

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 7 <i>Telling stories and finding your voice</i>	<p><b>Transition – Classical Stories</b> (Greek Myths Extract Booklet) <b>8 weeks</b></p> <p><b>Assessment Task:</b> Plan your own Greek Myth, inspired by ... , and then write your opening paragraph. (Write a commentary justifying your language choices and their effect).</p> <p><a href="#">Who were the ancient Greek gods and heroes? - BBC Bitesize</a></p> <p><a href="#">Quiz: How well do you know your Greek myths? - BBC Bitesize</a></p> <p><a href="#">Fiction writing - KS3 English - BBC Bitesize</a></p> <p><a href="#">The myth of Hades and Persephone - Iseult Gillespie   TED-Ed</a></p> <p><a href="#">The myth of Arachne - Iseult Gillespie   TED-Ed</a></p> <p><a href="#">The myth of Pandora's box - Iseult Gillespie   TED-Ed</a></p>	<p><b>Shakespeare and Comedy</b> (A Midsummer Night’s Dream)</p> <p><b>HA- Antigone</b></p> <p><b>8 weeks</b> <b>Blue sticker:</b> Write a paragraph that explains the importance of ... at the beginning of the play. <b>Green sticker:</b> Explain the importance of ... in A Midsummer Night’s Dream. (<i>Theme/ character – teacher choice.</i>)</p> <p><a href="#">A Midsummer Night's Dream - KS3 English - BBC Bitesize</a></p> <p><a href="#">Why should you read "A Midsummer Night’s Dream?" - Iseult   TED-Ed</a></p> <p><a href="#">Essay writing - KS3 English - BBC Bitesize</a></p>	<p><b>Non-Fiction Opinion Writing</b> (Extract Booklet Based on Identity)</p> <p><b>HA – Epic poetry: The Illiad</b> <b>7 weeks</b> <b>Blue sticker:</b> Write the first paragraph of an opinion piece, expressing an opinion on ... . <b>Green sticker:</b> Write an opinion piece, expressing your perspective on ... .</p> <p><a href="#">Non-fiction texts - KS3 English - BBC Bitesize</a></p> <p><a href="#">Using your voice is a political choice - Amanda Gorman   TED-Ed</a></p>	<p><b>The Modern Novel</b> (Wonder, Additional text to be decided Jan 2024) <b>8 weeks</b></p> <p><b>HA – Renaissance Drama: Dr Faustus</b></p> <p><b>Blue sticker:</b> How is ... presented in ...? (Teacher to select extract/ character.)</p> <p><b>Green sticker:</b> How does ... present ... in ..., compared to in ... ? (Teacher to select extract/s.)</p> <p><a href="#">Critical reading - KS3 English - BBC Bitesize</a></p> <p><a href="#">The Boy at the Back of the Class   BookTrust</a></p> <p><a href="#">What does it mean to be a refugee? - Benedetta Berti and   TED-Ed</a></p> <p><a href="#">Wonder by R.J. Palacio   Wonder (wonderthebook.com)</a></p>	<p><b>Poetic Forms</b> (Poetry Booklet)</p> <p><b>HA – The Classic novel: The Picture of Dorian Grey</b></p> <p><b>7 weeks</b> <b>Blue sticker:</b> Write your own poem (teacher to choose form, or to leave unspecified) inspired by ... . Write an analytical commentary that justifies your choices.</p> <p><b>Green sticker:</b> Write your own poem (teacher to choose form, or to leave unspecified) inspired by ... Write an analytical commentary that justifies your choices.</p> <p><a href="#">Understanding poetry - KS3 English - BBC Bitesize</a></p> <p><a href="#">The pleasure of poetic pattern - David Silverstein   TED-Ed</a></p> <p><a href="#">Become a slam poet in five steps - Gayle Danley   TED-Ed</a></p> <p><a href="#">What makes a poem ... a poem? - Melissa Kovacs   TED-Ed</a></p>	
Year 8 <i>Learning about how power corrupts humanity</i>	<p><b>Dystopian Fiction 8 weeks</b> 'The threats of the future'</p> <p><b>HA- Gothic Literature and Critical Theory</b></p> <p><b>Suggested Blue sticker:</b> Creative writing in response to the genre of dystopian fiction (image/word stimulus). Opening of a story/description of setting only. Written commentary to justify choices.</p> <p><b>Suggested Green sticker:</b> Creative writing in response to the genre of dystopian fiction (image/word stimulus). Written commentary to justify choices.