

7	Half term 1 Heroes and Villains	Half term 2 "Oliver Twist"	Half term 3 Shakespeare "The Tempest"	Half term 4 Pirates	Half term 5 War & Conflict poetry (AQA anthology pre-2015)	Half term 6 Media and advertising: Festivals, Fairs and Theme parks
Overview of the Unit:	<p>In this unit students will explore the concepts of "Heroes and Villains," through a range of fiction and non-fiction texts. Students must access a range of texts including Pre-1914 prose, post-1914 prose, a Shakespeare text and a range of poetry. Students should complete a range of extended reading and writing texts.</p>	<p>In this unit, students will study the classic tale of 'Oliver Twist.' They will access a range of comparison extracts, looking at style of character, setting and atmosphere and how the writer creates dramatic effect. Students will explore a range of material to support their interpretations. This will include exploration of the stages of Oliver Twist's growth and the contrast to how he is presented later in the text.</p> <p>Opportunities for speaking and listening activities will be connected to key tasks and allow the students to explore the attitudes and feelings of both the main and supporting characters.</p>	<p>In this unit, students will focus on language and structure whilst exploring themes of love, magic, empathy and forgiveness, freedom and betrayal. They will explore Shakespeare's use of metaphors and imagery, rhythm and rhyme whilst following the pattern of comedy in the play. Extended tasks will be differentiated in order to challenge students and will include at least two reading and writing tasks.</p>	<p>In this unit, students will study the theme of "Pirates" They will be explore a range of pre and post-1914 texts with themes surrounding "Pirates" and islands as well as considering how the themes can be transferred to the television and on the cinema screen. Students will be able to make comparisons between different representations of characters and will be able to compare how characters develop across a text. Students will have the opportunity to write in role where possible as well as being able to imaginatively explore the use of language and structure in a range of fiction and non-fiction texts.</p>	<p>In this unit, students will study conflict poetry from AQA Moon on the Tides. This will involve looking at all the technical aspects of poetry as well as the themes of conflict and power. Students will get to study different kinds of conflicts experienced by and sometimes caused by human beings. They will also get to look at different conflicts within and between countries such as Ciaran Carson's 'Belfast Confetti' or Wilfred Owen's 'Futility'. Others in this cluster concentrate on the effects of conflict on the individual or society in general, or, as in Armitage's 'Out of the Blue', use images of war to explore feelings of conflict in a wider sense.</p>	<p>In this unit, students will study a range of fiction and non-fiction texts. This will involve looking at still and moving image texts and commenting on the use of presentational and media techniques that have been used. Students will get to study different kinds of texts such as websites, posters, television adverts, as well as magazine articles and reviews. Students will have the opportunity to write descriptively and creatively as well as developing their persuasive skills.</p>
	Assessment objectives covered	<p><i>AOs to cover:</i> Language: AO2/AO3/AO4 Lit: AO1/AO2/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO1/ AO2 Literature AO3/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO2/AO4 Literature: AO2/AO3/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO1/ AO2 Lit: AO1/AO2/AO3/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO2/ AO3 Literature: AO2/AO3/ AO4 SPAG: AO5/AO6</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key tasks: Reading</p>	<p>How does the writer’s use of language present <i>character X</i> as a hero/villain? (Lang: A02) LIT (AO1/AO2)</p> <p>Compare how the writers present two characters similarly/differently (AO3)</p> <p>To what extent do you agree that X is a villain? (AO4)</p>	<p>Summarise how the character of Oliver is presented at two contrasting times in the novel. (Lang: A01)</p> <p>How does the writer’s use of language present the themes of hardship and destruction? (Lang: A02) (Lit AO3)</p>	<p>How does the writer’s use of structure help to present a key theme/character in <i>The Tempest</i>? (Lang: A02)</p> <p>To what extent do you agree that Prospero is a sympathetic character? (Lang: A04) (Lit: AO2/ AO3)</p>	<p>Write a summary of a chapter from <i>Treasure Island</i>. (Language AO1) (Lit: AO1/ AO2/AO3)</p> <p>How does the writer’s use of language present character X from a text you have studied? (AO2)</p>	<p>Compare how the theme of conflict is presented in poem X and another poem of your choice. (Lit AO2/ AO3) (Lang AO2/ AO3)</p> <p>Analyse how language and structure are used to show conflict in an “unseen” conflict poem. (Lit AO2/ AO3) (Lang AO2/ AO3)</p>	<p>Using “Greenwich Fair: Where Dickens let his hair down” How does Dickens use language to make you, the reader, feel part of the fair? (Lang: A02)</p> <p>A student having read “Are we having fun yet? (By