



| Year 9 | Autumn – 1a | Autumn – 1b | Spring – 2c | Spring – 2d | Summer – 3e | Summer – 3f |
|---|--|--|--|--|---|--|
| Content | <u>Modern Text:</u> Lord of the Flies | <u>19th century texts:</u> The Supernatural and ghost stories | <u>19th century text:</u> Oliver Twist | <u>Shakespeare:</u> Macbeth | <u>Explorations in creative reading and writing:</u> Dystopia | <u>Poetry:</u> War cluster and Unseen poetry |
| Skills including links with KS2 (Golden thread) | Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and their contexts. Communicate clearly and imaginatively | Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and the contexts. Communicate clearly and imaginatively | Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and the contexts. Communicate clearly and imaginatively | Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and the contexts. Communicate clearly and imaginatively | Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and the contexts. Communicate clearly and imaginatively | Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and the contexts. Communicate clearly and imaginatively |
| Why we have chosen this curriculum... | <u>Lord of the Flies:</u> To explore symbolism, ethics and morals, ideas about power and abuse of power, society and leadership, ideology (to prepare for An Inspector Calls, Power and Conflict poetry at GCSE) <u>The Supernatural:</u> To explore the gothic horror genre, ideas about the supernatural, ideas about redemption and morality (to prepare for A Christmas Carol at GCSE) and structural and linguistic writing devices(to prepare for GCSE Language Paper 1 Q5) | | <u>Oliver Twist:</u> To explore Victorian literature, class, poverty, realism (to prepare for A Christmas Carol at GCSE). To focus on developing persuasive writing (to prepare for GCSE Language Paper 2) <u>Macbeth:</u> To explore Shakespeare, texts in performance, themes of power and responsibility, themes of gender and power, ideas of tragedy and the tragic hero in Literature (to prepare for Romeo and Juliet at GCSE) | | <u>Dystopia</u> To experience a broad range of texts from the dystopian genre of Literature with key emphasis on the themes of society, ethics and morals and ideology (to prepare for An Inspector Calls and Power and Conflict poetry at GCSE) <u>Poetry:</u> GCSE set texts, critical reading, comparing texts, evaluation of a writer's choice of language, form and structure | |
| Assessment (Interim) | <u>Baseline assessment:</u> Literature essay- critical analysis | English Language- Language analysis question (P1, Q2) | Persuasive writing | Language: Paper 1 Q3 structure | Language analysis- Paper 1 | Literature- comparison of 2 poems |
| Assessment (Main) | Critical essay- Lit Paper 2 | Creative writing (Language Paper 1 Q5 skills) | Literature essay- critical analysis | Literature essay- critical analysis | Literature essay- critical comparison task | Literature- Unseen critical response |
| Links | | | | | | |
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| Year 10 English Language | Autumn – 1a | Autumn – 1b | Spring – 2c | Spring – 2d | Summer – 3e | Summer – 3f |
|---|--|--|--|---|--|--|
| Content | Paper 1 Section A Fiction (20th century texts) Sci-fi | Paper 1 Section B Fiction (21st century texts) Dramatic Action/Heroism | Paper 2 Section A Non-fiction (19th century and 21st century) Poverty and Punishment | Paper 2 Section B Non-Fiction (20th century and 21st century) Technology in Society | Paper 1 Section A and B Fiction – Tragedy (19th century texts) | Spoken Language Endorsement Paper 1 Section A and B Fiction – Tragedy (19th century texts) |
| Skills including links with KS2 (Golden thread) | Language AO1, 2, 4, 5 and 6. Approaches to embedding analytical skills with a specific focus on how techniques are used by the writer and their effects on the reader. | Language AO1, 2, 4, 5 and 6. Approaches to consciously crafting with a focus on descriptive devices, varied punctuation and sentence structures and complex vocabulary. | Language AO1, 2, 3, 5 and 6. Approaches to embedding summary and comparative analysis, exploration of writer viewpoints and impacts on the reader. | Language AO1, 2, 3, 5 and 6. Identifying how to effectively use purpose, audience and text type and using devices, punctuation, sentence types and vocabulary to fit the task. | Language AO1, 2, 4, 5 and 6. Approaches to embedding analytical skills with a specific focus on how techniques are used by the writer and their effects on the reader. | Language AO1, 2, 4, 5 and 6. Approaches to consciously crafting with a focus on descriptive devices, varied punctuation and sentence structures and complex vocabulary. |
