

Year 7						
	HT1 Topic/Unit: The Breadwinner	HT2 Topic/Unit: Persuasive Writing	HT3 Topic/Unit: Introduction to Poetry	HT4 Topic/Unit: Childhood Reading	HT5 Topic/Unit: Romeo and Juliet	HT6 Topic/Unit: Art Inspired Creative Writing
Key Content:	Pupils will be introduced to reading the whole text- responding to how the writer uses language to create effects. Students will begin to make relevant points and use evidence to support their ideas. Students will begin to analyse the language of the text and apply the appropriate terminology to their analysis. Students will start to comment on writers' effect Students will begin to explore the historical context of the novel and explain the significance.	Pupils will be introduced to a range of non-fiction persuasive texts. Students will begin to apply persuasive techniques using DAFOREST. Students will be introduced to critical approaches when reading persuasive literature. Students will have a foundation in structuring a piece of non-fiction writing. Students will begin to consider an audience in their responses. Students will build a strong foundation of SPAG skills.	Pupils will begin to explore a variety of poetry and start to identify character and voice. Students will start to develop their analytical skills and support their interpretations using the PEA and WAR structure. Students will start to explore the use of language, techniques and structure within poems and analyse the effect in relation to meaning. Students will begin to compare poems.	Pupils will explore a variety of pieces of fiction revolving around the topic of childhood. Students will begin to analyse and respond to language techniques writers use to convey perspectives within 'unseen' extracts. Students begin to compare multiple sources of prose. Students will begin to retrieve key information from texts and begin to make inferences based on explicit details.	Students will learn to understand, analyse and evaluate Shakespeare's Romeo and Juliet with focus on use of language, structure and form. Students will begin to understand, analyse and evaluate Elizabethan attitudes to society, family, gender, religion and fate. Students will develop and apply a critical viewpoint about the themes and ideas explored in Romeo and Juliet Students will accurately use spelling, punctuation and grammar to create impact, effect and clarity in their written work.	Students will use art/ literature/ film as stimulus to begin to create distinct creative writing pieces. Pupils will learn to articulate their thoughts and feelings to a range of art and themes writing imaginatively in response. Students will be introduced to debating and express their views on art/literature/film/. Students will begin to explore how narratives and descriptive pieces are structured in order to create effect.

Year 8						
	HT1 Topic/Unit: A View From The Bridge	HT2 Topic/Unit: Gothic Reading	HT3 Topic/Unit: Poetic Voices	HT4 Topic/Unit: Explorations of The Self	HT5 Topic/Unit: Othello	HT6 Topic/Unit: Descriptive Writing
Key Content:	Pupils will be introduced to tragedy- improving responses to how the writer uses language, structure and form to create effects. Students will develop making relevant points and use evidence to support their ideas. Students will develop ways to analyse the language of the text and apply the appropriate terminology to their analysis. Students will explore the historical context 1950s America, along with the wider literary tradition of the tragedy, and how this impacts the play.	Students will be introduced to the gothic genre as stimulus to create distinct creative writing pieces. Pupils will read a range of gothic stimulus and produce writing imaginatively in response. Students will develop their understanding of how narratives and descriptive pieces are structured in order to create effect.	Pupils will explore a variety of poetry, with particular focus on how a sense of character is created. Students will develop their analytical skills and support their interpretations using the PEACE and WAR structure. Students will build their knowledge of language, techniques and structure within poems and analyse the effect in relation to meaning. Students will begin to explore how context impacts poetry. Students will explore different ways of comparing poems.	Pupils will explore a variety of pieces of fiction and non-fiction revolving around the topic of identity. Students will develop their analysis and responses to language techniques writers use to convey perspectives within 'unseen' extracts, both fiction and non-fiction. Students will develop their comparison of multiple sources of prose. Students will begin to examine how structure can impact an unseen text. Students will begin to retrieve key information from multiple texts and begin to make compared inferences based on explicit details.	Students will learn to understand, analyse and evaluate Shakespeare's Othello with focus on use of language, structure and form. Students will begin to understand, analyse and evaluate Jacobean attitudes to society and race. Students will develop and apply a critical viewpoint about the themes and ideas explored in Othello. Students will accurately use spelling, punctuation and grammar to create impact, effect and clarity in their written work.	Students will use art/ literature/ film as stimulus to create distinct descriptive writing pieces. Pupils will be introduced to the 'descriptive arc' model for structuring descriptive writing. Students will explore how tone can be created through language and structure to produce effect within descriptive writing.