</p> <p><a href="#">Fiction writing - KS3 English - BBC Bitesize</a></p> <p><a href="#">Spelling, punctuation and grammar - KS3 English - BBC Bitesize</a></p> <p><a href="#">How to recognize a dystopia - Alex Gendler   TED-Ed</a></p>	<p><b>Modern Non-fiction 7 weeks</b> 'Environment and Politics'</p> <p><b>HA – Gothic book pitch and persuasive writing</b></p> <p><b>Blue Sticker:</b> "Schools need to do more to encourage young people to help the environment". Write the opening of a speech to your class arguing your views on this statement. Use a commentary/ commentary questions to justify choices. <b>Green Sticker:</b> "Climate change is an unsolvable problem. There is no point even trying to stop it." Write a speech to your year group giving your views on this topic. Use a commentary/ commentary questions to justify choices..</p> <p><a href="#">Environment, resources and conflict - KS3 Geography - BBC Bitesize</a></p> <p><a href="#">Non-fiction texts - KS3 English - BBC Bitesize</a></p> <p><a href="#">Greta Thunberg: Our House Is On Fire   Forum Insight - YouTube</a></p>	<p><b>Modern Drama 8 weeks</b> 'The threat on identity' Kindertransport/Frankenstein</p> <p><b>HA – The Great Gatsby</b></p> <p><b>Suggested Blue sticker:</b> Explain the significance of ____ in the play</p> <p><b>Suggested Green sticker:</b> Explain the significance of _____ the play.</p> <p><a href="#">Essay writing - KS3 English - BBC Bitesize</a></p> <p><a href="#">"I Am Anne Frank" read by Brad Meltzer and Saul Dreier   TED-Ed</a></p>	<p><b>Romantic Poetry in the Age of Revolution</b> <b>6 weeks</b> 'The Threat of the Industrial Revolution'</p> <p><b>HA – Poetic Forms</b></p> <p><b>Blue Sticker Assessment title:</b> How does the writer use language and structure to present the setting of London in this poem?</p> <p><b>Green Sticker Assessment title:</b> How does the writer use language and structure to present the tyger in this poem?</p> <p><a href="#">BBC Bitesize - KS3 English - Writing in response to poetry - BBC Bitesize</a></p> <p><a href="#">BBC Bitesize - KS3 English - How to draft and write a poem - BBC Bitesize</a></p> <p><a href="#">The origins of the Industrial Revolution - The Industrial Revolution - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> <p><a href="#">What was life like in Britain before the Industrial Revolution? - BBC Bitesize</a></p>	<p><b>Shakespeare 7 weeks</b> 'The threat of the Tyrant' Richard III</p> <p><b>HA – The Taming of the Shrew</b></p> <p><b>Suggested Blue sticker:</b> Compare the presentation of Richard from two scenes at the beginning of the play.</p> <p><b>Suggested Green sticker:</b> Compare the presentation of Richard from two moments at the end of the play.</p> <p><a href="#">Richard III - KS3 English - BBC Bitesize</a></p> <p><a href="#">The wars that inspired Game of Thrones - Alex Gendler   TED-Ed</a></p> <p><a href="#">SHAKESPEARE   Richard III - A Tragic Summary - YouTube</a></p>	
Year 9 <i>Using our voice to address the social injustice in the world</i>	<p><b>Social Injustice-Fiction</b> 7 weeks <b>Suggested texts:</b> Things Fall Apart To Kill a Mockingbird The Hate U Give Boys Don't Cry <b>Blue Sticker:</b> English Language analysis question based on extract from class text. Needs to focus on language and structural analysis: How does the writer use language/structure to ..... <b>Green Sticker:</b> English Language analysis (both language and structure analysis) question based on an extract from the class text: How does the writer...?</p> <p><a href="#">Analysis: what it is and how to do it guide for KS3 English students - BBC Bitesize</a></p>	<p><b>Social Injustice-Non Fiction</b> 7 weeks 12 Years a Slave The Lightless Sky</p> <p><b>Blue Sticker:</b> Language analysis and structural analysis of an appropriate extract from the booklet (potentially the 'Lives of the Slaves' section, pages 31-33).</p> <p><b>Green Sticker:</b> Language analysis question and a structural analysis question based on an extract from the booklet (potentially 'The Beating of Patsey', page 35).</p> <p><a href="#">How to investigate language in non-fiction texts for KS3 English students - BBC Bitesize</a></p>	<p><b>Social Injustice-The World Around Us</b> 6 weeks An extract-based scheme where texts can be written, image based or media based. Language skills are assessed and transactional writing is developed.</p> <p><b>Blue Sticker:</b> Analyse how the writer develops their view in a transactional piece.