

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 7 Curriculum Overview: <i>In year 7, students are introduced to a range of fiction texts to develop their understanding of genre and form, studying whole novels, plays, poem anthologies and short stories. Students are introduced to making analytical inferences about a text and are encouraged to think deeply and critically about the literature that they study. Students also study the foundations of grammar skills, forming the basis of knowledge of creative writing, as well as developing their creative writing skills by learning to write in a range of tones and styles. The work students do around creative writing fosters an enjoyment and appreciation of writing, supported by the regular reading for pleasure that students undertake in their reading lessons.</i></p>			
<p>Year 7 HT1</p>	<p>Unit Title: A Monster Calls Students are introduced to English at Walthamstow Academy by reading a whole novel. As they read, they develop their understanding of thematic analysis and start to make inferences. Students will learn about:</p> <ul style="list-style-type: none"> • Reading a whole novel • Introduction to making inferences • Analysis of an extract 	<p>Formative Assessment: How does Ness explore ideas on a theme. Summative Assessment: How does Ness explore ideas on a theme</p>	<p>Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons)</p>
<p>Year 7 HT2</p>	<p>Unit Title: The Tempest Students are introduced to Shakespeare through one of his later plays, 'The Tempest'. Studying themes of betrayal, power and hierarchy and revenge in the Jacobean era, students learn about Shakespeare's use of structure and language and develop their understanding of making inferences and writing analytical paragraphs. Students will learn about:</p> <ul style="list-style-type: none"> • An introduction to Shakespeare: his life and works • The key context of Jacobean England and how that influenced Shakespeare's writing • The concept of power and hierarchy 	<p>Formative Assessment: Thematic analysis using an extract Summative Assessment: Thematic analysis using an extract.</p>	<p>Fiction reading for pleasure – students can use our virtual library on our website to help them find a book to read. https://www.walthamstow-academy.org/students/virtual-library Watch: Julie Taymor's production of 'The Tempest' Visit: Shakespeare's Globe theatre</p>

<p>Year 7 HT3</p>	<p>Unit Title: Greek Myths and Grammar The study of Greek Myths allows students to develop their understanding of key literary allusions that are used in literature throughout history. This is coupled with an explicit grammar focus to ensure students have a clear foundation of forming sentence structures in their own writing. Students will learn about:</p> <ul style="list-style-type: none"> • Foundational grammar skills • Using descriptive language • Greek mythology and literary allusions. 	<p>Mid-Year Exam: Reading: Students write an essay on either a character of theme using an extract from 'The Tempest' Writing: Fiction Writing. Students write a descriptive/narrative story Formative Assessment: Descriptive writing with a picture stimulus</p>	<p>Club: Student Newspaper Visit: British Museum to see the Ancient Greece exhibition</p>
<p>Year 7 HT4</p>	<p>Unit Title: Fiction Writing Building on their study of grammar, students will start by looking at a picture stimulus and start building creative stories, using these pictures as a basis. They are introduced to structuring a descriptive story, and practise writing in a variety of tones and genres. Students will develop skills of:</p> <ul style="list-style-type: none"> • Structuring a piece of creative writing • Developing their use of descriptive language • Introducing ambitious vocabulary into their writing 	<p>Summative Assessment: Descriptive writing with a picture stimulus</p>	<p>Creative Writing Club Young Writer's Twisted Tales Writing competition</p>
<p>Year 7 HT5</p>	<p>Unit Title: War Poetry Students are introduced to the study of poetry and begin looking at analysing structure and form in poetry. They are introduced to some of the most prolific war poets in the English canon such as Wilfred Owen and Siegfried Sassoon. Students will study the context of war poetry, learning about key concepts such as trench warfare and propaganda. Students will learn about:</p> <ul style="list-style-type: none"> • Analysing form and structure of poetry • Exploring connotations • The historical context of war poetry and themes of power and conflict. 	<p>Formative Assessment: Analysis of the structure and language of a poem on a theme. Summative Assessment: Analysis of the structure and language of one of the poem's from the anthology</p>	<p>Young Writer's Poetry Writing competition Watch: Channel 4 Documentary 'The Not Dead'</p>

