

Year 7	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics Studied “OUR JOURNEYS”	FIRE STARTERS BIG IDEAS: INFLUENCE / POWER / CONFLICT / FATE / ALIENATION / REDEMPTION <i>How has mythology influenced our literary journey?</i>		FINDING MYSELF BIG IDEAS: IDENTITY / RELATIONSHIPS / SOCIAL EXPECTATIONS <i>How can poetry help me discover who I am?</i>		FIGHTING OUR DEMONS BIG IDEAS: POWER / FREEDOM / ALIENATION / SOCIAL EXPECTATIONS / REDEMPTION <i>How can we fight for courage?</i>		BOOKENDS BIG IDEAS: TOLERANCE / SOCIAL EXPECTATIONS / RELATIONSHIPS <i>Book Ends</i>
Rationale of Learning	Students will be introduced to narrative writing at Westhoughton High School and the ‘Four-part Story’ structure. Students will develop their own narrative; focusing on setting and character descriptions throughout the half-term, using extracts from seminal literature, Theogony (‘Prometheus’ and ‘Pandora’s Box’) , to inspire and influence their own writing. In their reading of ‘Prometheus’ and ‘Pandora’s Box’, they will explore literary history and influence, as well as develop their inference skills. The purpose of this SOL is to explore how myths have influenced how we	Students will be introduced to narrative writing at Westhoughton High School and the ‘Four-part Story’ structure. Students will develop their own narrative; focusing on flashback and return to the scene descriptions (that build upon the setting and character descriptions created last half-term) throughout this half-term, using seminal literature: ‘The Little Sea Maid’ and extracts from Le Morte d’Arthur (‘The Lady of the Lake’) to inspire and influence their own writing. In their reading of ‘The Little Sea Maid’ and ‘The Lady of the Lake’ , they will explore literary history and influence, as well as develop their inference skills. The purpose of this SOL is to explore how myths have influenced how we	Students will study a contemporary and relevant topic related to ‘self’ each week, with a focus on developing their own voice and passions. Students will explore a range of poetry and non-fiction that presents the complexities and emotions within an individual, their interactions with others, as well as contemporary issues related to teenagers, largely influenced by personal experience, and encouraging a happier lifestyle. The scheme’s poetry and non-fiction texts will focus on the following themes: Where do I come from (identity)? / What makes me happy (opinions, mental health)? / Accepting Myself (relationships) . The purpose of this SOL is to develop inference skills, when considering the attitudes and perspectives of different writers,	Students will study a contemporary and relevant topic related to ‘self’ each week, with a focus on developing their own voice and passions. Students will explore a range of poetry and non-fiction that presents the complexities and emotions within an individual, their interactions with others, as well as contemporary issues related to teenagers, largely influenced by personal experience, and encouraging a happier lifestyle. The scheme’s poetry and non-fiction texts will focus on the following themes: Where do I come from (identity)? / What makes me happy (opinions, mental health)? / Accepting Myself (relationships) . The purpose of this SOL is to develop inference skills, when considering the	Students will be exposed to the KS3 curriculum’s historical study of William Shakespeare. Students will develop a conceptual understanding of ‘The Twelfth Night’ , and further their inference skills. Students will revisit narrative writing , using the play as a stimulus. In addition, students will increase their understanding and awareness of seminal writers and texts (‘The Twelfth Night’ by William Shakespeare), which will provide a foundation for studying more of Shakespeare’s work in Year 8 and beyond. The purpose of this SOL is to build upon students’ prior understanding of textual influence and social expectations in order to explore the	Students and teachers will use this time to read a modern novel as a class for the simple fact that it’s enjoyable. The scheme will be structured around explicit reading and vocabulary strategies; core critical skills of comprehension and inference; space for discussion; and reading-inspired writing tasks. ‘The Bone Sparrow’- Zana Fraillon	

