

## Year 7

Autumn 1 (7 weeks)		Autumn 2 (7 Weeks)		Spring 1 (6 Weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term	
Full stops and Capital letters Syllables, vowels and consonants Commas	Nouns, verbs, adjectives Adverbs Definite / indefinite article	Question Marks Exclamation Marks Brackets	Apostrophes Conjunctions (coordinating /subordinating)	Colons Ellipses Semi-colons	Clauses Simple sentences Mixing dependent and independent clauses Relative clauses Adverbial clauses	Speech marks Paragraphs	Modal verbs infinitives	Root Words Prefixes Suffixes	Past tense Present tense Future tense	Regular verbs Irregular verbs	Prepositions Pronouns Double negatives
<p>Modern Novel</p> <p>Holes, Boy, Skellig, Millions, A Monster Calls, Wonder, The Nowhere Emporium, Number the Stars.</p> <p>Commencing with a modern novel to gauge students' reading interests and capabilities as well as introducing the fundamental paragraph structure used in the department throughout the year groups: what, how, why? Developing knowledge of grammar constructions into a focus on figurative language and imagery through fiction texts, in order to set the grounding for the study of all key areas at Key stage 3 and 4.</p>		<p>Poetry</p> <p>Poetry about life. A department anthology of poetry to explore the theme of the major stages in life.</p> <p>Moving onto poetry to reinforce the study of language and imagery. Students will begin to explore structural and rhythmic features in order to explore the deliberate choices of the writer. The aim of the entire first term is to introduce the idea of texts as a construct, and that there is a writer who is manipulating language and structure for effect at the heart of these texts.</p>		<p>Non-Fiction</p> <p>Fantastic Beasts</p> <p>Once students have studied how other writers create characters, drama and tension, we move onto the study and production of non-fiction texts. Using the Universe of "Fantastic Beasts," students create non-fiction texts which enable them to explore the key rhetorical devices in a variety of forms. Students will learn to inform, persuade, advise, argue and describe through the formats of letters, speeches, newspapers, leaflets and essays.</p>		<p>Modern Drama</p> <p>Dracula, Johnny and the Dead Our Day Out, Demon Headmaster The Amazing Maurice and his Educated Rodents, King of Shadows</p> <p>Once the groundwork is in place with familiar literary forms, we introduce drama and scriptwriting in order to expand students' knowledge of writing forms and audiences. Students will begin to link their knowledge of language and structure to the dramatic devices employed by dramatists to engage their audiences. We will explore tension in particular and how it is created.</p>		<p>Fiction Writing</p> <p>The Body on the Moor Crime Unit</p> <p>By Summer 2, students have a wide variety of skills, and this unit presents them with an opportunity to craft and develop their knowledge of language into their own writing. Students will be faced with a conundrum, and will have to present this conundrum as a tense story which uses all of the key features of narrative structure. Students are encouraged to be ambitious in both their stories and their vocabulary.</p>		<p>Shakespeare</p> <p>MSND Sonnets</p> <p>By the summer term, students have a solid knowledge of both fiction and non-fiction and are able to apply this to more complex texts. Students will explore a Shakespeare text, looking at a whole text and merging their awareness of the use of language and imagery, with the dramatic devices used to build tension.</p>	
<p>Personal Development:</p> <p>Texts dealing with sense of identity, belonging, dealing with death and loss and coming of age. Relationships and parent and child relationships covered in the year 7 novels such as A Monster Calls, Holes etc. Millions deals with trust in relationships, and covers trustworthy and untrustworthy people and situations.</p>		<p>Personal Development:</p> <p>Key life events and discussing healthy relationships are covered in the Y7 anthology.</p>		<p>Personal Development:</p> <p>Exploring being part of a persecuted community and how to protect and to defend heritage.</p>		<p>Personal Development:</p> <p>These explore cultural changes in relation to the contexts of the texts and how beliefs have changed and developed. These range from the gothic genre, school bullies, and disability depending on the text studied.</p>		<p>Personal Development:</p> <p>This unit explores the concept of crime and consequences, as well as looking at how people can become lonely and cast-out by society and the effect of this on them.</p>		<p>Personal Development:</p> <p>Looking at a variety of texts which explore relationships. Exploring own relationships and moral decisions based on own context.</p>	
<p>Assessment window 1</p> <p>Reading assessment for novel- Extract based Reading assessment for poetry (single poem)</p>		<p>Assessment deadline ½ term 1 End of autumn 1</p>		<p>Assessment window 2</p> <p>Writing assessment – Non Fiction Modern Drama – Reading assessment.</p>		<p>Data Deadline</p> <p>½ term 2 End of Spring 2</p>		<p>Assessment window 3</p> <p>Fiction writing assessment Shakespeare Reading assessment</p>		<p>Data Deadline</p> <p>½ term 3 End of Summer 2</p>	
Homework				Homework				Homework			
SPAG and skills booklets to reflect on skills taught across term				SPAG and skills booklets to reflect on skills taught across term				SPAG and skills booklets to reflect on skills taught across term			

