

## SUBJECT: English

### Key Stage 3: Curriculum Intent (BRIEF):

	Year 7	Year 8	Year 9
Autumn 1	<p><b>Topic: Refugee Boy</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will read the full novel to develop an appreciation and love of reading. Using this contemporary text, teachers will introduce themes such as discrimination, troubled home lives and being accepted.</p> <p><b>Links to prior learning.</b> Students will build on their reading skills learnt in KS2 with a focus on the AOs which will take them through to GCSE.</p> <p><b>Links to British Values and SMSC</b> This Unit will allow students to explore their morality, especially with consideration to how we treat others and our personal definitions of right and wrong.</p>	<p><b>Topic: Sci Fi</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will read a variety of texts based on this exciting theme. Students will be reading critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features presents meaning. They will study setting, plot, and characterisation, and the effects of these. Students will also work on their comparisons within a text, in preparation for GCSE Language and Literature papers. Students will write for a variety of audiences and purposes, learning how to use punctuation for direct speech.</p> <p><b>Links to prior learning.</b> Building on their spoken language in Y7, students will now write play scripts,</p>	<p><b>Topic: Of Mice and Men</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will explore characterisation, plot development and the context of 1930s America. They will build on their skills learnt in Yrs7&amp;8 with a focus on the AOs which will take them through to GCSE. The novel provides inspiration for writing tasks for different purposes and audiences, as well as the opportunity to build on their reading skills by analysing passages; making inferences and referring to evidence in the text. Students will develop their analysis of writer's techniques, including how writers use a cyclical structure and the novella form. In addition, they will explore ideas about power and conflict in preparation for key themes addressed in the GCSE Literature texts.</p> <p><b>Links to prior learning.</b> Builds on the appreciation of and love of reading established in years 7 and 8.</p> <p><b>Links to British Values and SMSC</b></p>

		<p>rehearse and perform play scripts based on extracts read.</p> <p><b>Links to British Values and SMSC</b> This unit will give students spiritual development as it will give them a sense of enjoyment and fascination in learning about themselves, others and the world around them and allowing them to use their imagination and creativity in their learning</p> <p><b>Literacy: Key words and terminology</b> Artificial intelligence, alternate universe, android, bionic, cosmos, cyborgs, cyberpunk, dystopia, extra-terrestrial, humanoid, mortal, relativity, robot, sentient, time paradox, time warp, utopia</p>	<p>Despite being an American text OMAM offers students the chance to look at representation of minority groups in literature. The treatment of women, the disabled and People of colour are all areas that are explored, allowing students to develop all areas of SMSC and most British values.</p> <p><b>Literacy: Key words and terminology</b> Migrant workers, dust bowl, American dream, loneliness, friendship, companions, racism, segregation, discrimination, isolation, prejudice, foreshadowing, sexism, inequality, survival, nature.</p>
Autumn 2	<p><b>Topic: Travel Writing</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will read a number of non-fiction whole texts and extracts, including 19<sup>th</sup> century to help prepare them for Language Paper 2. They will also use these texts as a springboard for their own writing, both fiction and non-fiction in preparation for their</p>	<p><b>Topic: Boy in the Striped Pyjamas</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will read the full novel to develop an appreciation and love of reading. Using this contemporary text, teachers will introduce themes such as racism, war, compassion and friendship.</p> <p><b>Links to prior learning.</b></p>	<p><b>Topic: Love and Relationships Poetry</b></p> <p><b>Content covered, including knowledge and skills.</b> In preparation for the GCSE poetry anthology students will read and analyse Love and Relationship poetry building on and developing skills needed to achieve at GCSE.</p> <p><b>Links to prior learning.</b> Poetry studied throughout KS3</p> <p><b>Links to British Values and SMSC</b></p>

