



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>TOPIC/KNOWLEDGE Myths and Legends: 6 lessons – extract based, explore the idea of protagonist and antagonist.</p> <p>Class Novel: 30 lessons to study the modern novel, <i>A Monster Calls</i>.</p> <p>Extracts that lead to descriptive writing: students will have the opportunity to engage with a range of extracts from different time periods and voices to develop their descriptive writing skills: 15 lessons.</p> <p>SKILLS Apostrophes, accurate sentence demarcation and exploration of the narrative structure of tales.</p> <p>Repetition, verbs for effect, introducing ideas about metaphor and exploring the concept of conflict versus truth.</p> <p>Expanded noun phrases, openings and endings for effect, structuring/sequencing, simile, personification, metaphor and sensory description.</p>	<p>TOPIC/KNOWLEDGE Introduction to Reading and Writing the Gothic (Term 1A) Exploration of Gothic texts in order to explore vocabulary, style, and syntax. Texts studied provide a model for students in developing their own Gothic style and assessment takes the form of a longer written narrative or description</p> <p>Class novel (Term 1B) A whole text study of <i>Between Shades of Gray</i>, with a focus on character development, description, historical context and biographical detail.</p> <p>SKILLS Skills focus: Term 1A Weeks 1-3: Inference, summary, prediction, clarification</p> <p>Term 1A Weeks 4-6: TiPToP paragraphing, word choice/lexis, sentences for impact, exterior and interior narrative.</p> <p>Term 1B: tracking the development of plot, character and theme across a whole text, extended writing, independent research, selecting evidence</p>	<p>TOPIC/KNOWLEDGE Shakespeare: Macbeth A whole text study of Macbeth, with a focus on Macbeth as a hero, historical context and Shakespeare’s employment of various methods.</p> <p>Non-fiction Writing: wealth, poverty and the environment. Exploration of non-fiction texts that focus on distribution of wealth, inequality and environmental change with a writing focus. Opportunities for debating/public speaking.</p> <p>SKILLS Discourse structure, iambic pentameter, trochaic tetrameter, syntactic parallels, intertext, developing a knowledge of how to construct a line of enquiry throughout an analytical response.</p> <p>DAFOREST – opinion, fact, anecdote and statistics. Integrating description into persuasive writing.</p>	<p>TOPIC/KNOWLEDGE An Inspector Calls: Students will learn about Priestley’s intention in creating a play which reflects societal issues during the Edwardian period.</p> <p>Language Paper 1: I do, We do, You do model Of Mice and Men will be used as stimulus for LP1 skills.</p> <p>SKILLS Stage directions, form, lighting, adverbial uses, costume for dramatic purpose, audience interaction, dramatic irony, building a line of enquiry throughout an analytical response.</p> <p>Analysis, evaluation, synthesis and question level strategies/structures</p>	<p>TOPIC/KNOWLEDGE Jekyll and Hyde: Our study of J&H follows a similar model to that of R&J. The assessment methods are very similar and as such the overlap of skills is almost exact. The specific textual detail is different, however, and the Victorian context of the text’s production is also significantly different to that of R&J.</p> <p>SKILLS Essay writing and planning Creating an effective argument Using quotations effectively as evidence Referencing Memorising quotations Applying literary terminology Embedding historical context Spelling, punctuation and grammar</p>

		effectively, constructing an argument			
Term 2	<p>TOPIC/KNOWLEDGE Poetry: 'Childhood' 15 lessons The 'Childhood' poetry unit, convened by Mrs Cocking, involves looking at a range of poems discussing aspects of childhood experiences. The outcome is an extended essay where students must demonstrate their analytical skills in writing.</p> <p>Shakespeare: The Tempest 15 lessons Students study The Tempest in Miss Grace's unit with a focus on using the text as an inspiration for creative writing.</p> <p>SKILLS</p> <ul style="list-style-type: none"> Revisiting the skill of identifying methods from half term 1 Metaphors Use of PETA paragraph framework for analysis Revisiting effect on the reader Similes Sensory description Expanded noun phrases Use of TIPTOP paragraph framework for narrative writing 	<p>TOPIC/KNOWLEDGE Fiction Writing: Global Perspectives 18 lessons In this unit, students study a range of fiction and non-fiction texts that look at a range of far-flung destinations and international issues as stimuli for a piece of creative writing</p> <p>Shakespeare: A Midsummer Night's Dream 18 lessons In Miss Mugridge's unit, students study the Bard's characterisation and playwrighting style while exploring this classic play, resulting in an extended analytical essay assessment.