Elizabeth Day) said: “I don’t think Elizabeth will ever go to a festival again; she hated it!” To what extent do you agree? (Lang: AO4)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key tasks: Writing</p>	<p>Write a letter to persuade an interview panel that you should be the next superhero (AO5/AO6)</p> <p>Write to advise a hero about how they should behave in order to defeat a villain (AO5/AO6)</p>	<p>Write a descriptive piece of writing based on the phrase: “Please, Sir, can I have some more?” (AO5/AO6)</p> <p>(Using a relevant picture) Write a description suggested by this picture (AO5/AO6)</p>	<p>Write a letter in role as a character from the <i>Tempest</i>. (AO5/AO6)</p> <p>Describe an occasion when you felt unsure of challenged. Focus on the thoughts and feelings you had at that time. (AO5/AO6)</p>	<p>Write the opening part of a story about a place that is severely affected by pirates (AO5/AO6)</p> <p>(Using a relevant picture) write a description suggested by this picture (AO5/AO6)</p>	<p>“Conflict is caused by people being greedy; without people, conflict would not occur.” Write an article for a newspaper presenting your own point of view. (AO5/AO6)</p> <p>Write a descriptive piece of writing based on the theme of conflict (AO5/AO6)</p>	<p>Write a letter to persuade Alton Towers that you should be their next rollercoaster tester (AO5/AO6)</p> <p>“Going to theme parks is a waste of money; families should be visiting cultural exhibits rather than wasting their time/money.” Argue for or against this statement. (AO5/AO6)</p>

8	Half term 1: Contemporary novel	Half term 2: Love & relationships poetry	Half term 3: Survivors	Half term 4: “The Sign of Four” and Detectives	Half term 5: “Romeo and Juliet”	Half term 6: Dystopian Fiction
Overview of the Unit:	In this unit, students will study a modern novel with themes of class, culture and social expectations. They will be able to make comparisons between characters and analyse the writer’s desired effect. Students will also have the opportunity to write in role where possible as well as being able to imaginatively explore the use of language and structure. A comparison between other modern day texts – suggestions for possible comparison texts are listed below.	In this unit, students will analyse the theme of love across a range of material. Students will access a collection of poetry and be given the opportunity to write to describe and advise. Presentation of language in poetry (both pre 1914 and post 1914) and other texts will be expected as well as viewing how the idea of love is portrayed in the media. Students will explore a range of material to support their interpretations. Opportunities for speaking and listening activities are connected to key tasks and debates as to how love is presented in a diverse collection of texts should be encouraged.	In this unit, students will study the theme of “Survivors” and travel. They will explore a range of pre and post-1914 texts with themes surrounding “Survivors”, travel writing and islands. Students will be able to make comparisons between different representations of different places and will be taught comparison skills. Students should have the opportunity to write in role where possible as well as being able to imaginatively explore the use of language and structure in a range of fiction and non-fiction texts. Students will be fully prepared for the new KS4 examination which will include tasks such as “To what extent do you agree...” and “Analyse how language and structure are used...” “Summarise...” according to the new assessment objectives at KS4.	In this unit, students will study the theme of “Detectives.” They will explore a range of pre and post-1914 prose with crime/detective themes as well as considering the role of detectives on television and on the cinema screen. Students will be able to make comparisons between different representations of the same character and analyse them in detail. Students will have the opportunity to write in role where possible as well as being able to imaginatively explore the use of language and structure in a range of fiction and non-fiction texts.	In this unit, students will look at attitudes of love for their key assessment. They will also focus on how Shakespeare uses language and structure to present the character of Juliet. Students will consider a range of themes such as power / conflict and love / hate and how the writer achieves a specific effect across the whole text. Students will have a confident grasp of language and structure by the end of the unit and will also be able to consider the social and historical context – commenting on the specific effect on a modern and Elizabethan audience / reader.	“Dystopia is defined as a society characterised by a focus on mass poverty, squalor, suffering, or oppression, that society has most often brought upon itself.” In this unit students will explore what the terms “Utopia” and “Dystopia” mean whilst examining a range of fiction and non-fiction texts. Students will be expected to explore the role of modern technology and culture on the way we live. Students will examine the theme of “Dystopia” through a wide range of fiction and non-fiction texts as well as moving image texts.
