

	Year 7 Thematic focus: identity	Year 8 Thematic focus: conflict	Year 9 Thematic focus: Voices	Year 10 AQA English Language and Literature	Year 11 AQA English Language and Literature	Year 12 AQA English Literature (A)	Year 13 AQA English Literature (A)
Big questions and linked texts (break this up into terms and then Narrative Poetry NF? PAF for writing task#)	<p>Transition unit: myths and legends</p> <p>Term 1&2: Historical overview of English Literature, focusing on the presentation of gender identity.</p> <p>Term 3&4: Twelfth Night by William Shakespeare</p> <p>Term 5&6: Modern novel with narrative writing.</p>	<ul style="list-style-type: none"> T1&2: Journey's End by RC Sherriff and WW1 poetry including Rupert Brooke and Wilfred Owen. T3&4: Salt to the Sea by Ruta Sepetys T5&6: Julius Caesar by Shakespeare and a range of non-fiction (persuasive/political speeches) 	<ul style="list-style-type: none"> T1&2: Clap When You Land and slam poetry. T3&4: Critical Voices. T5&6: Introduction to GCSE: selected poems from AQA Power and Conflict anthology. 	<ul style="list-style-type: none"> T1&2: Much Ado About Nothing. T3&4: Language Paper 2 and unseen poetry T5&6: Jekyll and Hyde and S&L presentations (linked to Lit revision) 	<ul style="list-style-type: none"> T1&2: Much Ado About Nothing and Lang P1. T3&4: Unseen poetry, revision of AIC and Language Papers. T5: revision of Language and Literature: bespoke to needs of class. 	<ul style="list-style-type: none"> T1&2: The Great Gatsby and pre-1900 poetry (Paper 1 Section C) T3&4: The Taming of the Shrew (Paper 1 Section A) and unseen poetry comparisons (Section B) T5&6: The Taming of the Shrew and unseen poetry (continued) and Non-exam assessment. 	<ul style="list-style-type: none"> T1&2: Life Class and Wilfred Owen. Revision of Paper 1. Completion of NEA. T3&4: Journey's End and unseen prose (Paper 2). T5: revision
Speaking and listening	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning.	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning.	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning.	GCSE Spoken Language assessment conducted in Term 6. Oracy is promoted in class as a skill to be valued and a precursor to effective writing.	Oracy is promoted in class as a skill to be valued and a precursor to effective writing.	Oracy is promoted in class as a skill to be valued and a precursor to effective writing.	Oracy is promoted in class as a skill to be valued and a precursor to effective writing.
	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning.	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning.	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning.	The GCSE writing markschemes are applied to written pieces for Language Paper 1 and 2. QWC is a focus of skills teaching and peer/self assessment. Academic writing is modelled and explicitly taught in each unit.	The GCSE writing markschemes are applied to written pieces for Language Paper 1 and 2. QWC is a focus of skills teaching and peer/self assessment. Academic writing is modelled and explicitly taught in each unit.	QWC is a focus of skills teaching and peer/self assessment. Academic writing is modelled and explicitly taught in each unit. Thesis writing is introduced as a KS5 skill.	QWC is a focus of skills teaching and peer/self assessment. Academic writing is modelled and explicitly taught in each unit. Extended writing (NEA) and academic referencing is taught and modelled.
	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning. Each lesson begins with 10 minutes of silent reading. Learners have a fortnightly library lesson using Accelerated Reader.	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning. Each lesson begins with 10 minutes of silent reading. Learners have a fortnightly library lesson using Accelerated Reader.	Specific KPIs are mapped to each unit to develop skills sequentially and allow overlearning. Each lesson begins with 10 minutes of silent reading.	GCSE markschemes are applied to reading responses for Language and Literature. Analytical depth is promoted and modelled at GCSE level.	GCSE markschemes are applied to reading responses for Language and Literature. Analytical depth is enhanced during revision and more able students are challenged with KS5 style analysis.	Work is marked against the A-Level Assessment Objectives. These are modelled regularly in SoLs. Wider reading is encouraged and promoted in SoLs.	Work is marked against the A-Level Assessment Objectives. These are modelled regularly in SoLs. Wider reading is encouraged and promoted in SoLs.
