

The Hive

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Unit of Work</u>	<i>Hive pupils in mainstream school</i> <u>I LOVE Reading!</u> An introduction to fiction and non-fiction extracts to install a love of reading and lead onto the class reader. Reading Challenge launch <i>Leading onto the class reader...</i>	<u>Class Reader: 20th /21st century text</u> Floodlands, other short, accessible texts tbc (summer research)	<u>Detectives through the ages</u> (19 th century literature and non-fiction) To explore a range of 19 th century non-fiction (crime, police, murder cases etc.) and fiction extracts, specifically one Sherlock Holmes short story. <u>Fiction:</u> Adapted Sherlock Holmes short stories ('The Engineer's Thumb; The Speckled Band') <u>Non-Fiction:</u> Range of extracts shared within department, including: articles, diaries, letters.		<u>Shakespeare</u> <u>To cover:</u> Overviews of stories; short film versions; history; Shakespeare's biography; exploration of Shakespearean language through 'words Shakespeare created' and famous quotes/ small sections of texts	<i>Hive pupils in mainstream school</i> <u>Poetry (manipulating language for effect)</u> <u>To cover:</u> Figurative language (similes, metaphors, personification, onomatopoeia); structure and shape; rhythm and rhyme; developing personal response. Also to cover analysis of language, structure and form from a range of 19th – 21st century poems.
<u>Unit Assessment</u> Using new P3-D1 level descriptors	EDUQAS Charlie and the Chocolate factory exam paper (reduced Reading Section only)	A review of the text or a film adaptation of the text.	S and L exercise (group ability dependent)	Dickens 19 th century text (Reading) questions.	No More Marking #2	In-house / national competitions / Poetry by Heart
<u>Writing Projects</u> Using new P3-D1 level descriptors	Narrative: To produce a (typed) story for the BBC 500 words. Comp. deadline 10 th of November 2023. No More Marking #1	Non-fiction reading and writing to be covered in the above topics and in class throughout the units			Persuasive writing and rhetoric: Charity campaigns – exploring a range of text types and how they use language. Group persuasive speech as to why people should support the charity.	
<u>Exam Command Words</u>	List / Find	Review	How	Summarise	What impressions	Thoughts and feelings
<u>Subject vocabulary / spelling</u>	Fiction Non-Fiction	Fact Opinion	Deduce Character	Infer Atmosphere	Audience Shakespeare	Simile Metaphor
<u>Terms</u>	<i>Noun</i>	<i>Adjective</i>	<i>Verb / Tense</i>	<i>Adverb</i>	<i>Pronoun</i>	<i>Prepositions and review</i>
<u>Grammar</u>	<i>Capital letters</i>	<i>Full stops</i>	<i>Questions marks</i>	<i>Exclamation marks</i>	<i>Apostrophes</i>	<i>Review all</i>