Long Term Planning Year 8

Autumn 1 (7 weeks)		Autumn 2 (7 Weeks)		Spring 1 (6 Weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)							
SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term							
1 before a Range of accurate punctuation Structure	Viewpoint Personal opinion Characters	Connectives Time connectives References Implicit meaning	Purpose, audience format Paragraphs Topic sentences	Dictionary skills Skimming Scanning Vocabulary	Sentences Correct grammar	Homophones Language devices	Comparatives Superlatives Varied sentences	Ce / se spellings Using the right word Improving vocab	Extending vocab Verb agreement	Range of accurate punctuation	Proofreading						
Poetry  Department poetry anthology about people	Modern Novel  Storm breaker, Stone Cold, I am Number Four, Short Stories, The Weight of Water, The Book Thief Coraline, Flowers for Algernon	Pre 1914 Short Stories  The Tell Tale Heart The Withered Arm The Signalman The Ghost Walk (Not 8U1)	Modern Drama  Kindertransport A View From the Bridge The Tragic Fate of Humpty Brother in the Land Frankenstein Salem Valley of Fear Faust Troy	Shakespeare  Richard III The Tempest The Merchant of Venice Twelfth Night Julius Caesar	Non-Fiction (Speaking and Listening)  Media and Non-Fiction unit Words Against Discrimination. Inspirational Voices	In year 7 students are presented with the concept of texts as a construct, and this year they will move on to explore how the context of poetry informs the study of it. They will explore how to make connections between texts and their time periods as well as the effect of the methods employed by poets to convey their meaning and central themes.		During this opening unit of work, we revisit the skills students developed in year 7. Now that they have a grounding in writing reading response paragraphs, they will move to develop their analysis of writer's methods into structure as well as language. We develop work on characterisation in particular, and look at the development of setting and atmosphere and this culminates in a creative assessment task.		Following on from the study of modern narrative texts, students move on to explore Victorian narratives as a precursor to their study at GCSE. They explore not only the development of meaning through the methods used, but also the influence of the context of the Victorian period. This culminates in students emulating the conventions and methods in their own piece of writing.		Once students have learned the methods used by writers to engage their readers, they explore performance and dramatic conventions. They work with modern drama texts to develop their knowledge of dramatic forms and techniques.		Building on their knowledge of writers' methods and dramatic forms, students tackle a more complex Shakespeare text. They bring together all of their skills from earlier in the term, in order to combine knowledge of methods with context and connect this to their study of a day in the life of Shakespeare for the Summer term homework project.		The year concludes with a non-fiction unit weaving in SMSC topics such as: racism, disability discrimination and gender inequality in the media. In this unit, students are asked to consider complex and challenging topics which require thoughtful and sensitive responses, which culminates in a spoken language assessment where they explore and express their own views, following the conventions of non-fiction writing and speeches.	
Personal Development: Explores own traditions in contrast to other cultures. Exploring the meaning of culture and the traditions embedded within cultures. Identity poetry in year 8 deals with how people are viewed, and unsafe relationships, as well as loving and secure relationships and the dynamics within them. They also deal with concepts such as peer pressure, and recognising dangerous situations.		Personal Development: Weight of Water – exploring race and rhetoric and immigration as a topic. Stone Cold – exploring homelessness and social responsibilities. The Book Thief explores death and the Holocaust. Relationships and parent and child relationships covered in the year 7 novels. Weight of Water looks at online abuse and recognising healthy and unhealthy relationships.		Personal Development: students explore cultural tales and develop their own creative ability in responding to a stimulus.		Personal Development: All of these texts deal with relationships and explore both healthy and unhealthy elements of those relationships. They deal with homophobia, bullying, racism, family relationships, and obsession.		Personal Development: Considering morality in terms of the Kindertransport / Richard III etc. All texts deal with moral dilemmas and working through overcoming them.		Personal Development: Non-Fiction Scheme explores where to look for trustworthy messaging and how to form own opinions in the light of confusing messages. The Shakespeare texts all look at how relationships can become toxic. They explore both parent and child relationships as well as marital relationships and all deal with exclusion from society and racism / otherness.							
Assessment window 1 Poetry Reading Assessment Novel extract-based assessment		Data Deadline ½ term 1 End of autumn 1	Assessment window 2 Pre-1914 writing assessment – Own story following the gothic generic conventions. Modern drama Reading assessment		Data Deadline ½ term 2 End of Spring 2	Assessment window 3 Shakespeare Reading assessment Non Fiction – Writing assessment		Data Deadline ½ term 3 End of Summer 2									
Homework				Homework				Homework									
SPAG and skills booklets to reflect on skills taught across term				SPAG and skills booklets to reflect on skills taught across term				SPAG and skills booklets to reflect on skills taught across term									

