Curriculum Intent for English 2019

The English department at Wolstanton High endeavours to build on the prior learning of students, with a focus on developing students' reading, writing, verbal and collaborative skills. This approach is founded on a positive reading ethos and the development of literacy. Through a rich and varied curriculum, that encourages students to explore the history of literature, the English department develops students' transferable skills, equipping them with analytical and evaluative skills that are valuable for future employment. Through this, the English department aims to build resilience and encourage learners to be ambitious and aspirational in all that they do. Please find details of the knowledge, understanding and skills explored below:

Knowledge and Understanding	Skills

Year 7
 	
Term 1: 'Oliver Twist'
 	
Key Task: What kind of character is Bill Sykes?
 	
• Life in Victorian London
• Victorian Crime
• Characterisation
• Theme of Morality
• Victims / Villains
• Gender roles
• Poverty
• Corruption
 	
Term 2: 'A Midsummer Night's Dream'
 	
Key Task: Is the love potion good or bad?
 	
• Life in Elizabethan England
• Life in Ancient Athens
	Reading Skills:
	
	• use a range of strategies, including accurate decoding of text, to read for meaning
	• understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to deduce, infer or interpret information, events or ideas from texts:
	  - relevant points are identified
	  - comments are supported by some generally relevant textual reference or quotation
	• deduce, infer or interpret information, events or ideas from texts
	  - comments that make inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points
	  - inferences are often correct
	• identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level:
	  - some structural choices are identified with at least a straightforward comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'
	  - at least some basic features of organisation at text level are identified, e.g. 'the writer uses bullet points for the main reasons'
	• explain and comment on writers' use of language, including grammatical and literary features at word and sentence level:

- Shakespeare's life
- Four Lovers
- Love Potion
- Elizabethan Family Relationships
- The Form of a Play
- Themes: unrequited love, conflict and chaos
- Soliloquies

Term 3: Poetry Anthology

Key Task: How does the poet describe the tom cat?

- Structure and use of metaphor and other poetic forms
- Lives of Blake and Tennyson
- Literal Language
- Metaphorical Language
- Unseen Texts

- at least some basic features of writer's use of language are identified, e.g. 'all the questions make you want to find out what happens next'
- there will be at least straightforward comments on the writer's choices, e.g. '"disgraceful" is a good word to use to show he is upset'
- identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader:
  - main purpose identified, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'
  - straightforward comments show some awareness of the writer's viewpoint, e.g. 'he only tells you good things about the farm and makes the shop sound boring'
  - straightforward comments are made on the overall effect on the reader, e.g. 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'
- relate texts to their social, cultural and historical traditions:
  - features common to different texts or versions of the same text are identified, with straightforward comments, e.g. characters, settings, presentational features
  - straightforward comments are made on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, place, social relationships

Writing Skills

- vary sentences for clarity, purpose and effect:
  - some variety in length, structure or subject of sentences
  - use of subordinating connectives, e.g. if, when, because throughout the text
  - some variation, generally accurate, in tense and verb forms
- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
- organise and present whole texts effectively, sequencing and structuring information, ideas and events:
  - sentences demarcated accurately throughout the text, including question marks
  - speech marks to denote speech are generally accurate, with some other speech punctuation

- commas are used in lists and occasionally to mark clauses
- organise and present whole texts effectively, sequencing and structuring information, ideas and events:
  - ideas are organised by clustering related points or by time sequence
  - ideas are organised in a straightforward with a fitting opening and closing, sometimes linked
  - ideas or material are generally in logical sequence
- construct paragraphs and use cohesion within and between paragraphs:
  - paragraphs / sections help to organise content, e.g. main idea usually supported or elaborated by following sentences within paragraphs / sections
  - use range of connections between sentences
- write imaginative, interesting and thoughtful texts
  - relevant ideas and content are chosen
  - ideas and material are developed in detail, e.g. descriptions elaborated by adverbial and expanded noun phrases
  - straightforward viewpoint generally established and maintained, e.g. writing in role or maintaining a consistent stance
- produce texts which are appropriate to task, reader and purpose
  - main purpose of writing is clear
  - main features of selected form are clear and appropriate to purpose
  - style generally appropriate to task
- select appropriate and effective vocabulary:
  - evidence of deliberate vocabulary choices
  - expansion of general vocabulary to match topic
- use correct spelling of:
  - most common grammatical function words, including adverbs with -ly formation
  - regularly formed content/lexical words, including those with multiple morphemes
  - most past and present tense inflections, plurals

