

# Year 9

	<b>Autumn</b> (6 weeks & 8 weeks)	<b>Spring</b> (6 weeks & 6 weeks)	<b>Summer</b> (6 weeks & 7 weeks)		
<b>Language</b>	<b>Deserted</b> (Creative writing unit linked to LOTF) <ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Sentences for effect</li> <li>• Vocabulary</li> <li>• Creating atmosphere</li> <li>• Using structural devices for effect</li> </ul>	<b>Exploring Fiction</b> (Paper 1 skills – Hunger Games and Lovely Bones) <ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Structure analysis</li> <li>• Writer's ideas</li> <li>• Evaluating methods</li> </ul>	<b>Discrimination</b> (linked to AIC)  <i>Writing to express a viewpoint (argue and persuade)</i>	<b>The Power of Words</b> (linked to AIC) <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Writing with a moral in mind</li> <li>• Political allegories</li> <li>• Using metaphors</li> <li>• Memory to narrative</li> </ul>	<b>Exploring 19<sup>th</sup> Century</b> (bridging unit to Y10) <ul style="list-style-type: none"> <li>• Introduction to life in 19<sup>th</sup> C</li> <li>• Popular writers and their political concerns</li> <li>• Analysis of extracts from 19<sup>th</sup>C texts</li> <li>• Context</li> <li>• Independent study</li> </ul>
Assessment Objectives	AO5 AO6	AO1 AO2 AO3 AO4	AO5 AO6	AO5 AO6	AO1 AO2 Lit AO
<b>Literature</b>	<b>Modern Literature</b> (Lord of the Flies) <ul style="list-style-type: none"> <li>• Inference</li> <li>• Language / Structure analysis</li> <li>• Contextual influences</li> <li>• Writer's ideas/evaluating methods</li> <li>• Speaking &amp; Listening</li> </ul>	<b>AQA Conflict Poetry</b> (Conflict cluster) <ul style="list-style-type: none"> <li>• Inference</li> <li>• Language analysis</li> <li>• Structure analysis</li> <li>• Writer's ideas</li> <li>• Contextual influences</li> </ul>	<b>Modern Play</b> (An Inspector Calls) <ul style="list-style-type: none"> <li>• Conventions of genre</li> <li>• Features of drama</li> <li>• Plot, character, key themes</li> <li>• Language analysis</li> <li>• Writer's ideas</li> <li>• Contextual influences</li> </ul>	<b>AQA Conflict Poetry</b> (Power cluster) <ul style="list-style-type: none"> <li>• Inference</li> <li>• Language analysis Structure analysis</li> <li>• Writer's ideas</li> <li>• Contextual influences</li> <li>• Comparison</li> </ul>	
Assessment Objectives	AO1 AO2 AO4 Lit AO	AO1 AO2 AO3 Lit AO	AO1 AO2 AO4 Lit AO		AO1 AO2 AO3 Lit AO
<b>Assessment</b>	1. Descriptive writing AO5+AO6 WC 28 <sup>th</sup> Sept  2. LOTF extract based Q AO1 AO2 LIT AO WC 9 <sup>th</sup> Nov  3. Speaking and Listening (linked to LOTF) Group debate. WC 7 <sup>th</sup> Dec	4. Poetry analysis AO1 AO2 WC 18 <sup>th</sup> Jan	5. English Language Paper 1 exam (Q1-4) AO1 AO2 AO4 WC 22 <sup>nd</sup> Feb/1 <sup>st</sup> March	6. AIC extract-based Q AO1 AO2 LIT AO WC 3 <sup>rd</sup> May	7. Narrative writing AO5 AO6 WC 7 <sup>th</sup> June  8. Poetry Comparison AO1 AO2 AO3 WC 5 <sup>th</sup> July
SMSC	<b>Lord of the Flies</b> 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? Do you believe that every society should conform to rules? Why do we need rules and leaders? 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?	<b>Hunger Games - Lovely Bones</b> 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? Should we always forgive? Do you think we can ever heal from a traumatic experience? <b>Conflict Poetry</b> 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?	<b>An Inspector Calls</b> Do you think Mrs Birling has the right to morally discriminate against Eva Smith? Explain your ideas. Woman in society - inferior to men. 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 we use socialism to prevent such tragedies and devastation in the future? Does Capitalism have a morally destructive impact on people's lives? Eric is the only character who commits an actual criminal offence, but he is arguably the family member we empathise with the most. Do you agree? Linking characters to the 7 deadly sins. Why do you think Priestley made a moralistic play and not just a political one?	<b>19<sup>th</sup> Century Texts</b> Was the desire to adapt institutions (child labour) rather than to destroy them ethical at the start of the 19 <sup>th</sup> century? Women were considered physically weaker yet morally superior to men in the 19 <sup>th</sup> Century. Do you agree? <b>Conflict Poetry</b> 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.	
