

Subject group	Faculty	English
	Subject	

Year 7		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			
	Unit title	C+ Harry Potter/ Wonder				C+ Harry Potter/ Wonder				Fairy Tales				Nature Poetry				C+ Zoo Project/ Private Peaceful + war poetry				C+ Albie Bright/ Private Peaceful			
	Subject Knowledge introduced / revised	Introduced: Analysing texts for language and structure techniques. Yr 7 terminology glossary. Developed: Plot, themes and characters. Revised: SPaG tube maps.				Same as previous box C+ GCSE style questions				Introduced: conventions of fairy tales and key settings of the genre.				Introduced: Understanding the elements of a poem/ different forms of poetry. Poetry terminology. Poetry from different eras and contexts.				Context of WW1. Introduced: plot, themes, characters for PP. Developed: context-propaganda/transactional writing- GCSE style questions.				Background and history of Michael Morpurgo. Context of WW1. Developed: plot, themes and characters of PP.			
	skills developed / extended / used	Developed: PEEL skills. Application of language and structure techniques for writing tasks.				Extended- more advanced PEEL skills. Less formulaic.				Developed: writing fiction to entertain. Using different punctuation devices and structural features for effect. Applying figurative language features. Extended: Imaginative writing thinking.				Developed: Analysing different parts of a poem with PEEL skills.				C+ Used- speaking & listening skills for presentations. Different forms of writing- letters and their importance in the novel.				AB- Introduce: evaluative skills. Evaluate the last chapter of AB. Begin to analyse the themes of the novel. Extend- PEEL links to the context of the novel.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Main character in 'Wonder'. Tackles issues of bullying, discrimination and disability. How to overcome adversity. Establishing rules and expectations in the classroom/department.				Main character in 'Wonder'. Tackles issues of bullying, discrimination and disability. How to overcome adversity. Establishing rules and expectations in the classroom/department.												Moral and ethical implications of war.				AB- respectful attitudes- life after death/coping with illness/grief.			
	Links to 'Destinations and Employability'	Promoting reading for pleasure. Literacy skills and reading.								Promoting writing for pleasure.								Letter writing. Communication skills. Presenting to an audience.							
	Enrichment Opportunities offered or developed	Trip to HP world. Virtual Warner Bros Tour.				Trip to HP world. Virtual Warner Bros Tour.								Writing Competition- poetry				Trip to the zoo.							

Subject group	Faculty	English
	Subject	

Year 8		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			
	Unit title	Myths and Legends				Different Cultures C+ Diff Cultures and Poetry				A Good Day for Climbing Trees/ C+ The Rooftoppers				Heroes C+The Rooftoppers				Face C+ Face + Poetry				Face C+ Face & Poetry			
	Subject Knowledge introduced / revised	Introduced: Expectations of work. Terminology. Terms- myths/legends/fables. Developed- Yr 8 glossary. Revised Skills for assessed tasks and SPaG tube map.				Introduced: Context of specific poets. Key terms linking to each poem. Developed: 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/characteristics/themes. Developed: speaking and listening skills. Revised: Terminology and persuasive writing.				Introduce: prejudice and discrimination. Context of Zephaniah. Developed- PEEL- wider range of evidence used. Revised: lamguage and structure. Writing skills from a 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.			
	skills developed / extended / used	Developed: Conventions of myths and legends- knowledge of Greek myths. Used: Writing skills- mythical creatures/articles about legends.				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. Rooftoppers- adoption.				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			



Subject group	Faculty	English
	Subject	Literature Year 10

Yr 10 Lit		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			
	Unit title	Paper 2 - Section A. ACC- 19th Century text				Same as before + Section B (conflict anthology)				Paper One- Section A. Romeo and Juliet				Same as before				Paper One- Section B. 1912 texts				Same as before.			
	Subject knowledge introduced / developed / revised					Revised: Stave summaries. Key scenes and key quotations. Introduced: 5 poems from collection.				Intro: Reading of the plot, understanding characters and themes of the play. Shakespearean language. Context- Elizabethan era. Developed: how Shakespeare uses character/plot/themes to deliver messages and ideas. Revised: subject terminology- language and structure.				Revised- Act/scene summaries. Key scenes and key quotations. Key relevant contextual factors. Layout of paper and mark schemes				Introduced- plot/ understanding characters and themes of the play. Context- Edwardian England. Background of Priestley. Developed: how Priestley uses character, plot and themes and deliver messages to audience- mark schemes.							
	skills developed / extended / used	Developed- annotating key extracts. Language and structure terminology. Extended- writing exam responses for extract analysis.				Developed: theme exploration across novella. Breaking down poems. Used: Comparing poems.				Developed: annotating key extracts, identifying language and structural features (terminology) Extended: writing exam responses for extract analysis. Revised: same layout and structure of ACC.				Developed: methods of answering theme exploration (EG CRISP) Extended: exam responses writing.				Developed: understanding playwrights use of dramatic devices. In-depth planning for longer essay responses. Higher- weighted task. Element of choice- theme or character.				Extended: Independent essay response writing, culminating in end of year mock exam.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity					Poems cover themes of race, discrimination and class in society.												More contemporary text looks at treatment of women in 20th century Britain and educates students on the class divide too,							
	Links to 'Destinations and Employability'	Challenging texts may inspire an interest in A Level Lit.																							
	Enrichment Opportunities offered or developed					Links with 'Metal' in Chalkwell Park- workshop opportunities with writers in residence.												Possible theatre trip to see any of 3 key texts performed.							

