



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>THE CLASS SYSTEM</p> <p>Willy Russell</p>	<p>L/O: develop P.E.E to P.E.T.E.R.C or P.E.A.D.</p> <p>L/O: develop knowledge and own interpretation of the class system and its effects on society and individuals.</p> <p>L/O: be able to track themes throughout a text/extract.</p> <p>L/O: analysing language for different layers of meaning and its intended effect.</p>	<p>TIER 2: compare and contrast, explain, analyse,</p> <p>TIER 3: rhyming verse, theme, structure, narrator, plot, context</p>	<p>Pupils will read one or two Willy Russell plays (Set dependent) plus a variety of mediums to explore class.</p> <p>Pupils will write a review on the play.</p> <p>Pupils will write an essay from the play on the theme of class.</p> <p>Picking up on year 7 and 8 learning, pupils will develop their understanding of the class system and how it existed after 1912.</p>	<p>G.C.S.E Language paper 2</p> <p>G.C.S.E Literature paper 2.</p>	<p>Pupils can read the play independently.</p> <p>Pupils can draft and re-draft the assessments.</p> <p>Pupils should be reading for a minimum of twenty minutes per day.</p>
<p>Reading question</p>	<p>Comparison question (6 marks)</p>		<p>Pupils will sit the question in timed G.C.S.E conditions in preparation for their final year 11 exams.</p>	<p>G.C.S.E Language paper 2</p>	<p>Pupils can practise different questions (refer to their teacher for resources).</p>



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WAR AND CONFLICT War Poetry (5 weeks) Creative writing unit. (2 weeks)	L/O: practise P.E.T.E.R.C. or P.E.A.D. L/O: exploring war time conflict and its effects. L/O: recap on structure, description and narrative writing features.	TIER 2: compare and contrast, explain, analyse, TIER 3: rhyming verse, theme, structure, narrator, plot, context.	Pupils will read a collection of War poetry from the G.C.S.E Anthology. Pupils will write an essay on one of the poems and its presentation of conflict. P Pupils will write a short story.	G.C.S.E Literature paper 2. G.C.S.E Language paper 1.	Pupils should be reading for a minimum of twenty minutes per day. Pupils can practise P.E.T.E.R.C or P.E.A.D Pupils can study the poems independently and their context. Revise formal letter feature, generate ideas for the letter.
Reading question.	How does the poet build up the effects of the weather in the poem, 'Exposure'? (10)		Pupils will sit the question in timed G.C.S.E conditions in preparation for their final year 11 exams.		Pupils can practise different questions (refer to their teacher for resources).
Homework booklet	Pupils will practise Language, paper 1 reading skills in preparation for the exam in Spring 1.		Pupils to self-assess the booklet at the start of Spring to aid revision for the year 9 exam.		Pay close attention to the reading skills, revisiting where errors are made. Continue to practise short story writing as these two components make up English Language, paper 1.



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<p>POWER AND VIOLENCE</p> <p>Exam revision and exam. .</p> <p>Macbeth</p>	<p>L/O: revise skills for the exam.</p>	<p>TIER 2: evaluate, explain, comment on, analyse.</p> <p>TIER 3: aside, soliloquy, informal, purpose, tone.</p>	<p>Pupils will self-assess the homework booklet that was set prior to Christmas and re-cap on skills (2 weeks)</p> <p>EXAM</p> <p>Pupils be introduced to the context of the play, linking to the learning about witchcraft from year 8.</p> <p>Pupils will begin the read the play and learn the characters names and roles, their relationships and the plot of the play.</p>	<p>G.C.S.E Language paper1.</p> <p>G.C.S.E Literature paper 1.</p>	<p>Pupils can revise short story writing, and reading skills.</p> <p>Pupils should be reading for a minimum of twenty minutes per day.</p>
<p>Reading unit</p>	<p>To what extent do you agree with the writer's opinion that Shakespeare is no longer valid in the modern world?(10)</p>		<p>Pupils will sit the question in timed G.C.S.E conditions in preparation for their final year 11 exams</p>		<p>Pupils can practise different questions (refer to their teacher for resources).</p>
<p>Homework booklet</p>	<p>Pupils will use the booklet to practise their short story writing skills.</p>				<p>Continued revision for the Language, paper 1 exam.</p>



