



Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn	<p>Big Idea: The Human Experience</p> <p>Core Text: Anne Frank Interwoven with: Identity poetry</p> <p>Assessment: Paper 2 style Q1 & 3 + diary entry</p>	<p>Big Idea: Voices to Change the World</p> <p>Core Text: I am Malala Interwoven with: Protest Poetry and Non-Fiction Writing</p> <p>Assessment: Poetry comparison & Non Fiction Writing</p>	<p>Big Idea: Exploring Difference</p> <p>Core Text: Of Mice and Men Interwoven with: Non-Fiction Writing</p> <p>Assessment: Reading Lit & Non Fiction Writing</p>	<p><u>Big idea: Power of Conflict</u></p> <p><u>Language Paper 1:</u> Year 10 builds upon the paper EOY test skills explored in Year 9. Paper 1 is taught through a skills approach using the AQA 2019 past paper. The scheme is designed to introduce students to each question and support a consistent approach they can use to complete a language paper independently.</p> <p><u>Literature Paper 2:</u> Year 10 builds upon the poetry reading skills students explored whilst studying Romeo and Juliet last year linked to the big idea of relationships. Students will annotate and analyse all of the poems in the AQA anthology cluster 'power & conflict'.</p>	<p><u>Big Idea: Division of Power</u></p> <p><u>Language Paper 2:</u> Students revisit the non-fiction skills they became familiar with last year. They read a broad range of texts to understand how writer's use language to convey similar experiences in different ways. In Year 11 they will develop their understanding of different perspectives whilst using specific exam techniques outlined in the knowledge organiser. Students have an opportunity to see past questions modelled and then to answer AQA papers independently.</p> <p><u>Literature Paper 2: P&C Anthology and Unseen Poetry combined with AIC revision</u> Students have annotated and explored a range of P&C poems in Year 10. Students will finish studying the rest of the anthology poems whilst understanding how to successfully approach unseen poetry also. Students will revisit the play AIC and develop their analysis of the conflicts within the Birling family and societal impact of Priestley's presentation of the divisions in power.</p>



