



<b>Overview</b>	Building on conceptual, procedural and strategic knowledge learnt at Key Stage 3, in particular the vertical concepts of Identity, Shakespeare and Conflict, the intention is to develop capacity of students to pass GCSE and to make them ready for college application, the world of work and to promote social mobility. The procedural and strategic knowledge of how to pass terminal examinations is paramount but the cultural capital of conceptual knowledge of good writing, both literature and language is also taught.
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<b>Autumn Term</b>	<p><b>Half Term 1</b></p> <p><b>Literature: Shakespeare Play ‘Macbeth’ or ‘Romeo and Juliet’</b></p> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>■ The knowledge of how writers use language and structure to shape meaning</li> <li>■ The procedural knowledge of constructing an answer discussing the use of language and structure.</li> <li>■ The procedural knowledge of writing a thematic essay on Shakespeare.</li> </ul> <p><b>Language: Revision of Paper 2 Non-Fiction and Transactional Writing</b></p> <p><b>Students will be re-taught as revision:</b></p> <ul style="list-style-type: none"> <li>■ Detailed language and structure analysis of non-fiction texts, building on procedural knowledge of language and structure analysis learnt in Year 10.</li> <li>■ Knowledge of evaluation of non-fiction texts building on the procedural knowledge from Year 10</li> <li>■ Knowledge of comparison of non-fiction texts in terms of theme, content, audience, language and structure from Year 10.</li> <li>■ Knowledge of transactional writing including engagement of audience from Year 10.</li> </ul>	<p><b>Half Term 2</b></p> <p><b>Literature: Mock Examination Feedback Poetry Cluster and Unseen Poetry</b> <i>Conflict, Relationships of Belonging</i></p> <p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>■ Mock examination feedback generating a next steps action plan.</li> <li>■ The conceptual knowledge of the authorial intentions of the writers and the themes emanating from the poetry</li> <li>■ The procedural knowledge of how to write a thematic essay, exploring a writer’s didactic purpose.</li> <li>■ The procedural knowledge approaching unseen poetry.</li> </ul> <p><b>Language: Paper 1 19th Century Fiction and Imaginative Writing</b></p> <p><b>Students will be re-taught as revision:</b></p> <ul style="list-style-type: none"> <li>■ The conceptual knowledge of text analysis of a 19th Century fiction, building from Year 10.</li> <li>■ The procedural knowledge of evaluation of texts</li> <li>■ The procedural knowledge of how to construct an answer for language and structure and evaluation to meet exam requirements.</li> <li>■ The conceptual knowledge of the conventions of imaginative writing.</li> <li>■ The procedural knowledge of plotting and writing an imaginative story to meet the needs of audience and purpose.</li> </ul>	<b>Assessment</b>
			<p>Paper 1 Literature as mock examination in November.</p> <p>Paper 2 Language as mock examination in November.</p>

Spring Term	Half Term 3	Half Term 4	Assessment
	<p><b>Literature: Revision of 19<sup>th</sup> Century Novel and Consolidation of Poetry Cluster.</b></p> <p><b>Students will be re-taught as revision:</b></p> <ul style="list-style-type: none"> <li>■ The conceptual knowledge of authorial intention and themes emanating from the text, building on the knowledge from the autumn term and Year 10.</li> <li>■ The conceptual knowledge of contextual issues surrounding the text-literary, social, historical and the context of reception.</li> <li>■ The procedural knowledge of language and structure analysis, and thematic essay writing.</li> </ul> <p><b>Language: Paper 1 19<sup>th</sup> Century Fiction and Imaginative Writing</b></p> <p><b>Students will be re-taught as revision:</b></p> <ul style="list-style-type: none"> <li>■ Consolidation of approaches to language and structure analysis, evaluation and imaginative writing.</li> </ul>	<p><b>Literature: Revision of Modern Novel or Play</b></p> <p><b>Students will be re-taught as revision:</b></p> <ul style="list-style-type: none"> <li>■ Consolidation of knowledge of the modern play or prose and procedural knowledge regarding language and structure and thematic essays.</li> </ul> <p><b>Language: Revision of Paper 2 Non-Fictional and Transaction Writing.</b></p> <p><b>Students will be re-taught as revision:</b></p> <ul style="list-style-type: none"> <li>■ Procedural knowledge of language and structure analysis of non-fiction texts.</li> <li>■ Procedural knowledge of evaluation of non-fiction texts</li> <li>■ Procedural knowledge of comparison of non-fiction texts in terms of theme, content, audience, language and structure.</li> <li>■ Procedural knowledge of transactional writing including engagement of audience,</li> </ul>	<p>Paper 2 Literature as mock examination</p> <p>Paper 1 Language as mock examination.</p>

Summer Term	Half Term 5	Half Term 6	Assessment
	<p><b>Literature: Revision</b></p> <p><b>Students will be taught:</b></p> <ul style="list-style-type: none"> <li>■ Consolidation of conceptual knowledge of the 19<sup>th</sup> century literature and the Modern play or novel and the poetry cluster.</li> <li>■ Consolidation of the procedural knowledge for answering the examination style questions including language and structure and thematic.</li> </ul> <p><b>Language: Revision</b></p> <p><b>Students will be taught:</b></p> <ul style="list-style-type: none"> <li>■ Consolidation of procedural knowledge for both language paper 1 and paper 2.</li> </ul>	<p><b>GCSE Examinations Take Place.</b></p>	<p><b>Language:</b> Questions from Paper 1 and Paper 2</p> <p><b>Literature:</b> Questions from Paper 1 and Paper 2</p>

<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework:</b>
<ul style="list-style-type: none"> <li>■ <a href="http://www.bbc.co.uk/bitesize/subjects/zckw2hv">www.bbc.co.uk/bitesize/subjects/zckw2hv</a></li> <li>■ <a href="http://www.bbc.co.uk/bitesize/subjects/zr9d7ty">www.bbc.co.uk/bitesize/subjects/zr9d7ty</a></li> <li>■ <a href="http://www.youtube.com/user/mrbruff">www.youtube.com/user/mrbruff</a></li> <li>■ <a href="http://qualifications.pearson.com/en/subjects/english.html">qualifications.pearson.com/en/subjects/english.html</a></li> </ul>	<ul style="list-style-type: none"> <li>■ Regular preparation of exam questions</li> <li>■ Bedrock Learning</li> <li>■ GCSE Pod</li> </ul>