

English and Media Department

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
TERM 1	<p>NOVEL: Zana Fraillon's <i>The Bone Sparrow</i></p> <p>Students will read the entire novel, drawing links between characters and contemporary issues (the plight of refugees in detention centres) and will supplement their contextual understanding of these issues by engaging with non-fiction extracts. Through their study of this novel, students will also begin to develop their analytical skills, focusing on how language is used to shape meaning.</p>	<p>WRITING: Flash-Fiction and Short Stories</p> <p>Students are introduced to a new literary form: the short story. Students will explore and analyse current short stories before writing their own.</p>	<p>PLAY: William Shakespeare's <i>Macbeth</i></p> <p>To perfect their Shakespearean genre skillset, students will study a play from his final genre: a tragedy. To further ease the KS4 transition, there is a clear focus on extract-based analysis and application of contextual factors (regicide, Aristotelian tragedy, Divine Right of Kings, GCOB, Machiavelli) alongside a firm focus on authorial intent.</p>	<p>LANGUAGE: Language Paper 1, Section A: Reading Students will analyse a range of fiction extracts, focusing on identifying and analysing language and structural techniques used by the writer. Students will develop confidence in evaluative procedural knowledge as well as drawing meaning from explicit and implicit information.</p> <p>LITERATURE: Priestley's 'An Inspector Calls'. Through the introduction of a morality play, students will read, analyse and engage with Priestley's use of characterisation, writer's methods, dramatic devices and structural techniques used to shape meaning. Students will treat the text as a 'conscious construct' in evaluating Priestley's purpose of the play, drawing on their understanding of the socio-historic and literary context relevant to the Edwardian Era that informs writer's intention.</p> <p>MEDIA: Introduction to Media Studies An introductory module that focuses on engaging with and building confidence in applying Media Language and terminology (Mise-en-scene) and developing a confident understanding of representational construction, genre conventions, semiotic analysis and exploration of media codes: written, technical and symbolic.</p>	<p>LANGUAGE: Language Paper 1, Section B: Descriptive and Narrative Writing Revision and mastery module, students will continue to enhance and refine their own writer's craft for narrative and descriptive writing in response to a written or visual stimulus.</p> <p>LITERATURE: Shakespeare's 'Romeo and Juliet'. Students will read, analyse and engage with Shakespeare's Tragedy, focusing on exploring Shakespeare's use of language, characterisation, themes, genre conventions and structural techniques to create meaning. Students will treat the text as a 'conscious construct' in evaluating Shakespeare's purpose of the play, drawing on their understanding of the socio-historic and literary context relevant to the Elizabethan Era that informs writer's intention.</p> <p>MEDIA: Radio This term, students will explore the music industry through the lens of multiple different media forms. Students will build on their understanding of how music and business interrelate by specifically exploring BBC Radio 1 Live Lounge.</p>	<p>LANGUAGE: Linguistic Frameworks and Language and Gender: To explore how gender impacts language use and to apply a range of 'language levels' to develop analytical skills.</p> <p>LITERATURE: Love Through the Ages: Shakespeare's <i>Othello</i> and McEwan's <i>Atonement</i> with comparison to Pre-19th Century poem: Two modules to run simultaneously – students to explore and analyse Shakespearean text through theme of love and develop ability to compare a novel with poetry.</p> <p>Introduction to Critical Theory and Postmodernism: A short module which introduces students to the crucial skills needed to progress in to A Level studies.</p> <p>MEDIA Media Skills Introduction: An introduction to the foci of the two Media Papers, learning the requirements of each paper and the set texts.</p> <p>Semiotics: Students will learn about Barthes theory of Semiotics and learn about how meaning is created through print.</p>	<p>LANGUAGE: Child Language Acquisition and Language Change: to explore and apply theory in relation to LC and CLA across multiple contemporary and archaic data sets.</p> <p>LITERATURE: Modern Times: Literature from 1945 to the Present Day : Explore Feminine Gospels and critically explore A Streetcar Named Desire</p> <p>MEDIA: Media Language, Media Industries and Media Audiences/ LFTD: develop understanding of Media industries and the importance of audiences and their impact on creative decision making.</p>