	<p>GCSE Language Papers 1 and 2, section B. Students will again work on comparing, this time between text, in preparation for GCSE Language and Literature papers.</p> <p><b>Links to prior learning.</b> Travel Writing is a thematic SoL which will build upon students reading and writing skills.</p> <p><b>Links to British Values and SMSC</b> <b>Social development</b> A SoL that will promote a variety of areas within social development, including: Development of skills and attitudes that will allow them to participate fully in and contribute to life in modern Britain; and Acceptance and engagement with the fundamental British values of individual liberty</p> <p><b>Literacy: Key words and terminology</b> Adventurous, brave, strong, courageous, fearless, loyalty, trust, unstoppable, determined, tireless, persistent, relentless, motivated, single-minded, purposeful, resilient, tiresome, exhausted, emotions, endurance, mental, physical, psychological</p>	<p>Students will build on their reading skills learnt in KS2 with a focus on the AOs which will take them through to GCSE.</p> <p><b>Links to British Values and SMSC</b> This Unit will allow students to explore their morality, especially with consideration to how we treat others and our personal definitions of right and wrong.</p>	<p>Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p><b>Literacy: Key words and terminology</b> Love, relationships, form, imagery, poetic devices, metaphor, simile, personification, writer's intentions, context</p>
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Spring 1	<p><b>Topic: Frankenstein (play)</b></p> <p><b>Content covered, including knowledge and skills.</b> Reading the full play as well as extracts from the original 19<sup>th</sup> century novel by Mary Shelley. This play was chosen as it is accessible yet with links to the original, also challenging. As well as building on the reading and writing skills, students will have the opportunity to plan and present a formal spoken language presentation. Furthermore, students will be introduced to the form of a play, and analysing dramatic devices used in this form, understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. This is in preparation for the study of a play at GCSE. Students will also begin comparing texts, again in preparation for GCSE Language and Literature.</p> <p><b>Links to prior learning.</b> Reading and writing skills will be built upon and developed.</p> <p><b>Links to British Values and SMSC</b></p>	<p><b>Topic: Horror</b></p> <p><b>Content covered, including knowledge and skills.</b> This SoL is exposing students to a variety of fiction texts in preparation for Language Paper 1 at GCSE. They will respond to GCSE style questions in preparation for GCSE Paper 1. Students will also look at similarities and differences between texts, leading to a comparison of texts in preparation for the GCSE Language and Literature papers. Extracts from Macbeth have also been included to help prepare students for their GCSE Shakespeare text.</p> <p><b>Links to prior learning.</b> This builds on their knowledge and understanding of form, including dramatic techniques, first taught in Yr 7 (Frankenstein play) and then Yr 8 (Romeo and Juliet). Students will also have the opportunity of emulating techniques used in fiction in their own creative writing in preparation for the GCSE Paper 1 question 5, and again building on their creative skills taught in Yrs 7&amp;8.</p> <p><b>Links to British Values and SMSC</b> This Unit will allow students to explore their morality, especially with</p>	<p><b>Topic: Dystopic Literature</b></p> <p><b>Content covered, including knowledge and skills.</b> A SoL in which students will read a number of Fiction and non-fiction whole texts and extracts, including 19<sup>th</sup> century to help prepare them for Language Paper 1 and 2. They will also use these texts as a springboard for their own writing, both fiction and non-fiction in preparation for their GCSE Language Papers 1 and 2, section B. Students will again work on comparing, this time between text, in preparation for GCSE Language and Literature papers.</p> <p><b>Links to prior learning.</b> Links to several previous SoL that explore similar themes in a similar format. These texts will be more akin to the writing they will need to analyse at GCSE</p> <p><b>Links to British Values and SMSC</b> A SoL that will promote a variety of areas within social development, including: Development of skills and attitudes that will allow them to participate fully in and contribute to life in modern Britain; and Acceptance and engagement with the</p>
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	<p>Frankenstein explores social and ethical dilemmas as well as the allowing students to explore the nature/nurture debate and ideas of Individual Liberty.</p> <p><b>Literacy: Key words and terminology</b> Mysterious, different, similarly, gothic, genre, suspense, atmosphere, gruesome, revenge, pathetic fallacy, play, audience, monster, morality, inference, tone, mood, stagecraft</p>	<p>consideration to how we treat others and our personal definitions of right and wrong. It also allows students to be creative using the themes of Horror to explore their own feelings.</p> <p><b>Literacy: Key words and terminology</b> Mysterious, different, similarly, gothic, genre, suspense, atmosphere, gruesome, revenge, pathetic fallacy, monsters, morality, inference, tone, mood,</p>	<p>fundamental British values of individual liberty</p> <p><b>Literacy: Key words and terminology</b> Utopia, Dystopia Utopia Huxley Fiction Mod Dictatorship Automation Genre Extreme Inequality Future Depiction Ethics Setting Novel Theme Science Fantasy Pollution Nightmare Gender Paradise Humanity Objective Underground Earth Abuse Vision Modification Literature Economics Reality</p>
Spring 2	<p><b>Topic: Murder Mystery</b></p> <p><b>Content covered, including knowledge and skills.</b> Reading extracts of novels and non-fiction writing to analyse and inspire own creative writing. Students will read and write a variety of texts based on this engaging theme. The texts studied include 19<sup>th</sup> century texts, in preparation for Dickens, Poetry and Language paper 2 at GCSE. Students will be reading critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features presents meaning.</p>	<p><b>Topic: Exploration of War</b></p> <p><b>Content covered, including knowledge and skills.</b> This SoL explores a number of texts based on the theme of War. This is a close link to the Power and Conflict poetry studied for GCSE Literature. Students will analyse the language, structure and poetic devices used to create meaning, and will compare ideas across the text, in preparation for GCSE Language and Literature papers. Poems studied will span from The Art of War, written by Sun Tzu, a Chinese general who lived from 544 to 496 BC to Shakespeare to more modern texts.</p>	<p><b>Topic: Point of View (POV) Writing</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will use non-fiction texts as a springboard for their own writing, in preparation for their GCSE Language Papers 1 and 2, section B. Students will again work on comparing, this time between text, in preparation for GCSE Language and Literature papers.</p> <p><b>Links to prior learning.</b> POV is a thematic SoL which will build upon students reading and writing skills.</p> <p><b>Links to British Values and SMSC Social development</b></p>

