

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 7 Curriculum Overview:</b>  <i>In year 7 our curriculum aims at enthusing pupils with a love for the language and to firmly establish its basics (phonics, vocabulary and grammar) in their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and to equip pupils with language learning strategies that will serve them as they progress through the school.</i></p>			
<p><b>Year 7 HT1</b></p>	<p><b>Unit Title: The Basics</b>  Pupils are introduced to the basics of the language, including phonetic and spelling patterns, basic grammar <b>such as agreements and word order, and key vocabulary such as numbers and dates. They develop their ability</b> to understand classroom commands and to use basic classroom language among themselves and with the teacher appropriately.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Numbers and dates</li> <li>• Routine classroom instructions</li> <li>• Expressing opinions</li> </ul>	<p><b>Formative Assessment:</b>  Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit listening and speaking assessment</p>	<ul style="list-style-type: none"> <li>• presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school).</li> </ul>
<p><b>Year 7 HT2</b></p>	<p><b>Unit Title: My family</b>  In this unit pupils develop their ability to describe people and animals and express simple opinions about family members, celebrities, etc. and preferences about colours and animals.</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Describing people</li> <li>• Animals</li> </ul>	<p><b>Formative Assessment:</b>  Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit reading and writing assessment</p>	
<p><b>Year 7 HT3</b></p>	<p><b>Unit Title: School</b>  In this unit pupils develop their ability to express preferences and justify them, to discuss their school routine including times and the facilities at their school.</p> <p>Students will learn about:</p>	<p><b>Mid-Year Exam:</b>  Listening, reading and writing assessment</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>• what is your favourite subject and why</li> <li>• what do you think about your school</li> </ul>

	<ul style="list-style-type: none"> <li>• School subjects</li> <li>• School facilities</li> <li>• Time</li> </ul>	<b>Formative Assessment:</b> Vocabulary quizzes	<ul style="list-style-type: none"> <li>• what you normally do during break</li> <li>• what are you going to do when you get home today</li> </ul>
<b>Year 7 HT4</b>	<b>Unit Title: Where I live</b> In this unit pupils further develop their ability to establish comparisons and express their opinions including some justification. They develop their ability to describe houses and locations and express preferences, including where they would like to live in the future. <ul style="list-style-type: none"> <li>• Key locations – what is there in my town?</li> <li>• Types of house and descriptions</li> <li>• Expressing opinions with justifications</li> </ul>	<b>Formative Assessment:</b> Vocabulary quizzes <b>Summative Assessment:</b> Speaking assessment	Extended writing answering: <ul style="list-style-type: none"> <li>• where you live (house+area)</li> <li>• where you would like to live in the future and why</li> </ul>
<b>Year 7 HT5</b>	<b>Unit Title: Revision</b> Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.	<b>End of Year Exams</b> Listening, reading and writing	
<b>Year 7 HT6</b>	<b>Unit Title: My life in a French/Spanish-speaking country</b> To end the year, students complete a unit of work that allows them to bring together all of the topics they have studied during year 7 to create a cultural project about life in a French/Spanish-speaking project. Students will learn about: <ul style="list-style-type: none"> <li>• French/Spanish-speaking culture</li> <li>• Oracy and presentation skills</li> </ul>		<b>Films:</b> <ul style="list-style-type: none"> <li>- <b>Encanto (Colombia)</b></li> <li>- <b>Belle et Sébastien (life in Vichy France)</b></li> </ul>

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**Year 8 Curriculum Overview:**

*In year 8 our curriculum aims at developing pupils' linguistic competencies, extending their knowledge and proficiency in dealing with familiar and less familiar language. There is a special emphasis on developing the ability to narrate in the 3 time frames (grammar), consolidating phonics and increasing vocabulary*

*knowledge, both high frequency transferable items and more specific, topic-base lexical items (both breadth and depth will be taught and assessed, including work on synonyms and antonyms).*