<p>Year 7 HT6</p>	<p>Unit Title: Community Writing – Letter writing To end the year, students complete a unit of work that allows them to connect with our local community. Students write a letter to a y6 student, giving them advice on their first year at Walthamstow Academy. It allows students to reflect on their first year at the Academy and develop their skills of letter writing. Students will learn about:</p> <ul style="list-style-type: none"> • Form, audience and purpose in non-fiction writing • Developing skills of planning, editing and re-drafting 	<p>End of Year Exams: Reading: Students are given 1 poem from our War Poetry anthology and write a thematic essay. Writing: Fiction Writing. Students write a descriptive/narrative story.</p>	<p>Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons) Newspaper Club</p>
<p>Term Curriculum Content</p>		<p>Assessment(s) <i>(assessment title, duration and approx date)</i></p>	<p>Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i></p>
<p>Year 8 Curriculum Overview: <i>Students build on the foundation of knowledge and skills taught in year 7 to further develop their analytical writing. They study the Gothic as a genre and are introduced to the key 19th century context of romanticism and enlightenment, as well as considering the impact that religion has on literature. Students consolidate the analytical framework they have been taught in year 7 and begin to tackle increasingly challenging texts which help develop original and critical thoughts. Their study of social protest poetry allows them to engage with the world and issues around them, ensuring that students can articulate their views and feel empowered to comment on real-life issues around them. Students build on their love of reading, continuing to have regular reading lessons that offer a diversity of modern authors, facilitating rich discussion and building on their skills of literacy.</i></p>			
<p>Year 8 HT1</p>	<p>Unit Title: Frankenstein Students are introduced to 19th century literature through Mary Shelley's Frankenstein. By looking at key context of the 1800s, students are introduced to the artistic and cultural movement that influenced and shaped literature. Students begin to look at thematic study across a novel, and further develop their skills of analysis. Students will learn about:</p> <ul style="list-style-type: none"> • An introduction to the Gothic genre • Analysing a theme across a novel • The context of Romanticism, the enlightenment and key psychological theories 	<p>Formative assessment: Essay on either theme or character based on an extract. Summative Assessment: Essay on either theme or character based on an extract.</p>	<p>Watch: BBC documentary: The Strange Case of Frankenstein Young Writer's: Twisted Tales short story competition</p>
<p>Year 8 HT2</p>	<p>Unit Title: Romeo and Juliet Students continue their study of Shakespeare through one of his most famous works 'Romeo and Juliet'. Students are introduced to the context of the Elizabethan era and study the impact that religion can have on literature. Students develop their</p>	<p>Formative assessment: Thematic essay on an extract Summative assessment: Thematic essay on an extract</p>	<p>Watch: Baz Luhrmann's 1996 version of Romeo and Juliet Visit: Shakespeare's Globe Theatre</p>

	<p>understanding of Shakespeare’s use of language and form and solidify their ability to make links between their analysis and contextual influences.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • The dual context of Elizabethan England and traditionally Catholic Europe • Linking analysis to contextual features • Themes of masculinity, relationships, fate and power. 		
<p>Year 8 HT3</p>	<p>Unit Title: Social Protest poetry</p> <p>The study of an anthology of poems allows students to explore symbolism across a common theme. Supported by a range of non-fiction articles, students are encouraged to critically engage with concepts of oppression, marginalisation, and discrimination across a range of time periods and contexts.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Analysing a theme across literature of different contexts and time periods. • Developing analytical writing • Making links between literature and the world around them. 	<p>Mid-Year Exam:</p> <p>Reading: Students write an essay on either a character of theme using an extract from ‘Romeo and Juliet’</p> <p>Writing: Fiction Writing. Students write a descriptive/narrative story</p> <p>Formative Assessment: Thematic essay on one poem from the anthology.</p> <p>Summative Assessment: Thematic essay on a different poem from the anthology.</p>	<p>Non-Fiction articles on the topic of social protest, accessible via The Day.</p> <p>Further reading around the theme of social protest is available from the school library.</p>
<p>Year 8 HT4</p>	<p>Unit Title: Fiction Writing</p> <p>Building on their creative writing work in year 7, students develop their writing around our core principles of fluency, clarity and accuracy. Students continue to practise structuring their story, introducing a cyclical narrative, and developing increasingly sophisticated vocabulary.</p> <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Structuring a piece of creative writing • Developing their use of descriptive language 	<p>Formative Assessment: Write a descriptive or narrative story.</p> <p>Summative Assessment: Write a descriptive or narrative story.</p>	<p>Young Writer’s ‘Empowered’ Poetry competition</p> <p>Creative Writing club</p> <p>Wider fiction reading for students’ pleasure (students will have access to books via Sparx</p>

