

# English Curriculum Outline 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 13	<b>Unit Title:</b> <u>Paper 1 and C/W Shakespeare and Coursework</u>  <b>Knowledge:</b> - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands. - Awareness of how Shakespeare shapes meaning in a text. - Awareness of how writers shape meaning in texts chosen for coursework. - Application of literary terminology. - Exploration of the influence of contextual and wider critical interpretations on a text. - Evaluation of writer's intentions per text study. - Coursework draft study exploring all Assessment Objectives.  <b>Skills:</b> A01, A02, A03, A04 and A05	<b>Unit Title:</b> <u>Paper 1 and C/W Shakespeare and Coursework</u>  <b>Knowledge:</b> - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands. - Awareness of how Shakespeare shapes meaning in a text. - Awareness of how writers shape meaning in texts chosen for coursework. - Application of literary terminology. - Exploration of the influence of contextual and wider critical interpretations on a text. - Evaluation of writer's intentions per text study. - Coursework Study should be completed by Christmas for formal marking.  <b>Skills:</b> A01, A02, A03, A04 and A05	<b>Unit Title:</b> <u>Paper 1 and 2 and 3 Shakespeare and John Donne: Metaphysical Poet cluster/ Revision</u>  <b>Knowledge:</b> - Awareness of how Shakespeare shapes meaning in a text. - Awareness of how Donne shapes meaning in his poems. - Application of literary terminology. Close level analysis required of language, form and structure. - Exploration of the influence of contextual and wider critical interpretations on a text. - Comparative study of John Donne: Metaphysical Poet cluster. - Exploration of context, form and comparative skills.  <b>Skills:</b> A01, A02, A03, A04 and A05	<b>Unit Title:</b> <u>Paper 1 and Paper 2 and 3 Full course revision</u>  <b>Knowledge:</b> - Revision of all elements of the course. - Coursework marks submitted to the exam board.  <b>Skills:</b> A01, A02, A03, A04 and A05	<b>Unit Title:</b> <u>Paper 1,2 and 3 Full course revision</u>  <b>Knowledge:</b> - Revision of all elements of the course. - Coursework marks submitted to the exam board.  <b>Skills:</b> A01, A02, A03, A04 and A05	
Year 12	<b>Unit Title:</b> <u>Paper 2 Post 2000 Study – Baseline testing.</u>  <b>Knowledge:</b> - Awareness and understanding of exam technique, how to	<b>Unit Title:</b> <u>Paper 1 and 2 Drama – A Streetcar Named Desire / Post 2000 Poetry</u>  <b>Knowledge:</b> - Awareness and understanding of exam	<b>Unit Title:</b> <u>Paper 1 and 3 Streetcar/ Prose Study</u>  <b>Knowledge:</b> - Awareness and understanding of exam technique, how to answer each	<b>Unit Title:</b> <u>Paper 2 and 3 Poetry – Donne Poetry / Prose Study.</u>  <b>Knowledge:</b> - Awareness and understanding of exam technique, how to answer	<b>Unit Title:</b> <u>Paper 2 and 3 &amp; C/W Poetry – Donne Poetry/ Coursework introduction/ Prose Study</u>  <b>Knowledge:</b>	<b>Unit Title:</b> <u>Paper 2 and 3 plus C/W Prose Study/ Donne Poetry/ Coursework Introduction</u>  <b>Knowledge:</b>

	<p>answer each question and the nuances of what the question demands.</p> <ul style="list-style-type: none"> <li>- Awareness of how a writer's craft is influenced by wider contextual factors.</li> <li>- Application of literary terminology.</li> <li>- Understanding of the ways meanings are shaped.</li> <li>- Undertaking and analysing form, language and structure in a range of poems.</li> <li>- Development of comparative poetry skills.</li> </ul> <p><b>Skills:</b> A01, A02, A03 and A04</p> <p><i>N.B Prose texts are <u>The Handmaid's Tale</u> (THT) and either: <u>The War of the Worlds</u> or <u>Frankenstein</u> – THT will be read by students in their private study time and for homework in terms 1 and 2, ready for teaching in term 3.</i></p> <p><b>Baseline Assessment – Post 2000 Poetry 1-2 week study – 2 poems and a comparative essay.</b></p>	<p>technique, how to answer each question and the nuances of what the question demands.</p> <ul style="list-style-type: none"> <li>-Awareness of how a writer's craft is influenced by wider contextual factors.</li> <li>- Application of literary terminology.</li> <li>- Understanding of the ways meanings are shaped.</li> <li>- Undertaking and analysing form, language and structure</li> <li>-Development of comparative poetry skills.</li> <li>-Development of evaluation skills of writer's craft.