

Intent: To explore features of Gothic Literature and be inspired to write imaginatively in the Gothic style.

<p>Implementation:</p> <p>Week 1: Read short stories and practise summary skills. Recognise the relationship between setting and introduction of character to mood, tension and atmosphere. Explore intended effects on audience.</p> <p>Week 2: Study plot, setting, characterisation and their effects. Identify how meaning is shaped through figurative language, vocabulary, grammar, text structure and organisational features. Expand and develop explanations.</p> <p>Week 3: Read critically exploring how language and structure create meaning. Explore the importance of context in shaping meaning. Re-cap success criteria for evaluative responses. Analyse extracts leading to Reading assessment.</p> <p>Week 4: Identify conventions of Gothic Literature through annotation of style models and moving image. Practise descriptive detail of setting and character using sensory elements and figurative language.</p> <p>Week 5: Plan, write, draft, edit and proofread the opening to a Gothic ghost / horror story. Improve independently using feedback. How do you want your reader to feel?</p> <p>Week 6: Writing Review – Explore writer’s intentions and the intended effects (peer / self-assessment opportunity) using success criteria.</p> <p>Week 7: Improvise and perform the monologue in character. Film and review as peer assessment opportunity.</p>	<p>Possible Approaches:</p> <p>Mood &amp; Atmosphere in Gothic film adaptations Image analysis Audience response Talk Partners / Hot seating <b>Analytical</b> writing <b>Imaginative</b> writing Peer / Self- Assessment Effective annotation Prolonging tension From Talking to Writing Creating mood and atmosphere using sound (radio adaptations) <b>Evaluative</b> Writing Style models</p>
--	---

Prior Learning: Year 7 Good Vs. Evil, Courage & Heroism, Year 8 Alienated Characters, The Imitation Game

Cross Curricular:

<p>Texts &amp; Support Resources:</p> <p><i>The Yellow Wallpaper/Tell Tale Heart/Signalman/Red Room/The Body Snatcher/B24/Wuthering Heights. Classic novels/film/audio clips: Picture of Dorian Gray, Dracula, Frankenstein, Jekyll &amp; Hyde.</i></p> <ul style="list-style-type: none"> <li>• Literature Analysis tool</li> <li>• Language of an Expert</li> <li>• 50 Ways to Express Your Opinion</li> <li>• Planning grid</li> <li>• Detailed Paragraph Planner</li> <li>• Writing frames / Sentence starters</li> <li>• Peer Assessment Tool</li> </ul>	<p>Assessment (KAP in <b>bold</b>):</p> <p>S&amp;L: Explain your writing process from idea to finished piece.</p> <p><b>R: In this extract there is an attempt to create strong feelings in the reader. Evaluate how successfully this is achieved AO4 15 marks</b></p> <p><i>Write for a clear audience, purpose and form:</i> <b>W: Write the opening to a Gothic ghost/horror story – draft and edit AO5/6 40 marks</b></p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> <li>• Identify genre conventions in Gothic fiction (language, structure, setting and context) using evidence to support.</li> <li>• Write critically and with clarity to express ideas and evaluate.</li> <li>• Use perceptive and accurate written expression in formulating validated opinions.</li> <li>• Recognise how writers create a literary style and emulate.</li> <li>• Further development of the planning process in writing creatively for a specific <b>purpose, audience and form.</b></li> <li>• Develop the drafting / editing / proofreading process to create and craft strong generic content.</li> <li>• Explore inference, language and structural features using meta-language.</li> </ul>
---	--	--

Intent: To identify, discuss and express the different ways that power and corruption is presented in Macbeth.