Career Links	<b>Communication:</b> 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><b>Formality:</b> 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><b>Creativity:</b> Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p><b>Textual analysis:</b> Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p><b>Critical Thinking and Problem Solving:</b> 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><b>Managing emotions:</b> 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	Sentences for effect Vocabulary	Structural devices Writing tasks	Language Revision	Poetry Revision	AIC Revision Writing tasks	Independent Study linked to 19 <sup>th</sup> C Literature	

Year 10					
	Autumn (6 weeks & 8 weeks)	Spring (6 weeks & 6 weeks)	Summer (6 weeks & 7 weeks)		
<b>Language</b>	<b>Freedom of Speech</b> (linked to J+H context) <ul style="list-style-type: none"> <li>Exploration of democracy, human rights</li> <li>Historical and modern-day censorship</li> <li>Independent study</li> <li>Speaking and Listening - debate</li> <li>GCSE Spoken Language preparation</li> </ul>	<b>Exploring Non-Fiction: Paper 2 Section A</b> (Children and Festivals) <ul style="list-style-type: none"> <li>Synthesis</li> <li>Language analysis</li> <li>Writer's ideas and viewpoints</li> <li>Comparing methods</li> </ul>	<b>Writing to Express a Viewpoint</b> (linked to AIC) <ul style="list-style-type: none"> <li>Writing to persuade (article)</li> <li>Writing to argue (speech)</li> <li>Writing to inform/explain (letter)</li> </ul>	<b>Exploring Fiction: Paper 1</b> (Thunder and Girl on the Train) <ul style="list-style-type: none"> <li>Information retrieval</li> <li>Language analysis</li> <li>Structure analysis</li> <li>Writer's ideas</li> <li>Evaluating methods</li> <li>Creative Writing</li> </ul>	
Assessment Objectives	AO3 AO4	AO1 AO2 AO3 AO4	AO5 AO6	AO1 AO2 AO3 AO4	AO5 AO6
<b>Literature</b>	<b>19<sup>th</sup> Century Fiction</b> (Jekyll and Hyde) <ul style="list-style-type: none"> <li>Recap of context</li> <li>Features of genre/conventions of Gothic</li> <li>Inference</li> <li>Plot, character, key themes</li> <li>Language / Structure analysis</li> <li>Contextual influences</li> <li>Writer's ideas/evaluating methods</li> </ul>	<b>AQA Conflict Poetry</b> (Conflict revision and Comparison) <ul style="list-style-type: none"> <li>Inference</li> <li>Language analysis Structure analysis</li> <li>Writer's ideas</li> <li>Contextual influences</li> <li>Comparing methods and ideas</li> </ul>	<b>An Inspector Calls Revisited</b> <ul style="list-style-type: none"> <li>Character and plot revision</li> <li>Detailed key theme exploration: Generations.</li> </ul>	<b>Macbeth Revisited</b> <ul style="list-style-type: none"> <li>Character and plot revision</li> <li>Detailed key theme exploration: Power</li> </ul>	<b>AQA Conflict and Unseen Poetry</b> (Power revision and comparison) <ul style="list-style-type: none"> <li>Inference</li> <li>Language analysis</li> <li>Structure analysis</li> <li>Writer's ideas</li> <li>Contextual influences</li> <li>Unseen comparison</li> </ul>
