

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 7 Curriculum Overview:</b>  <i>In year 7, students are introduced to a range of fiction texts to develop their understanding of genre and form, studying whole novels, plays, poem anthologies and short stories. Students are introduced to making analytical inferences about a text and are encouraged to think deeply and critically about the literature that they study. Students also study the foundations of grammar skills, forming the basis of knowledge of creative writing, as well as developing their creative writing skills by learning to write in a range of tones and styles. The work students do around creative writing fosters an enjoyment and appreciation of writing, supported by the regular reading for pleasure that students undertake in their reading lessons.</i></p>			
<p><b>Year 7 HT1</b></p>	<p><b>Unit Title: Fiction Writing</b>  Students will start their English journey in year 7 by writing about themselves. This gives them a chance to develop their writing skills from year 6, including securing their grasp of grammar. Students will start by looking at a picture stimulus and start building creative stories, using these pictures as a basis. They are introduced to structuring a descriptive story, and practise writing in a variety of tones and genres.  Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• Structuring a piece of creative writing</li> <li>• Developing their use of descriptive language</li> <li>• Introducing ambitious vocabulary into their writing</li> </ul>	<p><b>Formative Assessment:</b>  Descriptive writing of a setting in order to create a consistent atmosphere or mood</p> <p><b>Summative Assessment:</b>  Descriptive writing with a picture stimulus</p>	<p>Creative Writing Club</p> <p>Young Writer’s Twisted Tales  Writing competition</p>
<p><b>Year 7 HT2</b></p>	<p><b>Unit Title: The Tempest</b>  Students are introduced to Shakespeare through one of his later plays, ‘The Tempest’. Studying themes of betrayal, power and hierarchy and revenge in the Jacobean era, students learn about Shakespeare’s use of structure and language and develop their understanding of making inferences and writing analytical paragraphs.  Students will learn about:</p> <ul style="list-style-type: none"> <li>• An introduction to Shakespeare: his life and works</li> <li>• The key context of Jacobean England and how that influenced Shakespeare’s writing</li> <li>• The concept of power and hierarchy</li> </ul>	<p><b>Formative Assessment:</b>  Thematic analysis using an extract</p> <p><b>Summative Assessment:</b>  Thematic analysis using an extract.</p>	<p>Fiction reading for pleasure – students can use our virtual library on our website to help them find a book to read.  <a href="https://www.walthamstow-academy.org/students/virtual-library">https://www.walthamstow-academy.org/students/virtual-library</a></p> <p>Watch: Julie Taymor’s production of ‘The Tempest’</p>

			Visit: Shakespeare's Globe theatre
<b>Year 7 HT3</b>	<p><b>Unit Title: A Monster Calls</b> Students will follow their first set of whole school assessments by reading a whole novel. As they read, they develop their understanding of thematic analysis and discuss whole text structure and ideas Students will learn about:</p> <ul style="list-style-type: none"> <li>• Reading a whole novel</li> <li>• Introduction to making inferences</li> <li>• Analysis of an extract</li> </ul>	<p><b>Mid-Year Exam:</b> <b>Formative Assessment:</b> How does Ness explore ideas on a theme. <b>Summative Assessment:</b> How does Ness explore ideas on a theme</p>	Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons)
<b>Year 7 HT4</b>	<p><b>Unit Title: Non-Fiction War and Conflict</b> Students are introduced to non-fiction reading with a thematic link to HT5's War Poetry unit. They will look at political, biographical and news texts, learning to discuss the issues of conflict from many different angles. Students will learn about:</p> <ul style="list-style-type: none"> <li>• Exploring Text, Audience and Purpose of a text</li> <li>• Analysing language</li> <li>• Making thematic links</li> </ul>	<p><b>Formative Assessment:</b> Analysis of biographical writing <b>Summative Assessment:</b> Analysis of political speech</p>	<p>Join the school newspaper Visit the Imperial War Museum Wider reading of non-fiction in the library</p>
<b>Year 7 HT5</b>	<p><b>Unit Title: War Poetry</b> Students are introduced to the study of poetry and begin looking at analysing structure and form in poetry. They are introduced to some of the most prolific war poets in the English canon such as Wilfred Owen and Siegfried Sassoon. Students will study the context of war poetry, learning about key concepts such as trench warfare and propaganda. Students will learn about:</p> <ul style="list-style-type: none"> <li>• Analysing form and structure of poetry</li> <li>• Exploring connotations</li> <li>• The historical context of war poetry and themes of power and conflict.</li> </ul>	<p><b>Formative Assessment:</b> Analysis of the structure and language of a poem on a theme. <b>Summative Assessment:</b> Analysis of the structure and language of one of the poem's from the anthology</p>	<p>Young Writer's Poetry Writing competition Watch: Channel 4 Documentary 'The Not Dead'</p>
<b>Year 7 HT6</b>	<b>Unit Title: Speech Writing</b>	<b>End of Year Exams:</b>	Watch: speeches from Jack Petchey speak out challenge

