

Week Start	Content Description	Assessment	Events
September			
3rd C1W1	Introduction Lord of the Flies introduction Chapter One	Discussion of the fears surrounding nuclear weapons	
10 <sup>th</sup> C1W2	Lord of the Flies – Chapter 1 continued The description of the island Symbol – The conch Revise the format of a newspaper article	<b>Assessment point: response to the opening of the novel</b>	10-14 <sup>th</sup> CEM Assessments (7,9 & 11) 14 <sup>th</sup> Target Grades Deadline (8,10, 12) 14 <sup>th</sup> Year 7 Picnic
17 <sup>th</sup> C2W1	Chapter Two – Fire on the mountain Explain how the characters are presented in key quotations from Chapter Two Chapter Three – Huts on the beach	Hot seating the characters	17-20 <sup>th</sup> CEM Assessments (7,9 & 11)
24 <sup>th</sup> C2W2	Chapter Four – Painted Faces and Long Hair To describe key language techniques and how they work To explain the effects of language techniques on the reader in an extract from Chapter	<b>Assessment Point: response to characterization</b>	28 <sup>th</sup> Prophet's Birthday - Observed
October			
1 <sup>st</sup> C3W1	Chapter Five – Beast from Water To evaluate how the boy's thoughts change throughout this part of Chapter 5 Chapter Five – Ghosts Chapter Six – Ralph shows leadership by being brave	Comprehension question activity	4 <sup>th</sup> Swimming Gala 5 <sup>th</sup> Armed Forces Day
8 <sup>th</sup> C3W2	Chapter Six continued Chapter Seven and Eight – Terminology	<b>Assessment Point: Evaluate Simon's importance</b>	8 <sup>th</sup> Target Grade Deadline (7,9,11) 10 <sup>th</sup> Careers Day
15 <sup>th</sup> C4W1	Chapter 8 – Gift for the darkness Chapter 9	Class discussion: what is human nature?	
22 <sup>nd</sup>	Half Term Break		
29 <sup>th</sup> C4W2	<b>Chapters 10 and 11 of Lord of the Flies</b> <ul style="list-style-type: none"> <li>Analysis and evaluation of the ending</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Storm on the Island – Seamus Heaney – reading and meaning</li> </ul>	<b>Assessment Point Essay: What is the message of the novel?</b>	31 <sup>st</sup> Orange and Black Day

	<ul style="list-style-type: none"> <li>Context surrounding the writing of the poem</li> <li>Analysis of the poem</li> </ul>		
<b>November</b>			
5 <sup>th</sup> C5W1	<b>Poetry</b> <ul style="list-style-type: none"> <li>Cannibal Kids - Kate Tempest – reading and meaning</li> <li>Context surrounding the writing of the poem</li> <li>Analysis of the poem</li> </ul>	Class live annotation	
12 <sup>th</sup> C5W2	<b>Nonfiction articles</b> <ul style="list-style-type: none"> <li>The real Lord of the Flies: what happened when six boys were shipwrecked for 15 months.</li> <li>Lucy Cavendish: My daughter’s rebellious streak means she hates school</li> </ul>	<b>Assessment Point:</b> transactional writing task	
19 <sup>th</sup> C6W1	<b>Poetry</b> <ul style="list-style-type: none"> <li>Island man – reading and meaning</li> <li>Context surrounding the writing of the poem</li> <li>Analysis of the poem</li> </ul>	Write a poem inspired by a poem	AP1 Written Comments Deadline
26 <sup>th</sup> C7W1	<b>Creative Writing</b> <ul style="list-style-type: none"> <li>➤ How do writers create settings and craft characters</li> <li>➤ Analysis of an example from LOTF</li> <li>➤ Short story planning</li> </ul>	Share examples of creative writing	
<b>December</b>			
3 <sup>rd</sup>	<b>Students off timetable for AP1</b>	<b>Assessment Point:</b> Lord of the Flies extract question	4 <sup>th</sup> First Day AP1 Exams
10 <sup>th</sup>	<b>Students off timetable for AP1</b>		15 <sup>th</sup> Last Day AP1 Exams
17 <sup>th</sup>	AP1 Feedback – teachers give over lessons to reteaching and recapping based on marking		22 <sup>nd</sup> Winter Break
25 <sup>th</sup>	Winter Break		
<b>Winter Break</b>			
1 <sup>st</sup>	Winter Break		
7 <sup>th</sup>	<b>Introduction to Unit: Shakespeare and Macbeth and Debating</b> <ul style="list-style-type: none"> <li>Why do we need to study the context of a play to understand the text fully?</li> <li>Understanding the Plot</li> <li>Whole class reading - ‘Macbeth – The Simplified Story’</li> </ul>	Discussions about the context and origins of drama	8 <sup>th</sup> First Day

