	Faculty	English
Subject group	Subject	

		Term Aut 1 Unit 1	Term Aut 2 Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
		C+ Harry Potter/ Wonder	C+ Harry Potter/ Wonder	Fairy Tales	Nature Poetry	C+ Zoo Project/ Private Peaceful + war poetry	C+ Albie Bright/ Private Peaceful
	Unit title						2 1 1111 6281 1
	. D	Introduced: Analysing texts for language and	Same as previous box C+ GCSE style	Introduced: conventions of fairy tales and	Introduced: Understanding the elements of a	Context of WW1. Introduced: plot, themes,	Background and history of Michael
	dge	structure techniques. Yr 7 terminology glossary. Developed: Plot, themes and	questions	key settings of the genre.	poem/ different forms of poetry. Poetry terminology. Poetry from different ers and	characters for PP. Developed: context- propaganda/transactional writing- GCSE style	Morpurgo. Context of WW1. Developed: plot, themes and characters of PP.
	wle / / rev	characters. Revised: SPaG tube maps.			contexts.	questions.	plot, theries and characters of FF.
	Kno ed ,	unaracters. Neviscar si de tabé maps.			contexts	questionsi	
	ect oduc slop						
	Subject Knowledge introduced / developed / revised						
	- 0, i= 0	Developed: PEEL skills. Application of	Extended- more advanced PEEL skills. Less	Developed: writing fiction to entertain. Using	Developed: Analysing different parts of a	C+ Used- speaking & listening skills for	AB- Introduce: evaluative skills. Evaluate the
		language and structure techniques for	formulaic.	different punctuation devices and structural	poem with PEEL skills.	presentations. Different forms of writing-	last chapter of AB. Begin to analysed the
	pa /	writing tasks.		features for effect. Applying figurative		letters and their importance in the novel.	themes of the novel. Extend- PEEI links to the
	lope			language features. Extended: Imaginative			context of the novel.
7	eve led _,			writing thinking.			
Year	skills developed / extended / used						
	ski ext						
	0.		Main character in 'Wonder'. Tackles issues of			Moral and ethical implications of war.	AB- respectful attitudes- life after
	ies 1 d	bullying, discrimination and disability. How	bullying, discrimination and disability. How				death/coping with illness/grief.
	pportunitie: velop espectful itudes' / itudes and resity	expectations in the classroom/department.	to overcome adversity. Establishing rules and expectations in the classroom/department.				
	orti lop sect ude sior rsity	expectations in the classroom/department.	expectations in the classroom/department.				
	Opp leve Resp rttiti nclu						
	- 0	Promoting reading for pleasure. Literacy skills		Promoting writing for pleasure.		Letter writing. Communication skills.	
	ons	and reading.				Presenting to an audience.	
	o nati						
	Links to 'Destinations and Employability'						
	Lii 'D ar Er	To tall David Mary No.	To take the second seco		W. W. Community	70.000	
	t iies	Trip to HP world. Virtual Warner Bros Tour.	Trip to HP world. Virtual Warner Bros Tour.		Writing Competition- poetry	Trip to the zoo.	
	thment ortunitie ed or loped						
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	Faculty	English
Subject group	Subject	