	<ul style="list-style-type: none"> Introducing ambitious vocabulary into their writing 		Reader from their reading lessons)
Year 8 HT5	<p>Unit Title: Dystopian short stories Students are introduced to Dystopia as a genre, and the key concepts of technological control and totalitarianism. Students begin to analyse the narrative structure of a short story as a whole and consolidate their understanding of symbolism across a collection of stories.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> The dystopian concepts of technological dangers, government control and environmental destruction Authorial intent and writer's message Analysing structural features of a short story. 	<p>Formative Assessment: Essay on a character or theme from one story in the anthology.</p> <p>Summative Assessment: Essay on a character or theme from one story in the anthology</p>	<p>Further Dystopian reading available from the school library:</p> <ul style="list-style-type: none"> Huger Games Divergent The Maze Runner <p>Creative Writing club</p>
Year 8 HT6	<p>Unit Title: Community Writing – writing to a care home To end the year, students complete a unit of work that allows them to connect with our local community. Students write a letter to a resident in a local care home, finding out about their lives and experiences and learning how to structure a letter effectively. This unit allows to understand the value of formal writing for a genuine purpose, developing their life skills and allowing them to engage with the world around them.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Form, audience and purpose in non-fiction writing Adapting their register for formal writing Developing skills of planning, editing and re-drafting 	<p>End of Year PPE: Reading: Students write an essay on either a character of theme using a story from the Dystopian anthology</p> <p>Writing: Fiction Writing. Students write a descriptive/narrative story</p>	<p>Visit: visiting the care home</p> <p>Read: reading examples of famous letters</p> <p>Newspaper Club</p>

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Year 9 Curriculum Overview:

Students will solidify their knowledge of key concepts of power, identity, and hierarchy as they move into Year 9. Students study increasingly challenging texts which invite a critical understanding of 19th Century Literature and Shakespeare. Again, they revisit the study of poetry, developing their skills of analysing structure, form and language across an anthology of poems, and building in a comparative element to their analysis. Students also study modern short stories, building on the breadth and diversity of

text choices throughout KS3. Their study of African and diasporic literature at the end of the year facilitates rich discussions around race, gender and identity, further developing their criticality as they move into KS4.

<p>Year 9 HT1</p>	<p>Unit Title: The Picture of Dorian Gray This challenging 19th century text introduces students to the context of Victorian London. They also study how psychology has influenced literature and begin to consider authorial intent behind the text; encouraging them to understand the motives and intentions of others. Students will learn about</p> <ul style="list-style-type: none"> • The context of Victorian London • Developing theses and arguments about a text • Constructing threads of analysis across a novel. 	<p>Formative assessment: Essay on either theme or character based on an extract. Summative Assessment: Essay on either theme or character based on an extract.</p>	<p>Watch: BBC documentary series 'Victorian Sensations'. Wider reading: further 19th century literature is available from the school library. Creative Writing Club</p>
<p>Year 9 HT2</p>	<p>Unit Title: Othello Students further their study of Shakespeare through the challenging play 'Othello'. Students consolidate their study of building links between context and text through the exploration of Shakespearian dual contexts. They consider how contemporary power dynamics affect literature, and critically engage with the study of alternative interpretations and readerships. Students will learn about:</p> <ul style="list-style-type: none"> • The dual context of Elizabethan England and 16th century Venice. • Alternative interpretations: considering both contemporary and modern readings of the play. • Constructing clear arguments in an essay. 	<p>Formative assessment: Thematic essay on an extract Summative assessment: Thematic essay on an extract</p>	<p>Visit: Shakespeare's Globe Theatre Watch: English Touring Theatre's documentary on the making of their production of Othello</p>
<p>Year 9 HT3</p>	<p>Unit Title: Identity and Relationships Poetry The study of an anthology of poems allows students to explore symbolism across a common theme. Students continue to draw lines of comparison across texts and begin to develop their analytical skills of comparison. Supported by a range of non-fiction articles, students are encouraged to critically engage with the themes of identity and relationships. Students will learn about:</p>	<p>Mid-Year Exam: Reading: Students write an essay on either a character of theme from 'Othello'</p>	<p>Non-fiction articles available from The Day. Further reading around the themes of identity and relationships are available from the school library.</p>