	<p>understand our world, literature and our journey as readers and writers. It will focus on the oral tradition of stories, with the aim to develop a conceptual understanding of our origins. Furthermore, it will expand students' understanding of the origins of power, conflict and fate, as well the influence that these universal themes have on how we interact with and respond to the world around us. Greek Mythology: 'Prometheus' and 'Pandora's Box' from Theogony by Hesiod</p>	<p>understand our world, literature and our journey as readers and writers. It will focus on the oral tradition of stories, with the aim to develop a conceptual understanding of our origins. Furthermore, it will expand students' understanding of the origins of power, alienation and redemption, as well the influence that these universal themes have on how we interact with and respond to the world around us. Fairy Tales and Mythology: 'The Little Sea Maid / Mermaid' by Hans Christian Anderson 'The Lady of the Lake' from Le Morte d'Arthur by Sir Thomas Malory</p>	<p>identifying how writers have expressed their emotions, feelings and identity, in addition to students using their own voice through rhetorical transactional writing. The scheme will also include opportunities for oracy to develop perspectives on tolerance, understanding and knowledge of relationships, cultures and identity. It aims to encourage students to look inward and consider their own journey so that they can discover who they are now. 'We Refugees' by Benjamin Zephania 'Teen's Speech' by Kae Tempest 'A Love Letter to Myself' – letter 'Things that Make me Happy' by Hollie McNish 'In Mrs Tilscher's Class' by Carol Ann Duffy</p>	<p>attitudes and perspectives of different writers, identifying how writers have expressed their emotions, feelings and identity, in addition to students using their own voice through rhetorical transactional writing. The scheme will also include opportunities for oracy to develop perspectives on tolerance, understanding and knowledge of relationships, cultures and identity. It aims to encourage students to look inward and consider their own journey so that they can discover who they are now. 'Happiness is Contagious Too – article 'The Writer of this Poem' by Roger McGough 'The Way I am' by George the Poet 'Pride' by Olly Alexander – speech</p>	<p>constraints they have on power, alienation and freedom, or lack thereof. Moreover, the plot of 'The Twelfth Night' will develop students' exploration of the importance of fighting our inner and societal demons through courage and redemption, which will enhance students' understanding of their personal journey and how they may grow. 'The Twelfth Night' by William Shakespeare</p>	
<p>Links for Support/ Help at Home</p>	<p>Use of student resources located within WHS SharePoint for students Use of online platforms such as Seneca for podcasts on analysis of texts and narrative writing Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy Wider reading: news articles/coverage relating to any key concepts or debate topics raised within Autumn and Spring term Wider reading: library visits, live poetry readings and/or online poet sites read and explored Theatre trips or cinema visits linked to any themes or texts studied (including Shakespeare's others) Participation in parent-student events run within the English Department</p>					

Year 8	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied “OURSELVES”	THE MONSTER IN THE MIRROR BIG IDEAS: POWER / ISOLATION / TRAUMA / CONFLICT / RELATIONSHIPS / MANIPULATION / PERCEPTION / REALITY / MENTAL HEALTH / FEAR <i>How is the uncanny an extension of our fears?</i>		THE ANGEL OF THE HOUSE BIG IDEAS: SOCIAL EXPECTATIONS / IDEALS / ROLES / POWER / PERSECUTION / DISPLACEMENT / PERSEVERANCE / IDENTITY / JUSTICE / EQUALITY / CONFLICT <i>How can writers challenge normalised ideals?</i>		WAYWARD SOULS BIG IDEAS: POWER / CONFLICT / SOCIAL EXPECTATIONS / REBELLION / RELATIONSHIPS / MANIPULATION / JUSTICE <i>How can we rebel against society’s confinements?</i>	
Rationale of Learning	Students will closely read <i>The Yellow Wallpaper</i> by Charlotte Perkins Gilman: a seminal 19 th Century American Gothic short story. In addition to examining key Gothic conventions and influences, students will explore and critique the portrayal of and attitudes towards women and mental health during this period. Students will also investigate how writers utilise Gothic conventions, such as mental and physical isolation, alongside trauma, as a method of reflecting and commenting on society’s fears. In their reading of <i>The Yellow Wallpaper</i> , students will develop their inference and analytical skills. Students will	Students will closely read <i>The Yellow Wallpaper</i> by Charlotte Perkins Gilman: a seminal 19 th Century American Gothic short story. In addition to examining key Gothic conventions and influences, students will