



English

## Year 7 - Half Term 1 – Gothic Horror Study

<b>Prior Learning</b>	This is the first unit students will be taught when they begin English at Cardinal Allen. It links with work done in primary school on creative writing. Students will explore the Gothic genre. They will be able to apply the range of techniques explored to their own writing for their baseline assessment.
<b>What will I learn?</b>	<p>The key concepts for this half term are: demonstrating a secure understanding of the conventions of written language; drawing on a rich experience of language and literature; using imagination to create setting, mood and character; using a wide range of academic and ambitious vocabulary.</p> <p>Pupils will learn skills and techniques required for effective creative writing. The initial cold baseline assessment will assess their knowledge and skills from KS2. Following the baseline assessment, pupils will focus on: choosing vocabulary for precision and impact; using linguistic and literary techniques; incorporating the different senses; using 'show don't tell'; varying sentences and punctuation for clarity and effect; building tension and suspense. Pupils will look at a descriptive writing mode examples and explore their features.</p> <p>Activities could include: planning and writing the opening to a Gothic story; describing a haunted setting; describing a picture with a Gothic theme. Pupils might re-do their 'cold' assessed piece from week 1.</p>
<b>Next Steps</b>	This unit introduces key skills that link to creative writing throughout years 7-11, such as: Year 7 short stories (2.1), Year 8 author study (1.1) and Year 9 original writing (2.1). The writing unit leads into the study of Gothic texts in the next half term, where pupils will explore how writers create character, mood and setting in a range of Gothic texts.
<b>Personal Development</b>	<p>Pupils will develop skills for becoming independent writers, including how to plan and structure their work effectively.</p> <p>Pupils will be able to enjoy being creative and experimenting with ideas and language.</p> <p>Pupils will have opportunities throughout the whole Gothic unit to develop research skills and read for pleasure.</p>
<b>Key vocabulary</b>	Ancient, derelict, desolate, eerie, gothic, <b>isolated (isolate)</b> , monstrous, ominous, petrified, secluded
<b>How and when will I be assessed?</b>	Key assessed piece: a 'cold' baseline assessment in week 1. Pupils will write a description of a mysterious setting based on a picture stimulus.
<b>Resources to use</b>	<p>Seneca KS3 Spelling, Punctuation and Grammar course:  <a href="https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-">https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-</a>            Bitesize Creative Writing: <a href="https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1v">https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1v</a></p>
<b>Enrichment opportunities</b>	<p>Pupils will have the opportunity to research Gothic authors, texts and conventions and use these as inspiration for their own writing:</p> <p>British Library resources on Gothic Literature: <a href="https://www.bl.uk/romantics-and-victorians/themes/the-gothic">https://www.bl.uk/romantics-and-victorians/themes/the-gothic</a></p> <p>A timeline of Gothic literature: <a href="https://www.bbc.co.uk/teach/spine-chillers-and-suspense-a-timeline-of-gothic-fiction/zvr9vk7">https://www.bbc.co.uk/teach/spine-chillers-and-suspense-a-timeline-of-gothic-fiction/zvr9vk7</a></p> <p>Entry into national writing competitions such as Young Writers.</p> <p>Wider reading (library books available): 'Century' by Sarah Singleton; 'Doll Bones' by Holly Black; 'The Hunchback of Notre Dame' L.L.Owens.</p>

## Year 7 - Half Term 2 – Gothic Horror Study

<b>Prior Learning</b>	This unit links to and builds on previous learning – at Key Stage 2, pupils worked on different genres and responding to and writing in these styles. This also links to Key stage 3 Year 7 half term 1 as pupils have the overarching theme of ‘gothic horror’ across half terms 1 and 2 so they have some knowledge from last term.
<b>What will I learn?</b>	<p>Students will read and respond to a range of gothic texts. Students will complete a variety of Speaking and Listening tasks too, which focus on the topic of the gothic genre. The aim of this unit is to engage students with the subject and to ensure they have the key skills to progress and achieve. Pupils are to read a range of Gothic horror extracts and explore how writers use language and literary devices to create atmosphere and tension. Pupils will be introduced to/reminded of some key terminology needed to explore a writer’s methods. Introduce PEA (point, evidence, analyse) and model how to write PEA chains. Students are to apply what they have learned from studying Gothic texts to their own writing. Activities could include: writing the opening to a Gothic story; continuing a story from one of the extracts previously covered; describing a haunted setting; describing a picture with a Gothic theme. Pupils might re-do their ‘cold’ piece from week 1. Focus on building tension, choosing precise vocabulary, using literary devices and varying sentences for effect.</p> <p>The key concepts for this term are: reading and understanding a range of texts; demonstrating a secure understanding of the conventions of written language; drawing on a rich experience of language and literature; using imagination to create setting, mood and character and engaging with important texts of the English literary heritage.</p>
<b>Next Steps</b>	This unit links to and will support future learning – Introduction to pre-1914 authors and texts for Years 8 and 9 (term 3).
<b>Personal Development</b>	<p>British Values – mutual respect and tolerance will be a focus when reading and discussing the gothic horror extracts such as how Frankenstein’s monster is treated.</p> <p>SMSC – social and cultural development will be covered as we read texts, genres and themes from other centuries and discuss other societies and cultures.</p> <p>General Personal Development - Developing pupils’ character as we discuss opinions on characters and themes in the texts such as morals and ethics.</p>
<b>Key vocabulary</b>	Adjectives, adverbs, apprehension, atmosphere, connotations, nouns, supernatural, <b>suspense</b> , trepidations, verbs
<b>How and when will I be assessed?</b>	Formative: comprehension tasks linked to the genre; a mini essay exploring a theme within one of the extracts; a short narrative inspired by the extract.
<b>Resources to use</b>	<p>Seneca learning: <a href="https://app.senecalearning.com/dashboard/courses/add">https://app.senecalearning.com/dashboard/courses/add</a></p> <p>Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/zckw2hv">https://www.bbc.co.uk/bitesize/subjects/zckw2hv</a></p> <p>Moodle: <a href="https://vle.cardinalallen.co.uk/course/view.php?id=2122">https://vle.cardinalallen.co.uk/course/view.php?id=2122</a></p>
<b>Enrichment opportunities</b>	<p>Entry into local and regional writing competitions such as Young Writers.</p> <p>Creative writing tips: <a href="http://www.writers-treasure.com/creative-writing-101/">http://www.writers-treasure.com/creative-writing-101/</a></p> <p>Wider reading: ‘The Tower’ by Marghanita Laski; ‘The Lie Tree’ by Frances Hardinge; ‘Mister Creecher’ by Chris Priestley (available online or from the school library).</p>

## Year 7 - Half Term 3 – The Short Story Collection (Dickens and Dahl)

<b>Prior Learning</b>	This unit links to and builds on previous learning – at Key Stage 2, pupils worked on different genres and responding to and writing in these styles. They will have studied some Dahl texts. This also links to Year 7 term 1 and genre studies.
<b>What will I learn?</b>	<p>Students will read and respond to a range of short stories from Charles Dickens and Roald Dahl such as ‘The Signalman’ and ‘The Landlady’. The aim of this unit is to engage students in reading a collection of interesting and engaging short stories. Pupils are to read a range of short stories and explore how writers use language and literary devices to create character, setting and plot. Pupils will be introduced to/reminded of some key terminology needed to explore a writer’s methods.</p> <p>The key concepts for this term are: reading and understanding a range of texts; demonstrating a secure understanding of the conventions of written language; drawing on a rich experience of language and literature; using imagination to create setting, mood and character and engaging with important texts of the English literary heritage.</p>
<b>Next Steps</b>	This unit links to and will support future learning – Year 8 half terms 1 and 2 as pupils have an author study and original writing and Year 9 half terms 3 and 4 as pupils have an author study and original writing.
<b>Personal Development</b>	British Values – mutual respect and tolerance as discussed via Dickens’ and Dahl’s stories. General Personal Development – Looking at characters’ morals and traits and how as a reader we respond to them.
<b>Key vocabulary</b>	Context, deduce, disconcerting, explicit, foreshadow, implicit (imply), inference (infer), perturbed, setting, sinister
<b>How and when will I be assessed?</b>	Formative assessment: Reading extracts, ongoing classwork, discussion in class. Focus will be on short descriptive tasks completed in class.
<b>Resources to use</b>	<p>Dickens resources: <a href="https://www.charlesdickensinfo.com/">https://www.charlesdickensinfo.com/</a></p> <p>Dahl resources: <a href="https://www.roalddahl.com/">https://www.roalddahl.com/</a></p> <p>Seneca learning: <a href="https://app.senecalearning.com/dashboard/courses/add">https://app.senecalearning.com/dashboard/courses/add</a></p> <p>Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/zckw2hv">https://www.bbc.co.uk/bitesize/subjects/zckw2hv</a></p> <p>Moodle: <a href="https://vle.cardinalallen.co.uk/course/view.php?id=2122">https://vle.cardinalallen.co.uk/course/view.php?id=2122</a></p>
<b>Enrichment opportunities</b>	<p>Entry into local and regional writing competitions such as Young Writers.</p> <p>Wider reading: ‘The Raven’ by Edgar Allen Poe.</p> <p>Available from the school library: ‘Twelve Minutes to Midnight’ by Christopher Edge; ‘Victorian Ghost Stories’ by Mike Stocks; ‘Victorian Horror Stories’ by Mike Stocks; ‘The Vile Victorians’ by Terry Deary.</p>