	<p>To end the year, students across KS3 complete a unit of work that focuses on developing their oracy and public speaking skills. Students will work on writing speeches around a theme and then performing them to their peers. The year culminates in an inter-year competition with performances in assembly.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• What makes an effective speech</li> <li>• How to effectively use persuasive devices in their writing</li> <li>• How to use their voice and body language to communicate with an audience</li> </ul>	<p>Students will be assessed through a Reading and a Writing paper that assesses key skills that students have learnt across the year.</p>	<p>Read: non-fiction articles in Tutor time and from news websites</p> <p>Newspaper Club</p>
Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 8 Curriculum Overview:</b></p> <p><i>Students build on the foundation of knowledge and skills taught in year 7 to further develop their analytical writing. They study the Gothic as a genre and are introduced to the key 19<sup>th</sup> century context of romanticism and enlightenment, as well as considering the impact that religion has on literature. Students consolidate the analytical framework they have been taught in year 7 and begin to tackle increasingly challenging texts which help develop original and critical thoughts. Their study of social protest poetry allows them to engage with the world and issues around them, ensuring that students can articulate their views and feel empowered to comment on real-life issues around them. Students build on their love of reading, continuing to have regular reading lessons that offer a diversity of modern authors, facilitating rich discussion and building on their skills of literacy.</i></p>			
Year 8 HT1	<p><b>Unit Title: Fiction Writing</b></p> <p>Building on their creative writing work in year 7, students develop their writing around our core principles of authenticity, clarity and accuracy. Students continue to practise structuring their story, introducing a cyclical narrative, and developing increasingly sophisticated vocabulary.</p> <p>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• Structuring a piece of creative writing</li> <li>• Developing their use of descriptive language</li> <li>• Introducing ambitious vocabulary into their writing</li> </ul>	<p><b>Formative Assessment:</b> Write a characterisation for a descriptive or narrative story.</p> <p><b>Summative Assessment:</b> Write a descriptive or narrative story.</p>	<p>Young Writer's 'Empowered' Poetry competition</p> <p>Creative Writing club</p> <p>Wider fiction reading for students' pleasure (students will have access to books via Sparx Reader from their reading lessons)</p>
Year 8 HT2	<p><b>Unit Title: Frankenstein</b></p> <p>Students are introduced to 19<sup>th</sup> century literature through Mary Shelley's Frankenstein. By looking at key context of the 1800s, students are introduced to the artistic and</p>	<p><b>Formative assessment:</b> Thematic essay on an extract</p>	<p>Watch: Baz Luhrmann's 1996 version of Romeo and Juliet</p>

	<p>cultural movement that influenced and shaped literature. Students begin to look at thematic study across a novel and further develop their skills of analysis.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• An introduction to the Gothic genre</li> <li>• Analysing a theme across a novel</li> <li>• The context of Romanticism, the enlightenment and key psychological theories</li> </ul>	<p><b>Summative assessment:</b> Thematic essay on an extract</p>	<p>Visit: Shakespeare's Globe Theatre</p>
<p><b>Year 8 HT3</b></p>	<p><b>Unit Title: Romeo and Juliet</b> Students continue their study of Shakespeare through one of his most famous works 'Romeo and Juliet'. Students are introduced to the context of the Elizabethan era and study the impact that religion can have on literature. Students develop their understanding of Shakespeare's use of language and form and solidify their ability to make links between their analysis and contextual influences.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• The dual context of Elizabethan England and traditionally Catholic Europe</li> <li>• Linking analysis to contextual features</li> <li>• Themes of masculinity, relationships, fate and power.</li> </ul>	<p><b>Mid-Year Exam (January):</b> Students will be assessed on both Reading and Writing papers.</p> <p><b>Formative Assessment Frankenstein:</b> Thematic essay on an extract</p>	<p>Watch: BBC documentary: The Strange Case of Frankenstein</p> <p>Young Writer's: Twisted Tales short story competition</p>
<p><b>Year 8 HT4</b></p>	<p><b>Unit Title: Social Protest poetry</b> The study of an anthology of poems allows students to explore symbolism across a common theme. Supported by a range of non-fiction articles, students are encouraged to critically engage with concepts of oppression, marginalisation, and discrimination across a range of time periods and contexts.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Analysing a theme across literature of different contexts and time periods.</li> <li>• Developing analytical writing</li> <li>• Making links between literature and the world around them.</li> </ul>	<p><b>Formative Assessment:</b> Thematic essay on one poem from the anthology.</p> <p><b>Summative Assessment:</b> Thematic essay on a different poem from the anthology.</p>	<p>Read: Non-Fiction articles on the topic of social protest, accessible via The Day.</p> <p>Further reading around the theme of social protest is available from the school library.</p>
<p><b>Year 8 HT5</b></p>	<p><b>Unit Title: Dystopian short stories</b> Students are introduced to Dystopia as a genre, and the key concepts of technological control and totalitarianism. Students begin to analyse the narrative structure of a short story as a whole and consolidate their understanding of symbolism across a collection of stories.</p> <p>Students will learn about:</p>	<p><b>Formative Assessment:</b> Essay on a character or theme from one story in the anthology.</p>	<p>Further Dystopian reading available from the school library:</p> <ul style="list-style-type: none"> <li>• Hunger Games</li> <li>• Divergent</li> <li>• The Maze Runner</li> </ul>

