

Subject content (What will be covered)	As a result, what students should know /understand	What students should be able to do	How students will be assessed	By when (Half term 1 > 6)
<ul style="list-style-type: none"> • A range of war poems across time • Viewpoints and opinions about war across different time periods • Reality of war vs propaganda portrayal • Features and skills of debating • CIEG: skills of writing for an audience • SMSC: moral, social and cultural issues surrounding war and society 	<ul style="list-style-type: none"> • Will have knowledge of a range of war poems and their context • An understanding of the conventions of debating • Why poets wrote war poetry and why they differed for propaganda poetry • An understanding of the conventions of letter writing 	<ul style="list-style-type: none"> • Explain and apply context knowledge to poems and essay • Develop ideas in a debate with relevant facts and evidence • Analyse lang and structure in a collection of poems • Make links and comparisons between poems • Write creatively in a character using context knowledge 	<ul style="list-style-type: none"> • Writing • creative writing of a letter home as a soldier at the front. • Non-fiction - debate prepping and writing • - Reading – Comparison essay • S&L – Debate 	<p>End of half term 2</p>
<ul style="list-style-type: none"> • Features of persuasive and discursive writing • Features of dystopian fiction • Features of speech writing and skills of giving a speech • CIEG: skills of writing for an audience • SMSC: moral, social and cultural issues surrounding 21st Century society. The glorification of violence, war and our society’s obsession with fame and reality 	<ul style="list-style-type: none"> • Why Suzanne Collins wrote ‘The Hunger Games’, showing an understanding of 21st century society and the context in which the novel was written • Plot, character and themes in ‘The Hunger Games’ and other Dystopian Fiction • An understanding of the conventions of speech writing and persuasive devices • An understanding of the conventions of linguistic, structural and contextual analysis 	<ul style="list-style-type: none"> • Read an entire fiction text using independent and shared/group reading strategies • Read and present an additional dystopian extract to a class (Spoken Language) • Write analytically about character, theme, context; • Analyse language and structure devices in fiction texts • Write using persuasive and linguistic features in transactional writing (speech) 	<ul style="list-style-type: none"> • <u>Reading assessment-</u> based on the entire text (mirroring GCSE-style question from English Literature, Paper 1, section based on theme question of female representation in the novel or conflict (20 marks- mark scheme from 	<p>End of half term 4</p>

<p>television.</p>	<ul style="list-style-type: none"> • How other writers use the dystopian genre to appeal to audiences 		<p>GCSE Eng Lit, paper 1)</p> <ul style="list-style-type: none"> • <u>Writing assessment</u> – write a speech to your peers about the notion of beauty in the 21st century (40 marks, using mark scheme from GCSE Eng. Language, paper 2) • <u>Spoken Language Endorsement-group</u> presentations analysing dystopian features from a selection of dystopian fiction extracts (booklet created in scheme of work); Mark scheme: GCSE-style Distinction, Merit, Pass, Fail 	
<ul style="list-style-type: none"> • Shakespeare: Macbeth. Monologues and persuasive writing. 	<ul style="list-style-type: none"> • <i>An understanding of Macbeth: plot, characters, themes, issues and context.</i> • <i>An understanding of writing for different audiences and purposes in a range of written formats / genres.</i> 	<ul style="list-style-type: none"> • <i>Write analytically about character, theme, context; learn key quotes off by heart.</i> • <i>Analyse language and structure devices in both fiction and non-fiction texts</i> • <i>Write in a range of formats /</i> 	<ul style="list-style-type: none"> • GCSE style reading assessment based on extract • Various fiction an non fiction writing tasks 	<p>End of half term 6</p>

	•	<i>genres</i>		
<ul style="list-style-type: none"> • CIEG scheme explores questions of citizenship, power, responsibilities of kings and subjects • SMSC scheme explores moral, psychological, and spiritual issues relating to duty, moral choices, guilt • Establish a secure basis for subsequent GCSE revision 	<ul style="list-style-type: none"> • Understanding scheme provides a secure grounding for GCSE, allowing for detailed study of the text, and practice assessments • Scheme identifies and explores the key themes and issues, with likely exam questions in mind 	<ul style="list-style-type: none"> • Make notes; explore meanings, devices, and contexts as required by the exam • Practise answers, with subsequent reflection and improvements 	<ul style="list-style-type: none"> • Key assessment, using Act V scene i 	