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| Data | PR1 | | | | | | | | | | PR2 | | | | | | | | | | | | | | | | | | | |
| | The Gothic | | | | | | | | | | Nature and The Environment | | | | | | | | | | Poverty and Tragedy | | | | | | | | | |
| Year 7 | <u>Language P1B</u> Creative prose - writing to describe or narrate: <ul style="list-style-type: none"> Character Setting Atmosphere Intraducation to spoken language Assessment Formative: Gothic character/setting description. Summative: Write a Gothic narrative. 20 Lessons | | | | | <u>Literature P1</u> Exploring and responding to prose (Gothic Literature): <ul style="list-style-type: none"> Analysing a short story WHAT/HOW/WHY – an introduction Assessment Formative: Analysis of character in the extract. Summative: Analysis of character in extract and whole text. 18 Lessons | | | | | <u>Literature P2</u> Exploring and responding to Romantic poetry: <ul style="list-style-type: none"> Analysing poetry Importance of context Poetry comparison Assessment Formative: Presentation of 'nature' in Poem 'A' Summative: Presentation of 'nature in Poem 'B' 15 Lessons | | | | | <u>Language P2B</u> Writing for task/audience/purpose: <ul style="list-style-type: none"> Speech Article Assessment Formative: Section from article on Cornwall Summative: Full article on Cornwall 15 Lessons | | | | | <u>Literature P2</u> Exploring and responding to a play (Oliver): <ul style="list-style-type: none"> Themes Character Context Assessment Formative: Analysis of 'Poverty' in the opening scenes. Summative: Analysis of Nancy in the whole text. 15 Lessons | | | | | <u>Drama</u> Charlotte Dymond – The Ballard/Performance – 5 Lessons <u>Lang P2B</u> Writing for task/audience/purpose: <ul style="list-style-type: none"> Shakespeare Guide Assessment Formative: Section of a guide to Summative: a guide to Shakespeare's villains. 10 Lessons | | | | |
| Data | PR1 | | | | | | | | | | PR2 | | | | | | | | | | Options | | | | | | | | | |
| Year 8 | Power and Conflict | | | | | | | | | | Voices | | | | | | | | | | Dystopian | | | | | | | | | |
| | <u>Language P2B</u> Writing for task/audience/purpose: <ul style="list-style-type: none"> Letter Speech Article Assessment Formative: Letter to newspaper (EDUQAS style question) Marius Scaffolded. Summative: Formal letter to a newspaper on stimulus about pets 20 Lessons | | | | | <u>Drama</u> Conflict poetry through drama 5 Lessons <u>Literature P2</u> Exploring and responding to conflict poetry: <ul style="list-style-type: none"> Context Conventions Poetry Assessment Formative: Conflict in Kamikaze. Summative: Conflict in Bayonet Charge. 12 Lessons | | | | | <u>Language P1 (A)</u> Responding to 20 th century literature: <ul style="list-style-type: none"> Lit through time stimulus P1+2 Questions Assessment Formative: EDUQAS question from 'Gatsby'. Summative: EDUQAS questions/s from 'Noughts and Crosses' 15 Lessons | | | | | <u>Literature P1</u> Exploring and responding to Shakespeare (Macbeth): <ul style="list-style-type: none"> Themes Character Context Assessment Formative: Analysis of extract (Lady Macbeth) Summative: Lady Macbeth as guilty in the extract and wider play. 15 Lessons | | | | | <u>Literature P2</u> Exploring and responding to prose (Animal Farm): <ul style="list-style-type: none"> Themes Character Context Assessment Formative: Analysis of character... Summative: Analysis of theme... 15 Lessons | | | | | <u>Language P1B</u> Creative prose - writing to describe or narrate: <ul style="list-style-type: none"> Character Setting Atmosphere Assessment Formative: dystopian character/setting description. Summative: Write a dystopian description or narrative. 15 Lessons | | | | |

| Data | PR1 | | | | | | | | | | | | PR2 | | | | | | | | | | | | Trial Exams | | | | | | | | | | | | PR3 | | | | | | | | | | | |
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| | Diversity | | | | | | Challenge | | | | | | Step – Up | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | <p><u>Language P1B</u> Creative prose - writing to describe or narrate:</p> <ul style="list-style-type: none"> • Short Stories • Diversity in literature • Structure • Techniques <p><u>Assessment</u></p> <p>Formative: character/setting description. EDUQAS P1B style.</p> <p>Summative: Write a description or narrative. EDUQAS P1B</p> <p>32 Lessons</p> | | | | | | <p><u>Literature P1</u> Exploring and responding to a play (Noughts and Crosses):</p> <ul style="list-style-type: none"> • Themes • Character • Context <p><u>Assessment</u></p> <p>Formative: How is Callum and Sephy's relationship presented? (extract).</p> <p>Summative: How is Callum and Sephy's relationship presented ? (extract and wider).</p> <p>28 Lessons</p> | | | | | | <p><u>Literature P2</u> Exploring and responding to conflict poetry:</p> <ul style="list-style-type: none"> • Conflict poetry – alternative conflict anthology • Comparison <p><u>Assessment</u></p> <p>Formative: Conflict in one poem.</p> <p>Summative: Conflict in 'Poem A and one other from the collection.