



# ENGLISH

## Year 7-11 Subject Learning Scheme 2017-2018



Year 7 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Pupils will have 4 lessons a week. One of these will be a library lesson dedicated to reading using the <b>Accelerated Reader Programme.</b>	<b><u>New Beginnings.</u></b> Introductory unit of work with a textual focus on the author David Almond. Key text: 'Skellig.'	<b><u>Creative Writing:</u></b> Writing an original creative text.	<b><u>Non-fiction texts and:</u></b> A unit of work based around the analysis of the features of non-fiction texts.	<b><u>Formal Presentations:</u></b> Preparing and giving a formal presentation.	<b><u>An introduction to the life and times of Shakespeare's theatre:</u></b> A unit of work that explores the work of William Shakespeare.	<b><u>An introduction to pre and post 1914 poetry:</u></b> A unit of work based around poetry from Pre and Post 1914
<b>Prior Teaching and Learning</b>	On entry in 2015, pupils are likely to have studied the previous 'National Curriculum.' Varied experiences of class novel study likely.	Pupils will have had lots of experiences in creative writing at KS2.	Pupils will have covered some aspects of non-fiction texts at KS2.	Pupils are likely to have given presentations but these may not be formal.	Not all pupils will have studied Shakespeare at KS2.	Pupils will have read and written some poetry at KS2.
<b>Key Learning and Activities.</b>  <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul>	<b><u>Transition unit</u></b> Reading a contemporary novel. Learning new vocabulary. Showing understanding of a text; including themes. Writing for a particular purpose, audience and form. <b><u>Novel focus</u></b> Making inferences and using evidence. Summarising ideas Studying setting, plot and characterisation. Knowing how language and text structure present meaning. Making comparisons.	<b><u>Creative writing</u></b> Writing a sustained story. Applying new vocabulary. Applying grammar and text structure and the appropriate form. Planning, editing and proof reading. Varying sentences for clarity and effect.	<b><u>Reading and Writing Non Fiction.</u></b> Reading of persuasive texts Knowing the purpose, audience and context. Knowing how text structure presents meaning. Deduce, infer, interpret information. Learning conventions of a persuasive text. Summarising ideas. Identify and comment on writers' views and purpose.	<b><u>Spoken English:</u></b> Using Standard English confidently. Giving short speeches and presentations. Participating in structured discussions. Summarising and/or building on what has been said. Knowing and understanding the differences between spoken and written language	<b><u>Reading Shakespeare</u></b> Relating the play to the social historical context. Studying setting, plot and characterisation. Understanding of how the ideas are communicated effectively through performance. Using dramatic approaches to explore ideas. Exploring language development over time.	<b><u>Analysing Poetry</u></b> Understanding and responding to main ideas. Recognising a range of poetic conventions. Relating texts to the social, historical and cultural contexts in which they were written. Commenting on the language and vocabulary choices. Commenting on the writer's use of organization, structure and layout.

				Formal and informal registers between SE and other varieties of English		
<b>Key Activities promoting SMSC and British Values.</b>	<u>Social Development:</u> Considering the differences between primary and secondary school in the British Education System in preparation for letter task.	<u>Cultural Development:</u> Opportunities to look at the writing of others including other young people. BBC 500 words winners	<u>British Values:</u> Study extracts from at least one persuasive speech taken from British politics relevant from the news of the time.	<u>Social and Moral Development:</u> Discuss the importance of Standard English and the judgements sometimes made about regional accents.	<u>Cultural Development and British Values:</u> Study the cultural differences in Shakespeare's times. Considering the place of Shakespeare in British culture. Opportunity to watch a performance of a Shakespearian play	<u>Spiritual and Moral Development:</u> Study the poem Blessing by Imitaz Dhaker. Discuss the issues prompted by the poem regarding water shortages and religion.
<b>Key Homework</b>	Write a diary entry to record your thoughts and feelings about your first day at Shevington High School.	Write a descriptive piece about a park at midnight.	Write the text for a radio advertisement to persuade people to donate to a charity using persuasive language techniques	Prepare and rehearse for your formal presentation.	Research and report on Shakespeare's life and times.	Write a poem using carefully considered vocabulary on the theme of summer.
<b>Key Assessment incl. dates</b>	Baseline Writing Assessment: Writing an informative letter back to primary school.  Reading: End of half term reading exam. Comprehension style questions. (October)	Writing assessment - a piece of creative writing that demonstrates a high level of technical accuracy and creativity. (December)	Reading Assessment: Comment on how a writer conveys their opinions and comment on their use of persuasive language in a non-fiction text, using PEE paragraphs. (February)	Spoken English: to deliver a formal presentation to an audience To incorporate features of persuasive speech in their talk. (March)	Reading: To analyse a key character from an extract of one of Shakespeare's plays using PEE paragraphs. (May)	Reading: a critical comparison of two poems ONE pre and ONE post 1914 Using PEE paragraphs.  End of Year Exam: (June) A piece of writing.