<p>Implementation:</p> <p>Week 1: Gain an overview of the play through plot summary / storyboarding. Identify key scenes for analysis including character motivations and writer's intentions.</p> <p>Week 2: Critical reading of key scenes exploring language, structure and form. Consider the effects on the audience and how mood, atmosphere and tension are developed.</p> <p>Week 3: Understand challenging texts using context to support understanding. Study plot, characterisation, setting and the effects of these. Consider sequencing in creating a structure for the play.</p> <p>Week 4: Understand how the work of dramatists is communicated through staging and how alternative staging allows for different interpretations. Use different adaptations to illustrate versions of character. Focus on key speeches (Act 1 Scene V, Act 2 Scene 1) to explore the soliloquy and the purpose it serves.</p> <p>Week 5: Discuss setting, staging and performance with increasing confidence using a range of S&amp;L forums.</p> <p>Week 6: Write accurately, fluently, effectively and at length on a key scene. Use feedback independently to improve.</p> <p>Week 7: Assessment delivered cold. Plan, write, draft and proof read a formal Literature essay using confident, accurate written expression.</p>	<p>Possible Approaches:</p> <p>Watch performances of key scenes</p> <p>Sequencing / Drama / Cloze exercises</p> <p>Set design / staging</p> <p>Analyse character, language, imagery</p> <p>Image analysis</p> <p><b>Analysis / Critical Reading</b></p> <p>Writer's intentions / Effects on the audience</p> <p>Character motivation - debate</p> <p>Talk Partners / Hot Seating / concentric circles / interview</p> <p>How to annotate effectively</p> <p>Writing monologues to show thoughts and feelings</p> <p>Research dramatic technique (eg foreshadowing, dramatic irony)</p>
--	--

Prior Learning: Year 7 Shakespeare Unit, Courage & Heroism, Year 8 Alienated Characters, Year 9 Gothic for critical analysis.

Cross Curricular: Drama & History

<p>Texts &amp; Support Resources:</p> <p><i>Romeo &amp; Juliet text, audio and film excerpts</i></p> <ul style="list-style-type: none"> <li>Literature Analysis Tool</li> <li>Style Models</li> <li>Language of an Expert</li> <li>50 Ways to Express Your Opinion</li> <li>Sequential discourse markers</li> <li>Film Stills of key moments</li> <li>Student Guide to Extended Writing</li> </ul>	<p>Assessment (KAP in <b>bold</b>):</p> <p>S&amp;L: Discussion in groups – Watch Act 1 Scene 5 in several screen adaptations – How does the setting, staging and performance change the way Lady Macbeth's desire for power is presented?</p> <p><b>R/W: (a) Explore how Shakespeare creates a key character in this extract AO2 (20 marks)</b></p> <p><b>(b) In this extract the key character demonstrates the theme of...</b></p> <p><b>Explain the importance of this theme elsewhere in the play* AO1/AO3 (20 marks)</b></p> <p><b>*Remember context</b></p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> <li>Analysis of thoughts and feelings in the key scene.</li> <li>Close, critical reading of language, structure and form.</li> <li>Recognise the intentions of Shakespeare and express ideas with clarity.</li> <li>Awareness of context and how it shapes meaning.</li> <li>Begin to understand the significance of Shakespeare's works.</li> <li>Plan and write analytically being inspired by different interpretations.</li> <li>Develop student conversations to voice opinions, listen to and appreciate the ideas of others and support collaborative learning.</li> <li>Gain confidence with dramatic technique and performance.</li> </ul>
--	---	---

Intent: To research the topic, read / watch and analyse a range of texts; these will inform a piece of transactional writing for a specific purpose, audience and form.

<p>Implementation:</p> <p>Week 1: Critical reading of a range of non-fiction texts using knowledge of purpose, audience and context to support comprehension. Revisit approaches to structuring an effective comparison and expressing ideas with clarity. Deliver Reading assessment cold.</p> <p>Week 2: External speaker to address Year 9 about the issues surrounding Homelessness. Group work on creating a short film on the topic. Complete as homework. Use film work and class discussion to identify personal views and a topic for written speech.</p> <p>Week 3: Annotate great examples of persuasive speeches with a focus on language and structure. Consider the role of sequencing information; writing for purpose, audience and form; using rhetoric for impact and applying knowledge from analysis of style models.</p> <p>Week 4 &amp; 5: Plan, write, draft, edit and proofread a persuasive speech on the topic of Homelessness. Peer assessment and self-review opportunity. If time allows, the speech extracts could be used as voiceovers on the films.</p>	<p>Possible Approaches:</p> <p>Use of documentaries to explore the topic</p> <p>Reading comprehension</p> <p><b>Analysis / Critical</b> Reading</p> <p>Structure &amp; Layout Focus</p> <p>Concentric Circles</p> <p>How to annotate effectively</p> <p>The art of rhetoric</p> <p>Peer Assessment</p> <p>Writing Styles: Tabloid</p> <p>sensationalism / Factual reporting</p> <p><b>Comparative</b> writing</p> <p>Style models</p> <p>Revisit emotive language</p>
--	---

