

- The curriculum builds on the skills that have been taught previously at KS2. Core reading, writing and speaking/listening skills are spiralled through the curriculum to ensure progression and core writing skills (SPAG) are to be reinforced throughout each unit as appropriate for the needs of a specific class and the individuals within that class.
- MTPs specify how knowledge is sequenced in each unit, including the vocabulary that should be explicitly taught.

## English: Curriculum Progression 2023-2024

7 Foundations Of Literature	Term 1		Term 2		Term 3	
	Telling Tales: Myths and Monsters (Writing)	Drama: The Beginnings of Greek Theatre: Antigone (Reading)	Literary Genre: The Romantics (Reading)	Voices: Pendle Witches (Writing)	Issues: Women in Shakespeare's Comedies (Reading)	Express Yourself: Boy (Writing)
	Where do monsters come from?	Can we bring the epic poem to life through drama?	Who were the Lakeside Poets?	Why were people paranoid about witchcraft?	How were women presented throughout the plays of Shakespeare?	How can we express ideas and opinions through literature?
	<p><b>Required Reading:</b> Extracts from various sources (classic and contemporary): <i>The Odyssey</i> (Homer); <i>Metamorphoses</i> (Ovid); <i>Aztec Mythology</i> (M. Clayton); <i>Egyptian Mythology</i> (G. Pinch); <i>Norse Mythology</i> (N. Gaiman); <i>South African Myths and Legends</i> (M. Heale); <i>Japanese Mythology</i> (J. Oyama); <i>Chinese Mythology</i> (A. Birrell).</p> <p>BBC: <i>Myths and Legends</i> (key clips)</p> <p><b>Reading for Pleasure Text:</b> <i>A Monster Calls</i> (P. Ness)</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <p>Develop a unique and original monster inspired by world mythology, linking, where possible, to contemporary anxieties.</p>	<p><b>Required Reading:</b> Full text: <i>Antigone</i> (Sophocles)</p> <p><b>Reading for Pleasure Text:</b> <i>Black History Month</i> novel</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Read and interpret events in a classical Greek play.</li> <li>• Identify and begin to analyse dramatic devices.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• The importance of Greek theatre and</li> </ul>	<p><b>Required Reading:</b> Full text: <i>Lyrical Ballads</i> (S.T. Coleridge, W. Wordsworth).</p> <p><b>Reading for Pleasure Text:</b> LGBTQ+ novel</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Interpret and analyse Romantic poetry.</li> <li>• Identify and analyse poetic devices.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Romanticism and the legacy of the Lakeside Poets.</li> <li>• The significance of the Lake District in British art.</li> </ul>	<p><b>Required Reading:</b> Extracts from: <i>The Pendle Witches</i> (History Press); <i>The Demonology of King James</i> (D. Tyson); <i>Something Wicked</i> (C. Lee)</p> <p><b>Reading for Pleasure Text:</b> <i>The Familiars</i> (S. Hall).</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Select evidence from primary and secondary material.</li> <li>• Evaluate evidence.</li> <li>• Produce an informative article.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• The significance of witchcraft and the witch trials in British history.</li> <li>• The impact of the witch trials on popular culture, literature and public attitudes.</li> </ul>	<p><b>Required Reading:</b> Extracts from: <i>Much Ado About Nothing</i>; <i>The Taming of the Shrew</i>; <i>A Midsummer Night's Dream</i></p> <p><b>Reading for Pleasure Text:</b> <i>King of Shadows</i> (S. Cooper)</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Read and interpret Shakespearean language.</li> <li>• Identify and analyse events and character in Shakespeare's comedies.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• The presentation of women throughout the ages.</li> <li>• The presentation of women in Shakespeare.</li> <li>• The legacy of Shakespeare's comedies.</li> </ul>	<p><b>Required Reading:</b> Full Text: <i>Boy</i> (R. Dahl)</p> <p><b>Reading for Pleasure Text:</b> <i>The Boy at the Back of the Class</i> (Onjali Rauf)</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Identify voice, language and structural features in a memoir.</li> <li>• Apply features to produce an engaging piece of memoir writing based on personal experience.</li> </ul> <p><b>Throughout the unit, students will broaden</b></p>

<p><i>Throughout the unit, students will broaden their understanding of...</i></p> <ul style="list-style-type: none"> <li>The socio-cultural development of 'monsters' throughout human history.</li> <li>What 'monsters' can represent.</li> </ul>	<p>its influence/ legacy</p> <ul style="list-style-type: none"> <li>What is meant by the term 'tragedy.'</li> </ul>				<p><i>their understanding of...</i></p> <ul style="list-style-type: none"> <li>What makes a memoir engaging.</li> <li>Roald Dahl's influence and legacy.</li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading, interpreting and analysing a range of mythological and contemporary extracts.</li> <li>Connecting 'monstrous' traits throughout the ages and connecting to socio-cultural ideas and beliefs.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Applying a range of language features to describe a unique and</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading, interpreting and analysing events and dramatic devices in the play.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Selecting quotes</li> <li>Writing in an academic style</li> <li>Essay-style response.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Performing the play aloud. Discussing and debating</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading, interpreting and analysing poems/ poetic devices.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Selecting quotes</li> <li>Writing in an academic style</li> <li>Essay-style response.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Reading poems aloud.</li> <li>Discussing issues raised in the poems.</li> <li>Discussing the legacy of Romanticism and the</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and evaluating fiction and non-fiction sources.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Applying informative features</li> <li>Formatting and structuring a news article.</li> <li>Accuracy with spelling, punctuation and grammar</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Discussing and debating socio-cultural issues raised by texts.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading, understanding and evaluating the presentation of women in selected texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Selecting quotes</li> <li>Writing in an academic style</li> <li>Essay-style response.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Performing sections of plays aloud.</li> <li>Discussing and debating socio-cultural issues raised.</li> <li>SLC assessment: interview a Shakespearean character.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading and interpreting techniques in 'Boy.'</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Applying language and structural devices for effect.</li> <li>Structuring a memoir.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Reading aloud.</li> <li>Discussing Roald Dahl's</li> </ul>

