

## KS Unit Overviews

Please see the detailed overviews in Public/OneDrive for specific unit content, texts and aims

| Year 7                    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                            |
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| <u>Reading Units</u>      | <u>Class Reader:</u><br><u>20th /21st century text</u><br><br><u>Texts:</u> Love that Dog, Millions, Pepper Roux, Blitzed, Tins, Graveyard Book, The Wolf Wilder, Coraline, Dangerous Game.<br><br><u>To cover:</u> plot; character presentation and development; relationships; identity; setting; symbolism; writer’s craft; creation of worlds; developing personal, critical responses. |          | <u>Villainous Victorians</u><br><br><u>To cover:</u> a range of 19 <sup>th</sup> century non-fiction and fiction extracts, based around Victorian Villains (crime, detectives, Fagin etc.) to teach reading skills; symbolism; relationships.<br><br>Classes should cover specifically <u>one Sherlock Holmes short story</u> (eg. ‘The Engineer’s Thumb’ or ‘The Speckled Band’). |                                                                                                                              | <u>The Tempest</u><br><br>Use CPG / Graphic versions of the texts.<br><br><u>To cover:</u> Overview of plot; relationships; identity; film version; symbolism; analysis of key scenes in original text.                                                                                                                                                    | <u>Poetry from other cultures</u><br><br><u>To cover:</u> other cultures and identity; voice; symbolism; figurative language; structure and shape; rhythm and rhyme; developing critical, personal response.<br><br><i>Do not cover anthology poems, but poets are recommended.</i> |
| <u>Reading Assessment</u> | How is (a character/setting) presented?                                                                                                                                                                                                                                                                                                                                                     |          | Reading End-point: Hound of the Baskervilles Language Comp 1 Reading                                                                                                                                                                                                                                                                                                               |                                                                                                                              | <u>Creative Project</u><br><br>Wedding fayre, masks, menus, speeches, storyboard, drama, costume design etc.                                                                                                                                                                                                                                               | In-house competition for the best poem/promote national competitions<br><br><u>S&amp;C:</u> Poetry by Heart style assessment                                                                                                                                                        |
|                           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                            |
| <u>Writing Projects</u>   | Introduction to Narrative Writing<br><br><u>To cover:</u> old ‘I Love Reading’ resources for authorial method; voice; creation of characters and setting; structuring plot.<br><br>In-house competition for the best short story.<br><br><u>S&amp;C:</u> BBC 500 words (opens in September)                                                                                                 |          | A tourist guide / leaflet about Norfolk<br><br><u>To cover:</u> leaflet structure; PAT; computer use and research skills.                                                                                                                                                                                                                                                          | Writing to advise – transition article for Year 6/7<br><br><u>To cover:</u> blog structure; PAT; writing to advise; empathy. | Charity campaign: for pupils to produce a campaign (main task is a group persuasive speech) on a charity of their choice, with the class voting for their favourite charity.<br><br><u>To cover:</u> persuasive writing; rhetoric; language use; group work; a range of non-fiction text types (speech, posters, letters, leaflets, articles and reports). |                                                                                                                                                                                                                                                                                     |
|                           | Writing End-point:<br>No More Marking #1                                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                              | Writing End-point:<br>No More Marking #2                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |

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| Year 8                           | Autumn 1                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b><u>Reading Units</u></b>      | <b><u>Drama</u></b><br><br><u>To cover:</u> development of character and relationship; exploration of stagecraft and effect; setting; contextual influences.<br><br><u>Texts:</u><br><br>View from the Bridge, Blood Brothers, Curious Incident, Private Peaceful, War Horse, Scary Play, Feather Boy | <b><u>Poetry Heroes</u></b><br><br><u>To cover:</u> recapping poetic terminology; how to read a poem; voice and tone; poetry analysis skills, including analysis of structure and style; the relevance of <b>context</b> .<br><br><i>Do not cover anthology poems, but poets are recommended.</i> | <b><u>Class reader (20th / 21st century)</u></b><br><br><u>To cover:</u> development of character and setting; creation and changes of mood and atmosphere; implied meaning of language; narrative structure and context.<br><br><u>Texts:</u><br><br>The Prisoner of the Inquisition, My Swordhand is Singing, Animal Farm, Curious Incident, Revolver, Here Lies Arthur, Nation, Ghost Boy, Stormbreaker, The Foreshadowing, Wonder, Bone Sparrow |          | <b><u>Survival Unit</u></b><br><br><u>To cover:</u> a range of survival-based texts (19 <sup>th</sup> c-21 <sup>st</sup> c.) centred around Comp. 2 reading skills.<br><br>Biography structure; voice; article structure; writing to inform and explain; writing to entertain; retrieval; critical writing skills. | <b><u>Shakespeare's Comedies:</u></b><br><br><u>To cover:</u> comedy conventions; Shakespearian context; Shakespeare's language, structure and style; creation of character and relationships; stagecraft and appeal.<br><br><b>Original texts</b> need to be increasingly used throughout this unit to develop confidence when studying Shakespeare.<br><br><u>Texts:</u><br><br>Much Ado About Nothing; Twelfth Night; Midsummer Night's Dream |
| <b><u>Reading Assessment</u></b> | Extract analysis on how a relationship is presented in the play.                                                                                                                                                                                                                                      | 'Out of the Blue' – unseen poetry analysis.                                                                                                                                                                                                                                                       | Springboard style analysis on a theme or a character.                                                                                                                                                                                                                                                                                                                                                                                               |          | <b>Reading End-point: Reduced 'Mountain' Language Comp 2 Reading</b>                                                                                                                                                                                                                                               | <b><u>Creative Project</u></b><br>Wedding fayres, creative masks, menus, speeches, storyboarding, costume design.                                                                                                                                                                                                                                                                                                                                |
|                                  | Autumn 1                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><u>Writing Projects</u></b>   | <u>Trip Advisor review of a hotel stay and attached restaurant.</u><br><br><u>To cover:</u> review structure; voice in writing; PAT; positive and negative attitudes; writing to inform, review and entertain.<br><br><b>Writing End-point: No More Marking #1</b>                                    | <u>Advisory speech on how to have a healthy lifestyle.</u><br><br><u>To cover:</u> speech structure; healthy lifestyle (physical and mental); PAT; voice; writing to advise.                                                                                                                      | <u>Myths and Legends</u><br><u>Narrative writing inspired by a myth or legend.</u><br><br>To cover: history/origins of storytelling; creation of structure and style; crafting characters and relationships; authorial craft; morals and lessons; recasting and 'Talk for Writing'.                                                                                                                                                                 |          | <u>Formal letter of application for a summer /part-time job.</u><br><br><b>To be typed and formally emailed</b> to teacher as part of assessment.<br><br><u>To cover:</u> letter structure; formal writing; writing to inform and argue; PAT; careers discussion; formal emails.                                   | <u>Exploring stereotypes</u><br><br><u>Students present an assembly about the dangers of stereotypes, using their research.</u><br><br><u>To cover:</u> research skills and computer use; presentation and speech drafting and writing; PAT; a range of fiction, non-fiction and media examples; culture and prejudice; group work.<br><br><b>Writing End-point: No More Marking #2</b>                                                          |

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| Year 9                           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1 and Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b><u>Reading Units</u></b>      | <u>Novel in Context</u><br><br><u>To cover:</u> advanced development of character and setting; relationships; writer's craft; creation and changes of mood and atmosphere; narrative structure; how context influences a text; critical writing.<br><br><u>Texts:</u><br><br>To Kill a Mockingbird, Frankenstein, Dracula, War of the Worlds, Caged Bird Sings, Of Mice and Men (To a Mouse), About A Boy, Heroes, Stone Cold, Trash, Lord of the Flies |                                                                                                                                                                                                                                          | <u>'Dead or Alive?' Short stories</u><br><br><u>To cover:</u> a range of engaging short stories; short story narrative structure; analysis of plot twists; how tension is created; article structure; PAT; 'Talk for Writing' skills; recasting; opportunity to introduce and discuss the Gothic. | <u>Identity – Voices in Writing</u><br><br>To explore how texts are impacted by culture and identity (writer's craft), and how this is presented.