

Long Term Plan: English Language

Assessment Objectives	<p>AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes, and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use a range of vocabulary and sentence structure for clarity, purpose, and effect, with accurate spelling and punctuation.</p> <p>AO7: Demonstrate presentation skills in a formal setting.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>				
Term / Topic	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>	<u>YEAR 10</u>	<u>YEAR 11</u>
Term 1 Literary Greats	<p>Text:</p> <ul style="list-style-type: none"> <i>Private Peaceful</i> by Michael Morpurgo <p>Aim: Students will study <i>Private Peaceful</i> and will learn facts about WW1 and the devastating consequences of war. Students will be taught contextual knowledge regarding the catalyst that led to the beginning of the war and fighting in Ypres, Belgium. Students will study war poetry such as 'In Flanders' Fields' by John McCrae and 'The Soldier' by Rupert Brooke. Students may revisit such poems in Year 9 when they study war poetry for a half-term.</p> <p>Assessment Objectives</p> <p>AO1: Students will be introduced to the skills of identifying and interpreting explicit and implicit information and ideas through reading comprehensions, the creation of timelines depicting the events which led up to the outbreak of World War I, and the</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Refugee Boy</i> by Benjamin Zephaniah <p>Aim: The main aim this half-term is for students to read an example of seminal literature: <i>Refugee Boy</i>. Depending on academic ability, students will either study <i>Refugee Boy</i> (the novel) or they will study an adapted play version by Lemn Sissay. Whether the novel or play is used for most of the teaching, there will be opportunities to study some parts of the opposite text, in-order-to teach the difference between novels and plays and allow typical drama methods to be learned.</p> <p>Assessment Objectives</p> <p>AO1: Students will continue to develop their ability to identify and interpret explicit and implicit information through creative writing tasks where they write a letter from Alem's perspective expressing how he is feeling as a refugee in London in which they have to consider how he is</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>A Christmas Carol</i> by Charles Dickens <p>Aim: The main aim this term is for students to enhance and consolidate their reading, writing, and speaking and listening skills. Students will learn about Victorian Literature and the social, political, and economic issues which influenced Dickens' writing, such as poverty and the Malthus and 1834 Poor Law.</p> <p>Assessment Objectives</p> <p>AO1: Students will identify and interpret explicit and implicit information and ideas during research tasks into both Victorian England and Charles Dickens in which they learn about both topics and write summaries on how life was in Victorian England and the social and political reasons behind Dickens' literary work,</p> <p>AO2: Students will explain, comment on, and analyse how writers use language and structure to achieve effects by considering how Dickens has characterised key characters</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson <p>Aim: The main aim is for students to read a gothic fiction novel, which is set in the 19th Century. There will be a focus on expanding and enhancing knowledge of genre. Students will develop their understanding of gothic tropes and conventions, as well as on 19th Century fiction.</p> <p>Assessment Objectives</p> <p>AO1: Students will identify and interpret explicit and implicit information and ideas through activities where they predict what the novel is going to be about from features such as the front cover and an analysis of the title, reading comprehensions, and quote explosion sheets.</p> <p>AO2: Students will explain, comment on, and analyse how writers use language and structure features to achieve effects through producing essay-style responses using the PEE</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Blood Brothers</i> by Willy Russell <p>Aim: The main aim this term is for students to study <i>Blood Brothers</i> and use this play to consolidate the reading, writing, and speaking and listening skills learned in Year 7 and 8 and enhance them further. Key themes such as superstition and fate, nature vs nurture, as well as social class and inequality will be explored. Students will learn the idea of literature being used as a political vehicle to evoke change.</p> <p>Assessment Objectives</p> <p>AO1: Students will make sophisticated identifications and interpretations of explicit and implicit information through an explanation of how context influences literature in which they consider how Russell's personal thoughts and opinions are projected through his writing choices, themes, and the characterisation of his characters.</p> <p>AO2: Students will explain, comment on, and analyse how the writer uses</p>

<p>preparation for a verbal debate into which Peaceful brother is the bravest.</p> <p>AO2: Students will explain, comment on, and analyse how writers use language and structure to achieve effects and influence on readers through the introduction of the PEE paragraph structure when they are asked to write a paragraph explaining how Charlie has been presented as brave, and considering why Michael Morpurgo has used specific language and structure techniques such as Cliffhangers and Foreshadowing in the novel.</p> <p>AO3: Students will compare Michael Morpurgo's ideas and perspectives on World War I with the ideas and perspectives held by poets such as John McCrae and Rupert Brooke in their respective war poems <i>In Flanders' Fields</i> and <i>The Soldier</i>.</p> <p>AO4: Students will evaluate texts critically and support their evaluations with appropriate textual evidence through writing PEE paragraphs responding to a question with their point and the use of evidence to support it, and making predictions about what is going to happen next based on information they have been told so far and using evidence from the novel to justify their predictions.</p> <p>AO5: Students will be introduced to ways in which they can communicate clearly and effectively by organising information and ideas coherently through creative writing tasks such as writing a letter from the perspective of Charlie and Tommy asking the Court Martial not to sentence Charlie to death.</p> <p>AO6: Students will be introduced to a range of vocabulary, sentence structure, and accurate spelling through practicing PEE paragraphs, and being introduced to relevant</p>	<p>feeling based on what they have inferred from the story.