	<p>personal 'monster.'</p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Reading aloud. Discussing and debating notions of monstrosity throughout the ages.</li> </ul>	<p>socio-cultural themes and ideas raised in the play.</p> <ul style="list-style-type: none"> <li>• Discussing the legacy of Greek tragedy.</li> </ul>	<p>Lakeside Poets.</p>			<p>influence and legacy.</p>
	<p><b>Assessment</b></p> <p><b>Writing:</b> design and describe your own monster.</p>	<p><b>Assessment</b></p> <p><b>Reading:</b> identify and analyse dramatic devices.</p>	<p><b>Assessment</b></p> <p><b>Reading:</b> analyse context, structure and poetic devices.</p>	<p><b>Assessment</b></p> <p><b>Writing:</b> write a news article about the Pendle Witch trials.</p>	<p><b>Assessment</b></p> <p><b>Reading:</b> analyse the presentation of women. <b>SLC:</b> interview a female Shakespearean character.</p>	<p><b>Assessment</b></p> <p><b>Writing:</b> produce a personal memoir.</p>

8	TERM 1		TERM 2		TERM 3	
Seminal Works	<b>Telling Tales: We Have Always Lived in the Castle (Writing)</b>	<b>Drama: The Tempest as Fantasy (Reading)</b>	<b>Literary Genre: The Tempest as Fantasy (Writing)</b>	<b>Voices: War Poetry (Reading)</b>	<b>Issues: The Victorian Poor (Writing)</b>	<b>Express Yourself: The Diary of Anne Frank (Reading)</b>
	<b>What are the ingredients of a Gothic tale?</b>	<b>How does this play help to lay the foundations for the fantasy genre?</b>	<b>What would it be like to travel to Prospero's island?</b>	<b>What did poetry reveal about the horrors of WWI?</b>	<b>How did Victorian writers present the poor?</b>	<b>Why is it important to read Anne's story today?</b>
	<p><b>Required Reading:</b> Full Text: We Have Always Lived in the Castle (S. Jackson)</p> <p><b>Reading for Pleasure Text:</b> The Woman in Black (S. Hill)</p> <p><b>Knowledge:</b></p> <p><i>Students know how to...</i></p> <ul style="list-style-type: none"> <li>Apply Gothic tropes in a piece of creative writing.</li> <li>Develop a Gothic style of writing.</li> <li>Apply appropriate language and structural features.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>The Gothic genre: origins and developments.</li> <li>What makes writing intriguing and engaging.</li> </ul>	<p><b>Required Reading:</b> Full text: The Tempest (W. Shakespeare)</p> <p><b>Reading for Pleasure Text:</b> Post-colonial novel</p> <p><b>Knowledge:</b></p> <p><i>Students know how to...</i></p> <ul style="list-style-type: none"> <li>Read and interpret Shakespearean language</li> <li>Analyse language, structure, dramatic devices, characters, themes, context.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>Shakespeare's legacy</li> <li>The impact of The Tempest on contemporary Fantasy.</li> </ul>	<p><b>Required Reading:</b> Extracts from travel writing texts.</p> <p><b>Reading for Pleasure Text:</b> LGBTQ+ text</p> <p><b>Knowledge:</b></p> <p><i>Students know how to...</i></p> <ul style="list-style-type: none"> <li>Apply language and structural features to produce a descriptive piece of travel writing inspired by themes, ideas and locations present in Shakespeare's 'The Tempest.'</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>Shakespeare's 'The Tempest'.</li> <li>The travel writing genre</li> <li>Non-fiction descriptive writing</li> <li>Ideas about travel and colonialism.</li> </ul>	<p><b>Required Reading:</b> Cloughside War Poetry Anthology: 'Dulce et Decorum Est' (W.Owen); 'Dreamers' (S. Sassoon); 'Negro Soldiers' (R. C. Jamison); 'What's War? What's Plague?' (A. Akhmatova); 'Belfast Confetti' (C. Carson); 'Behind Enemy Lines' (E. Martin); 'Manhunt' (S. Armitage); 'Who's for the Game?' (J.Pope); 'Words from the Depth of Truth' (R.Tagore).</p> <p><b>Reading for Pleasure Text:</b> Testament of Youth (V. Britain).</p> <p><b>Knowledge:</b></p> <p><i>Students know how to...</i></p> <ul style="list-style-type: none"> <li>Identify and analyse poetic devices, language, structure and form</li> <li>Identify common threads in war poems across the generations.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>The horrors of war</li> </ul>	<p><b>Required Reading:</b> Extracts from: North and South (E. Gaskell); Great Expectations (C. Dickens); The Mayor of Casterbridge (T. Hardy); Time Machine (H.G. Wells); Jayne Eyre (E. Bronte)</p> <p><b>Reading for Pleasure Text:</b> Great Expectations (C. Dickens).</p> <p><b>Knowledge:</b></p> <p><i>Students know how to...</i></p> <ul style="list-style-type: none"> <li>Identify and evaluate attitudes towards the poor in classic Victorian texts, making links to historical events and practices.</li> <li>Read and interpret Victorian prose.</li> <li>Understand the presentation and development of archetypes and stereotypes.</li> <li>Understand how writers build sympathy and empathy for character.</li> <li>Produce a persuasive letter.</li> </ul>	<p><b>Required Reading:</b> Full Text: The Diary of Anne Frank 'Anne Frank's Voice' (L.A. Times)</p> <p><b>Reading for Pleasure Text:</b> Purple Hibiscus, Chimamanda Ngozi Adiche</p> <p><b>Knowledge:</b></p> <p><i>Students know how to...</i></p> <ul style="list-style-type: none"> <li>Identify and analyse narrative voice.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>How language can inform narrative voice.</li> <li>How writers can build empathy in readers.</li> <li>The horrors of the holocaust and the impact on children and families.</li> <li>The legacy of the Holocaust</li> </ul>

