

Year 7	Autumn Term 1		Spring term 3		Summer term 5	
	2	3	4	5	6	
<b>Topic Summary</b>	Macbeth	Villians, heroes and stereotypes in Literature.	Dickens/ Dickens extracts	How has Britain changed? ROMANTIC POETRY- Victorian poetry through to present day.	Creative writing: narrative and descriptive	Novel study
<b>Thinking Hard</b>	Acquiring knowledge: Understanding Elizabethan culture. Examining the imagery in Shakespeare	Being creative: Philosophical question regarding human behaviour.	Creating ambition: Reading and considering a range of challenging texts from Victorian England. Thinking hard about new language and grammatical structures/ dealing with the unfamiliar.	Changing the World: Considering conceptualised ideas such as what the romantics believed in.	Creating independence: Pupils will be expected to grapple with a wide range of new words and vocabulary.	Not fearing failure: The teacher will select a challenging novel which encourages pupils to think hard about vocabulary, storyline and reading skills.
<b>Developing Character</b>	Self-assurance: acting and reading aloud Tackling challenging texts and developing stamina for writing. Debating moral issues around blame and crime.	Self-control: Building debating skills around philosophical questions. Pupils will listen to others and learn how to respond with respect.	Grit: Pupils will tackle challenging material building grit and confidence to write at length about a text. They will be curious about how Britain became what is today.	Curiosity: Pupils will consider their own values and we will cover ideas about politics alongside looking at how Britain has changed throughout time.	Gratitude: Pupils will be encourage to complete autobiographical writing alongside creative writing. They will be encouraged to reflect and consider their own lives.	Mindfulness: Pupils will read a wide range of stories about different characters offering them experiences that they would not otherwise have.
<b>Understanding Diversity</b>	Being a world citizen: Examining how another society operated. Exploration of gender roles during the time and historical context of Shakespeare plays.	Being a world citizen: Looking at how people in different aspects of society work together/against each other. History: Looking at real heroes from across the world with different disabilities, cultural backgrounds and genders.	Understanding environmental diversity: The range of texts covers different people in society and will also look at the poverty gap.	Cultural capital: Pupils will examine a range of poems from a range of different perspectives. This includes poetry from both men and women. Exploration of poverty gap in the 19th century.	Respecting human rights: Pupils will analyse a range of texts from different genres and background. Texts explore politics, social issues, and culture through novels by authors of different genders.	No limits to your destination: The texts are written by a range of authors so pupils will experience a range of experiences. Novels are selected by teacher to support the class and their knowledge of diversity.
<b>Literacy Reading, Oracy</b>	<b>Reading:</b> Pupils will read a complex text and focus on the structure as well as the language. They will read a whole text They will learn how to <b>write</b> an analytical paragraph. There are <b>oracy</b> opportunities for reading aloud and acting parts of they play. Pupils will write a modern version of the script whilst implementing persuasive language devices allowing the opportunity for writing, speaking and performance development.	<b>Oracy:</b> This unit will teach debate skills and allow many opportunities for pupils to debate texts and issues. Students will <b>read</b> and infer from a range of quotations and images. Much of the unit focuses on <b>analytical and creative writing</b> . Focus on vocabulary and sentence structures in creative writing. <b>Students will create their own comic strip/presentation with their own heroes and villains and present to the class, exploring their creative decisions and justifying the narrative choices they make.</b>	Pupils will <b>read</b> a range of pre-1914 texts and make inferences at word and sentence level alongside bigger inferences about the whole text. Pupils will be able to <b>verbally explain</b> their opinions and inferences on a variety of characters. <b>Pupils will have the opportunity to produce a piece of creative writing as a 'Day In The Life Of...' a workhouse child and/or rich school child in the form of a diary entry and then present in character.</b>	Pupils will <b>read</b> and respond to a range of poetry from pre-1914 until the modern day. They will learn to <b>write</b> an analytical paragraph. Some lessons will allow them to <b>practise writing</b> in a poetic/rhythmic way. Inferences and analysis will also be shared and discussed <b>verbally</b> . <b>Pupils will have a topic to focus on and produce their own poem and present in an in-class poetry competition. Pupils will also have the opportunity to present in a 'slam-poetry' performance.</b>	<b>Writing:</b> Pupils will build a range of vocabulary and learn, understand and apply new vocabulary to their writing. Pupils will <b>read</b> model examples and of creative writing for inspiration, as well as <b>peer assess</b> classmates work. Pupils can <b>verbally</b> share ideas on themes/settings/atmosphere etc. <b>Creating opportunities to allow for agency over independent creative writing, but also giving scaffolding for differentiation.</b>	Pupils will <b>read</b> a whole text with opportunities to read aloud. They will make inferences, track and follow a plot and carefully select supporting evidence. Tasks will also include <b>creative writing</b> springboarded off the plot of the novel. <b>This will be an opportunity for differentiation based on the discretion of the teacher, with a choice of tasks from re-writing the plot, character diary entries and a podcast book review, allowing the opportunity for open discussion and opinions. Pupils will also be given the opportunity to verbally discuss and debate characters, plot and themes.</b>
<b>Gatsby, Careers</b>	Reading and writing skills: inference and speaking and listening	Understanding how to work as a team- formal and informal speaking and listening.	Pupils will understand how different groups in society work with each other and they will also look at how the workplace has changed over time.	Pupils will look at how the workplace has changed over time and different kinds of jobs. They will develop skills such as inference.	Pupils will learn to write for different purposes and work on their written skills including developing vocabulary.	
<b>Mental and Physical Well-being</b>	Pupils will develop confidence with acting and reading aloud. They will also look at the emotion of guilt and how it can lead to mental health issues with Lady Macbeth.	Pupils will have opportunities to talk about 'right' and 'wrong' and look at different scenarios.	Pupils will look at how children were treated in Victorian times and how living in poverty can be a cycle.	Pupils will have opportunity to write poems to express emotions.	Pupils will have the opportunity to write creatively and express themselves in a longer piece of writing.	Pupils will read a whole novel and discuss the emotions of the characters such as in 'Holes' loneliness and friendship issues.