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		Term Aut 1 Unit 1	Term Aut 2 Unit 2 Curriculum / Syllabus coverage	Term Spr 1 Unit 3 Curriculum / Syllabus coverage	Term Spr 2 Unit 4 Curriculum / Syllabus coverage	Term Sum 1 Unit 5 Curriculum / Syllabus coverage	Term Sum 2 Unit 6 Curriculum / Syllabus coverage
		Curriculum / Syllabus coverage Myths and Legends	Different Cultures C+ Diff Cultures and Poetry		Heroes C+The Rooftoppers	Face C+ Face + Poetry	Face C+ Face & Poetry
		Wyths and Legends	•	Rooftoppers	Theroes ci the Roomoppers	race cirace in oetry	race cirace & roetry
	Unit title						
	ledge evised	Terminology. Terms- myths/legends/fables. Developed- Yr 8 glossary. Revised Skills for assessed tasks and SPaG tube map.	Knowledge of poetry terms/structure of poems.Revised: Context and links to analysis.	New novels introduced inc themes and evidence to support themes.	Intro: concept of a hero/charactertistics/themes. Developed: speaking and listening skills. Revised: Terminology and persuasive writing.	given POV.	: prejudice and discrimination. Context of Zephaniah. Developed- PEEL- wider range of evidence used. Revised: lamguage and structure. Writing skills from a given POV.
Year 8	skills developed / extended / used	legends- knowledge of Greek myths. Used:	Start to learn how to compare poems. Developed: how to recognise the intentions of a writer in prose and poetry.	Used: independent work- finding evidence to suit specific questions.	Developed: knowledge of speaking and listening mark scheme.	Developed: Comparing poems. Extended: Use context to develop comparisons.	
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity		Respect for different cultures and traditions.	Respect for the environment. Rooftoppersadoption.	Respect for others opinions as to who constitutes a hero.	Themes of inequality, discrimination and disability.	Themes of inequality, discrimination and disability.
	Links to 'Destinations and Employability'				Presentations to an audience.		
	Enrichment Opportunities offered or developed		Writing Competition.			Poetry competition.	Poetry workshop

	Faculty	English
Subject group	Subject	

		Term Aut 1	Unit 1	Term Au	t 2 Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Sy			m / Syllabus cove				llabus covera			iculum / Sylla					labus cover			iculum / Sylla		_
		Of Mice and Men/	C+ Lord of the Flies	Relationship Poe	try/ C+ Lord of th	he Flies	Imaginative	Writing: Dy	ystopia		The Gothic/	C+ Jekyll and	Hyde		A View from	the Bridge	/ C+ Nough	ts &	Travel Writi	ng/C+ Nough	nts & Crosse	!S
	Unit title														Crosses							
	Subject Knowledge introduced / developed / revised	Introduced: Expectatic author/era/modern au interpretation/plot/th terminology glossary. S	udience emes/character. Yr 9	Revised: Yr 9 teri Introduced: cont analysis. Develop Understanding o	ext of poets. Son ped: Analytical sk	ne SLICE		entions. Dev	new veloped & use aper 1 questi		Introduced: genre/conve context	the entions/texts	/typical ch		Introduced: topics/them Yr 9 termino	es/symbols		. Revised:	super 6 for between ch	ORESTPIE. De impact. Analy aracters. Intr guage Paper T	ysing relatio oduced: Lin	nships iks to
Year 9		Developed: Using cont and analysis.	ext to inform writin	Developed: compindependently. U STEP and applyin	Jsed: Some know	vledge of	a specific in typical conv	itention/ wri	eveloped: Wri riting adherin the Dystopian ating an effe	ig to n genre/	stucture- an Extended: C	skills. Develop Iswers based Completing an Swering a GCS	on a GCSE analysis o	text. f a GCSE	Used & exter techniques of Developed: writing.	given to inc		ng. onal	Revised: Re	Used: Readir view writing. types of fictio ension.	Developed	:
	inities op ful and	Context of 1930s & 19 Accepting learning disa William Golding and lin	abilities. Context of	n. Context of Willia WW1. Context o interpretations a	f poets. Respect										Immigration	- AVFTB/Ra	acism + Ineq	uality	Immigration	n- AVTFB + Ind	equality	
	Links to 'Destinations and Employability'										Reading for	enjoyment			Letter writir	g: formal la	anguage use	d.		ustifying opir bout the opir		-
		Reading during P.1.		Reading during P	.1.		Reading du	ring P.1.			Reading dur	ing P.1.			Reading dur	ing P.1.			Reading du	ring P.1.		