	<ul style="list-style-type: none"> <li>An Introduction – What is a Debate</li> </ul>		
14 <sup>th</sup>	<p><b>The Witches and the Opening of the Play</b></p> <ul style="list-style-type: none"> <li>Atmosphere and pathetic fallacy and atmosphere task.</li> <li>Whole class reading of Act 1 Scene 1.</li> </ul> <p><b>Act 1, Scene 2</b></p> <ul style="list-style-type: none"> <li>Whole class reading of Act 1, Scene 2 with a focus on the presentation of Macbeth through the captain's speech.</li> <li>Guided annotation activity. Students will annotate the Captain's speech with annotation questions as support.</li> </ul>	<p><b>Assessment Point:</b> How does Shakespeare use language to present the witches in Act One, Scene One?</p>	
21 <sup>st</sup>	<p><b>An Introduction: Persuasive Speeches</b></p> <ul style="list-style-type: none"> <li>What is persuasion?</li> <li>Development activity – students watch and analyse Leonardo DiCaprio's speech to the UN</li> </ul> <p><b>Act 1, Scene 3 – The Prophecies</b></p> <ul style="list-style-type: none"> <li>To understand the events of the scene</li> <li>To understand the difference between Macbeth and Banquo</li> </ul>	<p>Class model answer: using the examples, write a paragraph explaining why DiCaprio's speech is so persuasive!</p>	25 <sup>th</sup> National Holiday
28 <sup>th</sup>	<p><b>Act 1, Scene 4 – Ambition and Hamartia</b></p> <ul style="list-style-type: none"> <li>To understand the events of the scene and answer comprehension questions</li> <li>To understand and explain Macbeth's Hamartia</li> </ul> <p><b>Act 1, Scene 5 – Lady Macbeth</b></p> <ul style="list-style-type: none"> <li>To understand the character of Lady Macbeth</li> <li>To understand the relationship between Macbeth and Lady Macbeth</li> </ul>	<p><b>Assessment Point:</b> Extract question – The presentation of Macbeth as an ambitious character</p>	
<b>February</b>			
4 <sup>th</sup>	<p><b>Staging a Debate</b></p> <ul style="list-style-type: none"> <li>To understand how a debate is staged and arranged</li> <li>To understand how reason, character and emotion are used in debate</li> </ul> <p><b>Act 1, Scene 6 &amp; Scene 7</b></p> <ul style="list-style-type: none"> <li>To understand how Lady Macbeth appears to be duplicitous</li> </ul>	<p>Class debate on a topical subject</p>	

