

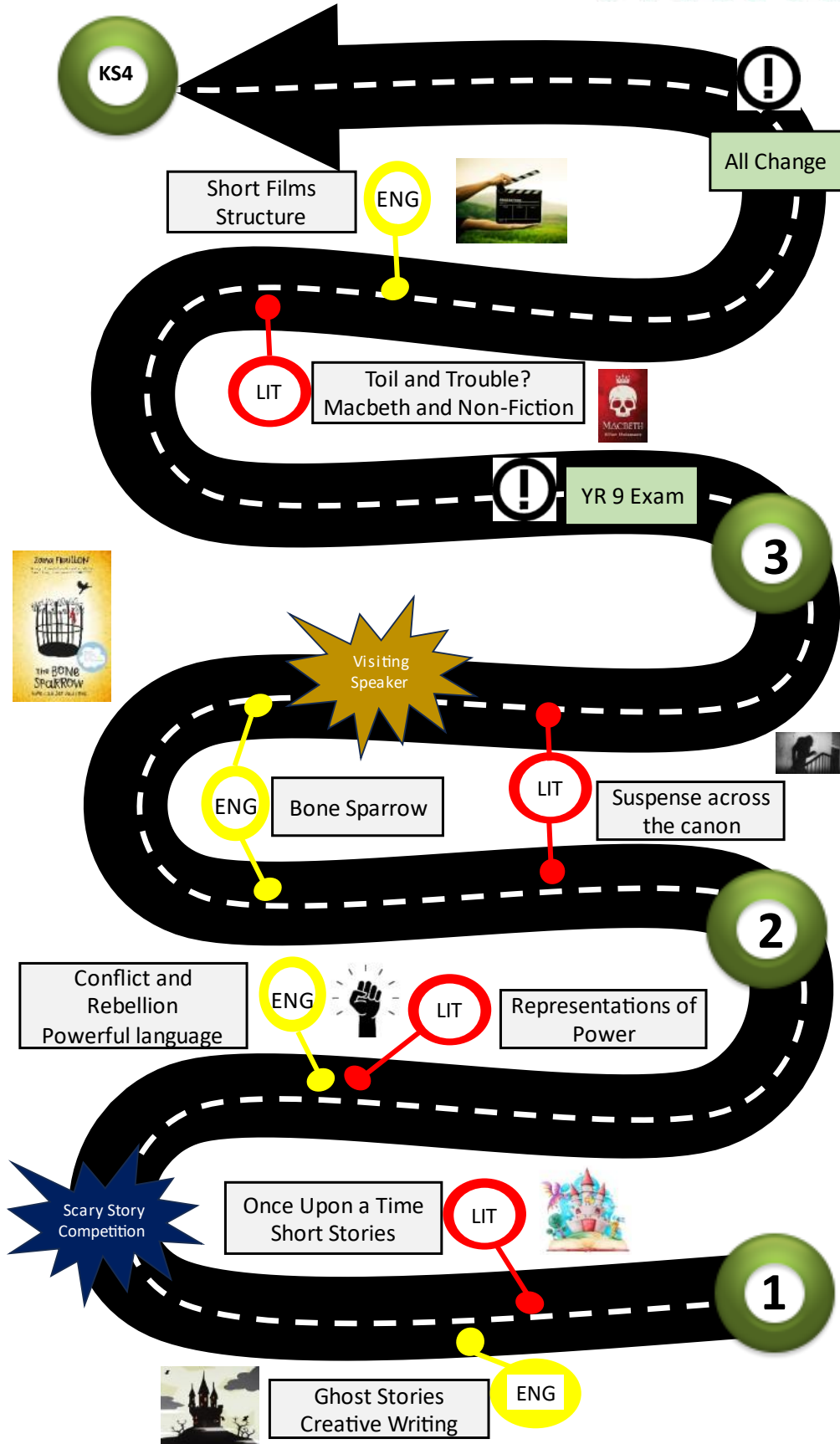
A year

A Year	Aut 1 7 weeks	Aut 2 7 weeks	Spring 1 6 weeks	Spr2 6 weeks	Sum 1 7 weeks	Sum 2 All Change 7 weeks
What are students studying?	Selection of Victorian and modern ghost stories (and the history of the genre) by both male & female writers.	A selection of non-fiction texts linked by the theme of Conflict and Rebellion. Unseen poem: Caged Bird Maya Angelou	C21st fiction: The Bone Sparrow. A selection of non-fiction articles on the refugee crisis. Unseen poem: Not one more refugee death EMMY PEREZ.	C21st fiction: The Bone Sparrow A selection of non-fiction articles on the refugee crisis. Unseen poem: My Brain is an immigrant Senait Hagose.	Narrative structure using a selection of short films and extracts from C20th fiction texts. Unseen poem: Hour by Carol Ann Duffy	English Literature Paper 2 Modern Text: An Inspector Calls
Assessment Building on Previous Learning Lit Lang	Descriptive writing – first two paragraphs using image as stimulus.	TEA	PEAL – character based extract question. AO1-AO4	TEA summative comparison question.	TEA response to AQA structure question using the short film Pentecost.	PEAL How does Priestley present Birling as a foolish character. Students to be given an extract AO1-AO4
Intent	Allows discussion on gender representation within literature. Allows students to explore the significance of context when exploring a literary text.	Allows discussion on modern issues such as cost of living, strikes, BLM. Improve and develop transactional writing skills ahead of the GCSE course.	Allows students to engage with a current topic and examine prejudices and realities surrounding this issue. Building on previous language TEA practise,	Allows students to engage with a current topic and examine prejudices and realities surrounding this issue. Building on previous PEAL practise – in order to explore writer’s	Allows students to focus on structure as a separate entity – rather than looking at it in conjunction with language. Use of film makes a topic many students find tricky in the GCSE	Appropriate text for new classes/step up to GCSE. Motivates students at end of A year. Set text for GCSE but most ‘modern’ and straightforward. Allows discussion on modern issues such

