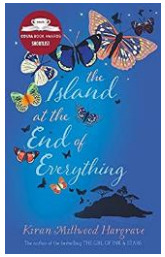
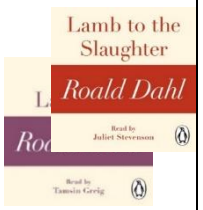
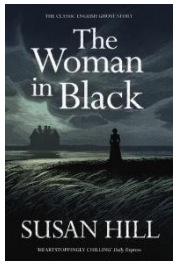
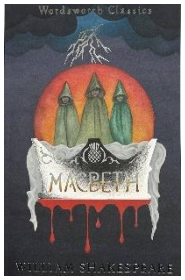
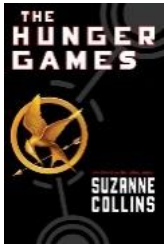
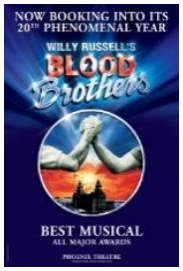
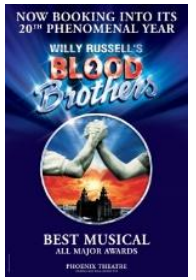
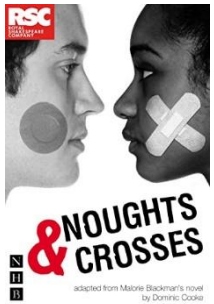
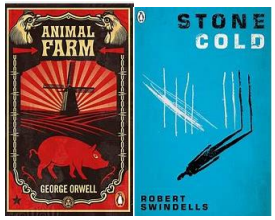
Term	Autumn 1 and 2: 01.09 – 18.12	Spring 1: 04.01 – 12.02	Spring 2: 22.02 – 25.03	Summer 1: 12.04 – 28.05	Summer 2: 07.06 – 02.07	Summer 2: (rollover)
Topic	Literature **Topic Title:** The Island at the End of Everything	Literature **Topic Title:** Culture Poetry	Language **Topic Title:** Transactional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

Assessment	**Fortnightly CFU** **Assessment w/c 23.11** Creative perspective writing. **Week-by-week revision: 02.11, 09.11, 16.11**	**Fortnightly CFU**	**Fortnightly CFU**	**Fortnightly CFU** **Summer Exam w/c** Analytical writing of an extract from the play. **Week-by-week revision: 03.05, 10.05, 17.05**	**Fortnightly CFU**	**Fortnightly CFU**
Golden Threads/National Curriculum	**Literature AO 1; 2; 3; 4** **Language AO 5; 6**	**Literature AO 1; 2; 3; 4** **Language AO 5; 6**	**Language AO 5; 6**	**Literature AO 1; 2; 3; 4**	**Literature AO 1; 2; 4**	**Literature AO 1; 2; 3; 4**
	National Curriculum Links through all units. • 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.					
? STEM Skills Links?	**Critical Thinking** **Creativity**	**Critical Thinking**	**Critical Thinking** **Presenting ideas.**	**Critical Thinking**	**Critical Thinking**	**Critical Thinking**

Term	Autumn 1: 01.09 – 21.10	Autumn 2: 02.11 – 18.12	Spring 1 and 2: 04-01 – 25.03	Summer 1: 12.04 – 28.05	Summer 2: 07.06 – 02.07	Summer 2: (rollover) 05.07 – 21.07
Topic	Literature **Topic Title:** The Woman in Black	Literature **Topic Title:** Macbeth	Literature **Topic Title:** Martyn Pig/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? How can I track the development of a character?	**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 tragic elements of a Shakespearean play?	**Big Question:** How does a writer use language, form and structure to develop the characters and the themes within a novel? How can I recognise character development? How can I understand dark comedy and the impact that it has?	**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? How can I use empathy and emotion 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 context surrounding the play?	**Big Question:** How do playwrights develop tension using dramatic irony in plays? How can I understand dark comedy and comment on its effectiveness? How can I understand the context surrounding the play?

Assessment	**Fortnightly CFU** **Assessment w/c 28.09** A creative writing response to a range of gothic stimuli. **Week-by-week 07.09, 14.09, 21.09**	**Fortnightly CFU** **Assessment w/c 14.12** Comprehension / analysis / context quiz **Week-by-week 23.11, 30.11, 07.12**	**Fortnightly CFU**	**Fortnightly CFU** **Summer Exam w/c 10.05** Letter/article/speech based upon one of the topics covered in this unit **Week-by-week 19.04, 26.04, 03.05**	**Fortnightly CFU**	**Fortnightly CFU**
I4C **Creativity** **Collaboration** **Critical Thinking.** **Communication** **Let's Think in English: fortnightly from Jan Y8 to Dec Y9.**	**Tracking character development:** **Collaboration** **Critical Thinking.** **Communication** **Creativity:** **Creative Writing Response.**	**Tracking character development:** **Collaboration** **Critical Thinking.** **Communication**	**Tracking character development:** **Collaboration** **Critical Thinking.** **Communication** **Creativity:** **Creative Writing in role.**	**Engagement with real life issues.** **Critical Thinking.** **Communication** **Letter/article/speech based upon one of the topics covered in this unit.**	**Tracking character development:** **Collaboration** **Critical Thinking.** **Communication** **Creativity: taking a play from page to stage.**	**Tracking character development:** **Collaboration** **Critical Thinking.** **Communication** **Creativity: taking a play from page to stage.**
Golden Threads/National Curriculum	**Literature AO 1; 2; 4** **Language AO 5; 6**	**Literature AO 1; 2; 3; 4**	**Literature AO 1; 2; 4**	**Language AO 1; 2; 3; 4; 5; 6**	**Literature AO 1; 2; 3; 4** **Language AO 5; 6**	**Literature AO 1; 2; 3; 4** **Language AO 5; 6**
	National Curriculum Links through all units. • 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					

? STEM Skills Links?	**Critical Thinking Creativity**	**Critical Thinking**	**Critical Thinking**	**Critical Thinking Presenting ideas.**	**Critical Thinking Creativity**	**Critical Thinking Creativity**

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

				How can I use my prior knowledge of characters, plot and themes to influence my own writing?		
Assessment	**Fortnightly CFU** **Exam w/c 02.11** Analysis of character. PEE style. **Week-by-week revision 05.10, 12.10, 19,10**	**Fortnightly CFU**	**Fortnightly CFU** **Week-by-week revision in 01.02, 08.02, 22.02 pre-learning for next term.**	**Fortnightly CFU** **Exam w/c 01.03** Question 0.1 and 0.2 from the Eduqas GCSE exam	**Fortnightly CFU** **Exam w/c 03.05** Analysis of character. PEE style. **Week-by-week 12.04, 19.04, 26.04**	**Fortnightly CFU**
Golden Threads/National Curriculum	**Literature AO 1; 2; 4** **Language AO 5; 6**	**Literature AO 1; 2; 3; 4**	**Literature AO 1; 2; 3; 4**	**Language AO 1; 2; 3; 4; 5; 6**	**Literature AO 1; 2; 3; 4** / **Literature AO 1; 2; 3; 4**	**Language AO 7; 8; 9**
	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					

? STEM Skills Links?	**Critical Thinking** **Creativity**	**Critical Thinking**	**Critical Thinking**	**Critical Thinking** **Presenting ideas.**	**Critical Thinking** **Creativity**	**Critical Thinking** **Presenting ideas**