	<ul style="list-style-type: none"> <li>The dystopian concepts of technological dangers, government control and environmental destruction</li> <li>Authorial intent and writer's message</li> <li>Analysing structural features of a short story.</li> </ul>	<b>Summative Assessment:</b> Essay on a character or theme from one story in the anthology	Creative Writing club
<b>Year 8 HT6</b>	<p><b>Unit Title: Speech Writing</b></p> <p>To end the year, students across KS3 complete a unit of work that focuses on developing their oracy and public speaking skills. Students will work on writing speeches around a theme and then performing them to their peers. The year culminates in an inter-year competition with performances in assembly. Students will learn about:</p> <ul style="list-style-type: none"> <li>What makes an effective speech</li> <li>How to effectively use persuasive devices in their writing</li> <li>How to use their voice and body language to communicate with an audience</li> </ul>	<p><b>End of Year PPE:</b></p> <p>Students will be assessed through a Reading and a Writing paper that assesses key skills that students have learnt across the year.</p>	<p>Read: reading examples of famous letters and speeches</p> <p>Newspaper Club</p>
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
<p><b>Year 9 Curriculum Overview:</b></p> <p><i>Students will solidify their knowledge of key concepts of power, identity, and hierarchy as they move into Year 9. Students study increasingly challenging texts which invite a critical understanding of 19<sup>th</sup> Century Literature and Shakespeare. Again, they revisit the study of poetry, developing their skills of analysing structure, form and language across an anthology of poems, and building in a comparative element to their analysis. Students also study modern short stories, building on the breadth and diversity of text choices throughout KS3. Their study of African and diasporic literature at the end of the year facilitates rich discussions around race, gender and identity, further developing their criticality as they move into KS4.</i></p>			
<b>Year 9 HT1</b>	<p><b>Unit Title: Non-Fiction Writing</b></p> <p>Students are introduced to non-fiction writing through speech and article writing. Following a clear set of principles around constructing arguments, students use non-fiction articles and speeches as the basis for their own writing. Students are encouraged to articulate their own opinions and use these to convincingly build arguments. Students will learn about:</p> <ul style="list-style-type: none"> <li>Writing to argue or persuade</li> <li>Structuring non-fiction writing</li> </ul>	<p><b>Formative Assessment:</b> Write a persuasive speech or article responding to a statement.</p> <p><b>Summative Assessment:</b> Write a persuasive speech or article responding to a statement.</p>	<p>Young Writer's 'Empowered' Poetry competition</p> <p>Newspaper Club</p> <p>Debate Club</p> <p>Persuasive language resources and tasks on Seneca</p>

	<ul style="list-style-type: none"> <li>Developing their use of ambitious vocabulary</li> </ul>		
Year 9 HT2	<p><b>Unit Title: Othello</b> Students further their study of Shakespeare through the challenging play 'Othello'. Students consolidate their study of building links between context and text through the exploration of Shakespearian dual contexts. They consider how contemporary power dynamics affect literature and critically engage with the study of alternative interpretations and readerships. Students will learn about:</p> <ul style="list-style-type: none"> <li>The dual context of Elizabethan England and 16<sup>th</sup> century Venice.</li> <li>Alternative interpretations: considering both contemporary and modern readings of the play.</li> <li>Constructing clear arguments in an essay.</li> </ul>	<p><b>Formative assessment:</b> Thematic essay on an extract</p> <p><b>Summative assessment:</b> Thematic essay on an extract</p>	<p>Visit: Shakespeare's Globe Theatre</p> <p>Watch: English Touring Theatre's documentary on the making of their production of Othello</p>
Year 9 HT3	<p><b>Unit Title: A Christmas Carol</b> This challenging 19<sup>th</sup> century text introduces students to the context of Victorian London. They also study how ideas about society and class have influenced literature and begin to consider authorial intent behind the text, encouraging them to understand the motives and intentions of others. Students will learn about</p> <ul style="list-style-type: none"> <li>The context of Victorian London</li> <li>Developing theses and arguments about a text</li> <li>Constructing threads of analysis across a novel.</li> </ul>	<p><b>Formative assessment:</b> Essay on either theme or character based on an extract.</p> <p><b>Summative Assessment:</b> Essay on either theme or character based on an extract.</p>	<p>Watch: BBC documentary series 'Victorian Sensations'.</p> <p>Wider reading: further 19<sup>th</sup> century literature is available from the school library.</p> <p>Creative Writing Club</p>
Year 9 HT4	<p><b>Unit Title: People and Place Poetry</b> The study of an anthology of poems allows students to explore symbolism across a common theme. Students continue to draw lines of comparison across texts and begin to develop their analytical skills of comparison between 'England in 1819' by Percy Shelley, 'Thirteen' by Caleb Femi and 'A Century Later' by Imtiaz Dharker. Supported by a range of non-fiction articles, students are encouraged to critically engage with the themes of people and place.</p>	<p><b>Formative Assessment:</b> Thematic essay on one poem from the anthology.</p> <p><b>Summative Assessment:</b></p>	<p>Non-fiction articles available from The Day.</p> <p>Further reading around the themes of people and place are available from the school library.</p>