Speaking and Listening

- Talking to others across a range of contexts:

	- speak in extended turns to express straightforward ideas and feelings, with some relevant detail - structure talk in ways which support meaning and shows attention to the listener: - vary vocabulary, grammar and non-verbal features to suit audience, purpose and context • Talking with others across a range of contexts: - show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas - take on straightforward roles and responsibilities in pairs and groups • Talking within role play and drama across a range of contexts: - convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture and movement in different roles and scenarios • Talking about talk across a range of contexts: - show understanding of how and why language choices vary in their own and others' talk in different situations
Year 8 We are currently transitioning from the teaching of six units each academic year to three, where language skills are taught through a set literature text. This innovative approach is being used with y7, 10 and 11 and will be rolled out to year 8 in 2020 and y9 in 2021. For information on the current knowledge and understanding being taught, please see separate year 8 overview document in the appendix below.	**Reading Skills:** • use a range of strategies, including accurate decoding of text, to read for meaning • understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to deduce, infer or interpret information, events or ideas from texts: - most relevant points clearly identified, including those selected from different places in the text - comments supported by relevant textual reference or quotation • deduce, infer or interpret information, events or ideas from texts - comments develop explanation of inferred meanings drawing on evidence across the text, e.g. 'you know her dad was lying because earlier she saw him take the letter'

	- comments make inferences and deductions based on textual evidence, e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level: - comments on structural choices show some general awareness of writer's craft, e.g. 'it tells you all things burglars can do to your house and then the last section explains how the alarm protects you' - various features relating to organisation at text level, including form, are clearly identified, with some explanation, e.g. 'each section starts with a question as if he's answering the crowd' - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level: - various features of writer's use of language identified, with some explanation, e.g. 'when it gets to the climax they speak in short sentences and quickly which makes it more tense' - comments show some awareness of the effect of writer's language choices, e.g. '"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen' - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader: - main purpose is clearly identified, often through general overview, e.g. 'the writer is strongly against war and wants to persuade the reader to agree' - viewpoint in texts are clearly identified, with some explanation, e.g. 'at the end he knows he's done wrong and makes the snake sound attractive and mysterious' - general awareness of the effect on the reader, with some explanation, e.g. 'you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see' - relate texts to their social, cultural and historical traditions: - comments identify similarities and differences between texts, or versions, with some explanation

- some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written

Writing Skills

- vary sentences for clarity, purpose and effect:

  - controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect
  - confident use of a range of sentence features to clarify or emphasise
  - meaning, e.g. fronted adverbials ('Reluctantly, he…, Five days later, it…'), complex noun or prepositional phrases
  - wider range of connectives used to clarify relationship between ideas, e.g. although, on the other hand, meanwhile
  - some features of sentence structure used to build up detail or convey shades of meaning, e.g. variation in word order, expansions in verb phrases
  - some variation, generally accurate, in tense and verb forms
- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences organise and present whole texts effectively, sequencing and structuring information, ideas and events:

  - syntax and full range of punctuation are consistently accurate in a variety of sentence structures organise and present whole texts effectively, sequencing and structuring information, ideas and events:
  - material is clearly controlled and sequenced, taking account of the reader's likely reaction, e.g. paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions
  - a range of features clearly signal overall direction of the text for the reader, e.g. opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs
- construct paragraphs and use cohesion within and between paragraphs:

	- construction of paragraphs clearly supports meaning and purpose, e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs - within paragraphs, cohesive devices contribute to emphasis and effect, e.g. adverbials as sentence starters • write imaginative, interesting and thoughtful texts whilst producing texts which are appropriate to task, reader and purpose: - imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, e.g. deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot - convincing, individual voice or point of view established and mostly sustained throughout, e.g. authoritative expert view, convincing characterisation, adopting a role - level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully, e.g. controlled informality, generalisations or shifts between conversational style and more literary language • select appropriate and effective vocabulary: - vocabulary chosen is generally appropriate to purpose and audience - range of vocabulary is generally varied and often ambitious • use generally correct spelling throughout: - ambitious, uncommon words - words with complex sound/symbol relationships - words with unstressed syllables - multiletter vowel and consonant symbols **Speaking and Listening**