Long Term Planning Year 9

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p>Modern Novel</p> <p>Lord of the Flies Anita and Me Animal Farm Of Mice and Men To Kill a Mockingbird Primo Levi</p> <p>In the same way as Key Stage Three, students commence the year with a modern novel, in order to consolidate and build on the skills they have learned in relation to identifying and analysing both the context of the text and the methods used by the writer to engage their readers. Students develop their analysis in response to GCSE style questions to gear up for the "terminal exam" nature of the GCSE Literature qualifications.</p>	<p>Poetry</p> <p>Department poetry anthology based on the theme of "Battles"</p> <p>The department has compiled an anthology of poetry which crosses genres and time periods in order to aid engagement with a variety of themes and ideas. The poetry and poets reflect the style of poetry at GCSE and ensure students are introduced to the concept of conflict from a human and international level.</p>	<p>Shakespeare</p> <p>Romeo and Juliet Hamlet Titus Andronicus Othello</p> <p>Students move onto exploring the concepts of tragedy and villainy in the Shakespeare unit in year 9. They study Macbeth for GCSE, so this gives them an insight into the genre as well as an introduction to the concept driven essay, where students not only explore the language of the writer, but also attach the big themes and ideas that drive the texts into their explorations.</p>	<p>Reading for Meaning and Narrative Writing</p> <p>This unit introduces the GCSE Language Paper 1 through the horror genre and explores the concept of reading for meaning as well as Narrative writing in an exam context. All of these build on the studies of novels in key stage three, but are geared up to the specific questions on the paper pertaining to language, structure, opinion and information retrieval. Students complete a sample exam paper under timed conditions. The horror genre feeds into the gothic novels of the Victorian genre.</p>	<p>Modern Drama</p> <p>Educating Rita Blood Brothers DNA Talking Heads The Crucible Running on the Cracks Blue Stockings</p> <p>This unit builds on the study of Shakespeare but also develops their understanding of characterisation, themes and context, in preparation for their study of An Inspector Calls at GCSE. Students will complete tasks which will help them to explore the structural decisions made as well as the dramatic devices employed.</p>	<p>Non-Fiction (Speaking and Listening)</p> <p>This unit of work explores non-fiction texts in a wide variety of contexts and styles. Students explore the 5 key texts studied at GCSE: Essays, speeches, leaflets, letters and newspaper articles. The unit explores the art of rhetoric and culminates in the GCSE English language spoken language endorsement at the end of the academic year, which sets students on the trajectory to complete their GCSE English Language at the end of year 10.</p>
<p>Personal Development: Exploring the development of characters and their interactions. The Modern novel texts all deal with complex relationship dynamics. Lord of the Flies looks at coercive control as well as questioning messages. Animal Farm, Mockingbird etc are the same. Anita and Me deals with racism and coercive relationships.</p>	<p>Personal Development: Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.</p>	<p>Personal Development: Exploring the development of characters and their interactions. Exploring moral decisions of abhorrent characters from Shakespeare. Debating the motivations and actions and exploring the morality and mystery plays. The chosen Shakespeare texts deal with unhealthy relationships specifically. Titus Andronicus deals with Rape and Mental Health; Othello deals with Jealousy and manipulation and Romeo and Juliet deals with the concept of risks and consent.</p>	<p>Personal Development: Students explore the key elements of the horror genre and develop an understanding of groups which exist outside of society's norms and are persecuted for this. Links are made to contextual factors as we study these texts.</p>	<p>Personal Development: Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored. Modern Drama texts deal with mass hysteria (Crucible) and trustworthy / untrustworthy messages. Blood Brothers deals with pregnancy and poverty, as well as grief and loss. Running on the Cracks deals with abuse and Parental relationships.</p>	<p>Personal Development: Speaking and listening engages students with moral / social issues and encourages them to form and present their own opinions.</p>
<p>Assessment 1 End of Autumn 1</p> <p>Extract Question Character / Theme</p>	<p>Assessment 2 End of Autumn 2</p> <p>Poetry comparison question</p>	<p>Assessment 3 End of Spring 1</p> <p>Shakespeare extract question</p>	<p>Assessment 4 End of Spring 2</p> <p>Language Paper 1</p>	<p>Assessment 5 End of Summer 1</p> <p>Character theme question without extract. (Lit Paper 2 Section A Style)</p>	<p>Assessment 6 End of Summer 2</p> <p>Spoken Language endorsement</p>