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<p>POWER AND VIOLENCE</p> <p>Macbeth</p>	<p>L/O: what is the play about?</p> <p>L/O: the function of the each character and their journey.</p> <p>L/O: tracking the themes in the play.</p> <p>L/O: consolidate P.E.T.E.R.C or P.E.A.D with an extract from the play.</p>	<p>TIER 2: evaluate, explain, comment on, analyse.</p> <p>TIER 3: aside, soliloquy, informal, purpose, tone.</p> <p>Tragedy, downfall, hubris, supernatural</p>	<p>Pupils will read the play and learn the characters names and roles, their relationships and the plot of the play.</p> <p>Pupils will read a non-fiction article on power.</p> <p>Pupils will sit a multiple choice quiz on the play to test their understanding.</p> <p>Pupils will write a letter in the character of Lady Macbeth, linking into the big idea of emotions next term.</p>	<p>G.C.S.E Literature paper 1.</p> <p>G.C.S.E Language paper 2.</p>	<p>Pupils can study the play, possibly obtain a modern translations to aid understanding.</p> <p>Pupils should be reading for a minimum of twenty minutes per day.</p>
<p>Reading unit</p>	<p>What impressions do you make of the relationship between Macbeth and Lady Macbeth?(10)</p>		<p>Pupils will sit the question in timed G.C.S.E conditions in preparation for their final year 11 exams</p>		<p>Pupils can practise different questions (refer to their teacher for resources).</p>



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<p>EMOTIONS</p> <p>Unseen poetry (3 weeks)</p> <p>Transactional writing unit (2 weeks.)</p>	<p>L/O: how to annotate an unseen poem.</p> <p>L/O: how to compare two poems for the Literature Assessment Objective 2 only.</p>	<p>Unseen, comparison connectives</p>	<p>Pupils explore both negative and positive emotions through unseen poetry for THREE weeks. Pupils should be able to make connections to the emotions from the war poetry unit.</p> <p>Pupils will write an unseen essay on one of the poems and compare two poems for eight marks.</p> <p>Homework tasks should consolidate transactional writing. EG: a letter to the government expressing your views about the charge of the Light Brigade 'blunder'.</p>	<p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E Language paper 2.</p>	<p>Pupils should be reading for a minimum of twenty minutes per day.</p> <p>Pupils can study the poems independently.</p> <p>Pupils can practise annotating other unseen poems.</p> <p>Pupils can practise drafting essay using other unseen poems.</p> <p>Pupils can memorise the formats of the transactional writing tasks.</p>
<p>Reading question</p>	<p>To what extent do you agree that the character in 'Remains' feels guilt? (10)</p>		<p>Pupils will sit the question in timed G.C.S.E conditions in preparation for their final year 11 exams</p>		<p>Pupils can practise different questions (refer to their teacher for resources).</p>



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<p>Homework booklet</p>	<p>Pupils will revise the language, paper 2 reading skills through the homework booklet in preparation for the paper 2 exam.</p>				<p>Pupils will self-assess the booklet in Summer 2 as preparation for the Language, paper 2 exam.</p>



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<p>EMOTIONS</p> <p>Exam revision (2 weeks) and exam.</p>	<p>L/O: the different ways to revise.</p>	<p>Revision, examinations.</p>	<p>Pupils will self-assess the homework booklet that was set in Summer 1.</p> <p>Pupils will be equipped with revision techniques and guidance.</p> <p>Pupils will prepare for and practise their G.C.S.E speech.</p>	<p>G.C.S.E exam preparation</p> <p>G.C.S.E Language paper 2.</p>	<p>Pupils will revise for their exams.</p> <p>Pupils should be reading for a minimum of twenty minutes per day.</p>
<p>Practise the G.C.S.E S&L presentation</p> <p>Speech writing</p>	<p>L/O: the features of a speech.</p> <p>L/O: Consolidating P.A.F.T.</p>	<p>Pass. Merit, Distinction.</p>	<p>A presentation.</p> <p>A written speech.</p>	<p>Preparation for the G.C.S.E Speaking and Listening exam.</p>	<p>Pupils will prepare their G.C.S.E speech and practise it at home.</p>
<p>Homework booklet</p>	<p>Pupils will revise the transactional writing skills via the booklet.</p>				<p>Pupils can revise the reading and writing skills required for Language, paper 2.</p>