</p> <p>SKILLS Skills focus:</p> <ul style="list-style-type: none"> Formality Modal verbs Sentence moods: declaratives, imperatives, interrogatives Parenthetical dashes Comedy Structuring comparisons Exploring contrasts <p>Analysing soliloquys</p>	<p>TOPIC/KNOWLEDGE Non-fiction Writing 18 lessons In Mrs Cocking's unit, students will be exploring non-fiction texts that focus on distribution of wealth, inequality and environmental change with a writing focus. There will be opportunities for debating and practising public speaking skills built in.</p> <p>Writing Dystopian Fiction 15 lessons In this Dystopian Fiction unit, students will study a range of extracts from dystopian fiction classics like <i>Lord of the Flies</i>, <i>The Lottery</i> and <i>1984</i>, and modern examples of the genre like <i>The Hunger Games</i> and <i>The Maze Runner</i>. The assessment takes the form of an extended written narrative.</p> <p>SKILLS Skills focus:</p> <ul style="list-style-type: none"> DAFOREST – opinion, fact, anecdote and statistics. Integrating description into persuasive writing. TIPTOP paragraphs Narrative voice Extended metaphors Aristotelian structure 	<p>TOPIC/KNOWLEDGE Power and Conflict Poetry This is an anthology of fifteen poems that students need to know for Literature Paper 2, in order to make a structured comparison between two poems, one of which is chosen by the exam board in the exam</p> <p>Reading and Writing Non-Fiction: Literary Non-Fiction is the focus of English Language Paper 2 – students need to be able to explore two previously unseen non-fiction texts from the last two centuries, and also be able to write persuasively to a brief</p> <p>SKILLS</p> <ul style="list-style-type: none"> Rhyme Enjambment Caesura Metaphor Simile Metre Onomatopoeia Dialect Synthesis Analysis skills Terminology Retrieval Effect on the reader <p>Use of PETAL in different formations e.g. PEA paragraphs</p>	<p>TOPIC/KNOWLEDGE From the Christmas exam series, students have completed studying Jekyll and Hyde and are now transitioning into a programme of revision in order to re-examine topics studied over the course of KS4, in preparation for AQA's summer exam series.</p> <p>Over the course of the next few months, students will revisit, in order:</p> <ul style="list-style-type: none"> Power and Conflict Poetry Unseen Poetry Reading and Writing Literary Fiction An Inspector Calls Reading and Writing Literary Non-Fiction <p>SKILLS</p> <ul style="list-style-type: none"> Power and Conflict Poetry This is an anthology of fifteen poems that students need to know for Literature Paper 2, in order to make a structured comparison between two poems, one of which is chosen by the exam board in the exam Unseen Poetry Another aspect of Literature Paper 2, this unit tests

					<p>students' ability to tackle new and challenging poetry, to structure a written analysis, and to make comparisons between two texts on-the-fly</p> <ul style="list-style-type: none">• An Inspector Calls<ul style="list-style-type: none">○ The final aspect of Literature Paper 2 that we revise, students must prepare for a closed-book exam in order to demonstrate their literary knowledge and memory skills in an extended essay. A small number of marks are also available for the quality of their written communication in this unit• Reading and Writing Literary Non-Fiction<ul style="list-style-type: none">○ Literary Non-Fiction is the focus of English Language Paper 2 – students need to be able to explore two previously unseen non-fiction texts from the last two centuries, and also be able to write persuasively to a brief <p>For Literature Paper 2, students must have prepared themselves to write an extended essay on a question about the text. A short extract is provided, but students must be prepared to show a knowledge of the wider text from memory. A small number of marks are also available for</p>