	<p>Building on previous PEAL practise – in order to explore writer’s intent and techniques.</p> <p>Build on develop narrative writing skills necessary for AQA Lang Paper 1.</p>	<p>Non-fiction texts in line with the GCSE AQA Language Paper 2.</p>	<p>responding to extract.</p> <p>Text with challenging issues.</p>	<p>intent and techniques.</p> <p>Text with challenging issues.</p>	<p>language paper, more accessible.</p> <p>Introduce specialist structural terminology and how to apply to the TEA structure.</p>	<p>as cost of living, strikes, consent</p> <p>Introduces PEAL within an exam context</p>
<p>Previous Learning strands</p>	<p><u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge.</p> <p>In Yr 8 Ralph Sadlier and Edwinstree study ‘The Woman in Black’ Students develop critical thinking skills and an understanding of how to create atmosphere and tension in a narrative.</p>	<p><u>Knowledge and Skills</u> In Yr 8 Ralph Sadleir, students learn how to</p> <p>In Yr7 Edwinstree look at writing feature articles.</p> <p>In Yr8 Edwinstree students look at speech writing when studying ‘The Tempest’.</p> <p>In Edwinstree, in Year 8, they look at the role charities can play when studying ‘Trash’.</p>	<p><u>Knowledge and Skills</u></p> <p>Both Ralph Sadlier and Edwinstree look at poetry analysis in Years 7 and 8.</p> <p>Students in both Ralph Sadlier and Edwinstree study ‘The Hunger Games’.</p>	<p><u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge.</p> <p>Both schools also teach the relationship between text and context when studying texts such as ‘1001 Arabian Nights’ and ‘The Canterbury Tales’.</p> <p>Yr 8 Ralph Sadlier introduces how to respond to an</p>	<p><u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the TEA analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge.</p> <p>Yr 8 Edwinstree, students study novel ‘Hunger Games’ for how writers use structure to influence audience</p>	<p><u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge.</p> <p>In Yr 8 Ralph Sadlier’s study of ‘The Tempest’ students develop critical thinking skills – can characters be both good and bad and what is the effect on an audience?</p> <p>In A year Freeman, students consider wider social and political contexts as</p>

