



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
IDENTITY Poetry	L/O: explore the meanings within a poem. L/O: compare the poets methods and how they create meaning and effect the reader. L/O: consolidate P.E.E from year 7 and develop the skills.	Stanza, rhyme, imagery, tone, enjambment.	Pupils will access a range of poetry from the G.C.S.E Anthology to explore the theme of identity. Pupils will write an essay that compares two poems and how they present them theme of identity. Pupils will write a poem.	G.C.S.E Literature paper 2.	Pupils can study the poems independently to increase their understanding. Pupils can practise PEE and address any issues highlighted in year 7. Pupils should be reading for a minimum of twenty minutes each day. Pupils will write their own poem.
Reading question	Using 'The Emigree' as a stimulus, compare the two extracts and how they present refugees. (10)		Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.	G.C.S.E language paper 2.	Pupils can practise different comparison questions (see the teacher for resources).



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IDENTITY	L/O: pupils to explore their identity and what makes them who they are.	Unique, individual, belief.	.Explore a range of non-fiction/ fiction prose that centres on identity. Write an article on being a teen in modern society.	G.C.S.E language paper 2.	Pupils should be reading for a minimum of twenty minutes each day.
Reading question	What impressions do you make of the relationship between Mary Maloney and Patrick Maloney? (10)		Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.	G.C.S.E language paper 1.	Pupils can practise different questions (see the teacher for resources).



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<p>MYSTERY</p> <p>Pre-post 1914 short stories (Conan Doyle and Roald Dahl).</p>	<p>L/O: be able to identify the writer's choice of language and method to create meaning.</p> <p>L/O: be able to retrieve quotes to support a response.</p> <p>L/O: to understand and practise the skills required for the different reading questions.</p>	<p>Structure, plot, character,</p>	<p>Pupils to study a minimum of four stories (two from either time period).</p> <p>Pupils will sit a comprehension paper about one of the short stories.</p>	<p>G.C.S.E language paper</p>	<p>Pupils should be reading for a minimum of twenty minutes each day.</p> <p>Pupils can generate their own questions from the short stories and practise answering them.</p> <p>Pupils can read the stories on their own time to aid understanding of the plot etc.</p>
<p>Reading question</p>	<p>What impressions do you make of the relationship between Mary Maloney and Patrick Maloney? (10)</p>		<p>Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.</p>	<p>G.C.S.E language paper 1.</p>	<p>Pupils can practise different questions (see the teacher for resources).</p>



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MYSTERY	L/O: be able to discuss the term 'mystery' and its different interpretations.	Structure, plot, character,	Pupils will explore mystery through a range of literature , fiction writing and non-fiction. Pupils will write a short story on the theme of mystery.	G.C.S.E language paper 1. GCSE literature 1 and 2.	Pupils should be reading for a minimum of twenty minutes each day. Pupils can read the stories on their own time to aid understanding of the plot etc.
Reading question	What impressions do you make of the relationship between Mary Maloney and Patrick Maloney? (10)		Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.	G.C.S.E language paper 1.	Pupils can practise different questions (see the teacher for resources).



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JUSTICE/DEATH	<p>L/O: to explore the theme of justice.</p> <p>L/O: the features of a letter.</p> <p>L/O: how to use P.A.F.T correctly.</p> <p>L/O: How to write persuasively.</p> <p>L/O: how to punctuate accurately and consistently/use paragraphs and sentences for effect.</p> <p>L/O: know and practise the skills for a G.C.S.,E style paper 2.</p>	<p>Purpose, audience, format and tone.</p> <p>Salutation, greeting</p> <p>Development.</p>	<p>Pupils are to consider justice and what it is. The stimulus of the 16th witchcraft trials will explore if the Death Penalty is just. Pupils will also explore celebrity culture and if their treatment today s just.</p> <p>Pupils will write a persuasive letter to a newspaper,</p> <p>Pupils will respond to a set of question from 19th and 21st century sources on the theme of Justice.</p>	<p>G.C.S.E Literature paper 1</p> <p>G.C.S.E language paper 2.</p>	<p>Generate ideas for the letter.</p> <p>Pupils can consider their own opinion about the Death penalty and if it a just punishment.</p> <p>Pupils to practise the accuracy of spelling, punctuation and grammar.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
Reading question	<p>To what extent do you agree with the writer's views in the article that the Death Penalty is a good thing? (10)</p>		<p>Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.</p>	<p>G.C.S.E Language paper 2.</p>	<p>Pupils can practise different questions (see the teacher for resources).</p>



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<p>Unseen poetry</p> <p>Exam revision.</p> <p>End of year exams</p>	<p>L/O: How to annotate a poem.</p> <p>L/O: consolidate the use of P.E.E.</p>	<p>Imagery, metaphor, simile, personification, structure,</p>	<p>Pupils to access a range of unseen poetry, working out its meanings and how the poet's methods create meaning.</p> <p>Pupil will practise their P.E.E in class and for homework.</p>	<p>G.C.S.E Literature 2</p>	<p>Pupils should be reading for a minimum of twenty minutes each day.</p> <p>Pupils can practise their P.E.E.</p>
<p>Reading question.</p>	<p>How does the writer show the fire spreading and becoming very serious in these lines? (10 marks)</p>		<p>Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.</p>		<p>Pupils can practise different questions (see the teacher for resources)</p>



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JUSTICE/DEATH Shakespearean play	L/O: the features of an article. L/O: how to create a lively tone. L/O: consolidate P.A.F.T .	Purpose, audience, format and tone. Evaluation	Pupils will read 'Romeo and Juliet' focusing on the themes of justice and death. Pupils will prepare and deliver a presentation on any of the big ideas explored this year.	G.C.S.E literature 1. G.C.S.E Language S&L	Pupils should be reading for a minimum of twenty minutes each day. Pupils can practise their spelling, punctuation and grammar so that they achieve a range and it is accurate and controlled.
Reading question	To what extent do you agree that Lewis Hamilton is presented as an outstanding sportsman? (10)		Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.	G.C.S.E language paper 2.	Pupils can practise different questions (see the teacher for resources)



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Author project	<p>L/O: how to write an effective short story.</p> <p>L/O: understanding and deploying the G.C.S.E question strands for the Language paper.</p> <p>L/O: the features of an informal letter.</p> <p>L/O: consolidate writing persuasively.</p>	<p>Plot, character, description, imagery, technique, punctuation, grammar.</p>	<p>Pupils research their favourite author and be able to articulate their reasons in lessons.</p> <p>Pupils will prepare a presentation about their favourite author.</p> <p>Pupils will write their own short story.</p>	<p>G.C.S.E Speaking and Listening.</p> <p>G.C.S.E Language paper 1.</p>	<p>Pupils should be reading for a minimum of twenty minutes each day.</p> <p>Pupils can generate their ideas and practise drafting their story, ensuring full control of punctuation and sentences.</p> <p>Pupils need to research their favourite author.</p>
Reading question.	<p>How is the character presented in the extract? (10)</p>		<p>Pupils will sit this question in G.C.S.E timed conditions as preparation for G.C.S.E.</p>		<p>Pupils can practise different questions (see the teacher for resources)</p>