

kYear 7 – Overarching theme: Myths and Legends

Unit	Summary	Skills & Assessment
Unit 1: Myths & Legends	Our studies in Year 7 begin with a foundational unit that will get pupils practised in the skills of creative writing. By examining famous myths and legends as a starting point, pupils will extract key features to emulate in the creation of their own independent writing. Pupils will then learn how to perform an effective reading of a story and be able to justify choices they made when writing. Assessments: - Write your own short story in the style of a Greek Myth (Writing & SPaG). - Perform an extract of your Greek myth (Speaking and Listening).	<u>Writing</u> E: Content & Form F: Use of Methods G: Sentence Variety <u>SPaG</u> H: Punctuation J: Paragraphing <u>Speaking and Listening</u> K: Expression L: Engagement M: Questioning
Unit 2: The Girl of Ink & Stars	Following on from our initial study of myths and legends, we will begin our first novel: <i>The Girl of Ink and Stars</i> by Kiran Millwood-Hargrave. Based on Canary Island folklore, this story follows Isabella, an ambitious girl who defies expectations to take a dangerous expedition into mysterious lands to find her missing friend. Full of beautiful language, <i>The Girl of Ink and Stars</i> is a perfect place to introduce detailed language analysis, where pupils will be able to practise extracting deeper meanings from words and language techniques. At the end of the unit will come our first content quiz, where pupils will be tested on the knowledge of key techniques and information that we have learnt so far this year. Assessments: - Analysis of the language used to describe a character - Content Quiz	Reading A1: Personal Response B: Inference C: Specific Methods
Unit 3: The Art of Rhetoric	Our third unit sees our first focused introduction to non-fiction texts. Still using myths and legends as inspiration, we look at a variety of advertisements for films, plays and television shows based on mythological stories and analyse how and why they are effective at persuading their chosen audience. In this unit, we will be learning about rhetorical modes of persuasion, as well as written and design choices that help to persuade the reader. This will culminate in the creation and pitching, via spoken presentation, of a persuasive poster for a film version of <i>The Girl of Ink and Stars</i>, testing all the skills they have studied and practised. Assessments: - Create your own Advertisement - Pitching your advertisement	<u>Writing</u> E: Content & Form F: Use of Methods <u>Speaking and Listening</u> K: Expression L: Engagement M: Questioning
Unit 4: Poetic Forms	Our fourth unit is our first in-depth study of poetry. Having built up the skills for language analysis in both descriptive and rhetorical methods, pupils will apply these skills to a selection of poems inspired by mythological creatures. The selected poems cover a range of forms that will be common in their future studies so that pupils may learn the rules that define them, for the purpose of identifying these common poem types in the future. In addition to identifying these poems, pupils will be practising using these rules to create poems of their own, helping them to refresh and maintain their creative writing skills. Their assessments for this unit will be an analysis of a poem’s language and structure, followed by a content quiz to prompt recall of key ideas and concepts studied over the past two terms. Assessments: - Analysis of language and structure in a poem - Content Quiz	Reading A1: Personal Response B: Inference C: Specific Methods
Unit 5: Mythical Creatures	Our fifth unit returns to non-fiction for a creative writing-focused unit based on the different purposes and forms of non-fictional writing. Over the course of this unit, pupils will look at how to write to describe, explain, persuade and advise in a range of different forms, such as writing letters, essays and speeches. As with all units in Year 7, we will again take inspiration from mythology and fantastical creatures from around the world. Our assessment will see pupils writing a speech persuading their teacher to grant them one wish, before delivering their speech in a formal setting. Assessment: - Write a persuasive speech - Pitch your wish	<u>Writing</u> E: Content & Form F: Use of Methods G: Sentence Variety <u>SPaG</u> I: Spelling & Syntax J: Paragraphing <u>Speaking and Listening</u> K: Expression L: Engagement M: Questioning
Unit 6: Shakespeare	Our final unit introduces the most famous writer in the English Language: William Shakespeare. In this unit, we will give a quick tour of some of Shakespeare’s greatest heroes and villains by selecting some of their most famous speeches. While also giving pupils a clear cross-section of some of Shakespeare’s work, they will also learn some of the fundamentals of skills we will build on in future years: analysing historical context and comparing texts. This will mean that pupils will be introduced to relevant historical facts that have impacted Shakespeare’s writing and the presentation of his characters. Our assessment will test the pupils’ ability to compare Shakespearean villains and their motivations, while also linking their ideas to the historical context that inspired them. They will also complete the final content quiz of the year to check the understanding of core concepts and techniques that they have been taught this year. Assessments: - Comparison of characters in different extracts - Content Quiz	Reading A2: Comparisons B: Inference C: Specific Methods D: Influences and Intentions