Prior Learning: Year 7 Survival in the Modern World, Year 8 Doom, Death & Destruction, Year 8 Prejudice & Perspective

Cross Curricular: PHSE

<p>Texts &amp; Support Resources:</p> <p><i>A range of non-fiction texts plus extracts from the biography Stuart: A life lived backwards.</i></p> <p><i>Include moving image documentaries eg Saving Ed Mitchell or any Despatches / Panorama edition.</i></p> <ul style="list-style-type: none"> <li>• Non-Fiction Analysis Tool</li> <li>• Planning Grid</li> <li>• Detailed Paragraph Planner</li> <li>• 50 Ways to Express Your Opinion</li> <li>• Sequencing Connectives</li> <li>• Written drafts</li> <li>• Style Models</li> <li>• Peer Assessment Tool</li> <li>• Student Guide to Extended Writing</li> <li>• Language of an Expert</li> </ul>	<p>Assessment (KAP in <b>bold</b>):</p> <p>S&amp;L: In groups create a short film on the topic of homelessness.</p> <p><b>R: Compare how the writers of text 1 and text 2 present ideas about homelessness.</b></p> <p><b>AO3</b></p> <p><b>14 marks</b></p> <p><i>Write for a clear audience, purpose and form:</i></p> <p><b>W: Write a persuasive speech on the topic of homelessness. AO5/6</b></p> <p><b>40 marks</b></p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> <li>• Analysis of Language as a tool to raise awareness of social issues.</li> <li>• Offer supported opinions and express ideas with clarity.</li> <li>• Continue to develop awareness of writing for <b>purpose, audience and form</b> especially writing to persuade.</li> <li>• Plan and write convincingly, experimenting with structure and emotive content to engage the audience.</li> <li>• Work collaboratively to enhance and support the achievement of others through self / peer-assessment.</li> <li>• Use student conversations to voice opinions, listen to and appreciate the work of others and support learning.</li> <li>• Appreciate the importance of drafting to improve.</li> <li>• Continue to build confidence with spoken language delivery including the use of paralinguistic features.</li> <li>• Develop multi-media skills in filming, editing, voiceover etc to influence an audience.</li> </ul>
--	--	--

Intent: To analyse a core text alongside a range of non-fiction articles; these will inform a piece of transactional writing for a specific purpose, audience and form.

<p><b>Implementation:</b></p> <p>Week 1 &amp; 2: Critical reading of <i>Touching the Void</i> compared with a range of non-fiction survival extracts from <i>Miracle in the Andes</i> or <i>Between a Rock and Hard Place</i> with visual support from the films <i>Alive</i> and <i>172 hours</i>. Explore language, grammar, structure, vocabulary and intended effects through annotations and meta-language.</p> <p>Week 3: Continue to explore approaches to structuring an effective comparison, the skill of synthesising information to summarise and expressing ideas with increasing clarity. Identify the skills required for the task using style models. Deliver Reading assessment cold.</p> <p>Week 4: Explore the blog form (could use previous GCSE sources eg Bill Bryson/Steve Backshall/Bear Grylls) to identify conventions.</p> <p>Week 5: Plan, write, draft, edit and proofread a survival blog. Consider the role of sequencing information; writing for purpose, audience and form; and applying knowledge from analysis of style models. Peer assessment and self-review opportunity.</p> <p>Week 6: Prepare an individual or paired presentation on the topic of hope and suffering (could be personal or based on the experiences of others / light hearted or serious) eg a fictional interview with the survivors from <i>Touching the Void</i>.</p> <p>Week 7: Rehearse and perform the presentations. These will be filmed and peer assessed and may be used for GCSE Spoken Language.</p>	<p><b>Possible Approaches:</b></p> <p>Use of film clips from <i>172 hours</i>, <i>Touching the Void</i>, <i>Alive</i>.                  Reading comprehension  <b>Critical Analysis</b>                  Concentric Circles / Role Play / Hot Seating  <b>Imaginative Writing</b>                  Developing sensory detail                  Vocabulary work                  Creating tension and atmosphere                  Peer Assessment                  Features of non-fiction writing  <b>Comparative writing</b>                  Style models  <b>Synthesis and summarising skills</b></p>
---	---