</li> </ul> <p><b>Skills:</b> A01, A02, A03 and A04</p> <p><i>N.B Prose texts are <u>The Handmaid's Tale</u> (THT) and either: <u>The War of the Worlds</u> or <u>Frankenstein</u> – <u>Frankenstein</u>/WOTW will be read by students in their private study time and for homework across terms 3 and 4, ready for teaching in term 5.</i></p>	<p>question and the nuances of what the question demands.</p> <ul style="list-style-type: none"> <li>- Awareness of how a writer's craft is influenced by wider contextual factors.</li> <li>- Application of literary terminology.</li> <li>- Understanding of the ways meanings are shaped.</li> <li>- Undertaking and analysing form, language and structure</li> <li>- Development of comparative prose skills.</li> <li>-Development of evaluation skills of writer's craft.</li> </ul> <p><b>Skills:</b> A01, A02, A03 and A04</p> <p><i>N.B Prose texts are <u>The Handmaid's Tale</u> (THT) and either: <u>The War of the Worlds</u> or <u>Frankenstein</u> – <u>Frankenstein</u>/WOTW will be read by students in their private study time and for homework across terms 3 and 4, ready for teaching in term 5.</i></p>	<p>each question and the nuances of what the question demands.</p> <ul style="list-style-type: none"> <li>- Awareness of how a writer's craft is influenced by wider contextual factors.</li> <li>- Application of literary terminology.</li> <li>- Understanding of the ways meanings are shaped.</li> <li>- Undertaking and analysing form, language and structure</li> <li>- Development of comparative prose and poetry skills.</li> <li>-Development of evaluation skills of writer's craft.</li> </ul> <p><b>Skills:</b> A01, A0 and A03 and A04</p>	<p>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</p> <ul style="list-style-type: none"> <li>- Awareness of how a writer's craft is influenced by wider contextual factors.</li> <li>- Application of literary terminology.</li> <li>- Undertaking and analysing form, language and structure.</li> <li>- Understanding of the ways meanings are shaped.</li> <li>- Development of comparative prose and poetry, coursework text skills.</li> <li>-Researching and evaluating applicable criticality for coursework study.</li> </ul> <p><b>Skills:</b> A01, A02, A03 and A04 and A05</p>	<p>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</p> <ul style="list-style-type: none"> <li>- Awareness of how a writer's craft is influenced by wider contextual factors.</li> <li>- Application of literary terminology.</li> <li>- Undertaking and analysing form, language and structure.</li> <li>- Understanding of the ways meanings are shaped.</li> <li>- Development of comparative prose and poetry, coursework text skills.</li> <li>-Researching and evaluating applicable criticality for coursework study.</li> </ul> <p><b>Skills:</b> A01, A02, A03, A04 and A05</p>
Year 11	<p><b>Unit Title: <u>Drama</u></b> <b>English Literature Paper 1: An Inspector Calls</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>- Awareness of different writer's craft and how contextual influences shape meaning.</li> <li>-Explore stage craft and effectiveness of this.</li> <li>-Explore the writer's intentions and develop evaluation of writer's craft.</li> </ul>	<p><b>Unit Title: <u>Drama</u></b> <b>English Literature Paper 1: An Inspector Calls</b></p> <p><i>Note: Mock = Mid-November</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>-Awareness of different writer's craft and how contextual influences shape meaning.</li> <li>-Explore stage craft and effectiveness of this.</li> </ul>	<p><b>Unit Title: <u>Full Revision</u></b> <b>Full English Language and English Literature revision</b></p> <p><b>Knowledge:</b></p> <p>All aspects of the courses covered.</p> <p><b>Skills:</b></p> <p>All</p>	<p><b>Unit Title: <u>Full Revision</u></b> <b>Full English Language and English Literature revision</b></p> <p><i>Note: mini Mock held date TBC.</i></p> <p><b>Knowledge:</b></p> <p>All aspects of the courses covered.</p> <p><b>Skills:</b></p> <p>All</p>	<p><b>Unit Title: <u>Full Revision</u></b> <b>Full English Language and English Literature revision</b></p> <p><b>Knowledge:</b></p> <p>All aspects of the courses covered.</p> <p><b>Skills:</b></p> <p>All</p>	

	<p>- Students develop essay writing skills <b>for this question.</b></p> <p><b>Skills:</b> A01, AO2, AO3.</p>	<p>- Explore the writer's intentions and develop evaluation of writer's craft.-</p> <p>- Students develop essay writing skills <b>for this question.</b></p> <p><b>Skills:</b> A01, AO2, AO3.</p>				