<p><b>Year 8 HT1</b></p>	<p><b>Unit Title: Holidays</b> We start year 8 with this unit to maximise on pupils coming back with renewed energy after the summer (but potentially with some gaps due to forgetting over the long holiday). We want to start the year with the introduction of the past time frame which we will be revisiting under each unit this year to ensure pupils embed it in their long term memories and have plenty of opportunity to practise it in different contexts.</p> <ul style="list-style-type: none"> <li>• Holiday destinations</li> <li>• Modes of transport</li> <li>• Holiday activities in the past tense</li> <li>• Opinions in the past tense</li> </ul>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit listening and speaking assessment</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>• Usual holidays</li> <li>• Last/most memorable holiday</li> <li>• Preferred type of holiday</li> <li>• Future holiday plans</li> </ul>
<p><b>Year 8 HT2</b></p>	<p><b>Unit Title: Going out and Staying in</b> This unit revisits and extends some vocabulary and grammar from year 7, while making full use of the infinitives learnt or revised under unit 5. In this unit pupils further develop their ability to express future plans and narrate events in the past as well as expressing preferences about their free time and make comparisons. The focus on role plays lends itself to specific practice of aural skill and phonics.</p> <ul style="list-style-type: none"> <li>• Weekend activities in the present tense</li> <li>• Clothes and what to wear</li> <li>• TV shows and film</li> <li>• Weekend activities in the near future tense</li> </ul>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative assessment:</b> End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>• Extended writing answering:</li> <li>• what do you prefer to do when you have free time</li> <li>• what you did last weekend with your friends</li> <li>• review of a film watched recently</li> <li>• your plans for next weekend</li> </ul>
<p><b>Year 8 HT3</b></p>	<p><b>Unit Title: Daily routine, health and fitness</b> In this unit pupils develop their ability to discuss their daily routine and give their opinion about it, including any desired changes, as well as develop their ability to discuss simple healthy and unhealthy habits including recommendations. The focus on role plays lends itself to specific practice of aural skill and phonics.</p> <p>Students will learn about:</p>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative assessment:</b> End of unit listening and writing assessment</p>	

	<ul style="list-style-type: none"> <li>• Daily routines (reflexive verbs)</li> <li>• Health eating: breakfast, lunch and dinner,</li> <li>• Going to the doctors – expressing ailments</li> </ul>		
<b>Year 8 HT4</b>	<p><b>Unit Title: School and future plans</b> In this unit pupils revisit key language from year 7 such as personal description, subjects and expressing opinions. They further develop their ability to discuss school life including giving and seeking opinions about school rules, uniform, etc. In unit 8 pupils also develop their ability to discuss their hopes and ambitions for the future combining more than one way of expressing the future time frame.</p> <p>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• School routines and rules</li> <li>• Jobs</li> <li>• Expressing future desires</li> </ul>	<p><b>Formative Assessment:</b> Vocabulary quizzes</p> <p><b>Summative Assessment:</b> Speaking</p>	
<b>Year 8 HT5</b>	<p><b>Unit Title: Revision</b> Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.</p>	<p><b>End of Year Exams</b> Listening, reading and writing</p>	
<b>Year 8 HT6</b>	<p><b>Unit Title: Carnival</b> To end the year, students complete a unit of work that allows them to explore the cultural phenomenon of carnival across the French/Spanish-speaking world.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• The colonial origins of carnival</li> <li>• Writing in 3 tenses</li> </ul>	<p><b>Formative assessment:</b> poster to promote Carnival</p>	
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 9 Curriculum Overview:</b>			

*In year 9 our Curriculum aims at inspiring young teenagers while consolidating and extending their language knowledge, ensuring a majority chooses to carry on with their language into GCSE. Therefore, it includes cultural topics, a wide representation of the Spanish speaking world and it encourages the exploration of songs, short films and literature, as well as consolidating practice on phonics, expanding vocabulary knowledge (breadth and depth) and increasing understanding and knowledge of key grammar.*

<p><b>Year 9 HT1</b></p>	<p><b>Unit Title: Relationships</b> The first unit in year 9 combines revision of previously learnt language with the introduction of a wider range of vocabulary, allowing for a more mature and sophisticated way of describing people, personal relationships and future wishes. Pupils also extend their ability to express preferences, future plans and to narrate events in the past, including a range of past tenses. It is recommended that songs are used to further pupils’ practice of the phonics, vocabulary and grammar relevant to this unit of work and to increase cultural awareness (see below).</p> <p>Students will learn about</p> <ul style="list-style-type: none"> <li>• Describing family relationships (reflexive verbs)</li> <li>• Romantic relationships</li> <li>• Describing past events (imperfect tense)</li> </ul>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit listening and speaking assessment</p>	<ul style="list-style-type: none"> <li>• Song “Mi otra mitad” by Tisuby (Venezuela)</li> <li>• Song “Amor de verano”, by David Rees (born in Spain from a British family).</li> <li>• Song “50 cosas sobre mí”, by David Rees</li> <li>• Song “Corazón sin cara” by Prince Royce (American-born Dominican singer and songwriter).</li> </ul>
<p><b>Year 9 HT2</b></p>	<p><b>Unit Title: Festivals</b> This is a predominantly cultural unit aimed at expanding knowledge of other countries’ traditions and to establish comparisons with their own culture. In this unit pupils further develop their ability to express future plans and narrate events in the past combining various tenses. New specific vocabulary is introduced and sound-symbols correspondences covered since year 7 are revisited.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• French/Spanish-speaking cultural events</li> <li>• Comparisons</li> <li>• Photo card practice</li> </ul>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative assessment:</b> End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>• La leyenda de la Llorona (México). Song with lyrics and interactive exercises</li> <li>• Receta pan de muerto (México): Video recipe and activities</li> <li>• Auténtica tortilla de patatas (Spain) : video recipe and activities</li> <li>• Día de Todos los Santos en España</li> </ul>