				<ul style="list-style-type: none"> <li>• Key conflicts throughout modern history</li> <li>• The impact of war on society</li> </ul>	<p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• The impact of the Industrial Revolution on the working class.</li> <li>• The realities of being poor in Victorian Britain.</li> <li>• The legacy of Victorian poverty.</li> </ul>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Appreciating the development of the Gothic genre and its impact on broader popular culture.</li> <li>• Identifying Gothic tropes.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Applying Gothic tropes and language features for impact.</li> <li>• Structuring a narrative.</li> <li>• Accuracy with spelling, punctuation and grammar.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Reading aloud.</li> <li>• Discussing texts and context.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Interpreting Shakespearean language and understanding events.</li> <li>• Analysing language and structure.</li> <li>• Reading secondary sources.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Selecting quotes</li> <li>• Writing in an academic style</li> <li>• Essay-style response.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Performing the play aloud.</li> <li>• Discussing/ debating key issues.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Re-visiting key scenes from <i>The Tempest</i>.</li> <li>• Reading contemporary travel pieces.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Applying descriptive features to produce an engaging piece of travel writing.</li> <li>• Structuring a piece of travel writing.</li> <li>• Accuracy with spelling, punctuation and grammar.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Discussing travel writing tropes. Discussing places they have visited and would like to visit.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading, interpreting and analysing a range of war poems.</li> <li>• Identifying and analysing poetic devices and structural features.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Selecting quotes</li> <li>• Writing in an academic style</li> <li>• Essay-style response.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Discussing events and techniques presented in poems.</li> <li>• Discussing contextual factors.</li> <li>• Debating topical issues raised by content.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading, interpreting and analysing a range of Victorian extracts depicting the poor.</li> <li>• Reading and identifying features in persuasive letters.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Applying persuasive, rhetorical features in a letter.</li> <li>• Formatting and structuring a letter.</li> <li>• Accuracy with spelling, punctuation and grammar.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Reading aloud.</li> <li>• Discussing and debating issues surrounding the Industrial</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading for narrative voice and identifying language features that contribute towards the development of voice. Reading secondary sources about the Holocaust.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Selecting quotes</li> <li>• Writing in an academic style</li> <li>• Essay-style response.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Reading aloud. Discussing and debating issues associated with the Holocaust and its legacy.</li> <li>• SLC: radio report.</li> </ul>

					Revolution, Victorian urban life and poverty.	
	<p><b><u>Assessment</u></b></p> <p><b>Writing:</b> developing gothic tropes.</p>	<p><b><u>Assessment</u></b></p> <p><b>Reading:</b> analysing context, language, structure, form.</p>	<p><b><u>Assessment</u></b></p> <p><b>Writing:</b> produce a travel article about a visit to Prospero's island.</p>	<p><b><u>Assessment</u></b></p> <p><b>Reading:</b> analysing context, language, structure, form.</p>	<p><b><u>Assessment</u></b></p> <p><b>Writing:</b> write a persuasive letter to parliament.</p>	<p><b><u>Assessment</u></b></p> <p><b>Reading:</b> analysing narrative voice. <b>SLC:</b> a radio report about a recent, independently researched, example of anti-semitism.</p>

9	TERM 1	TERM 2	TERM 3	TERM 3	TERM 3	
Power of Literature	<b>Telling Tales: Dystopian Tales of the Future (Reading)</b>	<b>Drama: The Tragedy of Othello (Reading)</b>	<b>Literary Genre: The Tragedy of Othello (Writing)</b>	<b>Voices: Black Poetry (Reading)</b>	<b>Issues: Crime and Punishment (Writing)</b>	<b>Express Yourself: Find Your Voice (debate/ writing)</b>
	<b>Why might writers choose to present a bleak view of the future?</b>	<b>What is so tragic about the story of Othello?</b>	<b>What are typical tropes of the tragedy genre?</b>	<b>Why is poetry so important to black culture?</b>	<b>Explore the evolution of the 'Damsel in Distress' trope in crime fiction and popular culture.</b>	<b>How can language be used to manipulate and persuade?</b>
	<p><b>Required Reading:</b> Extracts from: 1984 (G. Orwell); Fahrenheit 451 (R. Bradbury); The Handmaid's Tale (M. Atwood); The Bees (L. Paull); The Pedestrian (R. Bradbury)</p> <p><b>Reading for Pleasure Text:</b> The Hunger Games (S. Collins)</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>Infer and deduce</li> <li>Identify language features and analyse</li> <li>Identify structural features and analyse</li> <li>Begin to explore the 'bigger ideas' in dystopian texts with links to social context.</li> </ul>	<p><b>Required Reading:</b> Full Text: Othello (W. Shakespeare)</p> <p><b>Reading for Pleasure Text:</b> Black History Month text</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>Interpret and sequence key events in the play.</li> <li>Interpret and analyse language</li> <li>Identify and analyse key dramatic devices</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of:</b></p> <ul style="list-style-type: none"> <li>The broader tragedy genre</li> <li>Characters and themes</li> <li>The bigger ideas in the play: e.g.</li> </ul>	<p><b>Required Reading:</b> Extracts from other tragedies e.g: Macbeth, Hamlet, Romeo and Juliet</p> <p><b>Reading for Pleasure Text:</b> LGBTQ+ text</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>Identify key tropes of a Shakespearean tragedy</li> <li>Recognise what makes a theatre production successful</li> <li>Write a theatre review</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of:</b></p> <ul style="list-style-type: none"> <li>The tragedy genre and its origins</li> <li>The process of theatre review</li> </ul>	<p><b>Required Reading:</b> Black Poetry Booklet, including: 'The Slave Mother' (F.E.W. Harper); 'Limbo' (E.K. Braithwaite); 'Caged Bird' (M. Angelou); 'Half Caste' (J. Agard); 'The British' (B. Zephaniah); 'Not My Business' (N. Osundare); 'Colour Blind' (L. Sissay); 'The Hill We Climb' (A. Gorman)</p> <p>Media Extracts:</p> <p>'Who Was Edward Colston And Why Was His Bristol Statue Toppled?' (The Guardian); 'Patrisse Cullors on 10 Years of Black Lives Matter...' (The Guardian)</p> <p><b>Reading for Pleasure Text:</b> 12 Years A Slave (D. Wilson).</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>Identify how poetic devices reinforce socio-cultural and emotive ideas.</li> </ul>	<p><b>Required Reading:</b> 'The Speckled Band' (A.C. Doyle); 'Philomel Cottage' (A.Christie); 'The Damsel in Distress' definition article; 'Too Many Women Are Being Murdered' (The Critic); 'Powerful Female Characters in Crime Fiction' (C.Swann); Anita Sarkeesian documentary; historical true-crime accounts; extract from 'The Butchering Art (L. Fitzharris).</p> <p><b>Reading for Pleasure Text:</b> The Curious Incident of the Dog in the Night-time (M. Haddon).</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>Write a formal, factual essay on the evolution of a literary trope.</li> <li>Explain the origins of the 'Damsel in Distress' trope and its</li> </ul>	<p><b>Required Reading/ Viewing:</b></p> <p>Extracts from: BBC interview, Elon Musk; Douglass Murray debates Sylvania Stevens (SKY); Russel Brand debates Jordan Peterson; Piers Morgan debates Mizzy; Ethos, Logos, Pathos (mini-doc); Barack Obama, speech; Winston Churchill, speech; Greta Thunberg, speech.</p> <p>Extracts from: Rhetoric (Aristotle); The Prince (Machiavelli); The Art of War (Sun Tzu)</p> <p><b>Reading for Pleasure Text:</b> Poet X (Elizabeth Acevedo)</p> <p><b>Knowledge:</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>Apply ethos, logos, pathos in a debate.</li> <li>Follow appropriate debating etiquette.</li> <li>Engage listeners.</li> </ul>

