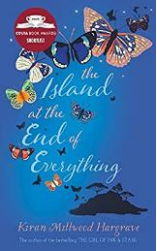
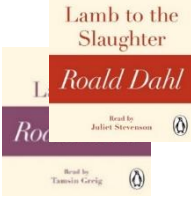
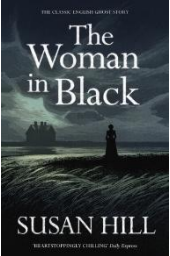
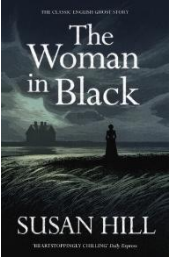
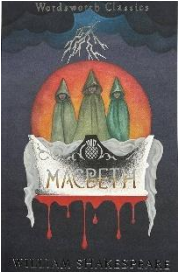
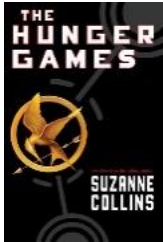
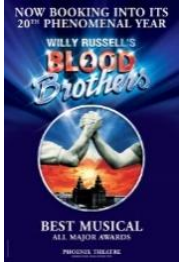
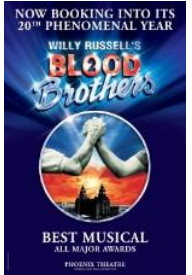


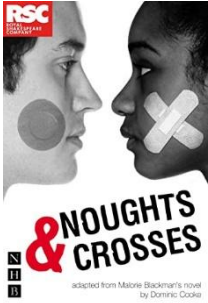
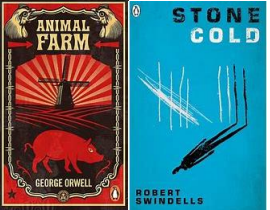
| Term          | Autumn 1 and 2:<br>01.09 – 18.12                                                                                                                                                                                                  | Spring 1:<br>04.01 – 12.02                                                                                                                                                                                                                   | Spring 2:<br>22.02 – 25.03                                                                                                                                                                    | Summer 1:<br>12.04 – 28.05                                                                                                                                                                                                                       | Summer 2:<br>07.06 – 02.07                                                                                                                     | Summer 2:<br>(rollover)                                                                                                                                                                                                                  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic         | Literature<br><b>Topic Title:</b> The Island at the End of Everything                                                                                                                                                             | Literature<br><b>Topic Title:</b> Culture Poetry                                                                                                                                                                                             | Language<br><b>Topic Title:</b> Transactional Writing                                                                                                                                         | Literature<br><b>Topic Title:</b> Shakespeare: A Midsummer Night's Dream                                                                                                                                                                         | Literature<br><b>Topic Title:</b> Gothic Fiction                                                                                               | Literature<br><b>Topic Title:</b> The Woman in Black                                                                                                                                                                                     |
|               |                                                                                                                                                  |                                                                                                                                                             |                                                                                                            |                                                                                                                                                               |                                                             |                                                                                                                                                       |
| Big Questions | <p><b>Big Question:</b><br/>Can I replicate the writing style of an author and use empathy and emotion in my writing?</p> <p>How can I analyse character development?</p> <p>Can I understand the contextual links to novels?</p> | <p><b>Big Question:</b><br/>How do different poets write about their feelings/views/motivations?</p> <p>How can I identify and comment on the impact of literary devices?</p> <p>How can I understand the reasons why poets write poems?</p> | <p><b>Big Question:</b><br/>How can I match the purpose, format and tone for a piece of transactional work?</p> <p>How can I identify persuasive devices and then use them in my writing?</p> | <p><b>Big Question:</b><br/>How can I understand the plot and characters of a Shakespearean play?</p> <p>How can I understand the context of a Shakespearean play?</p> <p>How can I understand the comical elements of a Shakespearean play?</p> | <p><b>Big Question:</b><br/>How can I spot the features of writing that build and create tension?</p> <p>How can I identify gothic tropes?</p> | <p><b>Big Question:</b><br/>How can I identify gothic features and tropes and replicate these in my own work?</p> <p>How can I comment on the effectiveness of gothic tropes?</p> <p>How can I track the development of a character?</p> |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                            |                         |                                                                                                                                                                  |                              |                                 |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------|
|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                            |                         |                                                                                                                                                                  |                              |                                 |
| <b>Assessment</b>                         | <b>Fortnightly CFU</b><br><br><b>Assessment w/c 23.11</b><br>Creative perspective writing.<br><br><b>Week-by-week revision:</b><br><b>02.11, 09.11, 16.11</b>                                                                                                                                                                                                                                                                                    | <b>Fortnightly CFU</b>                                     | <b>Fortnightly CFU</b>  | <b>Fortnightly CFU</b><br><br><b>Summer Exam w/c</b><br>Analytical writing of an extract from the play.<br><br><b>Week-by-week revision:</b> 03.05, 10.05, 17.05 | <b>Fortnightly CFU</b>       | <b>Fortnightly CFU</b>          |