	<ul style="list-style-type: none"> Analysing a theme across poetry of different contexts and time periods. An introduction to analytical comparison. Making links between literature and the world around them. 	<p>Writing: Fiction Writing. Students write a descriptive/narrative story</p> <p>Formative Assessment: Thematic essay on one poem from the anthology.</p> <p>Summative Assessment: Thematic essay on a different poem from the anthology.</p>	
<p>Year 9 HT4</p>	<p>Unit Title: Non-Fiction Writing Students are introduced to non-fiction writing through speech and article writing. Following a clear set of principles around constructing arguments, students use non-fiction articles and speeches as the basis for their own writing. Students are encouraged to articulate their own opinions and use these to convincingly build arguments. Students will learn about:</p> <ul style="list-style-type: none"> Writing to argue or persuade Structuring non-fiction writing Developing their use of ambitious vocabulary 	<p>Formative Assessment: Write a persuasive speech or article responding to a statement.</p> <p>Summative Assessment: Write a persuasive speech or article responding to a statement.</p>	<p>Young Writer's 'Empowered' Poetry competition</p> <p>Newspaper Club</p>
<p>Year 9 HT5</p>	<p>Unit Title: African and Diasporic short stories Students study Chimamanda Ngozi Adichie's short stories, and examine themes of identity, family and race set against the context of African and Diasporic literature. Studying two stories from a wider anthology, the rich basis of discussion encourages students to have depth and freedom in their analysis of texts. Students will learn about:</p> <ul style="list-style-type: none"> Tracking character progression throughout a story. Situating analysis within context and readership. 	<p>Formative Assessment: Essay on a character or theme from one story in the anthology.</p> <p>Summative Assessment: Essay on a character or theme from one story in the anthology</p>	<p>Further African and Diasporic literature is available from the school library</p>

	<ul style="list-style-type: none"> Analyzing structural features of a short story. 		
<p>Year 9 HT6</p>	<p>Unit Title: Community Writing – Writing to our MP</p> <p>This unit gives students the platform to become more articulate, fluent and confident in conveying their own views. Students study letter writing to allow them to understand the value of formal writing for a genuine purpose, developing their life skills and engage with the world around them.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Form, audience, and purpose in non-fiction writing Adapting their register for formal writing and forming clear arguments Developing skills of planning, editing, and re-drafting 	<p>End of Year Exams</p> <p>Reading: Students write an essay on either a character of theme on a story from the African and Diasporic literature anthology</p> <p>Writing: Fiction Writing. Students write a persuasive speech or article responding to a statement.</p>	<p>Listen: BBC Sounds – Four Speeches that Shook the World</p> <p>Newspaper Club</p>

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<p>Year 10 Curriculum Overview: <i>In year 10, students study a broad range of fiction and non-fiction texts from the Romantic era to the present day in order to develop their understanding, analysis and love of literature and learn how to write analytically about a range of fiction texts, focusing primarily on the analysis of language, form and structure. We study these texts in year 10 to prepare for studying harder Victorian and Renaissance literary texts in year 11.</i> <i>Students also learn how to write in a convincing and compelling manner – a life skill which will open doors for them throughout their adult lives. They revisit the skills they first developed in Key Stage 3 in both creative and argumentative writing and now apply those writing styles to real-life situations and current affairs, adding layers of complexity to their content so that they learn to write for an adult audience.</i></p>			
<p>Year 10 HT1</p>	<p>Unit Title: Power and Conflict Poetry – part one Students will study seven poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> • London – William Blake • My Last Duchess – Robert Browning • Charge of the Light Brigade – Alfred, Lord Tennyson • Exposure – Wilfred Owen • Bayonet Charge – Ted Hughes • Tissue – Imtiaz Dharker <p>Unit Title: Unseen Poetry Students will learn how to read, understand and analyse the language, form and structure of a poem they have never seen before. The second part of the unit teaches the students to compare two unseen poems – identifying and analysing the similarities and differences between the language, form and structure of the two poems.</p>	<p>Formative assessment: how one of the ‘Power and Conflict’ poems we have studied presents ideas about the realities of conflict</p> <p>Summative assessment: analysis of an unseen poem</p>	<p>CGP Guide to Power and Conflict</p> <p>York Notes guide to Power and Conflict Poetry</p> <p>‘The Art of Poetry’ Vol 6: Power and Conflict – Kathrine Mortimore and Neil Bowen</p> <p>Visit: The Imperial War Museum</p>
<p>Year 10 HT2</p>	<p>Unit Title: Power and Conflict Poetry – part two Students will study three more poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p>	<p>Formative assessment: comparing how two of the ‘Power and Conflict’ poems present the effects of war</p>	<p>Wider fiction reading for pleasure (choice of texts at the student’s discretion) – all students should read for at least 20 minutes a day</p>