| Why we have chosen this curriculum... | Read fluently and write effectively. Demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. | | Read fluently and write effectively. Demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. | | Read fluently and write effectively. Demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. | |
| Assessment (Interim) | Paper 1 Section A Question 3 – Structural Analysis | Paper 1 Section A Question 2 – Language Analysis | Paper 2 Section A Question 2 – Summary Response | Paper 2 Section A Question 3 – language Analysis | Mock Exam Paper 1 December 2018 | Paper 1 Section A Question 3 – Structural Analysis |
| Assessment (Main) | Paper 1 Section A Question 4 – Evaluative Response | Paper 1 Section B Narrative/Descriptive Response | Paper 2 Section A Question 4 – Comparative Response | Paper 2 Section B Non-Fiction Writing | Mock Exam Paper 1 December 2018 | Spoken Language Endorsement Presentation |
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| Year 10 English Literature | Autumn – 1a | Autumn – 1b | Spring – 2c | Spring – 2d | Summer – 3e | Summer – 3f |
|---|---|--|---|--|---|--|
| Content | <u>Modern text:</u> An Inspector Calls | <u>Modern Text:</u> An Inspector Calls | <u>Poetry:</u> Nature and Identity clusters | <u>Poetry:</u> Nature , Identity clusters and revision of war cluster/ Unseen Poetry | <u>Shakespeare:</u> Romeo and Juliet | <u>19th century texts:</u> A Christmas Carol |
| Skills including links with KS2 (Golden thread) | Literature A01, 2, 3 and 4 Approaches to closed book exams and revising for closed book exams | Literature A01, 2, 3 and 4 Approaches to closed book exams and revising for closed book exams | Literature A01, 2, 3 and 4 Approaches to structuring and developing effective comparisons | Literature A01, 2, 3 and 4 Approaches to structuring and developing effective comparisons | Literature A01, 2, 3 and 4 Revisit and revise plot, characters, themes and develop interpretations of these | Literature A01, 2, 3 and 4 Revisit, revise and build on plot, characters, themes and develop interpretations of these Address misconceptions |
| Why we have chosen this curriculum... | GCSE set text with focus on literal and inferential comprehension, critical reading, evaluation of a writer's choice of vocabulary, grammatical and structural features, producing clear and coherent text, accurate Standard English | | GCSE set text with focus on literal and inferential comprehension, critical reading, evaluation of a writer's choice of vocabulary, grammatical and structural features, producing clear and coherent text, accurate Standard English | | GCSE set text with focus on literal and inferential comprehension, critical reading, evaluation of a writer's choice of vocabulary, grammatical and structural features, producing clear and coherent text, accurate Standard English | |
| Assessment (Interim) | Baseline test: Literature essay- critical analysis | Literature essay- critical analysis | Critical analysis: A comparison of 2 nature poems | Critical analysis: A comparison of 2 war poems | Literature essay- critical analysis | Literature essay- critical analysis |
| Assessment (Main) | Literature essay- critical analysis | Literature essay- critical analysis | Critical analysis: A comparison of 2 identity poems | Critical analysis Unseen poetry question: 27.1 and 27.2 | Literature essay- critical analysis | Literature essay- critical analysis |
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| Year 11 English Language | Autumn – 1a | Autumn – 1b | Spring – 2c | Spring – 2d | Summer – 3e | Summer – 3f |
|---|--|--|--|---|--|---------------------------|