			<ul style="list-style-type: none"> <li>Film: opening scene of "Volver", by Pedro Almodóvar (Spain)</li> </ul>
<p><b>Year 9 HT3</b></p>	<p><b>Unit Title: My City</b>  In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the Hispanic world or an area of a Spanish speaking country by learning about particular cities/countries/areas. This unit provides ample scope for adapting to suit individual department's knowledge, expertise or interest.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>Revisiting town vocabulary (covered in Y7)</li> <li>Comparisons between present and past</li> <li>Tourist information</li> <li>Life in French/Spanish speaking cities</li> </ul>	<p><b>Formative assessment:</b>  Vocabulary quizzes</p> <p><b>Summative assessment:</b>  End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>Test de cultura (including videos and photos) <ul style="list-style-type: none"> <li>Argentina</li> <li>Colombia</li> <li>Mexico</li> </ul> </li> </ul>
<p><b>Year 9 HT4</b></p>	<p><b>Unit Title: The World Around Us</b>  This is the last unit in our KS3 curriculum and could provide a bridge between KS3 and KS4. Pupils have the opportunity to extend their knowledge about world-wide issues through Spanish, using knowledge they might have acquired via other areas of the curriculum such as Geography or PSHE.</p> <ul style="list-style-type: none"> <li>The environment</li> <li>Children's rights</li> <li>Helping others – voluntary work in the community</li> </ul>	<p><b>Formative Assessment:</b>  Vocabulary quizzes</p> <p><b>Summative Assessment:</b>  Listening, writing</p>	
<p><b>Year 9 HT5</b></p>	<p><b>Unit Title: Revision</b>  Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.</p>	<p><b>End of Year Exams</b></p>	

<p><b>Year 9 HT6</b></p>	<p><b>Unit Title: Planning a trip</b></p> <p>To end the year, students complete a unit of work that is based around practical skills such to allow travel to a French/Spanish-speaking country. This allows those students who are not continuing to study a language to leave KS3 with some useful vocabulary; whilst preparing those who are taking a languages GCSE with key skills such as role play and photo card descriptions.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• What to pack (vocabulary)</li> <li>• How to travel</li> <li>• Problems in a restaurant/hotel</li> </ul>	<p><b>Formative Assessment:</b> A travel brochure on their chosen destination</p>	<p>Film: Voces Inocentes – exploring the plight of child soldiers in El Salvador.</p>
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<b>Year 10 Curriculum Overview:</b>			
<b>Year 10 HT1</b>	<b>Unit Title: Me, my family and friends – relationships with family and friends</b> <ul style="list-style-type: none"> <li>- Describing friends and family</li> <li>- What makes a good friend?</li> <li>- What you do with your friends/family</li> <li>- Describing relationships with friends and family</li> <li>- Free time – music, TV and cinema</li> </ul>	<b>Formative assessment:</b> vocabulary quizzes  <b>Summative assessment:</b> End of unit listening, reading and writing	
<b>Year 10 HT2</b>	<b>Unit Title: Home, town neighbourhood and region – Where I live</b> <ul style="list-style-type: none"> <li>- Describing your house; rooms and furniture</li> <li>- Local amenities</li> <li>- Free time activities</li> <li>- Problems in your area and what you would like to improve</li> <li>- Town vs country</li> </ul> <b>Unit Title: Technology in everyday life – social media/mobile technology</b>	<b>Formative assessment:</b> vocabulary quizzes  <b>Summative assessment:</b> End of unit listening, reading and writing	
<b>Year 10 HT3</b>	<b>Unit Title: Life at school and college</b> <ul style="list-style-type: none"> <li>• Ideal school</li> <li>• Subjects and opinions</li> <li>• Rules and pressures</li> <li>• Primary school vs secondary school</li> <li>• Education Post 16 and Jobs, career choices and ambitions</li> </ul>	<b>Mid-Year exam:</b>	
<b>Year 10 HT4</b>	<b>Unit Title: Free time - food and eating out</b> <ul style="list-style-type: none"> <li>• Food and drink in everyday life</li> <li>• Food and drink on special occasions</li> <li>• Eating out</li> <li>• Free time – sport</li> </ul>	<b>Formative assessment:</b> vocabulary quizzes	