<b>Year 8 KS3</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
Pupils will have 4 lessons a week. One of these will be a fortnightly library lesson dedicated to reading using the <b>Accelerated Reader Programme.</b>	<b>Challenges. Novel Study:</b> A unit of work with a textual focus on the author <u>Michael Morpurgo</u> . <b>Key Texts:</b> 'War Horse' 'Private Peaceful' 'War of Jenkins' Ear'	<b>Creative Writing:</b> Development of creative writing skills.	<b>Non-fiction texts:</b> A unit of work based around the analysis of the features of non-fiction texts from different time period and media texts.	<b>Formal Presentations/Pre-20 century fiction study.</b> Pupil presentations alongside study of pre-twentieth fiction.	<b>Exploring the work of Shakespeare and a modern dramatist.</b> A unit of work that explores the work of William Shakespeare and a contemporary dramatists.	<b>Analysis of pre and post 1914 poetry:</b> A unit of work based around poetry from Pre and Post 1914 <b>Key poet: Wilfred Owen</b>
<b>Prior Learning</b>	Pupils will build on and revise their prose analysis skills, particularly their ability to use evidence in response to a text.	Pupils will build on and continue to practice the writing skills developed in Y7.	Pupils will have been taught about the key features of non-fiction texts in Y7/KS2.	Pupils build on presentation skills from Y7. They may be studying pre20C non-fiction in depth for the first time.	Pupils were introduced to Shakespeare in Y7. They will now study in greater depth.	Pupils will have studied poetry in Y7. They will now focus in more depth on the poetry of a specific poet.
<b>Key Learning and Activities</b>  <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul>	Studying a contemporary novel. Learning new vocabulary, Showing understanding of the main ideas and themes. Making inferences and referring to evidence. Summarising ideas Studying setting, plot and characterisation. Knowing how language, including figurative language, vocabulary choice and text structure present meaning. Making critical comparisons. Relate texts to social, historical contexts.	Writing a story. Applying the knowledge of literary devices from their reading to enhance impact of writing. Applying a growing knowledge of vocabulary, grammar and text structure and form. Planning, editing and proof reading. Varying sentences for clarity and effect. Applying spelling patterns and rules Focus on grammar and punctuation.	Reading of a range of non-fiction texts. Knowing the purpose, audience and context of the writing. Knowing how text structure and organisational features, presents meaning. Deduce, infer, interpret information. Developing understanding conventions of non-fiction text. Summarising ideas. Studying the effectiveness and impact of the grammatical features of texts.	Using Standard English confidently in a range of formal and informal contexts. Giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions Summarising and/or building on what has been said. Knowing and understanding the differences between spoken and written language	Relating the play to the social historical context. Studying setting, plot and characterisation Understanding of how the ideas of the dramatists is communicated effectively through performance. Using dramatic approaches to explore ideas, themes and character. Exploring language development over time	Understanding and responding to main ideas and viewpoints. Recognising a range of poetic conventions and understanding of these have been used. Relating texts to the social, historical and cultural contexts in which they were written. Commenting on the language and vocabulary choices. Commenting on the writer's use of organization, structure and layout.

