

## Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

### Curriculum Intent for English:

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

English Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<b>Finding a Voice</b>  'Of Mice and Men' by John Steinbeck  Students will learn about how the novella creates a microcosm of life in 1930's America and how John Steinbeck uses this platform to comment on race, gender and social class at this point in history. Students will learn how to deconstruct a text through the analysis of language, form and structure.  Students will also learn a range of different methods to develop the skill of producing original writing. Students will look at key concepts and writing skills and will use style models as guides to create their own pieces of work.		<b>Voices of Conflict</b>  Unseen poetry, speeches  Students will study a wide range of poetry which all explore some kind of conflict. Whilst working their way through a selection of poems, students will learn about poetic techniques, structure and form whilst also drawing comparisons between the poems studied.  Students will also study famous speeches from throughout time which emerged from times of conflict and will learn the art of rhetoric. Pupils will learn the key features of rhetoric and will be able to use these features themselves to create their own speeches and pieces of persuasive writing.		<b>Voices from Beyond</b>  'The Woman in Black' by Susan Hill  Students will read Susan Hill's 'The Woman in Black' and cover key aspects such as character, plot, setting and context. They will explore the conventions of the Gothic genre and the methods writers use to engage their readers including narrative structure, building tension, creating convincing characters and setting.  Students will be able to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology and they will also be able to use this knowledge to create their own imaginative pieces of writing.	
	All students will complete their AQA Spoken Language Endorsement throughout the year which will comprise of each student individually delivering an original spoken presentation to their class. During this unit of work, students will learn about how to prepare, practise and succeed in delivering spoken language.					
10	<b>An Inspector Calls</b>  Students will study J B Priestley's play 'An Inspector Calls', a set text for the GCSE English Literature Paper 2 exam.	<b>A Christmas Carol</b>  In the weeks leading up to Christmas, students will study Charles Dickens's novella 'A Christmas Carol', a set text for	<b>Romeo and Juliet</b>  Students will study William Shakespeare's play 'Romeo and Juliet', a set text for the English Literature Paper 1 exam.	<b>Anthology poetry</b>  Students will study a collection of poems from the 'Power and Conflict' section of the AQA GCSE Poetry Anthology.	<b>Unseen poetry</b>  Students will study a wide range of poetry in order to build skills to prepare them for the GCSE English Literature Paper 2	<b>Literature Skills</b>  Students will continue to enhance their written skills by responding to a wide range of questions based on any aspect

		the GCSE Literature Paper 1 exam.			unseen poetry section of the exam.	of the GCSE Literature exams.
<b>11</b>	Students will develop the skills needed for the GCSE English Language Paper 1 exam and will continue to revisit both literature texts needed for the GCSE English Literature Paper 1 exam.	Students will develop the skills needed for the GCSE English Language Paper 2 exam and will continue to revisit the texts on the English Literature Paper 2 exam.	Students will continue to revisit the skills needed for both GCSE English Language and GCSE English Literature. Mock examinations will begin to take place at the end of January which will assess students' current strengths and areas for development which will inform subsequent teaching.	Class teachers to tailor lessons to the needs of their classes informed by both class work and by the mock examination results.	Class teachers to tailor lessons to the needs of their classes informed by both class work and by the mock examination results.	N/A

### English Medium Term Overview

Year 9	Autumn Term 1	Unit Title: Finding Your Voice	No of Lessons: 54
<b>Overview</b>	<p>Students will learn about how the novella 'Of Mice and Men' creates a microcosm of life in 1930's America and how John Steinbeck uses this platform to comment on race, gender and social class at this point in history. Students will learn how to deconstruct a text through the analysis of language, form and structure.</p> <p>Students will also learn a range of different methods to develop the skill of producing original writing. Students will look at key concepts and writing skills and will use style models as guides to create their own pieces of work. Students will learn to communicate clearly and effectively in ways that engage the reader.</p> <p>One lesson every two weeks will also be dedicated to students to complete their AQA Spoken Language Endorsement presentations which will comprise of each student individually delivering an original spoken presentation to their class. During this unit of work, students will learn about how to prepare, practise and succeed in delivering spoken language.</p>		

<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• Initial reading, writing and spelling assessments upon entrance to the school</li> <li>• Students will produce a piece of creative writing (GCSE English Language Paper 1 Question 5)</li> <li>• Students will answer a question on the topic of 'Of Mice and Men' (GCSE English Literature Paper 1)</li> <li>• Spoken Language Endorsement assessments will be ongoing throughout the year</li> </ul>	
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• understand how the context of a text (when it was written) has an impact on our understanding of it;</li> <li>• be able to use textual evidence to support interpretations;</li> <li>• understand how the methods a writer uses shape meaning for the reader;</li> <li>• be able to listen to the views of others and use them to inform our own interpretations;</li> <li>• understand and be able to produce a clear and imaginative piece of writing using language imaginatively and creatively;</li> <li>• be able to use a wide range of vocabulary within fluently linked paragraphs.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Context</li> <li>• Misogynistic</li> <li>• Patriarchal</li> <li>• Racist</li> <li>• Contemporary</li> <li>• Similes, metaphors, alliteration, list of three, pathetic fallacy, foreshadowing</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• develop their reading comprehension and critical reading skills;</li> <li>• focus on understanding a word, phrase or sentence in context;</li> <li>• explore aspects of plot, characterisation, events and settings;</li> <li>• distinguish between what is stated explicitly and what is implied;</li> <li>• explain motivation, sequence of events, and the relationship between actions;</li> <li>• create their own pieces of writing using a wide range of methods and vocabulary;</li> <li>• explain what makes a piece of writing effective;</li> </ul>	<p><b><u>Lessons:</u></b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• What were the 1920s like in America?</li> <li>• What was life like in 1930s America?</li> <li>• What was life like for George and Lennie, can any parallels be made to society today?</li> <li>• Why is Curley's wife given no name?</li> <li>• How are the readers expected to feel about Curley's wife after her death?</li> <li>• What do Crooks, Curley's wife and Candy all have in common?</li> <li>• Why did George shoot Lennie?</li> <li>• Can the ending of the book be viewed as optimistic?</li> <li>• How does the text explore racism?</li> <li>• Why was the dream so important to George and Lennie?</li> <li>• Does the novella still have relevance for a modern reader?</li> <li>• How has the writer crafted the text to engage the reader?</li> <li>• How do vocabulary choices impact the effect of a text on the reader?</li> </ul>

