <p>Managing emotions: Pupils encouraged to explore how to manage differences of opinion constructively through debate. Pupils encouraged to think about how they would manage different emotions/opinions within the workplace. Pupils to explore why empathy, understanding and tolerance are important skills in the wider world of work.</p> <p>Evaluation and Reflection: Pupils encouraged to recognise how evaluating skills can be applied outside the classroom in the wider world of work. Pupils are encouraged to consider the importance of self-evaluation and reflection and how this can be beneficial in the workplace. Pupils to explore how being self-reflective can help them manage problems and find solutions in the workplace.</p>				
Homework	Non-fiction texts linked to topic of study developing a link to real world issues and contextual knowledge. Quotation recall.	Poetry quotation recall. Skills revision – comparison.	Literature texts – quotation recall. Skills revision – analysis/ evaluation. Spelling, vocabulary. Using sentences/ paragraphs for effect.	Spoken Language preparation. Quotation recall and revision. Reading extracts linked to play to develop contextual knowledge.	Spoken Language preparation. Writing to purpose. Vocabulary and spelling.



Year 11

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	Autumn			Spring		Summer	
	TERM 1 (7 WEEKS)	TERM 2 (8 WEEKS)		TERM 3 (6 WEEKS)	TERM 4 (6 WEEKS)		
Unit of Study	Exploring Fiction TEXT STUDY: Range of fiction extracts. (Rosabel, Hartop, Mr Fisher) WRITING: Creative Writing (narrative and descriptive) CORE SKILLS: Evaluation of writer's methods. Language and Structure Analysis. CORE KNOWLEDGE: How to respond to different skills questions. (Paper 1)	Exploring Non-Fiction TEXT STUDY: Autobiographical writing and non-fiction articles. (Homelessness, Boats, Surfboards) WRITING: to express a viewpoint (argue, persuade, explain, inform) CORE SKILL: Synthesis. Inference. Language Analysis. Comparison. CORE KNOWLEDGE: How to respond to different skills questions (Paper 2)	Poetry Study TEXT STUDY: Poetry from Power and Conflict Anthology. Range of unseen poems. WRITING: essay writing skills. CORE SKILL: Poetry Comparison. CORE KNOWLEDGE: Thematic links between poems in the Power and Conflict Cluster. How to approach an unseen poem.	Modern Drama TEXT STUDY: An Inspector Calls. WRITING: essay writing skills. CORE SKILL: Linking quotations to evidence a wider appreciation for messages within the play. CORE KNOWLEDGE: Thematic knowledge. Priestley's wider political messages presented in the play.	19th Century Literature TEXT STUDY: Jekyll and Hyde WRITING: essay writing skills. CORE SKILL: Applying contextual knowledge. CORE KNOWLEDGE: Thematic knowledge. Stevenson's intentions. Social and historical context.	Shakespeare Study TEXT STUDY: Shakespeare's Macbeth. WRITING: essay writing skills. CORE SKILL: Quotation recall. Essay planning. CORE KNOWLEDGE: Thematic knowledge. Character development. Shakespeare's wider messages. Social and historical context.	Exam Revision (Bespoke week by week schedule based on knowledge and skills gaps)
Key Vocabulary	Metaphorical Literal Connotations Evokes Alludes	Perspective Sarcasm Autobiographical Liberal Conservative	Enjambment Caesura Volta Assonance Sibilance Extended Metaphor	Pivotal moment Polemic Penitent Altruistic Obstinate	Ubiquitous Morality Duplicity Subconscious Metamorphosis	Antithesis Hubris Nihilistic Emasculate Hamartia	
Assessment Objectives	AO1 AO2 AO4 AO5 AO6	AO1 AO2 AO3 AO5 AO6	AO1 AO2 AO3 LIT AO	AO1 AO2 LIT AO	AO1 AO2 LIT AO	AO1 AO2 LIT AO	
Assessment	1. General Literature knowledge test	2. PPEs. English Language Paper 1 and Paper 2.	3. Poetry Knowledge Test	4. Literature Paper 2 (AIC, Conflict Poetry, Unseen Poetry)	5. Literature Paper 1 (Macbeth and Jekyll & Hyde)	GCSEs	
SMSC and Big Questions	Does your age change your perspective on the world? How have generations changed over time? How are relationships important to people's sense of self-worth? Empathy isn't something that can be taught, it is something that is either you have, or you don't. Do you agree? Is it important to always share your opinion with others?		Can one person make a big difference? Greed is the cause of conflict. To what extent do you agree? Peace is an idealistic principle that will never be achieved. Do you agree?	Can we overcome adversity? Charity begins at home. Explain. Discrimination will always exist because society will never be equal. Discuss.	Is it ever acceptable to keep a secret? Double standards still exist today. To what extent do you agree? Every person should have a right to individual expression, no matter its effect on others. Do you agree?	Are good and evil intertwined within us all? Is there ever such a thing as a 'good' lie? Is it ever a 'good' thing to abandon long standing beliefs? Does guilt really exist? Is fate predetermined? Are all examples of 'evil' punished in the world of the play? Does the play have a 'happy' ending?	
Career Links	Communication: Pupils taught to understand the importance of good communication and why this is important in the world of work. Pupils to learn how the use of linguistic devices and techniques in the classroom can be applied to the workplace. Pupils to developing an understanding of why listening is an important skill for success in the wider world of work. Pupils also encouraged to develop confidence in their ability to speak publicly and why this is an important skill for success in any workplace. Formality: Pupils to learn how to utilise appropriate formality in their speech and writing. Pupils taught to understand the importance of using appropriate formality in the wider world. Creativity: Pupils to learn how creative skills can be transferred from the classroom to the wider world of work. Textual analysis: Pupils to learn how developing analytical skills are important for success in the workplace.						



	<p>Critical Thinking and Problem Solving: Pupils encouraged to consider where they can use critical thinking in the world of work. Pupils given opportunities to explore cultural and societal issues in their studies. Pupils to apply their understanding of these issues to the world of work and explore how they can solve such problems if they occur in the workplace.</p> <p>Managing emotions: Pupils encouraged to explore how to manage differences of opinion constructively through debate. Pupils encouraged to think about how they would manage different emotions/opinions within the workplace. Pupils to explore why empathy, understanding and tolerance are important skills in the wider world of work.</p> <p>Evaluation and Reflection: Pupils encouraged to recognise how evaluating skills can be applied outside the classroom in the wider world of work. Pupils are encouraged to consider the importance of self-evaluation and reflection and how this can be beneficial in the workplace. Pupils to explore how being self-reflective can help them manage problems and find solutions in the workplace.</p>					
Homework	Reading homework – range of fiction and non-fiction texts to support skills revision. Literature texts – quotation recall. Writing for purpose.	Poetry quotation recall. Skills revision – comparison.	Quotation recall. Skills revision - applying contextual knowledge and essay writing skills.	Quotation recall. Writing to express a viewpoint linked to text of study.	Reading homework – extracts linked to play to develop contextual knowledge.	Bespoke tasks to support revision.