|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Focus** | AOs assessed | Key texts | Wider reading and resources | Assessment Task Title | GCSE Question Link |
| Autumn 1  Tales From Other Times | AO5 (i) To create imaginative texts using a range of language devices.  AO6 (ii) To use a variety of well selected vocabulary and sentence structures for effect. | ***Tales From Other Times.*** | Teachers may want to look at longer extracts from some of the texts.  Film adaptations where necessary (Oliver/ Great Expectations/ Wuthering Heights) | *A local author is leading a new initiative in your neighbourhood to get young people writing creatively. She wants to select the best ones to put into an anthology of stories.*  Either:  Write a story in which this character features  OR  Write a story that involves a Reckless Ride. | Paper 1- Q5  (Explorations in Creative Reading and Writing) |
| Autumn 2  Of Mice and Men | AO1 To identify and interpret implicit and explicit information within a text.  AO2 To identify and comment upon a writer’s use of language.  AO3 To identify and comment upon the structure and organisation of a text.  AO4 To identify and comment upon writer’s perspectives and ideas using social, historical and cultural context where necessary. | ***Of Mice and Men by John Steinbeck.*** | To Kill a Mockingbird  Roll of Thunder Hear My Cry  OMAM Context clips Parts 1-4  <http://www.bbc.co.uk/programmes/p00w8gjc>  <http://www.bbc.co.uk/education/clips/zyr6n39>  <http://www.bbc.co.uk/programmes/p00x771p>  <http://www.bbc.co.uk/programmes/p00x79rz> | ***Crooks Extract:***   1. How does Steinbeck present Crooks in this part of the novel?   b) How does Steinbeck use characters in the rest of the novel to present his ideas about American society?  **OR**  ***Curley’s Wife Extract:***  a) How does Steinbeck present Curley’s Wife in this part of the novel?  b) In the rest of the novel how does Steinbeck use characters to show that some people are more important than others in 1930s American Society? | English Literature paper 2 Q1 Modern prose and poetry. |
| Spring 1  Writing political speeches | AO5 (ii) Producing tasks which are well suited to their genre, purpose and audience.  (ii)To organise texts using well-structured paragraphs and discourse markers.  AO6 (i) To use a range of punctuation accurately.  (iii) To spell accurately. | ***Winston Churchill: We Will Fight them On the Beaches.***  ***Obama: Inauguration Speech.***  ***Nelson Mandea: Inauguration speech***  ***Malala Yusuf: Nobel Peace Prize acceptance Speech.*** | Teachers may draw on other Political speeches to support:  Emma Watson’s UN Speech-He 4 She  Martin Luther King *I Have a Dream* | *You have been asked to speak at Speakers Corner in Hyde Park.*  Write a political speech about a topic you feel strongly about.  (Teachers may want to refine a current affairs statement for students to respond to) | English Language Paper 2  (Explorations in Creative Reading and Writing) |
| Spring 2  Exam Skills | This unit of work will assess students on assessment objectives 1-6. | ***The Great Mouse Plot***  ***(AQA KS3 resource)***  ***Forget 101 Dalmatians…16 are driving me dotty!***  ***Carriage Dogs!*** |  | Students will sit a full paper 1 AQA KS3 sample specimen paper (paper 1)  <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources> | English Language Paper 1  (Explorations in Creative Reading and Writing) |
| Summer 1  Poetry of William Blake | AO1  To identify and interpret implicit and explicit information within a text.  AO2  To identify and comment upon a writer’s use of language.  AO4  To identify and comment upon writer’s perspectives and ideas using social, historical and cultural context where necessary. | ***Songs of Innocence and Experience.*** | Suggested Poems for Comparison:   * Neighbours by Gillian Clarke * Grace Nichols Island Man, For Forest – * Upon Westminster Bridge by William Wordsworth. | Q. Compare how Blake uses language to present his ideas about society in London and ONE other Blake poem you have studied.  Lower Ability:  *Q. How does Blake* use **language** to present his ideas about London? | English Language Paper 2  Q4-Writers’ viewpoints and persepctives.  Literature-paper 2 Modern prose and poetry. |
| Summer 2  Romeo and Juliet | AO1: To identify and interpret implicit and explicit information within a text.  AO2: To identify and comment upon a writer’s use of language.  AO3: To identify and comment upon the structure and organisation of a text. | ***Romeo and Juliet***  ***(Full text/ Shakespeare Schools Festival/ Graphic Text)*** | Baz lurhman and Zeffirelli film versions available. | A student having read this section of the text said: “This is love at first sight, Shakespeare wants to show us just how strong Romeo and Juliet’s feeling are for one another.”  To what extent do you agree? In your response, you could:   * Discuss the feeling that Romeo and Juliet show for one another. * Write about the language and structure Shakespeare uses to present Romeo and Juliet’s feelings for one another. * Make reference to the way Romeo’s mood and language has changed from when he speaks about Rosaline. | English Language Paper 1 Q4  (Explorations in Creative Reading and Writing)  English Literature Paper 1  Shakespeare and the 19th-century novel)/ |