Year 9						
	HT1 Topic/Unit: Lord of the Flies	HT2 Topic/Unit: Non-fiction Writing	HT3 Topic/Unit: City life poetry	HT4 Topic/Unit: Dystopian Fiction	HT5 Topic/Unit: Othello	HT6 Topic/Unit: Creating villainous characters
Key Content:	Pupils will begin to conceptualise a whole text- creating a thesis to respond to questions. Students make increasingly sophisticated points and use embedded evidence to support their ideas. Students will analyse the language of the text and apply a range of increasingly complex terminology to their analysis. Students will explore multiple effects, explaining how each is constructed Students will confidently explore how the context of post war Britain helps to shape the novel.	Pupils will explore the conventions of a range of non-fiction text types. Students will develop a range of techniques and consider the impact they have upon the tone of writing. Students will explore the impact of structural choices for a piece of non-fiction writing and apply this to their own writing. Students will take an increasingly nuanced approach to audience, considering how language choices might impact reception. Students will become comfortable with an increasing variety of vocabulary choices and will punctuate for impact.	Pupils will explore a range of poems, written by people from a spectrum of human experiences. The poems will centre on depictions of city living. Students will further develop their analytical skills and support their interpretations using the PEACE and WAR structure. Students will build upon their knowledge of language, techniques and structure within poems and analyse the effect in relation to meaning. Students will compare how context impacts poetry. Students will evaluate different ways of comparing poems.	Pupils will explore a variety of pieces of dystopian fiction. Students will learn to critically evaluate statements made in response to literature. Students will continue to hone their analysis and responses to language techniques writers use to convey perspectives within ‘unseen’ extracts, both fiction and non-fiction. Students will explore the links between texts which fall under the dystopian genre, evaluating their merit. Students will master retrieval of key information and make increasingly sophisticated inferences based on explicit details.	Students will explore a large range of Shakespearean texts, including: The Merchant of Venice, Much Ado About Nothing, Hamlet and Titus Andronicus. Students will focus on creation of character via language and dramatic effects. Students will explore shifting contextual interpretations, comparing a modern interpretation to Elizabethan view of the play. Students will apply a critical viewpoint about the themes and ideas explored in Shakespeare presentation of villainy. Students will accurately use spelling, punctuation and grammar to create impact, effect and clarity in their written work.	Students will focus on characterisation to create believable and nuanced representations of villainous characters. Pupils will explore non-linear ways of creating narrative structure and apply ‘Freytag’s pyramid’ as a model for storytelling. Students will evaluate how tone can be created through language and structure to produce effect within narrative writing.

Year 10						
	HT1 & 2 Topic/Unit: A Christmas Carol	HT1 & 2 Topic/Unit: Language Paper 1 Section A	HT3 Topic/Unit: An Inspector Calls	HT4 Topic/Unit: Language Paper 2 Section A	HT5 Topic/Unit: Macbeth	HT 6 Topic/Unit: Spoken Language Endorsement/Language Paper 2 Section B
Key Content:	Students will be introduced to the AQA Literature specification. Pupils will create a conceptualised view of the novel – Charles Dickens’s A Christmas Carol. Students will learn about the Victorian era and the impact of the Industrial revolution on the proletariat. Students will understand the significance of the contextual factors surrounding the work and apply this to their analysis of the novella. Students will explore Dickens’s use of language and pull multiple shades of meaning from the text. Students will explore how the structure of the text contributes to its meaning.	Students will be introduced to the structure of Language Paper 1 Section A and will understand its requirements. Students will master selecting explicit evidence in response to question 1. Students will master analysis of language within an unseen text in response to question 2. Students will master analysing the effect of structure in response to question 3. Students will master evaluating statements made about literature in response to the demands of question 4.	Pupils will create a conceptualised view of Priestley’s An Inspector Calls. Students will develop their understanding of the pre-war era and consider how the retrospective nature of the play contributes to its meaning. Students will apply key contextual information, such as the role of socialism in post-war Britain and the impact of the world wars on class division. Students will explore dramatic forms, such as the ‘well-made play’ and assess their impact of the meaning.	Students will be introduced to the structure of Language Paper 2 Section A and will understand its requirements. Students will master evaluating the veracity of statements in response to question 1. Students will master comparison of explicit evidence in response to question 2. Students will master analysing the effect of language within non-fiction texts in response to question 3. Students will master comparison of viewpoints in response to the demands of question 4.	Pupils will create a conceptualised view of Shakespeare’s Macbeth. Students will develop their understanding of the Jacobean era and consider how key concepts such as the ‘Great Chain of Being’ and the Rota Fortuna. Students will apply key contextual information, such as the ascension of King James and the Gunpower Plot to shape their understanding of the play. Students will explore dramatic devices, such as soliloquy and explore its impact.	Pupils will create non-fiction persuasive speeches on topics of their choice. Students will read a range of non-fiction pieces of writing alongside watching to a range of speeches in order to ascertain what makes a successful speech. Students will learn to plan and write, thoughtful and engaging speeches using a variety of linguistic and structural devices. Students will understand the structure and requirements of both the SLE and Language Paper 2 Section B.

Year 11						
	HT1 Topic/Unit: Poetry Anthology	HT2 Topic/Unit: Language Paper 2 Section A + Lit revision	HT3 Topic/Unit: Language Paper 1 Section B + Unseen Poetry	HT4 Topic/Unit: Revision	HT5 Topic/Unit: Revision	
Key Content:	Students will understand the demands of the AQA Power and Conflict GCSE component. Students will analyse and understand a variety of poems from the AQA Power and Conflict Anthology. Students will be able to apply a range of contextual knowledge, from Japanese Bushido code to how societal constructs can impact lives, to the poems given. Students will master comparison of poetry, comparing not just ideas and perspectives but also comparing how effects are being created.	Students will be introduced to the structure of Language Paper 2 Section A and will understand its requirements. Students will master evaluating the veracity of statements in response to question 1. Students will master comparison of explicit evidence in response to question 2. Students will master analysing the effect of language within non-fiction texts in response to question 3. Students will master comparison of viewpoints in response to the demands of question 4. Students will revise key knowledge and skills from the literature they studied in Y10.	Students will master creation of descriptive and narrative pieces. Students will apply the descriptive arc for descriptive pieces and purposefully use Freytag's pyramid along with Aristotle's Unities to construct short stories using a variety of stimulus. Students will hone their use of language techniques and thoughtfully and judiciously apply structural features to their writing. Students will also explore and respond to unseen poetry, providing evaluative comment on the effects created. Students will learn to compare the methods used by poets in order to meet the requirements of AQA's unseen poetry section B component.	Revision of all papers in run up to the exam – full revision calendar TBC based on data	Revision of all papers in run up to the exam – full revision calendar TBC based on data	