<p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Canonical contemporary texts</li> <li>• Broader socio-political concerns of the 20<sup>th</sup> century.</li> <li>• Key themes such as poverty, oppression, media manipulation and totalitarianism.</li> </ul>	<p>racism, sexism</p>	<ul style="list-style-type: none"> <li>• The historical context and development of Othello productions throughout the years</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse context, language, structure and form in poetry.</li> <li>• Compare poems.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of:</b></p> <ul style="list-style-type: none"> <li>• Black cultural and political experiences throughout the ages.</li> <li>• Poetic devices, form and structure</li> <li>• How black poetry fits into the broader British poetic tradition.</li> </ul>	<p>presence throughout the history of crime fiction and wider popular culture.</p> <ul style="list-style-type: none"> <li>• Understand key characters and themes in canonical crime texts.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of:</b></p> <ul style="list-style-type: none"> <li>• The changing nature of the 'damsel in distress' trope throughout the ages.</li> <li>• The positioning of women in crime fiction and broader popular culture.</li> <li>• What makes an impactful essay.</li> </ul>	<p><b>Throughout the unit, students will broaden their understanding of:</b></p> <ul style="list-style-type: none"> <li>• Nuance.</li> <li>• Topical issues of the day.</li> <li>• Influence strategies.</li> <li>• Influential figures in the vlogosphere.</li> </ul>
<p><b>Reading</b> Reading extracts, deducing and inferring and analysing language/ structure.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Selecting quotes</li> </ul>	<p><b>Reading</b> Reading play, interpreting events, analysing character, themes, language, dramatic devices, structure.</p>	<p><b>Reading</b> Reading play and extracts, as well as a range of reviews. Identifying genre tropes and making connections between texts.</p> <p><b>Writing</b></p>	<p><b>Reading</b> Reading poems and media extracts. Analysing context, language, structure, form, and identifying opinions, bias and nuance.</p> <p><b>Writing</b></p>	<p><b>Reading</b> Reading extracts and short stories.</p> <p><b>Writing</b></p>	<p><b>Reading</b> Reading extracts on rhetoric and influence.</p> <p><b>Writing</b> Expressing opinions and critiques throughout unit.</p>



<ul style="list-style-type: none"> <li>• Writing in an academic style</li> <li>• Essay-style response.</li> </ul> <p><b>Oracy</b> Discussion of writers' techniques and bigger socio-political ideas.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Selecting quotes</li> <li>• Writing in an academic style</li> <li>• Essay-style response.</li> </ul> <p><b>Oracy</b> Discussion of writers' techniques and bigger socio-political ideas. Reading/ performing sections of the play out loud.</p>	<ul style="list-style-type: none"> <li>• Applying descriptive and informative features in a theatre review.</li> <li>• Structuring a review.</li> <li>• Accuracy with spelling, punctuation and grammar.</li> </ul> <p><b>Oracy</b> Discussion of Shakespeare's development, as well as changes in way that Othello is performed and presented.</p>	<ul style="list-style-type: none"> <li>• Selecting quotes</li> <li>• Writing in an academic style</li> <li>• Essay-style response.</li> </ul> <p><b>Oracy</b> Focus on oral poetry tradition. Focus on sounds in poems. Debating key issues raised in poems and media material.</p>	<ul style="list-style-type: none"> <li>• Applying informative features in a formal essay.</li> <li>• Applying appropriate vocabulary and discourse markers.</li> <li>• Structuring an essay for maximum impact.</li> <li>• Accuracy with spelling, punctuation and grammar.</li> </ul> <p><b>Oracy</b> Debating socio-cultural issues raised in the extracts.</p>	<p><b>Oracy</b> Debating socio-cultural issues.</p>
<p><b>Assessment:</b></p> <p><b>Reading:</b> inferring/ analysing language/ structure.</p>	<p><b>Assessment:</b></p> <p><b>Reading:</b> analysing context, language, structure, form.</p>	<p><b>Assessment:</b></p> <p><b>Writing:</b> produce a theatre review</p>	<p><b>Assessment:</b></p> <p><b>Reading:</b> analysing context, language, structure, form/ comparing poems.</p>	<p><b>Assessment:</b></p> <p><b>Writing:</b> produce an essay about the evolution of the 'Damsel in Distress' trope.</p>	<p><b>Assessment:</b></p> <p><b>SLC:</b> topical debate</p>

