

Autumn Term One -Freedom and Equality						
			Thematic Lesson Focus	Creative Writing Lesson Focus	Homework	Assessment Reflection and Progress (RAP)
Autumn 1	04.09.23	Week 1	<p>Enquiry Question: How does Steinbeck show the importance of context in the novel 'Of Mice and Men'?</p> <p>Contextual Focus: Introduction to the context – 1930s America. Information surrounding the Great Depression.</p> <p>Analysis Focus: How language is used in the opening of the novella and how this connects to context. How people treat each other/ how the language reflects the difficulty of the time.</p> <p>Reading Focus Secondary Material: 'The Grapes of Wrath' by Steinbeck</p>	<p>Revision of Sentence Types: Revisit complex sentences from Year 7/8 linked to persuasive writing. Dissect an opinion piece to show understanding of sentence types previously used in non-fiction writing.</p>	<p>Wider Reading: The Great Depression</p>	
	11.09.23	Week 2	<p>Enquiry question: How does Steinbeck use language to describe the setting?</p> <p>Enquiry question: How do the characters of Lennie and George compare and how does Steinbeck explore their differences?</p> <p>Analysis Focus: Understand writer's intent Analyse language and making inferences about Lennie and George.</p> <p>Reading Focus Secondary Material: Extract depicting an idyllic setting by comparing 'Of Mice and Men' to another description.</p> <p>Writing Focus: Summarise the key differences between Lennie and George using epithets. Revise Couch to 5K writing skills.</p>	<p>Creative Sentence Types: Introduce 'almost, almost, when' sentence type. Make a link to persuasive writing and the use of repetition.</p>	<p>Knowledge: Recall on Wall Street Crash contextual information.</p>	<p>RAP: SPAG</p>
	18.09.23	Week 3	<p>Enquiry Question: How is language used in order to make inferences about key characters on the ranch?</p> <p>Reading Focus: How does the American Dream relate to George and Lennie's dream?</p> <p>Analysis Focus: Extended Response: How is Candy presented? Use excellent epithets for Candy. What themes are connected to Candy?</p>	<p>Creative Sentence Types: Introduce 'without, without' sentence type. Make a link to persuasive writing and the use of repetition.</p>	<p>Wider Reading: Article Racism in 1930s America</p>	

			Reading Focus Secondary Material: -Text focussing on Boo Radley 'To Kill a Mocking Bird.'			
25.09.23	Week 4	<p>Enquiry question: How does Steinbeck use language to present characters across the ranch?</p> <p>Enquiry Question: How did 1930's America influence glamour, feminist views and beauty?</p> <p>Reading/Analysis Focus: The presentation of Curley and Curley's Wife. Comparison of Curley's wife to 1930's movie stars.</p> <p>Reading Focus: Poem 'Sympathy' by Paul Dunbar. Methods have meaning. What key message is being conveyed through the poem? How does this reflect American society in 1930's?</p>	Creative Sentence Types: Introduce the 'last word; first word' sentence type. Revise the use of the semicolon and link to persuasive writing.	Analysis Skill: Analysis of Language using an extract taken from the text	RAP: Key Vocabulary	
02.10.23	Week 5	<p>Enquiry Question: How does Steinbeck present power struggles in the opening of Chapter Three?</p> <p>Enquiry Question: What similarities can be drawn between characters on the ranch?</p> <p>Enquiry Question: How were women presented in the 1930s and how did some women choose to rebel against this representation?</p> <p>Reading Focus: Analyse the presentation of the power struggle on the ranch. Compare George and Slim. Analysis of language used to present the two characters.</p> <p>Analysis Focus: Use of symbolism in the novella.</p> <p>Reading Focus Secondary Material: Poem by Charlotte Perkins Gilman 'We, as women!' Explore how women were presented in the 1930s through the poem.</p>	Planning Writing: Using a question linked to the texts studied to plan persuasive writing.	Wider Reading: Language analysis linked to setting in 'Great Gatsby'		
09.10.23	Week 6	<p>Enquiry Question: How does Steinbeck use foreshadowing in his novel?</p> <p>Enquiry Question: How does Steinbeck use language to try and influence our views of characters?</p>	Slow Writing: Apply sentence types taught to writing the opening to persuasive writing.	Wider Reading: Roles of women in 1930's America	RAP: Methods Have Meaning	