	<ul style="list-style-type: none"> <li>To understand why Macbeth doesn't want to Kill Duncan</li> </ul>		
11 <sup>th</sup>	<p><b>Act 2, Scene 1 – Macbeth and Banquo</b></p> <ul style="list-style-type: none"> <li>To understand the term juxtaposition</li> <li>To understand how and why Macbeth and Banquo react differently to the Weird Sisters and their prophecies</li> </ul> <p><b>Act 2, Scene 2 – After the Murder</b></p> <ul style="list-style-type: none"> <li>To understand the events of the scene and answer comprehension questions</li> <li>To understand how Macbeth and Lady Macbeth respond to the murder</li> </ul>	<p><b>Assessment Point:</b> PEARL paragraph: How does Shakespeare use juxtaposition to compare the reactions of Macbeth and Banquo?</p>	
18 <sup>th</sup>	<p><b>Act 2, Scene 3 – The Porter</b></p> <ul style="list-style-type: none"> <li>To understand the meaning of equivocation</li> <li>To understand the purpose of the Porter Scene</li> </ul> <p><b>The Art of Persuasion</b></p> <ul style="list-style-type: none"> <li>To understand the effects of the main persuasive devices</li> <li>To understand how to write a persuasive speech</li> </ul>	<p>Scene Comprehension Questions</p>	<p>21-22<sup>nd</sup> Half Term</p>
25 <sup>th</sup>	<p><b>Act 3, Scene 1 – Dealing with Banquo</b></p> <ul style="list-style-type: none"> <li>To understand the events of the scene – comprehension questions</li> <li>To understand the characterisation of Banquo</li> <li>To understand how Macbeth convinces the murderers</li> </ul> <p><b>Act 3, Scene 2 – ‘O, full of scorpions is my mind’</b></p> <ul style="list-style-type: none"> <li>To understand the power relationship between Macbeth and Lady Macbeth</li> <li>To understand how to explode a quote</li> <li>To understand how Macbeth' state of mind has changed</li> </ul>	<p><b>Assessment Point:</b> How has the balance of power and roles changed in the relationship in this scene?</p>	
<p>March (10<sup>th</sup> Ramadan Starts)</p>			

3 <sup>rd</sup>	<p><b>Act 3, Scene 3 – The Light</b></p> <ul style="list-style-type: none"> <li>To understand the events of Act 3 Scene 3</li> <li>To understand the presentation of Banquo</li> </ul> <p><b>Act 3, Scene 4 – Ghosts and Guilt</b></p> <ul style="list-style-type: none"> <li>To understand Jacobean attitudes towards hallucinations and mental illness</li> <li>To explore why Macbeth sees Banquo’s ghost</li> </ul> <p><b>Act 3, Scene 5 – Fate or Free Will?</b></p> <ul style="list-style-type: none"> <li>To understand who Hecate is and her significance</li> <li>To understand the allusions to Greek Mythology</li> <li>To explore fate and free will in the play</li> </ul>	<p>Class model answer: A student, having read this scene, said, ‘Although Macbeth has already committed a terrible atrocity in the killing of Duncan, this scene confirms there is no hope for his redemption.’ To what extent do you agree?</p>	
10 <sup>th</sup>	<ul style="list-style-type: none"> <li><b>Act 4, Scene 1 – The Apparitions</b> To know the prophecies told by the apparitions</li> <li>To understand the events of the scene</li> </ul> <p><b>Act 4, Scene 3 – Kingship</b></p> <ul style="list-style-type: none"> <li>To understand the relationship between Malcolm and Macduff</li> <li>To know the qualities that make a good Jacobean king</li> </ul> <p><b>Act 4, Scene 3 – A Palpable Response</b></p> <ul style="list-style-type: none"> <li>To understand Macduff’s response to the news of his family’s death</li> <li>To understand the characterisation of Macduff</li> </ul>	<p><b>Assessment Point:</b> Starting with this speech, how does Shakespeare present his message on what it means to be a noble king.</p>	
17 <sup>th</sup>	<p><b>Act 5, Scene 1 – What Becomes of Lady Macbeth?</b></p> <ul style="list-style-type: none"> <li>To understand how Lady Macbeth has changed</li> <li>To understand the symbol of blood</li> </ul> <p><b>Act 5, Scenes 2, 3 and 4</b></p> <ul style="list-style-type: none"> <li>To understand the events of scenes 2, 3 and 4</li> <li>To understand how Shakespeare uses foreshadowing</li> </ul>	<p>Student discussion on the fate of Lady Macbeth</p>	