	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>Analysing a theme across poetry of different contexts and time periods</li> <li>An introduction to analytical comparison.</li> <li>Making links between literature and the world around them.</li> </ul>	Thematic essay on a different poem from the anthology.	Poetry resources and tasks on Seneca
<p><b>Year 9 HT5</b></p>	<p><b>Unit Title: African and Diasporic short stories</b></p> <p>Students study Chimamanda Ngozi Adichie’s short stories, and examine themes of identity, family and race set against the context of African and Diasporic literature. Studying two stories from a wider anthology, the rich basis of discussion encourages students to have depth and freedom in their analysis of texts.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>Tracking character progression throughout a story.</li> <li>Situating analysis within context and readership.</li> <li>Analysing structural features of a short story.</li> </ul>	<p><b>Formative Assessment:</b> Essay on a character or theme from one story in the anthology.</p> <p><b>Summative Assessment:</b> Essay on a character or theme from one story in the anthology</p>	Further African and Diasporic literature is available from the school library
<p><b>Year 9 HT6</b></p>	<p><b>Unit Title: Speech Writing</b></p> <p>To end the year, students across KS3 complete a unit of work that focuses on developing their oracy and public speaking skills. Students will work on writing speeches around a theme and then performing them to their peers. The year culminates in an inter-year competition with performances in assembly.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>What makes an effective speech</li> <li>How to effectively use persuasive devices in their writing</li> <li>How to use their voice and body language to communicate with an audience</li> </ul>	<p><b>End of Year Exams</b></p> <p>Reading: Students write an essay on either a character or theme on a story from the African and Diasporic literature anthology</p> <p>Writing: Non-Fiction Writing. Students write a persuasive speech or article responding to a statement.</p>	<p>Listen: BBC Sounds – Four Speeches that Shook the World</p> <p>Newspaper Club</p>

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 10 Curriculum Overview:</b>  <i>In year 10, students study a broad range of fiction and non-fiction texts from the Romantic era to the present day in order to develop their understanding, analysis and love of literature and learn how to write analytically about a range of fiction texts, focusing primarily on the analysis of language, form and structure. We study these texts in year 10 to prepare for studying harder Victorian and Renaissance literary texts in year 11.</i>  <i>Students also learn how to write in a convincing and compelling manner – a life skill which will open doors for them throughout their adult lives. They revisit the skills they first developed in Key Stage 3 in both creative and argumentative writing and now apply those writing styles to real-life situations and current affairs, adding layers of complexity to their content so that they learn to write for an adult audience.</i></p>			
<p><b>Year 10 HT1</b></p>	<p><b>Unit Title: English Language – Explorations in Creative Reading and Writing</b>  Students will study a variety of unseen extracts from fiction texts and learn how to:</p> <ul style="list-style-type: none"> <li>- Read texts actively and read for meaning</li> <li>- Select key information from a text</li> <li>- Analyse how the writer’s choice of language and structure creates meaning</li> <li>- Evaluate given views of unseen extracts and justify their views using evidence from the text</li> </ul> <p>Students will also learn how write creatively in order to produce convincing, compelling, and in a grammatically accurate and ambitious manner</p>	<p><b>Assessment Week 1:</b>   Language Paper 1 Section A Only.</p>	<p>Wider fiction reading for pleasure (choice of texts at the student’s discretion) – all students should read for at least 20 minutes a day</p> <p>Lots of ideas for what to read here:  <a href="https://www.walthamstow-academy.org/students/virtual-library">https://www.walthamstow-academy.org/students/virtual-library</a></p>
<p><b>Year 10 HT2</b></p>	<p><b>Unit Title: Power and Conflict Poetry – part one</b>  Students will study thirteen poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> <li>• London – William Blake</li> <li>• My Last Duchess – Robert Browning</li> <li>• Charge of the Light Brigade – Alfred, Lord Tennyson</li> <li>• Exposure – Wilfred Owen</li> </ul>	<p><b>Formative assessment:</b> how one of the ‘Power and Conflict’ poems we have studied presents ideas about the realities of conflict</p>	<p>CGP Guide to Power and Conflict</p> <p>York Notes guide to Power and Conflict Poetry</p> <p>‘The Art of Poetry’ Vol 6: Power and Conflict – Kathrine Mortimore and Neil Bowen</p>

