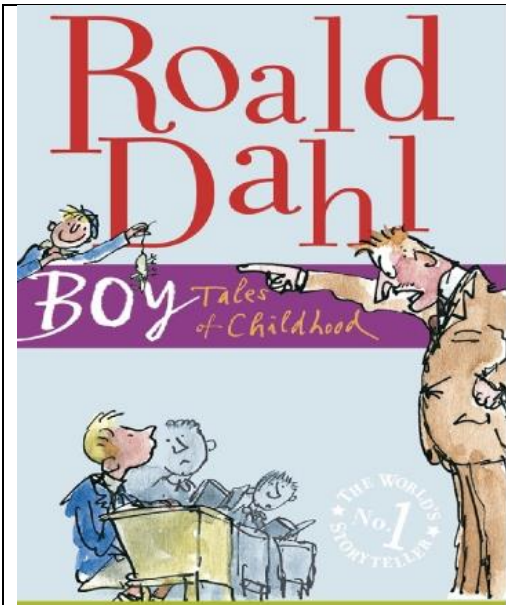


## Key Stage 3

<p><b>Half Term 1: Heroes and Villains</b></p> 	<p>Students study a range of texts and extracts based around this theme from a variety of genres:</p> <ul style="list-style-type: none"><li>• Raksha (mother wolf) in the Jungle Book by Rudyard Kipling</li><li>• Smaug the dragon from The Hobbit by J. R. R. Tolkien</li><li>• Buddy by Nigel Hinton</li><li>• Faceless by Benjamin Zephaniah</li><li>• Stealing by Carol Ann Duffy</li><li>• Hitcher by Simon Armitage</li><li>• Pennywise from It by Stephen King</li><li>• Remus Lupin from Harry Potter by J. K. Rowling</li><li>• Students research their own hero to celebrate Black History Month and write an article informing their audience about their life</li></ul>
<p><b>Half Term 2: Novel Study</b></p>	<p>Students read a novel, engaging with the plot, characters and themes. Students complete activities to improve their reading skills and use the novel to inspire their own writing/ speaking and listening.</p>
<p><b>Half Term 3: Nature</b></p> 	<p>Students study a range of texts and extracts based around this theme from a variety of genres:</p> <ul style="list-style-type: none"><li>• Ariel's song and description of the storm from Shakespeare's Tempest</li><li>• Blackberry Picking by Heaney</li><li>• Autumn Leaves by Elsie N. Brady</li><li>• Description of Jonathan Harker's coach journey to Dracula's castle by Bram Stoker</li><li>• A Walk in the Woods by Bill Bryson</li><li>• Students complete their own piece of travel writing about a place that is important to them.</li></ul>
<p><b>Half Term 4: Growing Up</b></p>	<p>Students study a range of texts and extracts based around this theme from a variety of genres:</p>



- Description of Captain Hardcastle from *Boy* by Roald Dahl
- Family arguments in *Buddy* by Nigel Hinton
- *Coming to England* by Floella Benjamin
- *Helping Hands*: a newspaper article on teenagers and housework by Niall Murray
- Tommo's childhood memories in *Private Peaceful* by Michael Morpurgo
- Liam's journey into space from *Cosmic* by Frank Cottrell Boyce
- Introduction to dumpsite boys in *Trash* by Andy Mulligan

### Half Term 5: Short Stories

Students read a range of short stories and build up a range of writing skills to write their own.

Some of the stories studied are:

- 'A Lamb to the Slaughter' by Roald Dahl
- 'The Man With the Yellow Face' and
- 'Monsters' by Anthony Horowitz
- 'Compass and Torch' by Elizabeth Baines



### Half Term 6: Gothic Fiction

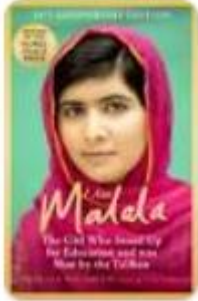



Students study a range of texts and extracts based around this theme from a variety of genres:





- *The Raven* by Edgar Allen Poe
- Description of Victor's monster in *Frankenstein* by Mary Shelley
- Description of *Wuthering Heights* and the moors from *Wuthering Heights* by Emily Bronte
- Introduction to *Dracula* by Bram Stoker
- Description of setting in *Woman in Black* by Susan Hill
- *Porphyria's Lover* by Robert Browning

## Year 10

Unit	Functional Skills Work	GCSE extension
<p>Music</p> 	<p>Article analysis: <b>review</b> (Stormzy, Oasis, Justin Bieber)</p> <p>Article analysis: <b>argument</b> (is rap a good thing/ should female music artists dress how they want?)</p> <p><b>Discussion:</b> content of music videos/ rap lyrics/ gender in music</p> <p><b>FS Reading paper:</b> Festivals (<b>interview, information</b>)</p> <p><b>FS Writing task: Review</b> of an artist</p>	<p>Comparison of a POSITIVE and NEGATIVE music review: Oasis (inference)</p> <p>Specimen Paper: The Great Gatsby (q1 and 2)</p> <p>Writing task: picture stimulus</p>
<p>Power and Conflict</p> 	<p>Article analysis: <b>argument</b> (American XL bully dog ban, footballers paid too much)</p> <p>Article analysis: <b>speech</b> (Barak Obama's campaign speech, Churchill, I have a dream)</p> <p><b>Speech:</b> one thing I'd change about the world</p> <p><b>FS Reading paper:</b> Noisy Neighbours (<b>information, letter</b>)</p> <p><b>FS Writing task: contribution to web forum</b> (who deserves the highest pay? OR <b>complaint about a noisy neighbour on an online form</b>)</p>	<p>Comparison of football article with a positive article which celebrates football (writer's viewpoint and language analysis)</p> <p>Past Paper: A Sound of Thunder (q4)</p> <p>The Silent Land (q4)</p>
<p>Growing Up</p>	<p>Article Analysis: <b>autobiography</b> (Ben Fogle, school experiences)</p>	<p>Reading a Pre 19<sup>th</sup> Century Text (Ragged School)</p>



