

Key Stage 3: Year 7

<p>Term 1: <i>'The Bone Sparrow'</i></p>	<p>Overall Curriculum Goals - developing the following Big Ideas: <i>Diversity in society</i></p> <ul style="list-style-type: none"> • Exploration of identity, culture, society, and diversity • Reading and debating issues from: poetry around the world, modern refugee crisis, Shakespeare's world • Reading polemical non-fiction around real world issues 													
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 12809	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	Introduction to 'The Bone Sparrow'	Understanding of refugees and how this relates to the context of the novel	Reading of Chapters 2 & 3	Assessment – comprehension, inference, and analysis question based on key extract	Feedback on assessment	Reading Chapters 11 & 12	Reading of Chapter 16	Introduction to writing with a focus on: visual details, colour	Reading Chapters 18-20, use chapters as models for writing	Read up to Chapter 21	Reading up to Chapter 24	Assessment – character description	Feedback lesson(s) based around redrafting process	Using dialogue for effect
<p>Key Vocabulary/Concepts/ideas</p> <p>Half Term 1: Reading of 'The Bone Sparrow' focusing on character analysis Key vocabulary: Refugee, immigration, freedom, human rights, oppression, authority, agency, repression, independence, belonging, characters, narrative, characterisation, narrator and perspective</p> <p>Half Term 2: Character description using 'The Bone Sparrow' as stimulus Translucent, Azure, Whistling, Stirring, Scraping, Creaking, Snarling, Clenching, Battering, Moaning, Turquoise, Adjectives, Adverbs, Metaphor, Personification, Sensory language</p>														
<p>Term 2: <i>'Poetry from around the world'</i></p> <p>Year 7 English (sharepoint.com)</p>	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03		
	Introduction to poetry	Consolidating understanding of 'identity'	Understanding the Windrush Generation	Assessment – questions on 'Search for My Tongue' (mix of comprehension, feature spotting and analysis)	Feedback on assessment	Study of 'How to Make a Cardboard Box Disappear in 10 Steps' – analysis of poetic structural devices	What does it mean to compare?	Comparison and close reading of 'Still I Rise' and 'In My Country'	Furthering comparative skills through 'Not My Business' and 'Two Scavengers...'	Assessment – Comparative questions on 'Island Man' and 'Jamaican British' (mix of quotation selection, inference and longer analysis question)	Feedback on assessment	Speaking and listening		
	Understanding of how to read poetry (through close reading of 'How To Eat A Poem')	Close reading and analysis of 'Lament for Syria'	Apply this understanding to 'Call to the Motherland'	After assessment – Close reading of 'Search for My Tongue', generating ideas for feedback lesson(s)	Importance of accents and dialect to identity	Close reading of 'Half Caste' and introduction of 'Six O'Clock News'	Forming comparative statements	Understanding of what prejudice is and how this is presented in society	Developing a comparative argument using collaborative writing in class	Interleaved writing skills – using a poem to plan and write a narrative	Close reading of 'Refugee Mother and Child', using knowledge from Term 1 to interpret a new poem.	Slam and performance poetry		
<p>Key Vocabulary/Concepts/ideas</p> <p>Half Term 3 Key vocabulary: diversity, representation, disparity, dignity, status, enlighten, vilify, disdain, detached, culture Poetic devices: dialect, phonetically, enjambment, stanza, alliteration, rhyme, personification, poetic voice, sibilance, metaphor, simile</p> <p>Half Term 4 Key vocabulary: diversity, representation, disparity, dignity, status, enlighten, vilify, disdain, detached, culture Poetic devices: dialect, phonetically, enjambment, stanza, alliteration, rhyme, personification, poetic voice, sibilance, metaphor, simile</p>														
<p>Term 3: <i>Introduction to Shakespeare – Romeo and Juliet.</i></p>	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07		
	Reading of play's prologue	Reading of Act 1, Scene 1	Introduction to Romeo – understanding that Romeo is a construct used by Shakespeare	Assessment – comprehension questions followed by longer analytical question	Assessment feedback – begin to understand features of essay writing	Close reading of Act 3, Scene 1 and analyse this climactic point in the play	Exploring Elizabethan attitudes to women	Explore the relationship between Juliet and the Nurse – how does this compare to Juliet's relationship with her mother?	Analysis of Juliet and Capulet's relationship – students to make connections between historical context and play	Assessment – writing a persuasive speech using the play as a springboard	Feedback on assessment – focus on redrafting process	Recap of sonnet from with specific focus on love sonnets		
	Knowledge of 'Shakespeare's world'	Focus on the character of Tybalt and how does Shakespeare presents this character	Analysis of natural imagery used by Romeo	Continued understanding/development of Tybalt's character	Close reading of Romeo and Juliet's first scene	Explore the presentation of Tybalt as a tragic hero	Close reading of scenes with Juliet and Lady Capulet – explore how Shakespeare presents the patriarchy	Understanding of rhetorical devices	Begin to understand the structure of speeches using real life models	Understanding of marriages – arranged and forced, apply this knowledge to the play	Close reading of Romeo and Juliet's death	Identification of common themes across the play and Shakespeare's sonnets		
<p>Key Vocabulary/Concepts/ideas</p> <p>Half Term 5 Key vocabulary: unrequited love, society/societal, destiny, fate, melodramatic, grudge, villain, hatred, enmity, discord, characterisation, Shakespeare, prologue, soliloquy, oxymoron</p> <p>Half Term 6 Key vocabulary: Patriarchal, matriarchal, gender, inferior, feminism, suicide, inequality, suppression, feud, grudge, speech, emotive, persuasive, triplet, audience</p>														
<p>CIAG</p> <p>In year 7, pupils are taught specific skills that can be applied to jobs such as investigating and finding evidence, writing in formal styles in different forms and for purposes. Also, we have a heavy focus on enhancing cultural capital knowledge so that they learn about the world around them.</p>														