			<p>Reading Focus: What is foreshadowing and what is being foreshadowed in the novella at this point? Why are Lennie and George fighting? Who has the most dominance in the fight and how does this change? Link to how Curley is presented as violent.</p> <p>Analysis Focus: Extended response. How does Steinbeck present Curley as a violent character?</p> <p>Reading Focus Secondary Material: Poem by Charlotte Perkins Gilman 'We, as women!' Explore how women were presented in the 1930s through the poem.</p>			
16.10.23	Week 7	<p>Enquiry Question: How does Steinbeck develop the theme of segregation throughout his novella?</p> <p>Reading Focus: How is Crooks presented? Wider themes of racism and segregation explored through the character of Crooks.</p> <p>Reading Focus: Secondary Material: Jim Crows Laws, working through segregation in 1930s America. How is racism presented in this section of the novella?</p> <p>Reading Focus Secondary Material: Poem by Charlotte Perkins Gilman 'We, as women!' Explore how women were presented in the 1930s through the poem. Comparative response with Paul Dunbar poem 'Sympathy.'</p>	<p>Slow Writing: Apply sentence types taught to developing the middle section of persuasive writing.</p>	<p>Couch to 5k Skills: Thesis statement writing linked Curley's wife.</p>	<p>RAP: Couch to 5k Skills Compare texts</p>	
23.10.23	Week 8	<p>Enquiry Question: How do writers use foreshadowing in the novella?</p> <p>Enquiry Question: How does the death of Curley's wife impact each character?</p> <p>Enquiry Question; How do writers use rhetorical questions in their writing for effect?</p> <p>Reading Focus: How does Steinbeck use foreshadowing in the novella? Who is to blame for the murder of Curley's wife?</p>	<p>Slow Writing: Edit and redraft persuasive writing from previous lessons.</p>	<p>Wider Reading: Contextual Information Jim Crows Laws</p>		

			How do the characters react to the death of Curley's wife? Reading Focus Secondary Material: Poem 'Strange Fruit' Explore the racism described in the poem and how it is presented.			
Autumn Term Two -Freedom and Equality						
Autumn 2	06.11.23	Week 1	Enquiry Question: How are the characters' reactions portrayed in the novella? Analysis Focus: Evaluate George's actions: Was his reaction that of a true friend? Read the opening and the ending of the novel and compare. Extended analytical response: How does Steinbeck present friendship? Reading Focus Secondary Material: Poem 'Strange Fruit' Planning an analytical paragraph.	Creative Sentence Types: Use of effective rhetorical questions linked to persuasive writing.	Knowledge: Key themes from novella	
	13.11.23	Week 2	Enquiry Questions: How does Steinbeck use language to present specific characters? Enquiry Question: How are devices used to create memorable and impactful speeches? Analysis Focus: Recap of Lennie's character linked to theme of innocence and how Lennie is depicted as a child. Reading Focus Secondary Material: Poem 'Strange Fruit' Writing an analytical paragraph following Couch to 5k progression.	Creative Sentence Types: Revisit the use of the writer's aside and its use in persuasive writing.	Knowledge: Writer's Intentions:	RAP: Couch to 5k Skills Compare texts
	20.11.23	Week 3	Enquiry Question: How are power and violence different? Analysis Focus: Recap theme of power and compare characters Recap theme of violence: How is this different to power? Do all violent characters have power? Write a response linked to themes in the novella. Reading Focus Secondary Material: Still I Rise poem by Maya Angelou	Planning Writing: Using a question linked to the texts studied plan persuasive writing.	Wider Reading: Article about Emmett Till linked to the treatment of Crooks.	
	27.11.23	Week 4	Analysis Focus: Recap key theme of friendship using quotes from across the novella, planning an essay response to a question around friendship. Thesis	Slow Writing: Use sentence types taught including rhetorical questions and writer's aside to write the opening to a persuasive speech.	Wider Reading: Biography of Maya Angelou	

