

St Thomas More RC College



English

Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 7	Topics to be covered:	Baseline Transition Unit: Survival Pupils will read a selection of c19 th , c20 th and c21 st non-fiction texts on the theme of survival. Pupils will produce a piece of creative writing on the theme of survival.	The Novel: Refugee Boy by Ben Zephaniah Pupils will read the novel Refugee Boy and discuss, interpret and explore a range of ideas, themes and cultural issues on the theme of conflict.	Writing from a Viewpoint Pupils will write a news article about our environment and how we can bring about change.	Narrative Mystery Writing Pupils will read The Man with the Yellow Face and the style model will be the inspiration for a piece of narrative mystery writing.	Nature Poetry Pupils will read an engaging Anthology of c19 th , c20 th and c21 st poems and discuss and explore a range of ideas, themes and issues on the theme of Nature.	Frankenstein the Play Pupils will read the Gothic play Frankenstein and they will discuss and explore key ideas on good v evil, nature vs nurture, Science and appearance vs reality.
	Skills to be developed:	Reading focus: Pupils will select quotations and use inference skills Writing focus: Effective communication of ideas through vocabulary and sentences for effect.	Reading focus: Pupils will study the key themes, characters, plot, setting, foreshadowing, motifs and the writer's ideas in the novel.	Writing focus: Effective communication of ideas through vocabulary, sentences and linguistic devices. <i>Spelling, punctuation and grammar (! ? ; ,)</i>	Writing focus: Effective communication of ideas through vocabulary, sentences, linguistic devices and some narrative hooks <i>Spelling, punctuation and grammar (! ? ! ; , :)</i>	Reading focus: Pupils will study the poet's ideas, themes, language, imagery and some structural devices.	Reading focus: Pupils will focus on dramatic devices and stagecraft, key themes, Gothic motifs, language, some structural devices and the effect on the audience.
	Key assessments taking place:	Reading Assessment: Captain Scott extract Select and retrieve/apt quotes/ inference skills Writing Assessment: Creative Writing: How to Survive on a Desert Island.	Reading Assessment: Explain how Zephaniah presents Alem's conflict in the novel <i>Refugee Boy</i>	Writing Assessment: Plan, write and redraft a short news article that expresses your viewpoint and ideas about the issue of litter.	Writing Assessment: Plan, write and redraft a mystery narrative	Reading Assessment: Explain how Snyder presents nature in the poem 'Kyoto: March'.	Reading Assessment: Explain how the monster is presented in the play.

	Key vocab	Statement Quotation Inference/ developed Evidence Support Implicit Explicit Contextualise Comprehension	Structure Foreshadowing Identify/ Explain Methods Verbs Adjectives Nouns Refugee Conflict	Methods Structure Argue/ Persuade Purpose Audience Text type Effect Identify Perspective	Setting Character Mystery Conventions Omission Structure Exposition Conflict Climax/Resolution	Imagery Metaphor Oxymoron Context Effect Descriptions Environment Setting Rhyme	Setting Character Science Nature vs nurture Foreshadowing Creative Structure Flashback Gothic
	Opportunities for retrieval practice:						

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Year 8	Topics to be covered:	<p>Gothic Fiction</p> <p>Pupils will read a selection of c19th, c20th, and c21st Gothic fiction texts and interpret, discuss and explore the writer's use of Gothic conventions, language and structure for effect.</p>	<p>Dystopian Narrative Writing</p> <p>Pupils will read and study a range of engaging dystopian narrative extracts and the style models will be used to inspire their own creative dystopian writing.</p>	<p>Shakespeare: The Tempest</p> <p>Pupils will read the play <i>The Tempest</i> and focus on the relationship between Caliban and Prospero. Pupils will develop their knowledge of stagecraft/ dramatic devices by discussing key themes and Shakespeare's ideas in the play.</p>	<p>Writing from a Viewpoint</p> <p>Pupils will study a range of engaging non-fiction texts linked to the natural world. Pupils will write a persuasive article about saving an element of our natural world.</p>	<p>Culture Poetry</p> <p>Pupils will read a thought provoking Anthology of diverse poems that links to the themes of identity, culture, race, discrimination, power, freedom and the importance of having a voice in society.</p>	<p>Alter Ego Fantasy Writing</p> <p>Pupils will read and explore the themes of alter egos and transformation in a range of exciting fiction style models. Pupils will use the style models to write their own piece of creative writing on the theme of transformation.</p>
	Skills to be developed:	<p>Reading focus:</p> <p>Pupils will study the writers' ideas, themes, language, imagery and structural devices for effect.</p>	<p>Writing focus:</p> <p>Clear and effective communication of ideas through vocabulary, sentences, linguistic devices narrative hooks and narrative arcs. <i>Spelling, punctuation and grammar (! ? ! ; , :)</i></p>	<p>Reading focus:</p> <p>Pupils will study Shakespearian dramatic devices and stagecraft, key themes, characterisation, language, some structural devices and the effect on the audience.</p>	<p>Writing focus:</p> <p>Clear and effective communication of ideas through vocabulary, sentences and openers, linguistic devices and cohesion. <i>Spelling, punctuation and grammar (! ? ! ; , :)</i></p>	<p>Reading focus:</p> <p>Pupils will study the poets' ideas and themes on race, culture and identity, language, imagery and structural devices (anaphora and the beginning, middle and end)</p>	<p>Writing focus:</p> <p>Clear and effective communication of ideas through vocabulary, sentences, linguistic devices narrative hooks/ arcs and cohesion. <i>Spelling, punctuation and grammar (! ? ! ; , :)</i></p>