	<ul style="list-style-type: none"> <li>use a range of methods to write for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>How can we use style models as a guide for our own writing?</li> </ul>
<p><b>Careers Links:</b> ‘English Careers in the Curriculum’ presentations will make students aware of where English can take them in life beyond school.</p>	<p><b>Enrichment:</b> Trips to the theatre will be booked as they arise.</p> <p>Opportunity to take part in the Rotary Youth Speaks competition</p> <p>Poetry Together</p>	<p><b>My Personal Best:</b> <b>Empathy</b> – What would it be like to live in a sexist and racist society where there is little hope of escaping?</p>

<b>English Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn Term 2</b>	<b>Unit Title: Voices of Conflict</b>	<b>No of Lessons: 46</b>
<b>Overview</b>	<p>Students will study a wide range of poetry which all explore some kind of conflict. Whilst working their way through a selection of poems, students will learn about poetic techniques, structure and form whilst also drawing comparisons between the poems studied. This will help students to prepare for the unseen poetry section of the GCSE Literature examination. Students will experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They will gain the skills needed to be able to analyse and compare key features of poems such as their content, theme, structure and use of language.</p> <p>Students will also study famous speeches from throughout time which emerged from times of conflict and will learn the art of rhetoric. Pupils will learn the key features of rhetoric and will be able to use these features themselves to create their own speeches and pieces of persuasive writing. The study of speeches is designed to develop students’ English Language Paper 2 skills. They will be given an introduction to the idea of writers’ viewpoints and perspectives and will begin to practice exploring and writing about these, as well as honing their own writing. The texts are from a wide range of writers with different cultural, ethnic, religious and gender backgrounds and will enable pupils to gain an understanding of some of the struggles faced by these writers, or of those that they write about.</p>		

<p><b>Assessments</b></p>	<p>One lesson every two weeks will also be dedicated to students to complete their AQA Spoken Language Endorsement presentations which will comprise of each student individually delivering an original spoken presentation to their class. During this unit of work, students will learn about how to prepare, practise and succeed in delivering spoken language.</p> <ul style="list-style-type: none"> <li>To produce a piece of creative writing using one of the poems studied as inspiration (GCSE English Language Paper 1 Question 5)</li> <li>To write a speech on the topic of 'Change is Needed' (GCSE English Language Paper 2 Question 5)</li> </ul>	
<p><b>Essential Knowledge (what must students know):</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>understand the role of poetry both studied and unseen in the GCSE English Literature exam;</li> <li>experience a wide range of poetry;</li> <li>develop their ability to closely analyse unseen poems;</li> <li>be able to analyse and compare key features such as their content, theme, structure and use of language;</li> <li>recognise the possibility of and evaluating different responses to a poem;</li> <li>understand the writers' social, historical and cultural contexts to inform evaluation;</li> <li>make informed personal responses deriving from analysis and evaluation of the text.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>Diversity</li> <li>Dissatisfaction</li> <li>Inequality</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>explore the relationship between the poem and the context in which it was written;</li> <li>explore which poems pair well together in terms of themes, ideas and context;</li> <li>focus on subject specific vocabulary;</li> <li>learn how to structure a comparative poetry response;</li> <li>write a clear summary;</li> <li>analyse how a writer uses language to shape meaning;</li> <li>explore a writer's viewpoints and perspectives;</li> <li>plan and write a clear argument.</li> </ul>	<p><b>Lessons:</b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>How does the structure of the poem contribute to the content?</li> <li>How do the poets' own experiences influence the content of the poem?</li> <li>How can we interpret the poem in different ways?</li> <li>How can we empathise with the character in the poem?</li> <li>What is diversity?</li> <li>Why is diversity important?</li> <li>What do we mean by viewpoints and perspectives?</li> <li>How can we analyse these within a source?</li> <li>What are the key language features we can analyse within a source?</li> <li>What are the effects of a writer's use of language?</li> <li>Why do we all need to be able to argue a point of view?</li> </ul>

<ul style="list-style-type: none"> <li>• Stanza</li> <li>• Enjambment</li> <li>• Caesura</li> <li>• Sonnet</li> <li>• Iambic pentameter</li> </ul>		
<p><b>Careers Links:</b> What is the role of a poet? Spend a little time each week looking at the role of the Poet Laureate.</p> <p>Is poetry any different to writing lyrics? Look at the most successful song writers and how much they earn.</p> <p>Consider the political sources we read and discuss the types of job in this sector.</p> <p>Discussion of the gender pay gap and its significance to current careers.</p>	<p><b>Enrichment:</b> Trips to the theatre will be booked as they arise.</p> <p>Opportunity to take part in the Rotary Youth Speaks competition</p> <p>Poetry Together</p>	<p><b>My Personal Best:</b> <b>Creativity</b> – writing to argue.</p> <p><b>Empathy</b> – how would it feel to be experiencing the things the writer is suffering?</p> <p><b>Evaluation</b> – how is this a good response? How could it be improved?</p> <p><b>Resilience</b> – understanding that it’s OK not to understand a poem on first reading and that sometimes, you need to keep going back and looking again.</p>

