



<u>Weeks</u>	<u>Topic</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum</u>
<b>Half Term 1</b>	Modern Novel (Of Mice and Men, To Kill A Mockingbird, Buffalo Soldier or My Sister Lives on the Mantelpiece)	Recap of PEELCAP to ensure students can answer a Literature based question on a character or theme.		Homework throughout the term will continually recap the plot, theme and character development of a set text.	SMSC & FBV with a focus on racism, sexism, loneliness, childhood, sexual assault, prejudice and terrorism within the novel studies.
		Character and themes analysis to ensure students can understand how a character is presented or how a theme develops. Inference skills to support students' understanding of a text.			
		PEELCAP on character or theme. Students to use skills from weeks 5/6 to create a PEELCAP response about a character or theme in the playscript. Writing to argue/persuade/advise or Describe/Narrate about events in the playscript.			
		Use of inference skills to analyse key themes within a text to make comments about how they are presented to an audience. To look at the overarching theme from throughout the play to analyse the structure and key messages the writer is offering the audience.	Extract based question on Character/Theme. Students to answer in PEELCAP		
<b>Half Term 2</b>	Modern Playscript (Woman in Black or DNA)	Key characters and impressions. Analysis of stage directions and dialogue to offer thoughts, ideas and opinions about key characters within a text and judge the writer's intention. Development of key characters within the text and judging contextual factors to support an audience response.		Homework throughout the term will continually recap the plot, theme and character development of a set text.	Cultural Capital of Good and Bad people and how this may relate to the real world.
		Use of inference skills to analyse key characters within a text to make comments about how they are presented to an audience. Key messages the writer is offering the audience through the presentation of the character.			
		Use of inference skills to analyse key themes within a text to make comments about how they are presented to an audience. To look at the overarching theme from throughout the play to analyse the structure and key messages the writer is offering the audience.			
		PEELCAP on character or theme. Students to use skills from first half term to create a PEELCAP response about a character or theme in the playscript.			



# English Literature



Half Term 3	Protagonists and Antagonists	Extracts to analyse language based on a range of fictional characters from a range of texts (Including novels and plays from Y7/8 to revisit the characters and how they are presented) Students use knowledge of the heroes and villains units in Y7/8 to look at stereotypes and how this can link to the real world.		Cultural Capital of Good and Bad people and how this may relate to the real world.
		Use of inference skills to analyse key characters within a text to make comments about how they are presented to an audience. Key messages the writer is offering the audience through the presentation of the character.		
		PEELCAP to ensure students can answer a Literature based question on a character (Protagonist or Antagonist) or theme (Good and Evil). Character analysis to ensure students can understand how a character is presented. Inference skills to support students' understanding of a text. Theme analysis to ensure students understand how a theme develops in a text. PEELCAP on character or theme. Students to use prior PEELCAP skills to write a response.		
Half Term 4	Modern Novel (Of Mice and Men, To Kill A Mockingbird, Buffalo Soldier or My Sister Lives on the Mantelpiece) *Students will study a text which they did not learn in Weeks 1 -7	Recap of PEELCAP to ensure students can answer a Literature based question on a character or theme.		
		Character and themes analysis to ensure students can understand how a character is presented or how a theme develops. Inference skills to support students' understanding of a text.		
		PEELCAP on character or theme. Students to use skills from weeks 5/6 to create a PEELCAP response about a character or theme in the playscript. Writing to argue/persuade/advise or Describe/Narrate about events in the playscript.		
		Use of inference skills to analyse key themes within a text to make comments about how they are presented to an audience. To look at the overarching theme from throughout the play to analyse the structure and key messages the writer is offering the audience.		
				SMSC & FBV with a focus on racism, sexism, loneliness, childhood, sexual assault, prejudice and terrorism within the novel studies.



# English Literature

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<b>Half Term 5</b>	Pre 19th Century Playscript (Dracula, Frankenstein or Sweeney Todd)	PEELCAP to ensure students can answer a Literature based question on a character or theme. Character analysis to ensure students can understand how a character is presented. Inference skills to support student's understanding of a text. Theme analysis to ensure students understand how a theme develops in a text. PEELCAP on character or theme. Students to use skills from the units on playscript/novel to create a PEELCAP response about a character or theme in the poems.		A focus on the Victorian era as well as contextually the struggles of the time for the poor, with a particular focus on the historical Industrial Revolution, illness and poverty. Students will analyse lifestyles, how characters are affected by the class system and stereotyping.
<b>Half Term 6</b>	Disturbed Minds Poetry and Real Life Song Lyrics	PEELCAP to ensure students can answer a Literature based question on how characters and themes are presented. Inference and deduction skills to support students' understanding of a text. Theme analysis to ensure students understand how a theme is developed by different writers and their viewpoint on a topic.	Unseen Poetry Assessment	Focus on mental health