Links to International pillars	<p>Collaboration- performance, discussion, reading.</p> <p>Excellence- three levels of challenge in main tasks for all SoLs. Challenge tasks for classwork and homework.</p> <p>Rights and respect- gender identity issues and equity discussed.</p> <p>Wider community- opportunity to share poetry with other year groups (Eg. Primary)</p>	<p>Excellence- three levels of challenge in main tasks for all SoLs. Challenge tasks for classwork and homework.</p> <p>Rights and respect- teaching of UNCHR through 'Salt to the Sea' by Ruta Sepetys.</p> <p>Collaboration- performance, discussion, reading.</p> <p>Active Global citizens-</p>	<p>Excellence- three levels of challenge in main tasks for all SoLs. Challenge tasks for classwork and homework.</p> <p>Collaboration- performance, discussion, reading.</p>	<p>Excellence- three levels of challenge in main tasks for all SoLs. Challenge tasks for classwork and homework.</p> <p>Collaboration- performance, discussion, reading.</p> <p>Active global citizens- texts for Language SoL actively promote and use BAME writers to increase diversity in the curriculum.</p>	<p>Excellence- three levels of challenge in main tasks for all SoLs. Challenge tasks for classwork and homework.</p> <p>Collaboration- performance, discussion, reading.</p> <p>Rights and respect- understanding of different attitudes towards gender, sexuality, mental health and race over time through Literature texts. Discussing these ideas in class to explore different views and ideas.</p>	<p>Excellence- three levels of challenge in main tasks for all SoLs. Challenge tasks for classwork and homework.</p> <p>Wider community- working with lower school; opportunity to mentor, support in class and support reading initiatives eg. Primary reading breakfast.</p> <p>Collaboration- performance, discussion, reading.</p> <p>Active global citizens- students are given opportunity to explore post-colonial or feminist texts.</p> <p>Rights and respect- discussion of changing attitudes towards gender and sexuality.</p>	<p>Excellence- three levels of challenge in main tasks for all SoLs. Challenge tasks for classwork and homework.</p> <p>Wider community- working with lower school; opportunity to mentor, support in class and support reading initiatives eg. Primary reading breakfast.</p> <p>Collaboration- performance, discussion, reading.</p> <p>Rights and respect- discussion of changing attitudes towards gender and conflict.</p>

	Links to FBV	Mutual respect and tolerance- gender identity. Democracy and rule of law- discussion of politics through teaching of dystopia (Hunger Games).	Mutual respect and tolerance- class system in Journey's End, refugees in Salt to the Sea. Democracy- context of Nazi Germany when teaching 'Salt to the Sea' and rhetoric and political language with Julius Caesar.	Mutual respect and tolerance: class and gender issues in An Inspector Calls, mental health issues in Jekyll and Hyde, gender issues in Much Ado About Nothing. Individual Liberty- exploration of impact of our behaviour and responsibility discussed through teaching of An Inspector Calls and Jekyll and Hyde.	Mutual respect and tolerance- poetry anthology to discuss different experiences and attitudes. Democracy- current political issues explored through text choices for Language SoLs.	Rule of Law- evaluation of Jekyll and Hyde- individual freedom and behaviour. Context= history of the police. Individual Liberty- creating personalised revision timetables, promotion of additional/challenge homeworks to support transition into KS5. Mutual respect and tolerance- discussion of texts showing appreciation and acceptance of different opinions within the class and wider academic field.	Mutual respect and tolerance- discussion of texts showing appreciation and acceptance of different opinions within the class and wider academic field. Individual Liberty- FLIP learning expectation to foster responsibility for own learning.	Mutual respect and tolerance- discussion of texts showing appreciation and acceptance of different opinions within the class and wider academic field. Individual Liberty- FLIP learning expectation to foster responsibility for own learning.