24 <sup>th</sup>	<b>Final Macbeth Revision</b> <ul style="list-style-type: none"> <li>Revision of key quotations and themes</li> </ul> <b>End of Unit Assessment</b>	<b>Assessment Point:</b> <b>End of unit Macbeth extract assessment</b>	
April			
31 <sup>st</sup>	<b>Introduction to Unit: Creative Writing and Dystopian Fiction</b> <p><b>What is Dystopian Fiction?</b></p> <ul style="list-style-type: none"> <li>What are the conventions of dystopian worlds?</li> <li>How does George Orwell use language in <i>1984</i> to create a description of an undesirable place?</li> </ul> <p><b>Inference and Deduction</b></p> <ul style="list-style-type: none"> <li>What are the literary device conventions of dystopian fiction?</li> <li>What can I infer and deduce from dystopian fiction?</li> </ul>	Whole class model answer to a setting question	
7 <sup>th</sup>	<b>Fahrenheit 451</b> <ul style="list-style-type: none"> <li>Can I confidently discuss how a writer uses language to convey different ideas?</li> <li>Can I use the correct subject terminology in my work?</li> <li>Can I use my inference skills effectively to improve my analysis of texts?</li> </ul> <p><b>Language: The Handmaid's Tale</b></p> <ul style="list-style-type: none"> <li>What can we learn from a blurb?</li> <li>Can we judge a book by its cover?</li> </ul> <p><b>Structure In <i>The Bees</i></b></p> <ul style="list-style-type: none"> <li>Can I confidently discuss what is meant by the 'structure of a text'?</li> <li>Can I explain how a text has been structured to interest a reader?</li> <li>Can I identify structural features?</li> </ul>	<b>Assessment Point:</b> <b>How do writers use narrative structure to create effects?</b>	10-11 <sup>th</sup> Eid Holiday
14 <sup>th</sup>	<b>Introduction to Creative Writing</b> <ul style="list-style-type: none"> <li>Can I identify different conventions of a particular genre?</li> </ul>	Creative writing task – creating a setting	

	<ul style="list-style-type: none"> <li>• Can I confidently identify and explain why language devices have been used by a writer?</li> <li>• Can I use these language devices correctly in my own work?</li> </ul> <p><b>Upgrading Sentences</b></p> <ul style="list-style-type: none"> <li>• Can I effectively use a range of sentence structures in my work?</li> <li>• Can I use creative imitation to help increase the sophistication of my work?</li> <li>• Can I explain what makes an interesting and engaging piece of writing?</li> </ul>		
21 <sup>st</sup>	<p><b>Creating Character</b></p> <ul style="list-style-type: none"> <li>• Can I use a range of interesting vocabulary and language techniques to describe a character?</li> <li>• Can I use a variety of sentence structures to engage a reader?</li> <li>• Can I understand the idea of SHOWING a reader something rather than telling them?</li> </ul>	<p><b>Assessment Point:</b>  <b>Creating an engaging character</b></p>	25 <sup>th</sup> Spring Break
28 <sup>th</sup>	Spring Break		
May			
5 <sup>th</sup>	<p><b>Creative Writing Clock</b></p> <ul style="list-style-type: none"> <li>• Can I effectively use a range of sentence structures in my work?</li> <li>• Can I use creative imitation to help increase the sophistication of my work?</li> <li>• Can I explain what makes an interesting and engaging piece of writing?</li> </ul>	Students practice their creative writing skills	7 <sup>th</sup> Start of Term 2
12 <sup>th</sup>	<p><b>Assessment Preparation</b></p> <ul style="list-style-type: none"> <li>• Can I effectively use a range of sentence structures in my work?</li> <li>• Can I use commas correctly in my work?</li> <li>• Can I explain what makes an interesting and engaging piece of writing?</li> </ul>	Writing a short story	

19 <sup>th</sup>	Students off timetable for AP3s	CIE First Language English Paper 1	
26 <sup>th</sup>	Students off timetable for AP3s	CIE Literature in English Poetry and Drama Examination	
June			
2 <sup>nd</sup>	AP3 Feedback – teachers give over lessons to reteaching and recapping based on marking		6 <sup>th</sup> End of year assembly
9 <sup>th</sup>	Students off timetable for end of year activities		12 <sup>th</sup> Last day for Students 13 <sup>th</sup> Last day for Teachers
End of Year			
<b><u>Additional Notes:</u></b>			