

Key stage 4 (Tubman)

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
	Macbeth and coursework 1 iGCSE (writing to narrate)	ACC and coursework 2 iGCSE (writing to describe)	AIC and coursework 3 (Writing to discuss, argue and/or persuade in response to a text or texts)	iGCSE component 1 skills	Revision skills for final exams iGCSE Lang and GCSE Lit.	Speaking and listening tasks
	Intent 'what the pupils will be learning'	Implementation 'how will it be delivered to the pupils'		Impact 'what are the outcomes for the pupils'		
Year 1 (Year 10 23-24)	Throughout this course students will learn the plot, characters, themes and language of each of the set texts, progressing from their individual starting points. They will develop their cultural capital and awareness of global issues through learning about the social and historical context. Students will learn how to adapt their writing to suit the audience and purpose of the task. They will develop their reading skills, learning how to read for meaning and the differences between explicit and implicit meanings.	<p style="text-align: center;">Autumn</p> <p>Weekly poetry lessons will start with the war poems, alongside studying Macbeth focusing on the fatal flaws within his character. Students will use the concept of "hamartia" to plan and write their own narrative. Through their studies of ACC students will learn about the social and historical context of Victorian London and attitudes towards the poor. Extracts from relevant texts will support the planning and writing of their descriptive writing coursework, focusing on the sense of smell.</p>		<p>Some pupils will be able to:</p> <ul style="list-style-type: none"> • Use PEE/PEEL when writing a response to the set texts. • Comment on the themes in each of the set texts, linking themes to events, characters and social and historical context using relevant quotes to support ideas. • Make deliberate and effective use of a range of writing techniques to engage and interest the reader, shaping writing for deliberate effect. • Re—draft and improve written coursework, adapting and shaping writing to increase impact on the reader. 		
		<p style="text-align: center;">Spring</p> <p>Weekly poetry lessons will continue, focusing on the poems linked to conflict of identity. Students will study AIC and focus on issues such as gender, diversity and poverty, making links to prior learning and considering how attitudes have changed over time. Students will complete their final piece of written coursework, writing a response to relevant text which is thematically linked to the issues in the play. They will be introduced to the iGCSE reading exam and the assessment objectives being tested by reading carefully selected texts and answering questions in the style of the exam, self and peer assessing their work against specific criteria.</p>		<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Will be able to make reference to events from the set texts to support their comments. • Link events in the set texts to the social and historical context. • Deliberately use some writing techniques to engage and interest the reader. • Re-draft and improve coursework, taking on board teacher feedback and building on this to improve work and grade. 		
		<p style="text-align: center;">Summer</p> <p>Students will read, annotate and discuss exemplar material for iGCSE Lang and GCSE Lit including mark schemes, learning how the examiners apply the mark schemes and learning exam techniques that they can apply themselves. Speaking and listening tasks will create opportunities for both formal and informal talk including drama tasks and formal presentations.</p>		<p>All pupils will be able to:</p> <ul style="list-style-type: none"> • Pupils will learn the plot of each of the set texts. • Adapt their writing to match the audience and purpose of the task, ensuring that they complete each of the 3 pieces of coursework for iGCSE English Language, completing 3 X 500-800 word writing responses. • Evidence their ability to re-draft and improve their writing, meeting the requirement for accreditation with iGCSE. 		

Measured by – Formative Assessment, Pupil Self-assessment, peer assessment, SOLAR levels and accreditation through Cambridge iGCSE English Language and Pearson GCSE English Literature.

Key stage 4 (Tubman)

Key stage 4 (Tubman)						
Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)	
Macbeth and coursework 1 iGCSE (writing to narrate)	ACC and coursework 2 iGCSE (writing to describe)	AIC and coursework 3 (Writing to discuss, argue and/or persuade in response to a text or texts)	iGCSE component 1 skills	Revision skills for final exams iGCSE Lang and GCSE Lit.	Speaking and listening tasks	
Intent 'what the pupils will be learning'	Implementation 'how will it be delivered to the pupils'		Impact 'what are the outcomes for the pupils'			
<p>Throughout this course students will build on their existing knowledge of each of the set texts, making progress from their individual starting points. Flexible planning will allow for opportunities to stretch individuals through exploring psychological and sociological approaches to texts, considering the motivations behind the characters and the authorial intention. Students will learn how to adapt their writing to match the audience and purpose of the task. They will learn to read accurately and distinguish the difference between explicit and implicit meanings.</p>	<p>Autumn Establish current level of understanding and develop learning from starting point, beginning with secure understanding of plot, then character then themes. Study Freud's theory of personality, Marxism, the 1834 Poor Law and social commentary from Victorian London. Use this knowledge to support planning and writing narrative and descriptive writing tasks (500-800 words each).</p>		<p>Some pupils will be able to:</p> <ul style="list-style-type: none"> • Use PEE/PEEL when writing a response to the set texts. • Comment on the themes in each of the set texts, linking themes to events, characters and social and historical context using relevant quotes to support ideas. • Make deliberate and effective use of a range of writing techniques to engage and interest the reader, shaping writing for deliberate effect. • Re—draft and improve written coursework, adapting and shaping writing to increase impact on the reader. 			
	<p>Spring Establish current level of understanding and develop from individual starting point. Re-visit prior learning of psychological and sociological concepts to explore themes and issues in AIC. Research current affairs to identify suitable text for final piece of written coursework (response to text). Introduce the iGCSE reading exam and the assessment objectives being tested by reading carefully selected texts and answering questions in the style of the exam, self and peer assessing their work against specific criteria.</p>		<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Will be able to make reference to events from the set texts to support their comments. • Link events in the set texts to the social and historical context. • Deliberately use some writing techniques to engage and interest the reader. • Re-draft and improve coursework, taking on board teacher feedback and building on this to improve work and grade. 			
	<p>Summer Students will read, annotate and discuss exemplar material for iGCSE Lang and GCSE Lit including mark schemes, learning how the examiners apply the mark schemes and learning exam techniques that they can apply themselves. Speaking and listening tasks will create opportunities for both formal and informal talk including drama tasks and formal presentations.</p>		<p>All pupils will be able to:</p> <ul style="list-style-type: none"> • Pupils will learn the plot of each of the set texts. • Adapt their writing to match the audience and purpose of the task, ensuring that they complete each of the 3 pieces of coursework for iGCSE English Language, completing 3 X 500-800 word writing responses. • Evidence their ability to re-draft and improve their writing, meeting the requirement for accreditation with iGCSE. 			

Measured by – Formative Assessment, Pupil Self-assessment, peer assessment, SOLAR levels and accreditation through Cambridge iGCSE English Language and Pearson GCSE English Literature.