<b>English Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn Term 3</b>	<b>Unit Title: Voices from Beyond</b>	<b>No of Lessons: 46</b>
<b>Overview</b>	<p>Students will read Susan Hill's 'The Woman in Black' and cover key aspects such as character, plot, setting and context. They will explore the conventions of the Gothic genre and the methods writers use to engage their readers including narrative structure, building tension, creating convincing characters and setting.</p> <p>Studying 'The Woman in Black' will help students to develop their reading comprehension and critical reading skills bridging the gap between KS3 appropriate texts and GCSE 19th century 'A Christmas Carol'. Students will focus on Tier 2 vocabulary more critically at this stage in KS3. Students will evaluate the conventions of the genre and be exposed to texts from various eras found within the genre. The text is postmodern but written in a mock Edwardian style bridging the gap between KS3 modernist 'Of Mice and Men' and Victorian KS4 'A Christmas Carol'.</p>		

<p><b>Assessments</b></p>	<p>The study of 'The Woman in Black' will help students begin to build the skills needed for both the English Language and English Literature GCSE papers through task focus. Students will be able to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology and they will also be able to use this knowledge to create their own imaginative pieces of writing.</p> <p>One lesson every two weeks will also be dedicated to students to complete their AQA Spoken Language Endorsement presentations which will comprise of each student individually delivering an original spoken presentation to their class. During this unit of work, students will learn about how to prepare, practise and succeed in delivering spoken language.</p> <ul style="list-style-type: none"> <li>• To create a piece of descriptive writing inspired by the text studied (GCSE English Language Paper 1 Question 5)</li> <li>• To complete a GCSE English Language Paper 1.</li> </ul>	
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• understand how the GCSE English Language Paper 1 and the GCSE English Literature papers are structured;</li> <li>• be able to confidently explore the writer's intentions;</li> <li>• produce a well-structured argument;</li> <li>• analyse the writer's methods using appropriate subject terminology;</li> <li>• use precise quotations to support ideas;</li> <li>• develop and understanding of the link between context and of how the text is interpreted.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Gothic</li> <li>• Convention</li> <li>• Narrative</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• read, understand and respond to texts;</li> <li>• maintain a critical style and develop an informed personal response;</li> <li>• use textual references, including quotations, to support and illustrate interpretations;</li> <li>• analyse the language, form and structure used by a writer to create meanings and effects;</li> <li>• use relevant subject terminology where appropriate;</li> <li>• show an understanding of the relationships between texts and the contexts in which they were written;</li> <li>• use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b><u>Lessons:</u></b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• Which Tier Two words do we already recognise?</li> <li>• Which Tier Two words can we now define?</li> <li>• What are the conventions of the gothic genre?</li> <li>• What does the writer of a ghost story want the reader to feel?</li> <li>• Statement regarding genre/ reader experience/ characterisation - To what extent do you agree?</li> <li>• How does the writer use language, form and structure to create meanings?</li> <li>• What is the relationship between text and context and how does this inform our understanding?</li> </ul>



<ul style="list-style-type: none"> <li>• Intention</li> <li>• Foreboding</li> <li>• Foreshadowing</li> <li>• Malevolent</li> <li>• Morose</li> </ul>		
<p><b>Careers Links:</b> Explore how famous writers got their work published, look at J K Rowling and Stephen King.</p>	<p><b>Enrichment:</b> Trips to the theatre will be booked as they arise.</p> <p>Opportunity to take part in the Rotary Youth Speaks competition</p> <p>Poetry Together</p>	<p><b>My Personal Best:</b> <b>Active listening</b> - students will learn that an active listener is attentive. They make good eye contact, don't interrupt what the other person is saying and show an interest in what is being communicated.</p>

<b>English Medium Term Overview</b>			
<b>Year 10</b>	<b>Half Term 1</b>	<b>Unit Title: An Inspector Calls</b>	<b>No of Lessons: 27</b>
<b>Overview</b>	<p>The GCSE English Literature Paper 2 exam requires students to answer one question on a modern prose or drama text. In Half Term 1, students will study J B Priestley's 'An Inspector Calls'. Students will be encouraged to make links to the society in which they live and explore the relevance of Priestley's message.</p> <p>Students will study the context of the novella exploring what life was like in both 1945 when the play was written and 1912 when the play was set and what message Priestley wanted to send to his audience.</p> <p>Students will examine Priestley's methods and how he creates meaning for the audience. Students will begin to create their own written responses to the text using quotations to support their ideas.</p>		
<b>Assessments</b>	GCSE English Literature Paper 2 question on the play 'An Inspector Calls'.		
<b>Essential Knowledge (what must students know):</b>	<b>Essential Skills (what must students be able to demonstrate):</b>	<b>Lessons:</b>	