KS3 Long Term Overview

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Unit of Work</u>	<u>I LOVE Reading!</u> An introduction to fiction and non-fiction extracts to install a love of reading and lead onto the class reader. Reading Challenge launch <i>Leading onto the class reader...</i>	<u>Class Reader: 20th /21st century text</u> Texts: Love that Dog, Millions, Pepper Roux, Blitzed, Tins, Graveyard Book, The Wolf Wilder, Coraline.	<u>Detectives through the ages</u> (19 th century literature and non-fiction) To explore a range of 19 th century non-fiction (crime, police, murder cases etc.) and fiction extracts, specifically one Sherlock Holmes short story. <u>Fiction:</u> Sherlock Holmes short stories ('The Engineer's Thumb; The Speckled Band') <u>Non-Fiction:</u> Range of extracts shared within department, including: articles, diaries, letters.		<u>Shakespeare research and an introduction to a Shakespeare text</u> ('The Tempest') Use CPG / Graphic versions of the texts. <u>To cover:</u> Overview of plot; film version; analysis of key scenes in original texts (like old SATs questions).	<u>Poetry (manipulating language for effect)</u> <u>To cover:</u> Figurative language (similes, metaphors, personification, onomatopoeia); structure and shape; rhythm and rhyme; developing personal response. Also to cover analysis of language, structure and form from a range of 19th – 21st century poems.
<u>Unit Assessment</u> Using new P3-D1 level descriptors	EDUQAS Charlie and the Chocolate factory exam paper (reduced Reading Section only)	A review of the text or a film adaptation of the text.	S and L – hot-seating / press conference of a character from Sherlock case.	Dickens 19 th century text (Reading) questions.	No More Marking #2	In-house / national competitions / Poetry by Heart
<u>Writing Projects</u> Using new P3-D1 level descriptors	Narrative: To produce a (typed) story for the BBC 500 words. Comp. deadline 10 th of November 2023. No More Marking #1	A tourist guide / leaflet about Norfolk (see Salisbury guide as example).	Investigating Language: 'The Invisible Man' extract – how question	Writing to advise – transition blog for Year 6/7	Persuasive writing and rhetoric: Charity campaigns – exploring a range of text types and how they use language. Group persuasive speech as to why people should support the charity.	
<u>Exam Command Words</u>	List / Find	Review	How	Summarise	What impressions	Thoughts and feelings
<u>Subject vocabulary / spelling</u>	Fiction Non-Fiction	Fact Opinion	Deduce Character	Infer Atmosphere	Audience Shakespeare	Simile Metaphor
<u>Terms</u>	<i>Noun</i>	<i>Adjective</i>	<i>Verb / Tense</i>	<i>Adverb</i>	<i>Pronoun</i>	<i>Prepositions and review</i>
<u>Grammar</u>	<i>Capital letters</i>	<i>Full stops</i>	<i>Questions marks</i>	<i>Exclamation marks</i>	<i>Apostrophes</i>	<i>Review all</i>

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Unit of Work</u>	<u>Survival Unit</u> <u>To cover:</u> Writing to inform, explain, advise and entertain. - Bear Grylls - Mount Everest - Plane crashes - North Pole - Earthquakes - Chernobyl - Titanic Information retrieval and analysis skills in range of non-fiction texts. Re launch 'Reading Challenge'	<u>Drama</u> <u>To cover:</u> Development of character and relationship; exploration of stagecraft and effect; contextual influences. Making connections between literary texts (poetry and drama). <u>Texts:</u> Higher – <i>View from the Bridge, Blood Brothers, Curious Incident play</i> Middle / Lower – <i>Private Peaceful, War Horse, Scary Play, Feather Boy</i>	<u>Class reader (20th / 21st century)</u> <u>To cover:</u> Development of character and setting (advanced); creation and changes of mood and atmosphere; reading between the lines / implied meaning of language; narrative structure; PEE (L) revision. <u>Texts: Higher</u> – <i>The Prisoner of the Inquisition, My Swordhand is Singing, Animal Farm</i> Middle – <i>Revolver, Here Lies Arthur, Nation</i> Bottom – <i>Storm breaker The Foreshadowing</i>	<u>Poetry- 'Heroes'</u> <u>To cover:</u> - recapping poetic terminology; - how to read a poem; - a range of 20th and 21st century poems; - poetry analysis skills, including analysis of structure and style; - the relevance of context .	<u>Myths and Legends</u> 1) Preparing for the writing exam (non-fiction text types). 2) East Anglian myths and legends / witchcraft e.g. Black Shuck, the Green Man, Matthew Hopkins witches, Skandar, Eva's Wooden Heart (Suffolk tales)	<u>Shakespeare's comedies:</u> <u>To cover:</u> Shakespeare's language, structure and style; creation of character and relationships; stagecraft and appeal. Original texts need to be increasingly used throughout this unit to develop confidence when studying Shakespeare. <u>Texts:</u> Much Ado About Nothing; Twelfth Night; Midsummer Night's Dream
<u>Unit Assessment</u> Using new P3-D1 level descriptors	Eduqas 'Weather' Component 2 style assessment (KS3 transition material in digital resources) READING SECTION ONLY	Extract analysis on how a relationship is presented in the play.	Informal letter – exploring voice and character in the set text.	'Out of the Blue' – unseen poetry analysis.	Eduqas 'Weather' Component 2 style WRITING SECTION ONLY	Project – creative responses (wedding fayres, creative masks, menus, speeches, storyboarding, costume design).
<u>Writing Projects</u> Using new P3-D1 level descriptors	Trip Advisor review of a hotel stay and attached restaurant	Mental health speech about how and where to get help as a young person. Use inspirational speeches. Writing to advise.	Narrative writing <u>Focus: Characterisation and character arc</u> Use old Component 1 papers: 'Charles', 'Blind Bill', 'Mr Bellingham'	Formal letter of application for a summer / part time job. To be typed and formally emailed to teacher as part of assessment.	<u>Exploring stereotypes:</u> - Model a stereotype explore a range of literary, non-literary and media based texts around this; - Groups then explore a stereotype of their own choice (e.g. homelessness, gender, teenagers etc). – Students present an assembly about the dangers of stereotypes, using their research. - Extension: stereotypes in fairy tales (e.g. princesses)	
<u>Exam Command Words</u>	Retrieve	Argue / Persuade	Explore	Why	Explain	Examine
<u>Subject vocabulary</u>	Synonym Antonym	Performance Effects / affects	Author quotation	Rhyme / rhythm Stanza	Clause stereotype	Scene Playwright
<u>Terms</u>	<i>Abstract and concrete nouns</i>	<i>Connectives and topic sentences</i>	<i>Paragraphs</i>	<i>Stative and Dynamic verbs</i>	<i>Simple, compound and complex sentences</i>	<i>Review</i>
<u>Grammar</u>	<i>Colons</i>	<i>Semi-colons</i>	<i>Speech marks</i>	<i>Hyphens / Dashes</i>	<i>Brackets / parenthesis</i>	<i>Review all</i>

