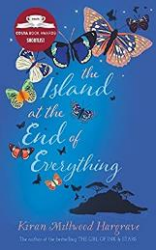


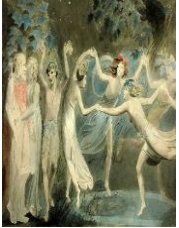

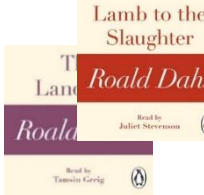
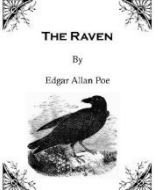
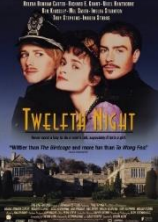




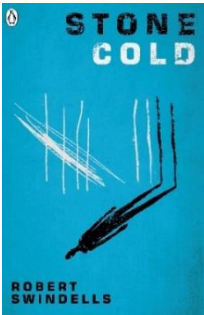



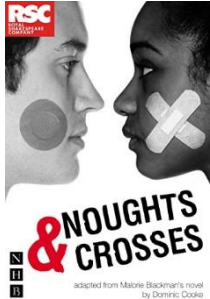



Term	Autumn 1 and 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:	Summer 2: (rollover)
<b>Topic</b>	Literature <b>Topic Title:</b> The Island at the End of Everything	Literature <b>Topic Title:</b> Culture Poetry	Language <b>Topic Title:</b> Transactional Writing	Literature <b>Topic Title:</b> Shakespeare: A Midsummer Night's Dream	Literature <b>Topic Title:</b> Detective Fiction	Literature <b>Topic Title:</b> Gothic Fiction
						
<b>Big Questions</b>	<p><b>Big Question:</b> Can I replicate the writing style of an author and use empathy and emotion in my writing?</p> <p>How can I analyse character development?</p> <p>Can I understand the contextual links to novels?</p>	<p><b>Big Question:</b> How do different poets write about their feelings/views/motivations?</p> <p>How can I identify and comment on the impact of literary devices?</p> <p>How can I understand the reasons why poets write poems?</p>	<p><b>Big Question:</b> How can I match the purpose, format and tone for a piece of transactional work?</p> <p>How can I identify persuasive devices and then use them in my writing?</p>	<p><b>Big Question:</b> How can I understand the plot and characters of a Shakespearean play?</p> <p>How can I understand the context of a Shakespearean play?</p> <p>How can I understand the comical elements of a Shakespearean play?</p>	<p><b>Big Question:</b> What is detective fiction and what are the common tropes?</p> <p>How do authors create tension in detective fiction?</p> <p>How can I replicate the voice and ideas of a narrator?</p>	<p><b>Big Question:</b> How can I spot the features of writing that build and create tension?</p> <p>How can I identify gothic tropes?</p>

Assessment	Fortnightly CFU  Assessment w/c 14.10 Creative perspective writing.	Fortnightly CFU  Assessment w/c 03.02 Analytical writing in response to one of the poems in the culture anthology.	Fortnightly CFU	Fortnightly CFU  Summer Exam w/c 20.05 Analytical writing of an extract from the play.	Fortnightly CFU	Fortnightly CFU Fortnightly CFU
Golden Threads/National Curriculum	Literature AO 1; 2; 3; 4 Language AO 5; 6	Literature AO 1; 2; 3; 4 Language AO 5; 6	Language AO 5; 6	Literature AO 1; 2; 3; 4	Literature AO 1; 2; 4	Literature AO 1; 2; 3; 4
	<p><b>National Curriculum Links through all units.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> speak confidently and effectively in a variety of contexts.</li> <li><input type="checkbox"/> read easily, fluently and with good understanding</li> <li><input type="checkbox"/> write accurately, fluently, effectively and at length for pleasure and information; plan, draft, edit and proof-read.</li> <li><input type="checkbox"/> consolidate and build on their knowledge of grammar and vocabulary.</li> </ul>					

Term	Autumn 1:	Autumn 2:	Spring 1 and 2:	Summer 1:	Summer 2:	Summer 2: (rollover)
<b>Topic</b>	Literature <b>Topic Title:</b> The Gothic	Literature <b>Topic Title:</b> Twelfth Night	Literature <b>Topic Title:</b> Martyn Pig/Daz 4 Zoe/ The Hunger Games	Language <b>Topic Title:</b> Transactional Writing	Literature <b>Topic Title:</b> Blood Brothers	Literature/Drama <b>Topic Title:</b> Blood Brothers
						
<b>Big Questions</b>	<p><b>Big Question:</b> How can I identify gothic features and tropes and replicate these in my own work?</p> <p>How can I comment on the effectiveness of gothic tropes?</p>	<p><b>Big Question:</b> How can I understand the plot and characters of a Shakespearean play?</p> <p>How can I understand the context of a Shakespearean play?</p> <p>How can I understand the comical elements of a Shakespearean play?</p>	<p><b>Big Question:</b> How does a writer use language, form and structure to develop the characters and the themes within a novel?</p> <p>How can I recognise character development?</p> <p>How can I understand dark comedy and the impact that it has?</p>	<p><b>Big Question:</b> How can I match purpose, form and structure when writing transactionally about real life events?</p> <p>How can I identify persuasive devices and use them in my writing?</p> <p>How can I use empathy and emotion in my writing?</p>	<p><b>Big Question:</b> How do playwrights create characters and develop plot?</p> <p>How can I understand dark comedy and comment on its effectiveness?</p> <p>How can I understand the context surrounding the play?</p>	<p><b>Big Question:</b> How do playwrights develop tension using dramatic irony in plays?</p> <p>How can I understand dark comedy and comment on its effectiveness?</p> <p>How can I understand the context surrounding the play?</p>