Key Stage 3: Year 8

<p>Term 1: <i>'Oliver Twist'</i></p> <p>Year 8 English (sharepoint.com)</p>	<p>Overall Curriculum Goals - developing the following Big Ideas: <i>Struggle for survival</i></p> <ul style="list-style-type: none"> • Exploring 'big ideas' such as: inequality, prejudice, class, and gender • Reading and debating issues using the texts as a springboard for ideas 													
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 12809	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	Exploration of Victorian era: stereotypes, poor laws, social class system, Dickens' life	Further understanding of context: workhouses, lack of charity, child labour	Assessment - comprehension questions, inference questions and one analysis question based on a key extract.	Close reading of extracts on Nancy and Rose to comment on how women are represented in the novel	Feedback on assessment – teacher to address gaps in skills	Focus on reading the novel and comprehend overarching themes: crime and punishment, greed, purity in a corrupt society	Commenting on structural features	Understanding of narrative writing	Using 'The Six P's' as a planning structure	Assessment – writing up of longer draft of narratives	Feedback: workshopping – students to reflect on assessments and make improvements based on teacher feedback	Further editing of narratives with focus on creating a narrative ending	Final write up of narrative	Speaking and listening exercise based on the ethical issues around 'Oliver Twist'
<p>Close reading of Chapter 1 consider how Oliver fits in to the</p> <p>Consideration of how Noah is presented as a charity boy – comment on</p> <p>Introduction to Fagin and analysis of</p> <p>Comment on how Dickens</p> <p>Explore Dickens's use of narrative perspective</p>														
<p>Building blocks of writing: 'The Six P's'</p> <p>Students introduced to their assessment task</p> <p>Students to write a basic short draft of their narrative</p> <p>Using extracts from 'A Kestrel'</p> <p>Using sensory language for effect</p> <p>Final reflection of</p>														

stereotypes present in contemporary society	how Dickens uses language to create this character	Dickens's presentation of his character	uses descriptive devices to shape meaning Pupils to practice writing layers of analysis					Introduction to success criteria Reading of 'Names Nombres' as a model for narrative writing	Twist' as a model Crafting vocabulary and language devices to create desired tone	for a Knave' and Dickens's descriptions of Sowerberry's to use a model for varying sentence length			narrative writing
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Key Vocabulary/Concepts/Ideas

Half Term 1
Key vocabulary: Dickens, workhouses, Victorian, stereotypes, companionship, victimisation, starvation, superficial, social class system, deprivation.