<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• learn to identify the key themes of the play;</li> <li>• support points of view by referring to evidence in the text;</li> <li>• recognise the possibility of and evaluating different responses to a text;</li> <li>• use understanding of the writer’s social, historical and cultural contexts to inform evaluation and make an informed personal response that derives from analysis and evaluation of the text.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• microcosm</li> <li>• patriarchal</li> <li>• Edwardian</li> <li>• capitalist</li> <li>• socialist</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explore the historical context of the play – both 1945 when the play was written and 1912 when the play was set;</li> <li>• focus on issues of class divide and gender inequality along with the role that the wars played in changing the dominant views of society;</li> <li>• read parts in the play and act them out using accents if they wish;</li> <li>• learn to produce a coherent response to a question using both evidence from the text and contextual knowledge to support interpretations;</li> <li>• respond critically to the play;</li> <li>• explore the response of audience both at the time and now;</li> <li>• examine whether any issues raised in the play that are still relevant today.</li> </ul>	<p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• Why did Priestley choose the name Eva Smith?</li> <li>• What were Priestley’s motivations for writing the play?</li> <li>• What is the difference in the way the younger and older generations respond to the death of Eva Smith?</li> <li>• Who was responsible for the death of Eva Smith?</li> <li>• How does Priestley use language and structure to convey his ideas and messages?</li> </ul>
<p><b><u>Careers Links:</u></b></p> <p>Who is interested in a career in politics?</p> <p>Discuss J B Priestley’s interest in politics and how he promoted his views through the material he wrote.</p> <p>Explore how being able to create a coherent and succinct approach would enable you to write political speeches for change.</p>	<p><b><u>Enrichment:</u></b></p> <p>Trips to the theatre will be booked as they arise for any of the GCSE texts we are studying.</p>	<p><b><u>My Personal Best:</u></b></p> <p><b>Empathy</b> – exploring how Eva Smith, and those like her in the era, would have felt.</p> <p><b>Evaluation</b> - what is successful about this response? How can we make it better?</p>

<b>English Medium Term Overview</b>			
<b>Year 10</b>	<b>Half Term 2</b>	<b>Unit Title: A Christmas Carol</b>	<b>No of Lessons: 28</b>
<b>Overview</b>	<p>The GCSE English Literature Paper 1 exam requires students to answer one question on a 19<sup>th</sup> century novel. In Half Term 2, students will study Charles Dickens’s ‘A Christmas Carol’. Students will be encouraged to make links both to the Gothic novel ‘A Woman in Black’ which students studied in Year 9 and ‘An Inspector Calls’ studied in the previous half term.</p> <p>Students will study the context of the novella exploring what life was like for Dickens in 19<sup>th</sup> century Britain and what message he wanted to send to his readers. We will explore the relevance of Dickens’s message for a 21<sup>st</sup> century reader and students will be encouraged to shared their own views and opinions.</p> <p>Students will examine Dickens’s methods and how he creates meaning for the reader. Students will begin to create their own written responses to the text where they use quotations to support their ideas.</p>		
<b>Assessment</b>	A GCSE English Literature Paper 1 question on the novella ‘A Christmas Carol’.		
<b>Essential Knowledge (what must students know):</b>	<b>Essential Skills (what must students be able to demonstrate):</b>	<b>Lessons:</b>	
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• learn to identify the themes of the text;</li> <li>• evaluate different responses to a text using understanding of Dickens’s social, historical and cultural context to inform evaluation;</li> <li>• begin to write accurately, effectively and analytically, using Standard English;</li> <li>• begin to use wider vocabulary in both their written and spoken responses.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Avaricious</li> <li>• Parsimonious</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explore the historical context of the novella;</li> <li>• focus on the different responses from readers;</li> <li>• form their own personal responses to characters and situations;</li> <li>• explore the key themes of poverty and charity;</li> <li>• explore the key characters and staves;</li> <li>• respond critically to the novella;</li> <li>• analyse the writers’ methods;</li> </ul>	<p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• How would the reactions of a Victorian reader differ from a contemporary audience?</li> <li>• How does Dickens structure the novella to manipulate the readers’ emotional response?</li> <li>• How does Dickens use language to present characters and themes and to convey his messages?</li> <li>• How does the character of Scrooge develop throughout the staves?</li> <li>• Are the issues raised in the novella still relevant to today’s society?</li> </ul>	

<ul style="list-style-type: none"> <li>Malthusian</li> </ul>	<ul style="list-style-type: none"> <li>learn how to structure an exam response.</li> </ul>	
<p><b>Careers Links:</b></p> <p>What does studying Language at university entail?</p>	<p><b>Enrichment:</b></p> <p>If any local theatres are showing 'An Inspector Calls', we will book a trip to see it.</p>	<p><b>My Personal Best:</b></p> <p><b>Empathy</b> – what would it be like for the Cratchits living in a time when you are so poor (despite working) that you can't pay for your child's medical bills and they subsequently die?</p> <p><b>Evaluation</b> – what is successful about this response? How can we make it better?</p>

English Medium Term Overview			
Year 10	Half Term 3	Unit Title: Romeo and Juliet	No of Lessons: 28
<b>Overview</b>	<p>The GCSE English Literature Paper 1 exam requires students to answer one question on a Shakespeare play. In Half Term 3, students will study William Shakespeare's 'Romeo and Juliet'.</p> <p>Students will study the context of the play exploring what life was like in Elizabethan England. Students will be encouraged to explore how both a modern audience and an audience watching at the time would respond to the events that unfold.</p> <p>Students will examine Shakespeare's methods and how he creates meaning for the audience. Students will begin to create their own written responses to the text where they use quotations to support their ideas.</p>		
<b>Assessments</b>	<p>A GCSE Literature Paper 1 question on 'Romeo and Juliet'.</p>		