	Key assessments taking place:	Reading Assessment: Starting with this extract, explain how H.G. Wells presents fear in The Red Room.	Writing Assessment: Plan, write and redraft a dystopian narrative.	Reading Assessment: Explain how Shakespeare presents Caliban as a sympathetic character.	Writing Assessment: Plan, write and redraft a campaign article to persuade the reader to save the natural world.	Reading Assessment: Explain how Angelou presents the theme of power in the poem 'Caged Bird'.	Writing Assessment: Plan, write and redraft a piece of creative writing about your character's transformation and the moment of crisis.
	Key vocab	Verbs/ Nouns/Adjectives Imagery Identify Gothic conventions Fear Contextualisation	Nouns/ Adverbial phrases Reporting clause Structure, Exposition Conflict, Climax Resolution Setting/ character	Tempest Metaphor/ Simile Relationship Effect Explain Identify	Structure Argue/ Persuade Purpose/ Audience/Text Identify Perspective	Structure Shift Effects Identity/ Power/ Culture Compare Determination	Imagery Alter ego/tension Narrative viewpoint Transformation/ Crisis Intensifiers Present participle Modify/ pace
	Opportunities for retrieval practice:						

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Year 9	Topics to be covered:	<p>The Novel: Animal Farm</p> <p>Pupils will discuss and explore Orwell's ideas about the theme of power, oppression, ambition and corruption. Pupils will learn how to explore different viewpoints in the novel by explaining/ analysing Orwell's use of language & structure.</p>	<p>Writers' viewpoints and Perspectives</p> <p>Pupils will read a range of non-fiction texts that link to the themes of identity, oppression, slavery and conflict. Pupils will read a range of different text types and compare two texts.</p>	<p>Writing from a Viewpoint</p> <p>Pupils will read, discuss, explore and listen to a range of diverse powerful speeches from Martin Luther King to Malala. Pupils will use the style models to inform their own ideas and planning on crafting a speech about a particular viewpoint they feel strongly about.</p>	<p>Narrative Writing</p> <p>Pupils will read and understand the effect of structural devices in a range of contemporary fiction. In particular, the focus will be on exploring the effect of a range of structural devices. Pupils will use their knowledge of structure devices to craft a narrative.</p>	<p>Shakespeare: Macbeth</p> <p>Pupils will read the play Macbeth and explore the tragic genre and the themes of ambition, regicide and the supernatural. Pupils will build on their knowledge of Shakespearean stagecraft.</p>	<p>Poetry Comparison</p> <p>Pupils will read and study an Anthology on a specific theme and compare two poems from the Anthology. Furthermore, pupils will build on their knowledge from Term 1b on planning and writing a comparative piece of writing.</p>
	Skills to be developed	<p>Reading focus:</p> <p>Pupils will study the writers' ideas, themes, language, imagery and structural devices for effect.</p>	<p>Reading focus:</p> <p>Pupils will study the writers' ideas, perspectives, language choices, imagery and structural devices for effect.</p>	<p>Writing focus:</p> <p>Clear and effective communication of ideas through vocabulary, sentences, linguistic devices structure and cohesion. <i>Spelling, punctuation and grammar (! ? ! ; , :)</i></p>	<p>Writing focus:</p> <p>Clear and effective communication of ideas through vocabulary, sentences, linguistic devices narrative hooks and narrative arcs. <i>Spelling, punctuation and grammar (! ? ! ; , :)</i></p>	<p>Reading focus:</p> <p>Pupils will study, in detail, stagecraft, key themes, characterisation, language, some structural devices and the effect on the audience.</p>	<p>Reading focus:</p> <p>Pupils will study the poets' ideas, form, themes, language, imagery and structural devices for effect.</p>