10	TERM 1	TERM 2	TERM 3
	English Language: Modern Prose (The Inner self) English Literature: Modern Text	English Language: Creative Writing (The Inner self) English Literature: Shakespeare	English Language: Non-Fiction Reading (Humans and Nature; Health; Urban Life) English Literature: Poetry
	How do writer's communicate internal thoughts and emotions?	How can we present the inner self through narrative devices?	How have ideas about 'adventure' changed across the centuries? How have changes in medical hygiene impacted on society? What is so special about Manchester?
	<p><u>English Language</u></p> <p><b>Required Reading:</b></p> <p>Extracts from a range of key post-1900 novels: <i>1984</i> (G.Orwell) (Baseline); <i>The Death of Vishnu</i> (M.Suri); <i>Things Fall Apart</i> (C.Achebe); <i>The Bloody Chamber</i> (A.Carter); <i>Ham on Rye</i> (C.Bukowski); <i>Love in the Time of Cholera</i> (G.G.Marquez); <i>Breakfast at Tiffany's</i> (T.Capote); <i>The Silence of the Lambs</i> (T.Harris); <i>Interview with the Vampire</i> (A.Rice);</p> <p><b>Reading for Pleasure Text:</b> The Essex Serpent (S. Perry)</p> <p><b>Phase 1: connecting with texts.</b> <b>Phase 2: analysing writer's craft</b></p> <p><u>Knowledge:</u></p> <p><b>Students know how to...</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Understand a whole text</li> <li>• Begin to make inferences.</li> <li>• Understand key characters and ideas.</li> </ul> <p><b>Phase 2:</b></p>	<p><u>English Language</u></p> <p><b>Required Reading:</b></p> <p>Death by Scrabble (C. Fish); Journey by Night (U. Gieuseppi); Moving on (Anon); The Telltale Heart (E.A. Poe); Memory (H.P. Lovecraft)</p> <p><b>Reading for Pleasure Text:</b> selected stories by Flannery O'Connor.</p> <p><b>Phase 1: Connecting with texts.</b> <b>Phase 2: constructing engaging narrative and description</b></p> <p><u>Knowledge:</u></p> <p><b>Students know how to...</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Understand and identify a range of story types</li> <li>• Understand and identify stages in a basic plot structure</li> <li>• Understand viewpoint and perspectives</li> <li>• Identify conflict in narratives</li> <li>• Understand the difference between narrative and description</li> </ul> <p><b>Phase 2:</b></p>	<p><u>English Language</u></p> <p><b>Required Reading:</b></p> <p><b>Topic 1: Adventures in the Wild</b></p> <p>Extracts from a range of non-fiction texts on the theme of adventure and the wild: The Kon-Tiki Expedition: By Raft Across the South Seas (T. Heyerdahl); 'Our Seaworthy Captain' (I. Bird)</p> <p><b>Topic 2: Health</b></p> <p>Extracts from a range of non-fiction texts on the theme of Medicine (History of Surgery): 'Bloody Hands, Dirty Knives...' (L. Kalter); 'Sir Joseph Lister on the Antiseptic Management of Wounds' (BMJ)</p> <p><b>Topic 3: Urban Life</b></p> <p>Extracts from a range of non-fiction texts on the theme of Manchester (Music and Culture): 'Review: Frederic Chopin...' (The Guardian); 'Live Review: A Triumphant Return...' (The Mancunian)</p> <p><b>Reading for Pleasure Text:</b> Into the Wild (J. Krakauer)</p> <p><b>Phase 1: connecting with texts</b> <b>Phase 2: analysing writer's craft</b></p>

<ul style="list-style-type: none"> <li>• Extract explicit and implicit information</li> <li>• Analyse words, phrases, devices and sentences</li> <li>• Discuss effects, identify patterns</li> <li>• Analyse structural features, e.g. narrative perspective, order of events.</li> <li>• Consider authorial methods of internalisation and externalisation</li> <li>• Critique texts using structured arguments</li> <li>• Evaluate information</li> <li>• Recycle evidence for new purposes</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Key literary movements throughout the 1900s: e.g. modernism, post-modernism, post-colonial literature</li> <li>• Social construct of the self</li> <li>• Causes of social change throughout the 1900s</li> </ul> <p><b>English Literature</b></p> <p><b>Required Reading:</b> Selected Modern Text in line with AQA curriculum and/ or student's home school option. Cloughside choice: An Inspector Calls.</p> <p><b>Phase 1: foreground: connecting with texts</b> <b>Phase 2: analysing writer's craft</b></p> <p><b>Students know how to...</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Understand plot/ events</li> <li>• Recognise key characters and motivations</li> <li>• Identify and understand dramatic devices</li> <li>• Understand broad social context and key ideas</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly or convincingly</li> <li>• Match tone, style and register to purpose/ audience</li> <li>• Apply vocabulary and linguistic devices for effect</li> <li>• Use structural features to organise a narrative</li> <li>• Connect ideas</li> <li>• Use paragraphs and discourse markers</li> <li>• Use a range of punctuation marks</li> <li>• Use a range of appropriate sentence forms</li> <li>• Use standard English</li> <li>• Expand their vocabulary</li> <li>• Improve spelling accuracy</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Narrative voice</li> <li>• Dialogue</li> <li>• Story arcs/ narrative structure</li> <li>• Tension and suspense</li> <li>• The development of storytelling in the modern era.</li> </ul> <p><b>English Literature</b></p> <p><b>Required Reading:</b> Selected Shakespearean Text in line with AQA curriculum and/ or student's home school option. Cloughside choice: Macbeth.</p> <p><b>Phase 1: foreground: connecting with texts</b> <b>Phase 2: analysing writer's craft</b></p> <p><b>Students know how to...</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Understand plot/ events</li> <li>• Recognise key characters and motivations</li> </ul>	<p><b>Knowledge:</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Define ethos, logos, pathos</li> <li>• Identify text type and purpose</li> <li>• Summarise main point/ argument</li> <li>• Reflect on writer's perspective</li> <li>• Identify ethos, logos, pathos</li> </ul> <p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li>• Extract explicit and implicit information</li> <li>• Read critically</li> <li>• Synthesise and compare information</li> <li>• Analyse words, phrases, devices and sentences</li> <li>• Discuss effects, identify patterns</li> <li>• Analyse structural features</li> <li>• Consider authorial methods</li> <li>• Consider writer's perspective</li> <li>• Critique texts using structured arguments</li> <li>• Recycle evidence for new purposes</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Cultural and historical ideas about adventure</li> <li>• Developments in medical practice and surrounding ethics</li> <li>• The cultural history and significance of Manchester through the ages.</li> </ul> <p><b>English Literature</b></p> <p><b>Required reading:</b> Poetry Anthology. Cloughside choice: Power and Conflict.</p>
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<p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li>• Use quotations and references</li> <li>• Analyse words, phrases, devices and sentences and discuss the effects the writer is crafting.</li> <li>• Analyse structural features, e.g. narrative perspective, order of events.</li> <li>• Consider authorial methods such as genre (morality play) and stagecraft</li> <li>• Produce academic essays that critique texts</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Key political debates throughout the 1900s.</li> <li>• Authorial stance</li> <li>• How the play has been received throughout the ages.</li> <li>• Key historical events and social change from 1900- 1947 including the sinking of the Titanic, world wars, the general strike and the rise of socialism</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and understand dramatic devices</li> <li>• Understand broad social context and key ideas</li> <li>•</li> </ul> <p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li>• Use quotations and references incorporating a given extract.</li> <li>• Analyse words, phrases, devices and sentences and discuss the effects the writer is crafting.</li> <li>• Analyse structural features, e.g. narrative perspective, order of events.</li> <li>• Consider authorial methods such as genre (tragedy) and stagecraft</li> <li>• Produce academic essays that critique texts</li> <li>•</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Shakespeare’s legacy</li> <li>• Historical issues surrounding the play</li> <li>• How the play has been received throughout the ages.</li> <li>• Key historical events and social change from the beginning of the 17<sup>th</sup> Century including King James, attitudes to the supernatural, the belief in the Divine Right of Kings and the belief in the Great Chain of Being.</li> </ul>	<p><b>Phase 1: foreground: connecting with texts</b>  <b>Phase 2: analysing writer’s craft</b></p> <p><b>Students know how to...</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Understand key messages and meaning</li> <li>• Identify tone and style</li> <li>• Identify voice</li> <li>• Identify and understand poetic devices</li> <li>• Understand broad social context and key ideas</li> <li>•</li> </ul> <p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li>• Use quotations and references incorporating a given poem.</li> <li>• Group poems by theme and pick relevant poems to compare.</li> <li>• Offer meaningful points of comparison between poems.</li> <li>• Analyse words, phrases, devices and sentences and discuss the effects the poet is crafting.</li> <li>• Analyse structural features, e.g. type of poem, rhythm, rhyme.</li> <li>• Produce academic essays that offer critical comparisons of poems.</li> <li>• Appreciate the impact of social and historical factors on the interpretation of poetry.</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Power and conflict throughout the ages</li> <li>• Historical and social issues surrounding the poems</li> <li>• How the poems have been received throughout the ages.</li> <li>• Key literary/artistic periods from the Romantic Era to the Post-Modern Era.</li> </ul>
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LANGUAGE – PAPER 1 Section A	LANGUAGE – Paper 1 Section B	LANGUAGE – Paper 2 Section A
<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Explicit inference</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Evaluation</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Content: presenting the self through language/ imagery</li> <li>• Organisation: experimenting with tense, structure and narrative perspective</li> <li>• Accuracy: spelling, punctuation, grammar</li> </ul> <p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>• Debates about development of the self throughout the 20<sup>th</sup> C literary canon.</li> </ul> <p><b>LITERATURE – PAPER 2</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Reading of the text</li> <li>• Thorough analysis of character and theme presentation</li> <li>• Wider reading of reviews and secondary criticism</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Writing for academic purpose including development of a thesis</li> <li>• Embedding references and relevant contextual factors</li> <li>• Exploring language, genre and structure</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Identifying and understanding authorial methods and devices.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Content: presenting the self through language/ imagery</li> <li>• Organisation: experimenting with tense, structure and narrative perspective</li> <li>• Accuracy: spelling, punctuation, grammar</li> </ul> <p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>• Debates about development of the modern story.</li> </ul> <p><b>LITERATURE – PAPER 1</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Reading of the text</li> <li>• Thorough analysis of character and theme presentation</li> <li>• Wider reading of reviews and secondary criticism</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Writing for academic purpose including development of a thesis</li> <li>• Embedding the extract using quotations and wider references</li> <li>• Embed relevant contextual factors</li> <li>• Exploring language, genre and structure</li> </ul> <p><b><u>Oracy</u></b></p>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Implicit and explicit inference/ summary/ synthesis</li> <li>• Language analysis</li> <li>• Comparing ideas and methods</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Selecting quotations</li> <li>• Using academic language and style</li> <li>• Structuring synthesis and comparison</li> </ul> <p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>• Debates about wildness and adventure</li> <li>• Discussions about adventure and colonialism</li> </ul> <p><b>LITERATURE – PAPER 2</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Reading of the poems</li> <li>• Thorough analysis theme presentation</li> <li>• Wider reading of biographical material</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Writing for academic purpose including development of a thesis</li> <li>• Developing points of comparison</li> <li>• Embed relevant contextual factors</li> <li>• Exploring language, type and structure</li> </ul> <p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>• Reading the poems aloud</li> </ul>