Long Term Planning Year 10

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p><b>Fiction: Reading for Meaning</b></p> <p>Students commence working towards their GCSE course in this term. Students have developed an understanding of reading for meaning throughout their time at SHS and here, they begin to direct their skills towards their terminal examination. They will study a variety of extracts and explore both the language and structural elements used in those texts in order to respond to them in a developed fashion.</p>	<p><b>Fiction: Descriptive and Narrative Writing</b></p> <p>Students develop their understanding of the structure and language of texts, and begin to put this into their own written work. We explore how to write engaging texts in response to a variety of stimuli as well as developing our own use of structural and linguistic devices in order to engage and maintain the interest of the reader.</p>	<p><b>Non-Fiction: Writers' viewpoints and perspectives.</b></p> <p>Students then move to the Non-Fiction paper, and build on their knowledge gleaned from their speaking and listening preparations as well as the Words against discrimination unit in Y8, to begin to explore perspectives and how opinions are conveyed through language. They explore the differences between fiction language features, and non-fiction language features.</p>	<p><b>Non-Fiction: Transactional Writing</b></p> <p>Students again begin to put their own experience of non-fiction into practice in this unit of work. They explore how to use the devices that they have seen in action, in their own writing. They are encouraged to explore a variety of different writing styles and to develop a knowledge of current affairs and the wider world, in order to take an informed viewpoint.</p>	<p><b>Revision and preparation for the exam.</b></p> <p>Students then begin the final preparations for their exam in June. Here they are trained to practice and revise their skills and knowledge and to develop their answers in order to really show off their understanding of the texts they see in an unseen scenario.</p>	<p><b>Power and Conflict Poetry.</b></p> <p>Once students have completed their exam, they immediately start their literature course, and we commence this with the poetry. By this point students have been working with language and structural devices for some time, and so are able to take these and move them into a different context and apply them to the study of poetry. We also develop their understanding of context from lower down the school, in order to explore the poetry from all angles.</p>
<p><b>Personal Development:</b> Exploring the cultural developments in extracts and discussing the exploration of self in identity driven texts. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.</p>	<p><b>Personal Development:</b> Students explore cultural tales and develop their own creative ability in responding to a stimulus.</p>	<p><b>Personal Development:</b> Exploring moral issues through paper 2 stimuli – looking at issues of gender inequality / gun crime / social responsibility / social media etc. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.</p>	<p><b>Personal Development: Non-Fiction</b> texts deal with messaging and how to explore what people mean and what their viewpoint is from the language they use. Students are taught to examine perspective, and how to develop their own in their own writing in a manner which is both respectful and balanced.</p>	<p><b>Personal Development:</b> Development of coping mechanisms in the runup to their first terminal exam, students are trained in revision techniques and stress-management techniques.</p>	<p><b>Personal Development:</b> Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems</p>
<p><b>Assessment 1 End of Autumn 1 Paper 1 Reading</b></p> <p><b>Reading (40 marks) (25%)</b> - one single text</p> <ul style="list-style-type: none"> <li>1 short form question (1 x 4 marks)</li> <li>2 longer form questions (2x 8 marks)</li> </ul> <p>1 extended question (1 x 20 marks)</p>	<p><b>Assessment 2 End of Autumn 2 Paper 1 Descriptive and Narrative Writing (40 marks) (25%)</b></p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>	<p><b>Assessment 3 End of Spring 1 Paper 2 Reading</b></p> <p><b>Reading (40 marks) (25%)</b> - two linked texts</p> <ul style="list-style-type: none"> <li>1 short form question (1x 4 marks)</li> <li>2 longer form questions (1 x 8, 1 x 12 marks)</li> </ul> <p>1 extended question (1x 16 marks)</p>	<p><b>Assessment 4 End of Spring 2 Paper 2 Non- Fiction Writing (40 marks) (25%)</b></p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p> <p>(Mock Exam Scheduled Here)</p>	<p><b>Assessment 5 End of Summer 1 Terminal Exam</b></p>	<p><b>Assessment 6 End of Summer 2 Power and Conflict Poetry cluster</b></p> <p><small>Section 8 Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</small></p>

