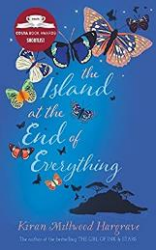


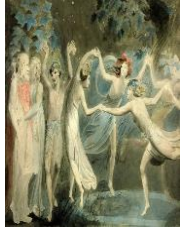

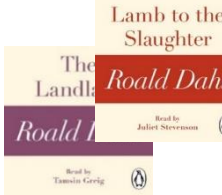
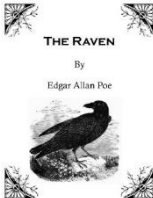


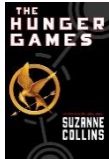


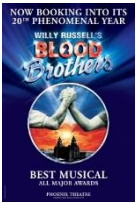
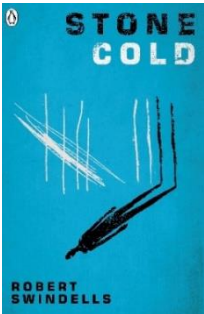



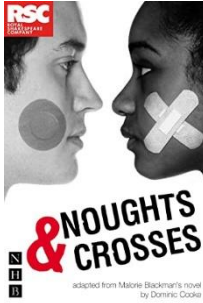
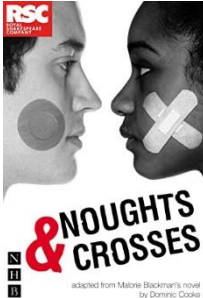



Term	Autumn 1 and 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:	Summer 2: (rollover)
Topic	Literature Topic Title: The Island at the End of Everything	Literature Topic Title: Culture Poetry	Language Topic Title: Features of Non-Fiction Writing	Literature Topic Title: Shakespeare: A Midsummer Night's Dream	Literature Topic Title: Detective Fiction	Literature Topic Title: Gothic Fiction
						
Big Questions	<p>Big Question: 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>Big Question: 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>Big Question: How can I identify features of non-fiction writing?</p> <p>How can I demonstrate my knowledge of non-fiction writing?</p> <p>What are the features of articles, blogs and leaflets?</p>	<p>Big Question: 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>Big Question: 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>Big Question: How can I spot the features of writing that build and create tension?</p> <p>How can I identify gothic tropes?</p>

Assessment	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU Fortnightly CFU
Golden Threads/National Curriculum	Assessment 16.10 Creative perspective writing.	Assessment 19.02 Analytical writing in response to one of the poems in the culture anthology.	Summer Exam 20.05 Analytical writing of an extract from the play.	Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG	Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG	Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG
<p>National Curriculum Links through all units.</p> <ul style="list-style-type: none"> • speak confidently and effectively in a variety of contexts. • read easily, fluently and with good understanding • write accurately, fluently, effectively and at length for pleasure and information; plan, draft, edit and proof-read. • consolidate and build on their knowledge of grammar and vocabulary. 						

Term	Autumn 1:	Autumn 2:	Spring 1 and 2:	Summer 1:	Summer 2:	Summer 2: (rollover)
Topic	Literature Topic Title: The Gothic	Literature Topic Title: Shakespeare: A Midsummer Night's Dream	Literature Topic Title: Dystopian Fiction. Daz 4 Zoe/ The Hunger Games	Language Topic Title: Transactional Writing	Literature Topic Title: Blood Brothers	Literature/Drama Topic Title: Blood Brothers
			 			
Big Questions	Big Question: How can I identify gothic features and tropes and replicate these in my own work? How can I comment on the effectiveness of gothic tropes?	Big Question: How can I understand the plot and characters of a Shakespearean play? How can I understand the context of a Shakespearean play? How can I understand the comical elements of a Shakespearean play?	Big Question: What is dystopia? How well can I understand how the author builds and develops the world of the novel? How does a writer use language, form and structure to develop the characters and the	Big Question: How can I match purpose, form and structure when writing transactionally about real life events? How can I identify persuasive devices and use them in my writing?	Big Question: How do playwrights create characters and develop plot? How can I understand dark comedy and comment on its effectiveness? How can I understand the	Big Question: How do playwrights develop tension using dramatic irony in plays? How can I understand dark comedy and comment on its effectiveness?