	<p>Students will study setting, plot, and characterisation, and the effects of these.</p> <p><b>Links to prior learning.</b> Building on their spoken language in the previous SOL, students will improvise, rehearse and perform play scripts based on extracts read.</p> <p><b>Links to British Values and SMSC</b> Students can show an Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p><b>Literacy: Key words and terminology</b> Investigate, detective, exciting, page turner, guessing, plot, character, action, surprises, thief, suspect, crime, criminals, justice, arrest, surveillance, observing, amateur, suspense, heist</p>	<p>Students will also write for various audiences and purposes.</p> <p><b>Links to prior learning.</b> Students will build upon there reading analysis and apply this to poetry.</p> <p><b>Links to British Values and SMSC</b> As a key historical theme war will include all of these.</p> <p><b>Literacy: Key words and terminology</b> battle. combat. fighting. hostility. strife. strike. struggle. warfare. Conflict. patriotism, power and different cultures. Literary heritage.</p>	<p>A SoL that will promote a variety of areas within social development, including: Development of skills and attitudes that will allow them to participate fully in and contribute to life in modern Britain; and Acceptance and engagement with the fundamental British values of individual liberty</p>
Summer 1	<p><b>Topic: The Tempest – An introduction to Shakespeare</b></p> <p><b>Content covered, including knowledge and skills.</b> In this unit students will explore the Shakespeare play “The Tempest”. The</p>	<p><b>Topic: Romeo and Juliet</b></p> <p><b>Content covered, including knowledge and skills.</b> Students will have the opportunity to read a whole play by Shakespeare, exploring themes linking Jacobean</p>	<p><b>Topic: Noughts and Crosses</b></p> <p><b>Content covered, including knowledge and skills.</b> Study of the whole novel in preparation for GCSE Literature. The skills we will cover will be those that are assessed at GCSE level. The</p>