	<ul style="list-style-type: none"> <li>• Bayonet Charge – Ted Hughes</li> <li>• Tissue – Imtiaz Dharker</li> <li>• Charge of the Light Brigade – Alfred Lord Tennyson</li> <li>• Bayonet Charge – Ted Hughes</li> <li>• Remains – Simon Armitage</li> <li>• The Emigree – Carol Rumens</li> <li>• Poppies – Jane Weir</li> <li>• War photographer – Carol Ann Duffy</li> <li>• Checkin’ out me History – John Agard</li> </ul>		Visit: <ul style="list-style-type: none"> <li>• The Imperial War Museum</li> <li>• The National Portrait Gallery</li> </ul>
Year 10 HT3	<p><b>First week of HT3 is Mid-Year PPE Weeks</b></p> <p><b>Unit Title: ‘An Inspector Calls’ – J.B. Priestley</b> Students will read the play in class and learn about:</p> <ul style="list-style-type: none"> <li>• The contexts of the play (e.g. the Edwardian and post WW2 eras) and Priestley’s ‘big ideas’ (e.g. socialism)</li> <li>• How the form, structure and language of the play create meaning</li> <li>• How the characters and themes of the play promote Priestley’s ‘big ideas’</li> </ul> <p>Students will also learn how to write about the play analytically.</p>	<p><b>PPE 1: Mid-Year Assessment.</b> GCSE English Language Paper 1 (Full Paper)</p>	<p><b>Watch:</b> ‘An Inspector Calls’ (2015) BBC film</p> <p><b>Visit:</b> any play currently on stage in London or the UK. Seeing a play live give students an amazing opportunity to see live theatre and a full understanding and appreciation of the difference between a play and a novel.</p>
Year 10 HT4	<p><b>Unit Title: Writing to Argue or Persuade</b> Students will learn how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p><b>Formative assessment on AIC:</b> Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what</p>

			<p>is happening in the UK and around the world.</p> <p><b>Recommended websites:</b></p> <p><a href="http://www.theday.co.uk">www.theday.co.uk</a> Username and password can be provided by English teacher</p> <p><a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></p>
<p><b>Year 10 HT5</b></p>	<p><b>Unit Title: Power and Conflict Poetry – part two</b> Students will study the remaining poems from the AQA ‘Power and Conflict’ anthology.</p> <ul style="list-style-type: none"> <li>• Storm on the Island – Seamus Heaney</li> <li>• Kamikaze – Beatrice Garland</li> <li>• Ozymandias – Percy Shelley</li> <li>• Extract from The Prelude – William Wordsworth</li> </ul> <p><b>Unseen Poetry</b> Students will learn how to read, understand and analyse the language, form and structure of a poem they have never seen before. The second part of the unit teaches the students to compare two unseen poems – identifying and analysing the similarities and differences between the language, form and structure of the two poems.</p> <p><b>Unit Title: End of Year exam revision</b> Students will revise and prepare for EOY exams in both English Literature Paper 2 (An Inspector Calls / Power &amp; Conflict Poetry) and English Language Paper 1 (Explorations in creative reading and writing).</p>	<p><b>Formative assessment:</b> Unseen Poetry Question</p>	<p><b>Visit:</b> The British Museum to see the statue of Ramses II which inspired ‘Ozymandias’</p>
<p><b>Year 10</b></p>	<p><b>Week 1 of HT6 – End of Year PPEs</b></p>		<p>Students should read some form of current affairs every day in order to keep abreast of what</p>

<p><b>HT6</b></p>	<p><b>Unit Title: Writing to Argue or Persuade</b> Students will build their skills in writing to persuade.</p> <p><b>Unit Title: English Language – Writers’ Viewpoints and Perspectives</b> Students will study a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and learn how to:</p> <ul style="list-style-type: none"> <li>- Read texts actively and read for meaning</li> <li>- Compare non-fiction texts in terms of content and writers’ perspectives</li> </ul> <p>Analyse how writers’ choice of language and structure creates meaning.</p>	<p><b>End of Year exams:</b> GCSE English Language Paper 1 GCSE English Literature Paper 2</p>	<p>is happening in the UK and around the world.</p> <p><b>Recommended websites:</b></p> <p><a href="http://www.theday.co.uk">www.theday.co.uk</a> Username and password can be provided by English teacher</p> <p><a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></p>
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	<p><b>Unit Title: English Language – Writers’ Viewpoints and Perspectives</b> Students will revise a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and remember how to:</p> <ul style="list-style-type: none"> <li>- Read texts actively and read for meaning</li> <li>- Compare non-fiction texts in terms of content and writers’ perspectives</li> <li>- Analyse how writers’ choice of language and structure creates meaning</li> </ul> <p><b>Unit Title: Writing to Argue or Persuade</b> Students will revise how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p><b>Formative pre-seen assessment based on theme.</b></p> <p><b>PPE 1: November Literature Paper 1 Language Paper 2</b></p>	<p>is happening in the UK and around the world.</p> <p><b>Recommended websites:</b></p> <p><a href="http://www.theday.co.uk">www.theday.co.uk</a> Username and password can be provided by English teacher</p> <p><a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></p>
<p><b>Year 11 HT3</b></p>	<p><b>Unit Title: English Language – Explorations in Creative Reading and Writing</b> Students will revise a variety of unseen extracts from fiction texts and remember how to:</p> <ul style="list-style-type: none"> <li>- Read texts actively and read for meaning</li> <li>- Select key information from a text</li> <li>- Analyse how the writer’s choice of language and structure creates meaning</li> <li>- Evaluate given views of unseen extracts and justify their views using evidence from the text</li> </ul> <p>Students will also recap and revise how write creatively in order to produce convincing, compelling, and in a grammatically accurate and ambitious manner</p> <p><b>Unit Title: Unseen Poetry</b> Students will learn how to read, understand and analyse the language, form and structure of a poem they have never seen before. The second part of the unit teaches the students to compare two unseen poems – identifying and analysing the similarities and differences between the language, form and structure of the two poems.</p>	<p><b>PPE 2: February/March Literature Paper 1 Language Paper 2</b></p>	<p>Wider fiction reading for pleasure (choice of texts at the student’s discretion) – all students should read for at least 20 minutes a day</p> <p>Lots of ideas for what to read here: <a href="https://www.walthamstow-academy.org/students/virtual-library">https://www.walthamstow-academy.org/students/virtual-library</a></p>
<p><b>Year 11 HT4</b></p>	<p><b>Unit Title: Power and Conflict Poetry</b> Students to revise the power and conflict poems that they had learned in Year 10. The key focus on revision will be:</p> <ul style="list-style-type: none"> <li>- Forming a clear premise related to the poem and the question</li> </ul>	<p><b>Formative assessment:</b></p>	<p>CGP Guide to Power and Conflict</p>