			statements/ topic sentences following Couch to 5k progression. Reading Focus Secondary Material: Still I Rise poem by Maya Angelou			
	04.12.23	Week 5	Analysis Focus: Key theme of setting. Consider extracts from across the novella about the setting. Analyse use of language. Write a Couch to 5k paragraph. Reading Focus Secondary Material: Still I Rise poem by Maya Angelou. Compare with the message given in 'We as Women' Charlotte Perkins Gilman.	Slow Writing: Edit and redraft persuasive writing from previous lessons.	Wider Reading: Selected poems Maya Angelou	RAP: Key Vocabulary
	11.12.23	Week 6	Consolidation Week Teachers to focus on key Couch to 5K writing skills as needed for their individual classes.	Slow Writing: Continue to develop persuasive speech using discourse markers.	Skill: Revision of Couch to 5k skills.	
	18.12.23	Week 7	Consolidation Week Teachers to focus on key Couch to 5K writing skills as needed for their individual classes.	Slow Writing: Edit and redraft persuasive writing from previous lessons.	Knowledge: Revision of key vocabulary from the unit.	Assessment 1
Spring Term One - Suppression and Revelation						
Spring 1	08.01.24	Week 1	Enquiry Question: How does context influence what a writer writes? What is the context behind Context Focus: 'What is immigration?' How realistic is the American Dream for an immigrant? How relevant is the American Dream in the 21 st Century. Introduction to Arthur Miller as a play write. Reading Focus: Introduction to the play. Conventions of a tragedy. Analysis Focus: The Prologue. What is the significance of the prologue? Introduction of Alfieri and his role as the narrator making links to a Greek chorus.	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Wider Reading: Context of the play: Overview of Immigration and America.	RAP: SPAG
	15.01.24	Week 2	Enquiry Question: What can we infer about the characters as they are introduced? What links can be made between A View From the Bridge and texts previously studied? Reading Focus The Opening of the Play Focus on the introduction of the key characters.	Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus	Wider Reading: The Life and Works of Arthur Miller	

			<p>Analysis Focus: Stage directions and what they reveal about the characters and their relationships.</p> <p>Writing Focus Couch to 5K: Analysis of Catherine and Eddie's relationship.</p>			
22.01.24	Week 3	<p>Enquiry Question: What different types of love does Miller explore in the play?</p> <p>Reading Focus: Look at the story of Vinnie Bolzano. Why has Miller included this information at this point in the play? Discuss the morality of them breaking the law harbouring illegal immigrants v codes of honour and community spirit, which are more important. What can the story be foreshadowing?</p> <p>Reading Focus: Arrival of the Cousins. Discuss the impact of the cousins on the Carbone household.</p> <p>Analysis Focus: Analysis of the song 'Paper Doll'</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: The Features of a Greek Tragedy</p>	<p>RAP: Key Vocabulary</p>	
29.01.24	Week 4	<p>Enquiry Question: What was the role of women in the 1950s and how does this relate to the play?</p> <p>Reading Focus: Eddie's view of Rodolpho and the impact it may have on his and Catherine's relationship.</p> <p>Analysis Focus: How is masculinity presented and what inferences can be made?</p> <p>Reading Focus: Catherine and Beatrice. Teach the term 'motif.' How is the theme of 'womanhood' explored in this exchange?</p> <p>Secondary Reading Material Focus: Honour Killing by Imtiaz Dharkar. How does this poem explore ideas of identity? How does it link to ideas of womanhood?</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: Tragic Heroes in Literature</p>		
05.02.24	Week 5	<p>Enquiry Question: How does Miller use methods to create meaning?</p> <p>Reading Focus: Eddie visits Alfieri. What is the significance of the simile 'his eyes were like tunnels?' How are the characters of Alfieri and Eddie portrayed in this scene?</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills: Use of stage directions and how they support characterisation.</p>	<p>RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language</p>	