	Key assessments taking place:	Reading Assessment: Starting with this extract, explore how Orwell uses the character of Boxer to present ideas about power in Animal Farm.	Reading Assessment: Compare how the writers convey their different perspectives and feelings about slavery and exploitation in two non-fiction sources.	Writing Assessment: Plan, write and redraft a speech on a topic of your choice to express your viewpoint.	Reading Assessment: How does the writer use structure to interest you as the reader? Writing Assessment: Plan, write and redraft a narrative based on the theme of home.	Reading Assessment: A student, having read this extract, said, 'I think the witches are more to blame for Macbeth's downfall than his own ambition.' To what extent do you agree?	Reading Assessment: Explore how the writer presents the theme of conflict in a poem and compare to another poem studied in the Anthology.
	Key vocab	Explain Effect Identify Metaphor /Imagery Symbolism Extract Contextualisation Structure	Explain Identify Compare Statement Inference Perspective Contextualisation	Structure Argue Purpose/ Audience/ Text Effect Identify Perspective	Structure/ Narrative Hook Beginning Middle End Conflict Effect Creative	Foreshadowing Supernatural Ambition Interpret Structure Power Character Contextualisation	Comparison Conflict Language Structure Quote Compare Context
	Opportunities for retrieval practice:						

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Year 10	Topics to be covered:	<u>LITERATURE PAPER 1</u> Macbeth	<u>LITERATURE PAPER 1</u> 19 th Century Novel	<u>LITERATURE PAPER 2</u> Poetry batch 1	<u>LITERATURE PAPER 2</u> An Inspector Calls	<u>LITERATURE PAPER 2</u> Poetry batch 2 & 3 Poetry comparison	<u>LANGUAGE PAPER 2</u> Question 5 - writing from a viewpoint (3 weeks) SPOKEN LANGUAGE 3 WEEKS
	Skills to be developed	LIT AO1 LIT AO2 LIT AO3 LIT AO4	LIT AO1 LIT AO2 LIT AO3	LIT AO1 LIT AO2 LIT AO3 LANG AO5 LANG AO6	LIT AO1 LIT AO2 LIT AO3 LIT AO4	LIT AO1 LIT AO2 LIT AO3 LANG AO5 LANG AO6	LANG AO3 LANG AO5 LANG AO6
	Key assessments taking place:	Mini mock in class: Macbeth Literature question	Mini mock in class: Jekyll and Hyde Literature question	Mini mock in class: Poetry comparison question	Mini mock in class: An Inspector Calls exam question	END OF YEAR EXAM: LITERATURE PAPER 1 & 2	Spoken Language Assessment: GCSE Spoken Language task

	Key vocab	Form Structure Plot Theme Supernatural Trochaic tetrameter Jacobean Regicide Motif Tragic hero	Plot Setting Theme Pathetic fallacy Allusion Uncanny Connotation Imagery Metaphor Motif	Alliteration Onomatopoeia Metaphor Simile Enjambment Stanza Anaphora Meter Rhyme Juxtaposition	Form Structure Plot Theme Setting Class Patriarchal Socialist Capitalist Morality	Alliteration Onomatopoeia Metaphor Simile Enjambment Stanza Anaphora Meter Rhyme Juxtaposition	
	Opportunities for retrieval practice: <ul style="list-style-type: none"> • Every unit of work allows for retrieval of the AOs • Term 3a - end of year exams - retrieval of Literature Paper 1 and Literature Paper 2 units 						

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Year 11	Topics to be covered:	<u>LANGUAGE PAPER 1</u> SECTION A 5 weeks SECTION B 3 weeks	<u>LANGUAGE PAPER 2</u> SECTION A SECTION B Unseen poetry (after the mock exams)	<u>REVISION CAROUSEL</u> 2 weeks: TBC 2 weeks: TBC 2 weeks: TBC	<u>REVISION CAROUSEL</u> 2 weeks: TBC 2 weeks: TBC 2 weeks: TBC	<u>REVISION CAROUSEL</u> 2 weeks: TBC 2 weeks: TBC 1 week: TBC	<u>SLT TIMETABLE (EXAMS)</u>
	Skills to be developed	LANG AO1 LANG AO2 LANG AO3 LANG AO5 LANG AO6	LANG AO1 LANG AO2 LANG AO4 LANG AO5 LANG AO6 LIT AO1 LIT AO2 LIT AO3	LIT AO1 LIT AO2 LIT AO3 LIT AO4	LANG AO1 LANG AO2 LANG AO3 LANG AO4 LANG AO5 LANG AO6	ALL AOs	
	Key assessments taking place:	MINI MOCK IN CLASS Q1-4	MOCK EXAM: LANG PAPER 1 LANG PAPER 2	MINI MOCK: 1 X Lang focus 2 X Lit focus	MINI MOCK: 1. X Lang focus 2. X Lit focus	Language Paper 1: 18th May 2022 Literature Paper 1: 25th May 2022 Literature Paper 2: 8th June 2022 Language Paper 2: 10th June 2022	

	Key vocab	Infer Explicit Language Structure Critical Exploratory Perceptive Compelling Accurate Organisation	Infer Explicit Language Structure Critical Exploratory Perceptive Compelling Accurate Organisation	See all Lang / Lit key words lists	See all Lang / Lit key words lists	See all Lang / Lit key words lists	
	<p>Opportunities for retrieval practice:</p> <ul style="list-style-type: none"> • Do now booklet - retrieval of Literature quotes • Carousel revision (Jan-Jun) - retrieval of the whole course • HL tasks focused on Literature 						