Subject group	Faculty	English
	Subject	Literature Year 11

Year 11- Literature		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			
	Unit title	Paper 2- Anthology Poetry				and ACC revision. Paper 2 Section A				and ACC revision, Paper 2 Section A				Romeo and Juliet revision (Paper 1 Section A)				An Inspector Calls revision (Paper 1 Section B)				Revision of all topics			
	Subject Knowledge introduced / revised	Developed: how to break down a poem. Introduced: content of poems and contextual background. Exam layout. Revised: poetry terminology and concepts.				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.			
	skills developed / extended / used	Developed: comparison of key areas (SLICE) Extended: annotating poems, identifying language and structural features.				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 contextual points. 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.			
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	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.											
	Enrichment Opportunities offered or developed	Reading for pleasure in P.1- contemporary novels.																Intervention. Study revision skills modelled.							

Subject group	Faculty	English
	Subject	GCSE Language

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				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Paper One: Section A - Reading Fiction				Paper One: Section B - Imaginative Writing				Paper Two: Section A Reading Non-Fiction				Paper Two: Section B - Transactional Writing				Paper One: Fiction and Imaginative Writing				Paper One: Fiction and Imaginative Writing			
	Subject Knowledge introduced / developed / revised	Introduced: 19th Century fiction texts; layout of Paper One; evaluating the success of writers; understanding the mark scheme. Developed: language and structure analysis				Introduced: Layout of Section B of Paper One; understanding the mark scheme. Revised: Applying a range of linguistic and structural features for different effects.				Introduced: A range of 20th and 21st Century non-fiction texts; layout of this section of Paper Two; understanding the mark scheme; comparison questions. Revised: language and structure/evaluation questions				Introduced: requirements of this section of Paper Two; understanding the mark scheme. Revised from KS3: understanding different forms, purposes and audiences				Revised: All questions from Paper One. Developed: improving exam responses -->				revision for mock on Paper One			
	skills developed / extended / used	Extended: annotating texts for language and structure and analysing effects. Developed: comprehension of unseen texts Applying evaluative phrases. Applying and identifying 'STEP' in texts				Extended: identifying what makes writing successful and effective; creating techniques independently. Developed: planning out responses carefully.				Extended: annotating texts for language and structure; identifying 'STEP' in texts. Developed: comparing ideas and perspectives of writers; comprehension of unseen texts; working to timed conditions				Extended: identifying what makes successful writing; creating techniques within writing for different effects and purposes. Developed: planning full responses carefully.				Extended/used: understanding texts independently; answering questions with different methods confidently				Extended/used: understanding texts independently; answering questions with different methods confidently			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity									Various issues and themes covered in texts such as discrimination, culture, travel and people from different times and backgrounds															
	Links to 'Destinations and Employability'	Learning to give judgements and opinions in a structure manner												Writing formal letters and texts, e.g. letters of application - encouraging real 'skills for life'											
	Enrichment Opportunities offered or developed	Mentoring of Year 8 students to improve reading skills																							

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	Subject	GCSE Language

Year 11		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			
	Unit title	Anthology Poetry (Lit Paper Two)/Section B of Lang Paper Two				Paper Two: Section A - Non-fiction				Paper One: Section A - Fiction reading				Paper One: Section B - imaginative writing/Paper Two revision				Paper One and Paper Two revision				Paper One and Paper Two revision			
	Subject Knowledge introduced / developed / revised	LIT = Introduced: content of poems and 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				Developed: understanding a range of 20th and 21st Century non-fiction texts; layout of this section of Paper Two; understanding the mark scheme. Revised: language and structure/evaluation questions; comparison questions				Developed: Understanding 19th Century fiction texts; layout of Paper One; evaluating the success of writers; understanding the mark scheme; language and structure analysis				Developed: Requirements for Section B of Paper One. Revised: what makes successful writing/redrafting				Revised: improving responses for highest possible marks				Revised: improving responses for highest possible marks			
	skills developed / extended / used	LIT = Developed: comparison of key areas (SLICE) Extended: annotating poems, identifying language and structural features. LANG = Extended: creating techniques within writing for different effects, audiences and purposes. Used: applying extensive vocabulary and general SPaG knowledge				Extended/used: annotating texts for language and structure; identifying 'STEP' in texts. Developed: comparing ideas and perspectives of writers; comprehension of unseen texts; working to timed conditions				Extended/used: annotating texts for language and structure and analysing effects; applying evaluative phrases and applying and identifying 'STEP' in text. Developed: comprehension of unseen texts				Extended: creating techniques independently to create a range of effects. Developed: planning out responses carefully. Used: applying extensive vocabulary and general SPaG knowledge				Used: referring to exemplar material to identify successful responses. Extended: writing responses in timed conditions				Used: referring to exemplar material to identify successful responses. Extended: writing responses in timed conditions			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Themes of discrimination/stereotyping discussed and explored in poetry				Various issues and themes covered in texts such as discrimination, culture, travel and people from different times and backgrounds																			
	Links to 'Destinations and Employability'	Writing formal letters and texts, e.g. letters of application - encouraging real 'skills for life'												Focus on use of vocabulary/SPaG = skills for life											
	Enrichment Opportunities offered or developed																								