			<p>Reading Focus: Use of stage directions to convey the thoughts and feelings of the characters.</p> <p>Analysis Focus: How have the relationships between the characters changed? How has Catherine developed as a character?</p>			<p>Evaluate the Writer's Intent Link to big ideas Compare texts</p>
Spring Term Two - Suppression and Revelation						
Spring 2	19.02.24	Week 1	<p>Enquiry Question: How does Miller use the conventions of a tragedy in the final part of the play?</p> <p>Reading Focus: Teach the term 'peripetia' Oracy opportunity. Where in the play does Eddie's peripetia occur?</p> <p>Analysis Focus: Teach the term 'pathos.' How is pathos shown in this part of the play?</p> <p>Secondary Material Reading Focus: Extract from Othello Honour and Reputation.</p> <p>Reading Focus: Arrest of Marco and Rodolpho Link back to the code of omerta. Revisit tenor/vehicle/ground through the extended metaphor used by Catherine.</p> <p>Reading Focus: End of the play. Oracy task: Thoughts and feelings on the outcome of the play. Teach the word 'catharsis' and how this applies to the play. What does Alfieri's speech reveal about his thoughts and feelings?</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Wider Reading: Article linked to Arthur Miller</p>	<p>RAP: Methods Have Meaning</p>
	26.02.24	Week 2	<p>Enquiry Question: How does Miller present Eddie as a tragic hero?</p> <p>Analysis Focus: Responding to the whole text. How has the character of Eddie been presented in the play as a whole? Planning and preparation for an extended response linked to the presentation of Eddie. Identify points in the play on a timeline which show the character arc of Eddie.</p> <p>Analysis Focus: Responding to the whole text Analysis of key words: Couch to 5K – focus on the effects of key words and techniques. Students to write extended response from 1-5 of Couch to 5K.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills: Analyse the relationship between Eddie and Catherine.</p>	

	04.03.24	Week 3	<p>Enquiry Question: How does Miller present the character of Catherine in the play?</p> <p>Analysis Focus: Catherine. Responding to the whole text. How has the character of Catherine been presented in the play as a whole? Planning and preparation for an extended response linked to the presentation of Catherine.</p> <p>Analysis Focus: Analysis of key words: Couch to 5K. Focus on the effects of key words and techniques. To write extended response from 1-5 of Couch to 5K.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Skills: Revision of Couch to 5K analytical writing.</p>	<p>RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer's Intent Link to big ideas Compare texts</p>
	11.03.24	Week 4	<p>Enquiry Question: How does Miller use symbolism in the play?</p> <p>Analysis Focus: Analysis of the use of Brooklyn Bridge, high heels linked to Catherine and symbols of femininity. Look at the use of the term 'Madonna' Symbols linked to masculinity Use of the chair, cigar and knife.</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Knowledge: Revision of Key Vocabulary</p>	
	18.02.24	Week 5	<p>Enquiry Question: How are key themes presented in A View From the Bridge?</p> <p>Analysis Focus: Respect and Reputation. How is this theme explored in the play through the character of Eddie?</p> <p>Oracy Focus: Justice and the Law. Are justice and the law the same thing? 'What is illegal is not always wrong, and what is legal is not always just'</p> <p>Analysis Focus linked to Context: Immigration and the American Dream. How is this theme explored through the characters of Marco and Rodolph</p>	<p>Reading For Pleasure: Class Novel One of Us is Lying by Karen M. McManus</p>	<p>Creative Writing: Writing in role as Marco.</p>	<p>RAP: Key Vocabulary</p>
Summer Term One - Loyalty and Betrayal						
Summer 1	08.04.24	Week 1	<p>Enquiry Question: What are the key conventions that are considered as part of the Gothic genre and how are these reflected in the opening of WH symbolic of the Gothic?</p> <p>Reading Focus: Chapters 1- 3 of Wuthering Heights focusing on Gothic conventions of</p>	<p>Revision of Sentence Types: Revisit complex sentences from Year 7/8 linked to descriptive Dissect a gothic description to show understanding of sentence types previously used in fiction writing.</p>	<p>Wider Reading: The Origins of the Gothic.</p>	

