



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Literature</p> <p>Poetry Anthology</p>	<p>Understand the key ideas and themes of each poem (AO1)</p> <p>Understand the effects of the language and structure of each poem (AO2)</p> <p>Understand the social and historical context of each poem (AO3)</p>	<p>Tier 2</p> <p>Compare and contrast, analyse, explain, identify</p> <p>Tier 3</p> <p>Enjambment form iambic pentameter Juxtaposition Monologue rhyme scheme rhyming couplet sibilance sonnet stanza tone Volta</p>	<p>Poems to be studied in the following order:</p> <p>Ozymandias London The Prelude My Last Duchess COTLB Exposure Storm on the Island</p>	<p>Pre-requisites</p> <p>Year 9 - Half Term 4 ‘War Poetry’</p> <p>What comes next?</p> <p>Comparison of Poetry Anthology poems.</p>	<p>Independent research of the context of each poem.</p> <p>Accessing Mr Bruff Youtube poetry discussions.</p>
<p>Language</p> <p>Component 1 Narrative Writing</p>	<p>Understand how to organise and structure a GCSE standard narrative story (AO5)</p> <p>Understand how to use vocabulary, sentence structures, punctuation and grammar to create effects (A06)</p>	<p>Tier 2</p> <p>Communicate Organise Adapt</p> <p>Tier 3</p> <p>Narrative voice Third person First person Flashback Linear structure Cyclical structure Figurative language</p>	<p>Unpick the GCSE Narrative Writing mark scheme.</p> <p>Explore the features of GCSE short stories and unpick a variety of story structures.</p> <p>Explore / apply narrative openings.</p> <p>Consolidate knowledge of sentence structure, punctuation and paragraphing.</p> <p>Plan a story using a variety of structures.</p> <p>Write / redraft narrative story.</p>	<p>Pre-requisites</p> <p>Year 7 - Half Term 6 ‘Creative Writing’</p> <p>Year 8 - Half Term 6 ‘Narrative Writing’</p> <p>Year 9 - Half Term 2 ‘Macbeth Writing Unit’</p> <p>What comes next?</p> <p>Component 1 Revision</p>	<p>Independent research of 20th Century texts,</p> <p>Independent reading of 20th Century extracts.</p>



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<p>Language Component 1 Fiction Reading</p>	<p>Understand how to read and understand fiction extracts (AO1)</p> <p>Understand the effects of the language and structure employed in a fiction extract (A02)</p> <p>Understand how to evaluate the impact of a fiction extract (AO4)</p>	<p>Tier 2:</p> <p>Identify</p> <p>List</p> <p>Explain</p> <p>Analyse</p> <p>Evaluate</p> <p>Interpret</p> <p>Tier 3</p> <p>Tone</p> <p>Figurative language</p> <p>Dialogue</p> <p>Action</p> <p>Connotations</p>	<p>Introduce Component 1 checklists.</p> <p>Practice extracting explicit and implicit information from a fiction text.</p> <p>Explore how writer’s use language and structure to create meaning and effects.</p> <p>Consolidate understanding of ‘evaluation’</p> <p>Practice applying evaluation skills to a fiction text.</p>	<p>Pre-requisites</p> <p>Year 7 - Half Term 3 ‘Post 1914 Novel’</p> <p>Year 8 - Half Term 2 ‘Pre and Post 1914 Short Stories’</p> <p>What comes next?</p>	<p>Independent research of 20th Century texts,</p> <p>Independent reading of 20th Century extracts.</p>



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<p>Literature</p> <p>Poetry Anthology</p>	<p>Understand the key ideas and themes of each poem (AO1)</p> <p>Understand the effects of the language and structure of each poem (AO2)</p> <p>Understand the social and historical context of each poem (AO3)</p>	<p>Tier 2</p> <p>Compare and contrast, analyse, explain, identify</p> <p>Tier 3</p> <p>Enjambment form iambic pentameter Juxtaposition Monologue rhyme scheme rhyming couplet sibilance sonnet stanza tone Volta</p>	<p>Poems to be studied in the following order:</p> <p>Bayonet Charge</p> <p>Remains</p> <p>Poppies</p> <p>War Photographer</p> <p>Tissue</p> <p>The Emigree</p> <p>Checking Out Me History</p> <p>Kamikaze</p>	<p>Pre-requisites</p> <p>Year 9— Half Term 4 ‘War Poetry’</p> <p>What comes next?</p> <p>Comparison of Poetry Anthology poems.</p>	<p>Independent research of the context of each poem.</p> <p>Accessing Mr Bruff Youtube poetry discussions.</p>