<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas;</li> <li>• write accurately and analytically about the text using a wide range of vocabulary and accurate subject specific terminology.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Patriarchal</li> <li>• Misogynistic</li> <li>• Mercurial</li> <li>• Tempestuous</li> <li>• Antagonistic</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• visit the historical context of the play;</li> <li>• read parts of the play and understand how to characters felt living in the Elizabethan era;</li> <li>• learn how to produce a coherent response to a question using both evidence from the text and contextual knowledge to support interpretations;</li> <li>• include subject terminology in responses appropriately and explore the impact on the audience;</li> <li>• explore the response of audience both at the time and now considering how to include this in an exam-style response;</li> <li>• develop the skill to analyse and evaluate a text;</li> <li>• explore the importance of vocabulary.</li> </ul>	<p><b><u>Lessons:</u></b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• How would the reactions of an Elizabethan audience differ from an audience of today?</li> <li>• How does Shakespeare structure the play to keep the audience entertained?</li> <li>• How does the character of Romeo develop throughout the play?</li> <li>• Are the issues raised in the play relevant to today's society?</li> <li>• How does Shakespeare structure the play to keep the audience entertained?</li> <li>• How does the character of Romeo develop throughout the play?</li> <li>• How does the writer use language to create an impact on the audience?</li> <li>• How does the writer structure the text to create an impression on the audience?</li> </ul>
<p><b><u>Careers Links:</u></b></p> <p>What grades do you need to pursue your chosen career? 'Do it Now' tasks exploring various careers stemming from English.</p>	<p><b><u>Enrichment:</u></b></p> <p>Trips to the theatre will be booked as they arise for any of the GCSE texts we are studying.</p>	<p><b><u>My Personal Best:</u></b></p> <p><b>Self-motivation</b> – preparing for the assessments</p>

**English Medium Term Overview**

Year 10	Half Term 4	Unit Title: Poetry Anthology	No of Lessons: 20
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<p><b>Overview</b></p>	<p>The GCSE English Literature Paper 2 exam requires students to answer one question on a named poem from the AQA English Literature GCSE anthology. In Half Term 4, students will study the collection of poems from the <i>Power and Conflict</i> section of the AQA GCSE Anthology.</p> <p>Students will study the context of the poems exploring the background of the poets and their motivations for writing the poems. Students will be encouraged to explore different interpretations of the poems. Students will be taught to listen to the views of others and to use those views to help inform their own opinions and interpretations.</p> <p>Students will examine a range of poetic methods and how explore how poets create meaning for the readers. Students will begin to create their own written responses comparing two poems where they use quotations to support their ideas.</p>	
<p><b>Assessments</b></p>	<p>GCSE English Literature Paper 2 question on the <i>Power and Conflict</i> poems.</p>	
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• build on the skill of evaluating the text through drawing on knowledge of the historical and cultural context to which it belongs;</li> <li>• be able to find evidence to support their views;</li> <li>• be able to analyse the writer’s choice of vocabulary and structure and evaluate their effectiveness;</li> <li>• be taught to evaluate the writer’s choice of vocabulary and grammatical and structural features;</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• write a developed, critical and comparative response about the poems;</li> <li>• focus on the different responses from the reader;</li> <li>• explore the key themes of conflict and loss;</li> <li>• explore the contextual relevance of the poems;</li> <li>• produce a coherent response to a question using both evidence from the text and contextual knowledge to support interpretations;</li> </ul>	<p><b><u>Lessons:</u></b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• What type of conflict is demonstrated in each poem?</li> <li>• Which poems compare well with one another?</li> <li>• What are the different types of conflict?</li> <li>• How important is context in understanding the message of the poems?</li> <li>• How does the structure of the poem contribute to the content?</li> <li>• How do the poets’ own experiences influence the content of the poem?</li> <li>• How can we interpret the poem in different ways?</li> <li>• How can we empathise with the speaker and characters in the poem?</li> </ul>

<ul style="list-style-type: none"> <li>learn how to analyse and evaluate how language, structure, form and presentation contribute to the impact on the reader;</li> <li>use linguistic and literary terminology for such evaluation.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>Poetic devices such as simile, metaphor, caesura, enjambment, iambic pentameter, sonnet, stanza, rhyming couplets etc.</li> </ul>	<ul style="list-style-type: none"> <li>explore the relationship between the poem and the context in which it was written;</li> <li>explore which poems pair well together in terms of themes, ideas and context;</li> <li>focus on subject specific vocabulary;</li> <li>learn how to structure a comparative poetry response.</li> </ul>	
<p><b><u>Careers Links:</u></b></p> <ul style="list-style-type: none"> <li>How do you have a career in theatre? Look at different roles within the theatre.</li> </ul>	<p><b><u>Enrichment:</u></b></p> <p>Trips to the theatre will be booked as they arise for any of the GCSE texts we are studying.</p>	<p><b><u>My Personal Best:</u></b></p> <p><b>Empathy</b> – what would it be like to be a soldier fighting in the war? How would it feel to return home from the war but be unable to stop thinking about all that has occurred?</p> <p><b>Evaluation</b> – what is successful about this response? How can we make it better?</p> <p><b>Resilience</b> – understanding that it’s OK not to understand a poem on first reading and that individual responses to the poem can be varied and equally valid.</p>