</p> <p>AO2: Students will explain, comment on, and analyse how writers use language and structure to achieve effects and influence on readers through PEE paragraph writing, reading comprehension targeting their understanding of structural techniques and how language has been used for purposes of characterisation, and identifying two language features in the opening scenes to explain their meaning and intentions.</p> <p>AO3: Students will compare a section of Benjamin Zephaniah's original novel version of <i>Refugee Boy</i> with Lemn Sissay's play adaptation to understand the difference between novels and plays, the conventions of each, and how information is conveyed differently.</p> <p>AO4: Students will evaluate texts critically and support their evaluations with appropriate textual evidence through watching a campaign video advertising the United Kingdom and analysing whether they feel it is accurate or proportionate to the view of the United Kingdom conveyed by Zephaniah/Sissay in <i>Refugee Boy</i>.</p> <p>AO5: Students will engage in another creative writing task in which they write a letter to Alem's father as if they were Alem which will develop their skill in communicating clearly and effectively by organising information and ideas coherently.</p> <p>AO6: Students will develop their understanding of key terminology relevant to both English Language in general and playwriting which they will have been introduced to throughout Year 7.</p> <p>AO7: Students will have the opportunity to develop their presentation skills in an activity where they can either deliver a speech or presentation persuading people to support refugees.</p> <p>AO8: Students will develop their ability to listen and respond appropriately to</p>	<p>through language, and explaining how key features including Pathetic Fallacy and Simile have been used.</p> <p>AO3: Students will compare Dickens' view of London with the view of the city presented by William Blake in 'London.' They will also look at William Blake's 'The Chimney Sweeper' to explain the similarities and differences between Dickens and Blake.</p> <p>AO4: Students will evaluate texts critically in comparative activities between <i>A Christmas Carol</i> and Blake's <i>London</i> and <i>The Chimney Sweeper</i>, in activities where they discuss how certain characters are literary foils, and whilst explaining how mood, tone, and atmosphere are created.</p> <p>AO5: Students will communicate clearly and effectively whilst explaining how Scrooge's transformation is completed by the end of the novel, justifying the uniqueness of Scrooge's opportunity to change, and when summarising each chapter.</p> <p>AO6: Students will consolidate their ability to use a range of vocabulary and sentence structure throughout a magnitude of opportunities to produce written responses throughout this topic, especially when writing character descriptions of key characters.</p> <p>AO7: Students will have the opportunity to present what they have found out about Victorian England and Charles Dickens during their research task to the class.</p> <p>AO8: Students will respond appropriately to peer and adult feedback of their presentations on Victorian England and/or Charles Dickens.</p> <p>AO9: Students will be expected to use spoken Standard English in all verbal responses to questioning and in presentations.</p>	<p>paragraph structure and self-assessment activities.</p> <p>AO3: Students will have the opportunity to compare <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> with other well-known gothic fiction texts such as <i>Dracula</i> and <i>Frankenstein</i>.</p> <p>AO4: Students will consolidate their ability to evaluate texts critically through PEE paragraphs, class discussions, and commenting on the conveying of gothic tropes such as suspense and the uncanny.</p> <p>AO5: Students will communicate and effectively through setting and character descriptions in which they will adapt their tone to appropriately describe that particular setting or character.</p> <p>AO6: Students will use a range of sophisticated language in their written responses where they will be encouraged to find alternative language choices to make their writing more impressive.</p> <p>AO7: Students will present their early predictions of what the novel is going to be about based on an analysis of the title to facilitate discussion and provide justifications for their predictions.</p> <p>AO8: Students will be encouraged to listen and respond appropriately to spoken language during a task where they self-assess their written response against an AQA mark scheme and then allow the teacher to grade and explain why their work is graded at that level.</p> <p>AO9: Students will use spoken Standard English in activities where they participate in class discussions.</p>	<p>language and structure features to achieve effects through an in-depth study on how the prologue has been structured and why it has been structured in this way, as well as analysing the use of simile, foreshadowing, and allusion throughout the play.</p> <p>AO3: Students will be given the opportunity to compare and contrast the thoughts and ideas of Russell and Dickens who both used their writing to express their opinions on the socioeconomic climate of their respective times; this will involve students reflecting on how times had changed between Dickens' era and Russell's era, and also a consideration into how things have progressed since then, if anything at all.</p> <p>AO4: Students will have the opportunity to evaluate texts critically through the completion of responses to essay questions, discussions, debates, and reading comprehensions.</p> <p>AO5: Students will consolidate their ability to communicate effectively through creative writing opportunities such as writing a letter to Mrs. Johnstone persuading her not to allow Mrs. Lyons to adopt one of her twins in which they will use their knowledge of persuasive writing to guide their language and structure choices.</p> <p>AO6: Students will use sophisticated language choices throughout creative writing or analytical writing activities, will spell words accurately the majority of times and will know how to check for correct spellings independently, and will plan any writing carefully before writing up a response.</p> <p>AO7: Students will be given the opportunity to present mood boards they have completed in which they compare the lives of Mrs. Johnstone and Mrs. Lyons to understand how they are the antithesis of each other.</p>