	<ul style="list-style-type: none"> <li>• Social Issues – healthy and unhealthy living</li> </ul>	<b>Summative assessment:</b> End of unit listening, reading and writing	
<b>Year 10 HT5</b>	<p><b>Unit Title: Social Issues – healthy and unhealthy living</b></p> <ul style="list-style-type: none"> <li>• Alcohol, cigarettes and drugs</li> <li>• Why young people take drugs/drink/smoke</li> <li>• The consequences of smoking/drinking/drugs</li> </ul> <p><b>Unit Title: Travel and tourism</b></p> <ul style="list-style-type: none"> <li>• Preferences and destinations</li> <li>• Weather</li> <li>• Experiences</li> <li>• Booking travel and accommodation</li> <li>• Ideal holiday</li> </ul>	<p><b>Formative assessment:</b> vocabulary quizzes</p> <p><b>End of Year assessment:</b> Full GCSE paper in reading, listening, speaking and writing</p>	
<b>Year 10 HT6</b>	<p><b>Unit Title: Customs and festivals in Spanish-speaking countries/communities</b></p> <ul style="list-style-type: none"> <li>- Festivals of the Spanish speaking world</li> <li>- Global festivals</li> <li>- Celebrations and customs</li> <li>-</li> </ul>		

Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 11 Curriculum Overview:</b>			
<b>Year 11 HT1</b>	<b>Unit Title: Where I live</b> <ul style="list-style-type: none"> <li>- Revision of:</li> <li>- Home, town neighbourhood and region –</li> <li>- Global Issues</li> <li>- Social issues</li> </ul>		
<b>Year 11 HT2</b>	<b>Unit Title: School and Future plans</b> Education Post 16 and Jobs, career choices and ambitions Revision of family and everyday life	<b>PPE 1: November</b>	
<b>Year 11 HT3</b>	<b>Revisiting topics and themes, exam practice</b>	<b>PPE 2: February/March Literature Paper 1 Language Paper 2</b>	
<b>Year 11 HT4</b>	<b>Revisiting topics and themes, exam practice</b>		
<b>Year 11 HT5</b>	<b>Revisiting topics and themes, exam practice</b>		

<b>Year 11</b> <b>HT6</b>	<b>Unit Title: GCSE Examinations</b>		
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Half Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 12 Curriculum Overview:</b>			
<b>Year 12 HT1</b>	<p><b>Unit Title: Introduction to Dystopia as a Literary Genre (Mr Bell-Brown)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Origins of Dystopia</li> <li>• Definition of Dystopia</li> <li>• Types &amp; Features of Dystopia</li> <li>• Evolution of Dystopia in 20<sup>th</sup> Century</li> <li>• Dystopia as a Paradigm</li> </ul> <p><b>Unit Title: Introduction to Coursework Task One (Mr Tweed / Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read Poetry Collection <i>The World's Wife</i> by Carol Ann Duffy</li> <li>• Explore Duffy's Poetry Toolbox</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b></p> <p>No Assessment Coursework Unit</p>	<p><b>Component 02 – Comparative Essay</b> <b>Wider Reading</b> Dystopian Set Text List <i>Brave New World</i> by Aldous Huxley <i>Children of Men</i> by PD James <i>1984</i> by George Orwell</p> <p><b>Wider Knowledge</b> Dystopian Film List &amp; Film Club Articles on Dystopia and links to current affairs available via Google Classroom Extended Learning Folder</p>
<b>Year 12 HT2</b>	<p><b>Unit Title: Study of Set Text - <i>Fahrenheit 451</i> by Ray Bradbury</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Features of Dystopia evident in the Text</li> <li>• Type of Dystopia imagined by Writer</li> </ul> <p><b>Unit Title: Introduction to Coursework Task One (Mr Tweed / Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Coursework Essay writing Method</li> <li>• Coursework Essay writing Model</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b></p> <p>No Assessment Coursework Unit</p>	<p><b>Component 03 – Task One</b> <b>Wider Reading</b> KS5 Reading List available on GC Fiction &amp; Non-Fiction Texts that focus on issues of identity, gender, roles in Society</p> <p><b>Wider Knowledge</b> Articles on Identity and gender and links to current affairs available via Google Classroom Extended Learning Folder</p>