	• Talking to others across a range of contexts:
	    - express and explain relevant ideas and feelings, with some elaboration to make meaning explicit
	    - shape talk in deliberate ways for clarity and effect to engage the listener
	    - adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context
	• Talking with others across a range of contexts:
	    - recognise significant details and implicit meanings, developing the speaker's ideas in different ways
	    - sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions
	• Talking within role play and drama across a range of contexts:
	    - show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios
	• Talking about talk across a range of contexts:
	    - explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations

Year 9
 	
We are currently transitioning from the teaching of six units each academic year to three, where language skills are taught through a set literature text. This innovative approach is being used with y7, 10 and 11 and will be rolled out to year 8 in 2020 and y9 in 2021. For information on the current knowledge and understanding being taught, please see separate year 9 overview document in the appendix below.
	Reading Skills:
	
	• use a range of strategies, including accurate decoding of text, to read for meaning
	• understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to deduce, infer or interpret information, events or ideas from texts:
	    - relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text
	    - commentary incorporates apt textual reference and quotation to support main ideas or argument
	• deduce, infer or interpret information, events or ideas from texts

	- comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement
	- comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning
	• identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level:
	- some detailed exploration of how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text as a whole
	- comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes, perspectives or uses everyday examples to illustrate complex ideas
	• explain and comment on writers' use of language, including grammatical and literary features at word and sentence level:
	- some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text
	- some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'
	• identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader:
	- evidence for identifying main purpose precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'.
	- viewpoint is clearly identified and explanation of it developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person'

- the effect on the reader is clearly identified, with some explicit explanation as to how that effect has been created, e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can
never be complete'

- relate texts to their social, cultural and historical traditions:
    - exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing
    - some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time

Writing Skills

- vary sentences for clarity, purpose and effect:
    - some variety in length, structure or subject of sentences
    - use of some subordinating connectives, e.g. if, when, because throughout the text
    - some variation, generally accurate, in tense and verb forms
- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences organise and present whole texts effectively, sequencing and structuring information, ideas and events:
    - sentences demarcated accurately throughout the text, including question marks
    - speech marks to denote speech generally accurate, with some other speech punctuation
    - commas used in lists and occasionally to mark clauses, although not always accurately
- organise and present whole texts effectively, sequencing and structuring information, ideas and events:

- ideas organised by clustering related points or by time sequence
- ideas are organised simply with a fitting opening and closing, sometimes linked
- ideas or material generally in logical sequence but overall direction of writing
- not always clearly signalled

- construct paragraphs and use cohesion within and between paragraphs:
  - paragraphs / sections help to organise content, e.g. main idea usually supported or elaborated by following sentences
  - within paragraphs / sections, use range of connections between sentences
  - some attempts to establish simple links between paragraphs / sections e.g. firstly, next

- write imaginative, interesting and thoughtful texts
  - relevant ideas and content chosen
  - some ideas and material developed in detail, e.g. descriptions elaborated by adverbial and expanded noun phrases
  - straightforward viewpoint
  - generally established and maintained, e.g. writing in role or maintaining a consistent stance

- produce texts which are appropriate to task, reader and purpose
  - main purpose of writing is clear
  - main features of selected form are clear and appropriate to purpose
  - style generally appropriate to task

- select appropriate and effective vocabulary:
  - some evidence of deliberate vocabulary choices
  - some expansion of general vocabulary to match topic
- use correct spelling:
  - most common grammatical function words, including adverbs with -ly formation
  - regularly formed content/lexical words, including those with multiple morphemes
- - most past and present tense inflections, plurals

	Speaking and Listening
	
	 • Talking to others across a range of contexts:
	  - explore complex ideas and feelings in a range of ways, both succinct and extended
	  - maintain generally controlled and effective organisation of talk to guide the listener
	  - adapt vocabulary, grammar, and nonverbal features to meet an increasing range of demands
	 • Talking with others across a range of contexts:
	  - engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings
	  - adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion
	 • Talking within role play and drama across a range of contexts:
	  - demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues
	 • Talking about talk across a range of contexts:
	 - analyse meaning and impact of spoken language variation, exploring
	 significant details in own and others' language

Year 10 **Term 1: 'A Christmas Carol' and English Language Paper 1 Skills (A01 – AO4)** *Key Reading Task 1:* Starting with this extract how is the character of Scrooge presented in the novel "A Christmas Carol"? *Key Reading Task 2:* How does the writer use structute and language to interest the reader in a fiction extract?	**Reading Skills:** English Language GCSE: • AO1 identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts • AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence • AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4 Evaluate texts critically and support this with appropriate textual references

Key Writing Task 1: Writing in role – imaginatively explore the thoughts and feelings of a specific character and their reaction to a situation that occurs in the novel
Key Writing Task 2: Using an image as stimulus, write a descriptive first-person account.

