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|  | **Half term 1**  **Learning Overview** | **Half term 2**  **Learning Overview** | **Half term 3**  **Learning Overview** | **Half term 4**  **Learning Overview** | **Half term 5**  **Learning Overview** | **Half term 6**  **Learning Overview** |
| **Year 7** | **Descriptive and narrative writing:** writing for a purpose, accuracy, structure, audience, vocabulary  Novel: My Sister Lives on the Mantelpiece  (Paper 1 Lang skills – unseen fiction) | **Descriptive and narrative writing:** writing for a purpose, accuracy, structure, audience, vocabulary  Novel: My Sister Lives on the Mantelpiece  (Paper 1 Lang skills – unseen fiction) | **SURVIVAL**  **Text: Oliver Twist**  Analyse, compare, summarise a variety of texts. Writing for a purpose: persuasive, argumentative, explanatory.  Texts: includes 19th century and modern texts based on ‘Stories of Survival’ | **SURVIVAL**  **Text: Oliver Twist**  Analyse, compare, summarise a variety of texts. Writing for a purpose: persuasive, argumentative, explanatory.  Texts: includes 19th century and modern texts based on ‘Stories of Survival’ | **TRUTH and LIES**  **Crime fiction**: introduction to the genre, read a variety of text, understanding context.  Writing: to analyse, create own narrative writing  Anthology of texts: 19th century and modern  **Shakespeare**: introduction to his life, context, history, drama terminology  Analyse language, perform extracts  Play and poem extracts from a range of Shakespeare’s works | **TRUTH and LIES**  **Crime fiction**: introduction to the genre, read a variety of text, understanding context.  Writing: to analyse, create own narrative writing  Anthology of texts: 19th century and modern  **Shakespeare**: introduction to his life, context, history, drama terminology  Analyse language, perform extracts  Play and poem extracts from a range of Shakespeare’s works |
| **Year 8** | **DREAMS**  **Text: Of Mice and Men** – reading and analysing fiction – Paper 1 language skills. General literature skills | **DREAMS**  **Text: Of Mice and Men** – reading and analysing fiction – Paper 1 language skills. General literature skills | **DYSTOPIAS**  **Text: Animal Farm**  Reading and writing a variety of dystopian fiction texts | **DYSTOPIAS**  **Text: Animal Farm**  Reading and writing a variety of dystopian fiction texts | **LOVE and RELATIONSHIPS**  **Text: Romeo and Juliet** poetry, prose, non-fiction  Terminology, context, structure, unseen analysis skills.  Unseen prose and non-fiction | **LOVE and RELATIONSHIPS** – **Text: Romeo and Juliet**  poetry, prose, non-fiction  Terminology, context, structure, unseen analysis skills.  Unseen prose and non-fiction |
| **Year 9** | **19th century novel**:  Victorian Literature/society – introduce A Christmas Carol  Context of the Victorian novel  Analysis of 19th century fiction | **Power and Conflict** – poetry and prose  Introduction to selection of the power and conflict poetry.  Reading fiction in prep for Paper 1 language | **Lord of the Flies** (intro and context) **and Paper 2 language**  Read Lord of the Flies – context, characters, plot, structure  Non-fiction reading and writing | **Lord of the Flies** (intro and context) and **Paper 2 language**  Read Lord of the Flies – context, characters, plot, structure  Non-fiction reading and writing | **Lord of the Flies** (intro and context) and **Paper 2 language**  Read Lord of the Flies – context, characters, plot, structure  Non-fiction reading and writing | **A Christmas Carol**  Analysis of 19th century novel  Plot, character, theme, structure, context  Paper 1 Literature |
| **Year 10** | **Macbeth** and **Paper 1 language**  Introduce Macbeth – context, plot, characters, themes, structure  Read whole play with analysis  Reading literary fiction and writing fiction (descriptive or narrative) | **A Christmas Carol**  Analysis of 19th century novel  Plot, character, theme, structure, context  Paper 1 Literature | **A Christmas Carol**  Analysis of 19th century novel  Plot, character, theme, structure, context  Paper 1 Literature | **Lord of the Flies** and **Paper 2 Language**  Read Lord of the Flies – context, characters, plot, structure  Non-fiction reading and writing – reading analysis and writing for a purpose | **Power and Conflict/Unseen Poetry** and **Paper 2 Language**  Poetry analysis and comparison skills  Unseen poetry analysis | **Speaking and Listening**  Room 101 presentation  Persuasive language – arguing a viewpoint |
| **Year 11** | **Macbeth**  **CC/J&H**  Paper 1 Language  Revision for Paper 1 Literature – secure understanding of the two texts with practice of exam responses | **Lord of the Flies**  Secure understanding of the novel. Exam practice responses. Context and analysis of plot, characters, themes and structure. | **Poetry**  Revision of all 15 Power and Conflict poems with particular emphasis on comparison skills  Practice exam questions  Further experience of unseen poetry analysis inc revision of key terminology | **Paper 2 Language**  Exam practice. Unseen non-fiction, Question level focus.  Writing to express a viewpoint | Specific revision for each class dependant on needs  Exams start |  |
| **Year 12**  **Literature** | **Paper 2: Modern times: literature from 1945 to the present day**  *Prose: The Handmaid’s Tale - Atwood ABR*  *Drama : A Streetcar Named Desire – Williams PCL*  *Poetry: Feminine Gospels – Duffy*  **Intro to context – 1945 to present day**   * Start The Handmaid’s Tale * Start A Steetcar Named Desire   Plot, characters, themes, structure, context | * Continue with The Handmaid’s Tale * Start Duffy poetry * Plot, characters, themes, structure, context | Comparison of poetry and drama  Finish Handmaid’s | Introduce coursework | Unseen  Revision of all three texts  Exam practice | Y12 EXAM – full Paper 2  Return to coursework |
| **Year 12**  **Language** | **Developing analytical and interpretive approaches** from GCSE to A level (textual analysis) **Introduction to mode:** speech, computer mediated communication and genre | **Introduction to sociolinguistics**: Working from individual language styles out towards different groups and communities  **Language and Representation**: Developing earlier work on textual analysis to explore ideas around representation as a concept. | **Original Writing (introduction)** Start work on different types of writing (for NEA task and Component 2 Question 4) | **Sociolinguistics (continued**) Develop to look at attitudes to variation and diversity | |  | | --- | | **Introduction to language change**  How and why does language change? |  |  | | --- | | Examining issues linked to language change from 1600 to present day | | Revision – full Y12 exam  Introduction to NEA coursework  Examining research methodologies and suitable approaches for different investigation types |
| **Year 13**  **Literature** |  |  |  |  |  |  |
| **Year 13**  **Language** | **Introduction to children’s language development**  Examine stages and theories of children’s language development  Continue work on non-exam assessment: language investigation | |  | | --- | | **Non-exam assessment: original writing** |   Completing coursework | **Developing language diversity**  Re-visit topics covered in Year 1  Explore issues linked to World Englishes and consider attitudes towards language in use | |  | | --- | | **Developing language change**  Re-visit topics and issues covered in Year 1  Explore reasons for change. Develop ideas about attitudes towards language change. | | **Developing textual analysis skills (Paper 1)**  **Revision and exam practice** | **Revision and exam practice**  **Exams.** |