## Year 7 - Half Term 4 – The Short Story Collection (Original Writing)

<b>Prior Learning</b>	This unit links to and builds on previous learning – at Key Stage 2, pupils worked on different genres and responding to and writing in these styles. This also links to Year 7 half term 2 and descriptive settings.
<b>What will I learn?</b>	<p>Students will have read a collection of short stories last term and will go on to study Ray Bradbury’s ‘A Sound of Thunder’. The aim of this unit is to engage students in their own creative writing and to ensure they have the key skills to progress and achieve. Students are to apply what they have learned from studying short stories to their own writing. Activities could include: writing the opening to a short story; continuing a story from one of the extracts previously covered; describing a haunted setting; describing a picture with a mysterious theme. Focus on building tension, choosing precise vocabulary, using literary devices and varying sentences for effect.</p> <p>The key concepts for this term are: expressing complex ideas and information clearly, precisely and accurately in spoken and written communication; demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation; experimenting with language, manipulating form, challenging conventions and reinterpreting ideas; using imagination to create effects to surprise and engage the audience.</p>
<b>Next Steps</b>	This unit links to and will support future learning – Year 8 half terms 1 and 2 as pupils have an author study and original writing and Year 9 half terms 3 and 4 as pupils have an author study and original writing.
<b>Personal Development</b>	British Values – mutual respect and tolerance as discussed in Bradbury’s stories. General Personal Development - Looking at characters’ morals and traits and how as a reader we respond to them.
<b>Key vocabulary</b>	Enigmatic, ferocious, genre, <b>imagery (image)</b> , intrepid, malevolent, metaphor, personification, repugnant, <b>tension</b>
<b>How and when will I be assessed?</b>	Summative assessment: Reading assessment of an extract from Dickens.
<b>Resources to use</b>	Bradbury resources: <a href="https://raybradbury.com/">https://raybradbury.com/</a> Seneca learning: <a href="https://app.senecalearning.com/dashboard/courses/add">https://app.senecalearning.com/dashboard/courses/add</a> Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/zckw2hv">https://www.bbc.co.uk/bitesize/subjects/zckw2hv</a> Moodle: <a href="https://vle.cardinalallen.co.uk/course/view.php?id=2122">https://vle.cardinalallen.co.uk/course/view.php?id=2122</a>
<b>Enrichment opportunities</b>	<p>Entry into local and regional writing competitions such as Young Writers.</p> <p>Advice on creative writing: <a href="https://en.oxforddictionaries.com/writing-help/top-tips-for-creative-writing">https://en.oxforddictionaries.com/writing-help/top-tips-for-creative-writing</a></p> <p>Wider reading: ‘The Garden Party’ by Katherine Mansfield. Available from the school library: ‘Clover Moon’ by Jacqueline Wilson; ‘Hetty Feather’ by Jacqueline Wilson; ‘Montmorency’ by Eleanor Updale.</p>

## Year 7 - Half Term 5 – Non-Fiction: Animal Welfare

<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>- Students have read a variety of non-fictional texts across primary school.</li> <li>- Students have completed independent research as part of their wider reading e.g. authorial research on Dickens.</li> <li>- Students have explored non-fictional features at KS2 plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>- Ability to write for different purposes and audiences covered in the Y7 SOWs.</li> </ul>
<b>What will I learn?</b>	<p>In this unit, you will analyse emotive language in non-fictional texts and consider its effect on the reader. You will recognize layers of meaning in the writer’s choice of words, e.g. connotation, implied meaning, different types or multiple meanings. You will analyze how an author’s standpoint can affect meaning in non-fictional texts from a charity campaign. You will compare the presentation of ideas, values or emotions in related or contrasting texts. You will Present a case persuasively enough to gain the attention and influence the responses of a specified group of readers. You will make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives. You will discuss and evaluate conflicting evidence to arrive at a considered viewpoint.</p> <p>This links to skills required for Paper 2 English Language at GCSE. You will continue to develop these skills to a higher level. You will develop your analytical skills, critically appraising how linguistic and structural devices are used to create a variety of effects.</p>
<b>Next Steps</b>	<p>This scheme develops the reading skills required to tackle writers’ viewpoints and perspectives covered in Year 8 (term 2.2) and Year 9 (1.2 and 3.2). This unit extends students’ knowledge and understanding of written media forms, focusing on article and speech writing.</p>
<b>Personal Development</b>	<p>Moral development: Students will investigate into animal welfare to help them develop a well-informed/reasoned view about issues surrounding animal welfare such as why people oppose animal acts in circuses and keeping animals in zoos. They will also look at the benefit of zoos such as breeding programmes for endangered animals</p>
<b>Key vocabulary</b>	<p>Arbitrary, chronological, connotation, <b>denotation (denote)</b>, emotive, imperative, <b>manipulative (manipulate)</b>, perspective, satire, <b>statistic</b></p>
<b>How and when will I be assessed?</b>	<p>Summative Assessment: Year 7 AQA Exam Paper 1</p>
<b>Resources to use</b>	<p>RSPCA The Great Debate  <a href="https://education.rspca.org.uk/education/teachers/secondary/thegreatdebate">https://education.rspca.org.uk/education/teachers/secondary/thegreatdebate</a>            Becoming a Vet <a href="https://www.pdsa.org.uk/careers/how-to-become-a-vet">https://www.pdsa.org.uk/careers/how-to-become-a-vet</a>            Dogs Trust Fundraising <a href="https://www.dogstrust.org.uk/get-involved/fundraising/">https://www.dogstrust.org.uk/get-involved/fundraising/</a></p>
<b>Enrichment opportunities</b>	<p>Undertake a research project into a particular animal and how to keep it as a pet. Non-fictional books are available in the Aquinas Centre. Read an animal-themed story such as “Why the Whales Came”, “Shadow” or “The Butterfly Lion” by Michael Morpurgo. Consider finding out more about the work of animal charities from their websites. Invite guest speakers from charities to come to give an assembly about their work.</p>

## Year 7 - Half Term 6 – Non-Fiction: Zoo Project

<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>- Students have read a variety of non-fictional texts across primary school.</li> <li>- Students have completed independent research as part of their wider reading e.g. authorial research on Dickens.</li> <li>- Students have explored non-fictional features at KS2 plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>- This will allow students opportunity to expand on the skills acquired in Half-Term 5.</li> </ul>
<b>What will I learn?</b>	<p>You will be provided with a wide variety of written texts and will explore and identify the different purposes, commenting on features as appropriate. You will analyse a certain type of written text, for example: Informative writing and build on evaluative work covered in Half-term 5, with a focus on the potential effect on the reader. You will work in groups and will be provided with the remit of creating and designing an end product: a zoo. You will decide on your group responsibilities and will be expected to keep a group diary throughout the production process to show the development of ideas which you will draw upon when you give your group presentation at the end of the process. You will work collaboratively to write an informative blog about their zoo and a persuasive leaflet, aimed at your audience: families.</p>
<b>Next Steps</b>	<p>This scheme develops the reading skills required to tackle writers' viewpoints and perspectives to approach them which links to further non-fiction work covered in Year 8 (1.2) and Year 9 (1.2 and 3.2).</p>
<b>Personal Development</b>	<p>Social Development: Working with other students. Working collaboratively and with respect in an autonomous atmosphere to develop an 'end- product' as part of the Zoo Project. Work creatively and imaginatively to develop a professional end product and resources. Present formally to peer group.</p>
<b>Key vocabulary</b>	<p>Accomplish, alliteration, authentic, direct address, feasible, jingle, persuasive, repetition, rhetorical question, superlative</p>
<b>How and when will I be assessed?</b>	<p>Formative assessed pieces: a range of non-fiction writing and a spoken language group presentation.</p>
<b>Resources to use</b>	<p><a href="https://www.blackpoolzoo.org.uk/explore-the-zoo">https://www.blackpoolzoo.org.uk/explore-the-zoo</a>  <a href="https://www.youtube.com/watch?v=tzb-o4msTxI">https://www.youtube.com/watch?v=tzb-o4msTxI</a> Planet Zoo  <a href="https://www.zsl.org/sites/default/files/media/2015-10/KS2%20-%20Design%20a%20zoo%20with%20a%20budget%202015_EDUCATION.pdf">https://www.zsl.org/sites/default/files/media/2015-10/KS2%20-%20Design%20a%20zoo%20with%20a%20budget%202015_EDUCATION.pdf</a>            Lower Ability Whipsnade Zoo-How to design a zoo.  <a href="https://www.daysoutinfo.co.uk/">https://www.daysoutinfo.co.uk/</a>            Twinkl online resources <a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a>  <a href="https://www.youtube.com/watch?v=t4WyQyYOO1M">https://www.youtube.com/watch?v=t4WyQyYOO1M</a>            A Trip to Blackpool Zoo 2019</p>
<b>Enrichment opportunities</b>	<p>Student Keeper Scheme.            Volunteer to help at Farmer Parr's if interested in a career in animal welfare.            Fund-raise for Blackpool Zoo/animal charities.            Read "Mr Nobody's Eyes" by Michael Morpurgo, available from the Aquinas Centre.</p>

## Year 8 - Half Term 1 – World War Across the Ages

<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>- Students have read a class novel in Year 7 and novels across primary school.</li> <li>- Students have completed individual, private reading both in lessons and at home and this is a continuation of CACHS creating a culture of reading.</li> <li>- Students have explored features of a novel such as character, plot, setting, authorial voice etc. in Year 7 and at KS2.</li> <li>- Students have experienced a range of different genres in their own and class reading.</li> <li>- Many will have explored the context of WWII at primary school.</li> <li>- Students will be aware of key writing devices from Year 7 and KS2.</li> <li>- Ability to write for different purposes and audiences covered in the Y7 SOWs.</li> </ul>
<b>What will I learn?</b>	<p>In this unit, you will explore how you can use a piece of fiction to inspire you to write your own descriptive piece. You will write a description based on your class reader 'The Boy in the Striped Pyjamas'. This links to skills required in Section B of English Language Paper 1 at GCSE. You will develop and further the reading skills you employed when studying a novel in Year 7. You will continue to develop these skills to a higher level. You will further develop an understanding of character, themes, structure, narrative and authorial voice. You will develop your analytical skills, critically appraising how linguistic and structural devices are used to create a variety of effects. Further to this, you will study linked poetry alongside the set text and explore non-fiction texts linked to the social, historical context of the class novel.</p>
<b>Next Steps</b>	<p>This scheme develops the reading skills required to tackle different genres, and the component parts of a novel and how to approach them. There is a clear pathway to analysis skills required in Year 9 and later in Year 8.</p>
<b>Personal Development</b>	<p>Opportunity to explore issues in society linked to stereotyping, prejudice and discrimination. Links to British Values: 'Mutual respect and tolerance of those with different faiths and beliefs' and 'Individual Liberty'.</p>
<b>Key vocabulary</b>	<p><b>Authoritative (authority)</b>, complicit, <b>context</b>, domineering, <b>ignorant</b>, intrigue, malnourished, naïve, oppression, tyranny</p>
<b>How and when will I be assessed?</b>	<p>Baseline assessment as this is Half Term 1 – a description based on an image. Formative Assessed Pieces: Newspaper article on a key event.</p>
<b>Resources to use</b>	<p>Seneca KS3 Boy in the Striped Pyjamas course:  <a href="https://app.senecalearning.com/courses?Price=Free&amp;Age+Group=KS3&amp;Subject=English">https://app.senecalearning.com/courses?Price=Free&amp;Age+Group=KS3&amp;Subject=English</a>  Moodle: <a href="https://vle.cardinalallen.co.uk/course/index.php?categoryid=9">https://vle.cardinalallen.co.uk/course/index.php?categoryid=9</a>  Accelerated Reader: <a href="https://ukhosted51.renlearn.co.uk/2040781/">https://ukhosted51.renlearn.co.uk/2040781/</a>  Bedrock Vocabulary: <a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a>  Newspaper articles detailing survivors' stories:  <a href="https://www.theguardian.com/world/2015/jan/26/tales-from-auschwitz-survivor-stories">https://www.theguardian.com/world/2015/jan/26/tales-from-auschwitz-survivor-stories</a>  <a href="https://www.nytimes.com/2020/01/27/world/europe/auschwitz-memorial-anniversary.html">https://www.nytimes.com/2020/01/27/world/europe/auschwitz-memorial-anniversary.html</a>  Link to the Auschwitz Museum <a href="http://auschwitz.org/en/">http://auschwitz.org/en/</a>  Other novels from John Boyne: <a href="https://johnboyne.com/youth-novels/">https://johnboyne.com/youth-novels/</a></p>
<b>Enrichment opportunities</b>	<p>Complete the War and Conflict Reading challenges available on Moodle.  Watch 'War Horse' and 'My Boy Jack'.  Read 'Private Peaceful' by Michael Morpurgo.  Undertake a research project investigating the Holocaust. Consider finding out more about Auschwitz and stories from Holocaust survivors.</p>