Long Term Planning Year 11 (2024-5 only as returning to early entry in Y10)

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p>Shakespeare</p> <p>All students will study Macbeth, and this builds on the study of Villains and Villainous characters in lower years. Students have a knowledge of where the concepts of good and evil have been represented in previous texts, and they will be able to apply these to Macbeth as they study the key ideas of ambition, greed, good and evil, witchcraft etc. Students will need to apply their contextual knowledge and understanding in the same way as they do with the modern play.</p>	<p>Non Fiction: Transactional Writing</p> <p>Students again begin to put their own experience of non-fiction into practice in this unit of work. They explore how to use the devices that they have seen in action, in their own writing. They are encouraged to explore a variety of different writing styles and to develop a knowledge of current affairs and the wider world, in order to take an informed viewpoint.</p>	<p>Non-Fiction: Writers' viewpoints and perspectives.</p> <p>Students then move to the Non-Fiction paper, and build on their knowledge gleaned from their speaking and listening preparations as well as the Words against discrimination unit in Y8, to begin to explore perspectives and how opinions are conveyed through language. They explore the differences between fiction language features, and non-fiction language features. Students will be introduced to contextual texts to inform their study of literature</p>	<p>GCSE English Language Revision and Exam preparation</p> <p>Students revisit the work on the specifics of language questions from the beginning of year 10 and refine their practice in the light of their literature studies.</p>	<p>Revision and preparation for the Lit exam.</p> <p>Students then begin the final preparations for their exam in June. Here they are trained to practice and revise their skills and knowledge and to develop their answers in order to really show off their understanding of the texts they see in an unseen scenario.</p>	
<p>Personal Development: Coercion is dealt with in Macbeth in the relationship in their marriage. Criminal behaviour is explored in Macbeth, Jekyll and Hyde and Sign of Four.</p>	<p>Personal Development: Non Fiction texts deal with messaging and how to explore what people mean and what their viewpoint is from the language they use. Students are taught to examine perspective, and how to develop their own in their own writing in a manner which is both respectful and balanced.</p>	<p>Personal Development: Exploring moral issues through paper 2 stimuli – looking at issues of gender inequality / gun crime / social responsibility / social media etc. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.</p>	<p>Personal Development: Development of coping mechanisms in the runup to their first terminal exam, students are trained in revision techniques and stress-management techniques.</p>	<p>Personal Development: Development of coping mechanisms in the runup to their first terminal exam, students are trained in revision techniques and stress-management techniques.</p>	
<p>Assessment 1 End of Autumn 2</p> <p><b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <ul style="list-style-type: none"> <li>• <i>Macbeth</i></li> <li>• <i>The Tempest</i></li> <li>• <i>The Merchant of Venice</i></li> <li>• <i>Much Ado About Nothing</i></li> <li>• <i>Julius Caesar</i></li> </ul>	<p>Assessment 3 End of Spring 2</p> <p><b>Paper 2 Non- Fiction Writing</b></p> <p><b>Writing (40 marks) (25%)</b></p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p> <p>(Mock Exam Scheduled Here)</p>	<p>Assessment 2 End of Spring 1</p> <p><b>Paper 2 Reading</b></p> <p><b>Reading (40 marks) (25%)</b></p> <p>- two linked texts</p> <ul style="list-style-type: none"> <li>• 1 short form question (1x 4 marks)</li> <li>• 2 longer form questions (1 x 8, 1 x 12 marks)</li> </ul> <p>1 extended question (1x 16 marks)</p>	<p>Assessment 4 End of Spring 2</p> <p>Mock Language papers</p>	<p>Assessment 5 End of Summer 1</p> <p>Terminal exams</p>	