	<p>Edwinstree also cover Landlady, Tale of Terror, The Monkey's Paw.</p> <p>Yr 8 Edwinstree, students practise character development as part of a 'Heroes' unit, learning fundamentals of editing and improving</p> <p>Students in both Edwinstree and Ralph Sadlier wrote their own ghost stories based on their study of Woman in Black.</p>			<p>Extract 'Mystery Stories'</p>		<p>part of their study of 'Bone Sparrow'</p>
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KS 3 – Year 9



I Year

I Year	Sum 2 All Change 7 weeks	Aut 1 7 weeks	Aut 2 7 weeks	Spr1 6 weeks	Spr 2 5 weeks	Sum 1 7 weeks	Sum 2 7 weeks
What are students studying?	English Literature Paper 2 Modern Text: An Inspector Calls	English Language Paper 1: Creative Writing English Literature Paper 2 Unseen Poetry	English Literature Paper 1 19 th Century Text: A Christmas Carol	English Literature Paper 2: P&C Anthology - conflict Intro to Language Paper 1 Reading section	Preparation for Lang Mock paper 1 Revision of Literature texts	English Literature Paper 2: Remaining P&C Poetry Anthology English Literature Paper 2 Unseen Poetry	English Literature Paper 1 Shakespeare: Romeo and Juliet
Assessment Building on Previous Learning Lit Lang	How does Priestley present Birling as a foolish character. Students to be given an extract AO1-AO4	How does Priestley present Sheila as a character who learns important lessons about herself and society? AO1-AO4	Write a description of a place as it gets dark (picture prompt) AO5+AO6	Explore how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour AO1-AO3	Mock (2023 exam paper 1) AO1-AO6	Comparative paragraph on a P&C poem of choice AO1-AO3	Explore how Shakespeare presents Aggressive male violence Act 1 scene 1 AO1-AO4
Intent	Appropriate text for new classes/step up to GCSE. Motivates students at end of A year. Set text for GCSE but most 'modern' and straightforward. Allows discussion on modern issues such as cost of living, strikes, consent	Does not rely on previous learning following summer holiday. Assessment is more challenging – question only – to build on summer EBI Introduces responding to image – building characters/settings relevant to GCSE exams.	Studying a Christmas text in the build up to Christmas – allows for modern comparisons to the themes of redemption, celebration etc. Offers an opportunity to consider other faiths/spiritual celebrations Building on previous literature PEAL practise,	Challenge of studying the Anthology in previous years – students struggle with amount of poems in one go (too much content) - easily missed when part of thematic units due to time pressures - year 11 too late considering challenge of module. Better point to catch up missing poems and practise PEAL	Mock paper at the end of this half term. Allows students reasonable amount of time to practise Language skills and revise Literature knowledge. Give them an experience of a whole Language paper, consolidate their learning and for staff to identify gaps/which skills need further and continued support.	Ensures that all students go into All Change with as complete an Anthology as possible. 7x poems with power focus – allows students to make thematic/contrasting links between poems. Consolidates knowledge of previous war poems as well as final 7.	Final Lit text – ensures full coverage of the Literature specification across the course of the year. R&J studied now as the most challenging of the Lit texts due to language and context. Previous Lit texts have increased in challenge in order to get to this point.