## Year 8 - Half Term 2 – World War Across the Ages

<b>Prior Learning</b>	Throughout Year 7 and the start of Year 8, students have learnt about different reading strategies and how to extract key information from a text. Pupils have previously explored how writing can be used to express thoughts, feelings and to reflect key events in history. They will already have studied and have an understanding of key literary devices and tools and some understanding of poetic form and structure from Year 7 and primary school.
<b>What will I learn?</b>	In this unit, students will explore the concept of World War and how this is presented in poetry. Students will explore WWI primarily key historical and personal events linked to this and expressed through poetry. From this, they will look at a variety of poetry from different times. Students will explore how thoughts, feelings and voice are developed in Literature. You will also have the opportunity to respond to what you read creatively in producing descriptive pieces to further enhance what you have learnt in half term 1 and through writing non-fiction texts, such as newspaper articles, highlighting key historical events.
<b>Next Steps</b>	We are establishing the foundations for those interested in creative writing and how this can be used for a variety of purposes and audiences which will prepare pupils to effectively build on this in Year 9 (term 2.2).
<b>Personal Development</b>	Opportunity to explore issues in society linked to stereotyping, prejudice and discrimination. Links to British Values: 'Mutual respect and tolerance of those with different faiths and beliefs' and 'Individual Liberty'.
<b>Key vocabulary</b>	Eerie, ephemeral, incessant, jingoism, macabre, malevolent, patriotism perturbed, propaganda, shroud
<b>How and when will I be assessed?</b>	Formative Assessed Pieces: Descriptive writing inspired by their class novel – to be assessed based on classwork and to highlight progression from the baseline.
<b>Resources to use</b>	Seneca course with a section on 'Poppies' by Jane Weir. Moodle – Poetry Tools Poster: <a href="https://vle.cardinalallen.co.uk/course/index.php?categoryid=9">https://vle.cardinalallen.co.uk/course/index.php?categoryid=9</a> BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1</a> Creative writing tips: <a href="https://www.writingforward.com/writing-tips/the-22-best-writing-tips-ever">https://www.writingforward.com/writing-tips/the-22-best-writing-tips-ever</a>
<b>Enrichment opportunities</b>	Complete the War and Conflict Reading challenges available on Moodle. Watch 'War Horse' and 'My Boy Jack'. Read 'Regeneration' by Pat Barker. Create a collage highlighting WWI propaganda and contrasting attitudes towards the war across 1914-1918. Wider reading: 'Paula Brown's New Snowsuit' Sylvia Plath.

## Year 8 - Half Term 3 – Modern play WW2

<b>Prior Learning</b>	In Term 1, pupils will have studied John Boyne’s ‘Boy in the Striped Pyjamas’ and war poetry from a range of different conflicts, thus familiar themes and ideas will be expanded upon. The study of plays will be familiar to them, specified in the National Curriculum as being introduced at Yr 5 and continued into Year 7. They will have been introduced to key terminology and devices in Year 7. Pupils will likewise have experienced writing in a range of different genres and for different audiences and purposes.
<b>What will I learn?</b>	<p>Pupils will analyse how the playwright uses the dramatic devices of form, structure and language to present a character, plot or setting on stage. Through discussion and written work, they will make relevant comments about the social and historical context of Anne Frank’s life in relation to her diary. Inference and deduction skills to explore layers of meaning in the text will be honed. Pupils will further learn how to use the conventions of an essay effectively to analyse a play. Independent research will be carried out and pupils will have the opportunity to assess and evaluate its relevance and value.</p> <p>A key concept of this unit is reading for meaning with the development of analytical resource to explore, language, structure, theme and character.</p>
<b>Next Steps</b>	This unit links into Year 9 term 1.1 as it focuses on introducing pupils to the study of a modern play, along with the skills of analysis and essay writing required for Year 8 term 3.1 and Year 9 terms 1.1, 2.2 and 3.1 when pupils read a wide range of texts.
<b>Personal Development</b>	<p>The unit is designed to encourage independent enquiry and research surrounding historical events and the prejudice, discrimination and conflict generated by times of war.</p> <p><b>British Values:</b> ‘Mutual respect and tolerance of those with different faiths and beliefs’ and ‘Individual Liberty’.</p> <p><b>SMSC:</b> Moral and spiritual development – the ability to be reflective about their knowledge of, and respect for, different people’s faiths, feelings and values and their ability to recognise the difference between right and wrong.</p> <p>The unit also fosters growth of teamwork as groups and paired activities will allow pupils to collaborate with others to work towards common goals. Pupils will also be required to manage their own time effectively, prioritising their actions.</p>
<b>Key vocabulary</b>	Altruistic, cathartic, <b>deny</b> , inferior, mercurial, oppression, reverse, <b>confine</b> , sullen, tirade
<b>How and when will I be assessed?</b>	Key Assessed Reading Assessment: Analysis of language and structure and a focus on a theme/character.
<b>Resources to use</b>	<p>The Diary of Anne Frank: Oxford Playscripts</p> <p>The Diary of Anne Frank play online:  <a href="http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/295/ANNE%20FRANK%20WILLIAMS%202.pdf">http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/295/ANNE%20FRANK%20WILLIAMS%202.pdf</a></p> <p>Moodle: <a href="https://vle.cardinalallen.co.uk">https://vle.cardinalallen.co.uk</a></p> <p>Seneca Learning: <a href="http://www.senecalearning.com">www.senecalearning.com</a></p>
<b>Enrichment opportunities</b>	<p>Complete the ‘War and Conflict’ challenges on Moodle.</p> <p>Watch ‘War Horse’ / ‘My Boy Jack’, Read Morris Gleitzman’s ‘Once, Then, After, Soon, Maybe’</p> <p>Undertake a research project investigating the Holocaust.</p> <p>Watch BBC2 ‘the Last Survivors’ <a href="https://www.bbc.co.uk/programmes/b0c1ngrx">https://www.bbc.co.uk/programmes/b0c1ngrx</a></p> <p>Watch 2009 Diary of Anne Frank: <a href="https://www.youtube.com/watch?v=hLyIRfUbiEE">https://www.youtube.com/watch?v=hLyIRfUbiEE</a></p> <p>Possible visit to The Imperial War Museum Salford Quays.</p>

## Year 8 - Half Term 4 – Non-Fiction Writing WW2 and Poetry

<b>Prior Learning</b>	In Term 1, pupils will have studied John Boyne’s ‘Boy in the Striped Pyjamas’ and war poetry from a range of different conflicts, thus familiar themes and ideas will be expanded upon. In half-term 3, they will have studied ‘The Diary of Anne Frank’ playscript, reinforcing prevalent themes and the overarching genre of non-fiction. The study of poetry will be familiar to them, specified in the National Curriculum as being introduced at Yr 5 and continued into Year 7. They will have been introduced to key poetic terminology and devices in Year 7. Pupils will likewise have experienced writing in a range of different genres and for different audiences and purposes.
<b>What will I learn?</b>	In this unit, pupils will explore the concept of power (of people/nature etc.) and how this is presented in a selection of poetry. Pupils will explore what power is and how can this can link to key historical and personal events. From this, they will look at a variety of poetry from different times. Pupils will explore how thoughts, feelings and voice are developed in Literature. They will respond to various tasks, through a range of non-fiction genres, considering the different linguistic and structural demands of each form.
<b>Next Steps</b>	This unit links into Year 9 term 3 as it focuses on introducing pupils to the study of poetry, along with the skills of analysis and essay writing while also allowing them to familiarise themselves with and explore the form and structure of a variety of non-fiction texts (Year 9 term 3).
<b>Personal Development</b>	The unit is designed to encourage independent enquiry and research surrounding historical events and the prejudice, discrimination and conflict generated by times of war, exploring these issues from different perspectives. Skills of metacognition will be enhanced as pupils will ask themselves questions to extend their own thinking. <b>British Values:</b> The rule of law will be considered as will individual liberty. <b>SMSC:</b> The mental health of those participating in war will be explored. The unit also fosters growth of teamwork as groups and paired activities will allow pupils to collaborate with others to work towards common goals. Pupils will also be required to set goals with success criteria for their development and work
<b>Key vocabulary</b>	Apprehensive, <b>conflict</b> , despondent, foreboding, <b>generation, hierarchy</b> , intuition, kindred, <b>liberated (liberal)</b> , pandemonium, stealth
<b>How and when will I be assessed?</b>	<b>Formative:</b> Writing: an informative newspaper article or diary entry. Reading: understanding of the features of a newspaper.
<b>Resources to use</b>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a> Moodle: <a href="https://vle.cardinalallen.co.uk">https://vle.cardinalallen.co.uk</a> Seneca Learning: <a href="http://www.senecalearning.com">www.senecalearning.com</a>
<b>Enrichment opportunities</b>	Complete the ‘War and Conflict’ challenges on Moodle. Read ‘War Horse’ or ‘Private Peaceful’ by Michael Morpurgo Watch TED talk on War Photographer: <a href="https://www.ted.com/talks/james_nachtwey_my_wish_let_my_photographs_bear_witness?language=en">https://www.ted.com/talks/james_nachtwey_my_wish_let_my_photographs_bear_witness?language=en</a> Undertake a research project investigating a specified war. Possible visit to The Imperial War Museum Salford Quays.