<br><br><u>To cover:</u> a range of fiction, non-fiction and media texts based around a range of identities; explore voice and context influences; discuss and analyse different forms and structures; 'Talk for Writing' style tasks to encourage pupils to explore voice and identity; prepare pupils for Comp 1. Language style question and responses. | <u>Exploring Verse</u><br><br>To introduce and explore the concept of verse writing.<br><br><u>To cover:</u> sonnet structure; poetry terminology; unseen poetry; creation of voice; analysis of language, structure and style; create a 'buzz' around Shakespeare and his writing; develop students' confidence in analysing Shakespeare through extracts; dramatic craft (explicit and implicit stage directions); introduce context (tragedy, love).<br><br><b>NOT 'Romeo and Juliet' and 'Macbeth' OR anthology poems</b><br><br><u>S&amp;C: can do whole plays</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><u>Reading Assessment</u></b> | Springboard style analysis on a theme or a character.                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                          | Narrative writing inspired by a ghost story.                                                                                                                                                                                                                                                      | 'Pet Shop' Component 1 Reading exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 'Sunday Dip' Unseen poetry analysis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Shakespeare extract response.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b><u>Writing Projects</u></b>   | <u>Narrative: creating tension</u><br><br><u>a) Write about a time when you were embarrassed or</u><br><u>b) The Rescue.</u><br><br><u>To cover:</u> narrative structure and tension writing; character creation; writer's craft and voice; endings.                                                                                                                                                                                                    | <u>Analysing Reviews</u><br><br><u>To cover:</u> a range of reviews; review structure; writing to review, entertain and argue; encourage opinion writing; voice.<br><br><u>Write a review of...(teacher's choice dependent on class)</u> | <u>Component 2: Animals</u><br><br><u>To cover:</u> range of non-fiction extracts based upon animals/wildlife; prepare pupils for Comp 2. Language style questions.                                                                                                                               | <u>In the News</u><br><br><u>To cover:</u> report structure; current news and affairs; range of news stories (perhaps topics over time); how to debate; formal writing; writing to argue, inform, persuade and entertain; research skills.<br><br><u>Write a report on a current, topical subject</u><br><br><u>S&amp;C: Links to BBC School Report</u>                                                                                                                                                     | <b><u>GCSE Component 3 Speaking and Listening</u></b><br><br><b><u>Exams in Summer 2</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <u>London Through the Ages</u><br><br>To explore a range of texts and examples that prepare pupils for their 19 <sup>th</sup> c. novel study.<br><br><u>To cover:</u> a range of fiction and non-fiction extracts concerned with London; Shakespeare's London; 19 <sup>th</sup> century London; 20 <sup>th</sup> /21 <sup>st</sup> century London; movements from the Poetry Anthology (eg. Romanticism).<br><br><b><u>Structured presentation on an aspect or period of London</u></b> |
|                                  | <b>Writing End-point:<br/>No More Marking #1</b>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                          | <b>Reading End-point: Reduced<br/>'Gorillas' Language Comp 2 Reading</b>                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Writing End-point:<br/>No More Marking #2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| Year 10                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 2 |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b><u>English Literature</u></b>     | <b><u>Pre-1914 Prose (J&amp;H or Christmas Carol)</u></b><br><br><u>To cover:</u> thorough knowledge of the plot, characters, relationships and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; <b>understand the relationships between texts and the contexts in which they were written</b> ; explore their impact on the reader; write examination style responses.<br><br><b><u>Poetry Anthology: select poems in clusters</u></b> |                                        | <b><u>Modern Text - Prose or Drama (An Inspector Calls)</u></b><br><br><u>To cover:</u> thorough knowledge of the plot, characters, relationships and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; understand the relationships between texts and the contexts in which they were written; explore their impact on the reader; write examination style responses.<br><br><b><u>Poetry Anthology: select poems in clusters</u></b> |                                                                                                                                                                                                                                                                                                                             | <b><u>Shakespeare (Macbeth or R&amp;J)</u></b><br><br><u>To cover:</u> thorough knowledge of the plot, characters, relationships and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; understand the relationships between texts and the contexts in which they were written; explore their impact on the reader; write examination style responses.<br><br><b><u>Poetry Anthology: select poems in clusters</u></b> |          |
