**Key Stage 3**

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| **Half Term 1: Heroes and Villains** | Students study a range of texts and extracts based around this theme from a variety of genres:   * Raksha (mother wolf) in the Jungle Book by Rudyard Kipling * Smaug the dragon from The Hobbit by J. R. R. Tolkien * Buddy by Nigel Hinton * Faceless by Benjamin Zephaniah * Stealing by Carol Ann Duffy * Hitcher by Simon Armitage * Pennywise from It by Stephen King * Remus Lupin from Harry Potter by J. K. Rowling * Students research their own hero to celebrate Black History Month and write an article informing their audience about their life |
| **Half Term 2: Novel Study** | Students read a novel, engaging with the plot, characters and themes. Students complete activities to improve their reading skills and use the novel to inspire their own writing/ speaking and listening. |
| **Half Term 3: Nature** | Students study a range of texts and extracts based around this theme from a variety of genres:   * Ariel’s song and description of the storm from Shakespeare’s Tempest * Blackberry Picking by Heaney * Autumn Leaves by Elsie N. Brady * Description of Jonathan Harker’s coach journey to Dracula’s castle by Bram Stoker * A Walk in the Woods by Bill Bryson * Students complete their own piece of travel writing about a place that is important to them. |
| **Half Term 4: Growing Up** | Students study a range of texts and extracts based around this theme from a variety of genres:   * Description of Captain Hardcastle from Boy by Roald Dahl * Family arguments in Buddy by Nigel Hinton * Coming to England by Floella Benjamin * Helping Hands: a newspaper article on teenagers and housework by Niall Murray * Tommo’s childhood memories in Private Peaceful by Michael Morpurgo * Liam’s journey into space from Cosmic by Frank Cottrell Boyce * Introduction to dumpsite boys in Trash by Andy Mulligan |
| **Half Term 5: Short Stories** | Students read a range of short stories and build up a range of writing skills to write their own.  Some of the stories studied are:  ‘A Lamb to the Slaughter’ by Roald Dahl  ‘The Man With the Yellow Face’ and ‘Monsters’ by Anthony Horowitz  ‘Compass and Torch’ by Elizabeth Baines |
| **Half Term 6: Gothic Fiction** | Students study a range of texts and extracts based around this theme from a variety of genres:   * The Raven by Edgar Allen Poe * Description of Victor’s monster in Frankenstein by Mary Shelley * Description of Wuthering Heights and the moors from Wuthering Heights by Emily Bronte * Introduction to Dracula by Bram Stoker * Description of setting in Woman in Black by Susan Hill * Porphyria’s Lover by Robert Browing |

**Year 10**

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| **Unit** | **Functional Skills Work** | **GCSE extension** |
| Music | Article analysis: **review** (Stormzy, Oasis, Justin Bieber)  Article analysis: **argument** (is rap a good thing/ should female music artists dress how they want?)  **Discussion:** content of music videos/ rap lyrics/ gender in music  **FS Reading paper**: Festivals (**interview, information**)  **FS Writing task:** **Review** of an artist | Comparison of a POSITIVE and NEGATIVE music review: Oasis (inference)  Specimen Paper: The Great Gatsby (q1 and 2)  Writing task: picture stimulus |
| Power and Conflict | Article analysis: **argument** (American XL bully dog ban, footballers paid too much)  Article analysis: **speech** (Barak Obama’s campaign speech, Churchill, I have a dream)  **Speech**: one thing I’d change about the world  **FS Reading paper:** Noisy Neighbours (**information, letter**)  **FS Writing task:** **contribution to web forum** (who deserves the highest pay? OR **complaint about a noisy neighbour on an online form** | Comparison of football article with a positive article which celebrates football (writer’s viewpoint and language analysis)  Past Paper: A Sound of Thunder (q4)  The Silent Land (q4) |
| Growing Up | Article Analysis: **autobiography** (Ben Fogle, school experiences)  Article Analysis: **article** **review** (Sister Brendan Paper)  **Speech:** Ideal education  **FS Writing task:** **email** to explain how your school could be made more fun | Reading a Pre 19th Century Text (Ragged School)  Modelling of GCSE paper 2, q5 for speech  Past Paper: Mr Fisher q3 |
| Place | **Article analysis:**  **autobiography** (I am Malala)  **Article analysis:**  **travel writing** Blackpool, Bryson)  **Discussion:** Places I’d like to visit  **FS Reading paper:** Moving House (**blog, email**)  **FS Writing Task:** Market Rubbish **(letter of complaint)**  **VISIT TO A PARK**  **Writing Task 2:** Local parks visit **(account)** | P2, Q3 Language analysis in ‘I Am Malala’ extract  Past Paper: Yellow Sun (q2 and 4) |
| Mental Health | **Article analysis:**  **article inform** (Fame hungry polar bear)  **Article analysis:**  **article argument (**Boys rejected by football academies, To be happier, start thinking about your death)  **FS Reading paper:** Sleep (**information, app review, advice article**)  **FS Writing Task:** Advice to a friend on how to manage stress **(email)**  **CHARITY WORK**  **Writing Task 2:** Article for the Haven Newsletter encouraging others to take part in fundraising (**article, persuade**) | Past Paper: The Mill  Questions struggled on earlier in the year |

**Year 11**

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| **Unit** | **Activities** | **Key Skills** |
| **Crime and Punishment 1 – Miscarriage of justice?** | * Reading and analysing a range of texts * Identifying language techniques * Exploring impact on readers * Practising GCSE and Functional Skills reading questions | * Comprehension * Interpreting writers’ techniques * Exam skills |
| **Crime and Punishment 2 – The Death Penalty and Prison System** | * Developing our extended writing for particular audience and purpose * Drafting and presenting speeches | * Use of language techniques * Sentence and paragraph structure * Punctuation for effect * Presentation techniques |
| **Fiction Reading** | * Study of a range of fiction texts in preparation for GCSE | * Comprehension * Interpreting writers’ techniques * Exam skills |
| **Fiction Writing** | * Developing our extended writing for particular audience and purpose in preparation for GCSE | * Use of language techniques * Sentence and paragraph structure * Punctuation for effect |
| **Exam Skills** | * Final preparation for written exams |  |

**Sixth Form**

**GCSE Literature**

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| **Unit** | **Activities** | **Key Skills** |
| **19th Century Novel - The Sign of Four** | * Read the text * Analyse impact on the audience * Interpret characters and themes * Explore the context of the novel | * Reading and understanding texts * Analysing language, form and structure * Understanding relationships between texts and their contexts * Writing with clarity and purpose |
| **Shakespeare – Macbeth** | * Read the text and view in performance * Analyse impact on the audience * Interpret characters and themes * Explore the context of the play |
| **Poetry – Power and Conflict** | * Read the texts * Analyse impact on the reader * Explore how meaning is shaped * Explore the context of the poems |

**AS Literature**

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| **Unit** | **Activities** | **Key Skills** |
| **Post-1900 Poetry** | * Read the texts * Analyse impact on the reader * Explore how meaning is shaped * Explore the context of the poems | * Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. * Analyse ways in which meanings are shaped in literary texts. * Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. |
| **Prose – tbc, but one of the following:**  **Charlotte Brontë Jane Eyre**  **Emily Brontë, Wuthering Heights**  **Kate Chopin, The Awakening**  **Thomas Hardy Tess of the D’Urbervilles**  **E.M. Forster A Room with a View**  **L.P. Hartley The Go-Between**  **Daphne Du Maurier Rebecca** | * Read the text * Analyse impact on the reader * Explore how meaning is shaped * Explore the context of the novel |