Year 8 – Overarching theme: Journeys

Unit	Summary	Skills & Assessment
Unit 1: Gothic Horror	Year 8 begins with a refresher on the writing skills developed in the previous year with a study of Gothic Horror stories. Using classic nineteenth-century literature from writers like Edgar Allan Poe and W.W. Jacobs, this unit will allow pupils to learn about specific genre tropes, while also giving them an opportunity to learn the basics of story structure, including framing devices and the different types of narration as we follow our characters in their journeys to the darker sides of storytelling. Our assessments for this unit will allow pupils to plan and write their own short horror stories, before delivering a dramatic reading of a small section of their work and explaining their choices. Assessments: - Write your own short gothic story. - Perform an extract from your gothic story.	Writing E: Content & Form F: Use of Methods G: Sentence Variety SPaG H: Punctuation J: Paragraphing Speaking and Listening K: Expression L: Engagement M: Questioning
Unit 2: The Bone Sparrow	Building upon the Gothic Horror unit’s focus on structure, we introduce our novel for Year 8: <i>The Bone Sparrow</i>. Following Subhi, a young boy who lives in a refugee camp in Australia, the story centres around his journey of self-discovery as his horizons are expanded beyond the fences of the camp in which he lives. We will spend our time with this book looking closely at how some of the structural features introduced in the Gothic Horror unit can be applied in different ways, with entirely different effects. We will further examine how a story is put together, looking at unreliable narrators and dual narratives. Our assessment will test the pupils’ knowledge and understanding of different structural techniques when applied to a short extract from the story. Assessments: - Analysis of structure - Content Quiz	Reading A1: Personal Response B: Inference C: Specific Methods
Unit 3: Newspapers and Bias	Our third unit focuses on a specific genre of non-fiction text with a particular purpose on informing the reader: the News. We use this unit to introduce ideas around writers’ viewpoints and perspectives, especially considering their biases. Pupils will study the features of both written and televised forms of news, looking at the content and structure used to deliver information to the reader. These features will be used by pupils later in the unit when they write their own newspaper article and perform their own “live” version of their story as a report. Assessments: - Write an article - Group performance based on articles written	Writing E: Content & Form F: Use of Methods G: Sentence Variety SPaG I: Spelling & Syntax J: Paragraphing Speaking and Listening K: Expression L: Engagement M: Questioning
Unit 4: War Poetry	Our poetry unit for Year 8 focuses on poetry from the First World War. Charting a path of famous poems on a journey through the entire span of the war, this unit builds on the previous poetry unit by reintroducing poetic forms and key features of poetry analysis. This unit brings in an element of historical context that pupils will be taught to implement in their answers, showing they understand how time period and personal circumstances affect the content and tone of each of the poems. The unit will end with a mini essay that will further enhance the expectation of revision and planning before writing a set of points related to a central point. Assessments: - Mini poetry essay - Content Quiz	Reading A1: Personal Response B: Inference C: Specific Methods D: Influences and Intentions
Unit 5: Our Day Out	Our play for Year 8 is <i>Our Day Out</i> by Willy Russell. This unit will focus on the features of a play script and the specific advantages and challenges of stagecraft in a story of school pupils on a trip. Pupils will build on creative writing skills developed earlier in the year regarding structure and characterisation while bringing in elements of context that help extract further meaning from the play’s setting. Pupils will be assessed on their ability to write a script that considers what they have learnt about the characters in the play and the features of a play script. This script will then be performed as our third Speaking and Listening assessment for this year, where pupils will need to show they understand how the features of a script get used by the actors performing them. Assessments: - Writing a script (duologue) - Performance	Writing E: Content & Form F: Use of Methods G: Sentence Variety SPaG I: Spelling & Syntax J: Paragraphing Speaking and Listening K: Expression L: Engagement M: Questioning