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	Faculty	English
Subject group	Subject	Literature Year 10

		Term Aut 1 Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage			riculum / Syl					Ilabus cove				Syllabus cove	erage			yllabus cov			riculum / Sylla	abus covera	age
		Paper 2 - Section A. ACC- 19th Century		Same as be	fore + Section	on B (confl	lict	Paper One-	- Section A.	Romeo and	Juliet	Same as be	fore			Paper One-	Section B.	1912 texts		Same as be	efore.		
	I I min nini m			anthology)																			
	Unit title			Revised: Sta	ave summar	ries Kevsc	enes and	Intro: Read	ling of the r	lot, underst	anding	Revised- Ac	t/scene su	ummaries. K	ev scenes	Introduced	- nlot/und	erstanding	characters				
	luce			key quotati						s of the play	-			Key relevan o					Edwardian				
	trod			collection.						ge. Context		factors. Lay						•	. Developed				
	e in							Elizabethar	n era. Devel	oped: how						how Priest	ley uses cha	aracter, plo	t and				
	edg									racter/plot/t						themes and		essages to	audience-				
	lwo / b									ideas. Revise						mark scher	nes.						
	Subject Knowledge introduc / developed / revised							terminolog	gy- language	and structu	ire.												
	ojec																						
		Developed- annotating key extracts.		Developed:					,	g key extract	•	Developed:			_			0. ,	•		Independent e	, ,	
		Language and structure terminology.		novella. Bre		n poems. U	Jsed:			nd structura		exploration		P) Extended:	exam	dramatic d			-		Iminating in er	nd of year i	mock
======================================	pec	Extended- writing exam responses for eanalysis.	extract	Comparing	poems.					d: writing ex analysis. Rev		responses v	writing.			longer essa task. Eleme		-	-	exam.			
Yr 10 Lit	developed /	analysis.							structure o		iseu. sairie					task. Lieilie	ent or choic	e- theme o	i ciiai actei.				
>	de,							,															
	skills exter																						
	se			Poems cove	er themes o	f race, disc	rimination									More conte	emporary to	ext looks at	treatment				
	tuniti elop ctful es'/ on and ty			and class in	society.											of women							
	ortu evelu pect deg sior rsity															educates st	tudents on	the class di	vide too,				
	Opp to de Resp attitu nclu																						
		Challenging texts may inspire an interes	st in A																				
	ions	Level Lit;.																					
	to inat oyal																						
	Links to 'Destinations and Employability'																						
	Li Li			Links with '	Metal' in Ch	albwell Da	rk-									Possible th	eatre trin t	0 500 300 0	f 3 kay tayta				
	ent nities or ed			workshop o												performed		o see any o	1 5 Key texts				
	mer tun d or opec			residence.												ľ							
	irich opor fere sveld																						
	En Op																						

	Faculty	English
Subject group	Subject	Literature Year 11

		Term Aut 1 Unit 1 Curriculum / Syllabus coverage	Term Aut 2 Unit 2 Curriculum / Syllabus coverage	Term Spr 1 Unit 3 Curriculum / Syllabus coverage	Term Spr 2 Unit 4 Curriculum / Syllabus coverage	Term Sum 1 Unit 5 Curriculum / Syllabus coverage	Term Sum 2 Unit 6 Curriculum / Syllabus coverage
	Unit title	Paper 2- Anthology Poetry	and ACC revision. Paper 2 Section A	and ACC reviison, Paper 2 Section A	Romeo and Juliet revision (Paper 1 Section A)	An Inspectior Calls revision (Paper 1 Section B)	Revision of all topics
	- "	Introduced: content of poems and contextual background. Exam layout.	Continuation of anthology poetry stud. Revised plot/ themes/ charatcers and quotes in ACC. Layout of exam paper. Requirement for question.	Requirement for Question B	Revised: plot/ themes/ characters and quotes/ Layout of exam paper. Requirement for A and B. Context of Elizabethan era.	Revised- plot/ themes/ characters and quotes. Context of Edwardian England + JB Priestley. Layout of this section of exam paper. Requirements for essay writing.	Revised: Same as before- across all key texts and both papers. How to improve responses.
sar 11- Literature	skills developed / extended / used	Extended: annotating poems, identifying	Extended: Writing exam responses for extract analysis/ PEEL skills. Extended: Annotating extracts.	Extended- CRISP/ other methods for theme exploration responses. Used: Planning theme responses.	Extended: Writing exam responses for extract analysis (a) + theme exploration. Integrating contextal poiints. Annotating extracts. Used: planning skills	Developed- critical evaluation of writer's intents. Extended: writing essay responses. Integrating contextual points. Used: Planning skills.	Extended: Practising writing responses in timed condiitons.
Ye	nnitie op ful :'/ and	Poems cover a range of themes: race/discrimination/class/ differences and struggle.				Moral dilemmas- respect for all in the community.	
	Links to 'Destinations and Employability'	Inspiring interest in A Level Lit and opportunities for degree.		Extended- CRISP/ other methods for theme exploration responses. Used: Planning theme responses.	High level language skills- managing Shakespeare leads to higher University options.		
	es	Reading for pleasure in P.1- contemporary novels.				Intervention. Study revision skills modelled.	