	<ul style="list-style-type: none"> • Remains – Simon Armitage • The Emigree – Carol Rumens • Poppies – Jane Weir <p>Students will also learn how to compare the language, form and structure of any two poems from the ‘Power and Conflict’ anthology and how to write about them articulately, analytically and in light of the contexts in which they were written.</p> <p>Unit Title: English Language – Explorations in Creative Reading and Writing</p> <p>Students will study a variety of unseen extracts from fiction texts and learn how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Select key information from a text - Analyse how the writer’s choice of language and structure creates meaning - Evaluate given views of unseen extracts and justify their views using evidence from the text <p>Students will also learn how write creatively in order to produce convincing, compelling, and in a grammatically accurate and ambitious manner</p>		<p>Lots of ideas for what to read here: https://www.walthamstow-academy.org/students/virtual-library</p>
<p>Year 10 HT3</p>	<p>Unit Title: Writing to Argue or Persuade</p> <p>Students will learn how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p>Mid-Year exam: GCSE English Language Paper 1</p> <p>Formative assessment: Argumentative essay</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</p> <p>Recommended websites:</p> <p>www.theday.co.uk Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>

<p>Year 10 HT4</p>	<p>Unit Title: ‘An Inspector Calls’ – J.B. Priestley Students will read the play in class and learn about:</p> <ul style="list-style-type: none"> • The contexts of the play (e.g. the Edwardian and post WW2 eras) and Priestley’s ‘big ideas’ (e.g. socialism) • How the form, structure and language of the play creates meaning • How the characters and themes of the play promote Priestley’s ‘big ideas’ <p>Students will also learn how to write about the play analytically.</p>	<p>Formative assessment: Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p>Watch: ‘An Inspector Calls’ (2015) BBC film</p> <p>Visit: any play currently on stage in London or the UK. Seeing a play live give students an amazing opportunity to see live theatre and a full understanding and appreciation of the difference between a play and a novel.</p>
<p>Year 10 HT5</p>	<p>Unit Title: Unit Title: Power and Conflict Poetry – part three Students will study the final five poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> • Checkin Out Me History – John Agard • Storm on the Island – Seamus Heaney • Extract from The Prelude – William Wordsworth • Kamikaze – Beatrice Garland • Ozymandias – Percy Bysshe Shelley <p>Students will revise how to compare the language, form and structure of any two poems from the ‘Power and Conflict’ anthology and how to write about them articulately, analytically and in light of the contexts in which they were written.</p>	<p>Formative assessment: Comparative poetry essay</p>	<p>Visit: The British Museum to see the statue of Ramses II which inspired ‘Ozymandias’</p>
<p>Year 10 HT6</p>	<p>Unit Title: English Language – Writers’ Viewpoints and Perspectives Students will study a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and learn how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Compare non-fiction texts in terms of content and writers’ perspectives - Analyse how writers’ choice of language and structure creates meaning 	<p>End of Year exams: GCSE English Language Paper 1 GCSE English Literature Paper 2</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</p>