<b>Cross-Curricular Links</b>	<b>Links to Y6 -extracts. Performing in front of other people. Languages-physical descriptions. SMSC Pupils will look at the cultural aspects of the Elizabethan era and how they have developed alongside looking at the social changes such as marriage and the presentation of women in literature. This will then be developed into considering moral standpoints on these issues. RSHE Pupils will look at healthy relationships and explore what control might look like in a relationship.</b>	<b>SMSC Pupils will explore the idea of 'right and wrong' and the sliding scale of morality through studying a range of texts across time. They will also express their own ideas. RSHE Pupils will look at roles within friendship groups and use speaking and listening skills to negotiate.</b>	<b>SMSC Pupils will consider Charles Dickens as a moral activist but also look at the spirituality of the concept of the afterlife and ghosts. They will explore how literature can teach moral and social lessons. RSHE Pupils will look at family relationships through the relationships in Dickens texts.</b>	<b>SMSC Pupils will look at how nature and a relationship with nature can be spiritual and provide them with mindfulness opportunities. RSHE pupils will consider how nature and being outdoors can be good for mental health.</b>	<b>SMSC &amp; RSHE Pupils will develop their writing skills and have opportunities to write about their own life experiences..</b>	<b>SMSC</b> All pupils will read a novel where the protagonist has to make decision based on their own morals and cultural setting. Pupils will consider the concepts of 'right and wrong' and explore the moral journey of the character. <b>RSHE</b> Pupils will examine the relationships in the novel they read and draw comparisons with their own relationships.
<b>Extra-Curricular Links</b>	A trip to Macbeth. Exploration of Shakespeare, including Macbeth in Drama lessons.	Link to History through looking at historical figures across the world.	Theatre trip -GATSBY working in a theatre, understanding production and a solid understanding of Literature		Possible trip to Portsmouth to complete some creative writing.	

Precise Learning Endpoints	1) Pupils will understand the plot of Macbeth. 2) The key features of a Shakespearean Tragedy, 3) Social and historical context of the play and the Elizabethan Era 4) How to write a close analysis of language 5) The theatrical elements of the play and how it would look on stage.	1) Pupils will understand the character archetypes of villain and hero 2) A range of features of non-fiction texts and how they differ from fiction texts. 3) How a debate is structured. 4) The features of an active and respectful listener and speaker. 5) How traditional story structures (Propp's theories) have been used by modern storytellers.	1) Pupils will understand the key elements of Dickens' life and his motivations to write. 2) The class divide in Victorian society 3) How the Victorian era relates to the time period before and after and how it has influenced modern day. 4) Read and know the plot of a range of Dickens extracts. 5) Write a close language analysis of a pre-1914 text.	1) Pupils will be able to learn and apply a range of new poetic devices. 2) Read and understand a range of Romantic poetry. 3) Understand the process of annotating a poem. 4) Understand the Romantic movement and how it links to other periods in literary history. 5) Be able to write a close analysis of language and structure.	1) Understand the conventions of dystopian literature including how pre-1914 texts have inspired modern literature 2) Understand and apply a range of new and existing vocabulary. 3) Learn, understand and apply a range of sentence forms. 4) Apply the 7 point creative writing plan.	1) Understand the conventions of a modern novel. 2) Understand the plot, themes and character motivations in a modern novel. 3) Read an entire novel and learn and apply new vocabulary. 4) Select relevant quotations and be able to link a close language analysis to overall themes and context.
Subject (change to your subject)	Autumn Term		Spring term		Summer term	
Year 8	1	2	3	4	5	6
Topic Summary	Gothic texts	Blood Brothers	Much Ado about nothing	War poetry	Finding my voice	OF Mice and Men
Thinking Hard	Mastery of learning: Lots of these texts are pre-1914 so pupils will have to think hard about language, grammar and vocabulary.	Acquiring knowledge: This was previously a GCSE text. The key themes are challenging concepts and pupils will have to think hard about how social and historical context links in.	Being creative: Pupils will think hard about the structure of a comedy and how it is different to a tragedy.	Development of literacy: Poems will deal with difficult concepts surrounding war.	Changing the world: Pupils will examine the role of males and females in literature across time looking at challenging texts from all eras.	Not fearing failure: This was previously a GCSE text. This will ensure pupils think hard about language and how it links to context.
Developing Character	Self-assurance: Pupils will have to tackle challenging texts and show problem solving skills when looking at vocabulary.	Kindness: Pupils will consider those who are less fortunate than them and look at how different groups in society interact.	Grit: Pupils will act out various scenes and read aloud developing confidence with difficult texts.	Self-control: Pupils will debate contemporary issues surrounding war, refugees, terrorism and the concept of war building a greater understanding of what is happening in the world.	Optimism: Pupils will tackle a range of challenging texts from different eras allowing them to access a range of different experiences.	Curiosity: Pupils will explore 1930s America as part of this module. They will see how the lives of the men have similarities and differences to the world now.