	Week	Year One	Year two
<b>Term 1 Part 1</b>	1	<b>Induction – theoretical framework</b>	<b>Component 3</b> Production tasks for cross-media product
	2	<b>Induction – practical skills</b>	Editing/design/construction Develop a full draft/rough cut of cross-media product
	3	<b>Component One Section A: Advertising and Marketing ML, Rep</b>	<b>Teacher review</b>
	4	<i>Tide, WaterAid, Kiss of the</i>	Re-shooting/re-drafting as necessary Final editing/design/polish of entire cross-
	6	<b>Component One Section B: Advertising and Marketing Audience</b> <i>Tide, WaterAid</i>	<b>Submission of cross-media production</b>
	7	<b>Exam focus - advertising</b> Practical task – plan/draft/construct an advert	<b>Component Two Section A: TV Introduction and Industry overview, contexts</b>
<b>Half Term</b>			
<b>Term 1 Part 2</b>	1	<b>Component One Section B: Film Industry</b> <i>Straight Outta Compton</i>	English language product – <b>ML and Rep</b>
	2	<b>Industry 1, Daniel Blake</b> Practical task	English language product – <b>Industry</b>
	3	<b>Component One Section A:</b>	English language product – <b>Audience</b>
	4	Newspapers <b>ML, Rep</b> <i>The Daily Mirror</i>	Non-English language product – <b>ML and Rep</b>
	5	<i>The Times</i>	Non-English language product – <b>Industry</b>
	6	<b>Exam focus</b>	Non-English language product – <b>Audience</b>
	7	<b>Component One Section B: Newspapers: Industry and audience</b> <i>The Daily Mirror</i>	<b>Comparison of products; exam focus</b>
<b>Christmas Holiday</b>			
<b>Term 2 Part 1</b>	1	<b>Component One Section B: Newspapers: Industry and Audience</b> <i>The Times</i>	<b>Component One Section B: Radio: Industry and Audience</b> <i>Late Night Woman's Hour</i>
	2	<b>Component Two Section B: Magazines Introduction and Industry overview; contexts</b>	
	3	<b>Historical product – ML and Rep</b>	<b>Component One Section B: Video Games: Industry and Audience</b>
	4	<b>Historical product – Industry</b>	<i>Assassin's Creed III: Liberation</i>