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Term 3	<p><i>TOPIC/KNOWLEDGE</i> The Local Area 15 lessons The Local Area unit, convened by Miss Mugridge involves looking at a range of forms on non-fiction writing and then completing a piece of non-fiction persuasive writing.</p> <p>Introduction to the Gothic 15 lessons Students study a range of Gothic extracts in Mr Church's unit with a focus on using the text as an inspiration for creative writing within a target genre.</p> <p><i>SKILLS</i></p> <ul style="list-style-type: none"> • Use of TIPToP paragraph framework for persuasive writing • Embedding DAFORREST persuasive writing techniques • Exploring a range of non-fiction texts • Use of TIPToP paragraph framework for descriptive writing • Embedding SLAMPOPS descriptive writing techniques • Exploring a range of Gothic extracts 	<p><i>TOPIC/KNOWLEDGE</i> World War One Poetry 18 lessons In Miss Mugridge's unit, students study a range of important WWI poems and their context, resulting in an extended comparative essay assessment.</p> <p>Non-Fiction: Crossing Borders 18 lessons In Miss Grace's unit, students study a range of fiction and non-fiction texts that look at a range of international and humanitarian issues and the way that they are written about to prepare students for answering some of the GCSE Language Paper 2 reading-type questions.</p> <p><i>SKILLS</i> Skills focus:</p> <ul style="list-style-type: none"> • Identification and analysis of poetic devices • Structuring analytical comparisons <p>Skills focus:</p> <ul style="list-style-type: none"> • Retrieving explicit and implicit information • Writing summaries • Structuring comparisons <p>Language analysis</p>	<p><i>TOPIC/KNOWLEDGE</i> Non-fiction Reading: The City 18 lessons In Mr Church's unit, students will be exploring non-fiction texts that focus on cities and the built environment, and the opportunities and challenges that they present. These will include poetry and prose including travel writing and polemics. The assessment will be a series of shorter essays exploring the skills focuses required at GCSE.</p> <p>Poetry: The breakdown of society 18 lessons In Miss Hammond's unit, students study a range of important poems and their context, resulting in an extended comparative essay assessment. The contexts include race riots, wealth disparity, racism, and internal conflict.</p> <p><i>SKILLS</i> Skills focus:</p> <ul style="list-style-type: none"> • Retrieving explicit and implicit information • Writing summaries • Structuring comparisons • Language analysis <p>Skills focus:</p> <ul style="list-style-type: none"> • Identification and analysis of poetic devices 	<p><i>TOPIC/KNOWLEDGE</i> Romeo and Juliet 24 lessons For Literature Paper 1, students must have prepared themselves to write an extended essay on a question about a Shakespeare play. At JFCS we study Romeo and Juliet. In the exam, a short extract is provided, but students must be prepared to show a knowledge of the wider text from memory. A small number of marks are also available for the quality of their written communication in this unit</p> <p>*For students in 10X7, they will be revising <i>A Christmas Carol</i> and <i>Macbeth</i> in lieu of the stated texts.</p> <p>End of Year Exam Revision, Consolidation and Stretch 16 lessons In preparation for End of Year exams, and in practice for public examinations in year 11, students revise the content of Language Paper 1 and Literature Paper 2, looking at material covered earlier in year 10.</p> <p><i>SKILLS</i> Skills focus:</p>	<p><i>TOPIC/KNOWLEDGE</i> Since the March mock exam series, students have continued a programme of revision in order to re-examine topics studied over the course of KS4, in preparation for AQA's summer exam series.</p> <p>Over the course of the next six weeks, students will revisit:</p> <ul style="list-style-type: none"> • Reading and Writing Literary Fiction • Jekyll & Hyde* • Romeo & Juliet* <p>Whilst students are revising in school, it's vital that students continue to revise at home, developing sufficient depth of knowledge, and memory of quotations in order to support their essay writing in the examinations themselves.</p> <p><i>SKILLS</i></p> <ul style="list-style-type: none"> • Reading and Writing Literary Fiction <ul style="list-style-type: none"> ○ Literary Fiction is the focus of English Language Paper 1 – students need to be able to explore a previously unseen fiction text from the last two centuries, and also be able to write creatively to a stimulus • Jekyll & Hyde*

			<ul style="list-style-type: none"> Structuring analytical comparisons 	<ul style="list-style-type: none"> Structuring analytical paragraphs (PETAL) Sequencing an essay or argument Choosing and using quotations Applying literary terminology Writing accurately <p>Skills focus:</p> <ul style="list-style-type: none"> Revision skills Memory practice Exam skills practice <p>Exploring a range of stretching material</p>	<ul style="list-style-type: none"> Romeo & Juliet* <p>*For students in 11X7, they will be revising <i>A Christmas Carol</i> and <i>Macbeth</i> in lieu of the stated texts.</p>
<p>Career Pathways</p>					