explore and critique the portrayal of and attitudes towards women and mental health during this period. Students will also investigate how writers utilise Gothic conventions, such as mental and physical isolation, alongside trauma, as a method of reflecting and commenting on society’s fears. In their reading of <i>The Yellow Wallpaper</i> , students will develop	Students will study a contemporary and relevant topic relating to challenging normalised ideas within our society. Students will explore a range of poetry and non-fiction that challenge idealised beliefs and expectations of the self, as well as groups of people within our world. The scheme’s poetry and non-fiction texts will focus on the following themes: Challenging Gendered Roles / Challenging Persecution / Challenging Attitudes towards Refugees . The purpose of this SOL is to develop inference and analytical skills, linked to a wider theme of the power of one’s voice in the world. Students will	Students will study a contemporary and relevant topic relating to challenging normalised ideas within our society. Students will explore a range of poetry and non-fiction that challenge idealised beliefs and expectations of the self, as well as groups of people within our world. The scheme’s poetry and non-fiction texts will focus on the following themes: Challenging Gendered Roles / Challenging Persecution / Challenging Attitudes towards Refugees . The purpose of this SOL is to develop inference and analytical skills, linked to a wider theme of the power of one’s	Students will revisit the historical study of William Shakespeare through exploring <i>Romeo and Juliet</i> . Students will develop a conceptual understanding of <i>Romeo and Juliet</i> , and further their inference and analytical skills. Students will be encouraged to make links between the play’s presentation of violence and rebellion within an Elizabethan patriarchy and the modern concept of equality , as well as show a deeper understanding of the concept of conflict in the form of revenge, non-conformity and discrim	Students and teachers will use this time to read a modern novel as a class for the simple fact that it’s enjoyable. The scheme will be structured around explicit reading and vocabulary strategies; core critical skills of comprehension and inference; space for discussion; and reading-inspired writing tasks. The House with Chicken Legs by Sophie Anderson

	<p>revisit narrative writing and the 'Four-part Story' structure to develop their own narrative, using Gothic conventions as their inspiration. During this half-term, students will pay particular attention to setting and character in their creation of their own Gothic narrative. The purpose of this SOL is to explore how Gothic literature has been used throughout history as an extension and representation of our fears, thus capturing the zeitgeist and lending itself as an opportunity to critique these fears. Furthermore, it will expand students' understanding of how power has been historically manipulated and abused as a tool to control people, particularly women, with mental health issues.</p> <p>Short Story: <i>The Yellow Wallpaper</i> by Charlotte Perkins Gilman</p>	<p>their inference and analytical skills. Students will revisit narrative writing and the 'Four-part Story' structure to develop their own narrative, using Gothic conventions as their inspiration. During this half-term, students will pay particular attention to flashbacks and returning to the scene in their creation of their own Gothic narrative. The purpose of this SOL is to explore how Gothic literature has been used throughout history as an extension and representation of our fears, thus capturing the zeitgeist and lending itself as an opportunity to critique these fears. Furthermore, it will expand students' understanding of how power has been historically manipulated and abused as a tool to control people, particularly women, with mental health issues.</p> <p>Short Story: <i>The Yellow Wallpaper</i> by Charlotte Perkins Gilman</p>	<p>explore poetry and non-fiction depicting struggle and conflict in order to build on their knowledge, understanding and ability to express their individual ideas and identity from Year 7, Spring Term. Students, as writers, will express their own beliefs and challenge normalised ideals through rhetorical transactional writing. The scheme will also include opportunities for oracy to develop perspectives on creating justice for societal beliefs, roles and expectations that often cause persecution and displacement.