Half Term 2
Key vocabulary: Narrative, protagonist, structure, arc, characterization, contrast, dialogue, pathetic fallacy, atmosphere, exposition
Challenge: Internal, development, motif, dénouement, cliché

This scheme is based on ideas from Jennifer Webb's 'Teach Like A Writer', in particular, Jacob Ross's chapter on writing and redrafting short stories.

Term 2: 'Blood Brothers' Year 8 English (sharepoint.com)	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03
	Understanding of the play's key context: family, social class, and gender Presentation of working class in Liverpool	Close reading of the play's prologue Introduction to Mrs Johnstone, analysis of how far she adheres to the stereotypes of working classes Read play to finding out Mrs J is pregnant again	Assessment – retrieval, comprehension, and one longer analysis question based on the start of the play Exploration of inequality in the play – how Russell presents this through Mrs J & Mrs Lyons Consider authorial purpose Importance of the milkman in the play Continue reading to Page 30	Feedback on assessment – teacher to plug specific gaps with focus on structure of final, analytical question Read from Page 20 – 30, analysis of relationship between Mickey and Edward Introduction and understanding of theme: nature vs nurture	Exploration of violence in the play, and link to Russell's presentation of class in the play Read the rest of Act 1 Close reading of the Policeman scenes, students to recognise prejudice in society	Begin reading Act 2 Relationship between education and poverty Analysis of Russell's use of language to portray characters Zoom in and analyse key words Analysis of structure	Read play to end of Page 70 Comment on how Mickey and Edward have changed Close reading of Linda, making links to play's context Understanding role of a journalist	Read to page 75 by end of week Understanding of bias and social class in the media – how does this relate to the role of a journalist? Analysis of language in an article and how this influences readers	writing the introduction to newspaper report Read from Page 75 to the end of the play Using facts to manipulate a reader, identifying this in models	Feedback on assessment – focus on redraft of introduction Plan and write first draft of newspaper report using feedback to feedforward (1000 words)	Writing effective headlines Assessment – Cut and redraft article to 500 words in timed conditions Writing an effective newspaper report using point of view Analysis and practise using biased language	Writing effective headlines

Key Vocabulary/Concepts/Ideas

Half Term 3
Key vocabulary: abandon, inequality, nurture, superstition, expletives, social class, dramatic irony, climax, microcosm, imperative, declarative, interrogative, stage directions, cyclical, chronological

Half Term 4
Key vocabulary: Bias, editing, journalism, sensationalism, hyperbole, expert opinion,, exaggeration, report

Term 3: 'Of Mice and Men'	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07
	Key historical context and authorial purpose Exposure to plot overview and key themes Analysis of the initial description of setting – students should comment on Steinbeck's use descriptive devices	Developing understanding of context with focus on American Dream Presentation of George and Lennie, students will comment on relationship between the two characters	Assessment – extract from Chapter 2, inference and analysis questions (focus on language use) Description of settings, link to the ranch as a microcosm for America as a whole Developing two layers of analysis through word level analysis	Feedback on assessment – teachers to develop students analytical responses Comment on structural devices used by Steinbeck: foreshadowing, foreboding, motif, contrast Consider Steinbeck's use of contrasting characters as devices in the novel	Close reading of Curley, comments on masculinity in contemporary era Comment on how Steinbeck builds the narrative to a climactic point	Close analysis of themes throughout the novel at this point, for example, violence in the novel Read Chapter 3 and explore the role of Curley's wife, analyse Steinbeck's language use to bring this character to life	Reading of Chapter 3, exploration of discrimination in the novel Comprehension of contemporary newspaper articles on migrant workers and treatment of women in 1930s America to make links to the novel Identifying features of newspaper writing including non-fiction perspective	Close reading of Chapter 4, analysis of Crooks Understanding of what Crooks symbolises in the novel and America as a whole at the time the novel was set through reading of newspaper articles (to be compared with modern day) Analysis of Steinbeck's use of language to describe setting in Chapter 4	Continued reading of Chapter 4, explore how Steinbeck has created and presented vulnerable characters (focus on Crooks and Curley's wife) Develop understanding of how to differentiate between newspaper articles and reports	Assessment – writing a newspaper article based on the events of the novel Students will make use of features of non-fiction writing to evoke reactions in their reader	Feedback on assessment – redrafting based on feedback given Students will ensure their articles make use of rhetorical language to meet the purpose of the form – a newspaper article Begin reading the end of the novel, consider how Steinbeck has structured the narrative	Feedback on assessment – redrafting based on feedback given