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and Summer 2	
<u>Unit of Work</u>	<u>Novel in Context</u> Text options: <u>Top set:</u> To Kill a Mockingbird; Frankenstein; Lord of the Flies <u>Middle/ Lower:</u> Of Mice and Men; About A Boy Heroes; Stone Cold; Trash	<u>'Dead or Alive?': Short stories and textual recasting</u> (narrative skills in preparation for GCSE course; analysis of plot twists and creation of HOW tension is created). <u>Stories to be covered:</u> Crossing Over; Superstitious Man's story; Signalman. <u>Top set extension text:</u> The Woman in Black.	<u>Identity – voices in writing (Fiction and Non-Fiction - TfW)</u> Using 'Talk for Writing' approaches, to explore fiction and non-fiction and how different voices are presented. Links to Comp 1 GCSE English Language. Literature texts to include: <ul style="list-style-type: none"> - What do we mean by identity? ('In this place' – Amanda Gorman) - Mental health (OCD, 'Turtles all the way down'; 'Goldfish boy') - LGBTQ+ ('The Henna Wars') - Race ('I have scheme' – Zephaniah) - BLM ('The Hate you Give') - Class ('Congton Heights') - Refugees ('The Boy at the back of the Class') 		<u>Exploring verse</u> <u>Unseen Poetry</u> (increased level of analysis, does not need to be comparative) <u>To cover:</u> <ul style="list-style-type: none"> - Poetry terminology; - Analysis of language, structure and style; - PEEL; - Using scaffolding in question to aid responses. <u>Introduction to Shakespeare's language</u> <ul style="list-style-type: none"> - Create a 'buzz' around Shakespeare and his writing; - Develop students' confidence in analysing language, structure and form. - Try to look at lots of short extracts, adaptations etc.; - Introducing context (tragedy, love) NOT 'Romeo and Juliet' and 'Macbeth'.	
<u>Unit Assessment</u> Using GCSE level descriptors	Extract analysis on the ways in which mood and atmosphere is created.	Newspaper article based on an event in one of the stories	Pause unit: experiment and recap lots of fiction / non-fiction styles. 'Magpie' 'imitate' TfW.	Reading exam (Component 1 – fiction – links to culture)	Shakespeare extract analysis: audience response (20 minutes)	Unseen poetry: 'Sunday Dip' by John Clare (20 minutes analysis)
<u>Writing Projects</u>	<u>Narrative Focus: Creating tension</u> <u>A choice of:</u> Write a story which begins: a) He checked his watch again... b) The Rescue.	<u>Component 2: Medicine</u> <u>To cover:</u> Non-fiction reading/ writing skills relating to medicine, doctors, NHS etc. 'Dogs' reading paper - Eduqas	<u>In the News: Debate a current, topical subject</u> Social media, the environment, social movements, BLM, the arts, banned books etc. S and L – debate in response to a current affairs issue. Links to BBC School Report	<u>Analysing Reviews:</u> Explore a range of reviews, looking carefully at how they are constructed. Write a review of...(teacher's choice dependent on class)	<u>Literature in context</u> London through the ages (e.g. reputation, living conditions, role of women, industrialisation etc) Cover: Shakespeare's London, 19 th century London and 20 th /21 st century London Use fiction and non-fiction extracts	
<u>Exam Command Words</u>	Analyse	Compare	Synthesis	Empathise	How far do you agree...	Reflect / Context
<u>Subject vocabulary</u>	Context Mystery	Supernatural Suspense	Tone Editor	Characterisation Voice	Structure Form	Soliloquy Sonnet
<u>Terms</u>	<i>Intrinsic</i> <i>Extrinsic</i>	<i>Genre</i> <i>Symbolism</i>	<i>Journalist</i> <i>Construct</i>	<i>Implies</i> <i>Vocabulary</i>	<i>Persona</i> <i>Enjambment</i>	<i>Language</i> <i>Style</i>
<u>Grammar</u>	<i>Homophones</i>	<i>Homonyms</i>	<i>Prefixes</i>	<i>Suffixes</i>	<i>-ing, -ed endings</i>	<i>Spelling strategies</i>