## Year 8 - Half Term 5 – Shakespeare: Tragedy

<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>- Pupils will have had basic introductions to Shakespeare in KS2.</li> <li>- Pupils have been introduced to extracts from ‘Macbeth’ in the Year 7 Gothic horror unit.</li> <li>- Pupils have completed independent research as part of their wider reading e.g. authorial research on Dickens.</li> </ul>
<b>What will I learn?</b>	<p>Pupils will begin by learning about the life and works of William Shakespeare, the history of the Globe Theatre, the different types of Shakespearean plays and how his works have influenced the language and literary culture of today. Independent research skills will be developed through individual and group projects.</p> <p>Prior to reading the text, pupils will learn about the historical context of ‘Romeo and Juliet’ and how society’s expectation and values shape events in the play. Through reading the play, pupils will develop skills of analysis by exploring how Shakespeare presents characters and their relationships. They will study the richness of language used by Shakespeare and be able to explain its effects.</p>
<b>Next Steps</b>	<p>This scheme introduces the foundation reading and analytical skills required to study Shakespeare in Year 9 (term 3). Terminology introduced in this unit will be used throughout Key Stages 3 and 4 in the study of Language and Literature.</p>
<b>Personal Development</b>	<p>Pupils will develop their skills of independent enquiry, research and critical thinking skills.</p> <p><b>SMSC:</b> Pupils will explore the effects of conflict on individuals and wider society. They will explore moral issues such as defying authority and parental control; using violence to defend honour; seeking revenge; forbidden love.</p> <p><b>British Values:</b> ‘Mutual respect and tolerance of those with different faiths and beliefs’.</p>
<b>Key vocabulary</b>	<p>Conflict, animosity, contempt, feud, fickle, patriarchal, prologue, soliloquy, <b>submissive (submit)</b>, theocratic</p>
<b>How and when will I be assessed?</b>	<p>Summative: Year 8 AQA Exam Paper 1</p>
<b>Resources to use</b>	<p><u><a href="https://www.shakespearesglobe.com/">The Globe: https://www.shakespearesglobe.com/</a></u>          Royal Shakespeare company: <a href="http://www.rsc.org.uk/shakespearelanguage">www.rsc.org.uk/shakespearelanguage</a>          Sparknotes ‘No fear Shakespeare’ translation of the text:  <a href="http://www.sparknotes.com/nofear/shakespeare/romeoandjuliet">www.sparknotes.com/nofear/shakespeare/romeoandjuliet</a>          Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zfdj6sg">https://www.bbc.co.uk/bitesize/topics/zfdj6sg</a></p>
<b>Enrichment opportunities</b>	<p>Undertake a research project exploring modern day ‘Romeo and Juliet’ situations, such as relationships between people from very different backgrounds and cultures.</p> <p>Further research on how Shakespeare influenced the English language.</p> <p>Watch different versions of the play and compare the presentation of characters and events.</p>

## Year 8 - Half Term 6 – Non-Fiction tragedy (Titanic)

<b>Prior Learning</b>	This unit builds on pupils' skills from studying non-fiction in the summer term of Year 7 and spring term of Year 8. The theme of tragedy leads on from the previous half term's study of 'Romeo and Juliet'.
<b>What will I learn?</b>	In this unit pupils will explore the history of the famous 'RMS Titanic'. They will read a variety of non-fiction articles and historical texts documenting the ship's construction, launch and the tragic accident leading to it sinking, as well as survivors' accounts of events. They will compare and contrast media reporting of the event, looking at objective and subjective reporting. Pupils will explore the class system in its historical context and will make links to modern day perceptions. Pupils will learn to write for a range of audiences and purposes, such as: persuasive writing; writing a formal newspaper report; formal letter writing; empathetic diary writing. Pupils will also develop their speaking and listening skills through group-based presentations and role play activities.
<b>Next Steps</b>	This unit develops pupils' skills in reading and understanding formal and academic non-fiction texts, a skill required for GCSE and life beyond school. There is a clear pathway to Year 9 term 3.2 with links to writers' viewpoints and perspectives.
<b>Personal Development</b>	<p>Independent learners: this unit is designed to encourage independent enquiry and research into a famous historical event.</p> <p>Creative thinking: pupils will develop their creative skills through designing and producing promotional materials for the ship.</p> <p>Critical thinking: pupils will examine various factors leading to the accident and subsequent loss of life. They will evaluate the extent to which the tragedy could have been prevented or the loss of life reduced.</p> <p>SMSC: Pupils will explore the fairness and morality of the class system.</p> <p>Developing confidence in speaking, listening and delivering presentations.</p> <p>Developing collaborative skills through team-based activities and projects.</p>
<b>Key vocabulary</b>	Capacity, collision, facilities, informative, luxurious, <b>perspective</b> , purpose, survivor, voyage, wreckage
<b>How and when will I be assessed?</b>	Formative assessment: a diary entry or letter written by a protagonist from either the set text of film.
<b>Resources to use</b>	<p>Various useful documentaries are available on Youtube, such as 'Back to the Titanic 2020' and 'Titanic: New Evidence'.</p> <p><a href="https://www.britannica.com/topic/Titanic">https://www.britannica.com/topic/Titanic</a></p> <p><a href="https://allthatsinteresting.com/titanic-survivors">https://allthatsinteresting.com/titanic-survivors</a></p> <p>Early 20<sup>th</sup> century British class system: <a href="https://www.bbc.co.uk/bitesize/clips/z2vpvcw">https://www.bbc.co.uk/bitesize/clips/z2vpvcw</a></p>
<b>Enrichment opportunities</b>	<p>Watch documentaries about the Titanic online.</p> <p>Watch the film 'Titanic'</p> <p>Independent research using materials available in the school library and online.</p> <p>Researching more recent maritime disasters and comparing survivors' stories from these to those who survived the sinking of 'Titanic'.</p>

## Year 9 - Half Term 1 – Society Study (Modern Play)

<b>Prior Learning</b>	This unit links to and builds on previous learning – at Key Stage 2, pupils worked on plays. This also links to Key stage 3 Year 8 half term 3 as pupils covered a World War play then in Year 8 half term 5 they covered a Shakespeare play.
<b>What will I learn?</b>	Students will read the Willy Russell play 'Blood Brothers'. This unit links into the GCSE English Literature specification, as it focuses on the study of a modern play and skills of analysis and essay writing required for Literature Paper 2. This unit extends students' knowledge and understanding of the dramatic form and their ability to identify and write about key dramatic devices. Using this knowledge and understanding, students will then apply the skills and understanding of dramatic devices to produce an essay on a theme or character. The key concepts for this term are: read and understand a range of texts and respond appropriately; making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature; gaining a sense of the English literary heritage and engaging with important texts in it; engaging with ideas and texts, understanding of the main issues; analysing and evaluating spoken and written language to appreciate how meaning is shaped.
<b>Next Steps</b>	This unit links to and will support future learning – Lays the foundations of drama analytical skills/ terminology required for next year's GCSE English Literature specification (8700) AQA Paper 2 section A (modern play). Lays the foundation for future potential A level English Literature components.
<b>Personal Development</b>	When looking at the stereotypes presented in the play pupils will have the opportunity to explore issues in society linked to prejudice and discrimination. The play will look at respect and tolerance of others as we discuss the characters and their morals.
<b>Key vocabulary</b>	Deceit, deprivation, <b>hierarchy</b> , humour, indignant, <b>manipulative (manipulate)</b> , maternal, poverty, superior, superstitious
<b>How and when will I be assessed?</b>	Summative (Baseline): Description based on an image.
<b>Resources to use</b>	Seneca KS3 Spelling, Punctuation and Grammar course: <a href="https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/cb376616-ff84-472e-9a50-2ee536cb7dfb/session">https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/cb376616-ff84-472e-9a50-2ee536cb7dfb/session</a> Moodle: <a href="https://vle.cardinalallen.co.uk/course/index.php?categoryid=9">https://vle.cardinalallen.co.uk/course/index.php?categoryid=9</a> Accelerated Reader: <a href="https://ukhosted51.renlearn.co.uk/2040781/">https://ukhosted51.renlearn.co.uk/2040781/</a> Bedrock Vocabulary: <a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a> BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1</a>
<b>Enrichment opportunities</b>	Entry into local and regional writing competitions such as Young Writers. Wider reading: 'Your Shoes' by Michele Roberts; 'Educating Rita' by Willy Russell; 'A Kestrel for a Knave' by Barry Hines.