Prior Learning: Year 7 Survival in the Modern World, Year 8 Doom, Death & Destruction, Year 9 Homelessness

Cross Curricular: History & PHSE

<p><b>Texts &amp; Support Resources:</b></p> <p><i>Core text: Touching the Void</i></p> <p><i>Extracts from a range of different non-fiction survival texts including film / documentary.</i></p> <ul style="list-style-type: none"> <li>• Non-Fiction Analysis Tool</li> <li>• Planning Grid</li> <li>• Detailed Paragraph Planner</li> <li>• 50 Ways to Express Your Opinion</li> <li>• Sequencing Connectives</li> <li>• Written drafts</li> <li>• Style Models</li> <li>• Peer Assessment Tool</li> <li>• Student Guide to Extended Writing</li> <li>• Language of an Expert</li> </ul>	<p><b>Assessment (KAP in bold):</b></p> <p>S&amp;L: Prepare an individual or paired presentation on the topic of hope and suffering.</p> <p><b>R: (a) The two texts show how survival can affect individuals. What similarities do survivors share in these extracts? AO1 (6 marks)</b></p> <p><b>(b) Compare how the writers of text 1 and text 2 present ideas about survival AO3 (14 marks)</b></p> <p><i>Write for a clear audience, purpose and form:</i></p> <p><b>W: Write a blog targeting explorers in which you describe a dangerous environment (North Pole, Everest, Desert, Tropical Island, Deep Sea etc) and explain how you would survive there. AO5/6 40 marks</b></p>	<p><b>Learning Outcomes (Impact):</b></p> <ul style="list-style-type: none"> <li>• To analyse and compare non-fiction texts perceptively.</li> <li>• Recognise the features of non-fiction texts and the effects.</li> <li>• Offer supported opinions and express ideas with increasing clarity.</li> <li>• Continue to develop awareness of writing for <b>purpose, audience and form</b> especially writing to describe / explain.</li> <li>• Plan and write imaginatively, experimenting with vocabulary, perspective, tension, mood &amp; atmosphere, and structural approaches to engage the reader.</li> <li>• Work independently and collaboratively to enhance and support the achievement of others.</li> <li>• Develop student conversations to voice opinions, listen to and appreciate the views of others and support learning.</li> <li>• Appreciate the importance of drafting and crafting writing to refine and develop completed work to a high standard.</li> </ul>
---	---	--

Intent: To explore themes of loneliness and isolation in American Literature and be inspired to write imaginatively.

<p><b>Implementation:</b></p> <p><b>Week 1:</b> Critical reading of <i>The Catcher in the Rye</i> identifying themes of isolation and loneliness. Recognise how the writer supports theme through character, setting and plot. Explore symbolism and intended effects on audience.</p> <p><b>Week 2:</b> Continue to study plot, setting, characterisation and their effects. Identify how meaning is shaped through figurative language, vocabulary, grammar, text structure and organisational features. Expand and develop explanations of writer's intent.</p> <p><b>Week 3:</b> Re-cap the monologue form in Literature and the purposes it serves in developing the relationship between character and reader. Plan, write, draft, edit and proofread a monologue revealing a character's isolation and inner turmoil.</p> <p><b>Week 4:</b> Act on feedback independently to complete written task. Rehearse and perform the monologue in character. Film and review as peer / self assessment.</p>	<p><b>Possible Approaches:</b></p> <p>Isolation in American film Image analysis Audience response <b>Critical reading</b> Talk Partners / Hot seating <b>Analytical</b> writing <b>Imaginative</b> writing Peer / Self- Assessment Effective annotation From Talking to Writing Using style models Explore emotions and feelings Written expression Implicit / explicit meanings Symbolism</p>
--	--