			<p>the text and introduction of Mr Lockwood, Catherine and Heathcliff.</p> <p>Reading Focus Secondary Material: The Castle of Otranto and The Mysteries of Udolpho focusing on presentation of Gothic conventions.</p> <p>Creative Writing Focus: Analysis of presentation of Gothic conventions.</p>			
15.04.24	Week 2	<p>Enquiry Question: How does Bronte present Cathy and Heathcliff as Outsiders?</p> <p>Reading Focus: Wuthering Heights Chapters 4 – 6. Style of narration and presentation of tension in family relationships. The role of the outsider in the text.</p> <p>Reading Focus Secondary Material: Jane Eyre. Compare settings with Wuthering Heights. Focus on the role of the narrator and character feelings as the outsider.</p> <p>Creative Writing Focus: Planning a Gothic description using personification and pathetic fallacy.</p>	<p>Creative Sentence Types: Introduce the ‘three-adjective punch’ sentence type linked to pathetic fallacy used in gothic fiction.</p>	<p>Wider Reading: Gothic Motifs.</p>		<p>RAP: SPAG</p>
22.04.24	Week 3	<p>Enquiry Question: To what extent is Heathcliff’s social position responsible for the misery and conflict so persistent in the book?</p> <p>Reading Focus: Wuthering Heights Chapters 7 – 9. Growing tensions within Heathcliff and Cathy’s relationship due to social status. Focus on Catherine and her change in character.</p> <p>Reading Focus Secondary Material: The Werewolf. Gothic Imagery of violence.</p> <p>Creative Writing Focus: Description of Gothic setting.</p>	<p>Creative Sentence Types: Introduce the ‘simile start’ sentence type to describe the weather in gothic fiction. Link to personification.</p>	<p>Skills: Comparison of key characters.</p>		<p>RAP: Key Vocabulary</p>
29.04.24	Week 4	<p>Enquiry Question: How is Heathcliff characterised as the antihero of the novel?</p> <p>Reading Focus: Wuthering Heights Chapters 10-12. The transformation of Heathcliff.</p> <p>Reading Focus Secondary Material: The Yellow Wallpaper. Presentation of women.</p> <p>Creative Writing Focus: Analysis of presentation of Gothic characters.</p>	<p>Creative Sentence Type: Introduce the ‘double-adverb’snap. Apply to a description of the weather in a gothic setting.</p>	<p>Wider Reading: Context linked to courtly love and relationships.</p>		<p>RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer’s Intent Link to big ideas Compare texts</p>

	06.05.24	Week 5	<p>Enquiry Question: How does Bronte present several types of love through character relationships in the book?</p> <p>Reading Focus: Wuthering Heights Chapters 13-15. Presentation of love.</p> <p>Reading Focus Secondary Material: Beloved. Exploring the inner passion of the female.</p> <p>Creative Writing Focus: Sentence types used in the presentation of Gothic characters.</p>	<p>Slow Writing: Apply sentence structures to a gothic description.</p>	<p>Knowledge: Character development.</p>	
	13.05.24	Week 6	<p>Enquiry Question: Can I analyse Catherine's character development so far?</p> <p>Reading Focus: Development of Cathy's character leading to analytical writing using thesis statements and topic sentences.</p> <p>Reading Focus Secondary Material: The Oval Portrait. Growing tension within a text</p> <p>Creative Writing Focus: Planning to write a paragraph on a gothic character.</p>	<p>Slow Writing: Edit and Redraft writing from previous lesson.</p>	<p>Creative Writing: Supernatural Imagery</p>	<p>Assessment 2</p>
	20.05.24	Week 7	<p>Enquiry Question: Can I analyse Catherine's character development so far?</p> <p>Writing Focus: Development of analytical writing using thesis statements and topic sentences. Edit and redraft.</p> <p>Reading Focus Secondary Material: Ann Radcliffe: Male and Female Gothic.</p> <p>Creative Writing Focus: Writing of a paragraph on a gothic character using planning from previous lesson.</p>	<p>Developing Characterisation: Development of characterisation. Make links to Heathcliff from Wuthering Heights.</p>	<p>Creative Writing: Diary entry from the perspective of Catherine.</p>	
Summer Term Two - Loyalty and Betrayal						
Summer 2	03.06.24	Week 1	<p>Enquiry Question: How does Bronte use the supernatural in Wuthering Heights?</p> <p>Reading Focus: Wuthering Heights Chapters 16 – 18. Presentation of the supernatural.</p> <p>Reading Focus Secondary Material: Rebecca. The role of relationships and the impact on the mind and inner struggle.</p> <p>Creative Writing Focus: Dialogue-focused creative writing focusing on constructing a flashback from Heathcliff's perspective.</p>	<p>Developing Characterisation: Development of characterisation. Make links to Heathcliff from Wuthering Heights.</p>	<p>Knowledge: Consolidation of key vocabulary.</p>	
	10.06.24	Week 2	<p>Enquiry Question: To what extent does it seem that history is repeating itself with the younger generation?</p>	<p>Dissecting Writing: Recap the four part story structure of setting, character, flashback and return to setting with a</p>	<p>Wider Reading: Parallel characters in the text.</p>	<p>RAP: Methods Have Meaning</p>