	<p>unit will prepare them for their studies of Macbeth in later years, which is assessed in the GCSE Literacy paper. The main focus of this scheme of work is creative writing for different audiences and purposes.</p> <p><b>Links to prior learning.</b> Writing for different audiences and purposes – This is introduced during Autumn 2 ‘Murder Mystery’ SOW</p> <p><b>Links to British Values and SMSC</b> <b>Spiritual development</b> – Student will empathise with characters. Students are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters and biographies <b>Cultural development</b> – Students will think about similarities and differences of different settings and cultures of different characters in texts.</p> <p><b>Literacy: Key words and terminology</b> Biography, Stage Directions, analysing quotes, supporting quotes, monologue, dialogue, figurative language, imagery, debate,</p>	<p>England to modern society, making comparisons. Students will use Romeo and Juliet as a springboard to write both fiction and non-fiction texts in preparation for Language papers. Students will gain confidence in reading Shakespeare’s language, learning how to access and enjoy it, as well as how to analyse his use of language, structure and dramatic devices. The SoL ends with an opportunity to build on their Spoken Language skills, in preparation for their presentation at GCSE</p> <p><b>Links to prior learning.</b> Links to previous learning on Shakespeare and other plays. <b>Links to British Values and SMSC</b> <b>Spiritual development</b> – Student will empathise with characters. Students are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters and biographies <b>Cultural development</b> – Students will think about similarities and differences of different settings and cultures of different characters in texts.</p>	<p>themes are accessible and build on previous learning while still being ambitious and challenging for students as we move closer to years 10 and 11</p> <p><b>Links to prior learning.</b> Themes link closely with the previous SoL on dystopian fiction. This will allow students to access and understand themes and apply this knowledge to the text.</p> <p><b>Links to British Values and SMSC</b> <b>Social and Moral development</b> This text explores issues that are really relevant in today’s society and will allow students to discover representation of people who are maybe not like them or at least in different positions to themselves. This will allow students to reflect on the world around them and how they fit into society.</p> <p><b>Literacy: Key words and terminology</b> Serene Mahogany Parquet Solitary Manipulated Agonising Allowance Solicitor Terrorism Prominent Flickered</p>
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	ownership, power, characterisation, character, setting, description, imaginatively, moral, moral conflict.	<b>Literacy: Key words and terminology</b> Romance, tragedy, nurse, pun, contrast, foil, metaphor, soliloquy, conflict, Dramatic irony, allusion, prose, verse, foreshadowing	
Summer 2	<p><b>Topic: Poetry from Different Cultures</b></p> <p><b>Content covered, including knowledge and skills.</b> Exploration of 5 poems from different cultures including the study of traditions, values, beliefs and attitudes including the Windrush generation, the Holocaust and the slave trade. Skills covered:</p> <ul style="list-style-type: none"> <li>• Viewpoints and explicit meanings within the poems, using quotes to support a point and comment.</li> <li>• Identification of techniques used by a writer to create meanings and effects, using some relevant subject terminology where appropriate.</li> <li>• Accurate links between texts and show an understanding of backgrounds and context.</li> <li>• Personal responses to the texts.</li> <li>• Clear and detailed writing which displays an awareness of different purposes/forms, usually organised into paragraphs</li> <li>• Simple and compound sentences, vocabulary for effect and purpose, accurate spelling of common words and basic punctuation</li> </ul> <p><b>Links to prior learning.</b></p>	<p><b>Topic: Romeo and Juliet</b></p> <p><b>Content covered, including knowledge and skills.</b> As above to give students a full chance to engage with the text.</p> <p><b>Links to prior learning.</b></p> <p><b>Links to British Values and SMSC</b></p> <p><b>Literacy: Key words and terminology</b></p>	<p><b>Topic: Noughts and Crosses</b></p> <p><b>Content covered, including knowledge and skills.</b> Study of the whole novel in preparation for GCSE Literature. The skills we will cover will be those that are assessed at GCSE level. The themes are accessible and build on previous learning while still being ambitious and challenging for students as we move closer to years 10 and 11</p> <p><b>Links to prior learning.</b> Themes link closely with the previous SoL on dystopian fiction. This will allow students to access and understand themes and apply this knowledge to the text.</p> <p><b>Links to British Values and SMSC Social and Moral development</b> This text explores issues that are really relevant in today's society and will allow students to discover representation of people who are maybe not like them or at least in different positions to themselves. This will allow students to reflect on the world around them and how they fit into society.</p>