## Year 9 - Half Term 2 – Society Study

### Non-Fiction and Poetry

<b>Prior Learning</b>	Students have studied non-fiction units across Years 7 and 8. They have developed their reading skills, with a clear focus on analysing and identifying a text’s purpose and features. They will also focus on the contextual background of poetry and use this to develop their understanding of society to reinforce knowledge and interpretation of concepts of the poems. Pupils have previously explored how writing can be used to express thoughts, feelings and to reflect key events in history.
<b>What will I learn?</b>	Development of the reading and writing skills required GCSE English Language and Literature Paper 2 specification. You will study “Anthem for a Doomed Youth” as an unseen poetry response. You will be provided opportunity to develop their viewpoint on mental health, accessing multi-media materials that discuss mental health and the problems of PTSD. You will work collaboratively on creating a definition and examples of heroism with a focus on Colonel (Captain) Tom and link this to the context of Kamikaze pilots in the poem, “Kamikaze” and whether they agree or disagree with the prompt: Aborting the kamikaze mission makes the pilot a hero. Discuss the pressure in 1939-45 Japanese culture and society to isolate the pilot upon his return. You will use newspaper article and online reports as stimuli to discuss their personal viewpoints. Link to the act of remembrance and whether it is enough. Link to Covid-19 frontline NHS workers and the act of clapping every Thursday. Read “London” and the effect of poverty enslaving Blake’s society. Write a presentation about wealth inequality in the UK.
<b>Next Steps</b>	There is a clear pathway to GCSE next year with links to preparation for exploring poetry at GCSE level – English Literature and Language Paper 2. Equally, exploration of historical issues, may spark an interest for those considering History GCSE. It is also possible that you may be inspired by some of the human rights issues or societal issues. Your presentation can also be used for your Spoken Language assessment at GCSE.
<b>Personal Development</b>	Students will develop empathy with people who have struggled with PTSD and opportunity to discuss mental health linked to conflict and war. They will recognise the personal attributes that make people heroes. They will reflect on societal problems such as poverty and wealth inequality. They will reflect on their own cultural beliefs around WWI and WWII and link to Japanese culture around Kamikaze pilots, propaganda and freedom of speech and individual liberty.
<b>Key vocabulary</b>	Abomination, afflict, apparition, callous, condemn, contempt, contentious, corruption, defamation, theocratic
<b>How and when will I be assessed?</b>	Formative Assessed Pieces: Spoken Language Presentation. Formal and informal letters.
<b>Resources to use</b>	Seneca course with a section on ‘Kamikaze’ and “London” <a href="https://www.youtube.com/watch?v=h6lzPoDxAq0&amp;t=72s">https://www.youtube.com/watch?v=h6lzPoDxAq0&amp;t=72s</a> “Anthem for a Doomed Youth” Stephen Fry reads the poem <a href="https://www.youtube.com/watch?v=fsgBpHfoQz4">https://www.youtube.com/watch?v=fsgBpHfoQz4</a> Death Knell bells-structural devices used in the poem.
<b>Enrichment opportunities</b>	Create a collage highlighting WW2 propaganda in Japan. Visit the Imperial War museum in Manchester especially the Kamikaze plane as a foci for writing. Read up on wealth equality in the UK and canvass your local member of the Youth Parliament with your viewpoints. Make a blog of experiences during WW2.

## Year 9 - Half Term 3 – Dreams & Ambitions: Steinbeck Author Study

<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>- Students have read a range of texts in years 7 and 8 and have studied a range of other authors.</li> <li>- Students have completed individual, private reading both in lessons, during library lessons and at home.</li> <li>- Students have explored features of a novel in Years 7 and 8.</li> <li>- Students have experienced a range of different genres in their own and class reading.</li> </ul>
<b>What will I learn?</b>	<p>This term the focus is the theme ‘Dreams and Ambitions’ and students will primarily study ‘Of Mice and Men’ by John Steinbeck. Students will develop and further the reading skills they employed when studying an author in Years 7 and 8. They will continue to develop these skills to a higher level, so they can employ them at an appropriate level later at GCSE. Students will further develop an understanding of character, themes, structure, narrative and authorial voice. They will focus in particular on creation of narrative voice and difficult dilemmas the characters face. Students will develop their analytical skills, critically appraising how linguistic and structural devices are used to create a variety of effects.</p>
<b>Next Steps</b>	<p>This scheme develops the reading skills required to tackle different genres, and the component parts of a novel and how to approach them which links to GCSE skills. There is a clear pathway to GCSE with links to both the reading and writing sections of English Language Paper 1 and the analytical skills needed for exploring a piece of prose in English Literature Paper 1.</p>
<b>Personal Development</b>	<p>Opportunity to explore issues in society linked to stereotyping, prejudice and discrimination. Links to British Values: ‘Mutual respect and tolerance of those with different faiths and beliefs’ and ‘Individual Liberty’.</p>
<b>Key vocabulary</b>	<p><b>Symbolism (symbol)</b>, paradox, armistice, reverential, trauma, <b>psychological (psychology)</b>, emotive, persuasive, remembrance, inequality</p>
<b>How and when will I be assessed?</b>	<p><b>Key Assesses Piece:</b> A Literature style extract question based on ‘Of Mice and Men.  <b>Formative Assessed Piece:</b> A diary entry from a protagonist about a key event.</p>
<b>Resources to use</b>	<p>Seneca KS3 ‘Of Mice and Men course:  <a href="https://app.senecalearning.com/classroom/course/092cd2fb-8e25-41c9-b577-877352b9d9a7">https://app.senecalearning.com/classroom/course/092cd2fb-8e25-41c9-b577-877352b9d9a7</a>  Moodle: <a href="https://vle.cardinalallen.co.uk/course/index.php?categoryid=9">https://vle.cardinalallen.co.uk/course/index.php?categoryid=9</a>  Accelerated Reader: <a href="https://ukhosted51.renlearn.co.uk/2040781/">https://ukhosted51.renlearn.co.uk/2040781/</a>  Bedrock Vocabulary: <a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a>  BBC Bitesize – historical context: <a href="https://www.bbc.co.uk/bitesize/clips/zfgxpv4">https://www.bbc.co.uk/bitesize/clips/zfgxpv4</a></p>
<b>Enrichment opportunities</b>	<p>Read ‘To a Mouse’ by Robert Burns.  Create a diorama of a key scene in the novel.  Read ‘Grapes of Wrath’ by Steinbeck.  Look out for local theatre performances of the novel.  Undertake a research project investigating the Great Depression. Some sites to help:  <a href="https://www.sparknotes.com/lit/micemen/context/historical/of-mice-and-men-and-the-great-depression/">https://www.sparknotes.com/lit/micemen/context/historical/of-mice-and-men-and-the-great-depression/</a>  <a href="https://www.britannica.com/event/Great-Depression">https://www.britannica.com/event/Great-Depression</a>  Wider reading: ‘The Bell Jar’ Sylvia Plath.</p>



## Year 9 - Half Term 4 – Dreams & Ambitions: Original Writing

<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>- Knowledge of different genres from Author Study and Modern Play SOWs.</li> <li>- Knowledge of how to write for different purposes and different audiences from a wide variety of units in Years 7 and 8.</li> <li>- Knowledge of different linguistic techniques and how to apply them in their writing from units with written outcomes.</li> </ul>
<b>What will I learn?</b>	<p>This term the focus is the theme ‘Dreams and Ambitions’ and students will use ‘Of Mice and Men’ by John Steinbeck as a springboard for their own creative writing. Students will focus on their creative writing skills, adapting their writing to suit the genre, audience and purpose of the piece. Students will explore how to write different fictional genres and examples will be given to support. Students will extend their descriptions, with a keen focus on literary and language techniques.</p>
<b>Next Steps</b>	<p>-This scheme continues building creative writing skills in order to prepare students for their GCSE. There is a clear pathway to GCSE with links to the writing section of English Language Paper 1 and the analytical skills needed for exploring a piece of prose in English Literature Paper 1.</p>
<b>Personal Development</b>	<p>Opportunity to explore issues in society linked to stereotyping, prejudice and discrimination. Links to British Values: ‘Mutual respect and tolerance of those with different faiths and beliefs’ and ‘Individual Liberty’. Cultural development: willingness to participate in and respond positively to ideas creatively through their writing.</p>
<b>Key vocabulary</b>	<p>Anguish, derision, derogatory, fawning, futile, incongruous, indignant, oppressed, possession, pugnacious</p>
<b>How and when will I be assessed?</b>	<p><b>Working At Grade awarded using:</b> several paragraphs of Creative Writing using an image as stimulus.  <b>Formative Assessed Piece:</b> A diary entry from a protagonist about a key event.</p>
<b>Resources to use</b>	<p>Elements of the Seneca Language course:  <a href="https://www.senecalearning.com/seneca-certified-resources/english-language-gcse-aqa/">https://www.senecalearning.com/seneca-certified-resources/english-language-gcse-aqa/</a>            Seneca KS3 Spelling, Punctuation and Grammar course:  <a href="https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/cb376616-ff84-472e-9a50-2ee536cb7dfb/session">https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/cb376616-ff84-472e-9a50-2ee536cb7dfb/session</a>            Moodle: <a href="https://vle.cardinalallen.co.uk/course/index.php?categoryid=9">https://vle.cardinalallen.co.uk/course/index.php?categoryid=9</a>            Accelerated Reader: <a href="https://ukhosted51.renlearn.co.uk/2040781/">https://ukhosted51.renlearn.co.uk/2040781/</a>            Bedrock Vocabulary: <a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a>            BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1</a></p>
<b>Enrichment opportunities</b>	<p>Entry into local and regional writing competitions such as Young Writers.            Creative writing tips: <a href="https://www.writingforward.com/writing-tips/the-22-best-writing-tips-ever">https://www.writingforward.com/writing-tips/the-22-best-writing-tips-ever</a></p>

## Year 9 - Half Term 5 – Shakespeare

<b>Prior Learning</b>	The study of plays will be familiar to pupils, specified in the National Curriculum as having been introduced at Yr 5 and continued into Year 7 and 8. In Term 1 of Yr 9, pupils will have studied a modern play, thus common techniques will be expanded upon. They will have been introduced to key terminology and devices in Year 7.
<b>What will I learn?</b>	This unit is focused around the analysis of Shakespeare’s work and the essay skills essential for GCSE English/ English Language and Literature. Pupils will study a Shakespeare play, analysing dramatic devices, character, plot, language and aspects of social-historical context. They will develop their growing knowledge of the playwright, his works and the Elizabethan theatre, drawing on previous study at KS2 and in Year 8. They will focus on the required written style of a formal essay.
<b>Next Steps</b>	The unit lays the foundations for the study of drama and the analytical skills/ terminology / writing skills required for GCSE English and beyond. There is a clear pathway to GCSE English Literature with strong links to Paper 1 (Year 10 term 3.2)..
<b>Personal Development</b>	The unit is designed to encourage independent enquiry and research surrounding Elizabethan/Jacobean society and the Comedy genre. It is the aim to build independent learning skills that can be carried by the pupils through life. <b>British Values:</b> ‘Mutual respect and tolerance of those with different faiths and beliefs’. <b>SMSC:</b> Moral and spiritual development – the ability to be reflective about their knowledge of, and respect for, different people’s faiths, feelings and values. The unit also fosters growth of teamwork and social development as groups and paired activities will demand that pupils collaborate with others to work towards common goals. Pupils will also be required to manage their own time effectively, prioritising their actions.
<b>Key vocabulary</b>	Contemptuous, exasperate, ignominy, lament, loathe, masquerade, melodramatic, pompous, predicament, unrequited
<b>How and when will I be assessed?</b>	<b>Formative assessed pieces:</b> a review of the play; a research project highlighting key contextual information for all of the set poems in the cluster studied this year. <b>Key assessed piece:</b> a Spoken Language presentation.
<b>Resources to use</b>	Full text online: <a href="http://shakespeare.mit.edu/twelfth_night/full.html">http://shakespeare.mit.edu/twelfth_night/full.html</a> BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zb2xsbk">https://www.bbc.co.uk/bitesize/topics/zb2xsbk</a> Moodle: <a href="https://vle.cardinalallen.co.uk">https://vle.cardinalallen.co.uk</a> Seneca Learning: <a href="http://www.senecalearning.com">www.senecalearning.com</a>
<b>Enrichment opportunities</b>	Watch ‘Twelfth Night’ on DVD Undertake a research project investigating Shakespeare’s England. Ted Talks: <a href="https://www.ted.com/search?q=shakespeare">https://www.ted.com/search?q=shakespeare</a> Possible theatre trip. Read <i>The Cambridge Introduction to Shakespeare’s Comedies</i> by Penny Gay