<p>TERM 2</p>	<p><i>Students will continue their studies of The Bone Sparrow until the end of T2, W5.</i></p> <p>POETRY: Culture and Identity Anthology</p> <p>Students are exposed to different cultures and worldviews, and encouraged to understand how our culture shapes our identity through an exploration of poetry. Students will be introduced to key poetic terminology and will begin to understand how to annotate poetry.</p>	<p>POETRY: Protest Anthology</p> <p>Students will be introduced to new structural poetical terms (e.g. caesura, enjambment). In this module, students will study pre-19th century and contemporary poetry and chart how protests have evolved over time.</p>	<p><i>Students will continue their studies of Shakespeare's Macbeth until the end of T2, W4.</i></p> <p>POETRY: Renaissance to Victorian Anthology</p> <p>Students are exposed to other works from some of the poets they will go on to study at GCSE (Shakespeare, Shelley, Wordsworth, Blake and Browning) in order for students to explore poetry within their contexts, analysing language, structure and form. Alongside this, students will also be introduced to the key tropes of Renaissance, Romantic and Victorian poetry.</p>	<p>LANGUAGE: Language Paper 1, Section B: Narrative and Descriptive Writing Students will begin to craft their own style of narrative and descriptive writing in response to a written or visual stimulus. Students will build on crafting word choice, language techniques and structural devices to create impact and shape meaning.</p> <p>LITERATURE: <i>Students will continue their studies of Priestley's 'An Inspector Calls' until the end of T2, W4.</i></p> <p>W5-W8: Power and Conflict Anthology of Poetry A thematic exploration and engagement of cluster of fifteen poems. This module will develop students' analysis and comparison of language, form, structural and contextual meanings conveyed within the poems and how this fulfils writer's intention.</p> <p>MEDIA: Media Industries and Promotional Media This module will begin with a focus on the media industry and will enable students to explore how businesses produce, distribute and circulate media products while targeting and meeting the needs of their target audience. In particular, students will explore The Lego Movie advertising campaign and video game and will engage with Warner Bros business model and contexts.</p>	<p>LANGUAGE: Language Paper 2, Section B: Transactional Writing A revision and mastery module where students will develop confidence in writing for a purpose meeting the requirements of a specific form (letter, speech, essay, leaflet, article).</p> <p>LITERATURE: Romeo and Juliet Students to continue with their exploration and analysis of the tragic play.</p> <p>MEDIA: Newspaper (Print and Online) Final module of exam content focusing on applying all four theoretical frameworks and all Media contexts to their analysis and engagement of The Observer. Students will study the website and social media presence in order to explore the social and participatory aspects of the news industry..</p>	<p>LANGUAGE: Linguistic Frameworks (Cont.) and Language and Power/Occupation: To explore and compare texts, considering similarities and differences in representations and language use. To consider how power and occupation impact upon language choices.</p> <p>LITERATURE: Love Through the Ages: Shakespeare and Comparing Texts: To continue with analytical approach to Shakespeare's <i>Othello</i>, and comparative exploration of McEwan's <i>Atonement</i> with the pre-19th Century Poetry anthology.</p> <p>MEDIA: Students will develop a critical and evaluative understanding of the way media language and generic conventions are used and adapted in print and online news. This will build on knowledge and analysis skills from Term 1 and offer students with many opportunities to evaluate a range of media sources from the world of news.</p>	<p>LANGUAGE: Evaluative Essay/Opinion articles (theory revision): consolidate an understanding of relevant linguistic theories, applying them to evaluative essay writing and opinion articles.</p> <p>Language Change & Child Language Acquisition: to explore and apply theory in relation to LC and CLA across multiple contemporary and archaic data sets.</p> <p>LITERATURE: Modern Times: Literature from 1945 to the Present Day: develop comparison skills and explore similarities between The Handmaid's Tale and Feminine Gospels.</p> <p>MEDIA: Media Representations/LFTD (Stranger Things and The Killing): Explore how media language use used to create meanings and representations and how the selection and combination of elements construct specific representations.</p>