			<p>Recommended websites:</p> <p>www.theday.co.uk Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>
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	<p>Unit Title: English Language – Writers’ Viewpoints and Perspectives Students will revise a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and remember how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Compare non-fiction texts in terms of content and writers’ perspectives - Analyse how writers’ choice of language and structure creates meaning <p>Unit Title: Writing to Argue or Persuade Students will revise how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p>Formative pre-seen assessment based on theme.</p> <p>PPE 1: November Literature Paper 1 Language Paper 2</p>	<p>is happening in the UK and around the world.</p> <p>Recommended websites:</p> <p>www.theday.co.uk Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>
<p>Year 11 HT3</p>	<p>Unit Title: English Language – Explorations in Creative Reading and Writing Students will revise a variety of unseen extracts from fiction texts and remember how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Select key information from a text - Analyse how the writer’s choice of language and structure creates meaning - Evaluate given views of unseen extracts and justify their views using evidence from the text <p>Students will also recap and revise how write creatively in order to produce convincing, compelling, and in a grammatically accurate and ambitious manner</p> <p>Unit Title: Unseen Poetry Students will learn how to read, understand and analyse the language, form and structure of a poem they have never seen before. The second part of the unit teaches the students to compare two unseen poems – identifying and analysing the similarities and differences between the language, form and structure of the two poems.</p>	<p>PPE 2: February/March Literature Paper 1 Language Paper 2</p>	<p>Wider fiction reading for pleasure (choice of texts at the student’s discretion) – all students should read for at least 20 minutes a day</p> <p>Lots of ideas for what to read here: https://www.walthamstow-academy.org/students/virtual-library</p>
<p>Year 11 HT4</p>	<p>Unit Title: Power and Conflict Poetry Students to revise the power and conflict poems that they had learned in Year 10. The key focus on revision will be:</p> <ul style="list-style-type: none"> - Forming a clear premise related to the poem and the question 	<p>Formative assessment:</p>	<p>CGP Guide to Power and Conflict</p>

	<p>– clear and detailed analysis of structure and form – Detailed knowledge of contextual factors related to the text The revision lessons will focus on flashcards and exam practice with a core focus on the comparative element of the unit.</p> <p>Unit Title: ‘An Inspector Calls’ – J.B. Priestley part 1 Students will recap and revise the play in class and learn about:</p> <ul style="list-style-type: none"> • The contexts of the play (e.g. the Edwardian and post WW2 eras) and Priestley’s ‘big ideas’ (e.g. socialism) • How the form, structure and language of the play creates meaning • How the characters and themes of the play promote Priestley’s ‘big ideas’ 	<p>Comparative essay on a Power and Conflict poem</p> <p>Formative assessment: Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p>York Notes guide to Power and Conflict Poetry</p> <p>‘The Art of Poetry’ Vol 6: Power and Conflict – Kathrine Mortimore and Neil Bowen</p> <p>Visit: The Imperial War Museum Recommended websites: www.theday.co.uk Username and password can be provided by English teacher https://www.bbc.co.uk/news</p>
<p>Year 11 HT5</p>	<p>Unit Title: ‘An Inspector Calls’ – J.B. Priestley part 2</p> <p>Students will also be reminded how to write about the play analytically and revise through exam practice</p> <p>Unit Title: Revision Year 11 teachers will prioritise any unit that would specifically benefit their class at this point in the built up to the GCSE exams.</p>	<p>Formative assessment: Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p>Watch: ‘An Inspector Calls’ (2015) BBC film</p> <p>Visit: any play currently on stage in London or the UK. Seeing a play live give students an amazing opportunity to see live theatre and a full understanding and appreciation of the difference between a play and a novel.</p>
<p>Year 11 HT6</p>	<p>Unit Title: GCSE Examinations</p>		

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Year 12 Curriculum Overview:			
Year 12 HT1	<p>Unit Title: Introduction to Dystopia as a Literary Genre (Mr Bell-Brown) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Origins of Dystopia • Definition of Dystopia • Types & Features of Dystopia • Evolution of Dystopia in 20th Century • Dystopia as a Paradigm <p>Unit Title: Introduction to Coursework Task One (Mr Tweed / Ms Capstick) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Read Poetry Collection <i>The World's Wife</i> by Carol Ann Duffy • Explore Duffy's Poetry Toolbox 	<p>Knowledge Recall Pop Quiz</p> <p>No Assessment Coursework Unit</p>	<p>Component 02 – Comparative Essay Wider Reading 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>Wider Knowledge Dystopian Film List & Film Club Articles on Dystopia and links to current affairs available via Google Classroom Extended Learning Folder</p>
Year 12 HT2	<p>Unit Title: Study of Set Text - <i>Fahrenheit 451</i> by Ray Bradbury <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Features of Dystopia evident in the Text • Type of Dystopia imagined by Writer <p>Unit Title: Introduction to Coursework Task One (Mr Tweed / Ms Capstick) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Coursework Essay writing Method • Coursework Essay writing Model 	<p>Knowledge Recall Pop Quiz</p> <p>No Assessment Coursework Unit</p>	<p>Component 03 – Task One Wider Reading KS5 Reading List available on GC Fiction & Non-Fiction Texts that focus on issues of identity, gender, roles in Society</p> <p>Wider Knowledge Articles on Identity and gender and links to current affairs available via Google Classroom Extended Learning Folder</p>

