



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Consolidation and assessment of pupils skills.</p>	<p>L/O: to consolidate and assess pupils reading and writing skills.</p> <p>TEMPORARY UNIT POST COVID.</p> <p>Pupils will develop their writing skills, both fiction and non-fiction.</p>	<p>TIER 2: explain, comment on, analyse, compare and contrast, purpose, prose and article.</p>	<p>The writing assessment will take place within the first week of the half term. Pupils will write a letter to their year 6 teacher about their experience so far at B.T.R.C.C.</p> <p>The Accelerated Reader Star test will take place via computer in the term.</p> <p>Pupils will be re-tested on the primary letter to evidence progress in writing skills.</p> <p>https://www.marymyatt.com/english</p> <p>The extension task is held on a central drive.</p>	<p>G.C.S.E language paper 1 & 2.</p>	<p>The layout of a formal letter.</p> <p>Pupils will generate the different ideas that you can write about to the year 6 teacher. Practise drafting the ideas and developing them as much as you can.</p> <p>Pupils can ensure that punctuation and sentences are varied and controlled.</p> <p>Pupils will their own poetry anthology.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
<p>BID IDEA– POWER</p> <p>Poetry and ‘power’.</p> <p>2022 MOVED TO SUMMER 2 TO ALLOW FOR POST COVID CATCH UP.</p>	<p>L/O: What is ‘power’?</p> <p>L/O: Understanding the meaning of a poem and its themes.</p> <p>L/O: exploring a poet’s use of language and methods to create meaning and an effect on the reader.</p> <p>L/O: exploring the context of a poem to understand poetic intention.</p> <p>L/O: using P.E,E to respond to a question.</p>	<p>TIER 3: poem, stanza, sonnet, free verse.</p>	<p>Pupils will study numerous poems and how they present power. Pupils will write an essay on one of them.</p> <p>Write a poem.</p>	<p>G.C.S.E Literature paper 2.</p>	<p>Pupils can read the poems at home.</p> <p>Pupils can practise P.E.E.</p>
<p>Reading question</p>	<p>How does the poet create Power in the poem? (10)</p>		<p>Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.</p>	<p>G.C.S.E language paper 1</p>	<p>Locate similar questions (see the teacher) to practise with.</p>



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<p>BIG IDEA– THE POWER OF LANGUAGE</p> <p>The History of English.</p> <p>Article writing</p>	<p>L/O: Features of an article.</p> <p>L/O: how to use a range of punctuation and sentence variety.</p>	<p>TIER 2: explain.</p> <p>Comment on, analyse, compare and contrast.</p> <p>TIER 3: prose, article.</p>	<p>Pupils will use a range of literature to chart the history of English and its literary periods: Romantic, Elizabethan, Victorian and War.</p> <p>Pupils will write an article on the Elizabethan period.</p> <p>Pupils will prepare a presentation/ scene about life in Elizabethan England.</p>	<p>G.C.S.E Language paper 2.</p> <p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E Speaking and Listening.</p>	<p>Pupils can research Elizabethan context and how it is different from the modern world.</p> <p>Pupils can ensure that a range of punctuation is secure and sentences are varied and controlled.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
<p>Reading question</p>	<p>Compare how the two articles present child poverty? (10)</p>		<p>Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.</p>	<p>G.C.S.E language paper 2.</p>	<p>Locate similar questions (see the teacher) to practise with.</p>



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<p>BIG IDEA:</p> <p>WAR/CONFLICT</p> <p>Post 1914 novel.</p>	<p>L/O: how to write in P.E.E.</p> <p>L/O: looking at the use of writer methods and how they create meaning.</p>	<p>Tier 2: identify, explain, comment on, analyse, evaluate.</p> <p>TIER 3: author, non-fiction, purpose, audience, format, tone.</p>	<p>Pupils will respond to a question about a character in the text.</p> <p>Pupils will write an informal letter as one of the characters.</p> <p>https://blogs.imf.org/2022/03/15/how-war-in-ukraine-is-reverberating-across-worlds-regions/</p>	<p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E Language paper 2.</p>	<p>Pupils can practise the P.E.E. skills using extracts from the text or texts from home.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
<p>Reading question</p>	<p>What impressions do you make of the relationships between xx and XX (two characters in the text that the class are studying).</p>		<p>Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.</p>	<p>G.C.S.E Language paper 1.</p>	<p>Locate similar questions (see the teacher) to practise with.</p>



