

DEPARTMENT:

ENGLISH

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
9	<u>Gothic Genre</u>	<u>Poetry from others cultures</u>	<u>Transactional writing</u>	<u>Reading for meaning</u>	<u>A Christmas Carol</u>	<u>Speaking & Listening</u>		
	Use of a variety of engaging classic and contemporary texts. Learners will explore the idea of multiple narratives and the language Skills are needed throughout the	Knowledge & Skills A variety of poems from different cultures, intended to extend the Learners understanding of society in the greater context, as To be able to understand the wo	Knowledge & Skills - To explore ways of communicating ideas and information between individuals. To be able to communicate effec	Knowledge & Skills - A variety of texts will be used, that engage and challenge Learners both academically and personally. To enable them to	Why? Developing a love of literature from across the world whilst developing understanding	Read, understand and respond to text. Students should be able to: Maintain a critical style and develop an informed	Why? - For students to understand different ways of expressing ideas through a	
	Group Differentiation - Gothic key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work	Links to careers - Author	Group Differentiation - Poetry key words and definitions, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded	Links to careers - Poet.	Group Differentiation - key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.	Links to careers - Law and politics, writing, administration and marketing.	Group Differentiation - key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets. Selected	Links to careers - Teachers, librarian, layer and editor.
	Selection of different Gothic novels, poems and plays accessible for all levels of learning. Students will have the opportunity to create	Numeracy - Calculating the amount of time to spend on planning their own story.	Reading & Extended Writing - Selection of different poems accessible for all levels of learning. Students will have the opportunity to	Numeracy - Calculating the amount of time to spend on their planning time for their end of	Reading & Extended Writing - Students will work through a selection of different text types accessible for all levels of learning. Students will	Numeracy - Calculating the amount of time to spend on their planning time for their end of	Reading & Extended Writing - Student will have opportunities to read through a variety of different texts and write about their views and opinions.	Numeracy - Calculating the amount of time to spend on their planning time for their end of
SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	SMSC - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical	SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		
10	<u>Component 1 - English Language section A - Reading/Unseen</u>	<u>Component 1 English Literature - A Christmas Carol/ Language component 2 section B - Writing</u>	<u>English Language component 2 Reading /Poetry Anthology</u>	<u>English Literature component 2 - An Inspector Calls / Language component 1 Writing</u>	<u>English Literature component 1 - Poetry Anthology/ Language component 2</u>	<u>Speaking and listening & English Language Component 1&2 - Writing / (Amendments to S&L - Covid19)</u>		
	Knowledge & Skills - Section A – This section will test through structured questions the reading of an unseen extract from one 20th century literary	Why? - To be able to form an opinion, express an idea and communicate an understanding	This assessment will test, through a source based response, knowledge and understanding of the 19th century prose novel. Learners will be	Why? - For students to understand different emotions and situations that they could be	Knowledge & Skills - Knowledge and Skills - Learners must study all of the poems in the WJEC Eduqas Poetry Anthology in preparation	Why? - To appreciate the depth and power of English Literary Heritage. To be able to form an	Knowledge & Skills - Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed	Understanding of the consequences of their behaviour and actions. Interest
	Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.	Links to careers - Law and politics, writing, administration and marketing.	Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.	Links to careers - Author, librarian and editor	Group Differentiation - key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.	Links to careers - Poet	Group Differentiation - key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets. Selected	Links to careers - Teachers, librarian, lawyer and editor.
	Reading & Extended Writing - Section B creative prose writing. Students will have opportunities to create their own stories throughout the term.	Numeracy - Calculating the amount of time to spend on planning their own story.	Reading & Extended Writing - Reading of whole novel, students will have the opportunity to express their views on certain characters, themes	Numeracy - Calculating the amount of time to spend on their planning time for their end of	Reading & Extended Writing - Selection of different poems accessible for all levels of learning. Extended writing will be developed	Numeracy - Calculating the amount of time to spend on their planning time for their end of	Reading & Extended Writing - Reading of whole play, students will have the opportunity to express their views on certain characters, themes and	Numeracy - Calculating the amount of time to spend on their planning time for their end of
SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different texts.	SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		
11	<u>Component 1 - Macbeth</u>	<u>Language Component 2 / Poetry Anthology/ Unseen revision</u>	<u>Language Component 1 & An Inspector Calls & Unseen Poetry revision</u>	<u>Language Component 1 & 2 - Reading and Writing revision</u>	<u>Literature Component 1&2 - Macbeth & A Christmas Carol revision</u>	<u>Exam Time</u>		
	Knowledge & Skills - This assessment will test, through one extract-based question and one essay question on the text as a whole, knowledge	Why? - To understand how the themes that are raised throughout the play are relevant	Knowledge & Skills - Section A – Reading: Understanding of two extracts of high-quality non-fiction writing, one from the 19th century, the	Why? - To understand how to interpret different text and their meanings. To be able to write	Knowledge & Skills - Section A – This section will test through structured questions the reading of an unseen extract from one 20th century literary	Why? - For students to understand different ways of expressing ideas on a range of	Knowledge & Skills - Learners will revise on Shakespeare's use of language, structure and form and show an understanding of key themes.	Why? - For students to understand different ways of expressing ideas through a
	Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.	Links to careers - Author, librarian and editor	Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.	Links to careers - Poet, writer and editor	Group Differentiation - key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.	Links to careers - writer, editor and author.	Group Differentiation - key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets. Selected	Links to careers - Teachers, librarian, layer and editor.
	Reading & Extended Writing - Reading of whole play, students will have the opportunity to express their views on certain characters, themes and	Numeracy - Calculating the amount of time to spend on planning their own story.	Reading & Extended Writing - Selection of different poems accessible for all levels of learning. Extended writing will be developed	Numeracy - Calculating the amount of time to spend on their planning time for their end of	Reading & Extended Writing - Section B creative prose writing. Students will have opportunities to create their own stories throughout the term.	Numeracy - Calculating the amount of time to spend on their planning time for their end of	Reading & Extended Writing - Revision of whole play/novel, students will have the opportunity to express their views on certain characters, themes	Numeracy - Calculating the amount of time to spend on their planning time for their end of
SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them.	SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different texts.	SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.		