<p>Year 12 HT3</p>	<p>Unit Title: Study of Set Text - <i>Fahrenheit 451</i> by Ray Bradbury <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • 1950's USA Contextual Influences • How Bradbury transposes these ideas & influences in the text • Key Episodes <p>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Read Task Two Text: <i>Closer</i> by Patrick Marber • Study of 1990's UK Context [AO3] 	<p>January PPE 1 - Generic Paper 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>Component 03 – Task Two Wider Reading <i>Patrick Marber</i> by Graeme Saunders (Digital download of book available on GC Extended Learning Folder) Wider Knowledge Interviews with Patrick Marber and cast members available on Youtube.com Film Version 2004 (dir. Mike Nichols)</p>
<p>Year 12 HT4</p>	<p>Unit Title: Study of Set Text - <i>The Handmaid's Tale</i> by Margaret Atwood <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Features of Dystopia evident in the Text • Type of Dystopia imagined by Writer <p>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Study of Marber's Language & Style [AO2] • Study of Marber's use of Genre, Structure & Form [AO2] • Study of Critical Interpretation of the Text [AO5] 	<p>Knowledge Recall Pop Quiz</p>	<p>Component 02 – Comparative Essay Wider Reading 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</i> (Hula 2017)</p>
<p>Year 12 HT5</p>	<p>Unit Title: Study of Set Text - <i>The Handmaid's Tale</i> by Margaret Atwood <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • 1980's USA Contextual Influences • How Atwood transposes these ideas & influences in the text • Key Episodes <p>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Read Task Two Text: <i>Never Let Me Go</i> by Kazuo Ishiguro • Study of Context in Ishiguro's fiction [AO3] 	<p>Knowledge Recall Pop Quiz <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>Component 03 – Task Two Wider Reading 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 Wider Knowledge</p>

			Imagine Interview with Ishiguro available on BBC iplayer Film Version 2010 (dir. Mark Romanek)
Year 12 HT6	<p>Unit Title: Comparative Contextual Essay Preparation <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Extended Essay writing Method • Extended Essay writing Model • Exam Question Planning and Timing • Adapting Textual Evidence/Episodes to variety of Exam Questions <p>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> • Study of Ishiguro's Language & Style [AO2] • Study of Ishiguro's use of Genre, Structure & Form [AO2] • Study of Critical Interpretation of the Text [AO5] 	<p><i>Comparative Contextual Essay</i> Part Two Practise Writing HWK/IS and Exam Conditions in Class June PPE 2 - Custom Exam Paper 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>
Year 13 Curriculum Overview:			
Year 13 HT1	<p>Unit Title: Critical Commentary of UNSEEN passage <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> Identifying Types & Features of Dystopia [AO1] Making links between Unseen Passage & Contextual Influences [AO3] Making links between Unseen Passage & other Dystopian Texts Placing Unseen passage in Dystopian Paradigm [AO1] <p>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick) <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> Comparison of Task Two Set Texts [AO4] <i>Never Let Me Go</i> by Kazuo Ishiguro and <i>Closer</i> by Patrick Marber Writing Frame/Model for Coursework Task Two 	This unit is continuously assessed through Classwork Practise Passages, IS tasks and HWK using an Order of Enquiry Model	<p>Component 02 – Unseen Passage Wider Reading Brave New Worlds Volume 1 and 2 Collections of Dystopian Short Stories</p> <p>Component 03 – Task One & Task Two Wider Reading Wider Knowledge All material from Year 12 will be needed in this term to complete Coursework</p>
Year 13 HT2	<p>Unit Title: Critical Commentary of UNSEEN passage <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> Identifying Stylistic Features and Tropes [AO2] Relate Style features to Dystopian Paradigm [AO1] Consider different stylistic approaches to Dystopian Writing <p>Unit Title: Pre 1900 Drama and Poetry Comparative Essay</p>	<p>November PPE 1 - Custom Exam Paper H472/02 Question 6 [30 marks] Exam Style Statement Question H472/02 Question 5 [30 marks] Exam Style Unseen Passage</p>	<p>Component 02 – Unseen Passage Wider Reading Brave New Worlds Volume 1 and 2 Collections of Dystopian Short Stories</p>

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

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