	Assessment objectives covered	AOs to cover: Language: AO1/AO2/AO4 Literature AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	AOs to cover: Language: AO2/AO3/AO4 English Literature AO1/AO2/AO3/AO4 SPAG: AO5/AO6	AOs to cover: Language: AO1/AO2/AO3 Literature AO1/ AO2 SPAG: AO5/AO6	AOs to cover: Language: AO1/ AO2 English Literature AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6	AOs to cover: English Language: AO2/ AO3 English Literature AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6

<p style="text-align: center;">Key tasks: Reading</p>	<p>Read the following extract from the text you have studied. At this point in the novel.... Starting with this extract explore how the theme of X is presented. (English Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2)</p> <p>To what extent do you agree that the theme/ character in novel X is a hero/villain/bad example (etc.) Customise “to what extent” question to suit the novel you are studying. (English Language AO4) (English Literature : AO2/AO3)</p>	<p>Compare the ways poets present the themes of love and relationships in “Stop all the Clocks” and one other poem. (English Literature AO1/AO2/AO3/AO4) (Language AO2/AO3)</p> <p>“In the “Love and relationships” cluster of poems, love is presented as futile,” to what extent do you agree? Make sure that you refer to at least 2 poems in your answer. (English Language AO2/AO3/AO4) (English Literature: AO2/AO3)</p>	<p>Summarise the information you find out from some travel writing (English Language: AO1) (English Literature: AO1/ AO2)</p> <p>Analyse how language and structure are used to present journeys in a piece of travel writing (English Language: AO2) (English Literature AO1/ AO2)</p> <p>Compare how the writers have used language and structure to present two different places (or experiences of the same place) (English Language: AO2/AO3) (English Literature AO1/ AO2)</p>	<p>How does the writer use language and structure to present a detective that you have been studying? (English Language AO2) (English Literature: AO1/ AO2/ AO4)</p> <p>Read the following extract from “The Sign of Four,” At this point in the novel.... Starting with this extract explore how the theme of X is presented in the text. (English Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2)</p>	<p>Read the following extract from Act 3, Scene 2 of <i>Romeo and Juliet</i> and then answer the question that follows. At this point in the play Juliet is waiting for the Nurse to come back from meeting Romeo. Starting with this speech, explore how Shakespeare presents attitudes towards love in <i>Romeo and Juliet</i>. (English Literature AO1/ AO2/ AO3/ AO4) (English Language: AO2/ AO3)</p> <p>How does Shakespeare use language and structure to present the character of Juliet? (English Literature AO1/ AO2/ AO3/ AO4) (English Language: AO2/ AO3)</p>	<p>Focusing on “The Hunger Games” and “1984” to what extent do you agree that both writer’s present a bleak vision of a future worl without hope? (English language AO2/AO4) (English Literature: AO1/ AO2/ AO3/ AO4)</p> <p>How does the writer use language and structure to present the setting as a Dystopian world? (English Language: AO2) (English Literature: AO1/ AO2/ AO3/ AO4)</p>
<p style="text-align: center;">Key tasks: Writing</p>	<p>Write in role as a character from the novel that you have read. (English Language AO5/AO6)</p> <p>Write the opening of the sequel to the novel you have studied. (English Language AO5/AO6)</p>	<p>(Using a relevant picture) Write a description suggested by this picture (English Language AO5/AO6)</p> <p>Write a leaflet to advise someone how to get over being heart-broken (English Language AO5/AO6)</p>	<p>Write an application letter to be Bear Gryll’s new assistant. (English Language AO5/AO6)</p> <p>Describe an adventure that you have been on (English Language AO5/AO6)</p>	<p>(Using a relevant picture) Write a description suggested by this picture (English Language AO5/AO6)</p> <p>“Once a criminal, always a criminal.” Write to argue for or against this statment. (English Language AO5/AO6)</p>	<p>Describe an occasion when you had to make) a tough decision (English Language AO5/AO6)</p> <p>“There’s nothing we can learn from Shakespeare; it’s totally irrelevant now!” Write to argue for or against this statement. (English Language AO5/AO6)</p>	<p>Describe your nightmare world (English Language AO5/AO6)</p> <p>“A Dystopian world is an ordered world” write to argue for or against this statement (English Language AO5/AO6)</p>