<p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>• Reading/performing parts of the text</li> <li>• Debating character responsibility</li> <li>• Discussing different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/performing parts of the text</li> <li>• Debating character flaws and influences</li> <li>• Discussing different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Debating interpretations</li> <li>• Discussing points of comparison</li> <li>• Presenting on favourite poem from the anthology</li> </ul>
<p><b>Assessment</b></p> <p><b><u>English Language</u></b></p> <p><b>Reading:</b></p> <p><b>Phase 1:</b></p> <p>Question 1 and 2 (inference and language analysis)</p> <p><b>Phase 2:</b></p> <p>Interim assessment at beginning of Phase 2: Q3 and 4 (structural analysis and evaluation) End of unit assessment: complete Section A</p> <p><b>Writing:</b></p> <p>Assessment of academic writing.</p> <p><b><u>English Literature</u></b></p> <p>Baseline assessment at the beginning of the unit looking at the opening stage directions.</p> <p>Mid-point peer/self-assessment: 2019 Past Paper (Selfishness)</p> <p>End of unit assessment: 2018 Past Paper (Eric)</p>	<p><b>Assessment</b></p> <p><b><u>English Language</u></b></p> <p><b>Reading:</b></p> <p>Low-stakes quizzes and formative tasks based on extracts to demonstrate comprehension and identification of techniques.</p> <p><b>Writing:</b></p> <p>Baseline assessment at the beginning of the unit. Re-assessment at the end.</p> <p><b><u>English Literature</u></b></p> <p>Baseline assessment at the beginning of the unit looking at the initial presentation of Macbeth with an extract from Act 1, Scene 2.</p> <p>Mid-point peer/self-assessment: How does Shakespeare present the relationship between Macbeth and Lady Macbeth with an extract from Act 1, Scene 7</p> <p>End of unit assessment: 2020 Past paper on Lady Macbeth and how she changes through the play.</p>	<p><b>Assessment</b></p> <p><b><u>English Language</u></b></p> <p><b>Reading:</b></p> <p><b>Phase 1:</b></p> <p>Question 1 and 3 (inference and language analysis)</p> <p><b>Phase 2:</b></p> <p>Interim assessment at beginning of Phase 2: Q2 and 4 (synthesis and comparing texts). End of unit assessment: complete Section A</p> <p><b>Writing:</b></p> <p>Assessment of academic writing with opportunities for rhetorical expression.</p> <p><b><u>English Literature</u></b></p> <p>Baseline assessment at the beginning of the unit comparing two unseen poems on the Power of Nature: <i>Exposure</i> and <i>Storm on the Island</i></p> <p>Mid-point peer/self-assessment: 2019 Past Paper (Selfishness)</p>