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Literature</p> <p>Modern Drama An Inspector Calls</p>	<p>Understand the key ideas and themes of the play (AO1)</p> <p>Understand the effects of the language and structure of the play (AO2)</p> <p>Understand the social and historical context of the play (AO3)</p>	<p>Tier 2</p> <p>Identify, analyse, explain, evaluate</p> <p>Tier 3</p> <p>Dramatic irony</p> <p>Irony</p> <p>Realism</p> <p>Socialism</p> <p>Capitalism</p> <p>Young vs old</p> <p>Position of women</p> <p>Time</p> <p>Responsibility</p> <p>Morality</p> <p>Survival of the fittest</p> <p>Suffragettes</p> <p>Patriarchal society</p>	<p>Exploration of the Edwardian context.</p> <p>Reading of the play combined with plot, character and theme activities.</p> <p>Activities focusing on Priestley's use of language and structure throughout the play.</p>	<p>Pre-requisites</p> <p>Year 8—Half Term 2 Short Stories—skills including inference and character analysis.</p> <p>Year 9— Half Term 1 Willy Russell—the skills needed to study a play.</p> <p>What comes next?</p> <p>Literature Paper 2 Mock Exam in the Summer term.</p>	<p>Poetry Anthology booklet to recap learning of poems studied in half term 1.</p>



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<p>Literature</p> <p>Modern Drama An Inspector Calls</p>	<p>Understand the key ideas and themes of the play (AO1)</p> <p>Understand the effects of the language and structure of the play (AO2)</p> <p>Understand the social and historical context of the play (AO3)</p>	<p>Tier 2</p> <p>Identify, analyse, explain, evaluate</p> <p>Tier 3</p> <p>Dramatic irony</p> <p>Irony</p> <p>Realism</p> <p>Socialism</p> <p>Capitalism</p> <p>Young vs old</p> <p>Position of women</p> <p>Time</p> <p>Responsibility</p> <p>Morality</p> <p>Survival of the fittest</p> <p>Suffragettes</p> <p>Patriarchal society</p>	<p>Exploration of the Edwardian context.</p> <p>Reading of the play combined with plot, character and theme activities.</p> <p>Activities focusing on Priestley's use of language and structure throughout the play.</p> <p>Essay writing skills.</p>	<p>Pre-requisites</p> <p>Year 8—Half Term 2 Short Stories—skills including inference and character analysis.</p> <p>Year 9— Half Term 1 Willy Russell—the skills needed to study a play.</p> <p>What comes next?</p> <p>Literature Paper 2 Mock Exam in the Summer term.</p>	<p>Poetry Anthology booklet to recap learning of poems studied in half term 2.</p>



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<p>Language</p> <p>Component 2 Transactional writing</p>	<p>Understand how to organise and structure a GCSE standard narrative story (AO5)</p> <p>Understand how to use vocabulary, sentence structures, punctuation and grammar to create effects (A06)</p>	<p>Tier 2</p> <p>Communicate</p> <p>Organise</p> <p>Adapt</p> <p>Tier 3</p> <p>Purpose</p> <p>Audience</p> <p>Format</p> <p>Tone</p> <p>Rhetoric</p> <p>Advise</p> <p>Inform</p> <p>Argue</p> <p>Persuade</p> <p>Review</p> <p>Formal letter</p> <p>Informal letter</p> <p>Article</p> <p>Report</p>	<p>Unpick the GCSE Transactional writing mark scheme.</p> <p>Explore the features of a variety of non-fiction texts.</p> <p>Explore formal and informal writing styles.</p> <p>Consolidate knowledge of sentence structure, punctuation and paragraphing.</p> <p>Plan a transactional task</p> <p>Write a transactional text</p> <p>Redraft a transactional text.</p>	<p>Pre-requisites</p> <p>Year 7—Half Term 2 The History of English—writing an article about Elizabethan England.</p> <p>Year 8—Half Term 3 and 4 Explore the theme of Justice—Formal letter and article writing</p> <p>Year 9—Half Term 6 ‘Speech Writing</p> <p>What comes next?</p> <p>Language Component 2 Mock Exam in the Summer term.</p>	<p>Independent reading of transactional texts.</p>