## Year 9 - Half Term 6 – Poetry and Spoken Language

<b>Prior Learning</b>	The study of poetry will be familiar to pupils, specified in the National Curriculum as having been introduced at Yr 5 and continued into Year 7 and 8. In Term 2 of Yr 7 and Term 2 of Yr 8, pupils will have studied a range of poetry, both modern and classic, thus common techniques will be expanded upon. They will have been introduced to key terminology and devices in Year 7 and 8.
<b>What will I learn?</b>	This unit is a scheme of work focused around conflict poetry, and aims to progress pupils' skills in responding to, analysing, interpreting, and comparing poetry. They will explore poetic form and structure, mood and voice, through a range of poems from the 19 <sup>th</sup> century to the modern day. Pupils will be encouraged to develop their personal response skills to the poems, making precise points and providing/referring to relevant, precise textual detail to support their views. They will be guided in participating in a group discussion of the poems studied and will move on to explore and practise oratory and rhetorical skills when delivering a speech.
<b>Next Steps</b>	The selected poems are those studied at KS4 to support pupils' poetry study in Y10. The foundations for poetry analytical skills/ terminology required for GCSE, and the writing skills required for a comparative essay are fostered within this scheme and will assist in their study of English Literature Paper 2 at GCSE (Year 11 term 1.1). The criteria for AQA GCSE Speaking and Listening endorsement will have been fulfilled.
<b>Personal Development</b>	The unit is designed to encourage independent enquiry, with the exploration of issues, events or problems from different perspectives. The ability to support conclusions, using reasoned arguments and evidence will be central to the work undertaken in class. It is the aim to build independent learning skills that can be carried by the pupils through life. <b>British Values:</b> The rule of law will be considered as will individual liberty. <b>SMSC:</b> The mental health of those participating in war will be explored. Moral and spiritual development – the ability to be reflective about their knowledge of, and respect for, different people's cultures and feelings. The unit also fosters growth of teamwork and social development as groups and paired activities will demand that pupils collaborate with others to work towards common goals. Pupils will also be required to show fairness and consideration to others, providing constructive support and feedback.
<b>Key vocabulary</b>	Emigration (immigration), betrothal, impression, deception, stature, instinct, transparent, resolution (resolve), summarise, structure
<b>How and when will I be assessed?</b>	<b>Summative:</b> Year 9 AQA Exam Paper 1.
<b>Resources to use</b>	Moodle: <a href="https://vle.cardinalallen.co.uk">https://vle.cardinalallen.co.uk</a> Seneca Learning: <a href="http://www.senecalearning.com">www.senecalearning.com</a> BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zprysg8">https://www.bbc.co.uk/bitesize/topics/zprysg8</a> Example presentations AQA: <a href="https://www.youtube.com/watch?v=-wAmdMf7oHk">https://www.youtube.com/watch?v=-wAmdMf7oHk</a> AQA Anthology of Poetry Power and Conflict CGP Guide
<b>Enrichment opportunities</b>	Poetry Live trip. Wider reading: Wordsworth and Coleridge: <i>Lyrical Ballads</i> . Simon Armitage: <i>The Not Dead</i> .

## Year 10 - Half Term 1 – AQA GCSE Literature Paper 1 Section B (8702)

<b>Prior Learning</b>	At KS2, pupils study a broad range of fiction texts. In Year 7 term 1 pupils study the gothic genre and gothic conventions then move to Dickens in term 2 studying character, setting and plot. In Year 8 and Year 9 pupils also cover author studies.
<b>What will I learn?</b>	This unit covers: AQA Literature Paper 1 section B – 19 <sup>th</sup> -century novel (A Christmas Carol). Pupils will read the whole text and be able to summarise key events/ideas from the staves, extracts and whole novella. They will be able to identify relevant and precise quotations from across the text to support viewpoints. Pupils will work on learning these quotations and use a quotation book to keep these for revision purposes as the exam will be a closed book examination. Pupils will be able to explain obvious meanings relating to character/theme. They will produce character profiles on the key characters and theme sheets looking at how a character and/or theme are presented in an extract and whole text. Pupils will be able to infer less obvious meanings/ideas relating to character/theme and will be using the SQUID analysis to broaden and develop their response to the novella. They will learn to understand a range of key subject terminology relating to language. To include: adjectives, adverbs, similes, metaphors, personification, pathetic fallacy and, in addition, to understand a range of key subject terminology relating to structure and the form of a novella. To include: foreshadowing, non-chronological order, development of the story, repetition, juxtaposition. Pupils should be able to identify key features of language and structure within the text and comment on the effect on a reader so that they are then able to comment on the significance and effect of Dickens' use of specific language/structural device. There will also be opportunity for creative writing and interleaved poems.
<b>Next Steps</b>	This unit covers everything required to access the (8702) AQA English Literature Paper 1 Section B GCSE. At Key Stage 5 this links to AQA A Level Literature EDUQAS components 3 and 4.
<b>Personal Development</b>	British Values – Developing pupils' character: they will read about characters such as Scrooge from different centuries and discuss their morals, opinions and beliefs. SMSC - understanding of the Victorian period and London and how the beliefs and values then have shaped our lives in the modern day.
<b>Key vocabulary (AWL highlighted)</b>	Metaphor, Simile, Personification, Onomatopoeia, Pathetic Fallacy, Language, Word class, Adjective, Noun, Verb, Adverb, Structure, Dialogue, Quotation, Paragraph, Vocabulary, Simple/compound/complex sentence, Ellipsis, Narrative, Plot, Character, Setting, Stave, Context, Society, Historical and political context, Malthus, Humanitarian, Inequality, Antithesis, Poverty, Omniscient narrator, Protagonist, Aristocracy, Gentry, Industrial Revolution, Transformation. Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.
<b>How and when will I be assessed?</b>	Formative – fortnightly GCSE style exam mini mock questions. Summative – end of unit mock exam and mock week.
<b>Resources to use</b>	Seneca - <a href="https://www.senecalearning.com/seneca-certified-resources/english-lit-a-christmas-carol-gcse-aqa/">https://www.senecalearning.com/seneca-certified-resources/english-lit-a-christmas-carol-gcse-aqa/</a> CACHS Moodle <a href="https://vle.cardinalallen.co.uk/course/view.php?id=398">https://vle.cardinalallen.co.uk/course/view.php?id=398</a> GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/topics/zwhkxsg">https://www.bbc.co.uk/bitesize/topics/zwhkxsg</a>
<b>Enrichment opportunities</b>	Wider reading: 'The Ghost of Thomas Kempe' Penelope Lively. 'Ghost Stories' by Charles Dickens: <a href="http://www.gutenberg.org/files/1289/1289-h/1289-h.htm">http://www.gutenberg.org/files/1289/1289-h/1289-h.htm</a>

## Year 10 - Half Term 2 – AQA GCSE Language Paper 2 (8700)

<b>Prior Learning</b>	At KS2, pupils study a broad range of non-fiction texts. In Year 7 term 3 pupils study animal themed non-fiction. In Year 8 term 2, pupils study World War non-fiction writing and in Year 9, term 1 pupils study society non-fiction writing.
<b>What will I learn?</b>	This unit covers: AQA Language Paper 2 – Writers’ Viewpoints and Perspectives. The aim of this paper is to develop students’ insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Pupils will learn to read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. Pupils will learn to produce a written text for a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to the. The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century and the combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Pupils will learn about different genres including high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response. Pupils will learn how to craft a piece of effective non-fiction writing using language and structure to influence the reader.
<b>Next Steps</b>	This unit covers everything required to access the (8700) AQA English Language Paper 2 GCSE. At Key Stage 5 this links to AQA A Level: the structure of the English language and how it is used by writers for different audiences and purposes; how to write creatively in a variety of genres.
<b>Personal Development</b>	British Values – Pupils will read a variety of non-fiction texts and discuss viewpoints. SMSC – Pupils will read non-fiction across the centuries looking at how cultures change.
<b>Key vocabulary (AWL highlighted)</b>	Direct address, Alliteration, Listing, Facts, Opinions, Triple cluster, Repetition, Rhetorical questions, Language, Word class, Adjective, Noun, Verb, Adverb, Structure, Dialogue, Quotation, Paragraph, Vocabulary, Simple/compound/complex sentence. Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.
<b>How and when will I be assessed?</b>	Formative – weekly GCSE style exam questions. Summative –End of unit exam question.
<b>Resources to use</b>	Seneca - <a href="https://www.senecallearning.com/seneca-certified-resources/english-language-gcse-aqa/">https://www.senecallearning.com/seneca-certified-resources/english-language-gcse-aqa/</a> CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=429">https://vle.cardinalallen.co.uk/course/view.php?id=429</a> GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a>
<b>Enrichment opportunities</b>	BBC News - <a href="https://www.bbc.co.uk/news/education-46131593">https://www.bbc.co.uk/news/education-46131593</a> Creative writing tips: <a href="https://en.oxforddictionaries.com/writing-help/top-tips-for-creative-writing">https://en.oxforddictionaries.com/writing-help/top-tips-for-creative-writing</a>