	<ul style="list-style-type: none"> <li>• Poetry techniques covered at KS2</li> <li>• Reading and writing skills covered at KS2</li> </ul> <p><b>Links to British Values and SMSC</b></p> <ul style="list-style-type: none"> <li>• Exploration of different cultures including traditions, values, beliefs and attitudes.</li> <li>• Links to 'Black Lives Matter': the Windrush generation and atrocities of Holocaust and slave trade.</li> </ul> <p><b>Literacy: Key words and terminology</b></p> <p>Culture - traditions - values - beliefs - attitudes - religion/religious - community - Windrush - Holocaust - concentration camp - atrocities - liberation - slavery - slave trade - colonialism - exploitation - discrimination - unjust - injustice - oppression</p>		<p><b>Literacy: Key words and terminology</b></p> <p>Serene Mahogany Parquet Solitary  Manipulated Agonising Allowance Solicitor  Terrorism Prominent Flickered</p>
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## Key Stage 4: Curriculum Intent (BRIEF):

	Year 10	Year 11
Autumn 1	<p><b>Topic: Language Paper 1</b></p> <p><b>Brief explanation of content covered.</b>  <b>Language Paper 1</b> reading and writing skills (fiction), using AQA reading resource</p> <ul style="list-style-type: none"> <li>• Analysis of language, structure, response to a statement and discussion of writers' methods</li> <li>• Writing fiction (descriptive and narrative writing)</li> </ul> <p><b>Brief outline of key concepts and skills learned.</b>  Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.  For GCSE English Language students should:</p> <ul style="list-style-type: none"> <li>• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism</li> <li>• read and evaluate texts critically and make comparisons between texts</li> <li>• summarise and synthesise information or ideas from texts</li> <li>• use knowledge gained from wide reading to inform and improve their own writing</li> </ul>	<p><b>Topic: Unseen Poetry</b></p> <p><b>Brief explanation of content covered.</b>  Students will cover a range of poems they have never studied before to teach them how to approach the unseen section of the exam. They will develop their analytical skills as well as developing their knowledge of a wide range of themes.</p> <p><b>Brief outline of key concepts and skills learned.</b>  AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>

	<ul style="list-style-type: none"> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly and punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> <li>• listen to and understand spoken language and use spoken Standard English effectively.</li> </ul>	
Autumn 2	<p><b>Topic: A Christmas Carol</b></p> <p><b>Brief explanation of content covered.</b> Knowledge of the Novella and the Victorian era, which will be needed for contextual knowledge.</p> <p><b>Brief outline of key concepts and skills learned.</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b>Topic: Macbeth</b></p> <p><b>Brief explanation of content covered.</b> Knowledge of play and the late Elizabethan early Jacobean, which will be needed for contextual knowledge.</p> <p><b>Brief outline of key concepts and skills learned.</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
Spring 1	<p><b>Topic: Language Paper 2 Section A</b></p> <p><b>Brief explanation of content covered.</b></p>	<p><b>Topic: Revision</b></p> <p><b>Brief explanation of content covered.</b> Students will revise previous topics and prepare for their exams</p>

