

	Term 1		Term 2		Term 3		
<b>Year 7 Theme: Heroes and Villains</b>	<b>Heroes and villains – from mythical to modern</b>		<b>The power of place</b>		<b>The art of persuasion</b>		
We introduce pupils to the classical origins of literature, language and debate. We teach them to make perceptive inferences about characters, settings and events, and to think carefully about the effects of vocabulary and imagery – both in their reading and in their own writing.	<ul style="list-style-type: none"> <li>• Greek Myths – short stories</li> <li>• Poetic recreations from Ovid to Duffy</li> <li>• Sporting biography/autobiography</li> <li>• “Alter Egos” narrative writing</li> </ul>		<ul style="list-style-type: none"> <li>• Shakespeare: “The Tempest”</li> <li>• Nature poetry</li> <li>• Travel literature</li> <li>• Writing about place</li> </ul>		<ul style="list-style-type: none"> <li>• Rhetoric – persuasive speech extracts from ancient to modern</li> <li>• Stevenson: “Treasure Island”</li> <li>• History of English and language change</li> <li>• Persuasive writing</li> </ul>		
<b>Assessment</b>	<b>Writing: description of a transformation</b>	<b>Reading: heroes/villains comparison</b>	<b>Writing: description of a place</b>	<b>Reading: “The Tempest” extract question</b>	<b>Writing: persuasive speech</b>	<b>Year 7 knowledge test</b>	
<b>Year 8 Theme: Outsiders</b>	<b>Romeo and Juliet</b>		<b>Romanticism and the Gothic</b>		<b>A Victorian childhood</b>		
We explore how literature developed in response to the birth of the modern age. We teach pupils to step “outside” a text and to consider writers’ intentions and the influence of literary and historical contexts. This is complemented by a focus on writing for different purposes in a range of genres.	<ul style="list-style-type: none"> <li>• Shakespeare: “Romeo and Juliet”</li> <li>• Sonnets and love poetry</li> <li>• Newspaper writing</li> </ul>		<ul style="list-style-type: none"> <li>• Romantic Poetry</li> <li>• The Gothic: “Frankenstein”, “Dracula”, “Jekyll and Hyde”</li> <li>• Narrative Writing</li> </ul>		<ul style="list-style-type: none"> <li>• Victorian novel: Dickens: “Oliver Twist”/Brontë: “Jane Eyre”</li> <li>• Non-fiction texts about childhood/school</li> <li>• Descriptive Writing</li> </ul>		
<b>Assessment</b>	<b>Reading: evaluation question on Romeo</b>	<b>Writing: Romeo and Juliet newspaper article</b>	<b>Reading: poetry analysis</b>	<b>Writing: gothic narrative</b>	<b>Writing: description in the style of...</b>	<b>Year 8 knowledge test</b>	
<b>Year 9 Theme: Conflicts</b>	<b>Divided worlds: the turbulent Twentieth Century</b>		<b>Civil rights</b>		<b>Characters, connections and conflicts across time – synoptic unit</b>		
We learn how the canonical culture studied in years 7 and 8 was challenged in the 20 <sup>th</sup> century by conflict, upheaval and the emergence of previously marginalised voices. We explore the role of readers in making meaning and how this can give rise to “conflicts” of interpretation. Similarly, our writing focuses more closely on audience and how we can influence the reader.	<ul style="list-style-type: none"> <li>• War Poetry</li> <li>• WW1 non-fiction (letters, diaries, articles, etc.)</li> </ul>		<ul style="list-style-type: none"> <li>• Dystopian fiction extracts</li> <li>• Descriptive Writing</li> </ul>		<ul style="list-style-type: none"> <li>• fiction and non-fiction extracts about slavery, race, oppression and equality</li> <li>• Poetry from other cultures</li> <li>• Steinbeck: “Of Mice and Men” / Lee: “To Kill a Mockingbird”</li> <li>• Argument Writing</li> </ul>		<ul style="list-style-type: none"> <li>• Literature &amp; non-fiction extracts grouped by theme</li> <li>• Recreations imaginative Writing</li> <li>• Spoken Language Presentations</li> </ul>
<b>Assessment</b>	<b>Reading: war poetry comparison</b>	<b>Writing: dystopian school story opening</b>	<b>Writing: argument writing</b>	<b>Reading: novel extract and whole text question</b>	<b>Reading: extract comparison</b>	<b>Year 9 knowledge test</b>	

	Term 1		Term 2		Term 3	
Year 10 THEMES	Language Paper 1	Lit P1: A Christmas Carol	Language Paper 2	Lit P2: Modern Texts	Lit P2: poetry	Exam Revision