	6	<b>Historical product - Audience</b>	<b>Component 2 Section C: Online Media Introduction and Industry overview; contexts</b>
	6	<b>Contemporary non-mainstream product – ML and Rep</b>	Blog – <b>ML and Rep</b>
<b>Half Term</b>			
<b>Term 2 Part 2</b>	1	<b>Contemporary non-mainstream product – Industry</b>	Blog – <b>Industry</b>
	2	<b>Contemporary non-mainstream product – Audience</b>	Blog – <b>Audience</b>
	3	<b>Comparison of products; exam focus</b>	Online magazine – <b>ML and Rep</b>
	4	<b>Component One Section A: Music video</b>	Online magazine – <b>Industry</b>
	5	<b>ML and Rep</b> <i>Dream or Formation; Riptide</i>	Online magazine – <b>Audience</b>
	6	Practical task – storyboard or film a section of a music video	<b>Exam focus</b>
<b>Easter Holiday</b>			
<b>Term 3 Part 1</b>	1	<b>Revision and mock exam – Component 1/Component 2B</b>	<b>Revision/exam practice</b>
	2		<b>Revision/exam practice</b>
	3	<b>Component 3</b> Introduction to briefs, initial research/ideas/choose genre	<b>Revision/exam practice</b>
	4	Research - analysis of similar cross-media products (ML, reps, audience and industry, convergence)	<b>Revision/exam practice</b>
	5	Audience – target/positioning Secondary research: industry/theory	<b>Revision/exam practice</b>
	6	Draft planning. Pitch/treatment.	<b>Revision/exam practice</b>
<b>Half Term</b>			
<b>Term 3 Part 2</b>	1	Detailed planning – both cross-media products. Plan for time/resources.	
	2	<b>Submit statement of Aims and Intentions</b>	
	3	Production tasks for main product Filming/copywriting/design	
	4	Construction/editing Full draft/rough cut of product 1	
	5	<b>Teacher review</b>	
	6	Re-shooting/re-drafting as necessary	

A LEVEL LITERATURE

Long Term Planning Year 12

Y12 Autumn Teacher 1 (14 weeks)	Y12 Autumn Teacher 2 (14 Weeks)	Y12 Spring Teacher 2 (6 Weeks)	Y12 Spring Teacher 1 (6 weeks)	Y12 Summer 1 Teacher 2 (6 weeks)	Y12 Summer 2 Teacher 1 (7 weeks)
<p>Paper 1: 19<sup>th</sup> Century Novel <i>Wuthering Heights</i></p> <p>Students build on their knowledge of relationships from their GCSE course and their awareness of the Gothic Genre further down the school, to develop their understanding of the theme of Love through the Ages and the Key text <i>Wuthering Heights</i>. We introduce a new objective "typicality of time and genre" to their study, to assist them in placing the text in its time and its movement.</p>	<p>Paper 1: Shakespeare Text <i>Winter's Tale</i> Closed book element of the paper 1 exam.</p> <p>Students develop their prior knowledge of Shakespearean comedy and tragedy to tackle this late play which is both. Students develop their knowledge of context and authorial methods, to begin to engage with the text from a conceptual stance, and to explore the development of the various types and themes of love.</p>	<p>Paper 1: Post 1900 Poetry</p> <p>Students build on their study of poetry throughout school, in order to tackle some more complex texts and concepts. They then link these to the novel and this is an entirely new skill for them, as they need to explore the two texts in the light of a concept rather than at a textual level.</p>	<p>NEA: Core text teaching <i>The Changeling</i></p> <p>Building on their understanding of texts in time, and texts in comparison, we explore this Jacobean Revenge Tragedy as the core course work stimulus text. This complements their study of the opening acts of the <i>Winter's Tale</i>, and also supports their development of comparison skills.</p>	<p>NEA Coursework tutorials</p> <p>Once students have been introduced to the concept of texts in comparison, students are set the task of choosing, studying and comparing their own text to the core stimulus text. They are supported through the process and are encouraged to develop their own independent study skills in preparation for university.</p>	<p>Unseen Poetry</p> <p>Once students have been guided through the main texts for paper 1, and have developed skills to decode texts independently, they are introduced to the unseen element of this exam, and use their key skills and knowledge to cope with texts they have not seen before. They are taken through the canon of literature and all key movements to boost their knowledge of the subject as a whole prior to the final year of the course.</p>
<p>Personal Development:</p> <p>Exploring the literary Other and the connotations of the morality of Heathcliff. Exploring the class divide and the harshness of the landscape reflected in the character through pathetic fallacy. <i>Wuthering Heights</i> explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying.</p>	<p>Personal Development:</p> <p><i>Winter's Tale</i> – exploring flawed character / suppression of women / inequalities / love and relationships.</p>	<p>Personal Development:</p> <p>Cultural elements explored in modern poetry and the different representations of love across time.</p>	<p>Personal Development:</p> <p><i>The Changeling</i> discusses the concept of rape and coercion, and parent and child relationships.</p>	<p>Personal Development:</p> <p>Exploring societal gaps in the <i>Changeling</i> and partner texts such as <i>Lolita</i> / poetry / <i>A Thousand Splendid Suns</i> / <i>Oranges are not the only Fruit</i> etc. Wide range of social issues explored and developed.</p>	<p>Personal Development:</p> <p>Cultural elements explored in unseen poetry through the ages.</p>
<p>Assessment 1 End of Autumn 1 Paper 1 Section C</p>	<p>Assessment 2 End of Autumn 2 Paper 1 Section A</p>	<p>Assessment 3 End of Spring 1 Paper 1 Section C</p>	<p>Assessment 4 End of Spring 2 NEA</p>	<p>Assessment 5 End of Summer 2 NEA</p>	<p>Assessment 6 End of Summer 3 Paper 1 Section B</p>