Understanding Diversity	No limits to your destination: Pupils will look at a range of texts and stories written by different genders within different eras (shows the diversity of topical issues over time for example, mental health and scientific developments)	Awareness of where you live: Pupils will consider the poverty gap and class system and explore Britain in the 1980s and how being poor or rich shaped you and your life chances for example, health and job opportunities)	Acquiring cultural capital: Pupils will explore Elizabethan society delving into gender roles and comparing it to today's society and whether there has been an evolution	Understanding mental and physical diversity: Pupils will explore: religion, culture, social issues and opinions of a range of groups of people including those who would've been marginalised in society.	Understanding democracy: Pupils will explore: culture, social issues and opinions of a range of groups how people are stereotyped within society and the effects this can create with inequality, for example, toxic masculinity and development of women's rights.	Being a world citizen: Segregation within society including the treatment of those with special educational needs, different classes, race, stereotypes of how men view women and the expectations of women
Literacy Reading, Oracy	Reading difficult extracts from the Gothic era, exploring how language is used to portray clues within the text. Students will gain an understanding of more complex vocabulary. They will have opportunity for oracy, where they can have a structured discussion about the extracts, as well as reading out loud. Writing an informative newspaper article on events within the short stories that we read for example The Landlady this could also include performing a news report with a host, journalists, interviewees and interviewees, etc. in small groups IET	Reading of play and exploring local dialect. Students will take parts and develop their oracy by reading out loud, writing in different forms such as PEED paragraphs for analytical writing. Script writing in which they produce an alternative ending for the story which they act out, possibly happier depending on teacher's decision. Writing a speech on social inequality which is performed for the group. Possibly between classes. NHS	Reading out loud taking into consideration characterisation concentrating on tone of voice and intonation, developing oracy. Writing analytical paragraphs focussing on language use and effect. Informative blog post or presentation on attitudes to women in the Elizabethan period. Write a script of Beatrice and Benedick and insulting each other using Shakespearean insults. IET	Reading challenging subject matter, and reading with different structures, allowing students to develop their oracy skills by reading aloud. Understanding military dialect and exploring challenging vocabulary. Students will write in different forms. Slow writing poetry in which students are heavily supported in writing their own poems about war using other ones as inspiration. IET Blackout poetry in which they use articles about war to create poems by cutting out words. NHS	Reading of fiction and nonfiction. Challenging vocabulary and ideas. Class discussions developing ideas and opinions, as well as the skills of listening to others and developing other people's opinions. Writing detailed analytical paragraphs Optional speaking and listening task in which student have complete freedom of what to do a presentation on. There is already opportunities for writing in lots of different forms such as speeches, letters and debates.	Reading focussing on colloquial language. Challenging vocabulary. Analysing language, authors intentions, mood and atmosphere. Debates surrounding conscience and morals. Day in the life of a migrant worker on a ranch. Rewriting the ending of the book. CHARLOTTE Presentation on how we see marginalisation in society today (top sets)
Gatsby, Careers	Thinking outside the box, design, understanding diversity	Empathy in the workplace. understanding diversity,, tolerance of others	Hierarchy, respect, following orders,	Documentation of events, importance of accuracy, bias in the workplace.	Roles of women in the workplace over time. Equality in the workplace. Discrimination	Hierarchy, Differences in jobs. Gaining respect
Mental and Physical Well-being	Mindfulness-Pupils will look at the emotion of fear and how we can use strategies to overcome it.	Kindness-Pupils will read about depression and understand the diverse world that we live in with regards to mental health.	Self assurance-Pupils will develop self-assurance as they will read and act a play out loud.	Kindness- Effects of violence, Causes of PTSD, tolerance, empathy.	Optimism-Positive outlook, overcoming adversity, mindfulness	Self awareness and self control-, action and consequences. Diversity. Understanding differences
Cross-Curricular Links Extra-Curricular Links	Design and Art of Gothic era, Drama - Gothic plays. SMSC. Pupils will consider the spiritual nature of the afterlife and consider how it is represented in literature alongside examining a variety of cultural beliefs. RSHE Pupils will look at staying safe and discuss issues that arise in texts.	History - Politics of the 80's economics and politics of the time. SMSC Pupils will consider the social and cultural aspects of the 1980s and how society has changed. RSHE Pupils will examine healthy relationships and look at a range of relationships in the play whilst considering staying safe.	History - Elizabethan era, role/expectations of women. SMSC Pupils will explore the idea of marriage and how it fits into our society and the cultural practices of marriage. RSHE Pupils will consider healthy relationships including romantic relationships and friendships.	History- Boer War, World Wars, Vietnam, Conflict in Northern Ireland SMSC Pupils will consider the moral implications of being a soldier and going to war. RSHE Pupils will look at how friendships form and how friendships have duties attached to them.	History - Changing roles of Men and Women over time. E and P Views of women. SMSC Pupils will explore equality and consider the cultural and social influences on society. RSHE Pupils will consider the concept of 'gender' and look at attitudes over time.	Geography, migration routes and locations in America. History -America in 1930's, Wall street Crash, Great Depression SMSC pupils will look at the moral and social situation in 1930s America and consider whether they believe the characters take the correct actions. RSHE Pupils will look at how relationships have changed over time.
	Watching Blood Brothers at the theatre.					

	1) Understand the social and historical context of gothic writing. 2) Understand the plot, characters and conventions in a range of gothic extracts. 3) Learn to write a close analysis of language and make links to gothic conventions, social and historical context and make connections between texts. 4) Apply a wide range of new vocabulary and gothic conventions to their own creative writing.	1) Understand the plot, characters and themes in Blood Brothers. 2) Understand the social, historical and political context of the play's setting and make connections to events in the play. 3) Understand how stage directions are used to create atmosphere, character and create a scene on stage. 4) Write a formal essay style response applying all of the skills that they have practised since year seven including close analysis of language and structure alongside making links to context.	1) Understand the plot, themes and characters in a Shakespearean comedy. 2) Understand the conventions of a comedy play and draw comparisons with a tragedy play. 3) Understand how Shakespeare used word play and theatrical devices to create comedy. 4) Understand the social and historical context of the play in relation to how people created and developed relationships.	1) Read and understand the meaning of a range of conflict poetry to include a range of time periods and purposes such as propaganda poetry. 2) Understand the relevant context of the types of conflict that the poetry is written about such as WW1, WW2. 3) Learn and apply a new range of poetic devices. 4) Be able to comment on the writer's intentions through completing a close analysis of language and structure. 5) Make links between writer's intentions and social and historical context.	1) Pupils will read and understand a range of non-fiction texts and make links to texts that they have studied previously. 2) Understand the concept of stereotypes and explore how they have changed over time. 3) Understand and identify a range of devices commonly found in non-fiction texts. 4) Write a close analysis of language and make clear and relevant links to social, historical and political contexts.	1) Understand the plot, themes and characters in Of mice and Men. 2) Understand the social and historical context of 1930s America and make links to other time periods that they have studied. 3) Understand prejudice and how attitudes and beliefs have changed since the 1930s. 4) Write a formal essay that includes close analysis of language and structure whilst making links to social and historical context.
