



# Achievement Cycle Overview

Curriculum: English Literature and Language

**Excellence.  
No Excuses.**

Year	AC1: The play and poetry	AC2: Storytelling craft and novels	AC3: Shakespeare	AC4: culture and heritage
7	<p>Topic Overview: <b>Our Day Out</b> by William Russell: an intro to working class Britain</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>improvising, rehearsing and performing play scripts in order to discuss language use and meaning, using role play, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts</li> <li>Analyse the language form and structure used by a writer to create meanings and effects</li> <li>understanding of the contexts in which a text is written</li> <li>Spoken Language practise through performance</li> </ul>	<p>Topic Overview: <b>A Monster Calls:</b> allegory and fables</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>Reading critically through studying plot, setting and characterisation</li> <li>Knowing how language, vocabulary choice, grammar, text structure presents meaning</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts</li> <li>Analyse the language form and structure used by a writer to create meanings and effects</li> <li>Show understanding of the contexts in which a text is written</li> </ul>	<p>Topic Overview: <b>Literature Through Time:</b></p> <p><u>NC links:</u></p> <p>making inferences and referring to evidence in the text</p> <ul style="list-style-type: none"> <li>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> </ul>	<p>Topic Overview: <b>Campaigns to Change the World</b></p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>Spoken language underpinning the development of pupils' reading and writing.</li> <li>Provides opportunities for discussion and debate, short speeches and presentations</li> <li>Drawing on literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</li> </ul>
8	<p>Topic Overview: <b>Poetry of British Warfare:</b> WW1, WW2, Irish conflict, War on Terror</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>Recognising a range of poetic conventions and understanding how these have been used.</li> <li>Making critical comparisons across texts</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Ability to connect and compare two texts</li> <li>Analyse the language form and structure used by a writer to create meanings and effects</li> <li>Show an understanding of the contexts in which a text is written</li> </ul>	<p>Topic Overview: <b>The Boy in the Striped Pyjamas</b></p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>Reading critically through studying plot, setting and characterisation</li> <li>Knowing how language, vocabulary choice, grammar, text structure presents meaning</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Analyse the language form and structure used by a writer to create meanings and effects</li> <li>Show understanding of the contexts in which a text is written</li> <li>Creative writing stimulus</li> </ul>	<p>Topic Overview: <b>Shakespeare's heroes and villains:</b> meet the cast (characters as dramatic foils and fatal flaws)</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>identifying and interpreting themes, ideas and information</li> <li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Exposure to character studies ahead of immersive reading of texts in year 9 and year 10</li> </ul>	<p>Topic Overview: <b>Powerful Voices: I am Malala:</b> non-fiction focus and speeches that changed the world</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>Spoken language underpinning the development of pupils' reading and writing.</li> <li>Provides opportunities for discussion and debate, short speeches and presentations</li> <li>Drawing on literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</li> </ul>



