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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1** | **Term 2** | | | **Term 3** |
| **Bridge/ Foundation knowledge required** | How to identify and retrieve information  Word classes and linguistic/literary terminology  How to write a PETER paragraph  Structural features – writers’ use of focal points | How to compare texts  How to write a PETER paragraph  Linguistic and literary terminology  Rhetorical devices | | | How to structure a narrative  Sentence construction  Ability to use language for effect including vocabulary choices and rhetorical and literary devices  Writing for audience and purpose  How to present a speech to engage an audience |
| **Key Learning Experience / Skills** | **Autumn 1 - Freedom, Restriction and Rebellion.**  **Bridge unit – this unit is a thematic unit, designed to increase students’ confidence to tackle more challenging GCSE-style texts**  Studying and comparing short Stories and Extracts from 19th Century and Modern texts exploring experiences of liberty and imprisonment.  Autumn 2 - **Paper 1 Preparation**  Students will study a variety of fictional texts based on the theme of wilderness and metropolis – suggested texts include: Lord of The Flies, The Snow Child, Of Mice and Men. | Spring 1 - **Paper 2 Preparation**  Students study a variety of non-fiction texts based on the theme of rights and responsibilities. These may include animal rights, rights of prisoners, LGBTQ+ rights, etc.  **Spring 2 - Relationships**  **Paper 1 and 2 Preparation**  Students will study a variety of fictional and non-fictional extracts from GCSE papers, based on the theme of relationships | | | Summer 1 - **Question 5 – Papers 1 and 2**  **Students will study a variety of literary and transactional writing techniques.**  Summer 2 - **Speaking and Listening**  Students will study a variety of speeches and rhetorical devices.  They will write, present and record a speech on a topic on their choice for the GCSE speaking and listening endorsement |
| **Assessment**  How will you assess the impact of teaching? | Autumn 1 - On-going formative assessment via quizzes, recall tasks, multiple choice, etc.  Autumn 2 - Assessment: Paper 1, question1, 2 and 3  These may be from GCSE papers or teachers may adapt them to suit texts students have studied | Spring 1- Assessment: Paper 2, question 1, 2 and 3  These may be from GCSE papers or teachers may adapt them to suit texts students have studied  Spring 2 - Suggested papers: Hartops, How is My Child 1 already?  Assessment: Paper 1, Q4 and Paper 2, Q4 | | | Summer 1 - Question 5 – Paper 1 and 2  Students will complete a descriptive/narrative question and a transactional writing question  Summer 2- AQA external assessment – SPL endorsement |
| **CIAG Links** |  |  | | | Presenting skills – focus on the need for clear communication in interviews |
| **British Values** | Democracy – how leaders are chosen – Lord of the Flies  Tolerance – understanding of segregation/Jim Crow and neurodiversity – Of Mice and Men  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons | Tolerance – LGBTQ – Stonewall  Individual Liberty – Civil Rights movement and Human Rights Act  Conditions of Prisoners  Rule of Law – treatment of animals and animal rights/zoos and animal testing  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons | | | Respect – how to listen with respect (SPL endorsement)  We intend to take all opportunities to make links to the British Values and CIAG as they arise in our lessons |
| **Cross Curricular Link Numeracy** |  | | **Cross Curricular Link- Literacy** |  | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |