

Key Stage 3: Year 7

<p>Term 1: Anchor: <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 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 1/11	WC 8/11	WC 15/11	WC 22/11	WC 29/11	WC 6/12	WC 13/12	
	<p>Creative Writing Camp: Superheroes</p> <p>Introductory writing unit building on skills developed in primary school.</p> <p>Students will work collaboratively to craft interesting sentences. Work this week will build towards a scaffolded piece of writing.</p>	<p>Creative Writing Camp: Superheroes</p> <p>Students will look at excellent examples of descriptive writing in preparation for an extended independent writing task.</p> <p>CTG</p>	<p>Introduction to 'The Bone Sparrow'</p> <p>Exploration of the importance of stories</p>	<p>Developing comprehension skills</p> <p>Which themes are emerging so far?</p>	<p>Characterisation of Eli and Harvey</p> <p>Reading of Chapters 8-10</p> <p>CTG</p>	<p>Developing skills of analysis through word level analysis</p> <p>Comprehension, inference, and analysis question based on key extract</p>	<p>How do characters change over the course of a novel?</p> <p>Tracking of a change in tone in the novel</p> <p>Computing</p>	<p>Exploring imagery in writing</p>	<p>How do writers describe their characters? How can I use this as a model for my own writing?</p> <p>CTG</p>	<p>How can I use sensory language to create a specific effect?</p>	<p>Understanding of figurative language – how to write effective similes and metaphors</p>	<p>Close reading of how Fraillon uses figurative language effectively</p> <p>CTG</p>	<p>Transferring descriptive writing skills to writing the opening to a character led narrative</p>	<p>Further understanding of narrative arc – writing climax and turning point</p>	
	<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: Anchor: <i>'Poetry from around the world'</i></p>	WC 03/01	WC 10/01	WC 17/01	WC 24/01	WC 31/01	WC 07/02	14/02	WC 28/02	WC 07/03	WC 14/03	WC 21/03	28/03	04/04	
		<p>Mini-travel writing unit: Students will think about interesting locations from around the world and will then practise their descriptive writing skills. High-quality models will be used.</p>	<p>Mini-travel writing unit: Students will explore high quality examples of travel writing and will then practise their analysis skills.</p> <p>CTG</p>	<p>Introduction to poetry</p> <p>Understanding of how to read poetry (through close reading of 'How To Eat A Poem')</p>	<p>Consolidating understanding of 'identity'</p> <p>Close reading and analysis of 'Lament for Syria'</p> <p>Students will use knowledge gained in term one (re: being a refugee) to access a new poem</p>	<p>Understanding the Windrush Generation</p> <p>Apply this understanding to 'Call to the Motherland'</p> <p>Analysis of presentation of identity through the poem</p>	<p>Close reading of 'Search for My Tongue'</p> <p>Explore the writer's intentions</p> <p>CTG</p>	<p>Importance of accents and dialect to identity</p> <p>Close reading of 'Half Caste' and introduction of 'Six O'Clock News'</p>	<p>What does it mean to compare?</p> <p>Forming comparative statements</p> <p>Close reading of 'My Lover Is A Woman' – identity and sexuality</p>	<p>Comparison and close reading of 'Still I Rise' and 'In My Country'</p> <p>Understanding of what prejudice is and how this is presented in society</p> <p>CTG</p>	<p>Furthering comparative skills through 'Not My Business' and 'Two Scavengers...'</p> <p>Developing a comparative argument using collaborative writing in class</p>	<p>Comparative questions on 'Island Man' and 'Jamaican British' (mix of quotation selection, inference and longer analysis question)</p> <p>CTG</p>	<p>Close reading of 'Refugee Mother and Child', using knowledge from Term 1 to interpret a new poem.</p> <p>CTG</p>	<p>Speaking and listening</p> <p>Slam and performance poetry</p>	
		<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: Anchor: <i>Romeo and Juliet.</i></p>	WC 25/04	WC 02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/06	WC 27/06	WC 04/07	WC 11/07	WC 18/07	
<p>Reading of play's prologue</p> <p>Knowledge of 'Shakespeare's world'</p> <p>Introduction to Shakespearean form (iambic pentameter, blank verse)</p>			<p>Reading of Act 1, Scene 1</p> <p>Focus on the character of Tybalt and how Shakespeare presents this character – close language analysis</p> <p>CTG</p>	<p>Introduction to Romeo – understanding Romeo's purpose as a character</p> <p>Analysis of natural imagery used by Romeo</p>	<p>Analysing the development of Tybalt's character</p> <p>CTG</p>	<p>Close reading of Romeo and Juliet's first scene</p> <p>Analysis of imagery, focus on religion, love, and fate</p> <p>Close reading of Act 3, Scene 1 and analyse this climactic point in the play</p> <p>Explore the presentation of Tybalt as a tragic hero</p>	<p>Exploring Elizabethan attitudes to women</p> <p>Close reading of scenes with Juliet and Lady Capulet – explore how Shakespeare presents the patriarchy</p> <p>Understanding of how rhetoric can be used</p>	<p>Explore the relationship between Juliet and the Nurse – how does this compare to Juliet's relationship with her mother?</p> <p>CTG</p>	<p>Analysis of Juliet and Capulet's relationships – students to make connections between historical context and play</p> <p>Begin to understand the structure of speeches using real life models</p>	<p>Writing a persuasive speech using the play as a springboard</p> <p>Understanding of marriages – arranged and forced, apply this knowledge to the play</p>	<p>Feedback on assessment – focus on redrafting process</p> <p>Close reading of Romeo and Juliet's death</p>	<p>Tracking themes across the play</p> <p>Slow-writing of an extended essay</p> <p>CTG</p>	<p>Recap of key knowledge from Terms 1 and 2</p>		
<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>								

Careers Education Information, Advice and Guidance

In term 3, students will consider routes into the world of theatre. Students will take on the role of a director and will consider how they would stage their own scenes. They will also gain a greater understanding of careers involved in writing, production, staging and costuming. We aim to ensure all students can experience a visit by a theatre company in term 3 with time taken to discuss the different careers available in the sector and routes taken by real professionals.

Personal Development

Through the choice of texts, we aim to provide opportunities for students to develop key ideas around respect, community, mutual understanding and helping others in society. We investigate moral and ethical dilemmas and through structured discussion, provide space for students to share their own opinions. Our text choices aim to foster an appreciation of the diverse communities that make up a cohesive United Kingdom.

Key Stage 3: Year 8

Term 1: Anchor: Blood Brothers by Willy Russell	Overall Curriculum Goals - developing the following Big Ideas: <i>Struggle for survival</i> <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 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 1/11	WC 08/11	WC 15/11	WC 22/11	WC 29/11	WC 06/12	WC 13/12
	Mini-unit Shakespearean Sonnets Recapping poetic devices from Year 7. Conventions of the sonnet form.	Mini-unit Shakespearean Sonnets Exploration of Sonnet 18 and Sonnet 130 CTG	Understanding of the play's key context: family, social class, and gender Close reading of the play's prologue	How is inequality presented through the characters of Mrs Johnstone and Mrs Lyons? Writing monologues from the perspective of characters.	Which themes are emerging in the play? CTG	How is violence presented and how does this link to Russell's views on social class?	What is the relationship between education and poverty? Exploring how contrast is used as a writer's method.	Tracking themes across the play Why have Mickey and Edward's lives taken such a different route?	Extended writing: analytical essay CTG	Understanding of bias and social class in the media – how does this relate to the role of a journalist? Using facts to manipulate a reader, identifying this in models	Analysis of language in an article and how this influences readers	Plan and write first draft of newspaper report CTG	Writing to inform – writing a newspaper article about the tragic death of Mickey and Eddie	Writing to Persuade: debating controversial topics
	Key Vocabulary/Concepts/ideas													
Half Term 1 Key vocabulary: abandon, inequality, nurture, superstition, expletives, social class, dramatic irony, climax, microcosm, imperative, declarative, interrogative, stage directions, cyclical, chronological							Half Term 2 Key vocabulary: Bias, editing, journalism, sensationalism, hyperbole, expert opinion, exaggeration, report							
Term 2: Anchor: Who We Are: Fiction & Non-fiction Anthology of diverse voices	WC 03/01	WC 10/01	WC 17/01	WC 24/01	WC 31/01	WC 07/02	14/02	WC 28/02	WC 07/03	WC 14/03	WC 21/03	28/03	04/04	
	How is language used to....? Autobiographical writing	How do writers use literature to convey a message? CTG	How is language used to make change happen?	Why is representation important? Can we create diverse worlds in our stories that represent our local community?	How have speeches from prominent figures created change in society?	How are features of rhetoric used in a variety of texts? What is the writer trying to achieve? CTG	Can we use features of rhetoric to construct our own persuasive speeches?	Can I craft an interesting and descriptive hook to my persuasive letter? How do we use statistics, anecdotes and counter-arguments to build an argument?	What would we want to celebrate about our local area? What would we like to change? Can we write a convincing a letter to be sent to an MP to express our viewpoint? CTG	How is poetry used to convey a marginalised person's perspective?	How are poetic devices used? Analytical writing.	Essay writing week. Drafting and re-drafting. CTG	Can I craft my own poem which expresses my personal viewpoint about a given topic?	
	Key Vocabulary/Concepts/ideas													
	Half Term 3 Key vocabulary: inclusive, marginalised, values, alienated, conformity, discrimination, ideology, inferiority, xenophobia, autobiographical, perspective, anaphora, descriptive hook, rhetoric, ethos, logos, pathos							Half Term 4 Key vocabulary: vehemently, opposition, abhorrent, repugnant, provocative, supportive, descriptive hook, counter-argument, anecdote, statistic						
Term 3: Anchor: Oliver Twist by Charles Dickens	WC 25/04	WC 02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/06	WC 27/06	WC 04/07	11/07	18/07		
	Exploration of Victorian era: stereotypes, poor laws, social class system, Dickens' life How is Oliver's character presented at the start of the novel?	Further understanding of context: workhouses, lack of charity, child labour Consideration of how Noah is presented as a charity boy – comment on how Dickens uses language to create this character CTG	Developing inference and analysis skills. Introduction to Fagin and analysis of Dickens' presentation of his character	Close reading of extracts on Nancy and Rose to comment on how women are represented in the novel Comment on how Dickens uses descriptive devices to shape meaning CTG	Exploration of theme of identity in the novel	Focus on reading the novel and comprehending overarching themes: crime and punishment, greed, purity in a corrupt society Commenting on structural features Exploring Dickens' use of narrative perspective	Close analysis of extracts (extended essay) Speaking and listening exercise based on the ethical issues around 'Oliver Twist' CTG	Narrative writing: "The Six Ps of Writing"	Reading of 'Names Nombres' as a model for narrative writing Exploration of pace and tone in a narrative using Chapter 9 'Oliver Twist' as a model	Using extracts from 'A Kestrel for a Knave' and Dickens' descriptions of Sowerberry to use as a model for varying sentence length	Further editing of narratives with focus on creating a narrative ending Using sensory language for effect CTG	Develop understanding of how to 'grow' a character throughout a narrative		
	Key Vocabulary/Concepts/ideas													
	Half Term 5 Key vocabulary: Dickens, workhouses, Victorian, stereotypes, companionship, victimisation, starvation, superficial, social class system, deprivation.						Half Term 6 Key vocabulary: Narrative, protagonist, structure, arc, characterization, contrast, dialogue, pathetic fallacy, atmosphere, exposition Challenge: Internal, development, motif, dénouement, cliché							

Careers Education Information, Advice and Guidance

In year 8, our curriculum focuses on teaching students the skills of report writing and delivering news reports. Students take an in-depth look at the role of a journalist and routes into this career. In term 2, students also learn how to pitch their idea to an 'editor' before beginning the journalistic process.

Personal Development

In term 1, students consider the ways in which our society is organised and whether or not they believe this to be just and moral. Students are given the opportunity to formulate their own viewpoint and to critique and challenge beliefs held by others. They gain a greater understanding of the impact governments can have on inequality in society and the ways in which we can utilise democracy to make change happen.

In term 2, students will consider how we each have an individual voice and how we can take pride in what makes us uniquely us. Students will consider what makes the locality unique and we will celebrate our Middletonian identity.

Key Stage 3: Year 9

<p>Term 1 Anchor: William Shakespeare's Hamlet</p>	<p>Overall Curriculum Goals - developing the following Big Ideas: <i>Heroes and Villains</i></p> <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) 													
	WC 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 01/11	WC 08/11	WC 15/11	WC 22/11	WC 29/11	WC 06/12	WC 13/12
	Ghosts in Literature Recap of Shakespeare's world	Introduction to major and minor characters	Conventions of a tragic hero Developing skills of analysis CTG	How are characters used to convey ideas/beliefs?	How are the ghosts described? What is their significance?	Exploring relationships in the play	Character study: what is the significance of Ophelia's character? CTG	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 CTG	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?	Writing a persuasive speech Using Emma Watson's speech as a model for speaking to an audience CTG	Analysis of Hamlet's final soliloquy	Speaking and listening - using rhetoric in a debate
Key Vocabulary/Concepts/ideas														
<p>Half Term 1 Key Vocabulary: grief, turmoil, revenge, rhetoric, perspective, indecision/indecisive, regicide, conspiracy, contrived, hypocrisy, soliloquy</p>						<p>Half Term 2 Key vocabulary: Misconception, parallel(s), vacillates, subterfuge, historical, duplicitous, psychological, narrative, invective, berate, genre, renaissance, cliché, hamartia</p>								
<p>Term 2: Inspirational people (non-fiction) Anchors: Protest and Conflict Poetry</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		
	How do writers express their viewpoint? How have attitudes towards ability/disability changed over time? Extracts about Nick Vujicic (first person) and John Merrick (third person).	Summarising and inferring meaning. Extracts: Florence Nightingale (first person) and an online article about the nursing sector. CTG	Close language analysis skills Extract: Anne Frank's Diary Writing to Argue	Comparing viewpoints Extract: Oscar Wilde's letter regarding the treatment of children in prisons. A first person account (21 st century) of a recent youth offender.	Recap of the Aristotelian triad Images and motifs in a speech Extract: Greta Thunberg's speech CTG	Inspirational Sports People Extract: Marcus Rashford's letter about childhood hunger and Megan Rapinoe's speech about gender equality How do influential people use their platform for positive change?	Masque of Anarchy – Percy Bysshe Shelley The Role of a Poet Context: Peterloo Massacre. Manchester's part in revolutionary change Creative writing based on Peterloo	Dulce Et Decorum Est compared to Who's for the Game? Wilfred Owens and Jessie Pope How did nationalists and patriots express their views differently? CTG	The Manhunt by Simon Armitage How is lineation used by a poet to add meaning through structure?	My Body is a Protest by Richelle Kota How do people use poetry as a way to decry prejudice?	If They Should Come for Us by Fatima Asghar How do marginalised groups speak out using poetry? How is an authentic voice developed? CTG	Let There Be Peace –by Lemn Sissay How is tone developed in poetry?		
	Key Vocabulary/Concepts/ideas						Key Vocabulary/Concepts/ideas							
<p>Half Term 3 Key vocabulary: adversity, catastrophic, conceited, deception/deceptive, inferior, just, narcissistic, rebellious, reckless, wary</p>						<p>Half Term 4 Key vocabulary: abhor, absurd, bewilderment, callous, candour, courageous, empathy, ethically, exposure, nationalism, patriotism, lineation, quatrains, rhyming couplets, enjambment</p>								
<p>Term 3 Anchor: Jekyll and Hyde by Robert Louis Stevenson</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		
	Introduction to the Gothic genre Analysis of the opening to the novel in terms of gothic conventions	Exploring the narrative voice of Utterson and authorial choice Using inference skills to read and understand Chapter 1 CTG	Reading of Chapter 3 & 4 Symbolism and duality in the novel Understanding of characters as symbols	Analysis of Stevenson's use of language to create a gothic setting Reading of Chapter 5 – comparison with Chapter 1 & 2	Reading Chapter 6 and commenting on the characterisation of Lanyon CTG	Reading of Chapter 7 Commenting on religious imagery in the novella versus scientific imagery	Recap of features of gothic setting Reading of Chapter 8 Create success criteria for describing a gothic setting	Understanding of pathetic fallacy Re-reading of Chapter 4 as a model for descriptive gothic writing Reading of poetry to analyse pathetic fallacy in this context Students to use these texts as a model for own writing	Boundaries and concealment in Gothic writing Extract from 'A Christmas Carol' to explore these themes Using Show Don't Tell in writing CTG	Focus on using sentence forms for effect Reading of Chapter 9 and 'Dracula' extract to compare how writers use pace in writing Write first draft of Gothic descriptive piece (prior to assessment)	Using features of gothic writing in assessment	Feedback on assessment focussing on redrafting Reading of final Chapter of novel Comment on the expectations of a Gothic ending – does this contrast with our own expectations? CTG		
	Key Vocabulary/Concepts/ideas						Key Vocabulary/Concepts/ideas							
<p>Half Term 5 Key vocabulary: gothic, pious, degenerate, hypocritical, symbolic, unreliable, limited, duality, juxtaposition, repression, motif, visceral, unorthodox, allegory, atavism</p>						<p>Half Term 6 Key vocabulary: barbaric, extinguished, furtively, impenetrable, incongruous, macabre, morose, opaque, shrouded, transcendent, tempest, cadaverous, furtively, pervade, sequestered, surreptitiously</p>								
Careers Education Information, Advice and Guidance														
<p>In term 2, students explore inspirational figures from the local area and beyond. A close case study of Lemn Sissay will take place charting his career. In addition, students will learn about Marcus Rashford's life, his ambitions and the goals he has which are not football-related.</p> <p>In term 3, students will learn about routes into law. They will explore pathways into law before they take on the role of a lawyer during a mock trial.</p>														
Personal Development														
<p>Students consider significant moral dilemmas this year and are encouraged to debate with others, so that they can develop their confidence. Engaging texts have been selected which provide myriad opportunities for students to hear the views of others and then to reflect upon their own opinions. Ideas around power, democracy, morality and corruption are explored during term 1. In term 2, we aim to develop the character of our young people by inspiring them with the stories of those who have succeeded against the odds. We want our students to live and breathe the academy values: Hard Work, Integrity, Aspiration, Respect.</p>														