<b>Precise Learning Endpoints</b>						
<b>Subject (change to your subject)</b>	Autumn Term		Spring term		Summer term	
<b>Year 9</b>	1	2	3	4	5	6
<b>Topic Summary</b>	The Hate You Give	Non-fiction: diversity and community.	Refugee: Reading a multi narrative text Changing the world: Pupils will read a text that is from 3 different perspectives and think hard about non-fiction texts about the same topic. They will consider how the ideas in the text relate to modern day issues in the world and examine how they can be global citizens.	Creative writing	The stories behind: Power and conflict poetry	An Inspector Calls
<b>Thinking Hard</b>	Mastery of learning: Pupils will read a modern text that has really challenging language and concepts. They explore the motivation of characters.	Creating ambition: Pupils will read a range of challenging texts from all eras that cover a wide and exciting range of issues that could affect them or those around them..	Self-assurance: Pupils will read a text that is very challenging and will allow them to explore their feelings on current topics.	Pupils will think hard about crafting vocabulary into a range of creative writing styles and consider the impact of their word choices on their audience. They will think hard about how to use a range of structural devices to create cohesion.	Acquiring knowledge: Pupils will look at the social and historical context of the poems and explore the poet's motivation. Pupils will think hard about how texts link to their social and historical context.	Creating independence: This is the first whole GCSE text pupils will study. Pupils will consider social class, politics and the writer's intentions. They will also look at capitalism and socialism and think hard about political ideologies.
<b>Developing Character</b>	Mindfulness: Pupils will consider situations and ideas outside of themselves and their local community. This book is based on 'The Black lives matter' campaign.	Grit: Pupils will grapple with a range of challenging texts that are both pre and post 1914.	Self-assurance: Pupils will read a text that is very challenging and will allow them to explore their feelings on current topics.	Curiosity: Pupils will be very creative and explore their own ideas about creativity.	Self-control: Pupils will understand and explore a range of experiences in a range of texts.	Kindness: Pupils will consider their own place in society and consider social responsibility.
<b>Understanding Diversity</b>	Respecting human rights: Pupils will consider situations and ideas outside of themselves and their local community. This book is based on 'The Black lives matter' campaign.	Acquiring cultural capital: Pupils will read texts from a range of authors including authors who have faced discrimination.	Understanding democracy: Pupils will read a text from 3 different perspectives and understand and explore politics and leadership.	No limits to your destination: Pupils will be given a range of stimulus and encouraged to write from a range of viewpoints. They will work on finding their own style and voice and be able to express themselves confidently.	Understanding mental and physical diversity: Pupils will examine the social and historical context of Power and conflict poetry looking at recent and past conflicts and aspects of history they might not cover elsewhere: Caribbean history for example.	Understanding environmental diversity: Pupils will explore Priestley's motivations and look at why he wrote this text. They will look at the characters and plot only and use this as a basis for some speaking and listening.
<b>Literacy Reading, Oracy</b>	Reading a challenging text from start to finish. Reading non-fiction texts which link to the topic. Spelling of Key words and ability to use keywords in their own writing. Understanding of colloquial language. Writing and presenting vlogs and blogs and social media posts from different characters points of view reflecting characters voices and experiences.	Reading a range of texts from a diverse authors to understand the experiences of others or to further their knowledge of themselves. Reading different text types. Writing and producing a documentary about a topical global and local events making links to resources studied.	Reading a challenging text from start to finish with multiple and converging narratives. Learning a few words from Spanish to supplement the understanding of the novel. Produce an informative and persuasive leaflet for a charity to encourage awareness and support for refugees	Developing vocabulary choices when writing and reading from a wide range of texts which will be used as inspiration, both fiction and non fiction. Using and understanding the effect of range of punctuation marks. Create their audiobook and share via the google classroom.	Reading: A wide range of texts to include poetry and non-fiction texts that relate and link. Making links between non-fiction texts and poetry. Learning jargon and technical language which they can use later on in school and in life. Opportunities for creative writing skills. Practising performance poetry and the spoken word using their own writing and other published works.	Reading play script confidently and clearly using intonation and tone of voice. Oracy: Building confidence when reading aloud taking on characteristics and making inferences from what has been written about character. Develop emotional intelligence by researching current mental health articles and research.
<b>Gatsby, Careers</b>	Establishing empathetic skills for those with a different life experience to oneself. Spelling of Key words and ability to use keywords in their own writing.	Develop emotional literacy skills to express one's emotions and experiences and to understand those of others. .	Developing memory skills while reading challenging texts and inferring, deducing and predicting based on learnt knowledge Pupils will consider the experiences of others and make connections to their own experiences.	Confidence will be gained with regards to writing skills which can be used when applying to jobs/university and writing personal statements. Opportunities for self expression through creative writing and developing skills for communication.	Developing knowledge of world history and how it can apply to the modern world. Using the experiences of others to inspire and to understand one's own experiences.	Speaking and listening skills will be improved by means of reading the play aloud. Gaining a knowledge of capitalist and socialist societies. Exploring suicide prevention, consent, unplanned pregnancy, addiction and relationships
<b>Mental and Physical Well-being</b>	Dealing with and experiencing trauma. Developing emotional literacy	Understanding different life experiences and how to discuss them with other people.	History - Cuban revolution, Holocaust, Syrian crisis Spanish - language and cultural links SMSC Pupils will read a novel that explores three different cultural and religious perspectives and examine those through the eyes of a teenager. RSHE Pupils will look at the importance of family and older generations and links within families.	SMSC pupils will be given a range of stimuli to help them develop their own creativity. These will include a range of cultures and moral standpoints. RSHE Pupils will explore the mindfulness and cathartic nature of creative writing.	History - Variety of topics. SMSC Pupils will look at a range of texts that cover issues such as war and power in society. They will also look at how literature presents religion and discrimination. RSHE Pupils will look at a range of relationships including romantic ones and friendships.	SMSC Pupils will look at the issues in An Inspector Calls and look at the morals of the characters and society in 1912. The will consider the Inspector's role and the message about being part of a community. RSHE Pupils will examine ideas around consent and safe relationships.