				Formal and informal registers between SE and other varieties of English <b>Pre -20<sup>th</sup> Fiction</b>		
<b>Key Activities promoting SMSC and British Values.</b>	<u>Moral Development:</u> Considering the difficult moral decisions that must be made when a country is at war in relation to the novel studied.	<u>Cultural Development:</u> Opportunities to look at the writing of others including other young people. BBC 500 words winners	<u>British Values:</u> Study at least one persuasive speech taken from relevant from the news of the time. e.g David Cameron’s speech on British Values. Malala Yousef’s speech on Education.	<u>Social and Moral Development:</u> Discuss the importance of Standard English and the judgements sometimes made about regional accents.	<u>Cultural Development and British Values:</u> Study the cultural differences in Shakespeare’s times. Considering the place of Shakespeare in British culture. Opportunity to watch a performance of a Shakespearian play.	<u>Spiritual and Moral Development:</u> Study the poetry of Wilfred Owen in relation to war. Discuss the issues prompted by the poem relating to British involvement in wars.
<b>Key Homework</b>	Write a diary entry from the view point of a soldier in WW1	Write a description of a place at different times of the day	Write a magazine article about a traditional British holiday resort.	To write a formal speech on a given topic	Research and write about 2 key characters from a Shakespearian play	<b>To</b> write a poem to be included in a class anthology.
<b>Key Assessment incl. dates</b>	Reading: End of half term reading assessment. Questions based on GCSE exam format. (October)	Writing - a piece of creative writing that demonstrates a high level of technical accuracy and creativity; using an extended vocabulary for effect. (December)	Reading: To comment on how a writer conveys their opinions and comment on their use of persuasive language in a non-fiction text, using PEE paragraphs. (February)	Spoken English: to deliver a formal presentation to an audience To incorporate features of persuasive speech in their talk (March)	Reading: To analyse a key character from a key scene in one of Shakespeare’s plays and a character from the modern play using PEE paragraphs. (May)	Writing: End of Year Exam: A writing task in the style of GCSE exam. Transactional Writing. (June)

<b>Year 9 KS4</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>AQA GCSE English Language and Literature.</b>	<b><u>Explorations in Creative Reading and Writing.</u></b> A unit of work based around providing a link from KS3 to GCSE study. (Based on preparing for AQA GCSE Language Paper1) <b><u>Texts Available:</u></b> Artemis Fowl, Wolf Brother, Of Mice and Men etc.	<b><u>Explorations in Creative Writing:</u></b> Developing descriptive and creative writing skills required for GCSE examination. Reading of some of the poems from AQA Anthology may support this work.	<b><u>Studying Non-Fiction Texts/Spoken English</u></b> A unit of work based around the analysis of the features of non-fiction texts from differing time periods including Pre-20 <sup>th</sup> Century non-fiction. <b><u>Presentations.</u></b> A unit of work based around preparing a formal presentation to be recorded for GCSE assessment.	<b><u>Shakespeare's Romeo and Juliet:</u></b> First reading of the set text in preparation for GCSE examinations. Act 1 will be studied in detail.  (Reading may continue alongside next half term's unit of work)	<b><u>Pre-20<sup>th</sup> C Fiction: The Sign of Four.</u></b> First reading of the opening of this set text in preparation for GCSE assessment.	<b><u>Transactional Writing: Writing in a variety of forms</u></b> A unit of work which focuses on developing writing skills in preparation for examination.  Reading of some of the AQA anthology may run alongside this unit of work
<b>Prior Teaching and Learning</b>	Pupils will build on their learning in relation to studying novels in Y7 and Y8 with increasing level of challenge in the novel studied.	Pupils will build on their learning in Y7 and Y8 with a growing understanding of their ability to craft writing.	Features of non-fiction texts have been studied in Y7 and Y8. Increasing focus on more pre-20 <sup>th</sup> C texts in preparation for GCSE.	Pupils have studied Shakespeare in Y7 and Y8. This will be their first opportunity to begin studying their set text in depth.	Pupils have studied a range of fiction in Y7, 8 and 9. This will be their first opportunity to begin studying their set text in depth.	Pupils will build on their learning in Y7 and Y8 with a growing understanding of their ability to craft writing to suit audience and purpose.
<b>Key Learning</b>  <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul>	Studying a novel. Identifying and interpreting information. Learning new vocabulary. Showing understanding of a text; including how writers use narrative and descriptive detail to engage a reader.	Writing a story Drawing on knowledge of literary devices from their reading to enhance impact of writing Applying a growing knowledge of vocabulary, grammar and text structure and the appropriate form	Revise definition of non-fiction and different types of non-fiction texts. Revise key features of different non-fiction texts Close study of one pre-20 <sup>th</sup> Century non-fiction text and how the writer's perspective is conveyed. Close study of one modern non-fiction text.	Studying key sections of the play including <b>at least</b> the entirety of Act 1. Study of the characters and analysis of characters and themes from individual extracts Study of the context of the play.	Read an extended extract from the novel – at least the first chapter (to be built on in Y10 once selection of text is agreed.) Studying the meaning of the chapter- summarise its ideas Study characters, themes and settings in the chapter.	Studying models of a variety of written examples to inform understanding of the features of effective writing. Writing introductions to texts with impact. Activities to build new vocabulary. Activities in explore different uses of sentence structures