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	<p>Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> ● Implicit and explicit ideas in non-fiction and poetry. ● Select relevant evidence. ● Supported reading for meaning. ● Awareness of key terminology - language and structure. ● Identify some key features of a text. ● Able to comment on the effect on the reader. ● Simple comment and awareness of the context of a text. ● Able to use the what/how/why structure <p>Writing</p> <ul style="list-style-type: none"> ● First Teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative ● TiPToP paragraphs ● First teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis ● Syntax - formal vs. informal. Avoiding dialect. Incomplete sentences. Proofreading. ● Clear voice. Appropriate levels of formality. Knowing the conventions of different text types. ● Understanding of tier 2 and tier 3 vocabulary. 	<p>Skills</p> <p>Reading</p> <ul style="list-style-type: none"> ● Make valid inferences and deductions from texts in non-fiction and poetry. ● Accurate reading for meaning. ● A range of evidence selected. ● Comment on the effect of the writer's methods. Identify a range of methods. ● Able to identify the writer's intention and comment on the effect on the reader's response. ● Make more developed connections between texts and their contexts. ● Awareness of how the context of the text contributes to meaning. ● Sustained approach to task and text using the what/how/why structure. <p>Writing</p> <ul style="list-style-type: none"> ● Revisit Teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative. Begin to use with purpose. ● Topic sentences and making links between paragraphs. ● revisit teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis. Use accurately. ● Revisit syntax - formal vs. informal. Avoiding dialect. Register. Proofreading, self correction. 	<p>Skills</p> <p>Reading</p> <ul style="list-style-type: none"> ● Thoughtful response to a whole text in fiction and non fiction. ● Carefully selected evidence. ● Layers of meaning explored. ● Perceptive commentary of writer's methods using subject terminology accurately. ● Use of thesis statements and tentative verbs to comment on the writer's intention and impact. ● Synthesise meanings/ideas/intentions between two or more texts. ● Detailed discussion of how the context of a text both in which they are read and written contribute to meaning. ● Detailed and fluent written expression with clear focus on task and text. <p>Writing</p> <ul style="list-style-type: none"> ● Revisit teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative. Use sentences to achieve a specific effect. ● Ensuring that your writing is structured coherently and for effect. ● revisit teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis. Use for effect. 	<p>Skills</p> <p>Literature:</p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure.</p> <ul style="list-style-type: none"> ● 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. <p>Language:</p> <p>AO1: identify and interpret explicit and implicit information and ideas.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Skills</p> <p>Literature:</p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure.</p> <ul style="list-style-type: none"> ● 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. <p>Language:</p> <p>AO1: Identify and interpret explicit and implicit information.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
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		<ul style="list-style-type: none">• Clear voice. Appropriate levels of formality. Knowing the conventions of different text types. Adapting writing style appropriately.• Use a wide range of synonyms and antonyms. Ambitious vocabulary.	<ul style="list-style-type: none">• Syntax - formal vs. informal. Avoiding dialect. Ensuring writing is coherent.• Develop an individual voice. Appropriate levels of formality. Knowing the conventions of different text types.• Make deliberate language choices to achieve an effect.		
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				<p>Assessments Language: Full past paper. AQA Paper 1. Total of 40 marks and 50% of the GCSE.</p> <p>Literature: Anthology Question</p>	<p>Assessments Language: Full past paper. AQA Paper 2. Total of 80 marks and 50% of the GCSE.</p> <p>Literature: Full past paper. AQA Paper 2. Total of 96 marks and 60% of the GCSE.</p>
Spring	<p>Big Idea: It's a Mystery!</p> <p>Core Text: Enola Holmes Interwoven with: 19th Century short stories</p> <p>Assessment: Paper 1 style Q1 & 3 + creative writing</p>	<p>Big Idea: Fear</p> <p>Core Text: Dracula Play Interwoven with: C19th Fiction and Poetry</p> <p>Assessment: Paper 1 Q 2 & 3 + Fiction Writing</p>	<p>Big Idea: Fear and the Supernatural</p> <p>Core Text: The Crucible Interwoven with: Fiction and Poetry</p> <p>Assessment: Reading Lit & Fiction Writing</p>	<p>Big Idea: Power of Human Desire</p> <p>Language Paper 2: Year 10 builds upon the Yr 9 non-fiction reading and writing skills. Paper 2 is taught through a skills approach using the AQA 2019 past paper. The scheme is designed to introduce students to each question and support a consistent approach they can use to complete a language paper independently.</p> <p>Literature Paper 1 Macbeth & ACC This term builds on the Year 9 skills where they had an introduction to Shakespearean tragedy whilst studying Romeo & Juliet. Students develop their understanding of key plot, themes, character and links to context and how Shakespeare uses language for effect. ACC builds upon the study of gothic texts explored at the start of Yr 9. This scheme is designed for students to understand key plot, themes, characters and links to context.</p>	<p>Big Idea: Relationships</p> <p>Language Paper 1: Students revisit the fiction skills they became familiar with last year. They read a broad range of texts to understand how writer's use language and structure to engage their readers. They will develop their understanding of different descriptive and narrative methods whilst securing specific exam techniques outlined in the knowledge organiser. Students have an opportunity to see past questions modelled and then to answer AQA papers independently.</p> <p>Literature Paper 1: In Year 10 they had their first teach of Macbeth and developed their understanding of key themes, character, links to context and how Shakespeare uses language for effect. There will be a focus on exam techniques to successfully meet the objectives outlined.</p>
	<p>Skills</p> <p>Reading</p> <ul style="list-style-type: none"> ● Implicit and explicit ideas in the mystery fiction genre. ● Select relevant evidence. ● Supported reading for meaning. ● Awareness of key terminology - language and structure. 	<p>Skills</p> <p>Reading</p> <ul style="list-style-type: none"> ● Make valid inferences and deductions from texts in plays and C19th Fiction. ● Accurate reading for meaning. ● A range of evidence selected. 	<p>Skills</p> <ul style="list-style-type: none"> ● Thoughtful response to a whole play. ● Carefully selected evidence. ● Layers of meaning explored. ● Perceptive commentary of writer's methods using subject terminology accurately. ● Use of thesis statements and tentative verbs to 	<p>Skills</p> <p>Literature:</p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> ● maintain a critical style and develop an informed personal response ● use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and</p>	<p>Skills</p> <p>Literature:</p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure.</p> <ul style="list-style-type: none"> ● 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