<b>Cross-Curricular Links</b>	History - lives of Black people through history. SMSC Pupils will look at links and similarities between how America is presented in the novel and our society. They will have the opportunity to discuss difficult topics such as racism. RSHE Pupils will look at healthy relationships and consent.	History - variety of topics. SMSC Pupils will examine a range of fiction and non fiction texts that allow them to consider their own behaviour and morals. Pupils will examine online bullying and its effects and look at how the internet can perpetuate a culture. RSHE Pupils will look at a range of issues surrounding mental health to include relationships with others and themselves. We look at issues affecting all genders.				
<b>Extra-Curricular Links</b>				Creative writing trip to Old Portsmouth and The Dockyard/ Spice Island.		

	<p>1) Understanding the plot, characters and themes of a modern novel- The Hate You Give 2) Understand prejudice and stereotypes and make links to how they are explored in the novel. 3) Understand the social and historical context of the novel and make links to characters, themes and events. 4) Make links to non-fiction texts that have the same themes and verbalise their own thoughts and experiences about themes in the novel. 5) Write a close analysis of language and make links to social and historical context and other similar texts.</p>	<p>1) Read and understand the ideas in a range of fiction and non-fiction texts. 2) Draw comparisons about how an issue is presented across different genres and writing types. 3) Make links to their own experiences and verbalise their thoughts about a range of issues that affect them such as bullying and trolling on social media and how the LGBTQ+ community are represented. 4) Understand and identify a range of persuasive devices and comment on the impact of these. 5) Apply a range of persuasive devices in their written and spoken work to culminate in writing a speech.</p>	<p>1) Read and understand the plot, characters and themes of a multi-narrative novel. 2) Understand and make links to relevant social and historical context including the history of Cuba, Germany during WW2 and the Syrian conflict in 2015. 3) Understand the structure of a multi-narrative novel including how narrative hooks and withholding information are used in the text. 4) Write formally about a text by completing a close analysis of language and making links to structure and context. 5) Make links between the themes in the story and their own experiences/ others' experiences including modern and current conflicts.</p>	<p>1) Read and understand how a writer crafts a fiction text. 2) Understand how a writer creates and develops characters. 3) Understand how to craft a range of techniques such as narrative hooks, cyclical structure, multi-narratives and a wide range of appropriate vocabulary. 4) Understand how to write creatively and at length to produce a longer piece that is cohesive and controlled.</p>	<p>1) Read and understand a range of texts inspired and linked to the Power and Conflict GCSE poetry. 2) Understand the context of each text and draw comparisons. 3) Understand the conventions of and differences between forms and genres. 4) Learn how to annotate in detail applying a range of poetic and language terms effectively.</p>	<p>1) Understand the plot, characters and themes of An Inspector Calls. 2) Understand and make links to the social and historical context of 1912-1945. 3) Understand what a writer makes specific choices about a text including setting and structure. 4) Understand how stage directions create atmosphere and influence the audience's view about the characters. 5) Express their own opinions about the issues raised in the text verbally (Through debate drama and presentations) and in formal written ways.</p>
<b>Precise Learning Endpoints</b>						
<b>Subject (change to your subject)</b>	Autumn Term		Spring term		Summer term	
<b>Year 10</b>	1		3		5	
<b>Topic Summary</b>	Romeo and Juliet	A Christmas Carol	Understanding creativity	Power and conflict Poetry	Expressing opinions	An Inspector Calls
<b>Thinking Hard</b>	Acquiring knowledge: Pupils will explore Elizabethan culture and male and female roles within this culture alongside language analysis. They will think hard about the differences between the Elizabethan era and now.	Mastery of learning: Pupils will explore the Victorian poor and how Dickens shaped Christmas as it is today. They will look at how characters change and how people thought at the time. They will think hard about the poverty cycle.	Being creative: Pupils will read and respond to a range of texts including creative writing. They will think hard about how a text is supposed to influence the reader.	Creating independence: Pupils will study a range of poetry from different eras and consider different interpretations alongside thinking hard about the links between the poems.	Not fearing failure: Pupils will read and respond to a range of texts including writing and a pre-1914 text. Pupils will think hard about unfamiliar grammatical structures and language.	Creating Ambition: Pupils will learn key quotations, revise the history of the text and start to explore exam style questions. Pupils will think hard and evaluate the concept of blame and guilt.
<b>Developing Character</b>	Self-assurance: Pupils will be required to act, read aloud and debate key issues in the text.	Kindness: Pupils will consider their environment and poverty in current society whilst looking at what has changed.	Grit: Pupils will need to develop reading skills to tackle a range of texts alongside tackling new vocabulary.	Mindfulness: Pupils will address and respond to a range of texts about other people's experiences and consider how they are affected.	Curiosity: Pupils will need to develop reading skills to tackle a range of texts alongside tackling new vocabulary.	Self-control: Pupils will be required to read aloud, debate and act.
<b>Understanding Diversity</b>	Acquiring cultural capital: Pupils will consider a society entirely different from what they know. They will consider parent/child relationships, love, religion and male/female relationships.	Awareness of where you live: Pupils will understand how Dickens was a social activist for the poor. Pupils will consider the struggles of poverty.	No limits to your destination: Pupils will read a range of texts about a range of people and from a variety of different backgrounds. Opportunities will be given to discuss the themes/ideas within extracts.	Understanding democracy: Using the limited poems provided by the exam board, students will be given the opportunity to springboard from these poems to debate and explore different cultures and perspectives that are more diverse.	Being a world citizen: Pupils will read a range of non-fiction extracts from diverse backgrounds including race, sexuality, abilities and background.	Understanding environmental diversity: Pupils will consider society from 1914- 1950s and look at politics and ideologies. Focus will be on gender diversity and the struggles of poverty/diversity between backgrounds.