	<p>– clear and detailed analysis of structure and form  – Detailed knowledge of contextual factors related to the text  The revision lessons will focus on flashcards and exam practice with a core focus on the comparative element of the unit.</p> <p><b>Unit Title: ‘An Inspector Calls’ – J.B. Priestley part 1</b>  Students will recap and revise the play in class and learn about:</p> <ul style="list-style-type: none"> <li>• The contexts of the play (e.g. the Edwardian and post WW2 eras) and Priestley’s ‘big ideas’ (e.g. socialism)</li> <li>• How the form, structure and language of the play create meaning</li> <li>• How the characters and themes of the play promote Priestley’s ‘big ideas’</li> </ul>	<p>Comparative essay on a Power and Conflict poem</p> <p><b>Formative assessment:</b>  Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p>York Notes guide to Power and Conflict Poetry</p> <p>‘The Art of Poetry’ Vol 6: Power and Conflict – Kathrine Mortimore and Neil Bowen</p> <p>Visit: The Imperial War Museum  <b>Recommended websites:</b>  <a href="http://www.theday.co.uk">www.theday.co.uk</a>  Username and password can be provided by English teacher  <a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></p>
<p><b>Year 11  HT5</b></p>	<p><b>Unit Title: ‘An Inspector Calls’ – J.B. Priestley part 2</b></p> <p>Students will also be reminded how to write about the play analytically and revise through exam practice</p> <p><b>Unit Title: Revision</b>  Year 11 teachers will prioritise any unit that would specifically benefit their class at this point in the built up to the GCSE exams.</p>	<p><b>Formative assessment:</b>  Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p><b>Watch:</b> ‘An Inspector Calls’ (2015) BBC film</p> <p><b>Visit:</b> any play currently on stage in London or the UK. Seeing a play live give students an amazing opportunity to see live theatre and a full understanding and appreciation of the difference between a play and a novel.</p>
<p><b>Year 11  HT6</b></p>	<p><b>Unit Title: GCSE Examinations</b></p>		

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 12 Curriculum Overview:</b>			
<b>Year 12 HT1</b>	<p><b>Unit Title: Introduction to Dystopia as a Literary Genre (Mr Bell-Brown)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Origins of Dystopia</li> <li>• Definition of Dystopia</li> <li>• Types &amp; Features of Dystopia</li> <li>• Evolution of Dystopia in 20<sup>th</sup> Century</li> <li>• Dystopia as a Paradigm</li> </ul> <p><b>Unit Title: Introduction to Coursework Task One (Mr Tweed / Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read Poetry Collection <i>The World's Wife</i> by Carol Ann Duffy</li> <li>• Explore Duffy's Poetry Toolbox</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b></p> <p>No Assessment Coursework Unit <b>Coursework Task One Due Date Jan 2026</b></p>	<p><b>Component 02 – Comparative Essay Wider Reading</b> Dystopian Set Text List <i>Brave New World</i> by Aldous Huxley <i>Children of Men</i> by PD James <i>1984</i> by George Orwell</p> <p><b>Wider Knowledge</b> Dystopian Film List &amp; Film Club Articles on Dystopia and links to current affairs available via Google Classroom Extended Learning Folder</p>
<b>Year 12 HT2</b>	<p><b>Unit Title: Study of Set Text - <i>Fahrenheit 451</i> by Ray Bradbury</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Features of Dystopia evident in the Text</li> <li>• Type of Dystopia imagined by Writer</li> </ul> <p><b>Unit Title: Introduction to Coursework Task One (Mr Tweed / Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Coursework Essay writing Method</li> <li>• Coursework Essay writing Model</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b></p> <p>No Assessment Coursework Unit <b>Coursework Task One Due Date Jan 2026</b></p>	<p><b>Component 03 – Task One Wider Reading</b> KS5 Reading List available on GC Fiction &amp; Non-Fiction Texts that focus on issues of identity, gender, roles in Society</p> <p><b>Wider Knowledge</b> Articles on Identity and gender and links to current affairs available via Google Classroom Extended Learning Folder</p>