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<p>BIG IDEA:</p> <p>THE CLASS SYSTEM</p>	<p>L/O: using persuasive features.</p> <p>L/O: the features of an article.</p> <p>L/O: explore and be able to recall features of the class system in 1912.</p> <p>L/O: How to answer the different style of reading questions.</p>	<p>Tier 2: identify, explain, comment on, analyse, evaluate.</p> <p>TIER 3: author, non-fiction, purpose, audience, format, tone</p>	<p>Pupils will use the Titanic as a stimulus to explore the class system in 1912. They will build on previous learning and link this to power.</p> <p>Pupils will respond to a series of questions from an extract about the Titanic.</p> <p>Write an article about the class system was wrong in 1912.</p> <p>https://www.theguardian.com/education/2018/dec/10/how-to-fix-oxbridges-biased-admissions-system</p>	<p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E language paper 2.</p>	<p>Pupils can research the class system and 1912.</p> <p>Pupils can develop ideas for their assessments.</p> <p>Pupils can learn the requirements for the different types of reading questions and practise them..</p> <p>Pupil can research and develop their understanding about what is was like for a survivor of the Titanic</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
<p>Reading question</p>	<p>To what extent do you agree... ? (10)</p>		<p>Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.</p>	<p>G.C.S.E Language paper 2</p>	<p>Locate similar questions (see the teacher) to practise with.</p>



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<p>BIG IDEA: LOVE</p> <p>Writing a short story.</p>	<p>L/o: learn how to create a narrative structure.</p> <p>Pupils will learn about narrative structure and how to write creatively. Pupils will explore the theme of love through various mediums including short stories, poetry and non fiction and be able to link to the themes studied previously in the academic year.</p>	<p>TIER 2: evaluate</p> <p>TIER 3: speech, narrator,</p>	<p>Pupils will write a short story.</p> <p>Pupils will compare the presentation of love in three poems and write it in a table.</p>	<p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E Language paper 1</p>	<p>Pupils can ensure that S.P.A.G is accurate and that they can use a range of punctuation.</p> <p>Pupils can practise P.E.E.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
<p>Reading question</p>	<p>To what extent do you think that Macbeth is responsible for his own downfall? (10)</p>		<p>Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.</p>	<p>G.C.S.E Language paper 2</p>	<p>Locate similar questions (see the teacher) to practise with</p>



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<p>BIG IDEA: LOVE</p> <p>‘Much Ado about Nothing’ by William Shakespeare.</p> <p>2022: THIS UNIT HAS BEEN REMOVED DUE TO POST COVID CATCH UP.</p>	<p>L/O: to explore the theme of love and its different connotations.</p> <p>L/O: to know how to structure a speech.</p>	<p>TIER 3: speech, narrator, dialogue, act, scene, comedy.</p>	<p>Pupils to read the play by William Shakespeare and explore the presentation and role of the women who are ‘in love; in the play. Pupils will discuss the patriarchal society and the men and their love of power. Opportunities exist to link to the other themes that have been discussed throughout the year.</p> <p>Pupils will prepare a presentation on any of the authors that they have studied this academic year.</p>	<p>G.C.S.E Language Speaking and Listening.</p> <p>GCSE Literature, paper 1.</p>	<p>Pupils can undertake independent research on their chosen author</p> <p>Pupils can practise their speech at home.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>



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<p>BID IDEA– POWER</p> <p>Poetry and ‘power’.</p> <p>2022: POST COVID AND MOVED FROM AUTUMN 1</p>	<p>L/O: What is ‘power’?</p> <p>L/O: Understanding the meaning of a poem and its themes.</p> <p>L/O: exploring a poet’s use of language and methods to create meaning and an effect on the reader.</p> <p>L/O: exploring the context of a poem to understand poetic intention.</p> <p>L/O: using P.E.E to respond to a question.</p>	<p>TIER 3: poem, stanza, sonnet, free verse.</p>	<p>Pupils will study numerous poems and a non-fiction article and how they present power.</p> <p>Pupils will write an essay on one of the poems</p> <p>Write a poem.</p>	<p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E Language paper 2.</p>	<p>Pupils can read the poems at home.</p> <p>Pupils can practise P.E.E.</p> <p>Pupils can revise the features of article writing.</p>
<p>Reading question</p>	<p>How does the poet create Power in the poem? (10)</p>		<p>Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.</p>	<p>G.C.S.E language paper 1</p>	<p>Locate similar questions (see the teacher) to practise with.</p>