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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, vocabularyNovel: My Sister Lives on the Mantelpiece(Paper 1 Lang skills – unseen fiction) | **Descriptive and narrative writing:** writing for a purpose, accuracy, structure, audience, vocabularyNovel: 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 terminologyAnalyse language, perform extractsPlay 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 terminologyAnalyse language, perform extractsPlay 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-fictionTerminology, context, structure, unseen analysis skills.Unseen prose and non-fiction | **LOVE and RELATIONSHIPS** – **Text: Romeo and Juliet**poetry, prose, non-fictionTerminology, 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 novelAnalysis of 19th century fiction | **Power and Conflict** – poetry and proseIntroduction 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, structureNon-fiction reading and writing | **Lord of the Flies** (intro and context) and **Paper 2 language**Read Lord of the Flies – context, characters, plot, structureNon-fiction reading and writing | **Lord of the Flies** (intro and context) and **Paper 2 language**Read Lord of the Flies – context, characters, plot, structureNon-fiction reading and writing | **A Christmas Carol**Analysis of 19th century novelPlot, character, theme, structure, contextPaper 1 Literature |
| **Year 10** | **Macbeth** and **Paper 1 language**Introduce Macbeth – context, plot, characters, themes, structureRead whole play with analysisReading literary fiction and writing fiction (descriptive or narrative)  | **A Christmas Carol**Analysis of 19th century novelPlot, character, theme, structure, contextPaper 1 Literature | **A Christmas Carol**Analysis of 19th century novelPlot, character, theme, structure, contextPaper 1 Literature | **Lord of the Flies** and **Paper 2 Language**Read Lord of the Flies – context, characters, plot, structureNon-fiction reading and writing – reading analysis and writing for a purpose | **Power and Conflict/Unseen Poetry** and **Paper 2 Language**Poetry analysis and comparison skillsUnseen poetry analysis | **Speaking and Listening**Room 101 presentationPersuasive language – arguing a viewpoint |
| **Year 11** | **Macbeth****CC/J&H**Paper 1 LanguageRevision 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 skillsPractice exam questionsFurther 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 needsExams 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 dramaFinish Handmaid’s | Introduce coursework | UnseenRevision of all three texts Exam practice | Y12 EXAM – full Paper 2Return 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  |

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| **Introduction to language change** How and why does language change? |

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| Examining issues linked to language change from 1600 to present day |

 | Revision – full Y12 examIntroduction to NEA courseworkExamining 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  |

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| **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  |

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| **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.**  |