	Introduces PEAL within an exam context	Unseen Poetry offers an alternative imagery and techniques response while building on creative writing.	responding to extract. More challenging text.	analysis and comparison. 8x war poems allows students to make thematic/contrasting links between poems. Consolidates knowledge. Reading paper builds on creative writing and analysis writing skills.			Students can be set (at the top only) at this point so this is an appropriate text for this point. Students with 7+ predictions need access to challenging/critical study while students with lower predictions need a secure and accessible study of challenging ideas.
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Previous Learning strands	<u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge. In Yr 8 Ralph Sadleir's study of 'The Tempest' students develop critical thinking	<u>Knowledge and Skills</u> In Yr 8 Ralph Sadleir, students learn how to build suspense in writing Yr 8 Edwinstree, students practise character development as part of a 'Heroes' unit, learning fundamentals of editing and improving	<u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge. Yr 8 Ralph Sadleir introduces how to respond to an Extract 'Mystery Stories'	<u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge. Both Edwinstree and Ralph Sadleir Yr 8 curriculums include unit introducing conflict	<u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the TEA analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge. A Yr Freeman students are introduced to a range of structural techniques used in	<u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge. Both Edwinstree and Ralph Sadleir Yr 8 curriculums include unit on conflict poetry and war imagery	<u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge. Both Edwinstree and Ralph Sadleir curriculums include an
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	<p>skills – can characters be both good and bad and what is the effect on an audience?</p> <p>In A year Freman, students consider wider social and political contexts as part of their study of 'Bone Sparrow'</p>	<p>A Yr Freman, students respond creatively to issues raised by topic areas such as writing in character, attempting techniques such as anthropomorphism</p>	<p>Yr 8 Edwinstree, students study novel 'King of Shadows' for how writers use structure to influence audience</p> <p>A Yr Freman – Study of novel with challenging issues 'Bone Sparrow'</p>	<p>poetry and war imagery</p> <p>A Yr Freman – Introduction of specific poems as part of A Yr curriculum e.g. The Emigree in the 'Challenging the Refugee narrative' study of 'Bone Sparrow'</p>	<p>media and written texts.