	Links to Careers (Gatsby benchmarks)	Termly homeworks researching a career linked to the SoL (GB4) LMI relating to women in the workforce (GB2) Using National Theatre subscription to watch performance of Twelfth Night and Jane Eyre and interviews with costume directors/actors (GB5) Theatre trips and author visits where appropriate and available to match the curriculum (GB5)	Termly homeworks researching a career linked to the SoL (GB4) Careers in politics explored through Julius Caesar SoL (GB2) Theatre trips and author visits where appropriate and available to match the curriculum (GB5)	Termly homeworks researching a career linked to the SoL (GB4) Theatre trips and author visits where appropriate and available to match the curriculum (GB5)	Careers links embedded into SoLs (GB4) Speaking and listening assessment and preparation (GB4) Writing for different purposes and audiences- careers skill (GB4) Theatre trips and author visits where appropriate and available to match the curriculum (GB5)	Termly homeworks using A Level/FE resources to challenge and provide experience of these levels. (GB7) Writing for different purposes and audiences- careers skill (GB4) Theatre trips and author visits where appropriate and available to match the curriculum (GB5)	Using RSC videos to watch interviews with directors/actors of Taming of the Shrew (GB5) Links to university study (Eg. Wider reading, masters' theses shared) (GB7) Theatre trips and author visits where appropriate and available to match the curriculum (GB5)	Theatre trips and author visits where appropriate and available to match the curriculum (GB5) Connection between academic, analytical language taught in class and writing CVs/personal statements (GB7)
	SMSC	Social- performances and working in groups. Class discussions. Cultural: Historical context of texts. Discussion of gender issues and identity issues. Theatre trips/recorded performances where possible to support curriculum. Moral: discussion and debate. Expressing own views and exploring the views of others.	<ul style="list-style-type: none"> Social- performances and working in groups. Class discussions. Cultural- literary and cultural history (WW1, WW2, modern political speeches). Theatre trips/recorded performances where possible to support curriculum. Moral- students explore and explain their own views on political and historical topics. 	Social- performances and working in groups. Class discussions. Cultural- Exploration of British literary heritage. Moral- discussion of rights and responsibilities of citizens, related to the texts studied. Theatre trips/recorded performances where possible to support curriculum. Exploring their own opinions on the behaviour of the texts' characters.	<ul style="list-style-type: none"> Social- speaking and listening assessment, class discussions. Cultural- various relevant political and environmental non-fiction texts used in Language SoLs. Socio-historical context for poetry unit. Theatre trips/recorded performances where possible to support curriculum. Moral&Spiritual- opportunity to explore and discuss personal opinions. Writing to argue, persuade and explain on a range of contemporary issues affecting young people. 	<ul style="list-style-type: none"> Social- class discussions, shared revision strategies, peer coaching. Moral- discussion of rights and responsibilities of citizens, related to the texts studied. Exploring their own opinions on the behaviour of the texts' characters. Cultural- concepts relating to literature eg. Classical Unities for study of drama. Cross-curricular opportunities where possible, eg. Links to drama and links to Geography for descriptive writing. Theatre trips/recorded performances where possible to support curriculum. 	Social- discussions, performances ,opportunities to support lower school. Cultural- Theatre trips/recorded performances where possible to support curriculum. Diachronic study of English literary heritage (Love through the Ages). Moral- NEA allows students opportunity to select a text of choice and engage with a critical angle eg. Post-colonialism of feminism. Opportunity to discuss attitudes towards love, gender, sexuality, relationships.	Social- discussions, performances, opportunities to support lower school. Cultural- synchronic study of English literary heritage (WW1 and its aftermath) Moral- NEA allows students opportunity to select a text of choice and engage with a critical angle eg. Post-colonialism of feminism. Opportunity to discuss attitudes towards war and conflict.
Every child deserves to be the best they can be								