9	Half term 1: Novel	Half term 2: “An Inspector Calls”	Half term 3: Monsters and Gothic Fiction	Half term 4: Power and conflict poetry	Half term 5: Writing skills	Half term 6: Shakespeare: Macbeth
Overview of the Unit:	<p>In this unit, students will study a KS4 novel and develop an analytical response to ideas and themes. They will be expected to explore the writer’s use of language in an exploratory way; paying close attention to the effect on the reader. Key tasks will need to be given sufficient time in order to allow the students to plan their ideas and make imaginative links across the complete text.</p>	<p>In this unit, students will study a range of writer’s techniques linked with personal and collective responsibility. They will firstly focus on the contextual understanding of the play – when the play is set and when it was written. Students will study a range of characters and the on-going presence of the Inspector. Stage directions will need to be analysed particularly at the beginning of the play and the significance of the detail Priestley gives the audience. Language, structure and context will be covered in a range of writing and reading assessment tasks.</p>	<p>In this unit, students will study the theme of “Monsters” and Gothic Fiction. They will be explore a range of pre and post-1914 texts with themes surrounding “Monsters.” Students will be able to make comparisons between different representations of monsters, or of characters across different points in a text. Students will have the opportunity to develop their writing skills through a range of tasks as well as being able to imaginatively explore the use of language and structure in a range of fiction and non-fiction texts. Students will be fully prepared for the new KS4 examination, including tasks such as “To what extent do you agree...” and “Analyse how language and structure are used...” “Summarise...” according to the new assessment objectives at KS4.</p>	<p>This unit allow students to access pre and post 1914 poetry. They will cover 15 poems exploring and identifying layers of meaning. Students will be taught to compare two poems comparing how language and structure are used to represent themes and ideas.</p>	<p>Students will become familiar with the key skills required for the writing sections of the GCSE examination for Paper 1 and Paper 2. They will refine skills in Reading and Writing from KS3. Students will be able to write to describe, narrate and argue. Although the focus will primarily be writing skills, students will also be able to analyse a range of texts commenting on how language and structure is used for effect.</p>	<p>This unit is ideally suited to allow students to access the plot and characters in Shakespeare’s Macbeth in preparation for detailed and analytical study in Year 10 and 11. By the end of this unit students will be familiar with key themes, ideas and characters in the play. They will have a secure understanding of the context and how this links with the play itself. Students will be encouraged to make links across the text (as this will form part of their assessment at KS4.) Students should continue to be taught how to use PEAZE to analyse language and structure in the play and how to explore layers of meaning within a text.</p>