</p>	<p>A Yr Freman – Introduction of specific poems as part of A Yr curriculum e.g. The Emigree in the 'Challenging the Refugee narrative' study of 'Bone Sparrow'</p> <p>1 year Freman – previously studied 8x conflict poetry. Opportunity to consolidate knowledge</p>	<p>introduction to the plot and characters of 'Romeo and Juliet'</p> <p>A Yr Freman – Development of PEAL writing in order to extend ideas and improve quality of AO2</p> <p>1 Yr Freman – Responding to extracts 'Christmas Carol'</p>
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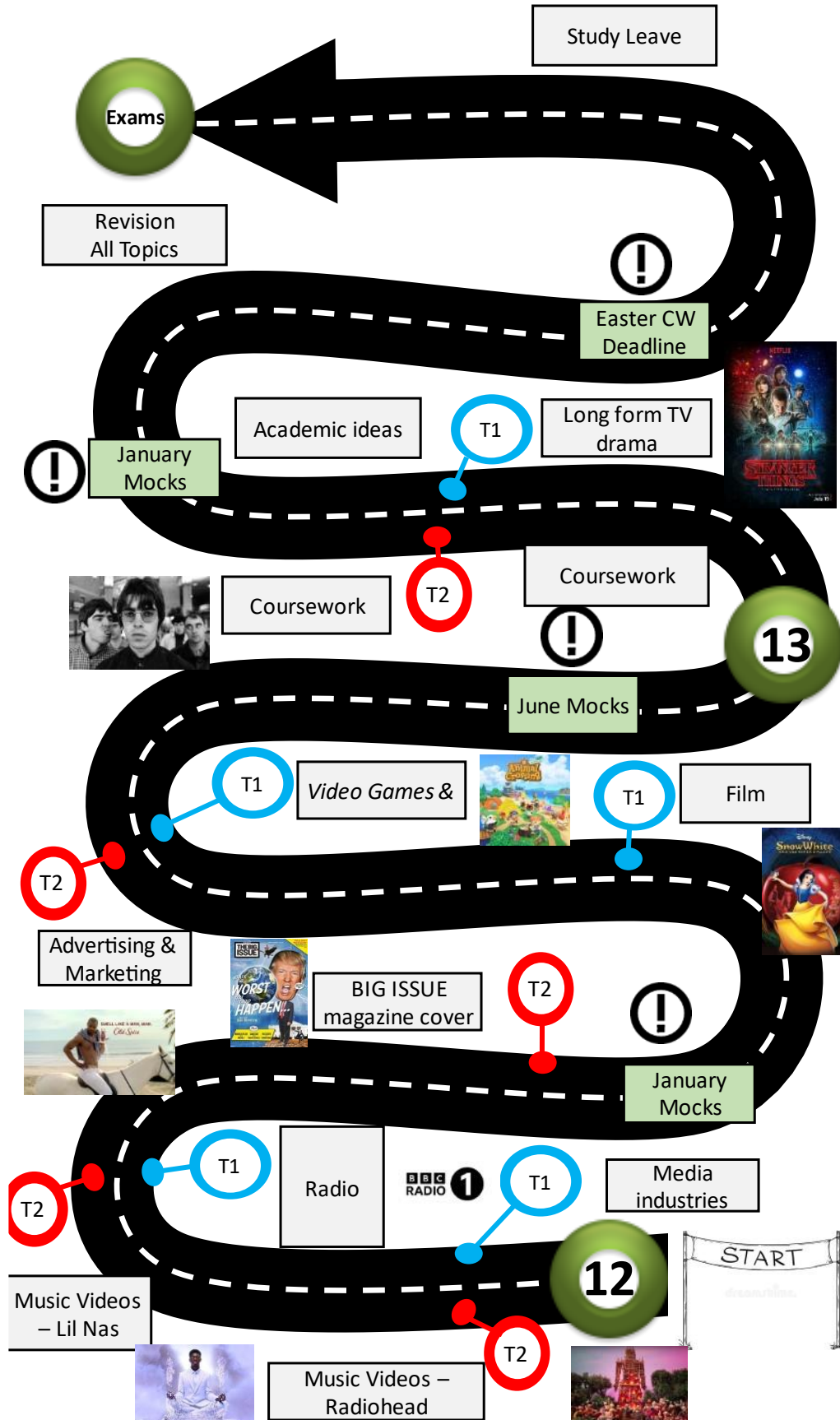
E Year		7 weeks	5 weeks (study leave)	6 weeks	6 weeks	4 weeks
What are students studying?	N/A Drip Lit texts throughout – couple of times each half term Whole dept approach to Seneca and reading progress	English Language Paper 2: Revision of skills and experience with extracts Literature: Big Ideas focus and revision of texts English Language Spoken NEA preparation (recordings at some point in last two weeks of half term)	Mocks prep Language Paper 2 Literature Paper 1	Mocks prep Literature Paper 2: An Inspector Calls Power and conflict poetry Unseen Poetry Begin big push on revision of Language skills	Full coverage of all topics and skills TEA TEA Comparison Synthesis Evaluation Narrative Transactional ACC PEAL R&J PEAL AIC PEAL Poetry PEAL Unseen Comparison	Preparation for Study Leave TEA TEA Comparison Synthesis Evaluation Narrative Transactional ACC PEAL R&J PEAL AIC PEAL Poetry PEAL Unseen Comparison
Assessment Building on Previous Learning Lit Lang		Spoken Language Task NEA AO5-AO6	Language Paper 2 Mock AO1 AO2 AO3 AO4 AO5 AO6 Literature Paper 1 Mock AO1 AO2 AO3 AO4	Comparative poetry essay AO1-AO3	Mock Lit Paper 2 (March) AO1 AO2 AO3 AO4	
Intent		Full literature course complete so teachers can prepare students through interleaving activities.	Students have already experienced a full Language Paper 1 mock so this is an opportunity for students to experience the	Students should have complete Anthology from 1 year curriculum. Opportunity for staff to identify gaps and for students to	Students have already experienced a full Literature Paper 1 mock so this is an opportunity for students to experience the	Staff will have followed curriculum maps and medium term plans to ensure coverage of content, adapting and securing skills and