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	<p>terminology such as adjectives, nouns, verbs, foreshadowing, and cliffhangers and being encouraged to use this terminology in both written and verbal responses.</p> <p>AO7: Students will be introduced to the skill of presenting in a more formal setting by presenting their timelines of the outbreak of World War I to their classmates.</p> <p>AO8: Students will be encouraged to listen and respond appropriately to spoken language such as questions and feedback through a verbal debate activity where the class is split into two groups to debate which Peaceful brother is the bravest and discussion activities where they are asked a series of prompted questions to discuss as a class.</p> <p>AO9: Students will be introduced to the use of Standard English in speeches and presentations through reading out their creative writing task on letter writing, talking their class through their timelines of the outbreak of World War I, debate and discussion activities.</p>	<p>spoken language through a hot seat activity in which they each get to play Alem and respond to their peers' questions.</p> <p>AO9: Students will be encouraged to use spoken Standard English during a hot seat activity where they play Alem and respond to peers' questioning and in a creative writing activity where they write and deliver a speech on supporting refugees.</p>			<p>AO8: Students will listen and respond appropriately to feedback given on presentations and work they have read to the class, as well as in discussion and debate activities.</p> <p>AO9: Students will be confident in using spoken Standard English.</p>
<p>Term 2</p> <p>William Shakespeare</p>	<p>Text:</p> <ul style="list-style-type: none"> • <i>A Midsummer Night's Dream</i> <p>Aim: Students will be introduced to William Shakespeare and the work he is most notable for. This will include students learning about Shakespeare's life and what life was like in Elizabethan England.</p> <p>Assessment Objectives</p> <p>AO1: Students will identify and interpret explicit and implicit information about William Shakespeare and Elizabethan England to develop their contextual understanding of Shakespeare's work.</p> <p>AO2: Students will be introduced to the skill of explaining, commenting</p>	<p>Text:</p> <ul style="list-style-type: none"> • <i>Macbeth</i> <p>Aim: Students will continue to build on their knowledge of Shakespeare and Elizabethan England, which they were first introduced to in Year 7. Students will be introduced to the concept of Tragedy, what it means and how it is conveyed. There will be a focus on key themes such as power, political ambition, and prophecy, and the physical and psychological effects of such attributes.</p> <p>Assessment Objectives</p> <p>AO1: Students will identify and interpret explicit and implicit information and ideas through noting down first impressions of the play and its characters, describing the mood</p>	<p>Text:</p> <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> <p>Aim: This term, Students will build on and develop their knowledge of Shakespeare and Elizabethan England through studying <i>Romeo and Juliet</i>. Students will expand their understanding of Tragedy through learning about hamartia and fatal flaw and learn Aristotle's six main elements of tragedy: plot, character, diction, thought, spectacle (scenic effect), and song (music). There will be a focus on key themes and how they contribute to meaning, such as themes of love, fate, destiny, death, and violence.</p> <p>Assessment Objectives</p>	<p>Text:</p> <ul style="list-style-type: none"> • <i>Hamlet</i> <p>Aim: This term, students will be introduced to another one of Shakespeare's tragedies, <i>Hamlet</i>. Students will develop their understanding of a range of themes such as revenge, insanity, and suicide as they explore the plot, characters, and monologues that appear in the play.</p> <p>Assessment Objectives</p> <p>AO1: Students will identify and interpret explicit and implicit information through analysing key monologues delivered by characters such as Hamlet's "To be or not to be" monologue in which Hamlet questions</p>	<p>Text:</p> <ul style="list-style-type: none"> • <i>The Tempest</i> <p>Aim: The main aim is for students to consolidate their understanding of Shakespeare and Elizabethan England during the Tudor period, learning about the social, economic, and political situation of 16th Century England. Students will recall key facts about Shakespeare, including knowledge on the range of different genres and plays he wrote, as well as the sonnet form of poetry.</p> <p>Assessment Objectives</p> <p>AO1: Students will identify and interpret explicit and implicit information through identifying</p>

	<p>on, and analysing how writer's use language and structure methods to achieve effect by commenting on how Shakespeare uses humour to create the genre of this play a comedy.</p> <p>AO3: Students will have the opportunity to compare and contrast this text with a children's novel version to develop their understanding of the difference between playwrighting and prose.</p> <p>AO4: Students will begin to evaluate texts critically through discussing predictions, how effective they think the story is, and what is interesting them as the reader.</p> <p>AO5: Students will begin to communicate clearly and effectively through the continued introduction of PEE paragraph writing and planning in which they will need to communicate their points and ideas coherently.</p> <p>AO6: Students will be introduced to relevant terminology associated with the play itself and playwrighting such as dramatic technique, soliloquy, and monologue and will be encouraged to use such technology in their verbal and written responses.</p> <p>AO7: Students will be granted the opportunity to present information they learn about William Shakespeare and Elizabethan England to see what different peers have picked up from their own research.</p> <p>AO8: Students will engage in structured feedback sessions in which peers and staff feedback on their presentation, explaining what they did well and how they could improve for the next time.</p> <p>AO9: Students will be reminded of the use of Standard English they were introduced to in Term 1 and will be encouraged to use it during</p>	<p>and tone of the play, and a comparison of reactions between characters.</p> <p>AO2: Students will develop their ability to explain, comment on, and analyse how writers use language and structure to achieve effects through commenting on how Lady Macbeth has been presented as a femme fatale, completing quote explosion sheets to break down their meaning, and understanding how certain language choices used in quotes are good tools for persuasion.</p> <p>AO3: Students will be offered the opportunity to compare Macbeth to the Shakespeare text they studied in Year 7 (A Midsummer Night's Dream) as well as to their Term 1 topic of Refugee Boy.