| <b><u>Literature assessments</u></b> | Analysis of extract only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extract 'springboard' exam style essay | Analysis of extract only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Extract 'springboard' exam style essay                                                                                                                                                                                                                                                                                      | Shakespeare extract analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
|                                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 2 |
| <b><u>English Language</u></b>       | <b><u>GCSE Component 3 Speaking and Listening</u></b><br><br><b><u>Exams in Spring 1</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        | <b><u>Letters and advice writing</u></b><br><br><u>To cover:</u> letter structure; writing to advise and inform; complex PAT; food poverty; healthy lifestyle; money management; wider societal issues                                                                                                                                                                                                                                                                                                                         | <b><u>Component 2: The Environment</u></b><br><br><u>To cover:</u> a range of non-fiction texts concerning the environment; PAT; writing to inform, persuade, argue and entertain; report structure; Comp 2. Language exam skills.                                                                                          | <b><u>Component 1</u></b><br><br><u>To cover:</u> range of fiction extracts; voice and writer's craft; short story structure; story beginnings and endings; 'Talk for Writing'; Comp 1. Language Reading exam skills.                                                                                                                                                                                                                                                                                         |          |
| <b><u>Language assessments</u></b>   | <b><u>Spoken Language Grade: P, M or D</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                        | <u>Your local council has noticed a rise in people in your community using food banks and charity shops due to the increasing cost of living.</u><br><b><u>Write a letter to your local newspaper about how people can shop and eat well for less.</u></b>                                                                                                                                                                                                                                                                     | <u>Recently, your local community has become increasingly concerned about amount of waste your high school produces, such as fuel, rubbish and a lack of green areas.</u><br><b><u>As a member of school council, write a report to your headteacher about how the school can become more environmentally friendly.</u></b> | <b><u>Component 1 Paper: MOCK</u></b><br><br><b><u>2026 Paper</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |

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| Year 11                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                    | Spring 1                                                                                                                                                                                                     | Spring 2                                                                                                                               | Summer 1           |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <u>English Literature texts</u> | <u>Finish Shakespeare / Anthology poems</u><br><br>To cover: thorough knowledge of the poems' narrative, voice, purpose and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; understand the relationships between texts and the contexts in which they were written; explore their impact on the reader; write examination style responses. |                                             | <u>Finish teaching Anthology poems</u><br><br><u>Revise and Exam preparation</u><br><br>Unseen poetry; J&H or Christmas Carol; An Inspector Calls; Poetry Anthology; R&J or Macbeth.                         | <u>Revise and Exam preparation</u><br><br>Unseen poetry; J&H or Christmas Carol; An Inspector Calls; Poetry Anthology; R&J or Macbeth. |                    |
| <u>Literature assessments</u>   | <u>Shakespeare essay</u>                                                                                                                                                                                                                                                                                                                                                                                                             | <u>November Mock Exam (Lit Component 2)</u> | Ongoing timed work                                                                                                                                                                                           | <u>March Mock Exam (Lit Component 1)</u>                                                                                               | Ongoing timed work |
|                                 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                    | Spring 1                                                                                                                                                                                                     | Spring 2                                                                                                                               | Summer 1           |