<b>Literacy Reading, Oracy</b>	Reading a challenging text from start to finish. Reading non-fiction texts which link to the topic and allow pupils to explore the hinterland of the subject. Students will write an informative piece about Elizabethan England from research. They will write as Historians and deliver the information allowed to learn from each other.	Reading new and challenging vocabulary, structure, reading out loud. Reading a whole text and a range of non-fiction texts based around the subject. Students will write a short speech about poverty and how it affects society and deliver this for their speaking listening.	Reading a range of fiction texts beyond the length of an exam extract to consider how themes, characters and the plot is developed in a short story. Writing Applying a range of new and ambitious vocabulary to a range of descriptive and narratives forms of writing.	Reading a range of poems from a diverse authors to understand the experiences of others or to further their knowledge of themselves. Students will write a poem about a current theme in society.	Reading extracts focusing on structure and language used. Writing tasks will focus on spelling and grammar. Pupils will be expected to express their opinion both written and verbally. Focus on the structure of a variety of non-fiction texts when writing. Speaking and listening- Pupils will debate a range of issues that will help them structure an argument.	Reading- Pupils will have opportunities to read aloud and participate in reading a play to the class. Speaking and listening Pupils will read aloud and act out parts of the play. Script writing- students have to write an extra scene for An Inspector Calls that reflects modern day society- an example might be writing from the point of Sheila's child.
<b>Gatsby, Careers</b>	Understanding the arts industry.	Develop emotional literacy skills to express one's emotions and experiences and to understand those of others. Developing speaking and listening skills when discussing difficult topics.	Creative writer. Reading and writing skills: inference and speaking and listening	Pupils will gain an understanding into what life might be like in the armed forces.	Politician, journalist, Develop emotional literacy skills to express one's emotions and experiences and to understand those of others. Developing speaking and listening skills when discussing difficult topics.	Social responsibility, capitalism vs socialism
<b>Mental and Physical Well-being</b>	Mental health, suicide prevention and awareness. The power of love. Toxic relationships, toxic masculinity	Poverty in the community, mankind's responsibility to look after each other, relationships	Mindfulness and creativity.	Emotional literacy, mindfulness, PTSD, Trauma	Growing self assurance	Suicide prevention, consent, unplanned pregnancy, addiction, relationships
<b>Cross-Curricular Links</b>	History - The Elizabethan Era, Drama <b>SMSC</b> Pupils will look at the cultural practices of the Elizabethan era with a focus on the changing religious landscape alongside the presentation of Christianity in Romeo and Juliet. The will consider Romeo and Juliet's actions from a moral standpoint. <b>RSHE</b> Pupils will examine the relationship between Romeo and explore ideas are impulsive behaviour.	History - The Victorian Era, Drama. <b>SMSC</b> Pupils will look at the different moral views presented in A Christmas Carol and explore the concepts of charity and redemption. <b>RSHE</b> Pupils will think about the importance of family relationships and friendships.	Art - Describing works of art. <b>SMSC</b> Pupils will read a range of fiction texts that explore a range of cultures and moral issues. <b>RSHE</b> Pupils will have the opportunity to be creative and understand the cathartic nature of being creative.	History- The Renaissance, Crimean War, The French Revolution, Ancient Egypt, Romanticism, WW2, The Troubles Northern Ireland, Armistice Day, Black History, Kamikaze Pilots. <b>SMSC</b> The Power and Conflict poems cover a wide range of topics, cultures and moral issues. Pupils will have the opportunity to discuss these. <b>RSHE</b> The poems cover topics such as: mental health, family relationships and romantic relationships and pupils will have the opportunity to express their own opinions about this.	Ethics and Philosophy. <b>SMSC</b> Pupils will read a range of non-fiction texts that explore a range of cultures and moral issues. <b>RSHE</b> Pupils will have the opportunity to be express their own opinions in a formal written way and understand how to build a useful and formal argument.	Drama - playscripts, History - The Edwardian Era. <b>SMSC</b> Pupils will look at the social, cultural and moral changes that occurred between 1912 and 1945. <b>RSHE</b> Pupils will consider issues around consent and how poverty affects people.