<p>TERM 3</p>	<p><i>Students will continue their studies of Culture and Identity Poetry until the end of T3, W3.</i></p> <p>WRITING: Travel Writing Students will explore and analyse the different forms and writing styles associated with travel writing. Building on this understanding, students</p>	<p>VERSE NOVEL: Sarah Crossan's <i>The Weight of Water</i></p> <p>Students will be introduced to a new form of literature: the verse novel. Contemporary text enables students to focus predominantly on understanding and exploring the form</p>	<p><i>Students will continue their studies of Renaissance to Victorian poetry until the end of T3, W4</i></p> <p>WRITING: Introduction to Gothic</p> <p>Students will continue their chronological studies by moving on to the Victorian 'Gothic'.</p>	<p>LANGUAGE: Language Paper 2, Section A: Students will analyse a range of non-fiction extracts, focusing on identifying and analysing language and structural techniques used by the writer to convey meaning and fulfil the genre conventions, meet the demands of audience and achieve the purpose. Students will develop confidence in comparison by evaluating how language is similar/different</p>	<p>LANGUAGE: Language Paper 1, Section A: Reading Revision and mastery fictional analysis. Students will analyse a range of fiction extracts, focusing on identifying and analysing language and structural techniques used by the writer.</p> <p>LITERATURE: W1-W2: An Inspector Calls</p>	<p>LANGUAGE: Language, the Individual and Society – explore social identity and discourse communities, in relation to: accent, dialect, ethnolect etc.</p> <p>Opinion Articles – to explore the genre conventions of opinion articles and to emulate style, incorporating linguistic theory, appropriate for a non-specialist audience,</p> <p>LITERATURE:</p>	<p>LANGUAGE: Paper 1 and 2 consolidation and finalization of NEA: students to solidify requirements of both papers, whilst also producing final drafts of their NEAs.</p> <p>LITERATURE: Revisit to Paper 1 (Love Through the Ages) Revision of <i>Othello</i>, <i>Atonement</i> and poetry anthology, and the Unseen Poetry module.</p>

	will then piece together their own holiday package, exploring the conventions of different non-fiction formats.	alongside an understanding of the issues explored in this novel (identity; racism; travel)	Students will revisit and refine their creative writing skills (essential for Section B of LP1 and LP2) through replicating the writing styles and methods of canonical Gothic writers: Stoker's 'Dracula', Shelley's 'Frankenstein' and Wilde's 'A Picture of Dorian Gray'.	depending on the context of its publishing (19 th C and 20/1 st C) LITERATURE: Power and Conflict Anthology of Poetry. As above with the study of this module commencing at the end of W5. For the remaining three weeks of term (W6-W8), students will commence their study of Stevenson's 'Jekyll and Hyde'. Students will read, analyse and engage with Stevenson's use of characterisation, writer's methods, gothic conventions and structural techniques used to shape meaning. Students will treat the text as a 'conscious construct' in evaluating Stevenson's purpose of the novella, drawing on their understanding of the socio-historic and literary context relevant to the Victorian Era that informs writer's intention. MEDIA: Television (Cuffs and Avengers) Students will analyse the episodes of Cuffs and Avengers, applying their understanding of media language and terminology; exploring the differences between public service and commercial broadcasting and analysing the set texts within their wider social, historic and political contexts.	Students to continue with their exploration and analysis of the morality play. W3-W6: Unseen Poetry Revision and mastery of the unseen poetry component where students will study an array of unseen poems, focusing on applying their understanding of poetic analysis within an unseen capacity. W7-W8: Power and Conflict Cluster Revision and mastery of the poetry anthology where students consolidate exam approach to a comparative essay. MEDIA: Newspaper (Print and Online) Final module of exam content focusing on applying all four theoretical frameworks and all Media contexts to their analysis and engagement of The Observer. Students will study the website and social media presence in order to explore the social and participatory aspects of the news industry.	Love Through the Ages: Comparing texts (Atonement and Poetry), Shakespeare and Unseen Poetry. To continue with analytical approach to Shakespeare's <i>Othello</i> , and comparative exploration of McEwan's <i>Atonement</i> with the pre-19 th Century Poetry anthology. Build on comparative skills and ability to approach and analyse unseen poetry. MEDIA: Students will develop a critical and evaluative understanding of the contextual factors influencing the distribution, production and circulation of news, film and video game media products.	MEDIA: NEA Production: produce NEA drafts, using: image editing software (Photoshop or Photopea – online) and Wix (website builder).