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<p>Language</p> <p>Component 2</p> <p>19th Century and 21st Century Non-Fiction Reading</p>	<p>Understand how to read and understand non-fiction extracts (AO1)</p> <p>Understand the effects of the language and structure employed in a non-fiction extract (A02)</p> <p>Understand how to evaluate the impact of a non-fiction extract (AO4)</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed across two texts (AO3)</p>	<p>Tier 2:</p> <p>Identify</p> <p>List</p> <p>Explain</p> <p>Analyse</p> <p>Evaluate</p> <p>Synthesise</p> <p>Compare</p> <p>Tier 3</p> <p>Language</p> <p>Structure</p> <p>Persuade</p> <p>Tone</p> <p>Rhetoric</p> <p>Purpose</p>	<p>Introduce Component 2 checklists.</p> <p>Practice extracting explicit and implicit information from a non-fiction text.</p> <p>Explore how writer's use language and structure to create meaning and effects.</p> <p>Consolidate understanding of 'evaluation'</p> <p>Practice applying evaluation skills to a non-fiction text.</p> <p>Consolidate understanding of 'synthesis' and practice the skill.</p> <p>Consolidate understanding of comparison and practice the skill.</p>	<p>Pre-requisites</p> <p>Year 9—Half Term 5 and 6 Introduction to Language Paper 2 skills</p> <p>Year 10—Half Term 1 19th Century Homework Booklet</p> <p>What comes next?</p> <p>Language Component 2 Mock Exam in the Summer term.</p>	



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<p>Literature</p> <p>19th Century Novel: A Christmas Carol</p>	<p>Understand the key ideas and themes of the play (AO1)</p> <p>Understand the effects of the language and structure of the play (AO2)</p> <p>Understand the social and historical context of the play (AO3)</p>	<p>Tier 2</p> <p>Identify, analyse, explain, evaluate</p> <p>Tier 3</p> <p>Christmas Spirit</p> <p>Selfishness</p> <p>Ignorance /Want</p> <p>Family</p> <p>Death</p> <p>Responsibility</p> <p>Redemption</p> <p>Supernatural</p> <p>Industrial Revolution</p> <p>Poverty</p> <p>Work Houses</p> <p>Ragged Schools</p> <p>Christianity</p> <p>Pathetic fallacy</p> <p>Symbolism</p> <p>Hyperbole</p> <p>Personification</p> <p>Staves</p> <p>Simile</p>	<p>[erExploration of the Victorian context.</p> <p>Reading of the novel combined with plot, character and theme activities.</p> <p>Activities focusing on Dickens' use of language and structure throughout the play.</p>	<p>Pre-requisites</p> <p>Year 8—Half Term 2 Short Stories—skills including inference and character analysis.</p> <p>Year 7— Half Term 3 Novel Study—the skills needed to study a whole novel.</p> <p>What comes next?</p> <p>Literature Paper 1 Mock Exam in Year 11, Spring Term.</p>	<p>21st Century Non-fiction Writing Booklet.</p> <p>Independent research of Victorian England.</p> <p>Revision tasks of units completed so far: Language Components 1 and 2; An Inspector Calls; Poetry Anthology.</p>