Key Vocabulary/Concepts/Ideas

Half Term 5
Key vocabulary: colloquial language, transience, characterisation, foreshadowing, precarious, ominous, discrimination, loneliness, motif, poverty, migrant, inference, embedded quotation, tension

Half Term 6
Key vocabulary: prejudice, non-fiction, contemporary, inferior, sympathy, emotive language, direct address, anecdote, repetition, rhetorical question, third-person, underdog, injustice, patriarchy, disability

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In year 8, our curriculum focuses on teaching pupils skills of report writing and delivering news reports, specifically what a job of a journalist entails. We also focus on writing like a short story writer, ensuring pupils understand the skill of drafting, cutting and redrafting of the writing process.

Key Stage 3: Year 9

Term 1 'Hamlet'	Overall Curriculum Goals - developing the following Big Ideas: Heroes and Villains														
	<ul style="list-style-type: none"> Exploration of 'big ideas' such as: oppression, disparities, and other worlds Development of analytical and critical voice through reading seminal texts (Shakespeare, Gothic, and dystopian literature) 														
WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 28/09	WC 05/10	WC 12/10	WC 19/10	WC 26/10	WC 02/11	WC 09/11	WC 16/11	WC 23/11	WC 30/11	WC 07/12	WC 14/12
Ghosts in Literature Reading of poetry as a way in to the play Recap of Shakespeare's world	Close reading of Act 1, Scene 1 & Scene 5 – role of the Ghost Introduction to major and minor characters	Role of Hamlet – introduction to the role of a tragic hero Analysis of key quotations from the play	Overview of the whole plot Reading of the Ghost's final appearance in Act 4 Hamlet's soliloquy in Act 3, Scene 1	Assessment – explore how Shakespeare has used the Ghost Third and final Ghost seen – Shakespeare's description of the Ghost	Feedback on assessment Explore Hamlet's relationship with his mother	Second family in the play – the importance and presentation of Ophelia in the play	Recap plot of the play Analysis of Hamlet's first soliloquy Introduction to rhetoric	Hamlet's second soliloquy in Act 1, Scene 5 Understanding the purpose of speeches through real life examples	Using emotive language as a persuasive device Using Hamlet's soliloquy as a model for rhetorical devices	Introduction to the structure of speeches Analysis of 'To Be or Not To Be' speech – does Hamlet use rhetorical devices?	Assessment writing a persuasive speech Using Emma Watson's speech as a model for speaking to an audience	Feedback on assessment Analysis of Hamlet's final soliloquy	Speaking and listening - using rhetoric in a debate		
Half Term 1 Key Vocabulary: grief, turmoil, avenge, rhetoric, perspective, indecision/indecisive, regicide, conspiracy, contrived, hypocrisy, soliloquy						Half Term 2 Key Vocabulary: Misconception, parallel(s), vacillates, subterfuge, historical, duplicitous, psychological, narrative, invective, berate, genre, renaissance, cliché, hamartia									