			<p>Reading Focus: Wuthering Heights Chapters 19 – 22 Parallels between the two generations in the text.</p> <p>Reading Focus Secondary Material: Great Expectations. Second generation and disappointment/cruelty in treatment of others.</p> <p>Creative Writing Focus: Discussion and planning of flashback through oracy task prior to writing.</p>	change. Annotate a range of flashbacks for techniques used to start the flashback.		
17.06.24	Week 3	<p>Enquiry Question: How does Bronte use time as a structural technique throughout Wuthering Heights?</p> <p>Reading Focus: Wuthering Heights Chapters 23 – 26 Explore how the narrative structure of the story evokes fear and tension, as well as adding to the repetitive, never-ending nature of the events taking place.</p> <p>Reading Focus Secondary Material: The Strange Case of Dr Jekyll and Mr Hyde – The role of fear and lack of control.</p> <p>Creative Writing Focus: Analysis of modelled writing linked to flashbacks and dialogue.</p>	Creative Sentence Types: Using the end loaded sentence type to signal a flashback.	Knowledge: Characteristics of a villain.		
24.06.24	Week 4	<p>Enquiry Question: How does Bronte portray Heathcliff as inherently evil?</p> <p>Reading Focus: Wuthering Heights Chapters 27 – 30 Heathcliff’s presentation as an evil, malevolent patriarch and Byronic hero.</p> <p>Reading Focus Secondary Material: The Mysteries of Udolpho. The exploration of vulnerable women</p> <p>Creative Writing Focus: Use their previous work to write their own flashback from Heathcliff’s perspective.</p>	Creative Sentence Types: Using a range of sentence types to signal the end of a flashback.	Skills: Thesis statements to topic sentences revision.	RAP: Couch to 5k Writing Skills Thesis Statements Topic Sentences Embedding Evidence Analysing Language Evaluate the Writer’s Intent Link to big ideas Compare texts	
01.07.24	Week 5	<p>Enquiry Question: What is the nature of love in the novel, that it can be connected so closely to vengeance?</p> <p>Reading Focus: Wuthering Heights Chapters 31 – 34. Read and discuss how love is linked to vengeance and its role in Gothic fiction.</p> <p>Reading Focus Secondary Material: Frankenstein. Breaking of taboos and violation societal norms.</p>	Slow Writing: Apply sentence types taught to writing a flashback.	Skills: Embedding evidence revision.		

			Creative Writing Focus: Whole Class Feedback and red pen improvements informed by teacher marking/feedback.			
08.07.24	Week 6	Consolidation Week: Teachers to focus on skills that need developing for their individual groups.	Slow Writing: Edit and Redraft description from previous lesson.	Knowledge: Context revision.	RAP: Key Vocabulary	
15.07.24	Week 7	Consolidation Week: Teachers to focus on skills that need developing for their individual groups.	Slow Writing: Edit and Redraft description from previous lesson.	Knowledge: Key vocabulary from the unit of work.		