## Year 10 - Half Term 3 – AQA GCSE Literature Paper 2 Section A (8702)

<b>Prior Learning</b>	At KS2, pupils study plays. In Year 8 half term 3 pupils study a modern play and in Year 9 half term 1, pupils study a play.
<b>What will I learn?</b>	This unit covers: AQA Literature Paper 2 section A – Modern Play (An Inspector Calls or Blood Brothers). Pupils will read the whole play and be able to summarise key events/ideas from the scenes, acts, extracts and whole play. They will be able to identify relevant and precise quotations from across the play to support viewpoints on characters and themes. They will be able to explain obvious meanings relating to themes such as class and society. They will be able to infer less obvious meanings/ideas relating to theme. Pupils will understand a range of key subject terminology relating to language. To include: dialogue, colloquialism, register, dramatic irony etc. Pupils will understand a range of key subject terminology relating to structure and the form of a play. To include: foreshadowing, scene length, development of tension, repetition, juxtaposition etc. Pupils will be able to identify key features of language and structure within the text. Pupils will be able to comment on the significance and effect of the playwright’s use of specific language/structural devices. Students should be able to develop more detailed, critical interpretations of texts and link ideas convincingly to the significance and impact of context on the text.
<b>Next Steps</b>	This unit covers everything required to access the (8702) AQA English Literature Paper 2 Section A GCSE. At Key Stage 5 this links to AQA A Level Literature EDUQAS components.
<b>Personal Development</b>	British Values – Understanding the morals and values of the characters in the text. SMSC - Understanding the playwright’s motives for writing the text and the social message being made about the class systems.
<b>Key vocabulary (AWL highlighted)</b>	Act/scene, Entrances/exits, Foreshadowing, Dramatic irony, Juxtaposition, Contrast, Character, Parallels/links to other moments in the play, Turning points, Cliff hangers, Socialism, Capitalism, Morality play, Allegory, Gender roles, Class system, Working class, Middle class, Aristocracy, Responsibility, Prejudice, Conscience, Advantages, Hypocrisy, Callous, Social climber, Socially superior, Scruples, Stagecraft, Powerful/powerless, Victim, Impoverished, Naïve, Misogynist, Stereotype/stereotypical, Dominant, Influential, Pompous Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.
<b>How and when will I be assessed?</b>	Formative – fortnightly GCSE style exam mini mock questions. Summative – end of unit mock exam and mock week.
<b>Resources to use</b>	Seneca - <a href="https://www.senecalearning.com/seneca-certified-resources/english-lit-an-inspector-calls-gcse-aqa/">https://www.senecalearning.com/seneca-certified-resources/english-lit-an-inspector-calls-gcse-aqa/</a> CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=398">https://vle.cardinalallen.co.uk/course/view.php?id=398</a> GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/topics/zpr639q">https://www.bbc.co.uk/bitesize/topics/zpr639q</a>
<b>Enrichment opportunities</b>	Complete a fact sheet on Edwardian England using the link to help: <a href="https://vimeo.com/317563024">https://vimeo.com/317563024</a> Make revision cards on each character using: <a href="https://www.youtube.com/channel/UCjRy_XvkN9jUbXf5_-g5xQA">https://www.youtube.com/channel/UCjRy_XvkN9jUbXf5_-g5xQA</a>

## Year 10 - Half Term 4 – AQA GCSE Literature Paper 2 Section B (8702)

<b>Prior Learning</b>	At KS2, pupils study poetry. Across Years 7 to 9, pupils study an unseen poem once per half term. In Year 8 half term 2, pupils study World War poetry and in Year 9 half term 6 pupils study Identity poetry.
<b>What will I learn?</b>	This unit covers: AQA Literature Paper 2 section B – Power and Conflict Poetry. In this comparison unit (AO3), the aim is to explore relationships between texts and to consider writers’ ideas and perspectives. Key aspects for comparison will be addressed including: language for comparison; poetic devices and terminology; narrative viewpoint. Pupils will also be expected to provide judgements and opinions on the poetry read. All students will read, understand and be able to respond to 15 poems. They will: be able to identify relevant and precise quotations from across the poems to support viewpoints; be able explain obvious meanings relating to the themes of power and conflict; be able to infer less obvious meanings/ideas relating to power and conflict. Pupils will understand a range of key poetic terms relating to language and structure (simile, metaphor, alliteration, sibilance, enjambment, stanza, etc.). Pupils will be able to identify key features of language and structure within the poems and be able to compare the similarities and differences between the poems and comment on the significance. They will be able to respond to an unseen poem with a focus on content, themes/ideas, language, structure and personal response and be able to usefully and effectively annotate texts. For the higher grades, pupils will need to develop more detailed, critical interpretations of texts and link ideas convincingly to the significance and impact of context on the text.
<b>Next Steps</b>	This unit covers everything required to access the (8702) AQA English Literature Paper 2 Section B GCSE. At Key Stage 5 this links to AQA A Level Literature EDUQAS components. For those considering studying English as an A-Level, there are links to English Language and creative writing and to studying a wide range of prose, skills needed to study Literature at a higher level. Equally, exploration of historical issues, may spark an interest for those considering History in further education. It is also possible that you may be inspired by some of the human rights issues or societal issues and go on to study: Philosophy, Sociology, Psychology or Law.
<b>Personal Development</b>	British Values – Developing pupils’ character by reading poetry about identity and war. SMSC - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others such as studying the Crimean war, Iraq war,
<b>Key vocabulary (AWL highlighted)</b>	Metaphor, Simile, Personification, Onomatopoeia, Language, Word class, Adjective, Noun, Verb, Adverb, Structure, Quotation, Stanza, Vocabulary, Rhyme, Rhythm, Volta, Sonnet, Epic, Monologue, Caesura, Enjambment, Ellipsis, Narrative voice, Shift, Topic, Poet. Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.
<b>How and when will I be assessed?</b>	Formative – fortnightly GCSE style exam mini mock questions. Summative – end of unit mock exam and mock week.
<b>Resources to use</b>	Seneca - <a href="https://www.senecalearning.com/blog/gcse-english-literature-revision/">https://www.senecalearning.com/blog/gcse-english-literature-revision/</a> CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=398">https://vle.cardinalallen.co.uk/course/view.php?id=398</a> GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/topics/zs43ycw">https://www.bbc.co.uk/bitesize/topics/zs43ycw</a>
<b>Enrichment opportunities</b>	Wider reading: ‘The Darkness Out There’ by Penelope Lively. Make some venn diagrams linking the poems together. Use Mr Bruff’s playlist to help you: <a href="https://www.youtube.com/watch?v=d_Egz2bDQ0o&amp;list=PLqGFsWf-P-cAO64IBHZTFwTz2X0DD_Cxk">https://www.youtube.com/watch?v=d_Egz2bDQ0o&amp;list=PLqGFsWf-P-cAO64IBHZTFwTz2X0DD_Cxk</a>

## Year 10 - Half Term 5 – AQA GCSE Literature Paper 1 Section A (8702)

<b>Prior Learning</b>	At KS2, pupils study Shakespeare. In Year 8 term 3, pupils study a Shakespeare play (Romeo and Juliet) and in Year 9 term 3 pupils study a different Shakespeare text (changeable 'Much Ado About Nothing'/'Twelfth Night'/'The Merchant of Venice').
<b>What will I learn?</b>	This unit covers: AQA Literature Paper 1 section A – Shakespeare play ('Macbeth'). Pupils will read the whole play and be able to summarise key events/ideas from the scenes, acts and whole play. They will be able to identify relevant and precise quotations from across the text to support viewpoints. Pupils will work on learning these quotations and use a quotation book to keep these for revision purposes as the exam will be a closed book examination. Pupils will be able to explain obvious meanings relating to character/theme. They will produce character profiles on the key characters (Macbeth, Lady Macbeth, Banquo etc.) and theme sheets (ambition, power etc.) looking at how a character and/or theme are presented in an extract and whole text. Pupils will be able to infer less obvious meanings/ideas relating to character/theme and will be using the SQUID analysis to broaden and develop their response to the play. They will learn to understand a range of key subject terminology relating to language. In addition, to understand a range of key subject terminology relating to structure and the form of a play. Pupils should be able to identify key features of language and structure within the text and comment on the effect on a reader so that they are then able to comment on the significance and effect of Shakespeare's use of specific language/structural device. Pupils are encouraged to reach for the higher levels and develop more detailed, critical interpretations of the text and to link ideas to the significance and impact of context on the text.
<b>Next Steps</b>	This unit covers everything required to access the (8702) AQA English Literature Paper 1 Section A GCSE. At Key Stage 5 this links to AQA A Level Literature EDUQAS component 2.
<b>Personal Development</b>	British Values – discussing morals and ambition (Macbeth and the Divine Right of Kings). SMSC - understanding the cultural differences between the 1600s and present day.
<b>Key vocabulary (AWL highlighted)</b>	Metaphor, simile, personification, onomatopoeia, language, word class, adjective, noun, verb, adverb, structure, regicide, tragedy, treachery, betrayal, superstition, divine right of kings, honour, nobility, supernatural, suspicion, witchcraft, sinister, justice, passion, bewitched, compulsion, distress, ambiguity, nemesis, fatality, marriage, blank verse, soliloquy, pathetic fallacy, rebellious, heroic potential, stagecraft, playwright, theatre, supernatural, ambition, status, soliloquy, usurper. Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.
<b>How and when will I be assessed?</b>	Formative – fortnightly GCSE style exam mini mock questions. Summative – end of unit mock exam and mock week.
<b>Resources to use</b>	Seneca - <a href="https://www.senecalarning.com/seneca-certified-resources/english-lit-macbeth-gcse-aqa/">https://www.senecalarning.com/seneca-certified-resources/english-lit-macbeth-gcse-aqa/</a> CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=398">https://vle.cardinalallen.co.uk/course/view.php?id=398</a> GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/topics/zgq3dmn">https://www.bbc.co.uk/bitesize/topics/zgq3dmn</a>
<b>Enrichment opportunities</b>	Shakespeare Lives - <a href="https://www.bbc.co.uk/events/ehw2mb">https://www.bbc.co.uk/events/ehw2mb</a> Wider reading: 'Witch Child' by Celia Rees. Further research & revision: <a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a>