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<p>Literature</p> <p>19th Century Novel: A Christmas Carol</p>	<p>Understand the key ideas and themes of the play (AO1)</p> <p>Understand the effects of the language and structure of the play (AO2)</p> <p>Understand the social and historical context of the play (AO3)</p>	<p>Tier 2</p> <p>Identify, analyse, explain, evaluate</p> <p>Tier 3</p> <p>Christmas Spirit</p> <p>Selfishness</p> <p>Ignorance /Want</p> <p>Family</p> <p>Death</p> <p>Responsibility</p> <p>Redemption</p> <p>Supernatural</p> <p>Industrial Revolution</p> <p>Poverty</p> <p>Work Houses</p> <p>Ragged Schools</p> <p>Christianity</p> <p>Pathetic fallacy</p> <p>Symbolism</p> <p>Hyperbole</p> <p>Personification</p> <p>Staves</p> <p>Simile</p>	<p>Exploration of the Victorian context.</p> <p>Reading of the novel combined with plot, character and theme activities.</p> <p>Activities focusing on Dickens' use of language and structure throughout the play.</p> <p>Essay Writing Skills</p>	<p>Pre-requisites</p> <p>Year 8—Half Term 2 Short Stories—skills including inference and character analysis.</p> <p>Year 7— Half Term 3 Novel Study—the skills needed to study a whole novel.</p> <p>What comes next?</p> <p>Literature Paper 1 Mock Exam in Year 11, Spring Term.</p>	<p>Language Component 1 Homework Booklet.</p> <p>Independent research of Victorian England.</p> <p>Revision tasks of units completed so far: Language Components 1 and 2; An Inspector Calls; Poetry Anthology.</p>



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<p>Literature</p> <p>Poetry Anthology and Unseen Poetry</p>	<p>Understand the key ideas and themes of the play and links between texts (AO1)</p> <p>Understand the effects of the language and structure of the play (AO2)</p> <p>Understand the social and historical context of the play and links between texts (AO3)</p>	<p>Tier 2</p> <p>Compare and contrast, analyse, explain, identify</p> <p>Tier 3</p> <p>Enjambment form caesura rhyme scheme stanza tone simile</p> <p>metaphor</p> <p>Personification</p> <p>iambic pentameter iuxtaposition monologue rhyming couplet sibilance sonnet volta</p>	<p>Exploring different ways of planning poetry comparisons.</p> <p>Exploring sample answers.</p> <p>Essay writing skills for comparison essay.</p> <p>Exploring unseen poems.</p>	<p>Pre-requisites</p> <p>Year 8—Half Term 1 Identity Poetry—comparing poems.</p> <p>Year 8— Half Term 5 Unseen Poetry—the skills needed to analyse and unseen poem</p> <p>What comes next?</p> <p>Literature Paper 2 Mock Exam Half Term 6</p>	<p>Language Component 1 Homework Booklet.</p> <p>Independent revision activities for all units covered to date.</p>



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<p>Language</p> <p>Component 1 and 2 and Literature Paper 2 Mock Examination preparation</p>	<p>All of the Language and Literature Assessment Objectives.</p>	<p>Vocabulary linked with all units previously studied.</p>	<p>Practice responding to Literature and Language questions.</p> <p>Explore sample GCSE examination responses.</p>	<p><i>Pre-requisites</i></p> <p>The study of GCSE Language Components 1 and 2; the study of GCSE Literature Paper 2.</p> <p><i>What comes next?</i></p> <p>Summer Mock Examinations</p>	<p>Grammar Homework Booklet</p> <p>Independent revision activities.</p> <p>Completing sample GCSE exam papers.</p>
<p>Literature</p> <p>Unseen Poetry (following mock exams)</p>	<p>Understand the key ideas and themes of the play and links between texts (AO1)</p> <p>Understand the effects of the language and structure of the play (AO2)</p> <p>Understand the social and historical context of the play and links between texts (AO3)</p>	<p>Tier 2</p> <p>Compare and contrast, analyse, explain, identify</p> <p>Tier 3</p> <p>Enjambment form caesura rhyme scheme stanza tone simile</p> <p>metaphor personification</p>	<p>Exploring different ways of planning poetry comparisons.</p> <p>Exploring sample answers.</p> <p>Essay writing skills for comparison essay.</p> <p>Exploring unseen poems.</p>	<p><i>Pre-requisites</i></p> <p>Year 8—Half Term 1 Identity Poetry—comparing poems.</p> <p>Year 8— Half Term 5 Unseen Poetry—the skills needed to analyse and unseen poem</p> <p><i>What comes next?</i></p> <p>Literature Paper 2 Mock Exam December</p>	<p>Independent revision activities for all units covered to date.</p>