

Dates delivered		Scheme of learning	End Points	Substantive Knowledge	Disciplinary Knowledge	Assessment Method	Key Course Guides & Reading
Year 7	1a						
	1b						
	2a	Shakespeare: An Introduction to life and works	Students will develop a broad understanding of Shakespeare's life and works. They will be able to apply this knowledge in a skilful manner to a range of different plays/ poems and be able to start to look at some of the genres that Shakespeare worked within.	Revision of who Shakespeare and his life. Introduction to the history of his work An introduction to the English sonnet form Play Plot Characterisation Themes Key events  Themes and ideas within the text and how they connect to wider debate within a contemporary and modern audience.	Stagecraft terminology Stage directions Lighting Music / sound effects Acts Openings Dialogue Dramatic Irony Greek Chorus	RAF 1,2 WAF 1,2,3	Knowledge book
2b	Poetry	Students will be introduced to a range of different poems. Within this unit students will develop their focus on the skills, techniques and methods that a writer uses to build up a successful poem. Students will explore a range of different ways	Understanding who the poets are and how their contextual backgrounds can influence their writing.	Poetic Terminology including structure Breaking down a poem to explore and understand	RAF 1,2,3 WAF 1,3		

			that poets do this whilst also having the opportunities to do this for themselves.				
3a	Introduction to Rhetoric	Students will develop a clear understanding of the way in which speech can be used to persuade an audience. Students will understand that rhetoric is a natural part of speech and will be able to analyse how language can be manipulated for a specific purpose/effect. Students will continue to develop understanding of writing conventions from previous schemes, using what they explore in their own writing pieces. All students to understand and explain the effects of specific rhetorical devices and will be able to deliver these confidently in their own speeches.	History of Rhetoric and the impact on modern day.  Links back to Greeks and introduces Aristotle.	Structure of a speech  Intro to and identifying Pathos Logos Ethos	RAF 1,2,3 WAF 1,2,3	History of Rhetoric knowledge book, which includes a range of speeches from across time.	
3b	Rhetoric Applied: Animals	Students will have the opportunity to apply their knowledge and skills surrounding rhetoric to their own communication (writing and speaking). Students will spend time exploring the topic of animals within our world and how we treat them. Students will be encouraged to think broadly and deeply about this topic. Using			WAF 1,2,3,4 SLAD 1		

			their rhetorical skills students will conduct debates, discussions and presentations.				
Year 8	1a						
	1b						
	2a	Conflict	This scheme will allow students to question some of the key issues of society; both past and present. By studying conflict and the world around us, students will develop and enrich their understanding of how context can shape meaning across a range of texts and how various forms of expression can be used to present the conflict that exists in society. Students will be exposed to a range of themes, ideas and topics which will provide them with a good wider knowledge of the outside world.	Knowledge about social issues regarding aspects of children in conflict Climate Crisis Identity War  Knowledge of poets who focus on themes of: Growing up Friendships Standing out People in conflict	Understanding the writers' message through non-fiction Identifying and crafting and tone Pathos Logos Ethos  Understanding the writers' message through poetry Analysing imagery in poetry Developing knowledge of poetic structure	RAF 1,3 WAF 1,2,4	Malala Yousafzai: I am Malala  Trevor Noah: Born a Crime  William Kamkwamba: The Boy who Harnessed the Wind
	2b					RAF 1,2,3 WAF 1,2,3	
	3a	Shakespeare: An Introduction to life and works	Students will develop a broad understanding of Shakespeare's life and works. They will be able to apply this knowledge in a skilful manner to a range of different plays/ poems and be able to start to look at some of the genres that Shakespeare worked within.	Revision of who Shakespeare and his life. Introduction to the history of his work An introduction to the English sonnet form Play Plot Characterisation	Stagecraft terminology Stage directions Lighting Music / sound effects Acts Openings Dialogue Dramatic Irony Greek Chorus	RAF 1,2 WAF 1,2,3	Knowledge book
3b	The Tempest	Students will study a full play of Shakespeare. They will be immersed into the language,			RAF 1,2,4 WAF 1,3	RSC Live Lesson	

			form, structure and performance of the play. Students will apply prior knowledge to their study and be able to identify where some of the broader topics of genre can be seen within the play	Themes Key events  Themes and ideas within the text and how they connect to wider debate within a contemporary and modern audience.			
Year 9	1a						
	1b						
	2a	Shakespeare then and now	This unit focuses on introducing the writer William Shakespeare, his work and the context he was writing in. Students will acquire knowledge and understanding of how contextual factors influence writing and reception. Students will begin to explore how and why Shakespeare's themes and ideas are relevant to today's society. Through the study of a poetry and drama, students will explore and develop informed personal responses to characters, plots, themes and ideas. Students will develop an understanding of the methods employed by Shakespeare to create meaning, and begin to explore the significance of this meaning as	Revision of who Shakespeare and his life. Introduction to the history of his work An introduction to the English sonnet form Play Plot Characterisation Themes Key events  Themes and ideas within the text and how they connect to wider debate within a contemporary and modern audience.	Identification of the sonnet form Identify and explore Aristotle's theory of tragedy terminology Hubris Hamartia Peripeteia Anagnorisis Catharsis  OR Identification of Shakespeare's comedy and an introduction to Commedia dell'Arte	Language: AO1, AO4  Literature: AO1, AO2, AO3	Teacher's personal choice of their own Shakespeare play.
	2b						