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p><b>Unit Title:</b> <u>Shakespeare</u> <b>English Literature Paper 1:</b> <i>Macbeth</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>- Awareness of Shakespeare's craft and how language and structure shape meaning.</li> <li>- Application of relevant literacy terminology.</li> <li>- Undertaking and analysing close level language, form and structural analysis.</li> <li>- Students also study the contextual issues influencing and shaping the play. This includes genre context.</li> <li>- Students are also expected to write on the entire play in a closed book exam, making links across the text to how a character or theme is presented.</li> <li>- Explore the writer's intentions and develop evaluation of writer's craft.-</li> <li>- Students develop essay writing skills for this question.</li> </ul>	<p><b>Unit Title:</b> <u>Shakespeare</u> <b>English Literature Paper 1:</b> <i>Macbeth</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>- Awareness of Shakespeare's craft and how language and structure shape meaning.</li> <li>- Application of relevant literacy terminology.</li> <li>- Undertaking and analysing close level language, form and structural analysis.</li> <li>- Students also study the contextual issues influencing and shaping the play. This includes genre context.</li> <li>- Students are also expected to write on the entire play in a closed book exam, making links across the text to how a character or theme is presented.</li> <li>- Explore the writer's intentions and develop evaluation of writer's craft.</li> <li>- Students develop essay writing skills for this question.</li> </ul>	<p><b>Unit Title:</b> <u>19<sup>th</sup> Century Novel</u> <b>English Literature Paper 2:</b> <i>The Strange Case of Dr Jekyll and Mr Hyde</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>- Awareness of Stevenson's craft and how language and structure shape meaning.</li> <li>- Application of relevant literacy terminology.</li> <li>- Undertaking and analysing close level language, form and structural analysis.</li> <li>- Students are also expected to write on the entire novella in a closed book exam, making links across the text to how a character or theme is presented.</li> <li>- Explore the writer's intentions and develop evaluation of writer's craft.-</li> <li>- Students develop essay writing skills for this question.</li> </ul>	<p><b>Unit Title:</b> <u>19<sup>th</sup> Century Novel</u> <b>English Literature Paper 2:</b> <i>The Strange Case of Dr Jekyll and Mr Hyde</i> <b>English Language Paper 2 skills</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>- Awareness of Stevenson's craft and how language and structure shape meaning.</li> <li>- Application of relevant literacy terminology.</li> <li>- Undertaking and analysing close level language, form and structural analysis.</li> <li>- Students are also expected to write on the entire novella in a closed book exam, making links across the text to how a character or theme is presented.</li> <li>- Explore the writer's intentions and develop evaluation of writer's craft.-</li> <li>- Students develop essay writing skills for this question.</li> <li>- Students develop language paper skills from: retrieval exercises, analysis, to evaluation, to comparisons between texts and transactional writing skills.</li> </ul>	<p><b>Unit Title:</b> <u>Poetry</u> <b>English Literature Paper 2:</b> <i>Poetry</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>- Application of relevant literacy terminology.</li> <li>- Undertaking and analysing close level language, form and structural analysis.</li> <li>- Explore the connections between poems from the cluster and unseen.</li> <li>- Evaluate the significance of poetic messages.</li> <li>- Students also study the contextual issues influencing and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning.</li> </ul> <p><b>Skills:</b> A01, AO2, AO3,AO4</p> <p><b>NB: The Language Paper skills are taught alongside the literature content in year 10.</b></p>	<p><b>Unit Title:</b> <u>Poetry</u> <b>English Literature Paper 2:</b> <i>Poetry</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands.</li> <li>- Application of relevant literacy terminology.</li> <li>- Undertaking and analysing close level language, form and structural analysis.</li> <li>- Explore the connections between poems from the cluster and unseen.</li> <li>- Evaluate the significance of poetic messages.</li> <li>- Students also study the contextual issues influencing and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning.</li> </ul> <p><b>Skills:</b> A01, AO2, AO3,AO4</p>