Unit 6: Journeys	Our final unit acts as a consolidation of the prior learning with an exploration of several different journeys, both literal and metaphorical. We will revisit ideas of context to enhance pupils’ understanding of the journeys described, while we draw comparisons between them. Pupils will be focusing on their ability to summarise their understanding of each text and identify similarities and differences between them, followed by their final content quiz which will test their abilities to revise and recall key information from their English lessons so far in preparation for next year’s learning. Assessments: - Comparison of Inferences - Content Quiz	Reading A2: Comparisons B: Inference SPaG H: Punctuation

Year 9 – Overarching theme: Media and Representation		
Unit	Summary	Skills & Assessment
Unit 1: Of Mice and Men	Year 9 begins with our novel study: <i>Of Mice and Men</i> by John Steinbeck. Following Lennie and George, two workers in Depression-era America, we have a chance to understand and apply historical context to a story and examine how the time period and geography of a text impacts the way that certain characters and social groups are presented to the reader. We will examine the construction of a text, including symbolism and themes that are repeated and iterated upon, as a foundation for honing our own writing skills. Finally, pupils will be expected to prepare and deliver a presentation on a particular character or theme in the text and defend their position via questioning, preparing the skills required in their GCSE Speaking and Listening assessment. Assessments: Writing a letter Presentation on a character/structure	Writing E: Content & Form F: Use of Methods G: Sentence Variety SPaG H: Punctuation I: Spelling & Syntax Speaking and Listening A1: Personal Response K: Expression L: Engagement M: Questioning
Unit 2: Media and Representation	Following our novel is a study of how different groups in modern society are represented in non-fiction media. Building on Year 8’s Newspapers unit, pupils are going to learn how to identify the writer’s feelings and biases before extracting information from a text. The main focus of this unit is to infer and compare information about how different people in society are presented, building on the skills developed in the journeys unit last year. Assessments: Perspectives comparison Content Quiz	Reading A2: Comparisons B: Inference C: Specific Methods
Unit 3: The Writer’s Craft	Our third unit concentrates directly on how to improve as a writer. Focusing on different skills and techniques that writers use to create vivid imagery and describe the complex ideas in their minds, this unit aims to teach pupils how to employ these techniques and approaches in their own writing. The main goal of this is to give pupils confidence in their own descriptive abilities and to develop a conscious crafting of language that will be beneficial for their GCSEs. To this end, the second assessment of this unit will involve pupils discussing a particular choice by a writer (or director of a media text) and why it is particularly effective. Assessments: Writing a Description Presentation on the use of a specific method in a text	Writing E: Content & Form F: Use of Methods G: Sentence Variety SPaG H: Punctuation J: Paragraphing Speaking and Listening A1: Personal Response K: Expression L: Engagement M: Questioning
Unit 4: Poetry Foundations	Following our study of applied writing skills, we look at poetry in a way that will directly prepare for the level of rigour expected in GCSE. A small selection of poems relating to the key themes, poets and content have been selected for study, and pupils will be taught how to analyse, annotate and explain poems, building on the skills taught with War Poetry in Year 8. Pupils will learn how to analyse language, structure, form and context, in addition to being taught how to plan and write comparative essays. Assessments: Poetry Comparison Content Quiz	Reading A2: Comparisons B: Inference C: Specific Methods D: Influences and Intentions
Unit 5: Short Stories	The penultimate Key Stage 3 unit focuses on short stories spanning a range of genres. Pupils will be encouraged to read for pleasure and to explore how writers can use skills and techniques in combination with genre tropes to communicate different effects. These studies will be mixed with lessons on writing skills, encouraging pupils to experiment with different forms and styles to find one in which they are comfortable and confident writing. At the end of the unit, pupils will be expected to plan and write their own short story, and to build their confidence speaking in front of a class by reading an extract from their story and explaining some of their choices. Assessments: Writing a short story Perform an extract of your story.	Writing E: Content & Form F: Use of Methods G: Sentence Variety SPaG I: Spelling & Syntax J: Paragraphing Speaking and Listening K: Expression L: Engagement M: Questioning