Key Stage 4: Year 10

<p>Term 1</p> <p>Week 1 – 3 Literature Lessons, 1 Language lesson</p> <p>Week 2 – 3 Literature lessons, 2 Language lessons</p>	<p>Overall Curriculum Goals - developing the following Big Ideas:</p> <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 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 1/11	WC 08/11	WC 15/11	WC 22/11	WC 29/11	WC 06/12	WC 13/12
	An Inspector Calls Context	Analysis of key quotations	Analysing the Inspector's final speech – the Inspector as a vehicle for the writer's own views	Development of Sheila's character	Gerald's character and attitudes towards gender	Consolidation: Mapping themes across the play – matching key moments/quotations to themes	English Literature Essay practice	A Christmas Carol context	Exploring presentation of key characters	What is the significance of the ghosts?	How do events in the play represent ideas held by the author?	Characters as dramatic vehicles	Tracking themes across the novella	How does Dickens borrow from gothic conventions? Why does he do this?
	English Language Paper 1 skills	Explore the characters of Sheila and Gerald	Mapping tension across the play (tension graph)	Eric's character development	Generational differences – difference between the older and younger characters	English Language Paper 1 skills	English Language Paper 1 skills	English Language Paper 2 skills	How is atmosphere developed?	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	Essay practice	English Language Paper 2 skills
Key Vocabulary/Concepts/ideas														
<p>Half Term 1: English Literature - An Inspector Calls by Priestley</p> <p>Socialism, Capitalism, morality, privilege, condensation, bombastic, blinkered, haughty, exploitative, patriarchal, responsibility, bourgeoisie, hierarchy, patronising, dramatic irony.</p>							<p>Half Term 2: English Literature – A Christmas Carol by Dickens</p> <p>Benevolence, charity, misanthropic, ignorant, allegory, parable, symbolism, omniscient, stave, phantom, jovial, penitence, society, humility, humanity.</p>							
<p>Term 2</p> <p>(HT3):</p> <p>Week 1 – 3 Literature Lessons, 1 Language lesson</p> <p>Week 2 – 3 Literature lessons, 2 Language lessons</p> <p>(HT4):</p> <p>Week 1 – 1 Literature Lesson, 3 Language lessons</p> <p>Week 2 – 1 Literature lesson, 2 Language lessons</p>	WC 03/01	WC 10/01	WC 17/01	WC 24/01	WC 31/01	WC 07/02	14/02	WC 28/02	WC 07/03	WC 14/03	WC 21/03	28/03	04/04	
	Macbeth Context of Jacobean era.	Macbeth Act 1 – first impressions of Macbeth and Lady Macbeth	Macbeth Relationship between Macbeth and Lady Macbeth	Macbeth Act 3 and Banquo's death.	Macbeth Act 4 – Macbeth's descent into a tyrant	Macbeth Act 5 – Lady Macbeth's madness	Macbeth Essay writing	Revision of 'A Christmas Carol'	Supernatural in A Christmas Carol	An Inspector Calls	An Inspector Calls	Unseen poetry	Unseen Poetry	
	Introduction to Macbeth	Role of the witches	Guilt and Duncan's murder	Development of Macbeth's character	English Language Paper 1 skills	End of the play-kingship and loyalty	English Language Paper 1 skills	Stave 5 – importance of the ending	Importance of Scrooge's transformation	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	
	The play's opening.	English Language Paper 1 skills	English Language Paper 1 skills	English Language Paper 1 skills	English Language Paper 1 skills	English Language Paper 1 skills	English Language Paper 1 skills	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	
Key Vocabulary/Concepts/ideas														
<p>Half Term 3</p> <p>Key vocabulary: Regicide, Machiavellian, patriarchal, motif, tragic hero, protagonist, tragedy, conflicted, soliloquy, aside, treason, sacrifice, ambition, heroic, hamartia</p>							<p>Half Term 4</p> <p>Key vocabulary: Bias, editing, journalism, sensationalism, hyperbole, expert opinion,, exaggeration, report</p>							
<p>Term 3</p> <p>Week 1 – 1 Literature Lesson, 3 Language lessons</p> <p>Week 2 – 1 Literature lesson, 2 Language lessons</p>	WC 25/04	WC 02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/06	WC 27/06	WC 04/07	11/07	18/07		
	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 2 skills	English Language Paper 1 skills	English Language Paper 1 skills	Revision of Section A, Paper 2.	Literature texts: key themes	Literature texts: key themes	Unseen poetry	Literature texts: key themes	Literature texts: key themes	Literature texts: key themes		
	An Inspector Calls Revision	An Inspector Calls essay	Macbeth Revision	Macbeth essay	A Christmas Carol revision				Language 1: Section B					
	3 lessons focusing on English Language / 1 lesson focusing on English Literature	3 lessons focusing on English Language / 2 lesson focusing on English Literature		CTG					CTG					
Key Vocabulary/Concepts/ideas														
<p>Half Term 5: English Language Paper 2, Section A - Writers' Viewpoints and Perspectives.</p> <p>Persuasion, rhetoric, ethos, pathos, logos, emotive, analytical, sophisticated, formal, anecdote, imperative, statistics, pronouns, anaphora, antistrophe.</p>							<p>Half Term 6: Consolidation of all vocabulary learnt this year</p>							
Careers Education Information, Advice and Guidance														
<p>In Year 10, students will be introduced to one career each half-term which is related to English in some way. Students will be told about courses on offer at local further education providers.</p>														
Personal Development														
<p>When considering themes across each of our Literature texts, there is ample opportunity for students to consider the viewpoints which influenced our writers. They are then given the time to formulate their own responses. Themes are challenging and students will grapple with what it means to be a true contributing member of the society in which we live. Through the careful selection of Paper 2 (non-fiction) sources, students will once again be able to respond to the views of others, whilst writing to convince others to agree with them.</p>														