	<b>Skills:</b> A01, A02 and A03	<b>Skills:</b> A01, A02 and A03	<b>Skills:</b> A01 and A02	- Development of spoken language skills and presentation skills.  <b>Skills:</b> A01 and A02, Spoken Language skills		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<b>Unit Title:</b> <u>The Novel</u> <i>To Kill a Mockingbird</i> or <i>A Christmas Carol</i> *  <b>Knowledge:</b> - Awareness of writer's craft, characterisation and genre. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. - Explore the writer's intentions and develop evaluation of writer's craft. - Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.  <b>Skills:</b> Analysis, evaluation and application of contextual influences. Creative and transactional writing skills. Speaking and Listening Skills.	<b>Unit Title:</b> <u>The Novel</u> <i>To Kill a Mockingbird</i> or <i>A Christmas Carol</i> *  <b>Knowledge:</b> - Awareness of writer's craft, characterisation and genre. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. - Explore the writer's intentions and develop evaluation of writer's craft. - Understanding, development, and application of creative writing and transactional writing skills as springboards from the text. - Development of spoken language skills and presentation skills.  <b>Skills:</b> Analysis, evaluation and application of contextual influences. Creative and transactional writing skills. Speaking and Listening skills.	<b>Unit Title:</b> <u>Drama</u> <b>Arthur Miller/Oscar Wilde Study</b> <i>A View from the Bridge/ The Crucible/ An Importance of Being Earnest.</i> *  <b>Knowledge:</b> - Awareness of how Miller/ Wilde shapes meaning in his text through devices usage. - Apply applicable literary and dramatic terminology. - Awareness of genre and genre context and how this influences meanings. - Understanding of how contextual factors shape meaning. - Explore the writer's intentions and develop evaluation of writer's craft. - Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.  <b>Skills:</b> Analysis, evaluation, application of contextual influences. Creative and transactional writing skills.	<b>Unit Title:</b> <u>Shakespeare Shakespeare Study</u> * Choice of: ★ <i>Romeo and Juliet</i> ★ <i>Twelfth Night</i> ★ <i>Richard III</i> ★ <i>Much Ado About Nothing</i>  <b>Knowledge:</b> - Awareness of Shakespeare's craft including genre context and how this informs meanings. - Awareness of writer's craft, characterisation and genre. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the texts. - Explore the writer's intentions and develop evaluation of writer's craft. - Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.  <b>Skills:</b> Translation, analysis, evaluation and application of contextual influences. Creative and transactional writing skills	<b>Unit Title:</b> <u>Shakespeare Shakespeare Study</u> * Choice of: ★ <i>Romeo and Juliet</i> ★ <i>Twelfth Night</i> ★ <i>Richard III</i> ★ <i>Much Ado About Nothing</i>  <b>Knowledge:</b> - Awareness of Shakespeare's craft including genre context and how this informs meanings. - Awareness of writer's craft, characterisation and genre. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the texts. - Explore the writer's intentions and develop evaluation of writer's craft. - Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.  <b>Skills:</b> Translation, analysis, evaluation and application of contextual influences.	<b>Unit Title:</b> <u>Poetry plus English Language Springboard Skills</u> 5 poems and creative/transactional springboards. <b>And Spoken Language Endorsement.</b>  Poems to teach from Conflict cluster: ★ <i>Poison Tree</i> ★ <i>The Man he Killed</i> ★ <i>The Light Brigade</i> ★ <i>Belfast Confetti</i> ★ <i>Half-Caste</i> All teachers to teach the same.  <b>Knowledge:</b> - Awareness and understanding of exam technique, how to answer each question and the nuances of what the question demands. - Application of relevant literacy terminology. - Undertaking and analysing close level language, form and structural analysis. - Explore the connections between poems from the cluster and unseen. - Evaluate the significance of poetic messages. - Students also study the contextual issues influencing and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning.

