

Students will study the play, DNA and explore and analyse dramatic techniques and language used by the writer.

Students will be assessed by responding to a question in the style of English Literature Paper 2. (AO1,2,3)

Students will explore a range of non-fiction texts and analyse how writer's use language and methods for particular effects. Students will also perform a presentation on a topic of their choice.

Students will be assessed by reading questions in the style of English Language Paper 2. (AO1, 2, 3, 4)

**YEAR 11**

**Diversity**

**Law**

Students will develop their skill of writing in the style of a range of non-fiction texts using rhetorical devices to express their view on topical and controversial issues.

Students will be assessed by a writing task in the style of English Language Paper 2. (AO5, 6)

Students will be assessed by reading questions in the style of English Language Paper 1. (AO1, 2, 4)

Students will explore a range of fictional extracts recognising conventions of genre and analysing the use of language and structural methods used by the writer.

Assessment Objectives:  
English Language:  
• AO1: Identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts  
AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  
• AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts  
• AO4: Evaluate texts critically and support this with appropriate textual references  
• AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  
• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment Objectives:  
English Literature:  
• AO1: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations.  
• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  
• AO3: Show understanding of the relationships between texts and the contexts in which they were written.  
• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Key	
	Learning and content overview
	Nature of assessment and objectives covered.
	Language focus
	Literature Focus
	Opportunities for speaking and listening
	Social, moral, cultural and spiritual values.

**Students will explore how texts can influence and shape our understanding of different societies and communities.**

Students will study an anthology of poems under relating to the theme of power and conflict. They will also explore a selection of unseen poetry.

Students will complete a comparative essay and a response to unseen poetry. (AO1, AO2, AO3,)

Students will evaluate how is the theme of resistance explored in *The Hate U Give?* (AO1, 2, 3)

Novel study: *The Hate U Give* Through a thematic study of *The Hate U Give*, learners will be able to produce extended writing based on the societal issues the book brings to prevalence. Learners will be able to develop a critical consciousness by learning about the Black Lives Matter movement, historical civil rights, and where this text engages with them.

Shakespeare's *Macbeth*. Students will explore dramatic methods and language used by Shakespeare in presenting character, theme and plot. Students will consider how context influences Shakespeare's decisions.

Students will respond to a question in the style of the English Literature examination Paper 1 (AO1, 2, 3, 4)

Students will analyse and evaluate how the idea of rebellion is presented in an example of Dystopian Fiction. (AO1, AO2, AO4)

Genre study - Dystopian Fiction. A range of dystopian fiction will be studied which reflect societal issues and challenges. A range of political speeches will be analysed to explore how political influence can be gained through use of rhetoric, lexis and form.

English Literature: Novel Study – *A Christmas Carol*. Students explore the methods used by the writer to present ideas about theme and character. They will explore how contextual factors have influenced the writer's decisions and also appreciate how the novella functions as an allegory.

Students will respond to a question in the style of the English Literature examination Paper 1 (AO1, 2, 3)

Students will produce an analytical response which explores the relationship between *Othello* and *Iago*. (AO1, 2, 3,)

Shakespeare's *Othello*. Students will explore how Shakespeare may have been influenced by tragedy conventions and social inequalities during the Renaissance to portray a tragic hero and Machiavellian villain who defied social norms.

**Students will explore how texts can show political or social resistance.**

**YEAR 9**

**Tolerance**

**Prejudice**

Creative writing – Students will develop their descriptive and narrative writing skills as well as their ability to shape original characters. This will be inspired by the novel which they have studied during the Autumn term as well as other examples of fiction in the form of extracts.

Students will be assessed on their ability to write imaginatively. (AO5, 6)

Students will produce a non-fiction text which uses rhetorical devices and language methods to express their own views and opinions on a controversial issue. (AO5, 6)

Non-Fiction Writing. Students will explore a range of controversial contemporary issues through non-fiction texts and use rhetorical devices to express their opinions.

Students will complete an analytical response to an extract of gothic fiction. (AO1, AO2)

Genre Study - The Gothic. Students will explore how authors conform to and subvert genre expectations by use of lexis and imagery to show internal/external character conflict.

Protest Poetry: Students will explore how poets use form and metaphor as a vehicle for expressing personal and societal frustrations.

Students will be assessed in their ability to analyse a poem from the programme of study using a themed based question. (AO1, 2)

Students will complete an analytical response to the way a character is presented and develops throughout the novella. (AO1, AO2, AO3)

Study of the novella *Of Mice and Men* with a focus on how characters in the novella could be used to represent wider societal issues and function as symbols. Alongside the novella, students will also read a range of texts by authors of different backgrounds to give students the opportunity to hear the voices of those most affected by the societal issues seen in the novella

**Students will explore how texts can represent and reflect times of conflict or struggle.**

Journey's End: Students will explore the themes, methods and characterization used by the writer within the format of the modern play. Students will learn how to analyse a play script and develop an insight into the experience of soldiers during World War One.

Students will analyse the way in which a character is presented throughout the play. (AO1, 2, 3, 4)

Students will be assessed on their knowledge of character, plot, and writer's use of methods. (AO1, 2, 3)

Students will explore the novel: *The Bone Sparrow*. The novel concerns the plight of the Rohingya people who have fled violence and persecution in Myanmar. The text is used as stimuli for expression and is taught as thematic, holistic and knowledge-based – specifically concerning how adversity and narrative events shape character development and experience. They will also consider the power of story and the imagination.

Students will develop their narrative writing skills inspired by a range of fictional extracts including examples taken from the novella that they are studying in the Autumn term. They will develop their skills of creating convincing character, describing setting and effective plot structure

Students will be assessed on their ability of narrative writing. (AO5, 6)

Students will be assessed on their ability to write in the style and form of an opinion piece using a range of rhetorical devices. (AO5, 6)

Study of a contemporary and relevant topic related to 'self' each week, with a focus on developing their own voice and passions through rhetorical transactional writing for the student magazine.

Students will be assessed on the way a character is presented to the audience. (AO1, 2)

Study of Shakespeare's comedy play *A Midsummer Night's Dream* through a key scene and character approach. They will explore how power dynamics are used as a source of comedy and will discuss how character constructions may be based in societal attitudes as well as how they may provoke a certain response in the audience

**Students will explore how texts are a form of expression in a number of different contexts.**

**YEAR 7**

Students will write in the style and form of autobiography using the novel they have studied as stimulus as well as autobiographical extracts.

Students will be assessed on their ability to write in the style of autobiography and their use of language and methods to describe. (AO5, AO6)

Students will explore a range of material that presents the complexities and emotions within relationships and identity. As well as development of reading skills and inference, they will develop ability to express feelings about: their identity, their opinions, growing up, relationships, family and friends.

Students will be assessed on their ability to analyse and unseen poem. (AO1, 2)

**YEAR 8**

**Equality**

**Respect**