

**Long Term Department Plan: Years 7-11**

**Aims of the curriculum:** Our curriculum has been designed to engage pupils in the core skills of reading and writing across a wide variety of texts and styles. Key Stage 3 will focus on embedding the principal skills necessary for the GCSE exams that will be delivered directly in years 10 and 11.

Term	Year 7	Year 8	Year 9	Year 10	Year 11		
Autumn 1	<b>Transition Unit – First 2 weeks</b> - Bridging the transition between KS2 and KS3	<b>Dystopian Fiction – First 3 Weeks</b> - Students to explore the worlds of dystopia.		<b>Study of the Jacobean Period –</b> In this unit students will develop an in-depth knowledge of the socio-political and historical context of the Elizabethan/Jacobean period in English history.	<b>Macbeth Revision –</b> Students to work on refining exam skills in relation to their study of the play Macbeth	<b>Language Paper 1 Writing –</b> Students to develop their own creative voice.	
Autumn 2	<b>Novel –</b> Staff will select a novel that they will read with their class, using this as a scaffold to introduce analytical skills – Novel My Sister Lives on the Mantelpiece	<b>Poetry –</b> Introduction to the study of poetry through a collection of poems that closely mirror the power and conflict cluster that students study at GCSE. Students to focus on their understanding of poetic techniques and their creation.	<b>Exploration of Modern Times</b> – Students will be guided through a timeline of prominent historical events that have shaped the modern world we live in.	<b>Macbeth –</b> students will focus on a complete reading of the play, developing a thorough knowledge of the play’s central characters, themes and linked context	<b>Literature P2 : Exam Skills –</b> Creation of analysis paragraphs	<b>A Christmas Carol Revision–</b> To complement the preparation of Literature Paper Section A (Macbeth) students will continue to work on exam technique.	<b>Language Paper 1 Reading –</b> Exposure to a wide variety of fiction texts that will enable students to develop high level analysis of language, structure and writers’ intention

<b>Spring 1</b>	<b>Drama –</b> The study of a play introducing the idea genre, context, performance and analysis.	<b>English Speaking Board Examinations –</b> Students will work to prepare oral presentations of a book reading, a poem and a speech based on a subject of their choosing.	<b>Finding Your Voice –</b> In this unit, students will evaluate a range of different genres in writing, discovering how different writers have claimed their own social and cultural identities through their writing. Students will work through a series of stimuli to produce a collection of texts that present their own writers’ voice. During this term, students will work alongside external professionals and writers to develop their skills of expression.	<b>Poetry (2 lessons)–</b> Students to develop a confidence working against unseen poetry, as well as a complete study of the anthology poems necessary for Literature paper 2.	<b>Language Paper 1</b>  This unit will ask students to work on applying the analytical skills embedded during Key Stage 3 against a variety of fiction extracts, working to apply similar techniques within their own creative writing.	<b>An Inspector Calls Revision</b> – Students will recap the essential plot points from the play and focus on learning key quotes and building arguments against theme and character.	<b>Language Paper 2 Writing –</b> teaching will focus on the essential aspects of AO5/6 in order to develop structure of argument, awareness of register and clarity in expression.
<b>Spring 2</b>		<b>Shakespearean Extracts –</b> Students will read through a variety of key extracts, taken from a number of different Shakespearean plays, examining genre, character, links to context, dramatic structure and dramatic technique.				<b>Poetry Revision –</b> Students to develop their comparative knowledge of core group of poems in preparation for exam.	<b>Language Paper 2 Reading –</b> To extend the non-fiction writing, students will perfect their analysis of non-fiction reading texts.

<b>Summer 1</b>	<p><b>Myths and Legends –</b> Students will read a collection of extracts from both fiction and non-fiction genres that explore the purpose of writers’ intentions.</p>	<p><b>Crime and Mystery –</b> This unit will introduce students to the theme of crime investigation which will support the study of An Inspector Calls in Year 10. Students will read a variety of fiction and non-fiction texts that explore the presentation of antagonists, the development and structure of mystery and language use to establish emotion and provoke reader response.</p>	<p><b>19<sup>th</sup> Century –</b> This unit will explore the Victorian Era; it’s social and historical context, key texts and influences on the writing of this period. It will expose students to both literary and literary non-fiction texts of the period, and will allow students to develop both their critical reading and transactional writing.</p>	<p><b>An Inspector Calls (2 lessons)–</b> Throughout this unit, students will complete a study of the play, An Inspector Calls. They will focus on its development and presentation of character, key themes and social comment on 1940’s society. We will take a historicist approach to developing a keen and working awareness of the linked context.</p>	<p><b>Language Paper 2 –</b> Students will begin their comparative study of non-fiction sources; the writers’ opinion and perspective on a common topic, as well as focusing on how our students communicate their own opinions about common and controversial topics in a clear, formal and engaging way</p>	<p><b>Countdowns –</b> Staff will prepare personalised countdowns for their groups based on the formative and summative assessment and their knowledge of the classes. s</p>
<b>Summer 2</b>			<p><b>Novel -</b> Teachers will pick a novel to read in full with their classes – focusing on structure and narrative arc development.</p>			<p><b>Novel -</b> Teachers will pick a novel to read in full with their classes – focusing on structure and narrative arc development.</p>