| <u>English Language</u>         | <u>Component 2</u><br><br><u>To cover:</u> a range of non-fiction texts; PAT; speeches; articles; reports; letters; reviews; writing to inform, persuade, argue, advise, review and entertain; developing personal responses; Comp 2. Language reading exam skills.                                                                                                                                                                  |                                             | <u>Component 1</u><br><br><u>To cover:</u> narrative writing and structure; writer's craft and voice; inference; using VSSP effectively; developing personal responses; Comp 1. Language reading exam skills | <u>Component 1 and 2 exam skills revision</u>                                                                                          |                    |
| <u>Language Assessments</u>     | <u>November Mock Exam (Lang Component 2)</u>                                                                                                                                                                                                                                                                                                                                                                                         |                                             | Ongoing timed work                                                                                                                                                                                           | <u>March Mock Exam (Language Component 1)</u>                                                                                          | Ongoing timed work |

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| Year 12 Lit                                                                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                                                               | Spring 2                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                    |
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| <u>Teacher 1</u>                                                                       | Introduction to Critics (e.g. David Lodge, Terry Eagleton, Oxford Chronology of English Literature).<br><br><u>Intro to Prose</u><br><br><u>To cover:</u> terminology and devices; a history of the novel; developments in the novel over time; narrative voice; intro to literary history.<br><br><u>‘The Great Gatsby’ by F. Scott Fitzgerald</u><br><br><u>To cover:</u> historical and literary contexts; plot; characters; themes and representations of love; genre; structure; language; setting; narrative voice; critical reception over time; essay structure; timed writing practice; introduction of comparisons with the anthology poems. |                                                                                                                                                 | <u>‘Othello’ by William Shakespeare</u><br><br><u>To cover:</u> historical and literary contexts; dramatic methods; dramatic structure; plot; characterisation; language, imagery, symbols and motifs; representations of love; the play as a tragedy (character types; terminology; history of tragedy and Shakespeare’s tragedy vs Aristotle and classical tragedy). |                                                                                                | <u>‘Othello’ by William Shakespeare</u><br><br><u>To cover:</u> as before<br><br><u>NEA Preparation:</u><br><br><u>To cover:</u> extracts from a range of texts grouped by theme (e.g. representations of women, power, the supernatural etc); writing a critical essay; contextual influences; research of chosen writers from pre-1900 and modern text; comparative devices.                                         | <u>Critics revision and Unseen extracts</u><br><br><u>To cover:</u> critical writing skills; research skills; voice; contextual influences; comparative skills<br><br><br><u>NEA Preparation:</u> as before |
| <u>Teacher 2</u>                                                                       | Introduction to ‘Love through the Ages’: context/attitudes to love across time, chronology, narrative structure, unseen extracts.<br><br><u>Poetry anthology – Pre-1900</u><br><br><u>To cover:</u> timeline of literature and poetic movements; poetic terminology; poetic structure; context for each poet; historical context; critical reception; representations of love; voice; comparative skills; critical essay structure; timed essay writing skills.                                                                                                                                                                                        |                                                                                                                                                 | <u>‘The Handmaid’s Tale’ by Margaret Atwood</u><br><br><u>To cover:</u> contextual influences (1980s Berlin); critical reception; dystopian genre; authorial method; voice; theme; character; narrative structure; wider reading (Atwood essays, 1984); close language analysis.                                                                                       |                                                                                                | <u>‘The Handmaid’s Tale’ by Margaret Atwood</u><br><br><u>To cover:</u> as before, consider the power of endings.<br><br><u>NEA Preparation:</u><br><br><u>To cover:</u> extracts from a range of texts grouped by theme (e.g. representations of women, power, the supernatural etc); writing a critical essay; contextual influences; research of chosen writers from pre-1900 and modern text; comparative devices. | <u>Critics revision and Unseen poetry</u><br><br><u>To cover:</u> critical writing skills; research skills; voice; contextual influences; comparative skills<br><br><u>NEA Preparation:</u> as before       |