	<p><b>Language Paper 2</b> (non-fiction and comparison) reading skills, using an AQA reading resource to compare texts, inferences, analysis of language and other writer's methods</p> <p><b>Brief outline of key concepts and skills learned.</b></p> <p>Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.</p> <p>For GCSE English Language students should:</p> <ul style="list-style-type: none"> <li>• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism</li> <li>• read and evaluate texts critically and make comparisons between texts</li> <li>• summarise and synthesise information or ideas from texts</li> <li>• use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly and punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> <li>• listen to and understand spoken language and use spoken Standard English effectively.</li> </ul>	<p><b>Brief outline of key concepts and skills learned.</b></p> <p>Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.</p> <p>For GCSE English Language students should:</p> <ul style="list-style-type: none"> <li>• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism</li> <li>• read and evaluate texts critically and make comparisons between texts</li> <li>• summarise and synthesise information or ideas from texts</li> <li>• use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly and punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> <li>• listen to and understand spoken language and use spoken Standard English effectively.</li> </ul>
Spring 2	<b>Topic: An Inspector Calls</b>	<b>Topic: Revision</b>

<p><b>Content covered, including knowledge and skills.</b>  Study of a Modern Text for English Literature Paper 2 Section A:</p> <ul style="list-style-type: none"> <li>• AO1: Read, understanding and respond to the text.</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>o maintain a critical style and develop an informed personal response</li> <li>o use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationship between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Links to prior learning.</b></p> <ul style="list-style-type: none"> <li>• Links to themes/ideas of responsibility, social class and injustice already studied in A Christmas Carol.</li> <li>• AQA Literature assessment objectives already addressed in A Christmas Carol, as well as being introduced in KS3 curriculum i.e. Of Mice and Men.</li> <li>• Conventions of a play introduced in KS3 curriculum i.e. Frankenstein The Play.</li> <li>• (Social class also explored in Titanic SOW).</li> </ul> <p><b>Links to British Values and SMSC</b></p> <ul style="list-style-type: none"> <li>• Exploration of social responsibility, age, gender and class, as well as discussions on how attitudes have changed/should have changed.</li> </ul> <p><b>Literacy: Key words and terminology</b>  Social class - bourgeoisie - capitalist - Conservative (right-wing) - Socialist (left-wing) - socialism - individual freedom - individualistic - industrialist - materialistic - privileged -</p>	<p><b>Brief explanation of content covered.</b>  Students will revise previous topics and prepare for their exams</p> <p><b>Brief outline of key concepts and skills learned.</b>  AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
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	microcosm - misogynistic - omniscient - hierarchy - patriarchy - unequal - injustice - responsibility - conscience - superficial - unionisation	
Summer 1	<p><b>Topic: Power and Conflict Poetry</b></p> <p><b>Brief explanation of content covered.</b> The power and Conflict anthology of poetry that covers a variety of poets needed for the exam. Covering themes like War, the power of nature and identity, students will explore how poetry can explore these themes.</p> <p><b>Brief outline of key concepts and skills learned.</b> AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b>Topic: Revision</b></p> <p><b>Brief explanation of content covered.</b></p> <p><b>Brief outline of key concepts and skills learned.</b></p>
Summer 2	<p><b>Topic: Language Paper 2 Section B and Spoken Language</b></p> <p><b>Brief explanation of content covered.</b> Persuasive writing skills are developed in order for students to be able to clearly identify and write in certain styles, including speech, article and letter. They will use the speech writing skills to write their own speech, which will be tested as part of their Spoken Language endorsement.</p>	<p><b>Topic:</b></p> <p><b>Brief explanation of content covered.</b></p> <p><b>Brief outline of key concepts and skills learned.</b></p>

**Brief outline of key concepts and skills learned.**

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.

Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

For GCSE English Language students should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.