Key Stage 4: Year 11:

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 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 01/11	WC 08/11	WC 15/11	WC 23/11	WC 29/11	WC 06/12	WC 13/12	
	Writing to Describe	Context of Shakespeare's world	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:	English Literature:	English Literature:	English Literature:	English Literature:	English Literature:	English Literature:
	Introduction to the context and opening of the play CTG	Plot and character First impressions of the witches and Macbeth Significance of the opening of the play	His presentation as a tragic hero CTG	Relationship between Macbeth and Lady Macbeth	Development of the character of Macbeth CTG	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.	An Inspector Calls targeted review of gaps in knowledge Language Paper 1: Section A CTG	An Inspector Calls targeted review of gaps in knowledge Language Paper 1: Section B	A Christmas Carol targeted review of gaps in knowledge Language Paper 2: Section A CTG	Pa A Christmas Carol targeted review of gaps in knowledge Language Paper 2: Section A	Paper 1 and 2 targeted review of gaps in knowledge. Language Paper 2: Section B CTG	Paper 1 and 2 targeted review of gaps in knowledge.	
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.	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			
	Question Level Analysis data to be used for individualised, bespoke teaching of gaps in knowledge identified. Three Language lessons and two Literature lessons	QLA data to be used for individualised, bespoke teaching of gaps in knowledge identified. Two Language lessons and two Literature lessons CTG	Question Level Analysis data to be used for individualised, bespoke teaching of gaps in knowledge identified. Three Language lessons and two Literature lessons	QLA data to be used for individualised, bespoke teaching of gaps in knowledge identified. Two Language lessons and two Literature lessons. CTG	Language Paper 1 revision: Q4 Literature revision: Supernatural in ACC	Language Paper 2 revision: Q4 Literature revision: Poverty in ACC CTG	Language Paper 1 revision: Q5 Literature revision: Gender in AIC	Language Paper 2 revision: Q5 Literature revision: Power in Macbeth CTG	Revision of Language Paper 2 Literature revision: Unseen Poetry	Revision of Language Paper 2 Literature revision: Generational differences in AIC CTG	Exam skills revision for both Language Papers	Exam skills revision for both Literature Papers. CTG			
	Key Vocabulary/Concepts/ideas														
	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...								
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			
	Question Level Analysis data to be used for individualised, bespoke teaching of gaps in knowledge identified.														
	Key Vocabulary/Concepts/ideas														
Half Term 5 Consolidation of all subject-specific terminology taught across the GCSE course						Half Term 6 Consolidation of all subject-specific terminology taught across the GCSE course									
Careers Education Information, Advice and Guidance															
In Year 11, students continue to be introduced to one career each half-term which is related to English in some way. Students will be told about courses on offer at local further education providers.															
Personal Development															
When considering themes across each of our Literature texts, there is ample opportunity for students to consider the viewpoints which influenced our writers. They are then given the time to formulate their own responses. Themes are challenging and students will grapple with what it means to be a true contributing member of the society in which we live. Through the careful selection of Paper 2 (non-fiction) sources, students will once again be able to respond to the views of others, whilst writing to convince others to agree with them.															

*Big Ideas taken from W Harlen "Principles and Big Ideas of Science Education" 2010