		<p>Language focus is paper 2 in preparation for mocks. Spoken Language Task is effective preparation for the transactional writing task in paper 2.</p> <p>October term is appropriate for preparing and recording NEA as there is no impact on other subjects with coursework/exams. Students can also benefit from their growing mature engagement with big societal issues.</p>	<p>other language paper.</p> <p>Students have not had a full experience of Literature paper. Lit paper 1 consolidates their knowledge of most recent Lit text (R&J) which should be strongest at this stage and opportunity to practise revision strategies for Christmas Carol.</p> <p>Give them an experience of a whole Language paper, consolidate their learning and for staff to identify gaps/which skills need further and continued support.</p>	<p>consolidate knowledge and practise comparisons. A historically challenging module due to time available/students with gaps. 1 year curriculum deliberately structured to ensure as much of the poetry is completed before E year.</p>	<p>other literature paper which is longer and more challenging so students should be at their most prepared/competent to give it a try.</p> <p>Opportunity for students to consolidate the work from the previous term.</p> <p>Staff will have followed curriculum maps and medium term plans to ensure coverage of content, adapting and securing skills and knowledge specific to their groups.</p>	<p>knowledge specific to their groups.</p> <p>Final opportunity for coverage of all 4 exams and key skills.</p>
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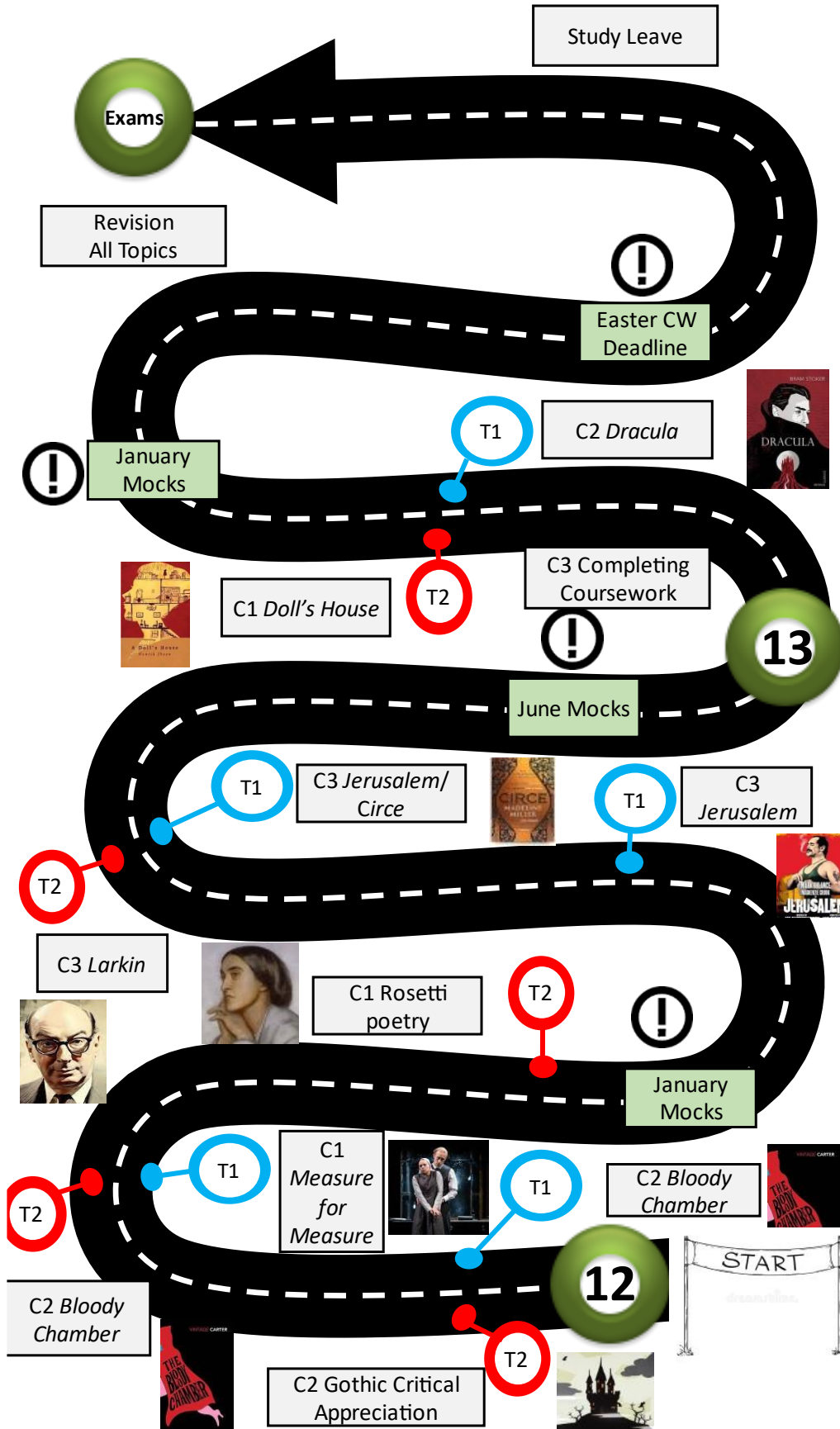