- Recap Victorian England
- Child Illness / mortality
- Relationships
- Relationship between Novella and Social, Context
- Supernatural
- Poverty / Wealth
- Plot Structure
- Characterisation
- Morals / Ethics

Term 2: Modern Play (An Inspector Calls, DNA or Blood Brothers) and English Language Paper 2 Skills

Key Reading Task 1: How is Inspector Goole presented in the play as a whole?
Key Reading Task 2: : Compare how the writers of two non-fiction texts explore an idea or their perspective.

Key Writing Task 1: **:** 'Young people are to blame for anti-social behaviour. They should not be allowed on the streets after 7.00pm.'

English Literature GCSE

- AO1: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: show understanding of the relationships between texts and the contexts in which they were written.

Writing Skills

English Language:

- AO5 Content and Organisation: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

- AO6 Technical Accuracy: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature:

- AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Speaking and Listening

- Is audible
- Uses Spoken Standard English
- Express information and ideas

Curriculum Intent for English 2019

Write a letter to the local council in which you argue for or against the opinion expressed in the statement.

Key Writing Task 2: "We are all responsible for each other." Write an article in which you seek to persuade the reader to your point of view.

- Organises the structure of a presentation effectively
- Achieves the purpose of the presentation
- Listens to questions and can respond appropriately

AIC	DNA	Blood Brothers
- Character Development - Irony / Dramatic Irony - Capitalism, Communism and Socialism - Class - Younger Generation Vs Older Generation - Attitudes - Social Responsibility - Women's Rights - Structure – cyclical - Moral - Poverty - Religion - Supernatural	- Gang Culture - Peer Pressure - Bullying - Morality - Milgrim's Theory - Machiavellian Leadership - Herd Mentality - Identity - Survival of the Fittest - Males and Females - Non-specific Gender Roles - Leadership - Outsiders - London Riots 2011	- Family - Thatcherism - Liverpudlian Society - Debt - Role of Women - Superstition - Aggression / Violence - Dialect / Accent - Stereotypes - Class

Term 3: '**Macbeth' and 'Power and Conflict Poetry'**

Key Reading Task 1 How is the theme of **power** presented in Ozymandias and one other poem?"
Key Reading Task 2: "Is this a dagger I see before me?" Starting with this speech consider how Shakespeare presents characters to be disturbed in Macbeth.

Key Writing Task 1: Use a relevant picture as a stimulus for a piece of creative writing.
Key Writing Task 2: Write a speech in role as Lady Macbeth trying to persuade Macbeth to go through with killing the King.

- Great Chain of Being / Divine Right of the King
- Themes: Supernatural / Loyalty / Ambition / Conflict
- Setting
- Plot / Timeline of Events
- Soliloquy
- Mental Health
- Structure and Form

Crossover between play and poems:

- War
- Power
- Conflict
- Relationships
- Loyalty / disloyalty
- Honour

- Culture
- Isolation
- Friendships
- Methods
- Structure
- Language Devices
- Unseen
- Mistaken Actions
- Macabre
- Family – Macduffs / Poppies
- Death
- Manipulation – My Last Duchess

Year 11 **Term 1: English Language Paper 1 and 2 Skills** Key Tasks: Personalised tasks based on QLA of Y10 PPEs Paper 1: Revision of Skills – use and apply, exam technique, time-management, etc Paper 2 – question 2 – summary , inference, synthesis Paper 2: question 4 – attitudes, viewpoints, perspectives, methods Paper 2 question 5 – viewpoint writing	**Reading Skills:** English Language GCSE: - AO1 identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts - AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence - AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts - AO4 Evaluate texts critically and support this with appropriate textual references

Term 2: English Literature P2: Modern Drama and Poetry

Key Tasks: Personalised tasks based on QLA of PPEs

Reread, Recap, revision, exam techniques, time-management

English Literature – P1: Shak and 19th Century novel: revisit texts and practise exam technique, timed responses, exemplars etc

Term 3: Revision of exam techniques and practice

Key Tasks: Personalised tasks based on QLA of PPEs

Final Exam

English Literature GCSE

- AO1: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: show understanding of the relationships between texts and the contexts in which they were written.