	Making inferences and referring to evidence. Knowing how language, including figurative language, vocabulary choice and text structure present meaning. Analysing the structure of texts.	Planning, editing and proof reading. Varying sentences for clarity and effect.	Comparison of different viewpoints in two thematically linked texts. Preparation of presentation.	Analysis of Shakespeare's language Activities related to understanding and securing a grasp of the storyline of the play.	Activities that develop language analysis skills including using PEE. Revision and expansion of language analysis terminology	Writing a variety of whole texts.
<b>Key Activities promoting SMSC and British Values.</b>	<u>Moral Development:</u> Considering the difficult moral decisions covered in the chosen novel. e.g. the treatment of different groups of people (Of Mice and Men/Fat Boy Swim)	<u>Cultural Development:</u> Opportunities to look at the writing of others including other young people. BBC 500 words winners	<u>British Values:</u> Study of non-fiction texts which allow consideration of the changing values in British culture over time. e.g. the working conditions/laws for young people in Britain at different times.	<u>Cultural and Moral Development:</u> Opportunities to discuss the moral dilemmas relating to the plot of the play. Also cultural importance of R+J in British Literary History	<u>Cultural and Moral Development:</u> Consideration of the place of 'Sherlock Holmes' in British Literary Heritage. Consideration of the moral dilemmas relating to crime presented in the text.	<u>Social and Moral Development:</u> Topics chosen for writing tasks can offer opportunities for moral and social development.
<b>Key Homework</b>	Practice GCSE Reading question	Practice GCSE writing task in the style of Paper 1 with an image as stimulus.	Write a letter applying for a position of responsibility in school.	Write a summary of the storyline of Romeo and Juliet in your own words.	Create a revision map for Sherlock Holmes character.	"Young people have no ambitions." Write an article for a newspaper in which you explain your point of view on this statement.
<b>Key Assessment incl. dates</b>	<b>Reading Assessment:</b> End of half term reading test based on GCSE style questions on modern fiction.  <b>(Week Beginning 5<sup>th</sup> October)</b>	A piece of creative writing that demonstrates a high level of technical accuracy and creativity; using an extended vocabulary for effect.  <b>(Week Beginning 30<sup>th</sup> November)</b>	A formal presentation to be recorded for GCSE Assessment.  <b>(Week beginning 1<sup>st</sup> February)</b>	1 hour assessment on an extract from Act 1 of Romeo and Juliet with a focus on analysing a character's presentation.  <b>(Week Beginning 14<sup>th</sup> March)</b>	End of Year Exam. Shortened version of English Language paper 1. 3 reading questions (recall, summarising, analysing language) and 1 transactional writing task. <b>(May TBC)</b>	Sample Assessment task based on GCSE paper.  <b>(Week Beginning 4<sup>th</sup> July)</b>