TERM 4	PLAY: William Shakespeare's <i>Twelfth Night</i> Students will revisit the impact of a writer's use of characterisation, setting and symbolism. Students develop ability and confidence to decode and understand Shakespeare's language.	PLAY: William Shakespeare's <i>Julius Caesar</i> . During this module, students will focus on reading the play in its entirety and understanding characterisation, themes and motifs. Alongside this, students will also explore Shakespeare's	NOVEL: Mary Shelley's <i>Frankenstein</i> To build on students' understanding of the gothic genre, the 'introductory' module will be followed by an in-depth study of a canonical gothic text by a female author: Mary Shelley's 'Frankenstein'. The study of 'Frankenstein' is	LANGUAGE: Language Paper 2, Section B: Transactional Writing Students will develop confidence in writing for a purpose meeting the requirements of a specific form (letter, speech, essay, leaflet, article). Students will build on crafting word choice, language techniques and structural devices to create impact and shape meaning according to context.	LANGUAGE: Language Paper 2, Section A: Reading A revision and mastery module where students will analyse a range of non-fiction extracts, focusing on identifying and analysing language and structural techniques used by the writer to convey meaning and fulfil the genre conventions, meet the demands of audience and achieve the purpose. LITERATURE:	LANGUAGE: NEA: Language Investigation - research, reduction, inference, analysis and evaluative skills, in the form of an investigation. LITERATURE: Satellite Text and NEA Preparation Develop extract analysis and argument building. Craft NEA proposals. MEDIA: Students will refine their critical and evaluative understanding of the contextual factors influencing the	LANGUAGE: Paper 1 and Paper 2 Revision: Recap on key theories and consolidation of examination requirements. LITERATURE: Paper 1 and Paper 2 Revision Explore a range of examination style questions and extracts – modelling and consolidating exam skills. MEDIA: Revision (Paper 1 and Paper 2)

		intent and wider message to audiences, building on the concept of the 'conscious construct'	fundamental to students' contextual understanding of the scientific developments and experimentation in the Victorian era, a theme which underpins Stevenson's 'Jekyll and Hyde'.	During this term, students will also complete their Spoken Language Accreditation for their Language GCSE. LITERATURE: Stevenson's 'Jekyll and Hyde'. As above, students will continue their exploration of Stevenson's 'Jekyll and Hyde'. MEDIA: Television (Cuffs and Avengers) As above.	W1-W3: Power and Conflict Students to continue with their exploration and analysis of the poems. W4-W8: Set Text Revision Students will spend the final 4 weeks of term revising all components of the Literature exam refining exam approach, exam skill and building writing stamina. MEDIA: REVISION OF PAPER 1 and PAPER 2 W1-W4: Students will return to their study of Media Industries and Promotional Media (The Lego Movie) and Television (Cuffs and Avengers). W5-W8: Students will return to their study of radio (BBC Live Lounge), the Music Industry (Little Mix 'Black Magic' The Vamps 'Somebody to You') and the Newspaper Industry.	distribution, production and circulation of media products connected to the radio industry, before spending three weeks revising key content from Media Studies Paper 1.	Explore a range of 'examination style' extracts and questions and 'teachers' choice' will be applied when modelling to support synoptic nature of Media exams.
TERM 5	NOVEL: 19th Century Literature Students will study an 'Introduction' module, e developing their understanding of socio-historic and literary context before moving on to explore the characterization, setting and themes of a 19 th Century novel.	NOVEL: Ruta Sepetys <i>Salt to the Sea</i> OR Markus Zusak <i>The Book Thief</i> Alongside reading and analysing the novels, students will focus on honing their 'what,how,why' paragraphs, learning how to strike the perfect balance between a developed response, analysis of methods and authorial intent.	WRITING: Detective Fiction Students will be introduced to the tropes of detective fiction by studying extracts from canonical detective writers such as Conan Doyle, Christie, and Sayers.	SPOKEN LANGUAGE ASSESSMENT: W1-W2 Term 5 will commence with student's completion of the English Language Spoken Language Accreditation. Students will plan out a speech, in response to a choice of stimuli, in which they argue their own views in addressing an audience. LITERATURE: Unseen Poetry Students will study an array of unseen poems, focusing on applying their understanding of poetic analysis within an unseen capacity. Students will analyse how writer's methods have been used to convey meaning and fulfil the writer's intention. LANGUAGE: Language Paper 1 For one lesson a week, students will consolidate their understanding of Language Paper 1, Section A and B to ensure a mastered understanding of exam content in revising and consolidating their exam approach to	LANGUAGE: REVISION OF PAPER 1 & 2 LITERATURE: REVISION OF PAPER 1 & 2 MEDIA: REVISION OF PAPER 1 & 2. Teachers will provide bespoke and tailored preparatory lessons consolidating, revising, refining exam skill in aid of exam confidence.	LANGUAGE: Emergence of Standard English and Language and Technology – decode and analyse archaic language, whilst exploring the influencing factors. LITERATURE: NEA Preparation and Submission/Longevity of Atonement/Othello Completion of NEA drafts and complete longevity revision on set texts. MEDIA: Students will refine their critical and evaluative understanding of the contextual factors influencing the distribution, production and circulation of media products connected to Media Studies Paper 1 Sections A and B - specifically news, print advertisements and music videos, in addition to consolidating knowledge around key concepts for their NEA, such as representation and digital convergence.	LANGUAGE: Final Exam Prep: students to develop skills in (speed) planning, timing, exam requirements etc. LITERATURE: Final Exam Prep: students to develop skills in (speed) planning, timing, exam requirements etc. MEDIA: Refine own responses, taking into consideration the requirements of the exam board. Students will also be encouraged to become ' experts ' with their subject, through wider reading opportunities.



				<p>each question of fiction analysis.</p> <p>MEDIA: During this module, students will complete the Non-Exam Assessment focusing on applying genre conventions, representational construction and demonstrate their ability to replicate media language in the creation of a magazine front cover and double page spread</p>			
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