**English Medium Term Overview**

Year 10	Half Term 5	Unit Title: Unseen Poetry	No of Lessons: 24
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<p><b>Overview</b></p> <p><b>Assessments</b></p>	<p>The GCSE English Literature Paper 2 exam requires students to answer two questions on unseen poems. In Half Term 5, students will study a range of poems from different writers.</p> <p>Students will gain confidence in interpreting the poems and will learn how to support their ideas with specific references. Students will continue to build on their skills of language and structural analysis and will learn how to write succinct responses.</p> <p>Students will continue to examine a range of poetic methods and will explore how poets create meaning for the readers. Students will begin to create their own written responses to a single poem and will then learn how to compare two unseen poems.</p> <p>GCSE English Literature Paper 2 Section C: Unseen poetry questions 1 and 2.</p>		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• be able to find evidence to support their views;</li> <li>• be able to analyse the writer’s choice of vocabulary and structure and evaluate their effectiveness;</li> <li>• be taught to evaluate the writer’s choice of vocabulary and grammatical and structural features;</li> <li>• learn how to analyse and evaluate how language, structure, form and presentation contribute to quality and impact using linguistic and literary terminology for such evaluation.</li> </ul> <p><b>Terminology:</b></p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• write a developed and critical response about an unseen poem;</li> <li>• focus on the different responses from the reader;</li> <li>• explore the key themes of the poem;</li> <li>• produce a coherent response to a question using evidence from the poem to support interpretations;</li> <li>• practice independent poetry analysis, drawing upon the skills taught through the study of the AQA Poetry Anthology;</li> <li>• explore the connections between the first unseen poem and the second;</li> <li>• focus on subject specific vocabulary.</li> </ul>	<p><b><u>Lessons:</u></b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• How does the structure of the poem contribute to the content?</li> <li>• How can we interpret the poem in different ways?</li> <li>• How can we empathise with the speaker and characters in the poem?</li> <li>• How does the poet use specific methods to put across a message?</li> <li>• What similarities can be found across the two poems presented?</li> <li>• How can we find a clue about the poem in the exam question?</li> </ul>	



<ul style="list-style-type: none"> <li>Poetic devices such as simile, metaphor, caesura, enjambment, iambic pentameter, sonnet, stanza, rhyming couplets etc.</li> </ul>		
<p><b>Careers Links:</b></p> <ul style="list-style-type: none"> <li>What is the difference between a poem and a song? Explore possible links to the music industry.</li> </ul>	<p><b>Enrichment:</b></p> <p>We will try to provide opportunities for students to engage with poetry outside of school such as taking part in Poetry Together events.</p>	<p><b>My Personal Best:</b></p> <p><b>Evaluation</b> – what is successful about this response? How can we make it better?</p> <p><b>Resilience</b> – How can I improve my written responses?</p>

### English Medium Term Overview

Year 10	Half Term 6	Unit Title: Literature Skills	No of Lessons: 16
<b>Overview</b>	Students will be sitting mock exams this half term. They will complete a GCSE English Literature Paper 1 ('Romeo and Juliet, 'A Christmas Carol') and GCSE English Literature Paper 2 ('An Inspector Calls', Anthology poetry, unseen poetry). This half term will be used to revisit everything studied so far.		
<b>Assessments</b>	Year 10 mock exams: English Literature Paper 1 and English Literature Paper 2		
<p><b>Essential Knowledge (what must students know):</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>explore aspects of plot, characterisation, events and settings;</li> <li>distinguish between what is stated explicitly and what is implied;</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>gain mastery of writing developing critical responses about the texts;</li> <li>focus on different responses from the reader/audience informed by contextual information;</li> </ul>	<p><b>Lessons:</b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>How do can I prepare for my mock exams?</li> <li>Can I identify an area(s) which I need to improve?</li> </ul>	

<ul style="list-style-type: none"> <li>• be able to explain motivation, sequence of events, and the relationship between actions or events;</li> <li>• support a point of view by referring to evidence in the text;</li> <li>• recognise the possibility of and evaluate different responses to a text;</li> <li>• use their understanding of writers’ social, historical and cultural contexts to inform evaluation;</li> <li>• make informed personal responses that derive from analysis and evaluation of the text;</li> <li>• evaluate a writer’s choice of vocabulary, grammatical and structural features.</li> </ul> <p><b>Terminology:</b></p> <p>Key terminology will include all terminology explored each half term. Students will explore the importance of Tier 2 vocabulary in their responses.</p>	<ul style="list-style-type: none"> <li>• explore the key themes of the texts whilst demonstrating an understanding of the writers’ intentions;</li> <li>• master the process of responding to a question using both evidence from the text and contextual knowledge to support interpretations;</li> <li>• enhance their skills of independent poetry analysis, drawing upon the skills taught through the study of the AQA Poetry Anthology.</li> </ul>	<ul style="list-style-type: none"> <li>• Am I completing past examination questions under timed conditions at home?</li> <li>• Have I spoken to my teacher if I am unsure of how to improve further?</li> <li>• What are the barriers between me and success?</li> </ul>
<p><b>Careers Links:</b></p> <p>What is it like to study Literature at university? Staff share their experiences of literature courses with students.</p>	<p><b>Enrichment:</b></p> <p>Trips to the theatre will be booked as they arise for any of the GCSE texts we are studying.</p> <p>Usually there are trips to Keele university where students can take part in writing classes.</p>	<p><b>My Personal Best:</b></p> <p><b>Evaluation</b> – what areas do I need to focus on for revision. What are my strengths? What are my areas for development?</p> <p><b>Resilience</b> – keep trying hard, acting on feedback and looking for little improvements.</p>