Key Vocabulary/Concepts/Ideas

WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03
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Term 2: <i>'Dystopian Literature Year 9 English</i> (sharepoint.com)	Introduction to dystopia and its key conventions	Introduction to structure (Language Paper 1, Question 3)	Focus on 'Fahrenheit 451' extract	Close reading of 'The Maze Runner' extract	Assessment – analysis of language and structure in 'The Handmaid's Tale' (structure broken down to key questions)	Feedback on assessment	Recap of narrative arc, using 'Hamlet' to plot	Introducing setting and character in narrative opening	First draft of narrative opening	Assessment – write a dystopian narrative opening	Responding to feedback – focus on redrafting against specific targets	Students to practise analysis skills on their own writing – how have I used language/structure to create an effective dystopian opening?
	Chapter 1, 'The Hunger Games'	Apply this knowledge to extract from '1984', also use this extract to make inferences	Bradbury's presentation of censorship and control in dystopian society	Recap of structure in a text – develop understanding of structural methods	After assessment – close reading of another 'The Handmaid's Tale' extract, how Atwood used setting to reflect the oppression in the novel?	Close reading of 'Nought and Crosses', identify and comment on Blackman's use of contrasts in the novel	Narrative hooks in 'The Giver' and '1984'	Relationship between a narrative and descriptive piece of writing	Use narrative arc to plan events	Developing tension, mood, and atmosphere in writing		
			Bradbury's use of language and structure throughout the extract	How has Dashner used to build tension?				Creating imagery through sensory language	Using features of dystopian literature in writing			
Key Vocabulary/Concepts/ideas												
Half Term 3 Key vocabulary: Totalitarianism, Censorship, Dictatorship, Oppression, Suppression, Authority, Rebellion, Intimidation, Protagonist, Antagonist, Structure, Narrative perspective, cyclical structure, linear structure, narrative focus						Half Term 4 Key vocabulary: Despondent, Catastrophe, Dilapidated, Obscured, Weathered, Distorted, Impressionable, Dauntless, Formidable, Exasperated, Intrepid, Susceptible, Eradicated, Debilitated, Vehemence						
Term 3 <i>'Jekyll and Hyde'</i>	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07
	Introduction to the Gothic genre	Exploring the narrative voice of Utterson and authorial choice	Reading of Chapter 3 & 4	Assessment – analysis of Stevenson's use of language to create a gothic setting	Feedback on assessment – identification of creating a more analytical response	Reading of Chapter 7	Recap of features of gothic setting	Understanding of pathetic fallacy	Boundaries and concealment in Gothic writing	Focus on using sentence forms for effect	Assessment – describing a Gothic setting	Feedback on assessment focussing on redrafting
	Analysis of the opening to the novel in terms of gothic conventions	Using inference skills to read and understand Chapter 1	Symbolism and duality in the novel	Reading of Chapter 5 – comparison with Chapter 1 & 2	Reading Chapter 6 and commenting on the characterisation of Lanyon	Commenting on religious imagery in the novella versus scientific imagery	Reading of Chapter 8	Re-reading of Chapter 4 as a model for descriptive gothic writing	Extract from 'A Christmas Carol' to explore these themes	Reading of Chapter 9 and 'Dracula' extract to compare how writers use pace in writing	Using features of gothic writing in assessment	Reading of final Chapter of novel
Key Vocabulary/Concepts/ideas												
Half Term 5 Key vocabulary: gothic, pious, degenerate, hypocritical, symbolic, unreliable, limited, duality, juxtaposition, repression, motif, visceral, unorthodox, allegory, atavism						Half Term 6 Key vocabulary: barbaric, extinguished, furtively, impenetrable, incongruous, macabre, morose, opaque, shrouded, transcendent, tempest, cadaverous, furtively, pervade, sequestered, surreptitiously						

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We teach skills linked to jobs such as working cooperatively, researching and finding evidence, communicating with others effectively.