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	<ul style="list-style-type: none"> Identify some key features of a text. Able to comment on the effect on the reader. Simple comment and awareness of the context of a text. Able to use the what/how/why structure <p>Writing</p> <ul style="list-style-type: none"> First Teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative TiPToP paragraphs First teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis Syntax - formal vs. informal. Avoiding dialect. Incomplete sentences. Proofreading. Clear voice. Appropriate levels of formality. Knowing the conventions of different text types. Understanding of tier 2 and tier 3 vocabulary. 	<ul style="list-style-type: none"> Comment on the effect of the writer's methods. Identify a range of methods. Able to identify the writer's intention and comment on the effect on the reader's response. Make more developed connections between texts and their contexts. Awareness of how the context of the text contributes to meaning. Sustained approach to task and text using the what/how/why structure. <p>Writing</p> <ul style="list-style-type: none"> Revisit Teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative. Begin to use with purpose. Topic sentences and making links between paragraphs. revisit teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis. Use accurately. Revisit syntax - formal vs. informal. Avoiding dialect. Register. Proofreading, self-correction. Clear voice. Appropriate levels of formality. Knowing the conventions of different text types. Adapting writing style appropriately. Use a wide range of synonyms and antonyms. Ambitious vocabulary. 	<p>comment on the writer's intention and impact.</p> <ul style="list-style-type: none"> Synthesise meanings/ideas/intentions between two or more texts. Detailed discussion of how the context of a text both in which they are read and written contribute to meaning. Detailed and fluent written expression with clear focus on task and text. <p>Writing</p> <ul style="list-style-type: none"> Revisit teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative. Use sentences to achieve a specific effect. Ensuring that your writing is structured coherently and for effect. revisit teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis. Use for effect. Syntax - formal vs. informal. Avoiding dialect. Ensuring writing is coherent. Develop an individual voice. Appropriate levels of formality. Knowing the conventions of different text types. Make deliberate language choices to achieve an effect. 	<p>effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <ul style="list-style-type: none"> AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Language:</p> <p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <p>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</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>accurate spelling and punctuation.</p> <p>Language:</p> <p>AO1: identify and interpret explicit and implicit information and ideas.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
				<p>Assessments</p>	<p>Assessments</p>



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				<p>Language: Full past paper. AQA Paper 2. Total of 80 marks and 50% of the GCSE.</p> <p>Literature: Full Paper 1 Lit Macbeth and ACC. AQA paper with a total of 64 marks which is 40% of the GCSE</p>	<p>Language: Full past paper. AQA Paper 1. Total of 80 marks and 50% of the GCSE.</p> <p>Literature: Full past paper. AQA Paper 1. Total of 64 marks and 40% of the GCSE.</p>
Summer	<p>Big Idea: Magic and Myths</p> <p>Core Text: A Midsummer Night's Dream Interwoven with: Greek Myths and Language Paper 1 Skills</p> <p>Assessment: EOY TEST</p>	<p>Big Idea: Imagined Worlds</p> <p>Core Text: The Tempest Interwoven with: Dystopian Extracts and Paper 1 Skills</p> <p>Assessment: EOY TEST</p>	<p>Big Idea: Love</p> <p>Core Text: Romeo and Juliet Interwoven with: AQA Love and Relationships Poetry</p> <p>Assessment: EOY TEST</p>	<p>Big Idea: Power of Human Experience and Interaction</p> <p style="text-align: center;"><u>Language Paper 1:</u></p> <p>Year 10 builds upon the paper EOY test skills explored in Year 9. Paper 1 is taught through a skills approach using the AQA 2019 past paper. The scheme is designed to introduce students to each question and support a consistent approach they can use to complete a language paper independently. This second study revisits the key skills of the autumn term with more focus on writing skills. Students also prepare and deliver their speaking and listening presentations for component 3 of the language course.</p> <p style="text-align: center;"><u>Literature Paper 2: AIC with poetry revision</u></p> <p>Students have annotated and explored the P&C cluster at the start of the year and will revise these skills for this term's mock exam. Students will complete their first reading of AIC and develop their analysis of the conflicts within the Birling family and societal impact of Priestley's power of human experience and interaction .</p>	<p>Big Idea: Independence</p> <p>There will be a plan of study which includes post mock exam therapy and pre public exams to prepare for students to complete all four exams for literature and language.</p>
	<p>Skills</p> <p>Reading</p> <ul style="list-style-type: none"> ● Implicit and explicit ideas in Shakespeare. ● Select relevant evidence. ● Supported reading for meaning. ● Awareness of key terminology - language and structure. 	<p>Skills</p> <p>Reading</p> <ul style="list-style-type: none"> ● Make valid inferences and deductions from texts in Shakespeare. ● Accurate reading for meaning. ● A range of evidence selected. 	<p>Skills</p> <p>Reading</p> <ul style="list-style-type: none"> ● Thoughtful response to a whole Shakespeare text. ● Carefully selected evidence. ● Layers of meaning explored. ● Perceptive commentary of writer's methods using 	<p>Skills</p> <p><u>Literature:</u></p> <p>AO1: Read, understand and respond to texts. AO2: Analyse the language, form and structure. ● AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Skills</p> <p><u>Literature:</u></p> <p>AO1: Read, understand and respond to texts. AO2: Analyse the language, form and structure. ● AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>



