**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
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| **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.
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| **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
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| **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
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**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 speechPast 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’ extractPast 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 MillQuestions 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
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**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
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**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
 |