</p> <p>AO4: Students will develop their ability to evaluate texts critically through an analysis of a quote from Macbeth in which they answer questions based on it, the development of PEE paragraph writing, and a consideration into Symbolism throughout the text.</p> <p>AO5: Students will communicate clearly and effectively through writing summaries of their understandings of concepts such as what makes Macbeth a tragic hero, expressions of personal opinion on Fate and Free Will, and discussing why people believe in ghosts and whether they do or not.</p> <p>AO6: Students will be introduced to a range of vocabulary such as tragic hero, femme fatale, fate, free will and masculinity; they will be encouraged to use this vocabulary in written and verbal responses.</p> <p>AO7: Students will present their personal analysis' of the quote <i>"I have begun to plant thee and will labour to make the full of growing"</i> to their peers to develop a deeper understanding.</p> <p>AO8: Students will engage in discussions surrounding the existence of ghosts, developing their ability to</p>	<p>AO1: Students will identify and interpret explicit and implicit information through an analysis of the Prince's Decree in which they use language analysis skills to decode meaning, consideration into how the focus on conflict at the beginning of the play sets the tone of the story, and what the terms "Death-mark'd Love" and "Star-cross'd Lovers" may mean for the characters of Romeo and Juliet.</p> <p>AO2: Students will develop skills in commenting on and analysing how writers use language and structure to achieve effects through commenting on language used in certain interactions between characters and what they mean, and consideration of how language has been used to characterise certain characters.</p> <p>AO3: Students will have the opportunity to compare Romeo and Juliet to other stories with similar notions of forbidden love and star-crossed lovers to explore the different ways in which these stories have been conveyed.</p> <p>AO4: Students will develop their ability to critically evaluate texts and use evidence which supports their evaluations through making informed predictions about what will happen next or at the end of the text, expanding on making single-sentence statements.</p> <p>AO5: Students will develop their ability to communicate clearly and effectively through creative writing opportunities in which they write a newspaper report on the brawl in Verona between the Montagues and Capulets; they will demonstrate their ability to organise information coherently through opportunities to plan their response.</p> <p>AO6: Students will use mostly accurate terminology such as Prologue, Conflict, Star-Cross'd Lovers, and Forbidden Love as well as literary terms such as Metaphor and Foreshadowing.</p>	<p>whether he should take his own life or not.</p> <p>AO2: Students will comment on and analyse how writers use language and structure to achieve effects through understanding why Shakespeare chooses to present dialogue in the forms of monologues and soliloquys.</p> <p>AO3: Students will compare and contrast Hamlet with Macbeth, which they studied in Year 8, to identify the similar themes and ideas which are portrayed in the play and considering in what ways they have been conveyed differently.</p> <p>AO4: Students will evaluate texts critically through quote explosion sheets and making comments on how well Shakespeare has achieved intended effects as well as evaluating the characterisation of key characters.</p> <p>AO5: Students will communicate clearly and effectively through creative writing opportunities and in strengthening their ability to structure essay responses, especially to questions asking them to what extent they agree with a statement.</p> <p>AO6: Students will use relevant terminology such as monologue, soliloquy, tragedy, and drama with 90% accurately.</p> <p>AO7: Students will create and deliver a presentation on the timeline of events that led to the final conflict between Hamlet and Claudius.</p> <p>AO8: Students will discuss and debate the moral judgements and actions of key characters to develop their opinion on whether they deserve sympathy or condemnation, this will offer them the opportunity to respond to questioning and feedback.</p> <p>AO9: Students will strengthen their ability to use spoken Standard English through presentation delivery, debates, and discussions.</p>	<p>themes of power and Shakespeare's personal thoughts on Imperialism.</p> <p>AO2: Students will comment on and analyse how writers use language and structure to achieve effects through a consideration into how Shakespeare's personal thoughts and feelings are projected into his writing, and an analysis of character development.</p> <p>AO3: Students will compare The Tempest to the other Shakespeare plays they have studied, passing critical comment on similarities and differences, as well as forming their own opinion.</p> <p>AO4: Students will evaluate texts critically through comparisons between The Tempest and other Shakespeare plays, commenting on character tropes and themes, and analysing the use of metaphor.</p> <p>AO5: Students will communicate clearly and effectively through comparative activities where they express their own opinion on Shakespeare and his writing.</p> <p>AO6: Students will accurately use relevant terminology such as monologue, soliloquy, metaphor and imperialism.</p> <p>AO7: Students will create and deliver a presentation in which they present their favourite or most memorable Shakespeare they have studied.</p> <p>AO8: Students will confidently and competently respond to questioning and feedback given throughout discussions and presentations in an appropriate and sophisticated manner.</p> <p>AO9: Students will use spoken Standard English naturally and competently throughout spoken language activities.</p>
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	debates, discussions, and general classroom responses.	respond appropriately to the feedback and responses of others. AO9: Students will develop their understanding of Standard English through debates and discussion activities.	AO7: Students will have the opportunity to present information they have learned about Shakespeare which will help them contextualise the story of Romeo and Juliet. AO8: Students will have the opportunity to develop their ability in responding appropriately to spoken language in a debate activity in which they debate whether Romeo should attend the Capulet's ball or not. AO9: Students will be encouraged to use Standard English in their debate activity and in their newspaper report which they will have the opportunity to read out for their peers.		