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9	<p>Topic Overview: <b>Blood Brothers:</b> Social class and inequality (thematic link to A.I.C in year 10)</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>Improvising, rehearsing and performing play scripts to discuss language use and meaning using role, intonation, tone, mood, silence and action to add impact.</li> <li>To explore setting, plot and characterisation and context</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Develops understanding of social class and inequality prior to studying 'An Inspector Calls'.</li> <li>Develops students' understanding of dramatic techniques prior to studying 'An Inspector Calls'</li> </ul>	<p>Topic Overview: <b>Of Mice and Men:</b> human nature and futility</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>Studying plot, setting and characterisation</li> <li>Making connections between the text and wider social context</li> <li>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Analyse the language form and structure used by a writer to create meanings and effects</li> <li>Show understanding of the contexts in which a text is written</li> </ul>	<p>Topic Overview: <b>Shakespeare's Romeo and Juliet</b> – reading with a critical lens</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>identifying and interpreting themes, ideas and information</li> <li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>Studying plot, setting and characterisation</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Exposure to a Shakespeare play with similar characters, themes and language to that studied in year 10</li> </ul>	<p>Topic Overview: <b>Authorial Aims</b> – Writers as products of their time and social agendas - Shakespeare writing for monarchy, Dickens and Victorian ideals, Priestley and the rise of socialism, changing face of war in poetry.</p> <p><u>NC links:</u></p> <ul style="list-style-type: none"> <li>drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li> </ul> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>Forge the contextual connections prior to immersive reading of the text. Acquaint students with the authorial motivations and agendas prior to full text launch</li> </ul>
10	<p>Topic Overview: <b>An Inspector Calls:</b> Inequality and Conflict</p> <ul style="list-style-type: none"> <li>A range of fiction, non-fiction and poetry (unseen and anthology) explored using thematic links to play text</li> </ul> <p>Key skills:</p> <ul style="list-style-type: none"> <li>read, understand and respond to texts</li> <li>Analyse language form and structure</li> <li>Show understanding of texts and context</li> <li>SPaG /Lang AO6: SPaG</li> <li>Identify and interpret information</li> <li>Communicate clearly, effectively and imaginatively</li> </ul>	<p>Topic Overview: <b>A Christmas Carol:</b> Greed and Exploitation</p> <ul style="list-style-type: none"> <li>A range of fiction, non-fiction and poetry (unseen and anthology) explored using thematic links to novel</li> </ul> <p>Key skills:</p> <ul style="list-style-type: none"> <li>read, understand and respond to texts</li> <li>Analyse language form and structure</li> <li>Show understanding of texts and context</li> <li>SPaG /Lang AO6: SPaG</li> <li>Identify and interpret information</li> <li>Communicate clearly, effectively and imaginatively</li> </ul>	<p>Topic Overview: <b>Macbeth part (1):</b> Gender roles</p> <ul style="list-style-type: none"> <li>A range of fiction, non-fiction and poetry (unseen and anthology) explored using thematic links to play text</li> </ul> <p>Key skills:</p> <ul style="list-style-type: none"> <li>read, understand and respond to texts</li> <li>Analyse language form and structure</li> <li>Show understanding of texts and context</li> <li>SPaG /Lang AO6: SPaG</li> <li>Identify and interpret information</li> <li>Communicate clearly, effectively and imaginatively</li> </ul>	<p>Topic Overview: <b>Around the World</b></p> <p>A range of fiction, non-fiction and poetry (unseen and anthology) explored using thematic links to play text</p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>read, understand and respond to texts</li> <li>Analyse language form and structure</li> <li>Show understanding of texts and context</li> <li>SPaG /Lang AO6: SPaG</li> <li>Identify and interpret information</li> <li>Communicate clearly, effectively and imaginatively</li> </ul>



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11	<p>Topic Overview: <b>An Inspector Calls:</b> Inequality and Conflict</p> <ul style="list-style-type: none"> <li>A range of fiction, non-fiction and poetry (unseen and anthology) explored using thematic links to play text</li> </ul> <p>Key skills:</p> <ul style="list-style-type: none"> <li>read, understand and respond to texts</li> <li>Analyse language form and structure</li> <li>Show understanding of texts and context</li> <li>SPaG /Lang AO6: SPaG</li> <li>Identify and interpret information</li> <li>Communicate clearly, effectively and imaginatively</li> </ul> <p>*Once a week – extended writing workshop</p>	<p>Topic Overview: <b>A Christmas Carol:</b> Greed and Exploitation</p> <ul style="list-style-type: none"> <li>A range of fiction, non-fiction and poetry (unseen and anthology) explored using thematic links to novel</li> </ul> <p>Key skills:</p> <ul style="list-style-type: none"> <li>read, understand and respond to texts</li> <li>Analyse language form and structure</li> <li>Show understanding of texts and context</li> <li>SPaG /Lang AO6: SPaG</li> <li>Identify and interpret information</li> <li>Communicate clearly, effectively and imaginatively</li> </ul> <p>*Once a week writing workshop: developing your writer’s voice for audience and purpose</p>	<p>Topic Overview: <b>Macbeth part (1):</b> Gender roles</p> <ul style="list-style-type: none"> <li>A range of fiction, non-fiction and poetry (unseen and anthology) explored using thematic links to play text</li> </ul> <p>Key skills:</p> <ul style="list-style-type: none"> <li>read, understand and respond to texts</li> <li>Analyse language form and structure</li> <li>Show understanding of texts and context</li> <li>SPaG /Lang AO6: SPaG</li> <li>Identify and interpret information</li> <li>Communicate clearly, effectively and imaginatively</li> </ul> <p>(Essay writing skills (closed book))</p> <ul style="list-style-type: none"> <li>Poetry knowledge and thematic links</li> <li>Unseen poetry reaction</li> </ul>	<p>Topic Overview: N/A</p>