</p> <p>'Woman Work' by Maya Angelou 'I Sit and Sew' by Alice Moore Dunbar-Nelson 'We'll be Watching You' – speech by Greta Thunberg 'Give' by Simon Armitage</p>	<p>voice in the world. Students will explore poetry and non-fiction depicting struggle and conflict in order to build on their knowledge, understanding and ability to express their individual ideas and identity from Year 7, Spring Term. Students, as writers, will express their own beliefs and challenge normalised ideals through rhetorical transactional writing. The scheme will also include opportunities for oracy to develop perspectives on creating justice for societal beliefs, roles and expectations that often cause persecution and displacement.</p> <p>'First they Came' by Niemoller 'BLM Protestors Cleared Over Toppling of Edward Colston Statue' – article 'Home' by Warsan Shire 'Refugee' by Shubham Kamlapuri 'Nobody is Ever Just a Refugee' – World Humanitarian Day speech by Chimamanda Ngozi Adichie</p>	<p>ination. Students will revisit narrative writing, using the play as a stimulus. In addition, students will increase their understanding and awareness of seminal writers and texts (<i>Romeo and Juliet</i> by William Shakespeare), which will provide a foundation for studying more of Shakespeare's work (poetry) and contemporary drama in Year 9 and beyond. The purpose of this SOL is to use the plot from <i>Romeo and Juliet</i> to build upon students' prior understanding of societal fears of those who subvert idealised roles and expectations in order to explore the importance of rebellion and justice within a controlled world.</p> <p>Play: <i>Romeo and Juliet</i> by William Shakespeare</p>	
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Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Use of online platforms such as Seneca for podcasts on analysis of texts and narrative writing</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: news articles relating to any key concepts or debate topics raised within Autumn term</p> <p>Wider reading: library visits or book purchases of gothic literature such as Shelley, Stoker, Stevenson, Poe, E or C Bronte, Leroux, Austin or Collins</p> <p>Wider reading: library visits, live poetry readings and/or online poet sites read and explored</p> <p>Theatre trips or cinema visits linked to any themes or texts studied (including Shakespeare)</p> <p>Participation in parent-student events run within the English Department</p>
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Year 9	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics Studied "OUR WORLD"	THROUGH THE LOOKING GLASS AT THE UPSIDE DOWN BIG IDEAS: POWER / ALIENATION / SOCIAL DIVISION / EQUALITY / DEHUMANISATION / OPPRESSION / DISCRIMINATION / CONFLICT / PREJUDICE / HIERARCHY / INTOLERANCE / EXPLOITATION / INEQUALITY / LOSS / CONSEQUENCE / HUMANITY / DISPLACEMENT <i>How is dystopian fiction a reflection of our nightmarish world?</i>		FIGHTING TO MAKE OUR WORLD A BETTER PLACE BIG IDEAS: 'OTHERNESS' / DEMONISATION / ALIENATION / DISCRIMINATION / DEHUMANISATION / COMMUNITY / IDENTITY / CULTURE / REPRESENTATION / PREJUDICE / TOLERANCE / OPPRESSION / STEREOTYPE / MISREPRESENTATION / POWER / EQUALITY / INEQUALITY / JUSTICE / CONFLICT / HUMANITY <i>How can reclaiming 'otherness' create change?</i>		I KNOW WHY THE CAGED BIRD SINGS: UTOPIC VISIONS OF GREEN AND GOLD BIG IDEAS: PREJUDICE / PATRIARCHY / POWER / CONFLICT / VENGEANCE / SOCIAL EXPECTATIONS / FEAR / JUSTICE / DEMONISATION / 'OTHERNESS' / ALIENATION / DEHUMANISATION / OPPRESSION / HUMANITY <i>Will a utopian world ever exist?</i>		BOOKENDS BIG IDEAS: RELATIONSHIPS / PERCEPTION / REALITY / ISOLATION / POWER / CONFLICT / JUSTICE <i>Book Ends</i>
Rationale of Learning	Students will closely read <i>American War</i> by Omar El Akkad: a contemporary dystopian novel. In addition to examining key dystopian	Students will closely read <i>American War</i> by Omar El Akkad: a contemporary dystopian novel. In addition to examining key dystopian conventions and	Students will study a contemporary and relevant topic relating to identity, culture and reclaiming 'otherness' within our society. Students will explore a range of poetry and non-fiction from a range of demographics (historically	Students will study a contemporary and relevant topic relating to identity, culture and reclaiming 'otherness' within our society. Students will explore a range of poetry and non-fiction from a range of demographics (historically	Students will revisit the medium of drama through their study of contemporary play: <i>The Crucible</i> by Arthur Miller. Students will develop a conceptual understanding of <i>The Crucible</i> , and further their analytical skills,	Pupils and teachers will use this time to read a modern novel as a class for the simple fact that it's enjoyable. The scheme will be structured around explicit reading and vocabulary strategies; core critical skills of comprehension and inference; space for	