Term 3.1 Poetry	<p>Text:</p> <ul style="list-style-type: none"> Culture Poetry <p>Aim: Students will be introduced to poetry which will see them learn about the typical conventions of poetry and why it is different to other types of writing. Students will do this by studying a unit on Culture Poetry where they focus on poetry which originates from various places across the globe such as Britain, America, Asia, Australia, and Africa. Students will develop their understanding of world culture through the lens of those who have created, experienced, and continued that culture.</p> <p>Assessment Objectives</p> <p>AO1: Students will identify and interpret explicit and implicit information through identifying references in poems they study which teaches them about the culture that has inspired the poem.</p> <p>AO2: Students will explore ways in which they can explain, comment on, and analyse how poets use language and structure to achieve effects and influence readers through a consideration of how the poets present their culture and their personal feelings to grasp their</p>	<p>Text:</p> <ul style="list-style-type: none"> Diverse Voices <p>Aim: The main aim is for students to study a wide range of literature from different cultures and different perspectives. Firstly, students will examine poetry from ethnic minorities such as 'No Problem' by Benjamin Zephaniah and 'Half-caste' by John Agard. Next, students will study 'The Class Game' by Mary Casey and will examine social class and inequality. The two final poems studied as part of racial and gender conflict is 'Caged Bird' by Maya Angelou and 'I Came From' by Dean Atta.</p> <p>Assessment Objectives</p> <p>AO1: Students will develop their ability to identify and interpret explicit and implicit information through identifying poetic conventions and the intentions they were used for, understanding racial stereotypes and how they have been referenced in relevant poems, and understanding the intricacies of social class differences.</p> <p>AO2: Students will develop their ability to explain, comment on, and analyse how language and structure techniques are used to achieve effect</p>	<p>Text:</p> <ul style="list-style-type: none"> War Poetry <p>Aim: This half-term, students will read a range of poetry, both pro-war and anti-war, with a focus on WW1 and WW2 literature. Students will learn key historical knowledge on both world wars, such as key dates, the cause of both wars, conscription, and the devastating consequences of war. The poems that will be studied include: 'Suicide in the Trenches' and 'The Last Meeting' by Siegfried Sassoon, 'Futility' and 'Anthem for Doomed Youth' by Winifred Owen, 'In Flanders Fields' by John McCrae, 'The Soldier' by Rupert Brooke, 'My Boy Jack' by Rudyard Kipling, and 'Who's for the Game' by Jessie Pope.</p> <p>Assessment Objectives</p> <p>AO1: Students will continue to identify and interpret explicit and implicit information through identifying whether poems are taking a pro-war or anti-war stance, describing how poets have used features such as imagery to convey meaning, and explaining the intended message of each poem studied throughout the module.</p>	<p>Text:</p> <ul style="list-style-type: none"> Conflict and Power <p>Aim: Students will consolidate their understanding of poetic conventions and why poetry is different to other types of writing. Students will focus on poetry with underlying themes of conflict and power. Such poems include 'London' by William Blake, 'Exposure' by Wilfred Owen, 'Storm on the Island' by Seamus Heaney, 'Poppies' by Jane Weir, 'Tissue' by Imtiaz Dharker, and 'Remains' by Simon Armitage.</p> <p>Assessment Objectives</p> <p>AO1: Students will begin to consolidate their ability to identify and interpret explicit and implicit information through identifying ways in which each poem relates to the theme of conflict and/or power through language features and intended messages.</p> <p>AO2: Students will explain, comment on, and analyse how language and structure techniques are used to achieve effects by demonstrating their knowledge of structural features of poetry such as stanza and rhyming scheme.</p>	<p>Text:</p> <ul style="list-style-type: none"> GCSE Revision <p>Aim: This term, students will focus on revising the core knowledge and skills required to succeed in their GCSE English Language Paper 1 and Paper 2 exams.</p> <p>Assessment Objectives</p> <p>AO1: Students will consolidate their ability to identify and interpret explicit and implicit information and ideas through revision activities focusing specifically on identifying explicit and implicit information and writers' viewpoint and opinion.</p> <p>AO2: Students will explain, comment on, and analyse how language and structure have been used to achieve effects through revision activities focussing on language and structure techniques as well as exam practice papers.</p> <p>AO3: Students will compare and contrast texts when identifying TAP (Type of text, Audience, and Purpose), commenting on a text's purpose, and looking at the</p>