| <u>Assessments</u>                                                                     | Year 12 Benchmark task (unseen poetry)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ongoing extended writing assessments                                                                                                            | Ongoing extended writing assessments                                                                                                                                                                                                                                                                                                                                   | Exam style response                                                                            | Ongoing extended writing assessments                                                                                                                                                                                                                                                                                                                                                                                   | Ongoing extended writing assessments                                                                                                                                                                        |
| <u>Suggested Homework and Extensions</u><br><br>6 <sup>th</sup> Form Guidance document | Independent essays<br><br>Wider reading on set texts and authors/poets<br><br>Terminology quizzes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Revision for mock texts<br><br>Pre-1900 texts – begin to explore and read around in preparation for NEA<br><br>Watch film versions of set texts | Read Atwood’s essays from Curious Pursuits on writing the male character and writing utopia                                                                                                                                                                                                                                                                            | Learn key quotations from Othello<br><br>Mind map key quotes for themes and characters in THMT | Read for NEA – choose two texts to compare<br><br>Begin research into chosen theme                                                                                                                                                                                                                                                                                                                                     | NEA Prep<br><br>Think about October mocks and make flashcards to revise for texts assessed                                                                                                                  |

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| Year 13 Lit                                                                                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                        | Spring 1                                                                                                                   | Spring 2                      | Summer 1                             |
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| <b><u>Teacher 1</u></b>                                                                             | <b><u>'A Streetcar Named Desire' by Tennessee Williams</u></b><br><br><u>To cover:</u> staging and dramatic method; voice; Williams and contextual influences (the Gothic, the American South, modern tragedy); character; themes; narrative structure; plot points; the tragic genre (interleave revision of Othello as tragedy); wider critical responses to the play, wider critical reading.                                                                                     |                                                                                                                                                 | Revise – Handmaid/Othello/ Poetry Anthology/Gatsby/ Unseen texts – extracts and poems                                      |                               |                                      |
| <b><u>Teacher 2</u></b>                                                                             | <b><u>'Feminine Gospels' by Carol Ann Duffy</u></b><br><br><u>To cover:</u> revision of poetic devices and approaches to unseen poetry; concepts and themes in the literature of modern times (Paper 2); context- post-1945 literature and Duffy; approaching Paper 2- how to choose an option; structure of the collection; language, structure, form and context for each poem; essay writing skills- comparative and single text; timed writing practice, wider critical reading. |                                                                                                                                                 | Revise – Gatsby/Unseen poems/extracts/Othello/ Handmaid/ Duffy poems                                                       |                               |                                      |
| <b><u>Assessments</u></b>                                                                           | <b><u>October Mock Exam</u></b><br><br><b><u>NEA first complete draft deadline: October half-term</u></b>                                                                                                                                                                                                                                                                                                                                                                            | Ongoing extended writing assessments/<br><br><u>NEA final deadline: December</u>                                                                | Ongoing extended writing assessments                                                                                       | <b><u>March Mock Exam</u></b> | Ongoing extended writing assessments |