<b>Year 10 KS4</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 10</b>	<b>AQA English Language and Literature. (to be examined 100% Exam in Summer 2018)</b>					
	<b>Modern Play: Blood Brothers:</b> A study of the Willy Russell's play in preparation for GCSE Examination.	<b>Anthology Poetry:</b> First reading and study of poems from the AQA Anthology.	<b>Explorations in Creative Reading and Writing</b>	<b>Shakespeare: Romeo and Juliet</b>	<b>Shakespeare cont/ Sign Four</b>	<b>Sign of Four/ Non Fiction</b>
<b>Prior Teaching and Learning</b>	Pupils have studied plays in KS3. This is the first reading of this text.	Pupils have studied poems in Y7-9. This will now move into the set poems for examination.	Previous focus on this at the beginning of Year 9. This unit will develop the skills further.	Act 1 of Romeo and Juliet was studied in detail in Y9. Pupils must now study the rest of the text.	Sign of 4 was last visited at the end of Year 9. Some of this half term will be used to complete the study of Romeo and Juliet	Pupils will continue from last half term as well as focussing on non-fiction. Pupils will have been taught reading skills appropriate to approaching a range of non-fiction texts.
<b>Key Learning</b>  <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul>	Read the whole play. Understand the character storyline, relationships and themes in the play. See the play in performance in video or on stage if possible. Write about the character and themes using evidence from the text. Consider the writer's viewpoints and intention in the play.	Read a selection of poetry– at least 8 poems from AQA Anthology Studying the meaning of the poems- summarise their ideas. Activities that develop poetry analysis skills including using PEE to write about the poetry. Revision and expansion of poetry analysis terminology. Comparing texts.	Review and build on skills developed in year 9 writing unit. Writing own creative Texts. Demonstrate narrative and descriptive skills in relation to a stimulus. Build up an extended writing tool kit. Read and respond to a range of modern extracts from fiction	Build on the learning began in year 9 on the play. Read the rest of the play from Act 2-5. Show an understanding of the whole play, including characters, storylines and themes. Practice questions in the style of GCSE examinations. Sign of Four writing. See the play in performance.	Re-read this set text which was studied at the end of year 9. Develop a good understanding of the whole storyline, characters and events in the story. Develop critical reading skills in relation to writing about the text. (closed book) Develop close analysis skills of short passages as a starting point to a longer answer.	Review the features of non-fiction texts. Practice reading and analysing a range of non-fiction texts including pre-20 <sup>th</sup> C texts. Develop summary skills Develop critical comparison and language analysis skills.
<b>Key Activities promoting SMSC and British Values</b>	<b>Moral Development</b> Discussions about the moral dilemmas associated with the narrative.	<b>Spiritual and Cultural Awareness</b> Discussion of the spiritual and cultural dimensions of	<b>Social and Moral Development:</b> Topics chosen for writing tasks can offer	<b>Moral and Spiritual Development</b> Activities relating to difficult moral and spiritual questions	<b>British Values</b> Consider the British legal system in relation to the context of this detective story.	<b>British values</b> Activities relating to the different expectations and situations reported in the non-fiction text.

		the poems in the poetry collection.	opportunities for moral and social development.	posed by the play about arranged marriage and death.		from different times in British history.
<b>Key Homework</b>	Create a detailed summary of the storyline of Blood Brothers for revision purposes.	Analysis of an unseen poem.	Write the opening of a story about a shocking event.	How far do you think that Shakespeare presents the nurse as having a good relationship with Juliet?	Learn 10 key quotes about Sherlock Holmes from the novel.	Summarise the key points in a set non-fiction text.
<b>Key Assessments inc. dates</b>	Practice Question in the style of GCSE Exam on Blood Brothers <b>(Week beginning 10<sup>th</sup> October)</b>	Practice Question in the format of poetry exam <b>(Week beginning 5<sup>th</sup> December)</b>	Practice reading question in the style of GCSE assessment <b>(Week beginning 6<sup>th</sup> Feb)</b>	Practice Shakespeare question starting with a short extract from the play. <b>(Week Beginning 13<sup>th</sup> March)</b>	Practice question starting with a short extract from the novel. <b>(Week Beginning 24<sup>th</sup> April)</b>	End of Year exams. <b>TBC</b>

<b>Year 11 KS4</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 11</b>	<b>Final Exam Series for AQA GCSE English Language and Literature. Grades 9-1 will be awarded. 100% Examination.</b>					
	<b>Eng Lang Paper 1. Creative Reading and Writing. Complete reading poetry anthology. (weekly poetry session)</b>	<b>English Literature Paper 1. Sign of Four and Romeo and Juliet Revision.</b>	<b>English Literature paper 2. Blood Brothers and Poetry.</b>	<b>English Language Paper 2 - Non- Fiction reading and Writing and Literature Paper 2 Poetry.</b>	<b>Final Revision</b>	Exams Finish in the first week after the half term holidays.
<b>Prior Teaching and Learning.</b>	Pupils will build on their experience of reading quality fiction and writing creatively. Pupils will also build on their poetry work from Y10.	Pupils have studied both texts during y9 and y10 and will now focus on exam technique.	Pupils will have read Blood Brothers but may need to re-read the text at home. Pupils will have studied some of the poetry in y10 and earlier in Y11.	Pupils will build on their experiences of this area of study from Y10.	Pupils will now build on their experience of the whole course to make final preparations.	