<p>Previous Learning strands</p>		<p><u>Knowledge and Skills</u> At Edwinstree students learn how to write an argument when considering who is to blame for the deaths of Romeo and Juliet. They also experience debate and practise responding to questions when hotseating.</p> <p>At Ralph Sadleir students learn how to write an argument when considering who is to blame for the deaths of Romeo and Juliet as well as the conventions of persuasive magazine writing.</p> <p>In A year students write opinion pieces as part of the Bone Sparrow and Rebellion schemes including letters to the Prime Minister so need to consider their</p>	<p><u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the TEA and PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge.</p> <p>Romeo and Juliet and Christmas Carol studied in I year.</p> <p>I and E year - Increase in challenge of extracts and question stems when revising for Literature texts.</p>	<p><u>Knowledge and Skills</u> Both Edwinstree and Ralph Sadleir introduce the PEAL analysis structure in Yr 7. Continued practise in Yr 8 and Yr 9 with different texts increasing in challenge.</p> <p>Both Edwinstree and Ralph Sadleir Yr 8 curriculums include unit introducing conflict poetry and war imagery</p> <p>A Yr Freman – Introduction of specific poems as part of A Yr curriculum e.g. The Emigree in the ‘Challenging the Refugee narrative’ study of ‘Bone Sparrow’</p> <p>In I year students will have studied the entire Anthology. This gives students the opportunity now to</p>	<p><u>Knowledge and Skills</u> Please see previous learning