</p> <p><b>Green Sticker:</b> Write a comparative analysis of the writers' views and perspectives on a given topic, based on two transactional extracts (Language Paper 2, Q4).</p> <p><a href="#">Non-fiction writing - KS3 English - BBC Bitesize</a></p>	<p><b>Shakespeare</b> 8 weeks</p> <p><b>Suggested texts:</b> The Tempest Othello</p> <p><b>Blue Sticker:</b> Explore the significance of (chosen character) at the start of the play.</p> <p><b>Green Sticker:</b> Explore the significance of (chosen character) throughout the play.</p> <p><a href="#">About Shakespeare - KS3 English - BBC Bitesize</a></p>	<p><b>Unseen Poetry</b> 8 weeks</p> <p>Unseen poetry anthology</p> <p><b>Summer Synoptic Assessment:</b> Comparative unseen poetry essay</p> <p><b>Week after synoptic:</b> Speaking and listening preparation Assessed during enrichment week.</p> <p><a href="#">Understanding poetry - KS3 English - BBC Bitesize</a></p> <p><a href="#">12 TED-Ed Lessons to celebrate World Poetry Day  </a></p>	

<p><a href="#">How to investigate structure in fiction texts for KS3 English students - BBC Bitesize</a></p> <p><a href="#">How to investigate language in fiction texts - BBC Bitesize</a></p> <p><a href="#">Colonialism: "Display it like you stole it." - BBC Bitesize</a></p> <p><a href="#">What was precolonial West Africa like? - Precolonial Africa - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> <p><a href="#">Of Mice and Men - Plot summary - Plot summary - GCSE English Literature Revision - BBC Bitesize</a></p> <p><a href="#">Of Mice and Men - GCSE English Literature Revision - CCEA - BBC Bitesize</a></p> <p><a href="#">The Hate U Give - Spark notes</a></p> <p><a href="#">Why The Hate U Give is the book we all need to read</a></p>	<p><a href="#">How to investigate structure in non-fiction texts for KS3 English students - BBC Bitesize</a></p> <p><a href="#">The slave traders - BBC Bitesize</a></p> <p><a href="#">The transatlantic slave trade overview - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> <p><a href="#">The experiences of enslaved people - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> <p><a href="#">The abolition of the slave trade in Britain - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> <p><a href="#">The electrifying speeches of Sojourner Truth - Daina Ramey   TED-Ed</a></p> <p><a href="#">The breathtaking courage of Harriet Tubman - Janell Hobson   TED-Ed</a></p>	<p><a href="#">What is inequality and social justice? - BBC Bitesize Key Stage 3 Learning for Life and Work - YouTube</a></p> <p><a href="#">Income inequality - Social inequality - National 4 Modern Studies Revision - BBC Bitesize</a></p> <p><a href="#">Social inequality leads to injustice   Yvette Williams   TEDxLondon - YouTube</a></p> <p><a href="#">Introduction to Non-Fiction</a></p>	<p><a href="#">Essay writing - KS3 English - BBC Bitesize</a></p> <p><a href="#">Video SparkNotes: Shakespeare's Othello summary - YouTube</a></p> <p><a href="#">Othello: Iago and Othello - YouTube</a></p> <p><a href="#">Is Othello a racist play? Highlights with subtitles   Debates   Royal Shakespeare Company - YouTube</a></p> <p><a href="#">Why tragedies are alluring - David E. Rivas   TED-Ed</a></p> <p><a href="#">What "Machiavellian" really means - Pazit Cahlon and Alex   TED-Ed</a></p>	<p><a href="#">Social Injustice Poems for Teens</a></p> <p><a href="#">How to Approach Unseen Poetry</a></p>
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<p>Year 10 A moral society: Choices and Consequences</p> <p><b>Prejudice and Identity</b></p> <p><u>Topics to cover</u> <u>Literature:</u> - Post 1914 play - Poetry:</p> <ul style="list-style-type: none"> <li>• The Class Game</li> <li>• No Problem</li> <li>• Half Caste</li> <li>• Cousin Kate</li> </ul> <p>- Unseen poetry (on themes below) <u>Language:</u> - Creative writing – inspired by poetry - Transactional/Non-fiction extracts which <i>could</i> cover:</p> <ul style="list-style-type: none"> <li>• Class and education</li> <li>• Current affairs</li> <li>• Gender, race, identity,</li> <li>• Money and power</li> <li>• Materialism and consumerism</li> <li>• Community</li> <li>• Growing up and age</li> <li>• Tolerance</li> </ul> <p><u>Assessment</u> Blue Review: Explore the ways that character/theme is presented as important in the play (one paragraph). Green Sticker: Explore the ways that character/theme is presented as important in the play (full whole text essay). Christmas Knowledge Quiz: Post 1914 British Play, Conflict Poetry and techniques.