In year 10, we begin our study of AQA English Literature and AQA English Language GCSEs. We study the bulk of the literature texts this year, building on the analytical skills and contextual knowledge developed over KS3. The curriculum is carefully sequenced to allow us to make links between the different units – for example, by using C19 non-fiction texts to provide context to <i>A Christmas Carol</i> , or by using poetry as a stimulus for imaginative writing. We also make use of interleaving and regular recap lessons to ensure learning is committed to long-term memory.	<u>Core study:</u> <ul style="list-style-type: none"> <li>Unseen C20/21 fiction extracts: language, structure, evaluation</li> <li>Descriptive &amp; narrative writing</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Poetry: <i>Prelude, Storm on the Island</i></li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Dickens: <i>A Christmas Carol</i></li> <li>Victorian context: Lang P2 style non-fiction extracts</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Lang P1 feedback and improvement</li> <li>Poetry: <i>London, Emigrée</i></li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Unseen C19/20/21 non-fiction extracts: inference, language, comparison</li> <li>Transactional writing</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li><i>Christmas Carol</i> feedback and improvement</li> <li>Poetry: <i>Charge of the Light Brigade, War Photographer</i></li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Golding: <i>Lord of the Flies</i>/Priestley: <i>An Inspector Calls</i></li> <li>Literary &amp; historical contexts</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Lang P2 feedback and improvement</li> <li>Poetry: <i>Exposure, Bayonet Charge, Remains</i></li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Anthology poems: <i>Poppies, Kamikaze, Checking out me history</i></li> <li>Unseen poetry</li> <li>Comparison skills</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Modern texts feedback and improvement</li> <li><i>A Christmas Carol</i></li> <li>Lang P1 style writing questions</li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Golding: <i>Lord of the Flies</i>/Priestley: <i>An Inspector Calls</i></li> <li>Anthology poetry</li> <li>Unseen poetry</li> </ul> <u>Additional:</u> <ul style="list-style-type: none"> <li>Imaginative writing feedback and improvement</li> <li>Spoken language presentations</li> </ul>
Assessment	Language Paper 1 full mock exam	Christmas Carol exam question	Language Paper 2 full mock	Modern texts exam question	Language Paper 1 imaginative writing task	Literature Paper 2 full mock exam
Year 11 THEMES	Macbeth	Lit P1: Macbeth & A Christmas Carol revision	Language Paper 1 & 2 revision	Revision: all units	Revision: all units	
In year 11, we revisit all of the previous units and teach the most challenging literature text: Shakespeare's "Macbeth". We focus more closely on exam preparation in this year and give pupils plenty of practice assessment experience – indeed, pupils will sit mock examinations of all 4 GCSE papers. We continue to make links between the units and use interleaving and recap lessons. This intensifies after the Christmas break, when we cycle more rapidly through the units and adapt teaching schedules to the needs or gaps identified through assessment.	<u>Core study:</u> <ul style="list-style-type: none"> <li>Shakespeare: <i>Macbeth</i></li> <li>Context: tragic hero, feudalism, James I</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Lit P2 feedback and improvement</li> <li>Language paper 1 reading and writing revision</li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Lessons organised around themes</li> <li>Making revision resources</li> <li>Exam skills</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Lang P1 feedback and improvement</li> <li>Poetry: <i>Ozymandias, Tissue, My Last Duchess</i></li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Focus on language, structure, evaluation and comparison questions</li> <li>Imaginative and transactional writing</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Lit P1 feedback and improvement</li> <li>Modern Texts</li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Modern texts</li> <li>Anthology poetry</li> <li>Unseen poetry</li> <li>Interleaved study of all units</li> <li>At this stage classes can be reorganised based around pupil needs</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Lang P2 feedback and improvement</li> </ul>	<u>Core study:</u> <ul style="list-style-type: none"> <li>Interleaved study of all units</li> <li>At this stage classes can be reorganised based around pupil needs</li> </ul> <u>Interleaving:</u> <ul style="list-style-type: none"> <li>Lit P2 feedback and improvement</li> </ul>	
Assessment	Language Paper 1 full mock exam	Literature Paper 1 full mock exam	Language Paper 2 full mock exam	Literature Paper 2 full mock exam		