| <b><u>Suggested Homework and Extensions</u></b><br><br><i>6<sup>th</sup> Form Guidance document</i> | Read or watch 'Cat on a Hot Tin Roof' for wider contextual understanding of Williams' dramatic method.                                                                                                                                                                                                                                                                                                                                                                               | Wider critical reading on set texts<br><br>Timed essays at home in preparation for Paper 2<br><br>Mind map of comparisons between Paper 2 texts | Pupils should be fully prepared for independent revision, using teachers recommended sites and Google Classroom resources. |                               |                                      |

## KS Unit Overviews

Please see the detailed overviews in Public/OneDrive for specific unit content, texts and aims

| Year 12 Lang-Lit                                                                                    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                             | Spring 1                                                                                                                                                                                                                                                                                                                      | Spring 2                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                  |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b><u>Teacher 1</u></b>                                                                             | Introduction to Fantasy: how writers craft worlds; creating fantasy spaces; linguistic theories (eg. Deixis); Privileged positions; Surrealism.<br><br><b><u>‘The Lovely Bones’ by Alice Sebold</u></b><br>To cover: new Lang-Lit specific linguistic terminology and theories; in depth study of characters; critical analysis of narrative structure and devices; authorial style and craft; contextual influences (eg. 1970s Suburban American); critical reception of texts; critical essay structure.<br><br><b><u>‘Paris Anthology’ (Teacher 1 Texts)</u></b><br>To cover: new Lang-Lit specific linguistic terminology and theories; presentation of place (Paris); writer’s craft; CAMPLINGS; non-fiction text types; multi-modal texts; comparison skills and writing. |                                      | Carry on with <b><u>‘The Lovely Bones’ by Alice Sebold</u></b><br><br>Carry on with <b><u>‘Paris Anthology’</u></b>                                                                                                                                                                                                           |                                      | Finish <b><u>‘The Lovely Bones’ by Alice Sebold</u></b><br><br>Carry on with <b><u>‘Paris Anthology’</u></b><br><br><b><u>NEA Preparation:</u></b><br><br>To cover: NEA criteria and mark scheme; previous examples of NEA; how to structure an NEA essay; topic selection; fiction and literary non-fiction selection; how to write an introduction; secondary critics and criticism; expectation for NEA completion (in sections). |                                           |
| <b><u>Teacher 2</u></b>                                                                             | Introduction to the <b><u>‘Paris Anthology’ (Teacher 2 Texts)</u></b><br><br>To cover: new Lang-Lit specific linguistic terminology and theories; presentation of place / first impressions / travel / Parisians (Paris); writer’s craft; CAMPLGSS; literary non-fiction text types; multi-modal texts; comparison skills and writing.                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      | <b><u>‘The Kite Runner’ by Khaled Hosseini</u></b><br><br>To cover: literature in context (writing about society); characterisation and setting; narrative perspective; a writer’s craft; experimentation with recasting; linguistic and stylistic analysis; comparison.<br><br>Carry on with <b><u>‘Paris Anthology’</u></b> |                                      | Finish <b><u>‘The Kite Runner’ by Khaled Hosseini</u></b><br><br>To cover: entrances and exits of characters; developing voices in literature; character arcs; confidence building in textual recasting and commentary writing (linked to specific exam AOs).<br><br><b><u>NEA Preparation</u></b>                                                                                                                                   |                                           |
| <b><u>Assessments</u></b>                                                                           | <b>Year 12 Benchmark task (Paris Comparison)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ongoing extended writing assessments | Ongoing extended writing assessments                                                                                                                                                                                                                                                                                          | Ongoing extended writing assessments | <b>‘Lovely Bones’ Exam style assessment</b>                                                                                                                                                                                                                                                                                                                                                                                          | <b>‘Kiterunner’ Exam style assessment</b> |
| <b><u>Suggested Homework and Extensions</u></b><br><br><i>6<sup>th</sup> Form Guidance document</i> | Literary author and context research; research on place (Paris); focused pre-reading of texts and chapters; Lang-Lit subject terminology revision and quizzes; independent essays.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                      | Literary author and context research; research on place (Paris); focused pre-reading of texts and chapters; Lang-Lit subject terminology revision and quizzes; independent essays / recasting and commentaries; revision for mock texts.                                                                                      |                                      | Previous homework suggestions with a NEA focus: reading of potential NEA texts; researching suitable literary non-fiction texts; NEA contextual research (historic movements and significant time periods); sub-heading planning; secondary critic and criticism research; trip to UEA archives and sample lecture on aspect of course.                                                                                              |                                           |

