



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Poetry and the theme of Identity.	Explore the meanings within a poem. Compare the poets methods and how they create meaning and effect the reader. Consolidate P.E.E from year 7 and develop the skills.	Stanza, rhyme, imagery, tone enjambment. Point, evidence and explanation. (P.E.E.)	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.	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.
Reading question	Using 'The Emigree' as a stimulus, compare the two extracts and how they present refugees.		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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Pre-post 1914 short stories (Conan Doyle and Roald Dahl).	<p>Be able to identify the writer's choice of language and method to create meaning.</p> <p>Be able to retrieve quotes to support a response.</p> <p>Understand and practise the skills required for the different reading questions.</p>	Structure, plot character,	<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>Pupils will read a poem that links to an author and explore the context and how to links to Conan Doyle.</p>	G.C.S.E language paper 1 G.C.S.E Literature paper 2.	<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>
Reading question	What impressions do you make of the relationship between Mary Maloney and Patrick Maloney?		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	<p>Explore the theme of justice.</p> <p>Features of a letter.</p> <p>How to use P.A.F.T correctly.</p> <p>How to write persuasively.</p> <p>How to punctuate accurately and consistently/use paragraphs and sentences for effect.</p> <p>Know and practise the skills for a G.C.S.,E style paper 2.</p>	<p>Purpose, Audience, Format and Tone. (PAFT)</p> <p>Salutation greeting development.</p>	<p>Pupils are to consider justice and what it is. Pupils will use the stimulus of the 16th witchcraft trials to explore if the Death penalty is just.</p> <p>Pupils will write a persuasive letter to a newspaper, giving their views on the Death Penalty.</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?</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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The theme of Justice	<p>The features of an article.</p> <p>How to create a lively tone.</p> <p>Consolidate P.A.F.T .</p>	<p>Purpose, Audience, Format and Tone (PAFT)</p> <p>evaluation</p>	<p>Pupils will explore celebrities in the our culture today and decide if they are treated any differently just because they are celebrities.</p> <p>Pupils will write an article on celebrity culture today for a teenage magazine.</p> <p>Pupils will respond to an evaluation question about an article on a celebrity culture.</p>	<p>G.C.S.E language paper 1.</p> <p>G.C.S.E Language paper 2.</p>	<p>Pupils should be reading for a minimum of twenty minutes each day.</p> <p>Pupils can generate ideas and practise drafting their responses.</p> <p>Pupils can practise their spelling, punctuation and grammar so that they achieve a range and it is accurate and controlled.</p> <p>Pupils can research celebrities today to further develop their own opinion.</p>
Reading question	<p>To what extent do you agree that Lewis Hamilton is presented as an outstanding sportsman?</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>How to annotate a poem.</p> <p>Consolidate the use of P.E.E.</p>	<p>Imagery</p> <p>metaphor</p> <p>similie</p> <p>personification</p> <p>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>Exam revision.</p> <p>End of year exams</p>	<p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E language paper 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>Pupils to revise for their exam paper at home in addition to revision in class.</p>
<p>Reading question.</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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Author project	<p>How to write an effective short story.</p> <p>Understanding and deploying the G.C.S.E question strands for the Language paper.</p> <p>Features of an informal letter.</p> <p>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 write an informal letter to their friend about a favourite author.</p> <p>Pupils will write their own short story.</p> <p>Pupils will generate their own exam paper which a peer will sit.</p>	<p>G.C.S.E Speaking and Listening.</p> <p>G.C.S.E Language paper 1.</p> <p>G.C.S.E Language paper 2.</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 will source an extract from their favourite author which they can use for the exam questions.</p> <p>Pupils need to research their favourite author.</p>
Reading question.	<p>How is the character presented in the extract?</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>