Key Stage 4: Year 10

Term 1	Overall Curriculum Goals - developing the following Big Ideas: <ul style="list-style-type: none"> Exploring class, gender, conflict, and wealth inequality in society as represented in literature. Enjoy reading and to develop a critical style. Increasing expertise in analytical extended writing. Approaching fiction and non-fiction texts with confidence in analysis and critical evaluation skills. Creating writing that is highly engaging and shows high levels of technical accuracy. Confidence and clarity in speech. 													
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 12809	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	Introduction to 'An Inspector Calls'	The opening of the play.	First impressions of Birling's character and his role in Eva's suicide	Act 2 and developing exam skills	Mrs. Birling's character.	Act 3- The final verdict and ending of the play	The younger generation in the play and their purpose.	Symbolic significance of Eva Smith.	Introduction to 'A Christmas Carol'	Stave 1	Marley's ghost and charity collectors	First of the Spirits	Second of the Spirits	Last Spirit and end of the novella
Key Vocabulary/Concepts/ideas														
Half Term 1: English Literature - An Inspector Calls by Priestley Socialism, Capitalism, morality, privilege, condensation, bombastic, blinkered, haughty, exploitative, patriarchal, responsibility, bourgeoisie, hierarchy, patronising, dramatic irony.						Half Term 2: English Literature – A Christmas Carol by Dickens Benevolence, charity, misanthropic, ignorant, allegory, parable, symbolism, omniscient, stave, phantom, jovial, penitence, society, humility, humanity.								
Term 2	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03		
	Introduction to English Language Paper 1	Analysis of structural choices	Critical evaluation and analysis	Developing exam skills and responding to section A of Paper 1	Revision of Paper 1 section A and assessment feedback	Bespoke to each class based on gaps in assessment. Section A, Paper 1 Language	Revision of 'A Christmas Carol'	Supernatural in A Christmas Carol	Introduction to Conflict poetry.	Conflict Poetry	The effects of war on civilians in Remains and Poppies.	War Photographer		
	Language analysis	Formative assessment	Evaluation of writer's methods	Assessment			Stave 5 – importance of the ending	Importance of Scrooge's transformation	Unseen approach	Charge of the Light Brigade	Remains	Revision of all five poems.		
Key Vocabulary/Concepts/ideas														
Half Term 3: English Language Paper 1, Section A Linear, non-linear, dual, cyclical, exposition, flashback, shift, motif, semantics, pathos, lexical, narrative, tension, climactic, visualise.						Half Term 4: English Literature – revision of A Christmas Carol and Unseen Poetry Compare, contrast, oppressive, corrupt, tyranny, narcissism, intimidation, patriotism, monologue, imagery, enjambment, sibilance, sonnet, connotation, caesura.								
Term 3	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07		
	Introduction to Paper 2, English Language	Summarising of non-fiction texts	Language analysis of non-fiction	Understanding writers' viewpoints.	Comparing similarities and differences in texts	Revision of Section A, Paper 2. Each class to focus on gaps identified from assessment	Context of Jacobean era.	Act 1 – first impressions of Macbeth and Lady Macbeth	Relationship between Macbeth and Lady Macbeth	Act 3 and Banquo's death.	Act 4 – Macbeth's descent into a tyrant	Act 5 – Lady Macbeth's madness		
	Approaches to reading non-fiction.	Comparison and making inferences	Revision of questions 1, 2 and 3	Comparing writers' viewpoints	Assessment		Introduction to Macbeth	Role of the witches	Guilt and Duncan's murder	Development of Macbeth's character	Assessment	End of the play- kingship and loyalty		
Key Vocabulary/Concepts/ideas														
Half Term 5: English Language Paper 2, Section A - Writers' Viewpoints and Perspectives. Persuasion, rhetoric, ethos, pathos, logos, emotive, analytical, sophisticated, formal, anecdote, imperative, statistics, pronouns, anaphora, antistrophe.						Half Term 6: English Literature – Macbeth by Shakespeare Regicide, Machiavellian, patriarchal, motif, tragic hero, protagonist, tragedy, conflicted, soliloquy, aside, treason, sacrifice, ambition, heroic, hamartia								

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Key Stage 4: Year 11: Main changes- due to exam content changes Term 1 will no longer be conflict anthology poetry and replaced with Macbeth and unseen poetry skills (in mainstream lessons).