			part of wider discussion and debate.		Comparison of themes across different texts  Evaluate a key theme		
3a	Poetry Across Cultures: Celebrating Differences	Students will be introduced to a range of poems from around the world. Each poem will offer students something different to learn about culture and identity. We will discuss some big questions surrounding each poem and allow students to have platforms to share their ideas relating to this. Students will also be developing their analytical and critical skills that are needed to write in an academic style about poetry for GCSE.	Understanding who the poets are and how their contextual backgrounds can influence their writing.  Writing to compare.	All poetic terminology.  Academic writing in an analytical and critical manner.	Language: AO1, AO2, AO3, AO4	A selection of poems through an extract book.	
3b	Unseen Poetry	Following on from the poetry study from last half term... As the timetable rolls over Y9 students will officially begin their GCSE study, starting to immerse themselves into the AQA specification. We begin this step into GCSE with looking at the Unseen Poetry unit. This allows students to look at short texts that encourages them to make personal interpretations and link	Developing independence to study poetry with confidence.  To draw own conclusions and interpretations from a poem.	All poetic terminology.  Academic writing in an analytical and critical manner.	Literature: AO1, AO2	A selection of poems through an extract book.	

			those ideas directly to the methods used by a writer. This unit offers a fantastic link between literature and language whilst also starting to ensure students understand different demands of the exam criteria and expectations.				
Year 10	1a						
	1b						
	2a	English Language Paper 2 Power & Conflict Poetry	In this scheme students will explore the theme of The Changes in the World and develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Extracts will range from the Victorian era to more contemporary writers to explore the changes in Society. Students will explore 4 poems from the Power and Conflict collection that connect to the theme.	Understanding of events, ideas and messages in unseen non-fiction texts. Understanding of the poets from the Power & Conflict anthology and their literary setting. Understanding of context and what influences the poets.	Analysis of language features used by the writers to portray ideas and message. Analysis of features used by the writers' to portray ideas and message. Crafting and creating through relevant linguistic features and structural choices to portray a message. Analysis of poems and ideas	Language: AO1, AO2, AO3, AO5, AO6	Power and conflict anthology provided by AQA.
2b		During the second part of this term, students will continue their study of the Power & Conflict AQA anthology. They will cover the remaining poems and ensure that they have a robust understanding of the meanings behind each poem and a firm			Literature: AO1, AO2, AO3		

			<p>ability to analyse the ideas presented by each poet through the methods that they use. Students will receive regular feedback and advice on how to master their craft of critical literary essay writing. In relation to their studies of English Language, students will have opportunities to discuss some of the wider issues surrounding the poems through argumentative writing and the expectations they would need to follow within their English Language Paper 2.</p>				
3a	<p>English Language Paper 1</p> <p><i>Jekyll &amp; Hyde</i></p>	<p>Students will be exposed to their first read of the novel. This will be a cold read where students will explore the plot and characters. Through further study students will ensure good knowledge of the novella and its context. Alongside this, students will look at some unseen extracts of novels that will enhance their study of 19<sup>th</sup> century literature and the gothic genre. The teaching will only focus on the reading section of the English Language Paper 1 for this half term. This will prepare students to be armed with the skills that they can then</p>	<p>Novels - Plot - Characterisation - Key moments - Structure - Themes</p>	<p>Write effectively, accurately, and analytically about their reading of the text Analysis of Stevenson's intentions and methods Analysis of Structure of the novel Evaluate Stevenson's intentions to inform a personal response to the text. Freud's Theory of personality.</p>	<p>Language: AO1, AO2, AO4 Literature: AO1, AO3</p>	<p>The Strange Case of Dr. Jekyll and Mr. Hyde Wider reading – knowledge book</p>	

			continue applying to their study of <i>Jekyll and Hyde</i> .				
	3b		During the second part of this term, students will continue their study of <i>Jekyll and Hyde</i> but this time pushing further into the writer's methods and themes. Students will begin tailoring their essay style to completely embrace their growing knowledge around this novella. Students will receive regular feedback and advice on how to master their craft of critical literary essay writing. In relation to their studies of English Language, students will move on to apply their knowledge of how writer's control language and structure and apply it to their own writing. Students will nurture their ability to craft and control their writing.			Language: AO5, AO6 Literature: AO1, AO2, AO3	
Year 11	1a						
	1b						
	2a	Responding to Mocks: English Language Paper 1 & 2 Reading Responsive Literature Teaching	Students will have the opportunity to receive specific feedback for each question from the Language papers that they sat for their November mocks. Students are guided how to make improvements whilst also getting the chance to reattempt each question and demonstrate the	Knowledge of paper structure and expectations of each question	Identify and interpret information and ideas. - Explain, comment on and analyse how writers use language and structure to		

			<p>progress that they are making. If students are still struggling to move forward at this point then more localised interventions are put in place to support students to make those steps forward. Literature teaching is now tailored to the emerging needs of each class.</p>		<p>achieve effects and influence readers, using relevant subject terminology to support their views. - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. - 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. - Candidates must use a range of vocabulary and</p>		
2b	MOCKS English Language Paper 1 & 2 Writing Responsive Literature Teaching	<p>After the March Mocks take place, English teaching prioritises the writing skills above the reading. Tailored workshops are conducted within lesson time that allows students to work on specific skills that they may have struggled to demonstrate within their own writing. Literature teaching has ongoing revision dependent on the emerging needs of individual classes and/or students.</p>					
3a	Adaptive Revision						
3b	EXAMS						

					sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		
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