<p><b>Year 12 HT3</b></p>	<p><b>Unit Title: Study of Set Text - <i>Fahrenheit 451</i> by Ray Bradbury</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• 1950's USA Contextual Influences</li> <li>• How Bradbury transposes these ideas &amp; influences in the text</li> <li>• Key Episodes</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read Task Two Text: <i>Closer</i> by Patrick Marber</li> <li>• Study of 1990's UK Context [AO3]</li> </ul>	<p><b>January PPE 1 - Generic Paper</b>  P1 – Dystopia as Genre short written response questions  P2 – Fahrenheit 451 Contextual Influences extended written response  P3 – Fahrenheit 451 Unseen Passage as prompt for Exam Style Statement Question</p>	<p><b>Component 03 – Task Two</b>  <b>Wider Reading</b>  <i>Patrick Marber</i> by Graeme Saunders (Digital download of book available on GC Extended Learning Folder)  <b>Wider Knowledge</b>  Interviews with Patrick Marber and cast members available on Youtube.com  Film Version 2004 (dir. Mike Nichols)</p>
<p><b>Year 12 HT4</b></p>	<p><b>Unit Title: Study of Set Text - <i>The Handmaid's Tale</i> by Margaret Atwood</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Features of Dystopia evident in the Text</li> <li>• Type of Dystopia imagined by Writer</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Study of Marber's Language &amp; Style [AO2]</li> <li>• Study of Marber's use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b></p>	<p><b>Component 02 – Comparative Essay</b>  <b>Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>The Handmaid's Tale TV Series One</i> (Hula 2017)</p>
<p><b>Year 12 HT5</b></p>	<p><b>Unit Title: Study of Set Text - <i>The Handmaid's Tale</i> by Margaret Atwood</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• 1980's USA Contextual Influences</li> <li>• How Atwood transposes these ideas &amp; influences in the text</li> <li>• Key Episodes</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read Task Two Text: <i>Never Let Me Go</i> by Kazuo Ishiguro</li> <li>• Study of Context in Ishiguro's fiction [AO3]</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b>  <i>Comparative Contextual Essay</i>  Part One Practise Writing HWK/IS and Exam Conditions in Class  Part Three Practise Writing HWK/IS and Exam Conditions in Class</p>	<p><b>Component 03 – Task Two</b>  <b>Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available on GC Extended Learning Folder  Connell Guide to <i>Never Let Me Go</i>  James Wood <i>Ishiguro</i> Essay in <i>The Fun Stuff</i> (2012) collection of Critical Essays  <b>Wider Knowledge</b></p>

			Imagine Interview with Ishiguro available on BBC iplayer Film Version 2010 (dir. Mark Romanek)
<b>Year 12 HT6</b>	<p><b>Unit Title: Comparative Contextual Essay Preparation</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Extended Essay writing Method</li> <li>• Extended Essay writing Model</li> <li>• Exam Question Planning and Timing</li> <li>• Adapting Textual Evidence/Episodes to variety of Exam Questions</li> </ul> <p><b>Unit Title: Introduction to Coursework Task Two (Mr Tweed / Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Study of Ishiguro's Language &amp; Style [AO2]</li> <li>• Study of Ishiguro's use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><i>Comparative Contextual Essay</i> Part Two Practise Writing HWK/IS and Exam Conditions in Class <b>June PPE 2 - Custom Exam Paper</b> H472/02 Question 6 [30 marks] Exam Style Statement Question</p>	