Unit 6: Romeo and Juliet	Finally, pupils will study their second Shakespeare unit of Key Stage 3. We will be using a shortened version of <i>Romeo and Juliet</i> which uses selected moments of the original text while preserving the story in its abbreviated form. The aim of this is to expand the pupils’ understanding of Shakespeare in a more sustained way, getting them to follow a narrative with the more difficult language that Shakespeare uses, and analysing the specific choices made by the writer to communicate ideas. Pupils will be taught features of tragic form and story structure to prepare them for their study of Shakespeare in their GCSEs. The unit will finish with the final content quiz to check understanding of the techniques and context ready for their GCSE studies. Assessments: Essay Content Quiz	Reading A1: Personal Response B: Inference C: Specific Methods D: Influences and Intentions

Year 10 – GCSE Content Coverage Year 1		
Unit	Summary	Skills & Assessment
Unit 1: Language Papers 1 & 2	The GCSE study will begin with an introduction to the Language papers. Designed to be short overviews of the question types and walking through each of the skills required to answer them, pupils will be taught foundational skills that will be revisited throughout the rest of the GCSE. After studying Paper 1 paper, pupils will complete their first Literature text before returning to study Language Paper 2. Assessments: Language Paper 1: Section A (Reading) Language Paper 2: Section A (Reading)	Language AO1: - identify and infer information and ideas - select and summarise evidence from different texts AO2: Analyse how writers use language and structure AO3: Compare writers’ ideas and perspectives, and the methods used to convey them AO4: Evaluating texts with supporting evidence AO5: Content and Organisation AO6: Technical accuracy (SPaG)
Unit 2: A Christmas Carol	Our first Literature text is <i>A Christmas Carol</i> by Charles Dickens. In addition to following the story and learning relevant contextual information, pupils will use the skills developed in Language Paper 1 to enhance their study of the text. There will be a focus on language and structure, including broader structural choices such as character arcs, using foils and parallels to highlight characterisation, and how Literature can be used to communicate clear messages about society. During this unit, pupils will begin to assemble their Revision Folders, in which they will keep a range of helpful extracts and documents that can be used for study in preparation for their assessments and exams. Assessments: Language Paper 1: Section B (Creative Writing) Literature Paper 1: A Christmas Carol Essay	Literature AO1: Personal response to the text with supporting references AO2: Identify and explain of the effect of writer’s methods AO3: Analyse relevant contextual factors Language AO5: Content and Organisation AO6: Technical accuracy (SPaG)
Unit 3: Macbeth	Our first unit after Christmas is the study of <i>Macbeth</i> by William Shakespeare. During this unit, we will be studying the whole text, building on our understanding of characterisation, character arcs, Shakespeare’s use of language, and the historical context that inspired the text. We will also build upon the resources available in the pupils’ Revision Folders with extracts and worksheets that will serve as effective materials for study. Pupils will be taught how to structure an effective essay, building upon the skills taught in a Christmas Carol and Key Stage 3. Assessments: Literature Paper 1: Macbeth Essay	Language AO1: identify and infer information and ideas AO2: Analyse how writers use language and structure AO4: Evaluating texts with supporting evidence Literature AO1: Personal response to the text with supporting references AO2: Identify and explain of the effect of writer’s methods AO3: Analyse relevant contextual factors
Unit 4: Mock Exam Revision/Preparation	In preparation for the Mock exams, pupils will review the skills required for Language Paper 2, as well as the content and context of both Literature texts studied so far. Pupils’ pink Folders will be used for these lessons, providing guidance on how these resources can be used for independent study. Mock Exam: Language Paper 2: Section A (Reading) & B (Writing your opinion) Literature 1: Macbeth & A Christmas Carol	Language AO1: - identify and infer information and ideas - select and summarise evidence from different texts AO2: Analyse how writers use language and structure AO3: Compare writers’ ideas and perspectives, and the methods used to convey them AO4: Evaluating texts with supporting evidence AO5: Content and Organisation AO6: Technical accuracy (SPaG) Literature AO1: Personal response to the text with supporting references AO2: Identify and explain of the effect of writer’s methods AO3: Analyse relevant contextual factors
Unit 5: Speaking and Listening Non-Exam Assessment	Following the study of Macbeth and the revision of Language Paper 2 for the Mock exams, pupils will complete their first GCSE assessment. Building upon the planning and writing skills of Language Paper 2, pupils will study several pieces of opinion writing, then draft, write and perform a speech on a topic of their choice in front of an audience of their peers. Assessments: Language Paper 2: Section B (Writing your opinion) Speaking and Listening Non-Exam Assessment (actual GCSE assessment)	Language: AO5: Communicate clearly, effectively and imaginatively. Organise information and ideas AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations.