English has an additional 2 lessons a fortnight for recovery curriculum and these will be used to revise Language Paper Skills in Term 1 and unseen poetry in Term 2.

Term 1	Overall Curriculum Goals - developing the following Big Ideas:														
	<ul style="list-style-type: none"> • Exploring class, gender, conflict, and wealth inequality in society as represented in literature. • Enjoy reading and to develop a critical style. • Increasing expertise in analytical extended writing. • Approaching fiction and non-fiction texts with confidence in analysis and critical evaluation skills. • Creating writing that is highly engaging and shows high levels of technical accuracy. • Confidence and clarity in speech. 														
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 28/09	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12	
	Context of Shakespeare's world	First impressions of the witches and Macbeth	Development of Macbeth's character.	Guilt and its effect on Macbeth and Lady Macbeth	Act three plot understanding	Act 4 and Macbeth's descent into a tyrant.	Act 5 – Lady Macbeth's death.	Kingship	English Literature:						
	Plot and character	Significance of the opening of the play	His presentation as a tragic hero	Relationship between Macbeth and Lady Macbeth	Development of the character of Macbeth	Use of assessment to address gaps with individual class.	End of the play and the importance of the cyclical structure.	Exploring Shakespeare's message about ambition.	Paper 1 and 2 targeted review of gaps in knowledge.	Paper 1 and 2 targeted review of gaps in knowledge.	Paper 1 and 2 targeted review of gaps in knowledge.	Paper 1 and 2 targeted review of gaps in knowledge.	Paper 1 and 2 targeted review of gaps in knowledge.	Paper 1 and 2 targeted review of gaps in knowledge.	Paper 1 and 2 targeted review of gaps in knowledge.
	Assessment				Assessment										
	Key Vocabulary/Concepts/ideas														
	Half Term 1: English Literature - Macbeth Regicide, Machiavellian, patriarchal, motif, tragic hero, protagonist, tragedy, conflicted, soliloquy, aside, treason, sacrifice, ambition, heroic, hamartia						Half Term 2: English Literature- revision on An Inspector Calls, A Christmas Carol and Macbeth Persuasion, rhetoric, ethos, pathos, logos, emotive, analytical, sophisticated, formal, anecdote, imperative, statistics, pronouns, anaphora, antistrophe.								
	Term 2: <i>Year 11 classes may deviate from this scheme as QLA from mock exams will dictate a bespoke curriculum.</i>	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03		
		QLA data to be used for individualised, bespoke teaching of gaps in knowledge identified. Two Language lessons and three literature lessons	QLA data to be used for individualised, bespoke teaching of gaps in knowledge identified. Two Language lessons and two literature lessons	QLA data to be used for individualised, bespoke teaching of gaps in knowledge identified. Two Language lessons and three literature lessons	QLA data to be used for individualised, bespoke teaching of gaps in knowledge identified. Two Language lessons and two literature lessons.	Language Paper 1 revision: Q4	Language Paper 2 revision: Q4	Language Paper 1 revision: Q5	Language Paper 2 revision: Q5	Revision of Language Paper 2	Revision of Language Paper 2	Exam skills revision for both Language Papers	Exam skills revision for both Literature Papers.		
Literature revision: Supernatural in ACC		Literature revision: Poverty in ACC	Literature revision: Gender in AIC	Literature revision: Power in Macbeth	Literature revision: Unseen Poetry	Literature revision: Generational differences in AIC									
Half Term 3: English Language and Literature revision Topic sentence, analysis, critical evaluation, cyclical structure, linear structure, resolution, climax, analytical clauses, evaluative language,						Half Term 4: English Language and Literature revision Evaluative vocabulary to enhance essay writing: ultimately, shrewdly, cleverly, effectively, the most prominent..., prominently, significantly, blatantly, successfully, the most significant...									
WC 19/04		WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07			
Key Vocabulary/Concepts/ideas															
Half Term 5						Half Term 6									

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