Half Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 13 Curriculum Overview:</b>			
<b>Year 13 HT1</b>	<p><b>Unit Title: Critical Commentary of UNSEEN passage</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>Identifying Types &amp; Features of Dystopia [AO1]</li> <li>Making links between Unseen Passage &amp; Contextual Influences [AO3]</li> <li>Making links between Unseen Passage &amp; other Dystopian Texts</li> <li>Placing Unseen passage in Dystopian Paradigm [AO1]</li> </ul> <p><b>Unit Title: Coursework Task Two (Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>Comparison of Task Two Set Texts [AO4] <i>Never Let Me Go</i> by Kazuo Ishiguro and <i>Closer</i> by Patrick Marber</li> <li>Writing Frame/Model for Coursework Task Two</li> </ul>	This unit is continuously assessed through Classwork Practise Passages, IS tasks and HWK using an Order of Enquiry Model	<p><b>Component 02 – Unseen Passage Wider Reading</b> Brave New Worlds Volume 1 and 2 Collections of Dystopian Short Stories</p> <p><b>Component 03 – Task One &amp; Task Two Wider Reading Wider Knowledge</b> All material from Year 12 will be needed in this term to complete Coursework</p>
<b>Year 13 HT2</b>	<p><b>Unit Title: Critical Commentary of UNSEEN passage</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>Identifying Stylistic Features and Tropes [AO2]</li> <li>Relate Style features to Dystopian Paradigm [AO1]</li> <li>Consider different stylistic approaches to Dystopian Writing</li> </ul> <p><b>Unit Title: Pre 1900 Drama and Poetry Comparative Essay (Ms Capstick)</b> <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>Read <i>The Doll's House</i> by Henrik Ibsen</li> <li>Study of Victorian Context &amp; Genre Context [AO3]</li> </ul>	<p><b>November PPE 1 - Custom Exam Paper</b> H472/02 Question 6 [30 marks] Exam Style Statement Question H472/02 Question 5 [30 marks] Exam Style Unseen Passage</p> <p><b>Coursework Task One</b> Final Version Due Date Jan 2026</p> <p><b>Coursework Task Two</b></p>	<p><b>Component 02 – Unseen Passage Wider Reading</b> Brave New Worlds Volume 1 and 2 Collections of Dystopian Short Stories</p> <p><b>Component 01 – Pre 1900 Drama Wider Reading</b> Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder</p>

		First Draft Due Date Jan 2026	Connell Guide to <i>The Doll's House</i>
Year 13 HT3	<p><b>Unit Title: Interpretative Discussion of changing views of <i>The Tempest</i></b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Jacobean Context of the Play [AO3]</li> <li>• Changing Interpretations of the play through time [AO5]</li> <li>• Study of Theatrical Interpretations [AO5]</li> <li>• Study of Film Interpretations [AO5]</li> <li>• Literary Theories &amp; Types [AO5]  <i>Marxist/Feminist/Psychoanalytical/Historicist/Post-Colonial</i></li> </ul> <p><b>Unit Title: Pre 1900 Drama &amp; Poetry Comparative Essay</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Study of Ibsen's Language &amp; Style [AO2]</li> <li>• Study of Ibsen's use of Genre, Structure &amp; Form [AO2]</li> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>	<p><b>Knowledge Recall Pop Quiz</b>  + This unit is continuously assessed through Classwork Practise Passages, IS tasks and HWK using an Order of Enquiry Model</p> <p><b>Coursework Task Two</b>  Second Draft Due Date March 2026</p>	<p><b>Component 01 – The Tempest Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>The Tempest</i>  <i>The King &amp; The Playwright</i> documentary  Prof James Shapiro</p> <p><b>Wider Knowledge</b>  Film Versions of <i>The Tempest</i>  <i>Forbidden Planet (1956)</i>  <i>The Tempest – Derek Jarman (1980)</i>  <i>The Tempest – Julie Taymor (2011)</i></p>
Year 13 HT4	<p><b>Unit Title: Critical Commentary of UNSEEN passage from <i>The Tempest</i></b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Identifying Stylistic Features and Tropes [AO2]</li> <li>• Identifying Stylistic Features and Tropes [AO1]</li> <li>• Relating Style &amp; Structure Features to Later Plays Paradigm</li> </ul> <p><b>Unit Title: Pre 1900 Drama and Poetry Comparative Essay (Ms Capstick)</b>  <i>Students will learn about/ develop skills of:</i></p> <ul style="list-style-type: none"> <li>• Read <i>OCR Poetry Anthology</i> by Christina Rossetti</li> <li>• Study of Victorian Context &amp; Genre Context [AO3]</li> <li>• Study of Rossetti's Language &amp; Style [AO2]</li> <li>• Study of Rossetti's use of Genre, Structure &amp; Form [AO2]</li> </ul>	<p><b>H472/Component 01</b>  In Class practise Exam Questions</p> <p><b>March PPE 2 - Custom Exam Paper</b>  H472/02 Question 6 [30 marks]  Exam Style Statement Question  H472/02 Question 5 [30 marks]  Exam Style Unseen Passage</p> <p><b>H472/Component 01</b>  In Class practise Exam Questions  Using Order of Enquiry Writing Frame</p>	<p><b>Component 01 – Pre 1900 Drama Wider Reading</b>  Bank of Critical Commentaries and Essays, plus Articles and Reviews, available in GC Extended Learning Folder  Connell Guide to <i>Christina Rossetti</i></p>

	<ul style="list-style-type: none"> <li>• Study of Critical Interpretation of the Text [AO5]</li> </ul>		
<b>Year 13</b> <b>HT5</b>	<b>Unit Title: Exam Preparation and Practice Papers</b>	<b>Coursework Task One</b> Final Submission date 1 <sup>st</sup> May 2026 <b>Coursework Task Two</b> Final Submission date 1 <sup>st</sup> May 2026	