	<p>Article Analysis: <b>article review</b> (Sister Brendan Paper)</p> <p><b>Speech:</b> Ideal education</p> <p><b>FS Writing task: email</b> to explain how your school could be made more fun</p>	<p>Modelling of GCSE paper 2, q5 for speech Past Paper: Mr Fisher q3</p>
<p>Place</p>	<p><b>Article analysis: autobiography</b> (I am Malala)</p> <p><b>Article analysis: travel writing</b> Blackpool, Bryson)</p> <p><b>Discussion:</b> Places I'd like to visit</p> <p><b>FS Reading paper:</b> Moving House (<b>blog, email</b>)</p> <p><b>FS Writing Task:</b> Market Rubbish (<b>letter of complaint</b>)</p> <p><b>VISIT TO A PARK</b></p> <p><b>Writing Task 2:</b> Local parks visit (<b>account</b>)</p>	<p>P2, Q3 Language analysis in 'I Am Malala' extract Past Paper: Yellow Sun (q2 and 4)</p> 
<p>Mental Health</p> 	<p><b>Article analysis: article inform</b> (Fame hungry polar bear)</p> <p><b>Article analysis: article argument</b> (Boys rejected by football academies, To be happier, start thinking about your death)</p> <p><b>FS Reading paper:</b> Sleep (<b>information, app review, advice article</b>)</p> <p><b>FS Writing Task:</b> Advice to a friend on how to manage stress (<b>email</b>)</p> <p><b>CHARITY WORK</b></p> <p><b>Writing Task 2:</b> Article for the Haven Newsletter encouraging others to take part in fundraising (<b>article, persuade</b>)</p>	<p>Past Paper: The Mill Questions struggled on earlier in the year</p>



Unit	Activities	Key Skills
<p><b>Crime and Punishment 1 – Miscarriage of justice?</b></p> 	<ul style="list-style-type: none"> <li>• Reading and analysing a range of texts</li> <li>• Identifying language techniques</li> <li>• Exploring impact on readers</li> <li>• Practising GCSE and Functional Skills reading questions</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Interpreting writers' techniques</li> <li>• Exam skills</li> </ul>
<p><b>Crime and Punishment 2 – The Death Penalty and Prison System</b></p> 	<ul style="list-style-type: none"> <li>• Developing our extended writing for particular audience and purpose</li> <li>• Drafting and presenting speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Use of language techniques</li> <li>• Sentence and paragraph structure</li> <li>• Punctuation for effect</li> <li>• Presentation techniques</li> </ul>
<p><b>Fiction Reading</b></p> 	<ul style="list-style-type: none"> <li>• Study of a range of fiction texts in preparation for GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Interpreting writers' techniques</li> <li>• Exam skills</li> </ul>
<p><b>Fiction Writing</b></p> 	<ul style="list-style-type: none"> <li>• Developing our extended writing for particular audience and purpose in preparation for GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Use of language techniques</li> <li>• Sentence and paragraph structure</li> <li>• Punctuation for effect</li> </ul>
<p><b>Exam Skills</b></p>	<ul style="list-style-type: none"> <li>• Final preparation for written exams</li> </ul>	

Sixth Form

GCSE Literature

Unit	Activities	Key Skills
<p><b>19<sup>th</sup> Century Novel - The Sign of Four</b></p> 	<ul style="list-style-type: none"> <li>• Read the text</li> <li>• Analyse impact on the audience</li> <li>• Interpret characters and themes</li> <li>• Explore the context of the novel</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and understanding texts</li> <li>• Analysing language, form and structure</li> <li>• Understanding relationships between texts and their contexts</li> <li>• Writing with clarity and purpose</li> </ul>
<p><b>Shakespeare – Macbeth</b></p> 	<ul style="list-style-type: none"> <li>• Read the text and view in performance</li> <li>• Analyse impact on the audience</li> <li>• Interpret characters and themes</li> <li>• Explore the context of the play</li> </ul>	
<p><b>Poetry – Power and Conflict</b></p>	<ul style="list-style-type: none"> <li>• Read the texts</li> <li>• Analyse impact on the reader</li> <li>• Explore how meaning is shaped</li> <li>• Explore the context of the poems</li> </ul>	

AS Literature

Unit	Activities	Key Skills
<p><b>Post-1900 Poetry</b></p>	<ul style="list-style-type: none"> <li>• Read the texts</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate informed,</li> </ul>



- Analyse impact on the reader
- Explore how meaning is shaped
- Explore the context of the poems

personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

- Analyse ways in which meanings are shaped in literary texts.
- Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

**Prose – tbc, but one of the following:**  
**Charlotte Brontë Jane Eyre**  
**Emily Brontë, Wuthering Heights**  
**Kate Chopin, The Awakening**  
**Thomas Hardy Tess of the D'Urbervilles**  
**E.M. Forster A Room with a View**  
**L.P. Hartley The Go-Between**  
**Daphne Du Maurier Rebecca**

- Read the text
- Analyse impact on the reader
- Explore how meaning is shaped
- Explore the context of the novel