<p><b>Extra-Curricular Links</b></p> <p>1) Understand the plot, themes, conventions and characters in a Shakespearean play: Romeo and Juliet. 2) Understand the social and historical context of the Elizabethan era, to include, but not be limited to: the issues surrounding a patriarchal society, changing Britain and the features of Elizabethan rule and Shakespeare's' own life and motivations. 3) To make links between texts, contexts and previous learning including other works by Shakespeare and non-fiction texts. 4) Write a close analysis of language and make clear links to themes, structure, characters, conventions and context. 5) Understand how to craft a formal GCSE response and the steps needed to be able to write a successful response. 6) Apply a range of revision strategies to ensure key information including quotations is committed to memory.</p>	<p>Poetry live.</p> <p>1) Understand the plot, themes and characters in a pre-1914 novel: A Christmas Carol. 2) Understand the social and historical context of the Victorian era, to include, but not be limited to: the issues surrounding poverty, industrial Britain and Dickens' own life and motivations. 3) To make links between texts, contexts and previous learning including other works by Dickens and non-fiction texts. 4) Write a close analysis of language and make clear links to themes, characters and context. 5) Understand how to craft a formal GCSE response and the steps needed to be able to write a successful response. 6) Apply a range of revision strategies to ensure key information including quotations is committed to memory.</p>	<p>Globe theatre workshop</p> <p>1) To read and understand the ideas, themes and plot of a range of non-fiction texts to include texts that are longer than the required GCSE extract. 2) To write a detailed language analysis applying key terminology such as word class and language devices to include understanding how to evaluate. 3) Analyse the structure of a text and explore why the writer chose this structure. 4) Understand how to craft a description by applying a wide range of appropriate vocabulary, sentence forms and structural choices. 5) Apply a range of revision strategies to include the 'formulas' we use to tackle GCSE exam questions alongside committing newly learned terminology and vocabulary to memory.</p>	<p>1) Read and understand the perspectives in a range (pre-1914 and modern) of conflict poetry. 2) To understand the social and historical context of each poem 3) Understand and apply a detailed annotation to include one word analysis and social and historical links. 4) Draw links and comparisons between poems and comment on the similarities and differences. 5) Understand what GCSE poetry response looks like and apply this to their own writing. 6) Apply strategies for annotating poetry to unseen texts. 7) Apply a range of revision strategies to ensure key information including quotations is committed to memory.</p>	<p>1) To read and understand the ideas, perspectives, themes and plot of a range of non-fiction texts to include texts that are longer than the required GCSE extract. 2) To write a detailed language analysis applying key terminology such as word class and language devices. 3) Compare writer's perspectives. 4) Understand how to craft an argument (verbally and written) by applying a wide range of appropriate vocabulary, sentence forms and structural choices. 5) Apply a range of revision strategies to include the 'formulas' we use to tackle GCSE exam questions alongside committing newly learned terminology and vocabulary to memory.</p>	<p>1) To revise and recall the plot, themes and characters of An Inspector Calls from year nine. 2) An in depth exploration of Britain from 1900- 1945 to include WW1, WW2 and the class system. 3) Apply ideas about Priestley's life and motivations to the theme of the play. 4) The structure of the play as an allegory. 5) To craft a GCSE response to include making explicit links between context and the plot, characters and themes. 6) Apply a range of revision strategies to ensure key information including quotations is committed to memory.</p>
<p><b>Precise Learning Endpoints</b></p>					
<p><b>Subject (change to your subject)</b></p>	<p>Autumn Term</p>		<p>Spring term</p>		<p>Summer term</p>
<p><b>Year 11</b></p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p><b>Topic Summary</b></p>	<p>Exploring non-fiction and expressing yourself.</p>	<p>Exploring creativity and expressing yourself.</p>	<p>An Inspector Calls/ Power and conflict poetry Literature paper 2</p>	<p>Romeo and Juliet</p>	<p>Language revision</p>
<p><b>Thinking Hard</b></p>	<p>Creating ambition: Pupils will tackle a range of exam style questions whilst looking at bigger concepts. They will read a wide range of challenging non-fiction texts from across a range of time periods, authors and cultural backgrounds. Pupils will think hard by comparing views and perspectives and selecting evidence to support their ideas.</p>	<p>Pupils will grapple with a range of challenging texts that include challenging structures and tier three vocabulary. Not fearing failure: Pupils will tackle exam style questions about a range of fiction and non-fiction texts. Pupils will think hard about language and structure and evaluate a text against a range of critical opinions.</p>	<p>Creating ambition: Pupils will think hard about how they can formulate a line of argument about a text and support their ideas with a range of concepts and evidence..</p>	<p>Creating independence: Pupils will think hard about how texts change to suit the social and historical context. They will also think hard about how ideas from the past have impacted on the present.</p>	<p>Pupils will think hard about language, structure and themes regarding a wide range of non-fiction and fiction texts. They will make links, compare perspectives and apply their understanding to a range of their own writing.</p>
<p><b>Developing Character</b></p>	<p>Optimism: Pupils will practise stamina for writing and apply their knowledge and revision whilst comparing and exploring challenging texts.</p>	<p>Grit: Pupils will practise stamina for writing and apply their knowledge and revision.</p>	<p>Optimism: Pupils will practise stamina for writing and apply their knowledge and revision whilst comparing and exploring challenging texts.</p>	<p>Self-assurance: Pupils will practise stamina for writing and apply their knowledge and revision whilst considering bigger concepts.</p>	<p>Grit: Pupils will practise stamina for writing and apply their knowledge and revision. Pupils will also read a range of texts with unfamiliar experiences and discuss those experiences.</p>
<p><b>Understanding Diversity</b></p>	<p>Respecting human rights: Pupils will develop and link concepts such as issues facing minorities to an examination answer and explore their own responses. They will have to develop their skills in comparing and summarising the perspectives of other groups. They will also learn to target their own writing to appeal to a wide range of people and communities.</p>	<p>The fiction extracts will cover a range of topics, relationships and be from a range of cultures. This may include perspectives from women, ethnic minorities, LGBTQ+people, neurodiverse people and people who aren't able bodied.</p>	<p>Respecting human rights: Students will read a range of poetry from the Power and Conflict cluster from AQA which offers a range of perspectives about conflict. We use this anthology as a springboard to learn about more diverse perspectives which link to these poems. More diverse perspectives are introduced through the unseen poetry studied which allows more discretion from the teacher to pick a wide variety of groups.</p>	<p>Being a world citizen: Students will read a range of varied fiction texts including a play which involve the experiences of many societies and cultures from the 1500s to the Victorian era. They will also develop skills of empathy for other people. They will explore how society was and has changed with regards to class, wealth, treatment of women and children, race, sexuality and religion. They will reflect on how their perspective as a modern audience/reader differs from that of the time period in which the text was originally written.</p>	<p>Pupils will be exposed to some new texts which are longer than the exam extract length therefore allowing them to develop their thinking skills around a range of issues to include diversity and stereotyping.</p>