Assessment Objectives	AO1 AO2 AO3 AO4	AO1 AO2 AO3 AO4	AO1 AO2 AO3	AO1 AO2 AO3	AO1 AO2 AO3 AO4 AO5 AO6
<b>Assessment</b>	1. Extract based Q on J+H AO1 AO2 LIT AO WC 12 <sup>th</sup> Oct	2. Literature knowledge test WC 23 <sup>rd</sup> Nov  GCSE Sp. Language assessment deadline. WC 7 <sup>th</sup> /14 <sup>th</sup> Dec	3. Poetry knowledge test WC 5 <sup>th</sup> Jan  4. English Language Paper 2 Q2 and Q3 AO1 AO2 WC 1 <sup>st</sup> Feb	5. AIC unseen essay Q AO1 AO2 LIT AO WC 8 <sup>th</sup> March  6. Writing to argue (speech) AO5 AO6 WC 29 <sup>th</sup> March (GCSE Sp. Language mop up)	7. Literature knowledge test WC 26 <sup>th</sup> Apr  8. Macbeth extract Q AO1 AO2 LIT AO WC 10 <sup>th</sup> May  9. English Language Paper 1 Exam AO1-AO6 WC 7 <sup>th</sup> June – 21 <sup>st</sup> June  10. Unseen Poetry comparison AO1 AO2 AO3 WC 5 <sup>th</sup> July
SMSC	<b>Jekyll and Hyde</b> 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 exist in every single human being. Both versions live inside of us, only the evil side is repressed by society. Do you agree? 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?	<b>Non-Fiction</b> Do festivals have a social impact on the surrounding communities? How do parents influence children's moral development?  <b>Conflict Poetry</b> What would you tell another parent whose child wanted to join the army? Is the kamikaze a pointless sacrifice? Is nature or nurture to blame for innate fear? 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.	<b>Viewpoint</b> Being assertive is to affirm and support oneself. Do you agree? Should you always say what you feel and do what you think?  <b>An Inspector Calls</b> Can Edwardian England be viewed as a moral society? How can the Birlings be considered moral when they commit cardinal sins? Is the play more of a political play or a moralistic one? Discuss. Priestley made this play to encourage change. Did he achieve his objective? What issues did he present that arguably we still see today?	<b>Macbeth</b> 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? Can you ever be truly forgiven for the sins of your past?	<b>Fiction GOTT /Thunder</b> Relationships are not meant to be perfect, nor be everlasting. Do you agree? 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?  <b>Unseen/Conflict</b> Can we form opinions of a person's character by looking at their appearance? Is nature or nurture to blame for innate fear?