Long Term Planning Year 13

Y13 Autumn Teacher 1 (7 weeks)	Y13 Autumn Teacher 2 (7 Weeks)	Y13 Autumn / Spring Teacher 2 (6 Weeks)	Y13 Spring Teacher 1 (6 weeks)	Y13 Summer Teacher 2 (6 weeks)	Y13 Summer 2 (7 weeks)
<p>Paper 2: Unseen Prose Modern prose</p> <p>Building on their knowledge of modernism and their own independent writing skills, students begin to tackle unseen prose. They take their understanding of the time period and the texts they have studied as well as their knowledge of the movement as a whole, to tackle unseen texts.</p>	<p>Paper 2: Drama set text <i>Top Girls</i></p> <p>Students tackle this play as their final core text, once they have a sound understanding of the movement and the struggle for identity. This is a complex text and so the sound basis of understanding is essential, and students can bring in their entire knowledge base when studying and writing about <i>Top Girls</i>.</p>	<p>Paper 2: Modern Novel <i>The Help</i></p> <p>In tandem with the teaching of the poetry, we teach the core novel <i>The Help</i>. Students explore the contexts and themes of the modern period, and develop links between the representation of these themes in this text, and the differing representations in the various Duffy poems. Students explore that sense of typicality, based on their understanding of the literary timeline and movements.</p>	<p>Revision and preparation for exams</p> <p>In this final half term, we revise and develop knowledge of the entire course and explore the exams in full. We tailor this process to students' own issues and requirements.</p>	<p>Paper 2: Poetry <i>Carol Ann Duffy Feminine Gospels</i></p> <p>Students commence year 13 with a complex poetry anthology and use the skills developed from the first two poetry units, to tackle these poems from both a linguistic and structural perspective, as well as an holistic thematic perspective. Students write about these poems in comparison to the novel <i>The Help</i>, so they build further on their conceptual approach to essays from their study of <i>Wuthering Heights</i> in year 12.</p>	
<p>Personal Development: Cultural elements explored in unseen poetry through the ages. The development of the concept of identity in modern literature and an exploration of the concept of the self.</p>	<p>Development: All schemes explore the development of character and the interplay between different ideologies. <i>Top Girls</i> in particular deals with the stark differences in versions of the self in different spheres. <i>Top Girls</i> explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying.</p>	<p>Personal Development: Exploring social divisions / racism / gender / motherhood .</p>	<p>Personal Development: As we move towards the exams we explore self-reflection, development and identifying and dealing with problem areas. Students focus on resilience and coping strategies.</p>	<p>Personal Development: Feminine Gospels – exploring the role of women in society. Feminism / misogyny / sexism / violence against women.</p>	
<p>Assessment 1 End of Autumn 1 Paper 2 Section B</p>	<p>Assessment 2 End of Autumn 2 Paper 2 Section A</p>	<p>Assessment 3 End of Spring 1 Paper 2 Section C</p>	<p>Assessment 4 End of Spring 2</p>	<p>Assessment 5 Summer 1 Paper 2 Section C</p>	