## Year 10 - Half Term 6 – AQA GCSE Language Paper 1 (8700)

<b>Prior Learning</b>	At KS2, pupils study a broad range of fiction texts. In Year 7 term 1 pupils study the gothic genre and gothic conventions then move to Dickens and Dahl short stories in term 2 studying character, setting and plot. In Year 8 term 1, pupils study fiction and in Year 9, term 2 pupils study Dreams and Ambitions original writing.
<b>What will I learn?</b>	<p>This unit covers: AQA Language Paper 1 - Explorations in creative reading and writing. The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by: in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers; in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. Therefore, pupils will learn how to understand a character or setting, use inference to decide what the writer's message is and be able to comment on the language and structure of a text. Pupils will also learn how to evaluate a piece of writing and how it is crafted for effect.</p> <p>The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories. Pupils will learn to focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.</p> <p>As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. Pupils will learn to craft their own writing using appropriate language and structural devices to engage a reader.</p>
<b>Next Steps</b>	This unit covers everything required to access the (8700) AQA English Language Paper 1 GCSE. At Key Stage 5 this links to AQA A Level: the structure of the English language and how it is used by writers for different audiences and purposes; how to write creatively in a variety of genres.
<b>Personal Development</b>	<p>British Values – pupils will have to analyse characters from different cultures along with their traits, their morals and how they interact with others.</p> <p>SMSC – when reading fictional texts from across the centuries they will be expected to discuss the literary heritage and other cultures and traditions.</p>
<b>Key vocabulary (AWL highlighted)</b>	<p>Metaphor, Simile, Personification, Onomatopoeia, Language, Word class, Adjective, Noun, Verb, Adverb, Structure, Dialogue, Quotation, Paragraph, Vocabulary, Simple/compound/complex sentence, Ellipsis, Narrative, Plot, Character, Setting.</p> <p>Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.</p>
<b>How and when will I be assessed?</b>	<p>Formative – weekly GCSE style exam questions.</p> <p>Summative – December/March mock exam and in-class walking talking mocks.</p>
<b>Resources to use</b>	<p>Seneca - <a href="https://www.senecalearning.com/blog/gcse-english-language-revision/">https://www.senecalearning.com/blog/gcse-english-language-revision/</a></p> <p>CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=429">https://vle.cardinalallen.co.uk/course/view.php?id=429</a></p> <p>GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/topics/zgkj39g">https://www.bbc.co.uk/bitesize/topics/zgkj39g</a></p>
<b>Enrichment opportunities</b>	<p>Classic Stories - <a href="https://www.bbc.co.uk/programmes/p06w4v4x">https://www.bbc.co.uk/programmes/p06w4v4x</a></p> <p>Wider reading – Dickens' 'Great Expectations'.</p>

## Year 11 - Half Term 1 – AQA GCSE Language Paper 2 (8700)

<b>Prior Learning</b>	At KS2, pupils study a broad range of non-fiction texts. In Year 7 term 3 pupils study animal themed non-fiction. In Year 8 term 2, pupils study World War non-fiction writing and in Year 9, term 1 pupils study society non-fiction writing.
<b>What will I learn?</b>	This unit covers: AQA Language Paper 2 – Writers’ Viewpoints and Perspectives. The aim of this paper is to develop students’ insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Pupils will learn to read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. Pupils will learn to produce a written text for a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to the. The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century and the combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Pupils will learn about different genres including high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response. Pupils will learn how to craft a piece of effective non-fiction writing using language and structure to influence the reader.
<b>Next Steps</b>	This unit covers everything required to access the (8700) AQA English Language Paper 2 GCSE. At Key Stage 5 this links to AQA A Level: the structure of the English language and how it is used by writers for different audiences and purposes; how to write creatively in a variety of genres.
<b>Personal Development</b>	British Values – Pupils will read a variety of non-fiction texts and discuss viewpoints. SMSC – Pupils will read non-fiction across the centuries looking at how cultures change.
<b>Key vocabulary (AWL highlighted)</b>	Direct address, Alliteration, Listing, Facts, Opinions, Triple cluster, Repetition, Rhetorical questions, Language, Word class, Adjective, Noun, Verb, Adverb, Structure, Dialogue, Quotation, Paragraph, Vocabulary, Simple/compound/complex sentence. Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.
<b>How and when will I be assessed?</b>	Formative – weekly GCSE style exam questions. Summative – December/March mock exam and in-class walking talking mocks.
<b>Resources to use</b>	Seneca - <a href="https://www.senecallearning.com/seneca-certified-resources/english-language-gcse-aqa/">https://www.senecallearning.com/seneca-certified-resources/english-language-gcse-aqa/</a> CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=429">https://vle.cardinalallen.co.uk/course/view.php?id=429</a> GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a>
<b>Enrichment opportunities</b>	BBC News - <a href="https://www.bbc.co.uk/news/education-46131593">https://www.bbc.co.uk/news/education-46131593</a> Creative writing tips: <a href="https://en.oxforddictionaries.com/writing-help/top-tips-for-creative-writing">https://en.oxforddictionaries.com/writing-help/top-tips-for-creative-writing</a>

## Year 11 - Half Term 2 – AQA GCSE Language Paper 1 (8700)

<b>Prior Learning</b>	At KS2, pupils study a broad range of fiction texts. In Year 7 term 1 pupils study the gothic genre and gothic conventions then move to Dickens and Dahl short stories in term 2 studying character, setting and plot. In Year 8 term 1, pupils study World War writing and in Year 9, term 2 pupils study Dreams and Ambitions original writing.
<b>What will I learn?</b>	<p>This unit covers: AQA Language Paper 1 - Explorations in creative reading and writing. The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by: in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers; in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. Therefore, pupils will learn how to understand a character or setting, use inference to decide what the writer's message is and be able to comment on the language and structure of a text. Pupils will also learn how to evaluate a piece of writing and how it is crafted for effect.</p> <p>The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories. Pupils will learn to focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.</p> <p>As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. Pupils will learn to craft their own writing using appropriate language and structural devices to engage a reader.</p>
<b>Next Steps</b>	This unit covers everything required to access the (8700) AQA English Language Paper 1 GCSE. At Key Stage 5 this links to AQA A Level: the structure of the English language and how it is used by writers for different audiences and purposes; how to write creatively in a variety of genres.
<b>Personal Development</b>	<p>British Values – pupils will have to analyse characters from different cultures along with their traits, their morals and how they interact with others.</p> <p>SMSC – when reading fictional texts from across the centuries they will be expected to discuss the literary heritage and other cultures and traditions.</p>
<b>Key vocabulary (AWL highlighted)</b>	<p>Metaphor, Simile, Personification, Onomatopoeia, Language, Word class, Adjective, Noun, Verb, Adverb, Structure, Dialogue, Quotation, Paragraph, Vocabulary, Simple/compound/complex sentence, Ellipsis, Narrative, Plot, Character, Setting.</p> <p>Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.</p>
<b>How and when will I be assessed?</b>	<p>Formative – weekly GCSE style exam questions.</p> <p>Summative – December/March mock exam and in-class walking talking mocks.</p>
<b>Resources to use</b>	<p>Seneca - <a href="https://www.senecalearning.com/blog/gcse-english-language-revision/">https://www.senecalearning.com/blog/gcse-english-language-revision/</a></p> <p>CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=429">https://vle.cardinalallen.co.uk/course/view.php?id=429</a></p> <p>GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/topics/zgkj39g">https://www.bbc.co.uk/bitesize/topics/zgkj39g</a></p>
<b>Enrichment opportunities</b>	<p>Classic Stories - <a href="https://www.bbc.co.uk/programmes/p06w4v4x">https://www.bbc.co.uk/programmes/p06w4v4x</a></p> <p>Wider reading opportunities – Stevenson's 'Dr Jekyll and Mr Hyde': <a href="http://www.gutenberg.org/cache/epub/42/pg42-images.html">http://www.gutenberg.org/cache/epub/42/pg42-images.html</a></p>

## Year 11 - Half Term 1 – AQA GCSE Language Paper 2 (8700)

<b>Prior Learning</b>	At KS2, pupils study a broad range of non-fiction texts. In Year 7 term 3 pupils study animal themed non-fiction. In Year 8 term 2, pupils study World War non-fiction writing and in Year 9, term 1 pupils study society non-fiction writing.
<b>What will I learn?</b>	This unit covers: AQA Language Paper 2– Writers’ Viewpoints and Perspectives. The aim of this paper is to develop students’ insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Pupils will learn to read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. Pupils will learn to produce a written text for a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to the. The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century and the combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Pupils will learn about different genres including high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response. Pupils will learn how to craft a piece of effective non-fiction writing using language and structure to influence the reader.
<b>Next Steps</b>	This unit covers everything required to access the (8700) AQA English Language Paper 2 GCSE. At Key Stage 5 this links to AQA A Level: the structure of the English language and how it is used by writers for different audiences and purposes; how to write creatively in a variety of genres.
<b>Personal Development</b>	British Values – Pupils will read a variety of non-fiction texts and discuss viewpoints. SMSC – Pupils will read non-fiction across the centuries looking at how cultures change.
<b>Key vocabulary (AWL highlighted)</b>	Direct address, Alliteration, Listing, Facts, Opinions, Triple cluster, Repetition, Rhetorical questions, Language, Word class, Adjective, Noun, Verb, Adverb, Structure, Dialogue, Quotation, Paragraph, Vocabulary, Simple/compound/complex sentence. Analyse, assess, define, evident, identify, interpret, method, respond, role, section, similar, source, structure, vary, chapter, complex, conclude, evaluate, impact, previous, range, select, strategy, text, deduce, imply.
<b>How and when will I be assessed?</b>	Formative – weekly GCSE style exam questions. Summative – December/March mock exam and in-class walking talking mocks.
<b>Resources to use</b>	Seneca - <a href="https://www.senecallearning.com/seneca-certified-resources/english-language-gcse-aqa/">https://www.senecallearning.com/seneca-certified-resources/english-language-gcse-aqa/</a> CACHS Moodle - <a href="https://vle.cardinalallen.co.uk/course/view.php?id=429">https://vle.cardinalallen.co.uk/course/view.php?id=429</a> GCSE Bitesize – <a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a>
<b>Enrichment opportunities</b>	BBC Writersroom - <a href="https://www.bbc.co.uk/writersroom/">https://www.bbc.co.uk/writersroom/</a> Creative writing tips: <a href="http://www.writerstreasure.com/creative-writing-101/">http://www.writerstreasure.com/creative-writing-101/</a> <a href="https://www.writingforward.com/writing-tips/the-22-best-writing-tips-ever">https://www.writingforward.com/writing-tips/the-22-best-writing-tips-ever</a>