					<b>N.B Year 9 Exam:</b> <b>Literature based question</b>	-Development of spoken language skills and presentation skills.  <b>Skills:</b> A01, AO2, AO3,AO4  <b>Skills:</b> Comprehension, interpretation, analysis, evaluation, comparison, non-fiction and creative writing skills  <b>NB: Spoken Language GCSE endorsement to be completed.</b>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<b>Unit Title: <u>KS3 MGS Relationship Bespoke Poetry Anthology</u></b>  <b>Knowledge:</b> -Developing awareness of how a theme is explored in a variety of different poems and contexts. -Application of relevant literacy terminology. -Undertaking and analysing close level language, form and structural analysis. - Explore the connections between poems. -Evaluate the significance of poetic messages. - Students also study the contextual issues influencing and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning. -Understanding, development, and application of creative	<b>Unit Title: <u>The Novel</u></b> <i>Coram Boy, Of Mice and Men, A Curious Incident of the Dog in the Night-time</i> **  <b>Knowledge:</b> - Awareness of writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. -Explore the writer's intentions and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional	<b>Unit Title: <u>The Novel</u></b> <i>Coram Boy, Of Mice and Men, A Curious Incident of the Dog in the Night-time</i> * and 19 <sup>th</sup> century extracts (Dystopian Focus)  <b>Knowledge:</b> - Awareness of writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts. -Explore the writer's intentions and develop evaluation of writer's craft. -Understanding, development, and application of creative writing and transactional	<b>Unit Title: <u>Thematic Study Fractured Landscapes</u></b> <i>The Tempest</i> full text study and extracts from Dystopian Literature  <b>Knowledge:</b> - Awareness of writer's craft, characterisation and genre in a variety of dystopian extracts. - How writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the play. -Explore the writer's intentions and develop evaluation of writer's craft using relevant quotations to support. -Understanding, development, and application of creative writing and transactional writing	<b>Unit Title: <u>Thematic Study Fractured Landscapes</u></b> <i>The Tempest</i> full text study and extracts from Dystopian Literature  <b>Knowledge:</b> - Awareness of writer's craft, characterisation and genre in a variety of dystopian extracts. - Explore how writers shape meaning using language and structure and application of literary features. - Students also study the contextual issues influencing and shaping the play to inform interpretations regarding the meaning of the play. -Explore the writer's intentions and develop	<b>Unit Title: <u>Thematic Study Crime and Punishment</u></b>  <b>Knowledge:</b> -Exploring a theme across a range of texts and extracts including: <i>A Case of Identity</i> . -Awareness of the writer's craft, characterisation and genre. - Explore how writers shape meaning using language and structure and application of literary features. -Explore the writer's intentions and develop evaluation of writer's craft using relevant quotations to support. -Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.

	<p>writing and transactional writing skills as springboards from the text.</p> <p>- Development of spoken language skills and presentation skills.</p> <p><b>Skills:</b> Analysis, contextual appreciation and evaluation. Creative and transactional writing skills. Speaking and Listening Skills</p>	<p>writing skills as springboards from the text.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Debate and critique</li> <li>- Application of wider contextual factors shaping a text</li> <li>- A text as a product of a time in history</li> <li>-Creative and transactional writing.</li> </ul>	<p>writing skills as springboards from the text.</p> <p>-Development of spoken language skills and presentation skills.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Debate and critique</li> <li>- Application of wider contextual factors shaping a text</li> <li>- A text as a product of a time in history</li> <li>-Creative and transactional writing.</li> <li>-Speaking and listening skills.</li> </ul>	<p>skills as springboards from the text.</p> <p>- Development of spoken language skills and presentation skills.</p> <p><b>Skills:</b></p> <p>Analysis, contextual appreciation and evaluation. Creative and transactional writing. Speaking and Listening Skills.</p>	<p>evaluation of writer's craft using relevant quotations to support.</p> <p>-Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.</p> <p>- Development of spoken language skills and presentation skills.</p> <p><b>Skills:</b></p> <p>Analysis, contextual appreciation and evaluation. Creative and transactional writing. Speaking and Listening Skills.</p> <p><b>N.B Year 8 Exam – English literature focus/Creative/transactional focus. TBC</b></p>	<p><b>Skills:</b></p> <p>Creative writing skills, analysis, evaluation.</p> <p>*Alternate scheme of work: <b><u>X Men Allegory</u></b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Exploring the concept of allegory and representation in film.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Analysis, application, evaluation and comparison.