| <b>Golden Threads/National Curriculum</b> | <b>Literature AO 1; 2; 3; 4</b><br><b>Language AO 5; 6</b>                                                                                                                                                                                                                                                                                                                                                                                       | <b>Literature AO 1; 2; 3; 4</b><br><b>Language AO 5; 6</b> | <b>Language AO 5; 6</b> | <b>Literature AO 1; 2; 3; 4</b>                                                                                                                                  | <b>Literature AO 1; 2; 4</b> | <b>Literature AO 1; 2; 3; 4</b> |
|                                           | <b>National Curriculum Links through all units.</b> <ul style="list-style-type: none"> <li>• speak confidently and effectively in a variety of contexts.</li> <li>• read easily, fluently and with good understanding</li> <li>• write accurately, fluently, effectively and at length for pleasure and information; plan, draft, edit and proof-read.</li> <li>• consolidate and build on their knowledge of grammar and vocabulary.</li> </ul> |                                                            |                         |                                                                                                                                                                  |                              |                                 |

| Term          | Autumn 1:<br>01.09 – 18.12                                                                                                                                                                                                               | Autumn 2:<br>02.11 – 18.12                                                                                                                                                                                                                      | Spring 1 and 2:<br>04-01 – 25.03                                                                                                                                                                                                                                  | Summer 1:<br>12.04 – 28.05                                                                                                                                                                                                                                        | Summer 2:<br>07.06 – 02.07                                                                                                                                                                                                     | Summer 2: (rollover)<br>05.07 – 21.07                                                                                                                                                                                                     |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic         | Literature<br><b>Topic Title:</b> The Woman in Black                                                                                                                                                                                     | Literature<br><b>Topic Title:</b> Macbeth                                                                                                                                                                                                       | Literature<br><b>Topic Title:</b> Martyn Pig/Daz 4 Zoe/ The Hunger Games                                                                                                                                                                                          | Language<br><b>Topic Title:</b> Transactional Writing                                                                                                                                                                                                             | Literature<br><b>Topic Title:</b> Blood Brothers                                                                                                                                                                               | Literature/Drama<br><b>Topic Title:</b> Blood Brothers                                                                                                                                                                                    |
|               |                                                                                                                                                         |                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                             |                                                                                                                                                        |
| Big Questions | <p><b>Big Question:</b><br/>How can I identify gothic features and tropes and replicate these in my own work?</p> <p>How can I comment on the effectiveness of gothic tropes?</p> <p>How can I track the development of a character?</p> | <p><b>Big Question:</b><br/>How can I understand the plot and characters of a Shakespearean play?</p> <p>How can I understand the context of a Shakespearean play?</p> <p>How can I understand the tragic elements of a Shakespearean play?</p> | <p><b>Big Question:</b><br/>How does a writer use language, form and structure to develop the characters and the themes within a novel?</p> <p>How can I recognise character development?</p> <p>How can I understand dark comedy and the impact that it has?</p> | <p><b>Big Question:</b><br/>How can I match purpose, form and structure when writing transactionally about real life events?</p> <p>How can I identify persuasive devices and use them in my writing?</p> <p>How can I use empathy and emotion in my writing?</p> | <p><b>Big Question:</b><br/>How do playwrights create characters and develop plot?</p> <p>How can I understand dark comedy and comment on its effectiveness?</p> <p>How can I understand the context surrounding the play?</p> | <p><b>Big Question:</b><br/>How do playwrights develop tension using dramatic irony in plays?</p> <p>How can I understand dark comedy and comment on its effectiveness?</p> <p>How can I understand the context surrounding the play?</p> |

