

	Autumn Term	Spring Term	Summer Term
Topic	The Crucible and Truth and Reality	Dystopias and Other Worlds	Romeo and Juliet and Spoken Language Study
Topic Objectives	In this unit, students will have the opportunity to interrogate the concepts of truth and reality through texts that span topics from social media, gender roles and reality tv to wartime childhood experiences and poverty. The unit prompts students to explore how the concept of 'media' has evolved over time making it much harder to evaluate the reliability of the texts they consume. Consequently, as students develop their skill of analysis, comparison and transactional writing, they are also developing transferable skills and knowledge of how and why identifying the reliability of a text is an increasingly important part of life outside the classroom	In this unit, students will study dystopian fiction, a genre which holds a distorted mirror to contemporary life and reflects the challenges, anxieties and worrying possibilities of our world.	Introduction to GCSE English Literature set text. This unit continues to develop students' skills in reading and responding to a play and maintaining a critical style and creating an informed personal response to the writer's use of language, form and structure of the play using textual references to support their ideas and linking to the social, historical context of the text.
Acquired Knowledge/Skills	This unit builds on previous knowledge gained in earlier units of the KS3, particularly in crafting viewpoints and understanding text forms; and the skills of rhetoric, persuasive argument and comparison. This unit focuses on how writers use	This unit builds on the knowledge and skills in previous units, e.g propaganda, power of the media as well as the conventions of genre.	This study concentrates on the way a play, as a text, communicates its meaning and develops characterisation. It also introduces the style of AQA GCSE Literature tasks to the students;

	language and structure and comparing viewpoints and perspectives. Throughout the unit students construct their own texts with the reader in mind,	Students will deepen their understanding of narrative structure and the central role that conflict plays in fiction. They will also consider the subtleties of narrative voice and importance of setting.	developing confidence in moving between extract and whole text analysis. The opportunity is taken to style tasks in the AQA GCSE Language evaluation assessment objective to develop skills.
Representation and inclusion	The themes of gender roles are explored, as well as pupils discussing their own lived experiences of social media, gender issues and reality tv. The text studied include a broad range of perspectives in terms of age, gender, ethnicity and identities. The text selection aims to present multiple perspectives on topics, wherever possible, highlighting the importance of recognising whether the viewpoint of the writer is just one reality or truth,	While some of the texts and writers in this unit might be deemed canonical, other texts have been chosen for their diversity of voice. 'The Handmaid's Tale' provides an excellent springboard for discussion around gender and patriarchy, Sarah Crossland's 'Breathe' and Samira Ahmed's 'Internment' offer young adult perspectives. Topics such as the failure of democracy, racism and loss of individuality are of key threads of dystopian fiction but students can also draw hope from the tenacity of protagonists against adversity and encourage positive changes in society	Gender is an important theme with Romeo and Juliet as it contributes to the character and their development. Likewise, the concept of masculinity is a key theme as it dictates the way that characters act and interact with each other. Lastly, the role of women in Elizabethan society will also be explored.

Assessments	Reading Assessment: Is reality tv all that bad? Writing Assessment: Social Media can have a detrimental effect on young people's wellbeing. Write a blog for a young adult website in which you convey your own perspective on this statement. Reading Assessment: 'The Boy's Own Paper' and 'Animals escaping zoos' Writing Assessment: Write a letter to your headteacher expressing your opinion on your school being involved in a reality tv show.	Speaking and Listening Assessment: Present your own ideas on Utopia Writing Assessment: Write your own dystopian story	How does Shakespeare present violent conflict and doomed love in Act 1 Scene 1 of Romeo and Juliet? This is the first and only KS4 English Literature unit pupils will have contact with as part of our transition into the GCSE curriculum; context will form a slow and steady foundation, followed by a careful and thorough exploration of plot, setting, themes and characters. There will be lots of opportunity for hinge questions and knowledge/understanding checks before pupils are presented with an exam-style extract-based question as the final step in their learning journey, around which there will be lots of discussion and tasks embedding exam techniques. There will be plenty of opportunity for rich and judicious quotation, analysis and citation of extended symbolism and authorial intent - the last two being key drivers as we look to sweep upwards and increase our 7-9 Grades in Year 11.
-------------	---	--	---

			Speaking and Listening Assessment Pupils will also have to prepare for this statutory AQA GCSE non-exam endorsement.
--	--	--	--