<p>attention, encourage empathy, and build pictures.</p> <p>AO3: The end of unit assessment will be a comparative piece in which students will write up a comparison of two poems they have studied from this topic, they will also draw comparisons between cultures they learn about throughout the module.</p> <p>AO4: Students will be introduced to critical evaluation of texts through opportunity to comment on the techniques used, why they are used, what they achieve, and how successfully they are in doing so; they will be encouraged to find evidence in the poems that supports their point and will develop their understanding of why having evidence to support is important.</p> <p>AO5: Students will learn how to communicate clearly and effectively through both written and verbal response opportunities as well as through adults supporting them to develop articulation through language choice and coherence.</p> <p>AO6: Students will be introduced to terminology relevant to poetry including poetic techniques such as stanza, rhyme, and onomatopoeia, as well as names of certain types of poetry such as Haiku.</p> <p>AO7: Students will have the opportunity to read poems out to their peers in-order-to learn tone and articulation.</p> <p>AO8: Students will respond appropriately to feedback received when reading poetry aloud and how they could adapt tone for affect.</p> <p>AO9: Students will continue to be introduced to the appropriate use of spoken Standard English through discussions, debates, and verbal responses to questioning.</p>	<p>through an introduction to the concept of narrative voice and how it has been used in the poems studied.</p> <p>AO3: Students will have the opportunity to compare poems they have studied this topic throughout, including a comparison of <i>No Problem</i> by Benjamin Zephaniah and <i>Half-Caste</i> by John Agard. They will also be reminded of the John Agard poem they studied in Year 7 (<i>Checking Out Me History</i>).</p> <p>AO4: Students will continue to develop their ability to critically evaluate poetry through opportunities to explain why methods such as repetition, allusion, and native dialect are effective.</p> <p>AO5: Students will be given the opportunity to learn how to successfully organise information in a comparative activity where they have to compare the poems 'No Problem' by Benjamin Zephaniah and 'Half-Caste' by John Agard.</p> <p>AO6: Students will develop their understanding of key terminology such as repetition, allusion, native dialect, narrative voice, rhyme, and half-rhyme</p> <p>AO7: Students will have the opportunity to deliver a speech they have written with the purpose of persuading people against holding animals in captivity.</p> <p>AO8: Students will be encouraged to respond appropriately to feedback on their speech.</p> <p>AO9: Students will be encouraged to use Standard English when writing their speech to develop their understanding of the genre of text.</p>	<p>AO2: Students will explain, comment on, and analyse how poets use language and structure techniques to achieve effects through commenting on the use of imagery, tone, and the use of sonnet.</p> <p>AO3: Students will continue to compare and contrast ideas and perspectives through a comparative task in which they consider how a female perspective on the war may differ to a male perspective.</p> <p>AO4: Students will evaluate each poem by commenting on how effective poets are in delivering their message, creating effect, and building a picture of their wartime experience.</p> <p>AO5: Students will have the opportunity to organise information and ideas in a new way, in which they create a WWI propaganda poster that could be used to recruit soldiers into the army.</p> <p>AO6: Students will grow in confidence using terminology relevant to poetry such as stanza, sonnet, imagery, tone, rhyme and much more.</p> <p>AO7: Students will present their propaganda poster to their peers explaining why it is propaganda and why it would be effective in recruiting men into the army.</p> <p>AO8: Students will respond to questioning with growing sophistication, incorporating relevant terminology into their responses and discussing topics appropriately.</p> <p>AO9: Students will continue to develop their understanding of spoken Standard English through many opportunities to present information, discuss topics, and respond to teacher questioning.</p>	<p>AO3: Students will be offered opportunities to compare and contrast how each poem conveys their messages, the themes of power and conflict, and how successful they are in conveying their message.</p> <p>AO4: Students will evaluate the poems based on how well they contribute to the themes of conflict and power, how successful they are in achieving effect and conveying messages.</p> <p>AO5: Students will organise information and ideas coherently through the construction of PEE paragraphs in which they explain and evaluate the features present in the poems.</p> <p>AO6: Students will begin to consolidate their ability to use key terminology associated with both poetry in general and the particular poem they are studying.</p> <p>AO7: Students will have the opportunity to present a mood board they have created based on William Blake's 'London' in which they explain reasoning behind their interpretation.</p> <p>AO8: Students will respond appropriately to the discussions arising from the mood boards they create based on 'London' by William Blake.</p> <p>AO9: Students will begin to use spoken Standard English unprompted during their mood board presentation, class discussions, and questioning feedback.</p>	<p>difference between Fiction and Non-Fiction.</p> <p>AO4: Students will critically evaluate texts throughout the course of the revision module in which they will complete practice papers where they have to comment on the effect of techniques using PEE paragraphs that include evidence from the text.</p> <p>AO5: Students will revise how to plan answers which will include how best to structure their responses to organise their writing coherently.</p> <p>AO6: Students will revise all key terminology so they can confidently use relevant terms in their exams.</p> <p>AO7: Students will secure their ability to present in formal settings by reading out a piece of creative writing they have completed during their revision module.</p> <p>AO8: Students will respond verbally to feedback given to them about their work in an appropriate and considerate manner.</p> <p>AO9: Students will be using spoken Standard English in any spoken debate, discussion, or response.</p>