<p>conventions and influences, students will explore and critique the consequential loss of Humanity through intolerance, exploitation and oppression – all of which mirror our world today. In their reading of the American War, students will develop their analytical skills and begin to increase confidence when linking to context. Students will revisit narrative writing and the ‘Four-part Story’ structure to develop their own narrative, using dystopian conventions as their inspiration. During this half-term, students will pay particular attention to setting and character in their</p>	<p>influences, students will explore and critique the consequential loss of humanity through intolerance, exploitation and oppression – all of which mirror our world today. In their reading of the American War, students will develop their analytical skills and begin to increase confidence when linking to context. Students will revisit narrative writing and the ‘Four-part Story’ structure to develop their own narrative, using dystopian conventions as their inspiration. During this half-term, students will pay particular attention to the flashback (the cause of their dystopian world or a memory of the past) and the return to their nightmarish, dystopian scene.</p>	<p>considered to be nonconformists, different, or ‘others’), which show personal expression, viewpoints, as well as experiences of prejudice and discrimination. The scheme’s poetry and non-fiction texts will focus on the following themes: The North/South Divide – What is the importance of my local and cultural identity? / Dead White Males – Is our curriculum representative of our society? / Born this Way – How can we challenge heteronormativity in love and relationships? / Satanic Panic – How does our society demonise ‘others’? The purpose and specific intention of this SOL is to open up students’ understanding of a range of societal groups that have been demonised throughout history, as well as within our contemporary society. Furthermore, students will develop their analytical skills, linked to the wider theme of being tolerant,</p>	<p>considered to be nonconformists, different, or ‘others’), which show personal expression, viewpoints, as well as experiences of prejudice and discrimination. The scheme’s poetry and non-fiction texts will focus on the following themes: The North/South Divide – What is the importance of my local and cultural identity? / Dead White Males – Is our curriculum representative of our society? / Born this Way – How can we challenge heteronormativity in love and relationships? / Satanic Panic – How does our society demonise ‘others’? The purpose and specific intention of this SOL is to open up students’ understanding of a range of societal groups that have been demonised throughout history, as well as within our contemporary society. Furthermore, students will develop their analytical skills, linked to the wider theme of being tolerant, understanding and accepting of ‘otherness’ (that which is</p>	<p>with increasing confidence of linking to context and critical theories. Students will be encouraged to make links between Miller’s use of symbolism and his allegorical message, alongside the challenge of connecting to McCarthyism in 20th Century America. Furthermore, students will examine Miller’s inclusion of patriarchy, prejudice, oppression and justice to evaluate whether the Puritanical society / McCarthyism’s Red Scare are demonstrative of utopic visions, or dystopian history. Students will revisit narrative writing, using the play as a stimulus. In addition, students will increase their understanding and awareness of seminal writers and texts (The Crucible by Arthur Miller), which will provide a foundation for studying more examples of drama beyond Year 9. The purpose of this SOL is to use the plot and</p>	<p>discussion; and reading-inspired writing tasks. Brother in the Land by Robert Swindells</p>