<b>English Medium Term Overview</b>			
<b>Year 11</b>	<b>Half Term 1</b>	<b>Unit Title: English Language Paper 1 and English Literature Paper 2</b>	<b>No of Lessons: 27</b>
<b>Overview</b>	<p>The GCSE English Language Paper 1 exam requires students to engage with a fiction text and then to write creatively themselves. In section A (reading a literature fiction text) students will consider how established writers use narrative and descriptive techniques to capture the interest of readers. In section B (writing their own creative text) students will demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. In Half Term 1, students will develop the skills needed to respond to the GCSE English Language Paper 1 exam fully.</p>		
<b>Assessments</b>	<p>Students will also continue to revisit the Literature texts on the GCSE English Literature Paper 1 exam ('Romeo and Juliet' and 'A Christmas Carol').</p> <p>English Language Paper 1 past questions</p>		
<b>Essential Knowledge (what must students know):</b>		<b>Essential Skills (what must students be able to demonstrate):</b>	<b>Lessons:</b>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• be able to identify and interpret themes, ideas and information in a range of literature;</li> <li>• learn to read in different ways for different purposes and will be able to make inferences and justify these with evidence;</li> <li>• support a point of view by referring to evidence within the text;</li> <li>• identify bias and misuse of evidence, including distinguishing between statements</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• analyse language and structural techniques within fictional extracts;</li> <li>• develop and evaluative tone and form opinions regarding the experience of the reader;</li> <li>• look at what makes an effective piece of description;</li> <li>• plan and write a clear argument;</li> <li>• empathise with the point of view of others;</li> </ul>	<p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• How does a writer shape language to manipulate the response of the reader?</li> <li>• How does a writer craft structure to manipulate the response of the reader?</li> <li>• How can we make the readers feel like they are part of the description?</li> <li>• How can we paint a picture so clearly that the readers can see it in their minds?</li> <li>• How are the skills of debating used in politics?</li> </ul>

<p>that are supported by evidence and those that are not;</p> <ul style="list-style-type: none"> <li>• reflect critically and evaluatively on a text;</li> <li>• be able to produce clear and coherent pieces of writing, selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>• learn to use language imaginatively and creatively.</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• anecdote, alliteration, assonance, semantic field, circular structure, flashback</li> </ul>	<ul style="list-style-type: none"> <li>• explore the importance of vocabulary including a range of punctuation and sentence structures.</li> </ul>	
<p><b>Careers Links:</b></p> <ul style="list-style-type: none"> <li>• Why are written skills important? Look at different letters of application during DINT. What is the difference between a successful letter and an unsuccessful letter?</li> <li>• How can one become an author?</li> </ul>	<p><b>Enrichment:</b></p> <p>Trips to the theatre will be booked as they arise for any of the GCSE texts we are studying.</p>	<p><b>My Personal Best:</b></p> <p><b>Creativity</b> – Producing a descriptive piece of writing.</p> <p><b>Evaluation</b> – What is successful about this response? How can it be improved?</p>

### English Medium Term Overview

Year 11	Half Term 2	Unit Title: English Language Paper 2 and English Literature Paper 2	No of Lessons: 27
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<p><b>Overview</b></p> <p><b>Assessments</b></p>	<p>The GCSE English Language Paper 2 exam requires students to develop insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. In section A, students will read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader. In section B, students will produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A. In Half Term 2, students will develop the skills needed to respond to the GCSE English Language Paper 2 exam fully.</p> <p>Students will also continue to revisit the Literature texts on the GCSE English Literature Paper 2 exam ('An Inspector Calls', Anthology poetry and unseen poetry).</p> <p>GCSE English Language Paper 2 questions.</p>	
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• write for impact: selecting, organising and emphasising facts, ideas and key points;</li> <li>• cite evidence and quotation effectively and pertinently to support views;</li> <li>• be able to create emotional impact by using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis);</li> <li>• learn to read fluently a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism;</li> <li>• be taught to read and evaluate texts critically and make comparisons.</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• analyse language and structural techniques within non-fiction extracts;</li> <li>• develop a comparative writing style and form opinions regarding their influence over the reader;</li> <li>• explore what makes an effective piece of persuasive writing;</li> <li>• plan and write a clear argument;</li> <li>• empathise with the point of view of others;</li> <li>• explore the importance of vocabulary.</li> </ul>	<p><b><u>Lessons:</u></b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• Why do we all need to be able to argue a point of view?</li> <li>• How do writers shape language to manipulate the response of the reader?</li> <li>• How do writers use similar language techniques for different reasons?</li> <li>• How has language evolved over the last century and a half?</li> <li>• How can we paint a picture so clearly that the readers can see it in their minds?</li> <li>• How are the skills of debating used in politics?</li> </ul>

<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>Analyse, argue, compare, contrast, evaluate, examine, explain, illustrate</li> </ul>		
<p><b>Careers Links:</b></p> <ul style="list-style-type: none"> <li>Why are written skills important? Look at different letters of application during starter activities. What is the difference between a successful speech and a poorly delivered one?</li> <li>How can one become an author? This is a great opportunity to promote a love of the spoken word.</li> </ul>	<p><b>Enrichment:</b></p> <p>Trips to the theatre will be booked as they arise for any of the GCSE texts we are studying.</p>	<p><b>My Personal Best:</b></p> <p><b>Creativity</b> – Producing speeches and letters amongst other forms.</p> <p><b>Evaluation</b> – What is successful about this response? How can it be improved?</p>