Career Links	<b>Communication:</b> 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><b>Formality:</b> 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><b>Creativity:</b> Pupils to learn how creative skills can be transferred from the classroom to the wider world of work.</p> <p><b>Textual analysis:</b> Pupils to learn how developing analytical skills are important for success in the workplace.</p> <p><b>Critical Thinking and Problem Solving:</b> 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><b>Managing emotions:</b> 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><b>Evaluation and Reflection:</b> 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	Independent Study linked to Freedom of Speech  Spoken Language Preparation	Jekyll and Hyde revision tasks  Spoken Language Preparation	Language Paper 2 tasks  Poetry Revision	Writing tasks  An Inspector Calls Revision	Language Paper 1 Revision  Macbeth Revision	Poetry Revision

# Year 11

	Autumn (6 weeks & 8 weeks)		Spring (6 weeks & 6 weeks)		Summer (6 weeks & 7 weeks)					
<b>Language</b>	<b>Exploring Non-Fiction: Paper 2</b> (Homelessness and Vehicles) <ul style="list-style-type: none"> <li>Information retrieval</li> <li>Synthesis</li> <li>Language analysis</li> <li>Writer's ideas and viewpoints</li> <li>Comparing methods</li> </ul>		<b>Exploring Fiction: Paper 1 Revision</b> (Rosabel and Alex Cold) <ul style="list-style-type: none"> <li>Information Retrieval</li> <li>Language analysis</li> <li>Structure analysis</li> <li>Evaluating writer's methods</li> </ul>		<b>Crafting your Writing</b> <ul style="list-style-type: none"> <li>Creative writing (descriptive and narrative)</li> <li>Writing to express a viewpoint: argue, persuade, advise, explain. (Letters, articles, speeches etc.)</li> </ul> <b>Language Revision</b> (Transferable skills) <ul style="list-style-type: none"> <li>P1 Q2 and P2 Q3</li> <li>P1 Q4</li> <li>P2 Q2</li> <li>P2 Q4</li> </ul>					
Assessment Objectives	AO1 AO2 AO3 AO4 AO5 AO6		AO1 AO2 AO4 AO5 AO6		AO5 AO6					
<b>Literature</b>	<b>J+H / ACC Revisited</b> <ul style="list-style-type: none"> <li>Character, plot, quotes</li> </ul> <i>Detailed theme exploration:</i> <ul style="list-style-type: none"> <li>J+H – Victorian Gentleman and Duality</li> <li>ACC – Redemption and Greed</li> </ul>		<b>An Inspector Calls Revisited</b> <ul style="list-style-type: none"> <li>Character, plot, quotes</li> </ul> <i>Detailed theme exploration:</i> <ul style="list-style-type: none"> <li>Discrimination and Generations</li> </ul>		<b>Macbeth Revisited</b> <ul style="list-style-type: none"> <li>Character, plot, quotes</li> </ul> <i>Detailed theme exploration:</i> <ul style="list-style-type: none"> <li>Power and Kingship.</li> </ul> <b>Unseen Poetry Revision</b> <ul style="list-style-type: none"> <li>Approach to unseen poetry</li> <li>Language analysis</li> <li>Structural analysis</li> <li>Unseen comparison – focus on comparison of methods and ideas</li> </ul>					
Assessment Objectives	AO1 AO2 AO4 LIT AO		AO1 AO2 AO3 AO4 LIT AO		AO1 AO2 LIT AO					
<b>Assessment</b>	1. General Lit knowledge test WC 8 <sup>th</sup> September  2. J+H Essay Q. Vic Gentleman. ACC Essay Q. Redemption. AO1 AO2 LIT AO WC 21 <sup>st</sup> September		3. AIC Essay Q - discrimination AO1 AO2 AO3 LIT AO WC 2 <sup>nd</sup> November  4. PPEs. English Language Paper 1 and Paper 2. AO1 – AO6 WC 30 <sup>th</sup> Nov/7 <sup>th</sup> Dec		5. Macbeth knowledge test. WC 5 <sup>th</sup> January.  6. Macbeth essay Q. AO1 AO2 LIT AO. WC 18 <sup>th</sup> January.  Spoken Language Deadline. WC 8 <sup>th</sup> Feb					
SMSC	Charity begins at home. Explain. Discrimination will always exist because society will never be equal. Discuss.		Can we overcome adversity?		Is 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?					
Career Links	<b>Communication:</b> 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. <b>Formality:</b> 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. <b>Creativity:</b> Pupils to learn how creative skills can be transferred from the classroom to the wider world of work. <b>Textual analysis:</b> Pupils to learn how developing analytical skills are important for success in the workplace.									
	<b>Exam Revision</b> (Bespoke week by week schedule based on gaps)									

	<p><b>Critical Thinking and Problem Solving:</b> 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><b>Managing emotions:</b> 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><b>Evaluation and Reflection:</b> 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	An Inspector Calls Revision Language Paper 2	Poetry Revision Language Paper 1	Jekyll and Hyde Revision Writing tasks	Macbeth Revision Language Revision		