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	<p>creation of their own dystopian narrative. The purpose of this SOL is to explore how El Akkad has designed the issues within American War to stand as examples and warnings against a divided, self-destructive world, intent to cause, or ignorant towards, the inevitable consequences of climate change. These ideas, combined with exposure to critical theories, will allow students to develop their own attitudes and perspectives on this horrifying, yet, not unfathomable dystopian future, as well as the real-world contexts it reflects.</p> <p>Novel: American War by Omar El Akkad</p>	<p>The purpose of this SOL is to explore how El Akkad has designed the issues within American War to stand as examples and warnings against a divided, self-destructive world, intent to cause, or ignorant towards, the inevitable consequences of climate change. These ideas, combined with exposure to critical theories, will allow students to develop their own attitudes and perspectives on this horrifying, yet, not unfathomable dystopian future, as well as the real-world contexts it reflects.</p> <p>Novel: American War by Omar El Akkad</p>	<p>understanding and accepting of 'otherness' (that which is different from themselves). This SOL, through exposing students to critical theories, will build on students' knowledge, understanding and ability to express their individual ideas from Spring Term SOL studied in Years 7 and 8. Students, as writers, will express their own beliefs on reclaiming 'otherness' within our society through rhetorical transactional writing and oracy.</p> <p>'This is the Place' by Tony Walsh 'Manchester's Sprawling' by Argh Kid 'The Government's Handling of the Greater Manchester Lockdown Shows its Contempt for the North' – article by Alice Perkins 'Half-Caste' by John Agard 'Looking Back' by Loyle Carner 'What I Wasn't Taught at School' by Samuel King 'Teachers as 'Guides': Inside the UK's First Montessori Secondary School' – article</p>	<p>different from themselves). This SOL, through exposing students to critical theories, will build on students' knowledge, understanding and ability to express their individual ideas from Spring Term SOL studied in Years 7 and 8. Students, as writers, will express their own beliefs on reclaiming 'otherness' within our society through rhetorical transactional writing and oracy.</p> <p>'Sonnet 130' by William Shakespeare 'Vows for a Gay Wedding' by Joseph Legaspi 'What does Heteronormative Mean?' – Article by Kristen Cochrane 'Pretty Hurts' by Beyonce 'What Makes a Man?' by Charles Aznavour 'The Danger of a Single Story' – speech by Chimamanda Ngozi Adichie 'First comes love, then comes marriage, but what about the baby carriage?' – Article by Shinie Antony</p>	<p>allegorical message from The Crucible to build upon students' prior understanding of the demonisation and social division of 'others', the consequences this has and question whether any society can/will be a utopic reality.</p> <p>Play: The Crucible by Arthur Miller</p>	
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Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Use of online platforms such as Seneca for podcasts on analysis of texts and narrative writing</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: library visits or book purchases of dystopian literature such as Orwell, Huxley, Atwood, Bradbury, McCarthy, Wells or Roth</p> <p>Wider reading: library visits, live poetry readings and/or online poet sites read and explored</p> <p>Theatre trips or cinema visits linked to any themes or texts studied (including Shakespeare)</p> <p>Participation in parent-student events run within the English Department</p>
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Year 10	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied with AQA English Language and AQA English Literature	AQA English Language Paper 1, fiction reading and writing. Student 'write like a reader, read like a writer' – using exploration of writer's craft to inspire own creative writing.	AQA English Literature, A Christmas Carol focus Study of the text. One lesson per week focuses on Language skills using Dickens' craft to inspire own characterisation/ setting descriptions.	AQA English Language Paper 2, non-fiction reading and writing. Analysis of non-fiction and comparison of non-fiction extracts. One lesson per week focuses on Literature, using extracts to enhance understanding of Victorian England within A Christmas Carol.	AQA Modern Text – Animal Farm Study of the text. One Language skills lesson per week, based on PPE (Pre-Public Exam) feedback.	AQA Modern Text – Animal Farm Completion of analysis of text and essay writing focus. Revision of Language and Literature skills and questions.	AQA Poetry Anthology: Conflict poetry cluster alongside preparation for Summer Term PPEs for Literature and Language. Poems studied will be: Bayonet Charge, The Charge of the Light Brigade, Kamikaze, War Photographer, The Emigree, Checking Out Me History.
