

Key skills	READING			WRITING			SPEAKING AND LISTENING	
	R1: Understanding and interpreting texts	R2: Exploring the effects of writers' techniques	R3: Making connections between and across texts	W1: Communicating effectively	W2: Sentencing and punctuation	W3: Using vocabulary effectively	SP & L1: Presenting	SP & L2: Discussing
AUTUMN	Thematic study of dystopian fictions. Students are introduced to a variety of extracts (including film adaptation of age-appropriate texts) to identify a range of genre conventions specific to dystopian writing. In the second half of the Autumn Term, Students also study either Macbeth or Romeo and Juliet exploring and understanding the conventions of tragedy. Having studied comedy in year 7, this should prepare them for their GCSE study of 'Much Ado About Nothing' – labelled as a 'tragi-comedy' by modern literary critics.			Using their knowledge and understanding of dystopian genre conventions, students produce their own examples of dystopian writing, including an entire dust jacket for a dystopian novel.				Discussion of extracts and texts throughout the whole term.
Assessment	GCSE style assessment focusing on a character extract (Act 1.2 'Romeo and Juliet'; Act 1.5 'Macbeth' and one additional scene. Explore how Shakespeare presents the character of Lord Capulet or Lady Macbeth.			Choosing from a range of visual stimuli, pre-selected by the department, students either write a description of a dystopian setting or the opening to a dystopian novel.				
Links	GCSE English Language (AO1, AO2), GCSE English Literature (AO1, AO2, AO3), History, Drama			GCSE English Language (AO5, AO6)			GCSE English Language (AO7, AO8, AO9)	
SPRING	Students to study a range of poems related to the theme of man's relationship with nature. Focus should be on comparison and making connections between the poems, as it is at GCSE. Once public speaking and the poetry assessments are complete, students begin an introductory unit on literary non-fiction, in preparation for their exams in the summer term.			Revision of public speaking and rhetorical devices. Students examine a range of different speeches and consider how language can be used for impact. They then use these skills to draft their own speech. Once public speaking and the poetry assessments are complete, students begin an introductory unit on literary non-fiction, in preparation for their exams in the summer term.				
Assessment	Comparison of 'Spellbound' and 'Storm in the Black Forest', two poems students will have explored over the duration of the poetry unit.			N/A			<p>Either Together, we can change our world for the better</p> <p>Or My ideal museum.</p> <p>Or If I could be a fictional character for a day...</p>	Discussion of extracts and texts throughout the whole term.
Links	GCSE English Literature (AO1, AO2, AO3) Geography						GCSE English Language (AO7, AO8, AO9) Citizenship	
SUMMER	Students prepare for their exams studying a range of literary non-fiction from the 19 th , 20 th and 21 st centuries. After exam fortnight, students study a novel set in a specific historical period ('Ruby Red' - Apartheid South Africa, 'The Middle of Nowhere' - Aborigine Australia in the 1800s, 'Moriarty' - Victorian London or 'Witch Child' - the Salem Witch trials in 17 th century USA)			Students prepare for their writing exam by considering how a range of rhetorical devices can be manipulated to convey viewpoints, opinions, attitudes or perspectives on a range of different topics.				Discussion of extracts and texts throughout the whole term.
Assessment	AQA English Language Paper 2 Section A (ballooning) / 40			AQA English Language Paper 1 Section B: presenting a viewpoint / 40				
Links	GCSE English Language (AO1, AO2, AO4)			GCSE English Language (AO5, AO6)			GCSE English Language (AO7, AO8, AO9)	

This course promotes engagement with literary fiction and non-fiction across a range of different time periods. Students are also encouraged to work collaboratively and to accept that in English, there is no 'right' answer, only different interpretations.