Literacy, Reading, Oracy	<p><b>READING</b> Pupils will read a wide range of texts that they might never have come across before. It includes non-fiction, speeches and articles. <b>WRITING</b> They will work closely with the text to understand the vocabulary, make inferences and consider how writers use different techniques to convey their point. They will also learn how to structure a longer academic essay and write about a text using evidence. <b>ORACY</b> Pupils will prepare a 5 minute long presentation on a topic of their choice. They will also give long answers verbally during lessons.</p>	<p><b>READING</b> Pupils will read a wide range of texts from different time periods. that they might never have come across before. It includes fiction openings and extracts. <b>WRITING</b> They will work closely with the text to understand the vocabulary, make inferences and consider structure. They will also learn how to structure a longer academic essay and write about a text using evidence.</p>	<p><b>READING AND ORACY</b> Pupils will get the opportunity to read aloud a modern play alongside and consider how it would be performed on stage.. They will also read a range of poetry, make inferences and analyse language. <b>WRITING</b> Pupils will learn how to write an academic essay and practise using a range of sentence structures. They will develop their use of structures to develop an examination ready answer.</p>	<p><b>READING AND ORACY</b> Pupils will get the opportunity to read aloud a novella and act parts of a play alongside grappling with complex and archaic language from the past, language and structural patterns, word classes and various language devices and labelling such subject terminology. <b>WRITING</b> Pupils will learn how to write an academic essay and practise using a range of sentence structures. They will develop their use of structures to develop an examination ready answer.</p>	<p>Pupils will <b>read</b> fiction and non-fiction texts that require them to infer and deduce. They will also be required to select precise evidence.Pupils will also use a range of <b>writing</b> frames to structure answers and understand how to write for different purposes.</p>	
Gatsby, Careers	<p>Pupils will practise reading skills such as inference and key writing skills such as crafting vocabulary for effect. The will work on being effective communicators</p>	<p>Pupils will practise reading skills such as inference and key writing skills such as crafting vocabulary for effect. The will work on being effective communicators</p>	<p>Pupils will practise reading skills such as inference and key writing skills such as crafting vocabulary for effect. The will work on being effective communicators</p>	<p>Pupils will practise reading skills such as inference and key writing skills such as crafting vocabulary for effect. The will work on being effective communicators</p>		
Mental and Physical Well-being	<p>Pupils will be given an opportunity to express their ideas and thoughts about a range of subjects alongside deciding on their own topic for their presentation.</p>	<p>Pupils will learn about how mindful reading can be. They will also be shown a range of texts that deal with issues they may identify with therefore giving them a safe space to talk about this.</p>	<p>These texts deal with a range of issues such as poverty, mental health, relationships and friendship. Pupils will have opportunities to explore these issues.</p>	<p>These texts deal with a range of issues such as poverty, mental health, relationships and friendship. Pupils will have opportunities to explore these issues.</p>	<p>Pupils will be taught revision skills and how to organise revision alongside working out what to revise when. Texts will deal with a range of issues and come from a range of sources allowing pupils time to identify and discuss.</p>	
Cross-Curricular Links	<p>There is an opportunity for pupils to read texts about other curriculum aspects such as sport. We are going to look at how sport has changed from the Victorian times to modern day. <b>SMSC</b> Pupils will read a range of texts that will cover different cultural aspects. <b>RSHE</b> Pupils will examine a range of relationships in texts and consider their own friendships.</p>	<p>There is an opportunity for pupils to read texts about other curriculum aspects such as sport, E&amp;P and History etc.<b>SMSC</b> Pupils will read a range of texts that will cover different cultural aspects. <b>RSHE</b> Pupils will examine a range of relationships in texts AND consider their own family relationships. Pupils will also read texts about staying safe when out with friends.</p>	<p>Links to a range of periods in history: 1912-1945 and the poetry links to many aspects of history. One poem links to Art and we can explore the artistic concepts in the poem. <b>SMSC</b> Pupils will cover issues that explore making the right decisions with regards to moral choices and the law. <b>RSHE</b> Pupils will examine a range of relationships in texts and discuss issues such as consent and healthy relationships.</p>	<p>Elizabethan era and the Victorian era- links with History <b>SMSC</b> Pupils will read a range of texts that will examine the changes in organised religion over time and consider the presentation in different texts. <b>RSHE</b> Pupils will look at decision making within romantic relationships and explore the consequences of those decisions.</p>	<p><b>SMSC &amp; RSHE</b> Pupils will develop their writing skills and have opportunities to write about their own life experiences..</p>	
Extra-Curricular Links			<p>There may be an opportunity to see the play either in the theatre or through a live broadcast. Pupils will also be offered to see poetry live.</p>	<p>There may be an opportunity to see the play either in the theatre or through the RSC live broadcast./ The globe</p>		
Precise Learning Endpoints	<p>1) Read and understand the issues, views and perspectives in a range of non-fiction texts. 2) Write a close analysis of language and make links to writer's intent. 3) Compare ideas and viewpoints in a range of non-fiction texts to span pre-1914 to modern texts. 4) Apply a range of ambitious vocabulary, well chosen persuasive devices and accurate spelling, punctuation and grammar to a piece of nonfiction writing.</p>	<p>1) Read and understand the characters, themes and structure of a range of fiction texts. 2) Write a close analysis of language and make links to writer's intent. 3) Write a close analysis of structural choices including narrative and sentence structures. 4) Evaluate a text by selecting clear and precise evidence and making links to writer's intent. 5) Apply a range of ambitious vocabulary, narrative structures, sentence structures and accurate spelling, punctuation and grammar to a piece of creative writing.</p>	<p>1) To revise key themes and characters in An Inspector Calls 2) To revise key themes and links with regards to the Power and Conflict poetry. 3) To revise, expand and memorise a range of quotations from all texts to include a close analysis of language. 4) To practise a range of exam strategies to include highlighting and annotating alongside planning longer essays. 4) To revise and close gaps in knowledge with regards to the social and historical context of all texts. 5) To apply the skills used in the Power and Conflict poetry to a range of unseen poems. 6) To draw apt comparisons between texts.</p>	<p>1) To revise key themes and characters in Romeo and Juliet and A Christmas Carol. 2) To revise, expand and memorise a range of quotations from both texts to include a close analysis of language. 3) To practise a range of exam strategies to include highlighting and annotating alongside planning longer essays. 4) To revise and close gaps in knowledge with regards to the social and historical context of Romeo and Juliet and A Christmas Carol.</p>	<p>1) To apply a range of exam strategies including question formulas to unseen exam questions. 2) To practise and apply a range of taught revision strategies. 3) To reflect on written answers and make improvements.</p>	