<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul>	<p>Review and build on skill developed in year 9 and Y10 writing unit. Writing own creative Texts. Demonstrate narrative and descriptive skills in relation to a stimulus. Build up an extended writer's tool kit. Read and respond to a range of modern extracts including dystopian writing. Reading a weekly poem from the anthology.</p>	<p>Revision of both texts building up useful revision notes and experience of practising questions for the examination. Develop a good grasp of finding key evidence to support a range of questions from throughout the texts.</p>	<p>Revise the characters, storyline, relationships and themes in the play and poetry. See the play in performance in video or on stage if possible. Write about the characters and themes using evidence from the text. Consider the writer's viewpoints and intention in the play and poetry. Consider the language used in the poetry and comparing poems. Practise exam questions.</p>	<p>Continuation of poetry work from last half term with a greater focus on the unseen poetry question. Alongside this pupils will further develop their non-fiction reading skills: retrieval, evidence selection, summary and comparing texts.</p>	<p>A selection of revision activities as appropriate to individual groups of pupils relative to performance in mock exams and class assessments to make final preparations for the exam.</p>	<p><b>FINAL EXAM DATES: (Provisional Dates)</b></p> <p><b>Eng Lang Paper 1: 5.6.18</b></p> <p><b>Eng Lang paper 2: 8.6.18</b></p> <p><b>Eng Lit Paper 1: 22.5.18</b></p> <p><b>Eng Lit Paper 2: 25.5.18</b></p>
<p><b>Key Activities to promote SMSC and British Values.</b></p>	<p><u>Moral development</u> Consideration of key issues in relation to the author's intentions in writing the text. Discussion regarding political implications of the text.</p>	<p><u>Spiritual and Cultural Awareness</u> Discussions regarding a number of different cultural and spiritual perspectives as presented in the poems. E.g. crime, death, love, arranged marriage, family etc</p>	<p><u>Spiritual and Cultural Awareness</u> Discussions regarding a number of different cultural and spiritual perspectives as presented in the unseen poems.</p>	<p><u>Cultural Awareness and Moral Development.</u> Consideration of key issues in relation to the non-fiction texts studied. Discussion regarding the moral dilemmas highlighted in the texts especially in relation to changes from pre-19<sup>th</sup> Century texts.</p>	<p><u>Moral development</u> Further consideration of key issues in relation to the author's intentions in writing the texts. Discussion regarding political implications of the texts.</p>	
<p><b>Key Homework:</b></p>	<p>English Language Paper 1 Section B</p>	<p>Questions on either Sign of 4/Shakespeare</p>	<p>Anthology Poetry question.</p>	<p>English Language Paper 2 Section B</p>	<p>Exam Revision and practice questions.</p>	
<p><b>Key Assessments Inc Dates</b></p>	<p><b>Week beginning 25<sup>th</sup> September.</b></p> <p>English Language Paper 1 in full exam</p>	<p><b>Week beginning 27<sup>th</sup> November</b></p> <p>Mock Exams – All GCSE papers</p>	<p><b>Week Beginning 22<sup>nd</sup> January</b></p> <p>English Literature Paper 2 – Unseen Poetry Question only</p>	<p><b>Week Beginning 26<sup>th</sup> February</b></p> <p>Mock Exams 2 All GCSE papers</p>	<p><b>Final Literature Exams.</b></p> <p><b>Eng Lit Paper 1: 22.5.18</b></p>	<p><b>Final Language Exams.</b></p> <p><b>Eng Lang Paper 1: 5.6.18</b></p>

	<p>conditions. (1hr 45mins)</p> <p>Week Beginning 16<sup>th</sup> October</p> <p>English Literature Paper 1 – Sign of Four question – 50 minutes</p>	<p>English Language Paper 1 + 2</p> <p>English Literature Paper 1 + 2</p>	<p>- 40 minutes</p>	<p>English Language Paper 1 + 2</p> <p>English Literature Paper 1 + 2</p>	<p><b>Eng Lit Paper 2:</b> <b>25.5.18</b></p>	<p><b>Eng Lang paper 2:</b> <b>8.6.18</b></p>
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