









| Half term points | | | | | | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| | Literature Study: Faith and Identity | Poetry: Introduction | Modern Drama: <i>War Horse</i> | Modern Drama: <i>War Horse</i> | Transactional Writing: Activism | Shakespeare: <i>A Midsummer Night's Dream</i> |
| | Meaningful homeworks: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Comprehension VIPERS task based around the poem 'In Flanders Fields'. | Meaningful homeworks: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Create a character profile for your chosen character, with key quotations, dramatic devices used to create their character, and their relationships with other characters |
| | Key skills and knowledge assessed: <ul style="list-style-type: none"> Selecting appropriate and effective vocabulary Employing a range of effective language devices  | Key skills and knowledge assessed: <ul style="list-style-type: none"> Selecting appropriate and effective vocabulary Employing a range of effective language devices  | Key skills and knowledge assessed: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Selecting appropriate and effective vocabulary Employing a range of effective language devices  | Key skills and knowledge assessed: <ul style="list-style-type: none"> Exploration of a range of non-fictional texts  | Key skills and knowledge assessed: <ul style="list-style-type: none"> Exploration of dramatic devices Plot Key characters (personality traits/ how they change etc) Themes  |
| | | | | | | |

*Click on the icons to see examples of 'good' and 'outstanding' progress.