strands as these two half terms cover so much different content but the challenge should have increased, sequencing should be linked to previous learning and students should be adapting their revision strategies in line with content of lessons and homework.</p>	<p><u>Knowledge and Skills</u> Please see previous learning strands as these two half terms cover so much different content but the challenge should have increased, sequencing should be linked to previous learning and students should be adapting their revision strategies in line with content of lessons and homework.</p>
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		<p>formal language and rhetorical devices.</p> <p>In I year students will write opinion pieces and debate issues raised by the set texts such as is Gerald a hero or a villain in An Inspector Calls.</p> <p>There are similar skills and application of knowledge in Language Paper 1 – students can apply same or similar skills when studying and analysing non fiction</p>		<p>practise more challenging question stems and poetry links.</p>		
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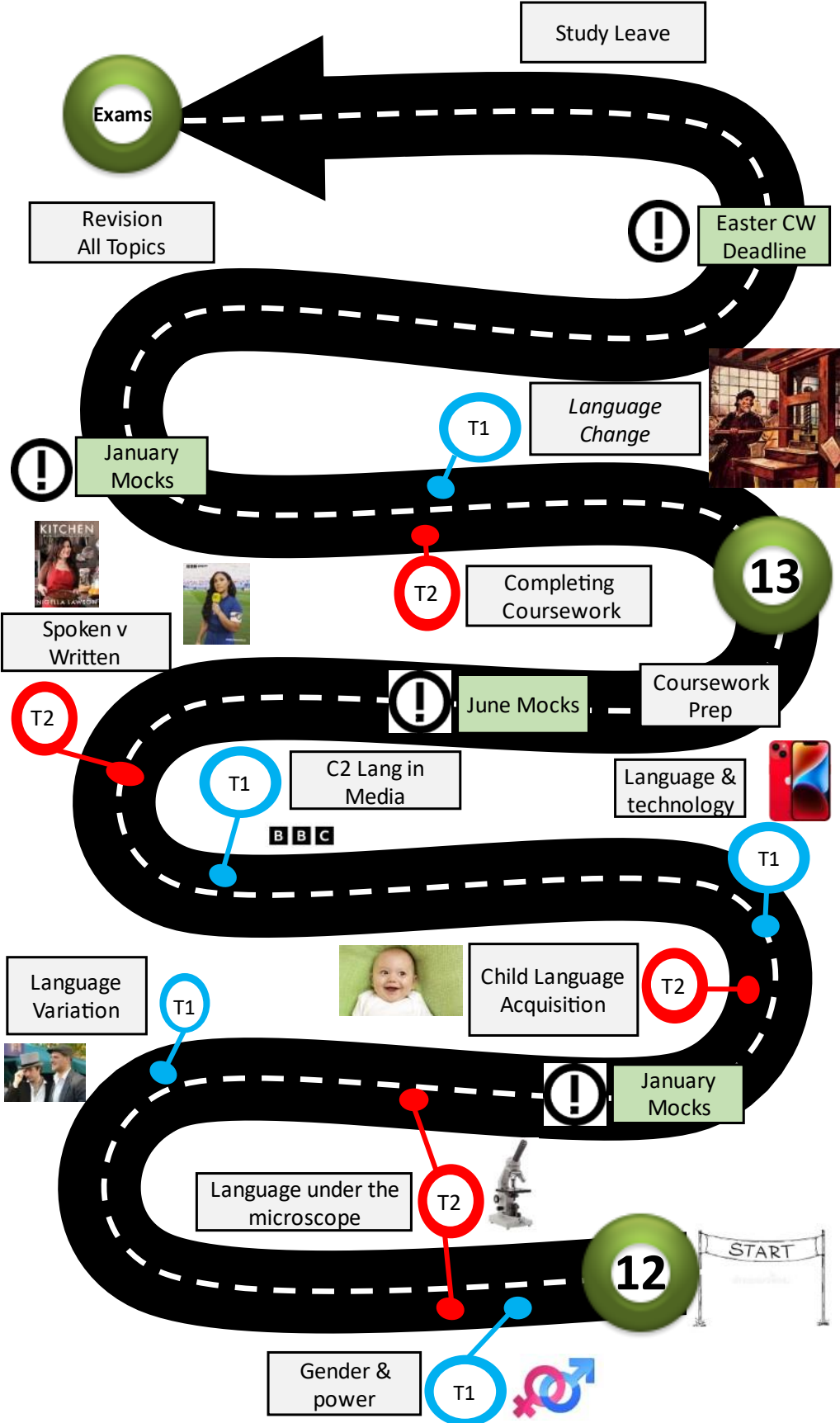
KS5 A Level Media



KS5 A Level Literature



KS5 A Level Language



Study Leave

Exams

Revision
All Topics

Easter CW
Deadline

Language
Change

January
Mocks



Spoken v
Written



Completing
Coursework

13

Coursework
Prep

June Mocks

Language &
technology



C2 Lang in
Media

B B C

Language &
technology

Child Language
Acquisition



Language
Variation



January
Mocks

Language under the
microscope



12



Gender &
power