| Content | Paper 2 Section A and B Non-Fiction– Accounts of Famous Events (19th and 20th century texts) | Paper 2 Section A and B Non-Fiction– Accounts of Famous Events (19th and 20th century texts) | Paper 1 Section A and B Fiction – (20th and 21st century texts) Appearance and Reality | Paper 1 Section A and B Fiction – (20th and 21st century texts) Appearance and Reality | Paper 2 Section A and B Non-Fiction – (19th and 20th century) Weather and Nature Bespoke Revision | GCSE EXAM – PAPER 1 and 2 |
| Skills including links with KS2 (Golden thread) | Language AO1, 2, 3, 5 and 6. Revise skills to consolidate knowledge. Focusing on summarising and comparing texts and transactional writing. | Language AO1, 2, 3, 5 and 6. Revise skills to consolidate knowledge. Focusing on summarising and comparing texts and transactional writing. | Language AO1, 2, 4, 5 and 6. Revise skills to consolidate knowledge. Focusing on language and structure analysis and crafting writing. | Language AO1, 2, 4, 5 and 6. Revise skills to consolidate knowledge. Focusing on language and structure analysis and crafting writing. | Language AO1, 2, 3, 4, 5 and 6. Address skills- personal to each group/ address misconceptions from mock exams | Study Leave |
| Why we have chosen this curriculum... | Read fluently and write effectively. Demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. | | Read fluently and write effectively. Demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. | | Read fluently and write effectively. Demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. | |
| Assessment (Interim) | Paper 2 Section A Question 2 – Summary Response | Paper 2 Section A Question 3 – Language Analysis | Paper 1 Section A Question 3 – Structural Analysis | Paper 1 Section A Question 2 – Language Analysis | Paper 2 Section B Question 2 – Summary Response | Study Leave |
| Assessment (Main) | Paper 2 Section A Question 4 – Comparative Response | Mock Paper 2 Section A and B – Summer 2019 | Paper 2 Section A Question 4 – Evaluative Response | Mock Paper 1 Section A and B – Summer 2019 | Paper 2 Section B Non-Fiction Writing | Study Leave |
| Links | | | | | | |
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| Year 11 English Literature | Autumn – 1a | Autumn – 1b | Spring – 2c | Spring – 2d | Summer – 3e | Summer – 3f |
|---|---|---|--|--|--|-------------|
| Content | <u>Shakespeare:</u> Romeo and Juliet | <u>19th century texts:</u> A Christmas Carol | <u>Modern texts:</u> An Inspector Calls | <u>Poetry:</u> Power and conflict poetry/ Unseen | <u>Revision:</u> Paper 1 and 2 practice questions | Study Leave |
| Skills including links with KS2 (Golden thread) | Literature A01, 2, 3 and 4 Revisit, revise and build on plot, characters, themes and develop interpretations of these. Address misconceptions | Literature A01, 2, 3 and 4 Revisit, revise and build on plot, characters, themes and develop interpretations of these. Address misconceptions | Literature A01, 2, 3 and 4 Revisit, revise and build on plot, characters, themes and develop interpretations of these. Address misconceptions | Literature A01, 2, 3 and 4 Revisit, revise and build on interpretations of poems Address misconceptions. | Address skills- personal to each group/ address misconceptions from mock exams | Study Leave |
| Why we have chosen this curriculum... | GCSE set text with focus on literal and inferential comprehension, critical reading, evaluation of a writer’s choice of vocabulary, grammatical and structural features, producing clear and coherent text, accurate Standard English | | GCSE set text with focus on literal and inferential comprehension, comparing texts, critical reading, evaluation of a writer’s choice of vocabulary, grammatical and structural features, producing clear and coherent text, accurate Standard English | | Exam Revision and Preparation | |
| Assessment (Interim) | Baseline: Analysis of Act 1 Scene 1 | Analysis of presentation of Scrooge | Analysis of presentation of character | Comparison of 2 poems | Practice Question | Study Leave |
| Assessment (Main) | Essay- extract question | Essay- extract question | Analysis of presentation of theme | Comparison of 2 poems | Practice Question | Study Leave |
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