## KS Unit Overviews

Please see the detailed overviews in Public/OneDrive for specific unit content, texts and aims

| Year 13 Lang-Lit                                                                                    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                 | Summer 1                             |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------|
| <b><u>Teacher 1</u></b>                                                                             | <b><u>'A Streetcar Named Desire' by Tennessee Williams</u></b><br><u>To cover:</u> tragedy conventions; stagecraft; playwright authorial voice and writer's craft; conflict in Literature; Lang-Lit specific linguistic terminology and theories; in depth study of characters; critical analysis of narrative structure and devices; contextual influences (eg. 1920s New Orleans); critical reception of texts; critical adaptations of the text; critical essay structure.<br><br><b><u>'Paris Anthology' (Teacher 1 Texts)</u></b><br>To cover: Lang-Lit specific linguistic terminology and theories; presentation of place (Paris); writer's craft; CAMPLGGS; non-fiction text types; multi-modal texts; comparison skills and writing.<br><br><b><u>NEA Work</u></b> |                                                                                                                                                                                                                                                                                  | Finish <b><u>'A Streetcar Named Desire' by Tennessee Williams</u></b><br><br>Collaborative work with English Literature A level group on context and the play. Online lecture opportunity with UCL or UEA.<br><br>Finish <b><u>'Paris Anthology'</u></b><br><br>Begin revision of all texts                                    | Revise: 'The Lovely Bones'; Paris Anthology; 'A Streetcar Named Desire'. |                                      |
| <b><u>Teacher 2</u></b>                                                                             | <b><u>NEA Work:</u></b><br><br><u>To cover:</u> ensure NEA criteria and mark scheme are being met; previous examples of NEA; topic coverage and consistency; fiction and literary non-fiction analysis and comparison; how to edit coursework extended writing; secondary critics and criticism application; expectation for NEA competition (in sections); individual tutorials with teacher-mentor.<br><br>Introduction to <b><u>'Poetry' by Seamus Heaney</u></b><br><br><u>To cover:</u> Death of Naturalist collection poems: Digging, Follower, Mid Term Break, Personal Helicon and Death of a Naturalist; collaborative work with English Literature A level exploring significance of poetry in context.<br><br><b><u>'Paris Anthology' (Teacher 2 Texts)</u></b>  |                                                                                                                                                                                                                                                                                  | Finish <b><u>'Poetry' by Seamus Heaney</u></b><br><br>To cover: Completion of set texts in collection; comparisons; Talk for Writing using excellent exemplars.<br><br><b><u>Revision of all set texts:</u></b> Use 'Teach to the Top' AQA resources; timed exam responses; explicit revision strategies suitable for English. | Revise: Paris Anthology; 'The Kite Runner'; Heaney Poetry                |                                      |
| <b><u>Assessments</u></b>                                                                           | <b><u>October Mock Exam:</u></b><br><br><b>Paper 1?</b><br><br><b><u>NEA First complete draft deadline: October half-term</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ongoing extended writing assessments/<br><br><u>NEA final deadline: December</u>                                                                                                                                                                                                 | Ongoing extended writing assessments                                                                                                                                                                                                                                                                                           | <b><u>March Mock Exam:</u></b><br><br><b>Paper 2?</b>                    | Ongoing extended writing assessments |
| <b><u>Suggested Homework and Extensions</u></b><br><br><i>6<sup>th</sup> Form Guidance document</i> | NEA secondary reading and research; completion of sections of NEA with clear deadlines; tutorial meetings; Heaney research (e.g. Growing up in Ireland; Literary influences; Family).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Editing and responding to NEA feedback from first draft; tutorial meetings; annotation of poetry; poetry analytical tasks and comparisons; revision and re-reading of set texts. Trip to University of Suffolk to explore A level English / Media at Higher Education Institute. | Pupils should be fully prepared for independent revision, using teachers' recommended sites and Google Classroom resources.                                                                                                                                                                                                    |                                                                          |                                      |