Writing Skills

English Language:

- AO5 Content and Organisation: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

- AO6 Technical Accuracy: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature:

- AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Speaking and Listening

- Is audible
- Uses Spoken Standard English
- Express information and ideas

	- Organises the structure of a presentation effectively - Achieves the purpose of the presentation - Listens to questions and can respond appropriately

Appendix:

8	Half term 1: Contemporary novel	Half term 2: Love & relationships poetry	Half term 3: Survivors	Half term 4: "The Sign of Four" and Detectives	Half term 5: "Romeo and Juliet"	Half term 6: Dystopian Fiction
Overview of the Unit:	In this unit, students will study a modern novel with themes of class, culture and social expectations. They will be able to make comparisons between characters and analyse the writer's desired effect. Students will also have the opportunity to write in role where possible as well as being able to imaginatively explore the use of language and structure. A comparison between other modern day texts – suggestions for possible comparison texts are listed below.	In this unit, students will analyse the theme of love across a range of material. Students will access a collection of poetry and be given the opportunity to write to describe and advise. Presentation of language in poetry (both pre 1914 and post 1914) and other texts will be expected as well as viewing how the idea of love is portrayed in the media. Students will explore a range of material to support their interpretations. Opportunities for speaking and listening activities are connected to key tasks and debates as to how love is presented in a diverse collection of texts should be encouraged.	In this unit, students will study the theme of "Survivors" and travel. They will explore a range of pre and post-1914 texts with themes surrounding "Survivors", travel writing and islands. Students will be able to make comparisons between different representations of different places and will be taught comparison skills. Students should have the opportunity to write in role where possible as well as being able to imaginatively explore the use of language and structure in a range of fiction and non-fiction texts. Students will be fully prepared for the new KS4 examination which will include tasks such as "To what extent do you agree…" and "Analyse how language and structure are used…" "Summarise…"	In this unit, students will study the theme of "Detectives." They will explore a range of pre and post-1914 prose with crime/detective themes as well as considering the role of detectives on television and on the cinema screen. Students will be able to make comparisons between different representations of the same character and analyse them in detail. Students will have the opportunity to write in role where possible as well as being able to imaginatively explore the use of language and structure in a range of fiction and non-fiction texts.	In this unit, students will look at attitudes of love for their key assessment. They will also focus on how Shakespeare uses language and structure to present the character of Juliet. Students will consider a range of themes such as power / conflict and love / hate and how the writer achieves a specific effect across the whole text. Students will have a confident grasp of language and structure by the end of the unit and will also be able to consider the social and historical context – commenting on the specific effect on a modern and	"Dystopia is defined as a society characterised by a focus on mass poverty, squalor, suffering, or oppression, that society has most often brought upon itself." In this unit students will explore what the terms "Utopia" and "Dystopia" mean whilst examining a range of fiction and non-fiction texts. Students will be expected to explore the role of modern technology and culture on the way we live. Students will examine the theme of "Dystopia" through a wide range of fiction and non-fiction texts as well as moving image texts.

			according to the new assessment objectives at KS4.		Elizabethan audience / reader.	
Assessment objectives covered	*AOs to cover:* Language: *AO1/AO2/AO4* Literature AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	AOs to cover: *Language:* AO2/AO3/AO4 English Literature AO1/AO2/AO3/AO4 SPAG: AO5/AO6	*AOs to cover:* Language: *AO1/AO2/AO3* Literature AO1/ AO2 SPAG: AO5/AO6	*AOs to cover:* Language: AO1/ AO2 English Literature AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	*AOs to cover:* English Language: AO2/ AO3 English Literature AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	*AOs to cover:* Language: AO2/AO4 English Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6
Key tasks: Reading	Read the following extract from the text you have studied. At this point in the novel…. Starting with this extract explore how the theme of X is presented. (English	Compare the ways poets present the themes of love and relationships in "Stop all the Clocks" and one other poem. (English Literature AO1/AO2/AO3/AO4) (Language AO2/AO3)	Summarise the information you find out from some travel writing (English Language: AO1) (English Literature: AO1/ AO2)	How does the writer use language and structure to present a detective that you have been studying? (English Language AO2) (English Literature: AO1/ AO2/ AO4)	Read the following extract from Act 3, Scene 2 of *Romeo and Juliet* and then answer the question that follows. At this point in the play Juliet is waiting for	Focusing on "The Hunger Games" and "1984" to what extent do you agree that both writer's present a bleak vision of a future worl without hope? (English language AO2/AO4)

Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2) To what extent do you agree that the theme/ character in novel X is a hero/villain/bad example (etc.) Customise "to what extent" question to suit the novel you are studying. (English Language AO4) (English Literature : A02/A03)	"In the "Love and relationships" cluster of poems, love is presented as futile," to what extent do you agree? Make sure that you refer to at least 2 poems in your answer. (English Language AO2/AO3/AO4) (English Literature: A02/A03)	Analyse how language and structure are used to present journeys in a piece of travel writing (English Language: AO2) (English Literature AO1/ AO2) Compare how the writers have used language and structure to present two different places (or experiences of the same place) (English Language: AO2/AO3) (English Literature AO1/ AO2)	Read the following extract from "The Sign of Four," At this point in the novel…. Starting with this extract explore how the theme of X is presented in the text. (English Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2	the Nurse to come back from meeting Romeo. Starting with this speech, explore how Shakespeare presents attitudes towards love in *Romeo and Juliet.* (English Literature AO1/ AO2/ AO3/ AO4) (English Language: AO2/ AO3) How does Shakespeare use language and structure to present the character of Juliet? (English Literature AO1/ AO2/ AO3/ AO4) (English Language: AO2/ AO3)	(English Literature: AO1/ AO2/ AO3/ AO4) How does the writer use language and structure to present the setting as a Dystopian world? (English Language: AO2) (English Literature: AO1/ AO2/ AO3/ AO4)

Key tasks: Writing	Write in role as a character from the novel that you have read. (English Language AO5/AO6) Write the opening of the sequel to the novel you have studied. (English Language AO5/AO6)	(Using a relevant picture) Write a description suggested by this picture (English Language AO5/AO6) Write a leaflet to advise someone how to get over being heart-broken (English Language AO5/AO6)	Write an application letter to be Bear Gryll's new assistant. (English Language AO5/AO6) Describe an adventure that you have been on (English Language AO5/AO6)	(Using a relevant picture) Write a description suggested by this picture (English Language AO5/AO6) "Once a criminal, always a criminal." Write to argue for or against this statment. (English Language AO5/AO6)	Describe an occasion when you had to make) a tough decision (English Language AO5/AO6) "There's nothing we can learn from Shakespeare; it's totally irrelevant now!" Write to argue for or against this statement. (English Language AO5/AO6)	Describe your nightmare world (English Language AO5/AO6) "A Dystopian world is an ordered world" write to argue for or against this statement (English Language AO5/AO6)

9	Half term 1: Novel	Half term 2: "An Inspector Calls"	Half term 3: Monsters and Gothic Fiction	Half term 4: Power and conflict poetry	Half term 5: Writing skills	Half term 6: Shakespeare: Macbeth
Overview of the Unit:	In this unit, students will study a KS4 novel and develop an analytical response to ideas and themes. They will be expected to explore the writer's use of language in an exploratory way; paying close attention to the effect on the reader. Key tasks will need to be given sufficient time in order to allow the students to plan their ideas and make imaginative links across the complete text.	In this unit, students will study a range of writer's techniques linked with personal and collective responsibility. They will firstly focus on the contextual understanding of the play – when the play is set and when it was written. Students will study a range of characters and the on-going presence of the Inspector. Stage directions will need to be analysed particularly at the beginning of the play and the significance of the detail Priestley gives the audience. Language, structure and context will be covered in a range of writing and reading assessment tasks.	In this unit, students will study the theme of "Monsters" and Gothic Fiction. They will be explore a range of pre and post-1914 texts with themes surrounding "Monsters." Students will be able to make comparisons between different representations of monsters, or of characters across different points in a text. Students will have the opportunity to develop their writing skills through a range of tasks as well as being able to imaginatively explore the use of language and structure in a range of fiction and non-fiction texts. Students will be fully prepared for the new KS4 examination, including tasks such as "To what extent do you agree…" and "Analyse how language and structure are used…" "Summarise…" according to the new assessment objectives at KS4.	This unit allow students to access pre and post 1914 poetry. They will cover 15 poems exploring and identifying layers of meaning. Students will be taught to compare two poems comparing how language and structure are used to represent themes and ideas.	Students will become familiar with the key skills required for the writing sections of the GCSE examination for Paper 1 and Paper 2. They will refine skills in Reading and Writing from KS3. Students will be able to write to describe, narrate and argue. Although the focus will primarily be writing skills, students will also be able to analyse a range of texts commenting on how language and structure is used for effect.	This unit is ideally suited to allow students to access the plot and characters in Shakespeare's Macbeth in preparation for detailed and analytical study in Year 10 and 11. By the end of this unit students will be familiar with key themes, ideas and characters in the play. They will have a secure understanding of the context and how this links with the play itself. Students will be encouraged to make links across the text (as this will form part of their assessment at KS4.) Students should continue to be taught how to use PEAZE to analyse language and structure in the play and how to explore layers of meaning within a text.