<p><b>Year 12 HT3</b></p>	<p><b>Unit Title: Study of Set Text - <i>Fahrenheit 451</i> by Ray Bradbury</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• 1950's USA Contextual Influences</li> <li>• How Bradbury transposes these ideas &amp; influences in the text</li> <li>• Key Episodes</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read Task Two Text: <i>Closer</i> by Patrick Marber</li> <li>• Study of 1990's UK Context [AO3]</li> </ul>	<p><b>January PPE 1 - Generic Paper</b>  P1 – Dystopia as Genre short written response questions  P2 – Fahrenheit 451 Contextual Influences extended written response  P3 – Fahrenheit 451 Unseen Passage as prompt for Exam Style Statement Question</p>	<p><b>Component 03 – Task Two</b>  <b>Wider Reading</b>  <i>Patrick Marber</i> by Graeme Saunders (Digital download of book available on GC Extended Learning Folder)  <b>Wider Knowledge</b>  Interviews with Patrick Marber and cast members available on Youtube.com  Film Version 2004 (dir. Mike Nichols)</p>
<p><b>Year 12 HT4</b></p>	<p><b>Unit Title: Study of Set Text - <i>The Handmaid's Tale</i> by Margaret Atwood</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Features of Dystopia evident in the Text</li> <li>• Type of Dystopia imagined by Writer</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Study of Marber's Language &amp; Style [AO2]</li> <li>• Study of Marber's use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b></p>	<p><b>Component 02 – Comparative Essay</b>  <b>Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>The Handmaid's Tale TV Series One (Hula 2017)</i></p>
<p><b>Year 12 HT5</b></p>	<p><b>Unit Title: Study of Set Text - <i>The Handmaid's Tale</i> by Margaret Atwood</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• 1980's USA Contextual Influences</li> <li>• How Atwood transposes these ideas &amp; influences in the text</li> <li>• Key Episodes</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read Task Two Text: <i>Never Let Me Go</i> by Kazuo Ishiguro</li> <li>• Study of Context in Ishiguro's fiction [AO3]</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b>  <i>Comparative Contextual Essay</i>  Part One Practise Writing HWK/IS and Exam Conditions in Class  Part Three Practise Writing HWK/IS and Exam Conditions in Class</p>	<p><b>Component 03 – Task Two</b>  <b>Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available on GC Extended Learning Folder  Connell Guide to <i>Never Let Me Go</i>  James Wood <i>Ishiguro</i> Essay in <i>The Fun Stuff</i> (2012) collection of Critical Essays  <b>Wider Knowledge</b></p>

			Imagine Interview with Ishiguro available on BBC iplayer Film Version 2010 (dir. Mark Romanek)
<b>Year 12 HT6</b>	<p><b>Unit Title: Comparative Contextual Essay Preparation</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Extended Essay writing Method</li> <li>• Extended Essay writing Model</li> <li>• Exam Question Planning and Timing</li> <li>• Adapting Textual Evidence/Episodes to variety of Exam Questions</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Study of Ishiguro's Language &amp; Style [AO2]</li> <li>• Study of Ishiguro's use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><i>Comparative Contextual Essay</i> Part Two Practise Writing HWK/IS and Exam Conditions in Class <b>June PPE 2 - Custom Exam Paper</b> H472/02 Question 6 [30 marks] Exam Style Statement Question</p>	