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<p style="text-align: center;">Term 3.2</p> <p style="text-align: center;">Non-Fiction</p>	<p>Text:</p> <ul style="list-style-type: none"> • Introduction to Non-Fiction texts <p>Aim: Students will be introduced to the topic of Non-Fiction, developing an understanding of the difference between Fiction and Non-Fiction. Students will engage with a range of different Non-Fiction texts such as newspapers, blogs, reviews, diaries, and letters. They will learn about the typical conventions of these texts that make them both Non-Fiction and of that genre. Students will also be given opportunity to produce their own pieces of Non-Fiction in creative writing opportunities.</p> <p>Assessment Objectives</p> <p>AO1: Students will continue understanding how to identify and interpret explicit and implicit information and ideas through activities in which they have to identify audience and purpose and demonstrate their understanding of the text.</p> <p>AO2: Students will develop their ability to explain, comment on, and analyse how language and structure are used to create effect especially when looking at speeches to consider how writers utilise their voice to evoke change or persuade others.</p> <p>AO3: Students will begin to deepen their understanding of Non-Fiction by comparing features of Non-Fiction with features of Fiction, as well as how meaning is conveyed in each type of text.</p> <p>AO4: Students will begin to evaluate the effectiveness of texts through written and verbal responses where they express what type of effect the text has had on them and what has led them to that impression.</p> <p>AO5: Students will develop their understanding of how to communicate effectively and</p>	<p>Text:</p> <ul style="list-style-type: none"> • Travel <p>Aim: Students will recall the difference between Fiction and Non-Fiction and develop their understanding of Non-Fiction by focusing on the topic of Travel. The main aim is for students to read a range of non-fiction texts ranging from pre-20th Century and post-20th Century texts including <i>Travel with a Donkey</i> by Robert Louis Stevenson, <i>American Notes</i> by Charles Dickens, and <i>Pilgrimage to the Past</i>.</p> <p>Assessment Objectives</p> <p>AO1: Students will develop their ability to identify and interpret explicit information and ideas by identifying the way writers feel about the places they have visited from the language they have used.</p> <p>AO2: Students will grow their ability to explain, comment on, and analyse language structure through opportunities to comment on how travel writing uses language and structure to convey certain feelings about places that writers have visited.</p> <p>AO3: Students will compare and contrast extracts from <i>Traveller in Time</i> and <i>Pilgrimage to the Past</i> to see how different writers convey thoughts and feelings.</p> <p>AO4: Students will critically evaluate how travel writers discuss the experiences they have had on their travels and how they have been effective in doing so.</p> <p>AO5: Students will have the opportunity to communicate ideas effectively and organise these ideas coherently in a creative writing opportunity where they create their own 'strange land' and write up a piece of travel writing of their own.</p> <p>AO6: Students will experiment with language through considering sophisticated language choices and with utilising a range of sentence</p>	<p>Text:</p> <ul style="list-style-type: none"> • Evoking Change <p>Aim: The main aim is for students to study a range of non-fiction sources, most which discuss topical issues. Such issues include sexuality, suppressed females, and social injustices. Students will read literature from across different time periods. Some of the literature students will examine includes Martin Luther King's 'I Have a Dream' speech, Greta Thunberg's speech to the UN in 2018, and a letter by Marcus Rashford on free school meals in England.</p> <p>Assessment Objectives</p> <p>AO1: Students will strengthen their ability to identify and interpret explicit and implicit information in activities where they are required to recall implicit information in Martin Luther King's <i>I Have a Dream</i> speech and summarising the arguments presented by Greta Thunberg in her speech against Climate Change.</p> <p>AO2: Students will continue to explain, comment on, and analyse how language and structure is used to cause effect by considering purpose of speeches as well as looking at how Marcus Rashford uses language to evoke change.</p> <p>AO3: Students will compare the difference between Fact and Opinion, the way in which Bill Bryson and Charles Dickens depict the differences between Blackpool and Verona in <i>Small Island</i> and <i>Pictures from Italy</i> respectively, and the writers' views on poverty in <i>London Poor</i> and <i>The Conversation Website</i>.</p> <p>AO4: Students will critically evaluate the comparisons they make between texts to decide which they view to be the most effective in succeeding their purpose and intentions.</p> <p>AO5: Students will structure an essay-style response to the question "How has Martin Luther King's speech changed the mindset of many people</p>	<p>Text:</p> <ul style="list-style-type: none"> • The Language of Poverty and Crime <p>Aim: The main aim is for students to study a range of non-fiction sources focusing on the themes of poverty, crime, and punishment. Extracts which will be studied include a news report on the increasing crime rate in Japan; <i>A Visit to Newgate Prison</i> by Charles Dickens; and extracts from speeches by Barack Obama and Winston Churchill. There will be opportunities for students to practice GCSE style questions to prepare them for their Paper 2 GCSE exam.