</p> <p><a href="#">An Inspector Calls - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Blood Brothers - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Poetry - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">GCSE English Language - AQA - BBC Bitesize</a></p>	<p><b>Moral Choices</b></p> <p><u>Topics to cover</u> <u>Literature:</u> - Shakespeare Play (Romeo and Juliet/Macbeth) - Poetry:</p> <ul style="list-style-type: none"> <li>• War Photographer</li> <li>• Poppies</li> <li>• The Man He Killed</li> <li>• A Poison Tree</li> <li>• The Prelude</li> <li>• The Charge of the Light Brigade</li> </ul> <p>- Unseen poetry (based on themes below) <u>Language:</u> - Creative writing - Structural and language analysis of fiction/non-fiction extracts that could cover:</p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Careers, hopes and dreams</li> <li>• Travel, leisure and hobbies</li> <li>• Relationships and family</li> <li>• Inner conflict, and mental health</li> <li>• Activism, service and leadership</li> </ul> <p><u>Assessment: SA Week beginning</u> <u>Shakespeare</u> -Extract/ Whole text <b>Lit A02 and A01/3</b> <u>Post-1914 British Play</u> -Whole text essay.</p> <p><a href="#">Macbeth - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Romeo and Juliet - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Poetry - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">GCSE English Language - AQA - BBC Bitesize</a></p>	<p><b>Moral Choices (continued)</b></p> <p><u>Topics to cover</u> <u>Literature:</u> - Shakespeare Play (Romeo and Juliet/Macbeth) - Poetry:</p> <ul style="list-style-type: none"> <li>• War Photographer</li> <li>• Poppies</li> <li>• The Man He Killed</li> <li>• A Poison Tree</li> <li>• The Prelude</li> <li>• Charge of the Light Brigade</li> </ul> <p>- Unseen poetry (based on themes below) <u>Language:</u> - Creative writing - Structural and language analysis of fiction/non-fiction extracts that could cover:</p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Careers, hopes and dreams</li> <li>• Travel, leisure and hobbies</li> <li>• Relationships and family</li> <li>• Inner conflict, and mental health</li> <li>• Activism, service and leadership</li> </ul> <p><u>Assessment:</u> <u>Language Paper 1</u> <u>Poetry Comparison</u></p> <p><a href="#">Macbeth - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Romeo and Juliet - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Poetry - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">GCSE English Language - AQA - BBC Bitesize</a></p>
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<p>Year 11 A moral society: Choices and Consequences</p>	<p style="text-align: center;"><u>Consequences</u></p> <p><b>Topics to cover</b> <u>Literature</u> - 19<sup>th</sup> Century Novel - Poetry:</p> <ul style="list-style-type: none"> <li>• What Were They Like?</li> <li>• Belfast Confetti</li> <li>• Destruction of Sennacherib</li> <li>• Exposure</li> <li>• Catrin</li> </ul> <p>- Unseen poetry (on themes below) <u>Language:</u> Language Paper 1 practice, which <i>could</i> cover:</p> <ul style="list-style-type: none"> <li>• Conflict and the World</li> <li>• Safety</li> <li>• Environment and animals</li> <li>• Crime and Punishment</li> <li>• Loss</li> <li>• E-safety</li> <li>• Mental health</li> <li>• Science and technology</li> </ul> <p><b>Assessment: September synoptic assessment</b> Language Paper 1 19<sup>th</sup> Century Novel (Dr Jekyll and Mr Hyde)</p> <p><a href="#">A Christmas Carol - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Dr Jekyll and Mr Hyde - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Poetry - GCSE English Literature Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">GCSE English Language - AQA - BBC Bitesize</a></p>	<p style="text-align: center;"><u>Consequences (continued)</u></p> <p><b>Topics to cover</b> <u>Literature</u> - 19<sup>th</sup> Century Novel - Poetry:</p> <ul style="list-style-type: none"> <li>• What Were They Like?