Half Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 13 Curriculum Overview:</b>			
<b>Year 13 HT1</b>	<p><b>Unit Title: Critical Commentary of UNSEEN passage</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>Identifying Types &amp; Features of Dystopia [AO1]</li> <li>Making links between Unseen Passage &amp; Contextual Influences [AO3]</li> <li>Making links between Unseen Passage &amp; other Dystopian Texts</li> <li>Placing Unseen passage in Dystopian Paradigm [AO1]</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>Comparison of Task Two Set Texts [AO4] <i>Never Let Me Go</i> by Kazuo Ishiguro and <i>Closer</i> by Patrick Marber</li> <li>Writing Frame/Model for Coursework Task Two</li> </ul>	This unit is continuously assessed through Classwork Practise Passages, IS tasks and HWK using an Order of Enquiry Model	<p><b>Component 02 – Unseen Passage Wider Reading</b> Brave New Worlds Volume 1 and 2 Collections of Dystopian Short Stories</p> <p><b>Component 03 – Task One &amp; Task Two Wider Reading Wider Knowledge</b> All material from Year 12 will be needed in this term to complete Coursework</p>
<b>Year 13 HT2</b>	<p><b>Unit Title: Critical Commentary of UNSEEN passage</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>Identifying Stylistic Features and Tropes [AO2]</li> <li>Relate Style features to Dystopian Paradigm [AO1]</li> <li>Consider different stylistic approaches to Dystopian Writing</li> </ul> <p><b>Unit Title: Pre 1900 Drama and Poetry Comparative Essay</b></p>	<p><b>November PPE 1 - Custom Exam Paper</b> H472/02 Question 6 [30 marks] Exam Style Statement Question H472/02 Question 5 [30 marks] Exam Style Unseen Passage</p>	<p><b>Component 02 – Unseen Passage Wider Reading</b> Brave New Worlds Volume 1 and 2 Collections of Dystopian Short Stories</p>

	<p><b>(Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read <i>The Doll's House</i> by Henrik Ibsen</li> <li>• Study of Victorian Context &amp; Genre Context [AO3]</li> </ul>	<p><b>Coursework Task One</b></p> <p><b>Coursework Task Two</b></p>	<p><b>Component 01 – Pre 1900 Drama Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>The Doll's House</i></p>
<p><b>Year 13 HT3</b></p>	<p><b>Unit Title: Interpretative Discussion of changing views of <i>The Tempest</i></b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Jacobean Context of the Play [AO3]</li> <li>• Changing Interpretations of the play through time [AO5]</li> <li>• Study of Theatrical Interpretations [AO5]</li> <li>• Study of Film Interpretations [AO5]</li> <li>• Literary Theories &amp; Types [AO5]  <i>Marxist/Feminist/Psychoanalytical/Historicist/Post-Colonial</i></li> </ul> <p><b>Unit Title: Pre 1900 Drama &amp; Poetry Comparative Essay</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Study of Ibsen's Language &amp; Style [AO2]</li> <li>• Study of Ibsen's use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b>  + This unit is continuously assessed through Classwork Practise Passages, IS tasks and HWK using an Order of Enquiry Model</p> <p><b>Coursework Task Two</b></p>	<p><b>Component 01 – The Tempest Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>The Tempest</i>  <i>The King &amp; The Playwright</i> documentary  Prof James Shapiro  <b>Wider Knowledge</b>  Film Versions of <i>The Tempest</i>  <i>Forbidden Planet (1956)</i>  <i>The Tempest – Derek Jarman (1980)</i>  <i>The Tempest – Julie Taymor (2011)</i></p>
<p><b>Year 13 HT4</b></p>	<p><b>Unit Title: Critical Commentary of UNSEEN passage from <i>The Tempest</i></b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Identifying Stylistic Features and Tropes [AO2]</li> <li>• Identifying Stylistic Features and Tropes [AO1]</li> <li>• Relating Style &amp; Structure Features to Later Plays Paradigm</li> </ul> <p><b>Unit Title: Pre 1900 Drama and Poetry Comparative Essay (Mr Tweed / Ms Capstick)</b></p>	<p><b>H472/Component 01</b>  In Class practise Exam Questions</p> <p><b>March PPE 2 - Custom Exam Paper</b>  H472/02 Question 6 [30 marks]  Exam Style Statement Question  H472/02 Question 5 [30 marks]  Exam Style Unseen Passage</p>	<p><b>Component 01 – Pre 1900 Drama</b></p>



	<p><i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read <i>OCR Poetry Anthology</i> by Christina Rossetti</li> <li>• Study of Victorian Context &amp; Genre Context [AO3]</li> <li>• Study of Rossetti's Language &amp; Style [AO2]</li> <li>• Study of Rossetti's use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><b>H472/Component 01</b> In Class practise Exam Questions Using Order of Enquiry Writing Frame</p>	<p><b>Wider Reading</b> Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder Connell Guide to <i>Christina Rossetti</i></p>
<p><b>Year 13</b> <b>HT5</b></p>	<p><b>Unit Title: Exam Preparation and Practice Papers</b></p>	<p><b>Coursework Task One</b></p> <p><b>Coursework Task Two</b></p>	