| Assessment                                                                                                                                                                                          | Fortnightly CFU                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Fortnightly CFU                                                                                                       | Fortnightly CFU                                                                                                                                                                   | Fortnightly CFU                                                                                                                                                           | Fortnightly CFU                                                                                                                                                                 | Fortnightly CFU                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                     | <b>Assessment w/c 28.09</b><br>A creative writing response to a range of gothic stimuli.<br><br><b>Week-by-week 07.09, 14.09, 21.09</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Assessment w/c 14.12</b><br>Comprehension / analysis / context quiz<br><br><b>Week-by-week 23.11, 30.11, 07.12</b> |                                                                                                                                                                                   | <b>Summer Exam w/c 10.05</b><br>Letter/article/speech based upon one of the topics covered in this unit<br><br><b>Week-by-week 19.04, 26.04, 03.05</b>                    |                                                                                                                                                                                 |                                                                                                                                                                                 |
| <b>I4C</b><br><b>Creativity</b><br><b>Collaboration</b><br><b>Critical Thinking.</b><br><b>Communication</b><br><br><br><b>Let's Think in English:</b><br><b>fortnightly from Jan Y8 to Dec Y9.</b> | <b>Tracking character development:</b><br><b>Collaboration</b><br><b>Critical Thinking.</b><br><b>Communication</b><br><br><b>Creativity:</b><br><b>Creative Writing Response.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Tracking character development:</b><br><b>Collaboration</b><br><b>Critical Thinking.</b><br><b>Communication</b>   | <b>Tracking character development:</b><br><b>Collaboration</b><br><b>Critical Thinking.</b><br><b>Communication</b><br><br><b>Creativity:</b><br><b>Creative Writing in role.</b> | <b>Engagement with real life issues.</b><br><b>Critical Thinking.</b><br><b>Communication</b><br>Letter/article/speech based upon one of the topics covered in this unit. | <b>Tracking character development:</b><br><b>Collaboration</b><br><b>Critical Thinking.</b><br><b>Communication</b><br><br><b>Creativity: taking a play from page to stage.</b> | <b>Tracking character development:</b><br><b>Collaboration</b><br><b>Critical Thinking.</b><br><b>Communication</b><br><br><b>Creativity: taking a play from page to stage.</b> |
| <b>Golden Threads/National Curriculum</b>                                                                                                                                                           | <b>Literature AO 1; 2; 4</b><br><b>Language AO 5; 6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Literature AO 1; 2; 3; 4</b>                                                                                       | <b>Literature AO 1; 2; 4</b>                                                                                                                                                      | <b>Language AO 1; 2; 3; 4; 5; 6</b>                                                                                                                                       | <b>Literature AO 1; 2; 3; 4</b><br><b>Language AO 5; 6</b>                                                                                                                      | <b>Literature AO 1; 2; 3; 4</b><br><b>Language AO 5; 6</b>                                                                                                                      |
|                                                                                                                                                                                                     | <b>National Curriculum Links through all units.</b> <ul style="list-style-type: none"> <li>develop an appreciation and love of reading, and read increasingly challenging material independently; read critically.</li> <li>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>develop their skills in working collaboratively with their peers to discuss reading</li> <li>continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.</li> <li>taught to write for a variety of purposes and audiences across a range of contexts</li> </ul> |                                                                                                                       |                                                                                                                                                                                   |                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                                                 |



| Term          | Autumn 1:<br>01.09 – 23.10                                                                                                                                                                     | Autumn 2:<br>02.11 – 18.12                                                                                                                                                                                                                                                                       | Spring 1:<br>04.01 – 12.02                                                                                                                                                                                     | Spring 2:<br>22.02 – 25.03                                                                                                                                                                                                                                                                                                                                          | Summer 1 and 2:<br>12.04 – 02.07                                                                                                                                                                                                                                                                                                                                     | Summer 2 :<br>(rollover) 05.07 – 21.07                                                                                                                                                                                                                                      |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic         | Literature<br><b>Topic Title:</b><br>Noughts and<br>Crosses                                                                                                                                    | Literature<br><b>Topic