</li> </ul>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p><b>Unit Title:</b> <u>Poetry</u> <b>KS3 MGS Bespoke Poetry Anthology Study – Different Voices/Cultures</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Developing awareness of how a theme is explored in a variety of different poems and contexts.</li> <li>-Application of relevant literacy terminology.</li> <li>-Undertaking and analysing close level language, form and structural analysis.</li> <li>- Explore the connections between poems.</li> <li>-Evaluate the significance of poetic messages.</li> </ul>	<p><b>Unit Title:</b> <u>Drama</u> <i>Journey's End</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness of how Miller/ Wilde shapes meaning in his text through devices usage.</li> <li>- Apply applicable literary and dramatic terminology.</li> <li>- Awareness of genre and genre context and how this influences meanings.</li> <li>- Understanding of how contextual factors shape meaning.</li> <li>- Explore the writer's intentions and develop evaluation of writer's craft.</li> </ul>	<p><b>Unit Title:</b> <u>The Novel</u> <i>Lord of the Flies or Animal Farm</i>*</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness of writer's craft, characterisation and genre.</li> <li>- Explore how writers shape meaning using language and structure and application of literary features.</li> <li>- Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts.</li> </ul>	<p><b>Unit Title:</b> <u>The Novel</u> <i>Lord of the Flies or Animal Farm</i>*</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Awareness of writer's craft, characterisation and genre.</li> <li>- Explore how writers shape meaning using language and structure and application of literary features.</li> <li>- Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts.</li> <li>-Explore the writer's intentions and develop evaluation of writer's craft.</li> </ul>	<p><b>Unit Title:</b> <u>Shakespeare</u> <b>Shakespeare Study: A</b> <i>Midsummer Night's Dream</i></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understanding of the significance of Shakespeare and his works.</li> <li>- Appreciation of language and structure and how Shakespeare creates narrative, tension and action.</li> <li>- Students also study the contextual issues influencing and shaping the novel to inform interpretations regarding the meaning of the texts.</li> </ul>	<p><b>Unit Title:</b> <u>Women in Gothic</u></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Appreciation and awareness of the presentation of women in texts across the ages including <i>Macbeth</i>, <i>Dracula</i> and <i>The Yellow Wallpaper</i>.</li> <li>-Students also connect contextual influences on the text being studied.</li> <li>- Explore how literary techniques aid meaning.</li> <li>-Explore the writer's intentions and develop evaluation of writer's craft.</li> <li>-Understanding, development, and application of creative writing and transactional</li> </ul>



	<p>- Students also study the contextual issues influencing and shaping the set poems from the anthology cluster, to inform interpretations regarding meaning.</p> <p>-Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.</p> <p>-Development of spoken language skills and presentation skills.</p> <p><b>Skills:</b> Analysis, contextual appreciation and evaluation. Creative and transactional writing skills. Speaking and listening skills.</p> <p><b>N.B Year 7 Baseline testing both creative and analytical skills.</b></p>	<p>-Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.</p> <p>- Development of spoken language skills and presentation skills.</p> <p><b>Skills:</b> Drama terminology, explore, analyse and evaluate. Application of contextual influences. Creative and transactional writing skills. Speaking and listening skills.</p>	<p>-Explore the writer's intentions and develop evaluation of writer's craft.</p> <p>-Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.</p> <p><b>Skills:</b> -Debate and critique - Application of wider contextual factors shaping a text - A text as a product of a time in history -Creative and transactional writing.</p>	<p>-Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.</p> <p><b>Skills:</b> -Debate and critique - Application of wider contextual factors shaping a text - A text as a product of a time in history -Creative and transactional writing.</p>	<p>-Explore the writer's intentions and develop evaluation of writer's craft.</p> <p>-Understanding, development, and application of creative writing and transactional writing skills as springboards from the text.</p> <p>- Development of spoken language skills and presentation skills.</p> <p><b>Skills:</b> Explore, interpret, analyse and evaluate. Creative and transactional writing. Speaking and listening skills.</p>	<p>writing skills as springboards from the text</p> <p><b>Skills:</b> - Explore, interpret, analyse and evaluate. Creative writing and transactional writing skills.</p> <p><b>N.B Year 7 Exam – Language Paper section TBC.</b></p>
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**Key/Legend/Notes:**

GCSE and A Level are both Edexcel.

- \*Teacher text choice
- Please note: our assessment plan states there is a creative/ non-fiction assessment plus an analytical essay per term.
- Arrival reading activity per year group or / revision for KS4. KS3 have a bespoke reading comprehension booklet to supplement their own private reading with set tasks.
- Extra-curricular creative writing clubs/competitions are held throughout the year for a variety of key stages.