Prior Learning: Year 8 Alienated Characters, Prejudice & Perspective, The Imitation Game, Year 9 Literature Units

Cross Curricular: Geography and History

<p><b>Texts &amp; Support Resources:</b></p> <p><i>Class reader: Catcher in the Rye</i></p> <p><i>Extracts from American Literature eg Quake, Fear &amp; Loathing in Las Vegas, On the Road, The Great Gatsby, The Bell Jar.</i></p> <p><i>Also use American Beat Poetry to explore themes.</i></p> <ul style="list-style-type: none"> <li>Literature Analysis tool</li> <li>Language of an Expert</li> <li>50 Ways to Express Your Opinion</li> <li>Planning grid</li> <li>Detailed Paragraph Planner</li> <li>Writing frames / Sentence starters</li> <li>Peer Assessment Tool</li> </ul>	<p><b>Assessment (KAP in bold):</b></p> <p><b>R: How does the writer use language and structure to interest and engage the reader? AO2</b></p> <p><b>15 marks</b></p> <p><i>Write for a clear audience, purpose and form:</i></p> <p><b>W: Write a monologue revealing character's isolation and inner turmoil. AO5/6</b></p> <p><b>40 marks</b></p> <p>S&amp;L: Perform the monologue in character (Film and review as peer assessment).</p>	<p><b>Learning Outcomes (Impact):</b></p> <ul style="list-style-type: none"> <li>Identify genre conventions in American fiction (language, structure, setting and context) using evidence to support.</li> <li>To understand the relationship between context and theme.</li> <li>Explore inference, language and structural features using meta-language.</li> <li>Write critically and with clarity to express ideas and evaluate.</li> <li>Use perceptive and accurate written expression in formulating validated opinions.</li> <li>Understand how the monologue form expresses inner turmoil.</li> <li>Further development of the planning process in writing creatively for a specific <b>purpose, audience and form.</b></li> <li>Develop the drafting / editing / proofreading process to create and craft strong generic content.</li> </ul>
---	---	--

Intent: To identify the specific reading skills required for each question; these can inform a piece of transactional writing for a specific purpose, audience and form.

<p>Implementation:</p> <p>Week 1: Critical reading of two non-fiction texts using knowledge of purpose, audience and context to support comprehension. Reading, summarising, analysing, evaluating and comparing using synthesis and summarising. Revisit approaches to structuring an effective comparison and expressing ideas with clarity.</p> <p>Week 2: Transactional Writing for a specific purpose, audience and form. Re-cap the importance of Grammar, Punctuation &amp; Spelling (GPS). Revisit rhetorical devices, the importance of planning, editing, proofreading and structural features. Focus on engaging openings and memorable closings.</p>	<p>Possible Approaches:</p> <p>Reading comprehension  <b>Analysis / Critical</b> Reading          Language &amp; Structure Focus          Concentric Circles for discussion          How to annotate effectively          The art of rhetoric  <b>Transactional</b> Writing          Peer Assessment          Understanding the mark scheme  <b>Comparative</b> writing  <b>Evaluative</b> writing          Exemplar responses</p>
--	--