Title:</b> Conflict<br>Poetry                                                                                                                                                                                                                                             | Literature<br><b>Topic Title:</b><br>Detective Fiction                                                                                                                                                         | Language<br><b>Topic Title:</b> Reading Skills<br>and Creative Writing                                                                                                                                                                                                                                                                                              | Literature<br><b>Topic Title:</b> Animal Farm                                                                                                                                                                                                                                                                                                                        | Spoken Language<br><b>Topic Title:</b> Addressing an<br>audience                                                                                                                                                                                                            |
|               |                                                                                                               |                                                                                                                                                                                                                 |                                                                                                                              |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                          |
| Big Questions | <p><b>Big Question:</b> How can I identify dystopian elements of a play?</p> <p>How can I comment on writer's stagecraft?</p> <p>How can I understand the contextual influences on a play?</p> | <p><b>Big Question:</b> How can I compare how two different poets present ideas about war?</p> <p>Can I identify poetic devices?</p> <p>Can I understand the context surrounding individual poets and their intentions?</p> <p>How can I successfully comment on the use of poetic features?</p> | <p><b>Big Question:</b> What is detective fiction and what are the common tropes?</p> <p>How do authors create tension in detective fiction?</p> <p>How can I replicate the voice and ideas of a narrator?</p> | <p><b>Big Question:</b> How can I comprehend extracts and answer reading questions based on them?</p> <p>Can I identify devices that writers use and comment on their effectiveness?</p> <p><b>Big Question:</b> How can I create a piece of prose writing written in the narrative style?</p> <p>Can I use language devices that have been crafted for effect?</p> | <p><b>Big Question:</b> How do authors use language, form and structure to develop the characters and themes to achieve their intentions?</p> <p>How well can I understand the contextual influences surrounding a novel?</p> <p>Narrative voice:<br/>What is third person narrative? Is it effective?<br/>What is dual first person narrative: is it effective?</p> | <p><b>Big Question:</b> How can I prepare a Spoken Language Presentation focusing on purpose, format and tone?</p> <p>How can I understand the features of an effective speech?</p> <p>Can I draft, edit and rewrite a piece of working aiming for the highest quality?</p> |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                                                                                                               |                                                                                                       |                                                                                                                                         |                                                                   |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                                                                                                               | How can I use my prior knowledge of characters, plot and themes to influence my own writing?          |                                                                                                                                         |                                                                   |
| <b>Assessment</b>                         | <b>Fortnightly CFU</b><br><br><b>Exam w/c 02.11</b><br>Analysis of character. PEE style.<br><br><b>Week-by-week revision 05.10, 12.10, 19.10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Fortnightly CFU</b>          | <b>Fortnightly CFU</b><br><br><b>Week-by-week revision in 01.02, 08.02, 22.02 pre-learning for next term.</b> | <b>Fortnightly CFU</b><br><br><b>Exam w/c 01.03</b><br>Question 0.1 and 0.2 from the Eduqas GCSE exam | <b>Fortnightly CFU</b><br><br><b>Exam w/c 03.05</b><br>Analysis of character. PEE style.<br><br><b>Week-by-week 12.04, 19.04, 26.04</b> | <b>Fortnightly CFU</b>                                            |
| <b>Golden Threads/National Curriculum</b> | <b>Literature AO 1; 2; 4</b><br><b>Language AO 5; 6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Literature AO 1; 2; 3; 4</b> | <b>Literature AO 1; 2; 3; 4</b>                                                                               | <b>Language AO 1; 2; 3; 4; 5; 6</b>                                                                   | <b>Literature AO 1; 2; 3; 4</b>                                                                                                         | <b>Literature AO 1; 2; 3; 4</b><br><br><b>Language AO 7; 8; 9</b> |
|                                           | <b>National Curriculum Links through all units.</b> <ul style="list-style-type: none"> <li>• appreciate our rich and varied literary heritage</li> <li>• taught to understand and use the conventions for discussion and debate</li> <li>• to read whole books, to read in depth and to read for pleasure and information</li> <li>• refining their drafting skills and developing resilience to write at length</li> <li>• write for a variety of purposes and audiences across a range of contexts</li> <li>• control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English</li> </ul> |                                 |                                                                                                               |                                                                                                       |                                                                                                                                         |                                                                   |