Unit 6: Poetry Anthology (Power and Conflict)	The final unit of Year 10 will be the study of the first 5 poems from the Literature Power and Conflict Anthology. These poems will be connected by the theme of Power and pupils will be taught how to annotate copies of their poems, before transcribing their notes into their anthologies which will be stored in their Revision Folders. Pupils will revisit the comparative skills developed in Year 9 and their study of Language Paper 2 to plan and write comparative essays that explore the themes, methods and context of their poems. Assessments: Language Paper 1: Section B (Creative Writing) Literature Paper 2: Comparative Essay	Literature AO1: Personal response to the text with supporting references AO2: Identify and explain of the effect of writer’s methods AO3: Analyse relevant contextual factors Language AO5: Content and Organisation AO6: Technical accuracy (SPaG)

Year 11 – GCSE Content Coverage Year 2		
Unit	Summary	Skills & Assessment
Unit 1: An Inspector Calls	Our final Literature text is the study of J.B. Priestley’s <i>An Inspector Calls</i>. While the text is accessible in terms of language, the depth and maturity required to access the themes and messages of the story have led to our choice to study this text last. Throughout this unit, we will explore the choices of language and structure, as well as the historical and social context that contributed towards the message of the text. Pupils will refine their single-text analysis skills with fully detailed essays, preparing them for their second Mock exam, which will cover the exams not covered in Year 10. Assessments: Language Paper 2: Section B (Writing your opinion) Literature Paper 2: An Inspector Calls Essay	Literature AO1: Personal response to the text with supporting references AO2: Identify and explain of the effect of writer’s methods AO3: Analyse relevant contextual factors Language AO5: Content and Organisation AO6: Technical accuracy (SPaG)
Unit 2: Anthology Poetry – Power and Conflict (theme of nature) 1. Extract from, The Prelude 2. Exposure 3. Storm on the Island 4. Bayonet Charge 5. Kamikaze	Our next unit of Year 11 will cover the next small cluster of poems, this time connected by the theme of Nature. The skills of comprehension and language analysis are relevant here, as is the more formal essay writing style of Paper 1, Question 4 though discussions of historical and social context are an additional demand from the unit, as is a return to comparison skills. Assessments: Literature Paper 2: Comparative Essay Mock Exam: Language 1: Section A & B (Reading & Creative Writing) Literature 2: An Inspector Calls, Anthology Poetry & Unseen Poetry	Literature AO1: Personal response to the text with supporting references AO2: Identify and explain of the effect of writer’s methods AO3: Analyse relevant contextual factors Language AO5: Content and Organisation AO6: Technical accuracy (SPaG)
Unit 3: Literature Paper 2 – Anthology Poetry (theme of identity) 6. Poppies 7. War Photographer 8. Tissue 9. The Emigree 10. Checking Out Me History	Our final unit sees us finishing the poetry anthology and practising the comparative skills required for our long form essays. Once this unit is finished, we will move on to thorough recaps of all skills involved in both Language and Literature. These will include guided revision tasks, essay planning lessons and walking-talking mock exams. Assessments: Language Paper 2: Section A (Readinig) Literature Paper 2: Comparative Essay	Literature AO1: Personal response to the text with supporting references AO2: Identify and explain of the effect of writer’s methods AO3: Analyse relevant contextual factors Language AO1: - identify and infer information and ideas - select and summarise evidence from different texts AO2: Analyse how writers use language and structure AO3: Compare writers’ ideas and perspectives, and the methods used to convey them AO5: Content and Organisation AO6: Technical accuracy (SPaG)
Unit 4: Revision	Assessments:	
Unit 5: Exam Season		
Unit 6:		