	Faculty	English
Subject group	Subject	GCSE Language

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		Term Aut 1 Unit 1	Term Aut 2 Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
		Curriculum / Syllabus coverage Paper One: Section A - Reading Fiction	Curriculum / Syllabus coverage Paper One: Section B - Imaginative Writing	Curriculum / Syllabus coverage Paper Two: Section A Reading Non-Fiction	Curriculum / Syllabus coverage Paper Two: Section B - Transactional Writing	Curriculum / Syllabus coverage Paper One: Fiction and Imaginative Writing	Curriculum / Syllabus coverage Paper One: Fiction and Imaginative Writing
		Paper Offe. Section A - Reading Fiction	Paper Offe. Section B - Imaginative Writing	Paper Two. Section A Reading Non-Fiction	Paper Two. Section B - Transactional Writing	Paper Offe. Fiction and imaginative writing	Paper One. Fiction and imaginative writing
	Unit title						
	ped	Introduced: 19th Century fiction texts; layout	Introduced: Layout of Section B of Paper	Introduced: A range of 20th and 21st Century	Introduced: requirements of this section of	Revised: All questions from Paper One.	revision for mock on Paper One
	ect Knowledge oduced / develor rised	of Paper One; evaluating the success of	One; understanding the mark scheme.	non-fiction texts; layout of this section of	Paper Two; understanding the mark scheme.	Developed: improving exam responses>	
	/led	writers; understanding the mark scheme.	Revised: Applying a range of linguistic and structural features for different effects.	Paper Two; understanding the mark scheme;	Revised from KS3: understanding different		
	wοι. / p	Developed: language and structure analysis	structural features for different effects.	comparison questions. Revised: language and structure/evaluation questions	forms, purposes and audiences		
	t Kr uce ed			and structure/evaluation questions			
	ojec rod evis						
	Sul int / re						
		Extended: annotating texts for language and	Extended: identifying what makes writing	Extended: annotating texts for language and	, -	Extended/used: understanding texts	Extended/used: understanding texts
		structure and analysisng effects. Developed:	successful and effective; creating techniques	structure; identifying 'STEP' in texts.	writing; creating techniques within writing	independently; answering questions with	independently; answering questions with
	veloped ,	comprehension of unseen texts Applying	independently. Developed: planning out	Developed: comparing ideas and	for different effects and purposes.	different methods confidently	different methods confidently
10	n/	evaluative phrases. Applying and identifying	responses carefully.	perspectives of writers; comprehension of	Developed: planning full responses carefully.		
Year	ded	'STEP' in texts		unseen texts; working to timed conditions			
×ε	lls c						
	ski						
				Various issues and themes covered in texts			
	unit op ful s'/ s'/			such as discrimination, culture, travel and			
	orti vel vect sior sior			people from different times and backgrounds			
	Opp o de Sesp Resp ttitu ttitu						
		Learning to give judgements and opinions in			Writing formal letters and texts, e.g. letters		
	s to tinations loyability'	a structure manner			of application - encouraging real 'skills for		
	atic atic	a structure manner			life'		
	Links to 'Destinations and Employability				2		
	Link 'De: and Em _l						
	Si	Mentoring of Year 8 students to improve					
	r ritie d	reading skills					
	rtur sd o						
	rrich opo fere evele						
	En Op of de						