KS4 Long Term Overview

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>English Literature</u> Resources to be put in new KS4 folder in Public area. Please name files with useful names! Hard copies of assessment tasks to be put in purple folders in English Office.	<u>Pre 1914 Prose (WoW, JH, CC)</u> <u>Pre 1914 Prose</u> - Teach text; - Find and explore at least 3 extracts; - Find and create at least 3 essay titles with suggestions of what to look out for when marking / assessment focus points. <i>CC past papers to help but change question styles.</i>		<u>Modern Text - Prose or Drama (LoF, IC, BB, CI, WiB)</u> - Teach text; - Find and explore at least 3 extracts; - Find and create at least 3 essay titles with suggestions of what to look out for when marking / assessment focus points. <i>LoF, IC, BB past papers to help – but change question styles.</i>		<u>Shakespeare - 'Macbeth' and 'R and J' Introduction to Poetry</u> <u>To cover:</u> - plot - characters - themes - extract analysis - stand-alone essays (no extract springboard) - language and style analysis (higher ability) <u>Poetry themes:</u> - War, Nature, Power, Love, Time	
<u>Literature assessments Using Exemplar Papers</u>	Analysis of extract only	Extract 'springboard' exam style essay	Analysis of extract only	Extract 'springboard' exam style essay	Marking of reading section of exam paper	Shakespeare extract analysis
<u>English Language</u> <u>SPaG:</u> Stress on-gong importance. Starters and peer assessment linking to class's specific needs.	<u>Letters and advice.</u> <u>PAT:</u> Purpose – writing to advise; Audience – effects on language and style; Text type – Letters (Formal and Informal). <u>Research skills:</u> Skimming Scanning Information retrieval	<u>Reports and information.</u> <u>PAT:</u> Purpose – writing to inform; Audience – effects on language and style; Text type – Reports (Formal) <u>Research skills:</u> Prioritising Range of ideas Understanding research	<u>Component 1 skills</u> <u>To cover:</u> Old paper 1s with adapted questions. Old WJEC revision books <u>Narrative writing:</u> Using 'Talk for Writing' approach to explore narrative writing skills. Possible starting points: 'Mud', 'I used to live here once', 'Toast'.		<u>1) Spoken Language preparation:</u> Free choice of tasks. Recording approx. end of June. <u>2) Non-Fiction Exam prep (reading):</u> Exam skills for the reading paper Once completed reading skills enough, move onto different writing text types (articles, reviews, blogs) <u>Non-Fiction Exam prep (writing):</u> <u>Teach skills:</u> <u>PAT:</u> Purpose – giving views (discuss, argue, persuade) Audience – effects on language and style; Text type – speeches (to feed into S and L)	
<u>Language assessments</u>	Letter to a local newspaper from someone who runs a food bank, offering advice on how to shop and cook for less.	Write a school council report to the Governors of DHS, outlining the current situation and suggesting ways to make the school 'greener'.	On-going feedback in books for reading	<u>YEAR 10 ENGLISH EXAM – COMPONENT 1 (end of March)</u>	<u>Spoken Language – GCSE P, M, D grading</u>	<u>YEAR 10 ENGLISH EXAM – COMPONENT 2 (June / July)</u>
<u>Exam Command Words</u>	The ways...presented...	Refer	Reader response	Evaluate	Explore	Compare
<u>Subject vocabulary</u>	Lexis Theme	Relationship Springboard	Scene Comparison	Narrative Extract	Metaphor Audience	Contemporary Modern
<u>Terms</u>	<i>Contextualise</i>	<i>Character</i>	<i>Dramatic irony</i>	<i>Performance</i>	<i>Soliloquy</i>	<i>Prose</i>
<u>Grammar</u>	<i>Quotation marks</i>	<i>Synonyms / Antonyms</i>	<i>Tenses</i>	<i>Semi-colons</i>	<i>Colons</i>	<i>Review</i>

