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| 8 | **Half term points** | | | | | |
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| **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Literature Study: Faith and Identity**  Reading: How is language used to show attitudes towards faith? | **Poetry: Introduction**  Reading: Analyse how language is used to present a character in a chosen poem. | **Modern Drama: *War Horse***  Writing: To write from the perspective of a protagonist from the play. | **Modern Drama: *War Horse***  Writing: To write from the perspective of a protagonist from the play. | **Transactional Writing: Activism**  Writing: To create an effective piece of media (letter/speech/article), demonstrating an awareness of PAFT | **Shakespeare: *A Midsummer Night’s Dream***  Reading: How is language used to present the character of…? |
| **Key skills and knowledge assessed:**   * exploration of multiple texts related by theme * contextual (historical, social and political backdrops) understanding analysis of language and structural methods used by writers | **Key skills and knowledge assessed:**   * Context of the poems * Meaning/ message of poems * Identifying key poetic devices * Themes * Analysis of language and structural methods used by writers | **Key skills and knowledge assessed:**   * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * Themes |  | **Key skills and knowledge assessed:**   * Producing texts which are appropriate to task * Selecting appropriate and effective vocabulary * Employing a range of effective language devices * Demonstrating a coherent and persuasive argument | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * Themes * Playwright’s intentions * Themes |
| **Writing: A piece of descriptive writing based upon a task stimulus (Cold/Hot Write)** | **Writing: Respond creatively to an image stimulus inspired by a poem studied** | **Reading: How does Nick Stafford present the character of […] in the play?** |  | **Reading: Analyse how language is used to meet the PAFT of a text** | **Writing: Write descriptively from the perspective of…** |
| **Key skills and knowledge assessed: (size 6.5)**   * Selecting appropriate and effective vocabulary * Employing a range of effective language devices | **Key skills and knowledge assessed:**   * Selecting appropriate and effective vocabulary * Employing a range of effective language devices | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * Themes | **Key skills and knowledge assessed:**   * Selecting appropriate and effective vocabulary * Employing a range of effective language devices | **Key skills and knowledge assessed:**   * Exploration of a range of non-fictional texts | **Key skills and knowledge assessed:**   * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * Themes |
| **Meaningful homeworks:**   * Researching key contextual ideas around different faiths (Judaism/Christianity/Buddhism) * Create an author profile for C S Lewis, identifying where/why faith was such a strong influence in his work/life | **Meaningful homeworks:**   * Create a poem in the style of a chosen writer, demonstrating the same techniques and motifs * Create an assessment plan which analyses how writers use poetic devices to create character | **Meaningful homeworks:**   * Create a storyboard to plan a creative writing assessment from the perspective of a protagonist from the play * Create a character profile for your chosen character, with key quotations, dramatic devices used to create their character, and their relationships with other characters | **Meaningful homeworks:**   * Comprehension VIPERS task based around the poem ‘In Flanders Fields’. | **Meaningful homeworks:**   * Comprehension VIPERS task based around an article about Stormzy’s statement at the Brits. * To research an issue important to the student in order to create a persuasive text on this issue/topic. | **Meaningful homeworks:**   * Create a character profile for your chosen character, with key quotations, dramatic devices used to create their character, and their relationships with other characters |

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| **8** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Literature Study: Of Mice and Men**  Reading: Analytical essays based on our impressions of a character in an extract | **Poetry: Diversity and Culture**  Reading: Produce an analytical essay exploring the effect of language and form in a chosen poem | **Modern Drama: *Blood Brothers***  Reading: Produce an analytical essay exploring how a theme is conveyed in the play | **Modern Drama: *Blood Brothers***  **Wr**iting: Produce multiple creative pieces of non-fiction in response to a brief which meets the needs of purpose, audience, form and tone to communicate a perspective | **Shakespeare: Romeo and Juliet**  Reading: Produce an analytical essay exploring how structural devices are used, and to what effect | **The Gothic Genre: Extracts of Prose**  Reading: Produce an analytical essay exploring how structural devices are used, and how these conform to a genre |
| **Key skills and knowledge assessed:**   * Exploration of a novel * Contextual (historical, social and political backdrops) understanding * Language and structural technique | **Key skills and knowledge assessed:**   * Context of the poems * Meaning/ message of poems * Identifying key poetic devices * Themes * Analysis of language and structural methods used by writers | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * Themes | **Key skills and knowledge assessed:**   * Awareness of purpose, audience and form * Selection of appropriate vocabulary * Use of a range of persuasive devices * Plot * Key characters (personality traits/ how they change etc)   Themes | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding behind the genre * Reading a range of extracts from gothic fictional texts (poetry/novels) * Exploring how structure and language are used to appeal to a reader or genre |
| **Reading: An analytical essay exploring how language is used to present Curley’s Wife** |  | **Reading: Produce an analytical essay to explore how language is used to present a character** |  | **Speaking and Listening: Plan and perform in an “in-role” debate** | **Writing: Embed the tropes of the gothic genre to produce a piece of writing which reflects learning** |
| **Key skills and knowledge assessed:**   * Exploration of a novel * Contextual (historical, social and political backdrops) understanding * Analysis of language and structural methods used by writers * Language and structural techniques | **Key skills and knowledge assessed:** | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * Themes | **Key skills and knowledge assessed:** | **Key skills and knowledge assessed:**   * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * To express ideas clearly and persuasively * To adapt language to audience | **Key skills and knowledge assessed:**   * Exploring how structure and language are used to appeal to a reader or genre * Awareness of purpose, audience and form * Selection of appropriate vocabulary |
| **Meaningful homeworks:**   * Research and produce a poster on class segregation in America in the 1920s * Read and complete the questions on Women’s Rights in the 1920s | **Meaningful homeworks:**   * Produce a fact file on the culture from a country that is not from the UK (England, Northern Ireland, Scotland or Wales) | **Meaningful homeworks:**   * Produce a role on the wall for the character of Mrs Lyons, including quotations to support each of your keywords * Create a storyboard which either narrates the moment the Policeman meets Mrs Johnstone OR Mr Lyons. | **Meaningful homeworks:**   * Plan a range of DAFOREST persuasive techniques which you will use in a speech to Mr Lyons about worker’s rights | **Meaningful homeworks:**   * Re-design the cover for Romeo and Juliet, justifying each of your artistic decisions * In the prologue Romeo and Juliet are referred to as ‘star crossed lovers’ who are fated to die. Imagine that you are responsible for writing horoscopes for The Verona Chronicle newspaper on the day of the Capulet Ball for either Romeo or Juliet. Write their horoscope | **Meaningful homeworks:**   * Create your own version of Frankenstein’s monster. Write a description about the moment your monster woke up. * How does Gaiman create a creepiness and darkness around the character of Jack? |