	Faculty	English
Subject group	Subject	GCSE Language

		Term Aut	t1 l	Jnit 1	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculun	n / Syllabu	is coverage		Curri	culum / Syl	labus cove	erage	Cur	riculum / Sy	Ilabus cove	rage	Curr	iculum / Sy	llabus cove	rage	Curr	iculum / Sy	llabus cove	rage	Curi	iculum / Syll	abus cover	age
		Anthology Poetr			on B	Paper Two: Section A - Non-fiction				Paper One: Section A - Fiction reading				Paper One: Section B - imaginative				Paper One and Paper Two revision				Paper One and Paper Two revision			
		of Lang Paper Two												writing/Paper Two revision											
	Unit title	UT I I I I I I I		C	-	Developed advantage of 20th				D. d.			C					2				Be indicate in the second contribution			
		LIT = Introduced: content of poems and contextual background. Developed: how to				Developed: understanding a range of 20th and 21st Century non-fiction texts; layout of						anding 19th		Developed: Requirements for Section B of Paper One. Revised: what makes successful				Revised: improving responses for highest possible marks				Revised: improving responses for highest possible marks			
	ped	break down a poe				Two; understanding the					-	writing/redrafting				possible marks				possible marks					
	ge relo	terminology and concepts. LANG =						mark scheme. Revised: language and				mark scheme; language and structure								'					
	vled dev	Developed: understanding different					structure/evaluation questions; comparison				analysis							· '							
	contextual background. Developed: how to break down a poem. Revised: poetry terminology and concepts. LANG = Developed: understanding different transactional tasks. Revised: what makes successful/effective writing					questions				'															
	t t p	successful/effecti	ive writing																						
	ubje ntro																								
	ν . <u>=</u> ε	LIT = Developed: (compariso	n of key area	15	Extende	d/used: an	notating t	exts for	Exten	ded/used: a	nnotating te	exts for	Extended: c	reating ter	hniques in	denendently	Used: re	ferring to e	exemplar ma	aterial to	Used: re	ferring to ex	emnlar ma	terial to
		(SLICE) Extended:							ng 'STEP' in			ture and an			e a range of					esponses. E			successful re		
	hed	identifying langua					veloped: co		-		-	aluative phr			out respon		•			in timed coi			responses ir		
	tenc	LANG = Extended		•		perspective					-	ifying 'STEP'		applying e	extensive vo		nd general								
11	/ ex	within writing for				unseen tex	ts; working	to timed	conditions	Develope	d: compreh	ension of un	seen texts		SPaG kn	owledge									
Year	pac	and purposes. Use vocabulary and ge		-																					
>	elog	vocabulary and ge	ellelal SPa	id kilowledge	•																				
	dev																								
	skills used																								
	s n	Themes of disc	criminatio	n/stereotypir	ng	Various issu	ues and the	mes cove	red in texts																
	p p ul / and			ed in poetry	-	such as dis																			
	rtuniti, elop ectful des'/ ion and								ackgrounds																
	Oppo to dev 'Respe attituo Inclusi																								
	D i i i i i i i	Marie Committee												F		. I /CD . /									
	ns ity'	Writing formal le of application -												Focus on u		oulary/SPa0 fe	= skills for								
	rto inations loyability'	or application -	life'	ilig rear skills	101										ii.	ie									
	sstin stin Ploy																								
	Links to 'Destinations and Employability'																								
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	ment tuniti d or ped																								
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