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>English Literature texts</u>	<u>Finish Shakespeare / Anthology poems</u>	<u>Revising Component 2 texts and teach anthology poems</u>	<u>Recapping Shakespeare / Finish teaching Anthology poems</u>	<u>Revise all 5 texts</u> Unseen poetry – Pre 1914 – Modern prose / drama – Anthology – Shakespeare- Expect to cover one timed task a week in exam conditions. Peer assessment is an option for some tasks.		
<u>Literature assessments</u>	Shakespeare essay	Mock exam (Lit Component 2)	Teacher on-going... (Second mock in March: Lit Component 1)			
<u>English Language</u>	<u>Non-Fiction skills – reading and writing</u> Revisit Summer exam and revise skills of: <ul style="list-style-type: none">- analysis- comparison- text types- purposes- views / arguments- information texts and audiences		<u>Narrative skills – reading and writing exam skills (Component 1)</u> Revisit Summer exam and revise skills of: <ul style="list-style-type: none">- writer’s craft;- impressions;- explicit / implicit;- developing a personal opinion;- narrative hooks;- structuring and writing an engaging narrative.	<u>Component 1 and 2 exam skills revision.</u>		
<u>Language Assessments</u>	Write a ‘lively’ article about someone you admire or hate.	<u>November mock:</u> ENGLISH LANGUAGE component 2	<u>March mock:</u> ENGLISH LANGUAGE component 1 exam On-going exam style assessment by teacher...COVER ALL TEXT TYPES AND REVISIT VSSP			
<u>Exam Command Words</u>	Argue / Persuade	Review	Inform	Advise	Narrate	
<u>Subject vocabulary</u>	Iambic pentameter Audience	Persona	Personification Shakespeare	Context Contemporary		
<u>Terms</u>	<i>Stagecraft</i>	<i>Sibilance</i>	<i>Skimming / scanning</i>	<i>Drama / Poetry terms – revise</i>	<i>Novel terms - revise</i>	
<u>Grammar</u>	<i>Words classes</i>	<i>Syntax / sentences</i>	<i>Revise proof-reading and spelling skills!</i>			