</li> <li>• Belfast Confetti</li> <li>• Destruction of Sennacherib</li> <li>• Exposure</li> <li>• Catrin</li> </ul> <p>- Unseen poetry (on themes below) <u>Language:</u> Language Paper 2 practice, which could cover:</p> <ul style="list-style-type: none"> <li>• Conflict and the World</li> <li>• Safety</li> <li>• Environment and animals</li> <li>• Crime and Punishment</li> <li>• Loss</li> <li>• E-safety</li> <li>• Mental health</li> <li>• Science and technology</li> </ul> <p><b>Assessment: In class</b> 19<sup>th</sup> Century Novel - Extract and Whole Text</p>	<p style="text-align: center;"><u>Revision</u></p> <p>Synoptic Assessment: February Language Paper 2 Literature Paper 2</p>	<p style="text-align: center;"><u>Revision</u></p>		
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<p>Year 12 The abject: gaining power from oppression.</p>	<p style="text-align: center;"><u>Prose Texts:</u> <u>THT and Frankenstein</u></p> <p><a href="#">Mary Shelley Context - Sparknotes</a></p> <p><a href="#">Frankenstein - National Theatre Clips Playlist</a></p> <p><a href="#">The Handmaid's Tale - Sparknotes</a></p> <p><a href="#">The Handmaid's Tale - Analysis Video</a></p>	<p style="text-align: center;"><u>Prose Texts:</u> <u>THT and Frankenstein</u></p> <p>(See links in term 1a)</p>	<p style="text-align: center;"><u>Coursework Text</u> <u>Rebecca and second text (<i>The Bloody Chamber</i>)</u> <u>Mrs Dalloway (and personal choice)</u></p> <p><a href="#">Rebecca - Sparknotes</a></p> <p><a href="#">Rebecca - Audio Book</a></p> <p><a href="#">The Bloody Chamber - Summaries</a></p> <p><a href="#">The Bloody Chamber - Audio Book</a></p> <p style="text-align: center;"><u>Drama Text:</u> A Streetcar Named Desire</p> <p style="text-align: center;"><b>Synoptic Assessment 1:</b> <b>Prose comparison essay</b></p> <p style="text-align: center;"><u>Background/homework:</u> Research &amp; read partner coursework text. Begin to plan possible essay titles &amp; line of argument.</p>	<p style="text-align: center;"><u>Coursework Text and Prose Revision</u></p> <p>(See links in term 1a)</p> <p style="text-align: center;"><u>Drama Text:</u> A Streetcar Named Desire</p> <p><a href="#">Streetcar Revision Guide</a></p> <p><a href="#">Streetcar - National Theatre Clips Playlist</a></p> <p style="text-align: center;"><u>Background/homework:</u> Titles finalised &amp; agreed. Ongoing dissertation-style appointments with coursework tutor.</p>	<p style="text-align: center;"><u>Drama Text:</u> Shakespeare 'King Lear'</p> <p style="text-align: center;"><u>Pre1900 Poetry:</u> Keats</p> <p><a href="#">Keats - Context</a></p> <p><a href="#">Keats - Poetry Foundation</a></p> <p style="text-align: center;"><u>Background/homework:</u> First draft composition. Ongoing dissertation-style appointments with coursework tutor.</p>	<p style="text-align: center;"><u>Drama Text:</u> Shakespeare 'King Lear'</p> <p style="text-align: center;"><u>Pre1900 Poetry:</u> Keats</p> <p style="text-align: center;"><b>Synoptic Assessment 2:</b> <b>Shakespeare/Prose and Poetry</b></p> <p style="text-align: center;"><u>Background/homework:</u> First draft completed &amp; submitted to coursework tutor.</p>

<p>Year 13 The abject: gaining power from oppression.</p>	<p><u>Prose Text Revision:</u> <u>THT and Frankenstein</u></p> <p>(See links for term 1a)</p> <p><u>Post 2000 Poetry</u> Anthology and Unseen</p> <p>(See links for term 3a)</p> <p><u>Background/homework:</u> Re-draft completed &amp; submitted to coursework tutor.</p>	<p><u>Drama Text Revision:</u> A Streetcar Named Desire</p> <p>(See links for term 2b)</p> <p><u>Post 2000 Poetry</u> Anthology and Unseen</p> <p>(See links for term 3a)</p> <p><u>Background/homework:</u> Final draft submitted by Christmas.</p>	<p><u>Drama Text Revision:</u> Shakespeare 'King Lear'</p> <p>(See links for term 3a)</p> <p><u>Pre1900 Poetry Revision:</u> Keats</p> <p>(See links for term 3a)</p>	<p>Revision</p> <p>Revision</p>	<p>Revision</p> <p>Revision</p>	<p>Revision</p> <p>Revision</p>
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