

| Sequence           | Topic title | Outline of Main Content / Objectives  | Assessment(s) formative and summative (indicative)   | Key Foundational Skills   | Links to GCSE  |
|--------------------|-------------|---|--|---|--|
| 8 – Weeks<br>1-10  | War         | <p>This unit of work will be focused on the theme of war and historical context will be explored. Students will look at a range of speeches and analyse the persuasive techniques.</p> <p>The focus of the unit will be a novel with the theme of war – <i>Private Peaceful</i>. The language and structure of the novel will be explored and students will be taught how to analyse the novel in depth.</p> <p>Writing opportunities will be developed from the novel picked.</p>  | <p>Formative – analyse an extract.</p> <p>Summative - Extract to whole.</p> <p>Speaking and listening – opportunity for students to perform their own speeches or a presentation about an aspect of war.</p> | <p>Recap basic punctuation from year 7 and develop to more complex punctuation – brackets, hyphens, colons, semi colons</p> <p>Analysing language and structure</p> <p>Topic sentences</p> <p>Skills test at the end of 10 weeks to check key skills.</p> | English Literature – AO1, AO2, AO3, AO4  |
| 8 – Weeks<br>11-20 | Gothic      | <p>Students will study a range of texts that fit under the genre of Gothic. These will include short stories such as ‘The Tell-Tale heart’ and ‘The Pit and Pendulum’. Students will develop their ability to analyse and evaluate unseen texts.</p> <p>There will also be the opportunity to read a novel that fits into the Gothic genre. This could be <i>Darkside</i> or <i>Women in Black</i>.</p> <p>Students will use the Gothic genre to develop their own descriptive writing with a focus on figurative language.</p> <p>There will be the opportunity to have a trip to the Cathedral.</p> | <p>Reading – Evaluate an extract</p> <p>Writing – writing to describe</p>  | <p>Figurative language</p> <p>Awareness of impact</p> <p>Paragraphs</p> <p>Narrative viewpoints – 3<sup>rd</sup> person</p> <p>Skills test at the end of 10 weeks to check key skills.</p>  | English Language AO1, AO2, AO4, AO5, AO6   |
| 8 – Weeks<br>21-30 | Shakespeare | <p>This unit of work will explore a whole Shakespeare play and make sure that</p>   | <p>Reading Formative – analyse an extract</p>  | <p>Vocabulary (essay terms – presents, shows, reveals, suggests, characterisation, in</p>   | AO1: Read, understand and respond to texts. Students should be able to: maintain a |

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|                    |                    | <p>students are aware of the historical context of Shakespeare's texts.</p> <p>The play will be <i>Much Ado About Nothing</i>. This will be read and performed in an engaging way with the opportunity for students to translate Shakespearean language into its modern day equivalent in order to demonstrate understanding and relevance. Tasks will include both creative writing and analytical reading tasks.</p> <p>The context explored will include who was Shakespeare, Elizabethan world rule hierarchy, family roles, monsters / servants and class.</p> <p>Shakespeare's language will be explored looking at prose vs blank verse / poetry and the language of class and power.</p> <p>There may be the opportunity to include a trip to the Globe.</p> | <p>Reading Summative – analysis of extract then whole text using key terms.</p> <p>Writing Formative – Narrative writing task based upon text</p> <p>Writing Summative Creative task based upon an image relevant to a theme- Love, honour etc as found in the GCSE language exams</p> <p>Speaking and listening – perform a scene.</p> | <p>relation to) and subject specific terms – exit, soliloquy, dramatic tension</p> <p>Skills test at the end of 10 weeks to check key skills.</p>                               | <p>critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> |
| 8 – Weeks<br>31-40 | Comedy / Entertain | <p>This unit of work will look at a range of writing that entertains readers. For example, writers such as Bryson, Walliams and extracts from autobiographies. Students will analyse and compare the extracts focusing on the techniques that the writers use.</p> <p>The unit will also focus on teaching students how to write in an entertaining way and students will write articles and a guide to Ely.</p> <p>There will be the opportunity for a trip to Ely.</p>   | <p>Reading – English Language Paper 2 style</p> <p>Writing – write an entertaining guide to Ely</p>   | <p>Coherent texts – topic sentences, paragraphs introductions, conclusion, PAFT</p> <p>Persuasive techniques</p> <p>Skills test at the end of 10 weeks to check key skills.</p> | English Language – AO1, AO2<br>AO3, AO5, AO6   |