

2019/ 2020	AUTUMN		SPRING		SUMMER	
	HT1	HT2	HT3	HT4	HT5	HT6
Y7	<p>Area of study Conventions and Subversion: Grimm's Fairytales</p> <p>Key concepts</p> <ul style="list-style-type: none"> The genre conventions and construction of a typical fairytale Analysis of the evolution of fairytales over time – for different audiences and impact. The concept of stereotype and connotation Subversion and intertextuality – identified in 'Shrek'. <p>Assessment method Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. It's probably a bit clunky to lump these 3 together; SPaG as a concept is widely understood by teachers as being concerned with accuracy but it is also a component of the third writing concept: <i>Awareness of impact</i> is the understanding that writing is shaped by the priorities of a writer and the needs of a reader. it would include the teaching of genre, audience and purpose. <i>Understanding context</i> is crucial to making sense of texts. Once we understand that a context of production and reception shapes meaning we will never read in the same way again. <i>Using evidence</i> is often reduced to simply formulas for using quotations but is rather about shaping a critical response by interpreting the thoughts of the writer directly. <i>Analysing technique</i> is about the understanding that writers use a variety of linguistic and structural techniques to achieve their ends. <p>N.B Progression to the following unit is dependent on knowledge retained/progress made by the class. It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study Modern American Novel Form: Louis Sachar's Holes</p> <p>Key concepts</p> <ul style="list-style-type: none"> The conventions of the novel form Spatio-temporal narrative voice The hero's journey – archetypes and character development Impact of figurative techniques Creating effective dialogue in fiction <p>Assessment method A cumulative assessment will take place to assess a range of learning from HT1 and HT2, both formatively and summatively. This is to ensure knowledge retention over KS3.</p> <p>The criteria will focus on the following five threshold concepts and cover a range of knowledge retained from the beginning of the academic year:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. It's probably a bit clunky to lump these 3 together; SPaG as a concept is widely understood by teachers as being concerned with accuracy but it is also a component of the third writing concept: <i>Awareness of impact</i> is the understanding that writing is shaped by the priorities of a writer and the needs of a reader. it would include the teaching of genre, audience and purpose. <i>Understanding context</i> is crucial to making sense of texts. 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It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study Shakespeare's Macbeth</p> <p>Key concepts</p> <ul style="list-style-type: none"> Power and ambition The supernatural and superstitious Context of Shakespeare's life Creating compelling drama <p>Assessment method Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. 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It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study Introduction to Poetry</p> <p>Key concepts</p> <ul style="list-style-type: none"> Poetry from different times and places How different cultural identities represent themselves Language, structure and poetic form The evaluation of language on a poetry reader. <p>Assessment method A cumulative assessment will take place to assess a range of learning from HT1 to HT6, both formatively and summatively. This is to ensure knowledge retention over KS3.</p> <p>Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. 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<p>Area of study Contemporary British Novel: Morpurgo's <i>Private Peaceful</i></p> <p>Key concepts</p> <ul style="list-style-type: none"> The novel form Creating compelling character relationships Using language and structure for emotive impact The influence of WW1 context on the construction of the novel Building tension and suspense effectively to engage the reader <p>Assessment method Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. 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It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study 19th Century Fiction: Dickens' <i>A Christmas Carol</i></p> <p>Key concepts Expanding on the novel form Influences of the 19th century context on fiction How language affects meaning How different narrative structures enable didacticism.</p> <p>Assessment method A cumulative assessment will take place to assess a range of learning from year 7 and HT1 and HT2, both formatively and summatively. This is to ensure knowledge retention over KS3.</p> <p>Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. 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It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study Shakespeare's <i>Twelfth Night</i></p> <p>Key concepts</p> <ul style="list-style-type: none"> The role of identity in theatre How Shakespeare portrays comedy How love and relationships are conveyed through drama <p>Assessment method Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. 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It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study Non-Fiction: Aristotle's <i>Rhetoric</i></p> <p>Key concepts</p> <ul style="list-style-type: none"> Understanding the history and significance of Aristotle and rhetoric development. Understanding the importance of persuasion Identifying and utilising rhetorical devices in speech and writing Using effective oracy skills to confidently convey learning of rhetoric <p>Assessment method A cumulative assessment will take place to assess a range of learning from over year 7 and year 8, both formatively and summatively. This is to ensure knowledge retention over KS3.</p> <p>Extended responses will be assessed, both formatively and summatively, throughout the unit. 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<p>Area of study Seminal World Literature: Steinbeck's <i>Of Mice and Men</i></p> <p>Key concepts</p> <ul style="list-style-type: none"> The great depression/Wall Street Crash and the effect on rural workers in 1920s America. The novel form – circular narrative Understanding of characterisation and charactonyms. Understanding of key themes and the effect on reader. <p>Assessment method Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. 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It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study Shakespeare's Richard III</p> <p>Key concepts</p> <ul style="list-style-type: none"> The historical figure of Richard III The history of the War of the Roses and the Battle of Bosworth field. How history translates into drama. How language, structure and dramatic form manipulate audience perceptions. <p>Assessment method A cumulative assessment will take place to assess a range of learning from Y7, Y8 and HT1 and HT2, both formatively and summatively. This is to ensure knowledge retention over KS3.</p> <p>Extended responses will be assessed, both formatively and summatively, throughout the unit. 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Identify and utilise language and structural elements that make an effective story To show an awareness of audience and effect through original writing. <p>Assessment method Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. 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It is not dictated by a 'timescale' and is, therefore, at the discretion of the teacher to ensure learning has been embedded comprehensively for long term retention and retrieval for their future learning in English.</p>	<p>Area of study Literary Non-Fiction – Wider British Voices</p> <p>Key concepts</p> <ul style="list-style-type: none"> Understanding how to construct non-fiction, transactional writing – building on rhetorical skills. Analysing texts (fiction and non-fiction) by victims of disability, gender and cultural/racial prejudice. <p>Assessment method A cumulative assessment will take place to assess a range of learning from Y7-Y9, both formatively and summatively. This is to ensure knowledge retention over KS3.</p> <p>Extended responses will be assessed, both formatively and summatively, throughout the unit. The criteria will focus on the following five threshold concepts:</p> <ul style="list-style-type: none"> <i>Structure and coherence</i> is the understanding that texts are put together with intent. Once you understand this, you think differently about the way you write. <i>Spelling, punctuation & grammar</i> has already been dealt with above. It's probably a bit clunky to lump these 3 together; SPaG as a concept is widely understood by teachers as being concerned with accuracy but it is also a component of the third writing concept: <i>Awareness of impact</i> is the understanding that writing is shaped by the priorities of a writer and the needs of a reader. it would include the teaching of genre, audience and purpose. <i>Understanding context</i> is crucial to making sense of texts. 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Y10