			<p>themes within a novel?</p> <p>How well can I recognise character development?</p>	<p>How can I use empathy and emotion in my writing?</p>	<p>context surrounding the play?</p>	<p>How can I understand the context surrounding the play?</p>
Assessment	<p>Fortnightly CFU</p> <p>Assessment w/c 16.10 A creative writing response to a range of gothic stimuli.</p>	Fortnightly CFU	<p>Fortnightly CFU</p> <p>Assessment w/c 15.01 Analytical writing in PEE style of first impressions of characters.</p>	<p>Fortnightly CFU</p> <p>Summer Exam w/c 13.05 Letter/article/speech based upon one of the topics covered in this unit.</p>	Fortnightly CFU	Fortnightly CFU
Golden Threads/National Curriculum	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG Language AO 5, content and organisation; 6, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 4, SPaG</p>	<p>Language AO 5, content and organisation; 6, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG Language AO 5, content and organisation; 6, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG Language AO 5, content and organisation; 6, SPaG</p>
<p>National Curriculum Links through all units.</p> <ul style="list-style-type: none"> • develop an appreciation and love of reading, and read increasingly challenging material independently; read critically. • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • develop their skills in working collaboratively with their peers to discuss reading • continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. • taught to write for a variety of purposes and audiences across a range of contexts 						

Term	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:	Summer 2 : (rollover)
Topic	Literature Topic Title: Stone Cold	Literature Topic Title: Conflict Poetry	Literature Topic Title: The Sign of the Four	Language Topic Title: Reading Skills and Creative Writing	Literature Topic Title: Noughts and Crosses	Literature Topic Title: Noughts and Crosses	Spoken Language Topic Title: Addressing an audience
							
Big Questions	<p>Big Question: How does Swindells use language, form and structure to develop the characters and the themes?</p> <p>How can I understand the contextual influences surrounding a novel?</p> <p>What is dual narrative and how is it effective?</p>	<p>Big Question: 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>Big Question: How can I understand the context of the 19th Century to literature texts?</p> <p>How can I identify the features of a murder mystery novel?</p> <p>How can I analyse the writers use of language and structure in</p>	<p>Big Question: 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>Big Question: How can I create a piece of prose writing written in the narrative style?</p>	<p>Big Question: 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>Big Question: 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>Big Question: 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>

			<p>developing characters?</p> <p>How can I identify themes and their effects?</p>	<p>Can I use language devices that have been crafted for effect?</p> <p>How can I use my prior knowledge of characters, plot and themes to influence my own writing?</p>			
Assessment	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU
		<p>Assessment w/c 06.11 Analysis of a conflict poem from the anthology. Written in PEE style.</p>	<p>Assessment w/c 05.02 Analysis of how tension is built. PEE style.</p>			<p>Summer Exam w/c 03.06 Writing and Reading – Language Paper 1</p>	
Golden Threads/National Curriculum	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG Language AO 5, content and organisation; 6, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG</p>	<p>Language AO 5, content and organisation; 6, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG</p>	<p>Literature AO 1, understanding text; 2, analysing language; 3, developing contextual knowledge; 4, SPaG</p>	<p>Language AO 7, demonstrate presentation skills in a formal setting; 8, listen and respond appropriately to spoken language, including to questions and feedback on presentations; 9, use spoken Standard English effectively in speeches and presentations.</p>

National Curriculum Links through all units.

- appreciate our rich and varied literary heritage
- taught to understand and use the conventions for discussion and debate
- to read whole books, to read in depth and to read for pleasure and information
- refining their drafting skills and developing resilience to write at length
- write for a variety of purposes and audiences across a range of contexts
- control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English