Prior Learning: All units carry a GCSE focus

Cross Curricular: n/a

<p>Texts &amp; Support Resources:</p> <ul style="list-style-type: none"> <li>• Exemplar responses with commentary</li> <li>• Non-Fiction Analysis Tool</li> <li>• Planning Grid</li> <li>• Detailed Paragraph Planner</li> <li>• 50 Ways to Express Your Opinion</li> <li>• Sequencing Connectives</li> <li>• Student Guide to Extended Writing</li> <li>• Language of an Expert</li> </ul>	<p>Assessment (KAP in <b>bold</b>):</p> <p>Completion of GCSE English Language Paper 2 Non-Fiction.</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> <li>• To analyse language effectively for meaning.</li> <li>• To express ideas with clarity.</li> <li>• To recognise and demonstrate the skills required for each question.</li> <li>• To fully develop responses to a logical conclusion.</li> <li>• To provide fully supported responses which satisfy the task using carefully selected evidence.</li> <li>• To plan and write effectively for a specific purpose, audience and form.</li> <li>• To proofread all responses and edit as required.</li> </ul>
---	---	---

Intent: To explore the significance of Poetry from Other Cultures and compare how a theme is presented in two poems.

<p>Implementation:</p> <p>Week 1: Critical reading of a range of Poetry from Other Cultures exploring language, structure, imagery, theme and mood.</p> <p>Week 2: Compile an anthology of poems (original writing and favourite works) using homework research on cultural strands and voices. Type up and bind with illustrations / art and other cultural concerns.</p> <p>Week 3: Recognise poetic conventions (including sound, vocabulary, rhythm and structure) and analyse the effects produced.</p> <p>Week 4: Revisit the skill of comparison using exemplar responses. Deliver the Reading Assessment cold in exam conditions.</p> <p>Week 5: Plan, research and compile an individual or paired presentation on 'What being British means to me.' Peer assessment opportunity.</p> <p>Week 6: Students select their favourite poems and perform them for the class. Self and peer assessment opportunity.</p>	<p>Possible Approaches:</p> <p>Performance of poetry Documentary / Travelogue footage to inspire Dynamic reading of cultural images <b>Analysis / Critical</b> Reading Intended effects of language Talk Partners How to annotate effectively Revise poetic devices Peer Assessment The skill of <b>comparison</b> Fully develop ideas</p>
---	--

Prior Learning: Year 7 Cultural Voices, Year 7 & 8 Poetry Units

Cross Curricular: Geography & PHSE

<p>Texts &amp; Support Resources:</p> <p><i>Poems may include work by Benjamin Zephaniah, John Agard, Imtiaz Dharker etc</i></p> <ul style="list-style-type: none"> <li>• Poetry Analysis Tool</li> <li>• Style Models</li> <li>• Language of an Expert</li> <li>• 50 Ways to Express Your Opinion</li> <li>• Comparative Connectives</li> <li>• Poetry drafts</li> <li>• Images of other cultures</li> <li>• Peer Assessment Tool</li> <li>• Student Guide to Extended Writing</li> </ul>	<p>Assessment (KAP in <b>bold</b>):</p> <p><b>R/W: Compare how any theme is presented in the two poems AO2/AO3</b></p> <p><b>20 marks</b></p> <p>S&amp;L: Paired presentations on: Identity – What being British means to me. These will be filmed and peer assessed and could be used for GCSE Spoken Language.</p> <p>(Pass, Merit, Distinction)</p>	<p>Learning Outcomes (Impact):</p> <ul style="list-style-type: none"> <li>• Develop awareness of how poetry can reflect cultural concerns.</li> <li>• Explore links between Poetic devices and writers intentions.</li> <li>• Develop appreciation of the conventions of the poetic form and express ideas with clarity.</li> <li>• Build confidence when expressing ideas about poetry using carefully selected evidence to support.</li> <li>• Continue to mine the importance of time, place and setting as contextual support for understanding meaning.</li> <li>• Develop understanding of figurative language in Poetry to express deeper ideas (explicit / implicit meanings).</li> <li>• Refine the skill of comparison and how to compare effectively.</li> <li>• Develop student conversations to voice opinions, listen to and appreciate the work of others and support learning.</li> <li>• To build confidence with spoken language.</li> </ul>
--	--	--