### English Medium Term Overview

Year 11	Half Term 3	Unit Title: GCSE English Language and Literature	No of Lessons: 19
<p><b>Overview</b></p> <p><b>Assessments</b></p>	<p>Students will be sitting mock exams this half term. They will respond to GCSE English Literature Paper 1 ('Romeo and Juliet, 'A Christmas Carol') and GCSE English Literature Paper 2 ('An Inspector Calls', Anthology poetry, unseen poetry). They will also complete GCSE English Language Paper 1 and GCSE English Language Paper 2. During Half Term 3, students will complete a mixture of both Language and Literature tasks to help to prepare them for the mock examinations.</p> <p>Mock examinations:</p>		

	<p>English Literature Paper 1 and 2</p> <p>English Language Paper 1 and 2</p>	
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• produce clear and coherent texts: writing effectively for different purposes and audiences;</li> <li>• describe, narrate, explain, instruct, give and respond to information;</li> <li>• select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>• use language imaginatively and creatively;</li> <li>• use information provided by others to write in different forms;</li> <li>• maintain a consistent point of view;</li> <li>• maintain coherence and consistency across a text write for impact: selecting, organising and emphasising facts, ideas and key points;</li> <li>• create emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis);</li> <li>• cite evidence and quotation effectively and pertinently to support views.</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences;</li> <li>• look at a range of writing from different authors and explore how they have crafted their work;</li> <li>• organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts;</li> <li>• explore what different structural techniques could be employed in their writing;</li> <li>• use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b><u>Lessons:</u></b></p> <p><b>Some of the key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• Can I use language effectively to manipulate the response of the reader?</li> <li>• Can I structure my writing to manipulate the reader?</li> <li>• How can I make the readers feel like they are part of the description?</li> <li>• How can I paint a picture so clearly that the readers can see it in their minds?</li> <li>• Can I use the mark scheme to evaluate my own work and identify areas for improvement?</li> </ul>

<p><b>Terminology:</b></p> <p>Analyse, argue, assess, debate, evaluate, examine, explain, review, suggest, summarise, support.</p>		
<p><b>Careers Links:</b></p> <p>Focus on writers' journeys. How long did it take them to become published?</p>	<p><b>Enrichment:</b></p> <p>Trips to the theatre will be booked as they arise for any of the GCSE texts we are studying.</p>	<p><b>My Personal Best:</b></p> <p><b>Resilience</b> – it's important not to give up. If the writing doesn't seem right, edit and redraft.</p>

<p><b>English Medium Term Overview</b></p>			
<p><b>Year 11</b></p>	<p><b>Half Term 4 &amp; 5</b></p>	<p><b>Unit Title: English Language and Literature</b></p>	<p><b>No of Lessons: 36</b></p>
<p><b>Overview</b></p>	<p>Class teachers will use both work completed in class and the mock examination results to inform their teaching across this term. Students will continue to develop their skills enabling them to respond to the examination requirements fully. All Literature texts will be revisited along with focus on specific questions from the Language exam which students need to address.</p>		
<p><b>Assessments</b></p>	<p>Past examination questions completed throughout the term from both the Language and Literature examinations.</p>		
<p><b>Essential Knowledge (what must students know):</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• produce clear and coherent texts: writing effectively for different purposes and audiences;</li> <li>• describe, narrate, explain, instruct, give and respond to information;</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p>Teachers will tailor lessons to suit the needs of the group therefore each class could potentially be working on different aspects of the examinations.</p>	<p><b>Lessons:</b></p> <p><b>Key questions explored in lessons:</b></p> <ul style="list-style-type: none"> <li>• Why do we all need to be able to argue a point of view?</li> <li>• How do writers shape language to manipulate the response of the reader?</li> </ul>	



<ul style="list-style-type: none"> <li>• select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>• use language imaginatively and creatively;</li> <li>• use information provided by others to write in different forms;</li> <li>• maintain a consistent point of view;</li> <li>• maintain coherence and consistency across a text write for impact: selecting, organising and emphasising facts, ideas and key points;</li> <li>• create emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis);</li> <li>• cite evidence and quotation effectively and pertinently to support views.</li> </ul> <p><b>Terminology:</b></p> <p>Students will be expected to use all of the terminology they have learnt over the two-year course. Students will be given plenty of opportunities to read exemplar responses where they will be able to identify the difference the right vocabulary choices make.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• develop analytical skills with both fictional and non-fictional texts;</li> <li>• form their own personal responses to characters and situations;</li> <li>• revisit the key themes of the texts;</li> <li>• revisit the key characters of the texts;</li> <li>• explore past examination questions;</li> <li>• respond critically to the texts;</li> <li>• analyse and evaluate writers’ methods;</li> <li>• gain mastery of how to structure an exam response;</li> <li>• explore the language, structure and poetic form of the texts where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• How do writers use similar language techniques for different reasons?</li> <li>• How can I improve my written responses?</li> </ul>
<p><b>Careers Links:</b></p> <p>What are GCSE results important? What doors open up to you if you have a range of GCSEs?</p>	<p><b>Enrichment:</b></p> <p>No out of school trips will be booked in the run up to the summer GCSEs.</p>	<p><b>My Personal Best:</b></p> <p><b>Creativity</b> – writing to argue/describe</p> <p><b>Empathy</b> – what motivated the writers to write their texts, what message did they want to send?</p>

		<b>Evaluation</b> – what are my strengths, what are my areas for development?
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