Skills and Key Knowledge Taught	<p>Identifying explicit and implicit information (AO1)</p> <p>Language Analysis (AO2)</p> <p>Structure Analysis (AO2)</p> <p>Critical Evaluation (AO4)</p> <p>Descriptive and Narrative Writing (AO5-6)</p>	<p>Inference and personal, critical response to text (AO1)</p> <p>Analysis of language, structure and form (AO2)</p> <p>Contextual links (AO3)</p>	<p>Identifying and synthesising explicit and implicit information (AO1)</p> <p>Language Analysis (AO2)</p> <p>Comparison of writer's attitudes and perspectives (AO3)</p> <p>Transactional Writing (AO5-6)</p>	<p>Inference and personal, critical response to text (AO1)</p> <p>Analysis of language, structure and form (AO2)</p> <p>Contextual links (AO3)</p>	<p>Inference and personal, critical response to text (AO1)</p> <p>Analysis of language, structure and form (AO2)</p> <p>Contextual links (AO3)</p>	<p>Accumulation of all skills within Language and Literature from throughout the year.</p>

	Forms: opening of story, short story, titles given, suggested by image, opening lines given.		Forms: article, speech, letter, essay.			
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Use of online platforms such as Seneca for podcasts on Literature texts including content, themes, characters and language and/or technique analysis.</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: book purchases for students to have their own copies–or revision guides–to actively annotate (PPG funding can be used)</p> <p>Wider reading: library visits and/or reading of alternative novels/poems from studied authors/poets</p> <p>Theatre trips or cinema visits linked to any themes or texts studied</p> <p>Participation in parent-student events run within the English Department</p> <p>Teacher discussions following assessments and/or reports</p>					

Year 11	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied with AQA English Language and AQA English Literature	Poetry Anthology – Power and Conflict (complete study from Year 10, Summer 2) Outstanding poetry analysis and comparison of: My Last Duchess Ozymandias, Poppies, Remains, Tissue, The Prelude, London, Storm on the Island and Exposure	Literature Paper 1: Section A: Macbeth Students revise key holistic features within the novella. Evaluative ability to synthesise interpretation. One English Language Paper ‘skills lesson’ per week, covering both reading and writing.	Literature Paper 1 Revision- Animal Farm and A Christmas Carol Revision/feedback on English Language PPEs with class-dependent foci. Completion of Spoken Language Endorsement (separate grading).	Class-specific revision and interventions Revision foci will differ between groups and students to ensure their assessment data is used to direct teaching and independent learning.	Class-specific revision and interventions Revision foci will differ between groups and students to ensure their assessment data is used to direct teaching and independent learning.	Exams Undertaken
Skills and Key Knowledge Taught	<p>Inference and personal, critical response to texts discussing similarities/differences (AO1)</p> <p>Analysis of language, structure and form (AO2)</p> <p>Contextual links (AO3)</p> <p>Descriptive and Narrative Writing (AO5&6)</p>	<p>Inference and personal, critical response to texts (AO1)</p> <p>Analysis of language, structure and form (AO2)</p> <p>Contextual links (AO3)</p> <p>Language lessons have an analysis and effect of language (AO2) focus.</p>	Accumulation of all skills within Language and Literature from throughout the year. Spoken Language Endorsement criteria.	Accumulation of all skills within Language and Literature from throughout the year.	Accumulation of all skills within Language and Literature from throughout the year.	

Links for Support/ Help at Home	Use of student resources located within WHS SharePoint for students Use of online platforms such as Seneca for podcasts on Literature texts including content, themes, characters and language and/or technique analysis. Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy Wider reading: book purchases for students to have their own copies—or revision guides—to actively annotate (PPG funding can be used) Wider reading: library visits and/or reading of alternative novels/poems from studied authors/poets Theatre trips or cinema visits linked to any themes or texts studied Participation in parent-student events run within the English Department Teacher discussions following assessments and/or reports/Walking Talking Mocks
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