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Assessment objectives covered	*AOs to cover:* Language: AO1/ AO2 Lit: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	AOs to cover: *Language:* AO1/ AO2/ AO4 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	*AOs to cover:* Language: AO2/ AO4 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	*AOs to cover:* Language: AO2/ AO3 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	*AOs to cover:* Language: AO3/ AO2 SPAG: AO5/AO6	*AOs to cover:* Language: AO2/ AO4 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6
Key tasks: Reading	Read the following extract from the text you have studied. At this point in the novel…. Starting with this extract explore how the theme of X is presented. (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2) How does the author explore the ideas/ theme of X in the text you have studied? (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2)	How and why does Sheila change in "An Inspector Calls2? Write about: 1) how Sheila responds to her family and to the inspector. 2) How Priestley presents Sheila by the way he writes. (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2/ AO4) Starting with Act 1 (until the Inspector arrives)- Argue whether "An Inspector Calls" is a play about inequality. (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2/ AO4)	Read the following extract from Ch16 of *Frankenstein* and then answer the question that follows. In this extract the monster has just saves a young girl from drowning and then has been shot by the girl's companion. "Frankenstein's monster is a victim of society's fear and prejudice" Starting with this extract, explore how far you agree with this statement. (Write about how Shelley presents the monster in this extract and text as a whole. (Literature AO1/AO2/AO3/ AO4) (Language: AO2/ AO4) How does the writer's use of language and structure present a key theme/character in a text you have studied?	Compare the ways poets present the theme of power in "Ozymandias" and one other poem. (Literature AO1/AO2/AO3/ AO4) (Language AO2/AO3) Analyse how the writer has used language and structure to present the theme of power/ control in an <u>unseen</u> poem. (Literature AO1/AO2/AO3/ AO4) (Language AO2)	How does the writer use structure in a non-fiction text you have read? (English Language AO2) How do the writers present similar themes/ideas in two texts you have studied? (English Language AO3)	How does Shakespeare use language to present Macbeth's disturbed state of mind in Act II Scene I? (English Literature: AO1/ AO2/ AO3/ AO4) (English Language AO2) Macbeth is a play about power and greed, to what extent do you agree? (English Literature: AO1/ AO2/ AO3/ AO4) (English Language AO2/ AO4)

			(Language AO2) (Literature AO1/ AO2/ AO3/ AO4)			
Key tasks: Writing	(Using a relevant picture) Write a description suggested by this picture (AO5/AO6) Write the opening of the sequel to the novel you have studied (AO5/AO6)	Write a descriptive piece of writing based on the phrase: "…if men will not learn their lesson, then they will be taught it in fire and blood and anguish." (AO5/AO6) Write a persuasive speech (to a teenage audience) convincing them of their social responsibility. (AO5/AO6)	(Using a relevant picture) Write a description suggested by this picture (AO5/AO6) Monsters don't exist in real life they're only in stories and films" Write to argue for or against this statement. (AO5/AO6)	Write a letter in role as a character from a *Power and Conflict* poem (AO5/AO6) (Using a relevant picture) Write a description suggested by this picture (AO5/AO6)	"Violent films and video-games should be banned. They encourage bad behaviour and anti-social children." Write a letter to your local newspaper in which you argue for or against this statement (AO5/AO6) Write a descriptive piece of writing based on the theme of holidays. (AO5/AO6)	(Using a relevant picture) Write a description suggested by this picture (AO5/AO6) Describe an occasion when you felt afraid or scared. Focus on the thoughts and feelings you had at that time. (AO5/AO6)