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	<ul style="list-style-type: none"> ● Identify some key features of a text. ● Able to comment on the effect on the reader. ● Simple comment and awareness of the context of a text. ● Able to use the what/how/why structure <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> ● First Teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative ● TiPToP paragraphs ● First teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis ● Syntax - formal vs. informal. Avoiding dialect. Incomplete sentences. Proofreading. ● Clear voice. Appropriate levels of formality. Knowing the conventions of different text types. ● Understanding of tier 2 and tier 3 vocabulary. 	<ul style="list-style-type: none"> ● Comment on the effect of the writer's methods. Identify a range of methods. ● Able to identify the writer's intention and comment on the effect on the reader's response. ● Make more developed connections between texts and their contexts. ● Awareness of how the context of the text contributes to meaning. ● Sustained approach to task and text using the what/how/why structure. <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> ● Revisit Teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative. Begin to use with purpose. ● Topic sentences and making links between paragraphs. ● revisit teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis. Use accurately. ● Revisit syntax - formal vs. informal. Avoiding dialect. Register. Proofreading, self correction. ● Clear voice. Appropriate levels of formality. Knowing the conventions of different text types. Adapting writing style appropriately. ● Use a wide range of synonyms and antonyms. Ambitious vocabulary. 	<p>subject terminology accurately.</p> <ul style="list-style-type: none"> ● Use of thesis statements and tentative verbs to comment on the writer's intention and impact. ● Synthesise meanings/ideas/intentions between two or more texts. ● Detailed discussion of how the context of a text both in which they are read and written contribute to meaning. ● Detailed and fluent written expression with clear focus on task and text. <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> ● Revisit teaching of main clause, subordinate clause. Simple, compound, complex, fragment. Interrogative, declarative, imperative, exclamative. Use sentences to achieve a specific effect. ● Ensuring that your writing is structured coherently and for effect. ● revisit teaching of full stops, commas, apostrophes, speech, exclamation, question, capital letters, brackets, semi colons, colons, ellipsis. Use for effect. ● Syntax - formal vs. informal. Avoiding dialect. Ensuring writing is coherent. ● Develop an individual voice. Appropriate levels of formality. Knowing the conventions of different text types. ● Make deliberate language choices to achieve an effect. 	<ul style="list-style-type: none"> ● AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p style="text-align: center;">Language:</p> <p>AO1: identify and interpret explicit and implicit information and ideas. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects. AO4: Evaluate texts critically and support this with appropriate textual references AO5: Communicate clearly, effectively and imaginatively. AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations.</p>	<ul style="list-style-type: none"> ● AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p style="text-align: center;">Language:</p> <p>AO1: identify and interpret explicit and implicit information and ideas. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects. 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. AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
				Assessment:	Exam Dates



Curriculum Overview

				Language: Full past paper. AQA paper 1. Literature: Full past paper. AQA Paper 2. Total of 96 marks and 60% of the GCSE.	Language: TBC Literature: TBC
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