Assessment	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU	Fortnightly CFU
	<b>Assessment w/c 07.10</b> A creative writing response to a range of gothic stimuli.		<b>Assessment w/c 13.01</b> Analytical writing in PEE style of first impressions of characters.	<b>Summer Exam w/c 12.05</b> Letter/article/speech based upon one of the topics covered in this unit.		
<b>Golden Threads/National Curriculum</b>	<b>Literature AO 1; 2; 4</b> <b>Language AO 5; 6</b>	<b>Literature AO 1; 2; 3; 4</b>	<b>Literature AO 1; 2; 4</b>	<b>Language AO 1; 2; 3; 4; 5; 6</b>	<b>Literature AO 1; 2; 3; 4</b> <b>Language AO 5; 6</b>	<b>Literature AO 1; 2; 3; 4</b> <b>Language AO 5; 6</b>
	<b>National Curriculum Links through all units.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an appreciation and love of reading, and read increasingly challenging material independently; read critically.</li> <li><input type="checkbox"/> acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li><input type="checkbox"/> develop their skills in working collaboratively with their peers to discuss reading</li> <li><input type="checkbox"/> continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.</li> <li><input type="checkbox"/> taught to write for a variety of purposes and audiences across a range of contexts</li> </ul>					

Term	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1 and 2:	Summer 2 : (rollover)
<b>Topic</b>	Literature <b>Topic Title:</b> Stone Cold	Literature <b>Topic Title:</b> Conflict Poetry	Literature <b>Topic Title:</b> The Sign of the Four	Language <b>Topic Title:</b> Reading Skills and Creative Writing	Literature <b>Topic Title:</b> Noughts and Crosses	Spoken Language <b>Topic Title:</b> Addressing an audience
						
<b>Big Questions</b>	<p><b>Big Question:</b> How does Swindells use language, form and structure to develop the characters and the themes?</p> <p>How can I understand the contextual influences surrounding a novel?</p> <p>What is dual narrative and how is it effective?</p>	<p><b>Big Question:</b> How can I compare how two different poets present ideas about war?</p> <p>Can I identify poetic devices?</p> <p>Can I understand the context surrounding individual poets and their intentions?</p> <p>How can I successfully comment on the use of poetic features?</p>	<p><b>Big Question:</b> How can I understand the context of the 19<sup>th</sup> Century to literature texts?</p> <p>How can I identify the features of a murder mystery novel?</p> <p>How can I analyse the writers use of language, form and structure in developing characters?</p> <p>How can I identify themes and their effects?</p>	<p><b>Big Question:</b> How can I comprehend extracts and answer reading questions based on them?</p> <p>Can I identify devices that writers use and comment on their effectiveness?</p> <p><b>Big Question:</b> How can I create a piece of prose writing written in the narrative style?</p>	<p><b>Big Question:</b> How can I identify dystopian elements of a play?</p> <p>How can I comment on writer's stagecraft?</p> <p>How can I understand the contextual influences on a play?</p>	<p><b>Big Question:</b> How can I prepare a Spoken Language Presentation focusing on purpose, format and tone?</p> <p>How can I understand the features of an effective speech?</p> <p>Can I draft, edit and rewrite a piece of working aiming for the highest quality?</p>

				<p>Can I use language devices that have been crafted for effect?</p> <p>How can I use my prior knowledge of characters, plot and themes to influence my own writing?</p>			
<b>Assessment</b>	<b>Fortnightly CFU</b>	<b>Fortnightly CFU</b>  <b>Assessment w/c 04.11</b> Analysis of a conflict poem from the anthology. Written in PEE style.	<b>Fortnightly CFU</b>  <b>Assessment w/c 10.02</b> Analysis of how tension is built. PEE style.	<b>Fortnightly CFU</b>	<b>Fortnightly CFU</b>	<b>Fortnightly CFU</b>  <b>Summer Exam w/c 09.06</b> Writing and Reading – Language Paper 1	<b>Fortnightly CFU</b>
<b>Golden Threads/National Curriculum</b>	<b>Literature AO 1; 2; 4 Language AO 5; 6</b>	<b>Literature AO 1; 2; 3; 4</b>	<b>Literature AO 1; 2; 3; 4</b>	<b>Language AO 1; 2; 3; 4; 5; 6</b>	<b>Literature AO 1; 2; 3; 4</b>	<b>Literature AO 1; 2; 3; 4</b>	<b>Language AO 7; 8; 9</b>
<b>National Curriculum Links through all units.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> appreciate our rich and varied literary heritage</li> <li><input type="checkbox"/> taught to understand and use the conventions for discussion and debate</li> <li><input type="checkbox"/> to read whole books, to read in depth and to read for pleasure and information</li> <li><input type="checkbox"/> refining their drafting skills and developing resilience to write at length</li> <li><input type="checkbox"/> write for a variety of purposes and audiences across a range of contexts</li> <li><input type="checkbox"/> control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English</li> </ul>							