			End of unit assessment: 2018 Past Paper (Ozymandias and Power)
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11	TERM 1	TERM 2	TERM 3
	English Language: English Language: Transactional Writing (Humans and Nature; Health; Urban Life) English Literature: 19 <sup>th</sup> C novel	English Language: Revision strategies and exam preparation/ spoken language component English Literature: Unseen Poetry/ Revision Strategies and exam preparation	English Language: Revision strategies and exam preparation English Literature: Revision strategies and exam preparation
	How do I we communicate ideas about the world we live in?	How can you revise for English?	What knowledge and skills are you taking into the exams?
	<p>LANGUAGE – PAPER 2 Section B</p> <p><b>Required Reading:</b></p> <p><b><u>Topic 1: Humans and Nature</u></b></p> <p>Extracts from a range of non-fiction texts on the theme of re-wilding: George Monbiot (Ted Talk); <i>Feral</i> (G. Monbiot); <i>Wilding</i> (I.Tree); 'The Problem with Re-Wilding (The Spectator); Stand Up for Nature (Re-Wilding Britain).</p> <p><b><u>Topic 2: Health</u></b></p> <p>Extracts from a range of non-fiction texts on the theme of Medicine (Covid 19): 'Masking Could Fight the Tripleemic' (The Guardian); 'The Smearing of Anti-Lockdown Protests' (Spiked); '10 Year Old's Anti-Mask Speech...' (YouTube); 'It's Almost Like Grooming...' (The Conversation).</p> <p><b><u>Topic 3: Urban Life</u></b></p> <p>Extracts from a range of non-fiction texts on the theme of Manchester (Politics and Economics): The Condition of the Working Class in England (F. Engels); 'Engels Comes of Age...' (The Guardian); 'The Peterloo Massacre...' (The Guardian); <i>Passages in the Life of a Radical</i> (S. Bamford).</p>	<p>LANGUAGE: PAPER 1/ PAPER 2</p> <p>Re-cap and summary of previous units. Exam walkthroughs Engagement with mark scheme and student models. Past papers.</p> <p><b>Speaking and Listening Endorsement:</b></p> <p>Plan and deliver on a topic of the student's choice.</p> <p><b><u>Paper 1 Section A</u></b> Key skills: select and retrieve, language analysis, structural analysis, evaluation.</p> <p><b><u>Paper 1 Section B</u></b> Practicing spontaneity: genre (e.g. domestic and comedy); tone, authorial viewpoint, narrative voice, structure, dialogue, language.</p> <p><b><u>Paper 2 Section A</u></b> Key skills: implicit inference, synthesis, language analysis, comparison.</p> <p><b><u>Spoken Language</u></b></p>	<p>LANGUAGE: PAPER 1/ PAPER 2</p> <p>Re-cap and summary of previous units. Exam walkthroughs Engagement with mark scheme and student models. Past papers.</p>

<p><b>Reading for Pleasure Text: Feral (G. Monbiot)</b></p> <p><b>Phase 1: Connecting with texts</b>  <b>Phase 2: expressing ideas using appropriate devices and forms.</b></p> <p><b>Students know how to...</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Define ‘transactional writing’</li> <li>• Explore a range of text types/ genres</li> <li>• Identify authorial perspective</li> <li>• Consolidate Ethos, Logos, Pathos</li> </ul> <p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li>• Present a consistent authorial perspective</li> <li>• Apply language and structural features.</li> <li>• Achieve accuracy with spelling, punctuation and grammar, and proof-read work for accuracy.</li> <li>• Understand and apply the mark scheme</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Socio-historical ideas about re-wilding</li> <li>• Key debates surrounding the Covid 19 pandemic and legislation.</li> <li>• The political and economic history of Manchester.</li> </ul> <p><b>LITERATURE – PAPER 1</b></p> <p><b>Required Reading:</b></p>	<p>Speaking audibly, using standard English, expressing ideas, structuring and engaging, achieving purpose, listen to questions and respond appropriately</p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Apply inference, analysis, evaluation and comparison</li> <li>• Apply writing skills (academic and creative)</li> <li>• Revise effectively for exams</li> <li>• Plan and organise timings</li> <li>• Interpret and apply the mark scheme</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Writer’s methods and ideas</li> <li>• The exam structures</li> <li>• Mark schemes and expectations</li> <li>• Assessment objectives</li> </ul> <p><b>English Literature</b></p> <p><b>First half-term</b></p> <p><b>Required Reading:</b></p> <p><b>Unseen Poetry</b></p> <p><b>Poems include:</b> First Frost (A. Vosnesensky); Hard Frost (A.J. Young); Last Lesson of the Afternoon (D.H. Lawrence); Ms Tilscher’s Class (C.A.Duffy); Ex-Miner (A. Burke); Abandoned Farmhouse (T. Kooser); The Explosion (P. Larkin); Belfast Confetti (C. Carson); Kid (S. Armitage); Stanley (L. Mariner); Names (W.Cope); What I Regret (N. Cassian)</p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse poetic features</li> <li>• Identify perspective, ideas and themes</li> </ul>	
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<p>19<sup>th</sup> Century novel in accordance with AQA exam board and/ or home school curriculum. Cloughside choice: A Christmas Carol.</p> <p><b>Phase 1: foreground: connecting with texts</b>  <b>Phase 2: analysing writer's craft</b></p> <p><b>Students know how to...</b></p> <p><b>Phase 1:</b></p> <ul style="list-style-type: none"> <li>• Understand plot/ events</li> <li>• Recognise key characters and motivations</li> <li>• Understand broad social context and key ideas</li> </ul> <p><b>Phase 2:</b></p> <ul style="list-style-type: none"> <li>• Use quotations and references</li> <li>• Analyse words, phrases, devices and sentences and discuss the effects the writer is crafting.</li> <li>• Analyse structural features, e.g. narrative perspective, order of events.</li> <li>• Consider authorial methods such as genre (ghost story).</li> <li>• Produce academic essays that critique texts</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• The social construction of 'Christmas.'</li> <li>• Authorial stance</li> <li>• How the novel has been received throughout the ages.</li> <li>• Notions of poverty in a Victorian context.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyse structure/ form</li> <li>• Make connections between poems</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Poetic terminology</li> <li>• What makes a 'good' poem</li> <li>• How poets tell stories and convey points of view</li> </ul> <p><b>Second Half Term:</b></p> <p><b>Required Reading:</b>  <b>Revising Lit Paper 1: Shakespeare and 19<sup>th</sup> C Novel</b></p> <p><b>Students know how to...</b></p> <ul style="list-style-type: none"> <li>• Apply inference, analysis, evaluation and comparison</li> <li>• Integrate contextual analysis</li> <li>• Write conceptually</li> <li>• Revise effectively for exams</li> <li>• Plan and organise timings</li> <li>• Interpret and apply the mark scheme</li> </ul> <p><b>Throughout the unit, students will broaden their understanding of...</b></p> <ul style="list-style-type: none"> <li>• Writer's methods and ideas</li> <li>• The exam structures</li> <li>• Mark schemes and expectations</li> <li>• Assessment objectives</li> </ul>	
<p><b><u>English Language</u></b></p> <p><b><u>Reading</u></b></p>	<p><b><u>English Language</u></b></p> <p><b><u>Reading</u></b></p> <p>Past paper responses and revision strategies:</p>	<p><b><u>English Language</u></b></p> <p><b><u>Reading</u></b></p> <p>Past paper responses and revision strategies:</p>