</p> <p>24 Lessons</p> | | | | | | <p><u>Language P1</u> Responding to 20th century literature:</p> <ul style="list-style-type: none"> • Intro to P1 • Q Styles • Effect on the reader • Review writing <p><u>Assessment</u></p> <p>Formative: WTM Section A 'Man and Boy' paper.</p> <p>Summative: Section A P1 'Call of the Wild' paper.</p> <p>24 Lessons</p> | | | | | | <p><u>Literature P2</u> Exploring and responding to a play (An Inspector Calls):</p> <ul style="list-style-type: none"> • Themes • Character • Context <p><u>Assessment</u></p> <p>Formative: How is Birling presented as an unlikable character?</p> <p>Summative: How and why does Sheila change throughout the play?</p> <p>32 Lessons</p> | | | | | | <p><u>Language P2B</u> Writing for task/audience/purpose (Blackfish Stimuli):</p> <ul style="list-style-type: none"> • Speech • Letter to editor <p><u>Assessment</u></p> <p>Formative: Opening to speech and letter.</p> <p>Summative: Speech and letter in one hour.</p> <p>24 Lessons</p> | | | | | | | | | | | | | | | | | |
| | Data | PR1 | | | | | | PR2 | | | | | | PR3 | | | | | | W/Exp | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | <p><u>Literature P1</u> Exploring and responding to Shakespeare (Romeo and Juliet):</p> <ul style="list-style-type: none"> • Themes • Character • Context <p><u>Assessment</u></p> <p>Formative: Analysis of extract (Romeo and Juliet's relationship/theme of love)</p> <p>Summative: Analysis of extract and wider text (Capulet and a father)</p> <p>32 Lessons</p> | | | | | | <p><u>Language P2A</u> Responding to non-fiction texts:</p> <ul style="list-style-type: none"> • Introduction to Paper 2 • Question styles • Comparison <p><u>Assessment</u></p> <p>Formative: WTM Paper 2 Section A</p> <p>Summative: TRIAL EXAM Full Paper 2 Section A (Summer 2023 paper)</p> <p>28 Lessons</p> | | | | | | <p><u>Literature P1</u> Exploring and responding to prose (A Christmas Carol):</p> <ul style="list-style-type: none"> • Themes • Character • Context <p><u>Assessment</u></p> <p>Formative: Analysis of extract (Scrooge as an outsider)</p> <p>Summative: Analysis of extract and wider text (Redemption)</p> <p>24 Lessons</p> | | | | | | <p><u>Literature P2</u> Exploring and responding to conflict poetry: (COTLB/Poppies/Kamikaze/Remains/ /Prelude/Bayonet Charge/Exposure/War Photographer)</p> <p><u>Assessment</u></p> <p>Formative: Presentation of suffering in conflict (Bayonet and Exposure)</p> <p>Summative: Presentation of the effects of conflict in Remains and one other poem.</p> <p>24 Lessons</p> | | | | | | <p><u>Language P1B</u> Creative prose - writing to describe or narrate:</p> <ul style="list-style-type: none"> • Recount writing • War poetry as stimuli. <p><u>Assessment</u></p> <p>Formative: WTM Paper 2 Section A</p> <p>Summative: TRIAL EXAM Full Paper 2 Section A (Summer 2023 paper)</p> <p>20 Lessons</p> | | | | | | <p><u>Literature P2</u> Exploring and responding to unseen poetry:</p> <p><u>Assessment</u></p> <p>Formative: 'To a Daughter Leaving Home'</p> <p>Summative: Nettles and Catrin.</p> <p>12 Lessons</p> | | | | | | <p><u>Language</u> Developing 'Spoken Language' skills:</p> <ul style="list-style-type: none"> • Writing to persuade • S+L • Persuasive <p><u>Assessment</u></p> <p>Formative: Draft 1</p> <p>Summative: Final Speech recorded</p> <p>16 Lessons</p> | | | | | | | | | | | |
| | Data | PR1 | | | | | | PR2 | | | | | | PR3 | | | | | | W/Exp | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Data | | | | | | | | | | | Trail Exam | PR1 | | | | | | | | | | | KS4 Eve | | | | | | | | | | | Trial Exam | PR2 | | | | | | | | | | | Exams | Exams | Exams | Exams | Exams | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 11 | <p>Literature P2 Exploring and responding to conflict poetry:</p> <ul style="list-style-type: none"> Storm/Prelude/ London/Ozymandias/ Duchess/Tissue/CoMH /Emigree <p><u>Assessment</u></p> <p>Formative: Presentation of the power of nature in Storm and Prelude.</p> <p>Summative: Presentation of identity in CoMH and one other poem.</p> <p>21 Lessons</p> | | | | | | | | | | <p>RECALL</p> <ul style="list-style-type: none"> Recall An Inspector Calls and Unseen Recall Language P1 sections A and B 10 Lessons | | | | | | | | | | <p>Language P2B Writing for task/audience/purpose:</p> <ul style="list-style-type: none"> Report/Letters/Articles/ Guide/Review <p>RECALL Language P2A Responding to non-fiction texts:</p> <ul style="list-style-type: none"> Question styles Comparison <p><u>Assessment</u></p> <p>Formative: Full paper 2 walkthrough - Fogle</p> <p>Summative: Full paper 2 - Whaling</p> <p>21 Lessons</p> | | | | | | | | | | <p>RECALL</p> <ul style="list-style-type: none"> Recall Shakespeare 7 Lessons | | | | | | | | | | <p>RECALL</p> <ul style="list-style-type: none"> Recall A Christmas Carol 7 Lessons | | | | | | | | | | <p>RECALL</p> <ul style="list-style-type: none"> Recall Language P2 sections A+B 7 Lessons | | | | | | | | | | <p>Language Exam Skills</p> <ul style="list-style-type: none"> Paper 1 Section A Paper 1 Section B Paper 2 Section A Paper 2 Section B | | | | | | | | | | <p>Literature Exam Skills</p> <ul style="list-style-type: none"> Paper 1 Shakespeare Paper 1 A Christmas Carol Paper 2 An Inspector Calls Paper 2 Anthology Paper 2 Unseen | | | | | | | | | | | | | | | | | | | |