</p> <p>Assessment Objectives</p> <p>AO1: Students will begin to consolidate their ability to identify and interpret explicit and implicit information in activities in which they explain the difference between explicit and implicit information, summarise points made in an extract, and comment on how the two representations of mother-daughter relationships are displayed.</p> <p>AO2: Students will explain, comment on, and analyse how language and structure is used to achieve effects through studying the ways in which language is used in <i>A Visit to Newgate Prison</i>, how people are able to influence the audience through language and structure, and how different opinions are presented through language and structure.</p> <p>AO3: Students will compare and contrast the way in which two mother-daughter relationships are presented as well as how different writers convey attitudes towards prison life.</p> <p>AO4: Students will critically evaluate the effectiveness of the texts they read and consider which text has the greatest effect on them personally.</p> <p>AO5: Students will use creative writing opportunities such as writing their own speech to strengthen their ability to</p>	<p>Text:</p> <ul style="list-style-type: none"> • GCSE Revision <p>Aim: This term, students will focus on revising the core knowledge and skills required to succeed in their GCSE English Language Paper 1 and Paper 2 exams.</p> <p>Assessment Objectives</p> <p>AO1: Students will consolidate their ability to identify and interpret explicit and implicit information and ideas through revision activities focusing specifically on identifying explicit and implicit information and writers' viewpoint and opinion.</p> <p>AO2: Students will explain, comment on, and analyse how language and structure have been used to achieve effects through revision activities focussing on language and structure techniques as well as exam practice papers.</p> <p>AO3: Students will compare and contrast texts when identifying TAP (Type of text, Audience, and Purpose), commenting on a text's purpose, and looking at the difference between Fiction and Non-Fiction.</p> <p>AO4: Students will critically evaluate texts throughout the course of the revision module in which they will complete practice papers where they have to comment on the effect of techniques using PEE paragraphs that include evidence from the text.</p> <p>AO5: Students will revise how to plan answers which will include how best to structure their responses to organise their writing coherently.</p> <p>AO6: Students will revise all key terminology so they can confidently use relevant terms in their exams.</p> <p>AO7: Students will secure their ability to present in formal settings by reading out a piece of creative</p>
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	<p>organise their ideas in a coherent manner through both PEE paragraph writing and creative writing opportunities.</p> <p>AO6: Students will be introduced to relevant terminology associated with Non-Fiction such as features of a newspaper article as well as language techniques such as AFOREST which is typically used in speeches or persuasive pieces.</p> <p>AO7: Students will have the opportunity to present certain creative writing opportunities to their peers.</p> <p>AO8: Students will have opportunities to respond to teacher and peer feedback as well as opportunities for self-assessment.</p> <p>AO9: Students will continue to learn how to use spoken Standard English in verbal responses and spoken tasks.</p>	<p>structures and formations in their writing.</p> <p>AO7: Students will be given the opportunity to learn about a particular piece of travel writing through a research project and then feedback what they have learned to their peers.</p> <p>AO8: Students will respond to feedback they have received from peers and staff about their presentations and their very own strange land.</p> <p>AO9: Students will be encouraged to use spoken Standard English.</p>	<p>and why is it still relevant today in the 21st Century?" demonstrating their emerging ability to organise information coherently.</p> <p>AO6: Students will begin to use relevant terminology such as AFOREST, Fact, Opinion and Figurative Language appropriately.</p> <p>AO7: Students will deliver a news report on climate change to their peers.</p> <p>AO8: Students will respond to questioning when discussing speeches and their meanings.</p> <p>AO9: Students will demonstrate a growing ability to use spoken Standard English.</p>	<p>organise their own thoughts and ideas.</p> <p>AO6: Students will demonstrate confidence in using key terminology when discussing extracts they have studied.</p> <p>AO7: Students will deliver a speech they have written to their peers.</p> <p>AO8: Students will offer peer feedback to the speeches they hear and will respond effectively to the feedback they receive.</p> <p>AO9: Students will use spoken Standard English when delivering their speech and offering their feedback.</p>	<p>writing they have completed during their revision module.</p> <p>AO8: Students will respond verbally to feedback given to them about their work in an appropriate and considerate manner.</p> <p>AO9: Students will be using spoken Standard English in any spoken debate, discussion, or response.</p>
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