<ul style="list-style-type: none"> <li>Identifying and understanding authorial methods and devices.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Content: using rhetoric to form an argument</li> <li>Organisation: structuring a text for maximum rhetorical impact</li> <li>Accuracy: spelling, punctuation, grammar</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Debates about the history of environmentalism.</li> <li>Exploring the pros and cons of the Industrial Revolution.</li> <li>Debating arguments for/ against re-wilding.</li> <li>Employing ethos, logos, pathos in presentation and debate.</li> </ul> <p><b>English Literature</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading of the text</li> <li>Thorough analysis of character and theme presentation</li> <li>Wider reading of reviews and secondary criticism</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing for academic purpose including development of a thesis</li> <li>Embedding references and relevant contextual factors</li> <li>Exploring language, genre and structure</li> </ul>	<ul style="list-style-type: none"> <li>look, cover, write check</li> <li>Highlighting</li> <li>Copying</li> <li>Note-making</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Consolidating techniques, approaches and strategies.</li> <li>Consolidating and revising for accuracy.</li> <li>Past paper responses</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Discussion and revision activities with peers.</li> <li>Formal speaking and listening assessment.</li> </ul> <p><b>English Literature</b></p> <p><b>Reading</b></p> <p>Past paper responses and revision strategies:</p> <ul style="list-style-type: none"> <li>look, cover, write check</li> <li>Highlighting</li> <li>Copying</li> <li>Note-making</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Consolidating techniques, approaches and strategies.</li> <li>Writing conceptually</li> <li>Consolidating and revising for accuracy.</li> <li>Past paper responses</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Discussion and revision activities with peers.</li> </ul>	<ul style="list-style-type: none"> <li>look, cover, write check</li> <li>Highlighting</li> <li>Copying</li> <li>Note-making</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Consolidating techniques, approaches and strategies.</li> <li>Consolidating and revising for accuracy.</li> <li>Past paper responses</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Discussion and revision activities with peers.</li> </ul> <p><b>English Literature</b></p> <p><b>Reading</b></p> <p>Past paper responses and revision strategies:</p> <ul style="list-style-type: none"> <li>look, cover, write check</li> <li>Highlighting</li> <li>Copying</li> <li>Note-making</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Consolidating techniques, approaches and strategies.</li> <li>Writing conceptually</li> <li>Consolidating and revising for accuracy.</li> <li>Past paper responses</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Discussion and revision activities with peers.</li> </ul>
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<p><b><u>Oracy</u></b></p> <ul style="list-style-type: none"> <li>• Reading parts of the text aloud.</li> <li>• Debating character development</li> <li>• Debating themes and context</li> <li>• Discussing different interpretations</li> </ul>		
<p><b><u>English Language</u></b></p> <p><b>Reading:</b></p> <p>Low-stakes quizzes and formative tasks based on extracts to demonstrate comprehension and identification of techniques.</p> <p><b>Writing:</b></p> <p>Baseline assessment at the beginning of the unit. Re-assessment at the end.</p> <p><b><u>English Literature</u></b></p> <p>Baseline assessment at the beginning of the unit looking at the initial presentation of Scrooge with an extract from Stave 1.</p> <p>Mid-point peer/self-assessment: How does Dickens present the supernatural in <i>A Christmas Carol</i>?</p> <p>End of unit assessment: How does Dickens present the theme of 'regret' in <i>A Christmas Carol</i>?</p>	<p><b><u>English Language</u></b></p> <p><b>Reading:</b></p> <p>Low-stakes quizzes and formative tasks based on extracts and exam strategies.</p> <p>Practice questions and response to feedback (peer and teacher).</p> <p><b>Writing:</b></p> <p>Baseline assessment at the beginning of the unit. Re-assessment at the end.</p> <p><b>Oracy:</b></p> <p>Formal speaking and listening assessment</p> <p><b><u>English Literature</u></b></p> <p><b>Reading:</b></p> <p>Low-stakes quizzes and formative tasks</p> <p>Practice questions and response to feedback (peer and teacher).</p> <p><b>Writing:</b></p> <p>Baseline assessment at the beginning of the unit.</p>	<p><b><u>English Language</u></b></p> <p><b>Reading:</b></p> <p>Low-stakes quizzes and formative tasks based on extracts and exam strategies.</p> <p>Practice questions and response to feedback (peer and teacher).</p> <p><b>Writing:</b></p> <p>Baseline assessment at the beginning of the unit. Re-assessment at the end.</p> <p><b>Oracy:</b></p> <p>Formal speaking and listening assessment</p> <p><b><u>English Literature</u></b></p> <p><b>Reading:</b></p> <p>Low-stakes quizzes and formative tasks</p> <p>Practice questions and response to feedback (peer and teacher).</p> <p><b>Writing:</b></p> <p>Baseline assessment at the beginning of the unit.</p>

		Re-assessment at the end.  <b>Oracy:</b>  In-class discussion and debate Role plays	Re-assessment at the end.  <b>Oracy:</b>  In-class discussion and debate Role plays
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**MODEL OVERVIEW – PROGRESSION**

*\*The curriculum builds on the skills that have been taught previously. Core writing skills are to be reinforced as appropriate for the needs of a specific class and individual.*

*MTPs specify the knowledge to be built up through each unit.*

*ASSESSMENT TO TAKE PLACE IN ENOUGH TIME TO LEAVE A WEEK OF 'FIX IT TIME' (also need to evaluate whether all assessment is sustainable at end of term).*