<p>Area of study Literature Paper 1, Section B J.B Priestley's An Inspector Calls</p> <p>Key concepts</p> <ul style="list-style-type: none"> The conventions of a modern drama Building tension for particular audiences Understanding the influence of context on the creation of the play Analysis of character development and key themes: responsibility, prejudice, gender and class. <p>Assessment method Literature Paper 1 (Section B) at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>	<p>Area of study Literature Paper 1, Section A: Shakespeare's Romeo and Juliet</p> <p>Key concepts</p> <ul style="list-style-type: none"> Conventions of Elizabethan drama The influence of social and cultural history on the play Navigating and understanding early modern English. Character development/relationships and themes: platonic/family love/romantic love, gender, fate and free will. <p>Assessment method Literature Paper 1 (Section A) at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>	<p>Area of study Language Paper 1: 19th century extracts and imaginative writing</p> <p>Key concepts</p> <ul style="list-style-type: none"> The effect of language techniques on readers The effect of structural techniques on readers Evaluation of written extracts The implementation of structural and language techniques to create effective imagery in imaginative prose. <p>Assessment method Language Paper 1 (Section A) at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>	<p>Area of study Language Paper 2: Comparing non-fiction extracts and transactional writing</p> <p>Key concepts</p> <ul style="list-style-type: none"> Understanding purpose, audience and form/formality The effect of language and structure on the perceptions of the reader. The perspective/bias of non-fiction writers. Evaluation of writing – in particular the ability to engage. Comparing 20th and 21st century texts Creation of appropriate transaction writing – for a variety of forms: letter, report, review, article, leaflet, speech. <p>Assessment method Language Paper 1 (Section B) at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>
<p>Area of study Conflict and unseen poetry</p> <p>Key concepts</p> <ul style="list-style-type: none"> Understanding the effect of context on a writer Understanding the language, structure and form. Comparing two poems with similar themes. <p>Assessment method Literature Paper 1 (Section B part 1 and 2) at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>	<p>Area of study Dickens' A Christmas Carol</p> <p>Key concepts Analysing extracts – language, form and structure. Writing holistically about a narrative – plot, theme and character.</p> <p>Assessment method Literature Paper 1 (Section A) at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>	<p>Area of study Revision (interleaved)</p> <p>Key concepts All of KS4</p> <p>Assessment method Language Paper 1 and 2/Literature paper 1 and 2 at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>	<p>Area of study Revision (interleaved)</p> <p>Key concepts All of KS4</p> <p>Assessment method Literature Paper 1 and 2/Literature paper 1 and 2 at the end of the unit. Formative and summative assessment, timed and measured against the assessment objectives.</p>

Y11

NOTES	AREAS OF STUDY	KEY CONCEPTS	ASSESSMENT METHOD