Assessment objectives covered	<p><i>AOs to cover:</i> Language: AO1/ AO2 Lit: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO1/ AO2/ AO4 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO2/ AO4 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO2/ AO3 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO3/ AO2 SPAG: AO5/AO6</p>	<p><i>AOs to cover:</i> Language: AO2/ AO4 Literature: AO1/ AO2/ AO3/ AO4 SPAG: AO5/AO6</p>

<p style="text-align: center;">Key tasks: Reading</p>	<p>Read the following extract from the text you have studied. At this point in the novel.... Starting with this extract explore how the theme of X is presented. (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2)</p> <p>How does the author explore the ideas/ theme of X in the text you have studied? (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2)</p>	<p>How and why does Sheila change in “An Inspector Calls”? Write about: 1) how Sheila responds to her family and to the inspector. 2) How Priestley presents Sheila by the way he writes. (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2/ AO4)</p> <p>Starting with Act 1 (until the Inspector arrives)- Argue whether “An Inspector Calls” is a play about inequality. (Literature AO1/ AO2/ AO3/ AO4) (Language: AO1/ AO2/ AO4)</p>	<p>Read the following extract from Ch16 of <i>Frankenstein</i> and then answer the question that follows. In this extract the monster has just saved a young girl from drowning and then has been shot by the girl’s companion. “Frankenstein’s monster is a victim of society’s fear and prejudice” Starting with this extract, explore how far you agree with this statement. (Write about how Shelley presents the monster in this extract and text as a whole. (Literature AO1/ AO2/ AO3/ AO4) (Language: AO2/ AO4)</p> <p>How does the writer’s use of language and structure present a key theme/character in a text you have studied? (Language AO2) (Literature AO1/ AO2/ AO3/ AO4)</p>	<p>Compare the ways poets present the theme of power in “Ozymandias” and one other poem. (Literature AO1/ AO2/ AO3/ AO4) (Language AO2/ AO3)</p> <p>Analyse how the writer has used language and structure to present the theme of power/ control in an <u>unseen</u> poem. (Literature AO1/ AO2/ AO3/ AO4) (Language AO2)</p>	<p>How does the writer use structure in a non-fiction text you have read? (English Language AO2)</p> <p>How do the writers present similar themes/ideas in two texts you have studied? (English Language AO3)</p>	<p>How does Shakespeare use language to present Macbeth’s disturbed state of mind in Act II Scene I? (English Literature: AO1/ AO2/ AO3/ AO4) (English Language AO2)</p> <p>Macbeth is a play about power and greed, to what extent do you agree? (English Literature: AO1/ AO2/ AO3/ AO4) (English Language AO2/ AO4)</p>
<p style="text-align: center;">Key tasks: Writing</p>	<p>(Using a relevant picture) Write a description suggested by this picture (AO5/AO6)</p> <p>Write the opening of the sequel to the novel you have studied (AO5/AO6)</p>	<p>Write a descriptive piece of writing based on the phrase: “...if men will not learn their lesson, then they will be taught it in fire and blood and anguish.” (AO5/AO6)</p> <p>Write a persuasive speech (to a teenage audience) convincing them of their social responsibility. (AO5/AO6)</p>	<p>(Using a relevant picture) Write a description suggested by this picture (AO5/AO6)</p> <p>Monsters don’t exist in real life they’re only in stories and films” Write to argue for or against this statement. (AO5/AO6)</p>	<p>Write a letter in role as a character from a <i>Power and Conflict</i> poem (AO5/AO6) (Using a relevant picture) Write a description suggested by this picture (AO5/AO6)</p>	<p>“Violent films and video-games should be banned. They encourage bad behaviour and anti-social children.” Write a letter to your local newspaper in which you argue for or against this statement (AO5/AO6)</p> <p>Write a descriptive piece of writing based on the theme of holidays. (AO5/AO6)</p>	<p>(Using a relevant picture) Write a description suggested by this picture (AO5/AO6)</p> <p>Describe an occasion when you felt afraid or scared. Focus on the thoughts and feelings you had at that time. (AO5/AO6)</p>