

	Week Number	Minimum number of lessons	ENGLISH TOPICS	PATHWAY A	EXTENSION	ATL
AUTUMN 1	1	3	Greek Mythology. Introduction to Greek mythology and Echo and Narcissus	Exploring historical context of genre and moral context of myth. Students analyse the characters, language, form and structure of the Echo and Narcissus myth and explore their relevance in today's society. Persuasive techniques used to write letter to Hera from Echo asking for voice to be returned.	Reading and analysis of modern moral issue from non-fiction text	
	2	3	Odysseus and the Trojan Horse - Exploration of narrative structure	Analysis of the Odysseus myth and its symbolism along with language, structure and form analysis, building on previous skills from Echo myth and introducing Freytag's Pyramid structure for narrative development. Discussion points about Odysseus' character and opportunities for class debate.	Exploration of sentence length, types and their effect on the reader.	
	3	3	Prometheus	Reading of myth for meaning and analysis of language devices used and their effect. Analysis of structure and effect. Peer assessment opportunities following developed response from students. Should Prometheus have been punished in this way?	Write speech from Prometheus imploring for his freedom.	
	4	3	Medusa and Pandora's Box	Detailed language analysis skills and development of extended responses	Reflection/review of myth review for one of the myths studied	
	5	3	King Midas	Exploration of character development and presentation. Discussion and debate of character.	Use of socratic discussion techniques/organisation	*Demos Kratos (For The People)
	6	3	Theseus and the Minotaur	Exploration of character development and presentation. Discussion and debate of character.		
	7	3	Comparison and further exploration	Final week's lessons used to extend debating and persuasive technique activities on roles, responsibilities and characters.	Comparative analysis of characters or Reflection on effectiveness of myths and legends as a form of conditioning and control on the proletariat	
	8	3	Conflict Poetry Study 'Dulce et Decorum Est'	Reading, analysis, annotation and response to 'Dulce et Decorum Est'	Use of contrasting pro-war poem	*Love & Loss
AUTUMN 2	9	3	The Manhunt'	Reading, analysis, annotation and response to 'The Manhunt'	Creative writing/response options	*Love & Loss
	10	3	Out of the Blue'	Reading, analysis, annotation and response to 'Out of the Blue'	Additional contextual exploration to further understanding of poem	
	11	0		REVISION & ASSESSMENT		
	12	3	Romeo and Juliet Introduction and Act1	Introduction to Shakespeare, Elizabethan era and study of opening to play. Exploration of key characters and their presentation and how this reflects the social, historical and economic context of the play. Study will explore key scenes in detail, annotating and exploring areas of the text.	Use of high level model answers to reading/reflection questions to further student responses and analysis of the play	
	13	3			Vocabulary - Introduction of high level linked vocabulary.	
14	3		Exploration of play, themes, characters.			

	15	3	Act 2	Continue exploration and study of Fretag's pyramid structure with development of narrative. How does Shakespeare create tension within the play?	Build on and extend vocabulary using additional UoL mid-term map.	*Shakespeare-Designed
SPRING 1	16	3	Act 3/4	Exploration of play, themes, characters. Focus on key speeches and language used in these to overlap with No Limits curriculum.	Build on and extend vocabulary using additional UoL mid-term map.	*Shakespeare-Designed
	17	3				
	18	3	Act 5	Analytical/exploration responses using exam style questions.		
	19	3				
	20	0	REVISION & ASSESSMENT			
21	3	Review and reflect	Review of character development and presentation within the play. Analysis of key themes and how these reflect context of the play. Opportunities for debate and analytical responses to assessment style questions.	Comparison of characters and exploration of Shakespeare's intention in their representation. and/or Review of the impact of the social, historical setting on the themes and characters		
SPRING 2	22	3	Analyse That	Exploration of non-fiction extracts/articles and speeches (TED Talks) focusing on the skills and techniques used in transactional writing. Build on 'Persuader' techniques that were introduced during Greek Mythology unit. Suggested TED Talks; Angela Oguntala 'Re-imagine the Future', Jeff Hancock 'The Future of Lying', and Neha Narula 'The Future of Money'.	Write a counter argument response to one of the speeches studied.	*Tomorrow's World (& The Next Day...)
	23	3				
	24	3		<i>Extracts: Down and Out in Paris and London</i> by George Orwell / <i>Shivering Denizens of His Mad Realm</i> by Will Nicoll / <i>Stone Cold</i> by Robert Swindells Critically evaluating how the writers present the realities of life for homeless people Comparing <i>Down and Out in Paris and London</i> with <i>Shivering Denizens of His Mad Realm</i> and identifying the similarities the homeless people in both texts share	Exploring how language is used to convey the writer's attitude towards the homeless in one of the extracts	
	25	3		Lesson 1 and 2. 'Atom-Splitting' by J. B. S. Haldane / <i>Surely You're Joking, Mr Feynman</i> by Richard Feynman Comparing the extracts and critically evaluating how each text conveys the magnitude of the scientific discovery and its implications Lesson 3. Speech by Winston Churchill Explore how rhetorical devices and vocabulary are used to persuade.	Synthesise information from both extracts in a response. Compare to other examples of synthesis non-fiction texts and evaluate the effect of this approach	
	26	3		<i>Trigger Happy</i> by Steven Poole, 'How the iPod changed my life'	Creating a formal presentation	
	27	3		Extract from a surfer's account of a surfing experience Newspaper Extract Exploring how language is used to convey the	Identify the writer's attitude towards the extract into a playscript of a scene based on the	
	28	3		newspaper blog about wind farms Identifying quotations that explicitly demonstrate and also	Exploring how language is used to create a sense of setting and convey the	
SUMMER 1	29	0	REVISION & ASSESSMENT			
	30	3	Frankenstein	Study of descriptive writing techniques within the novel and how these are achieved. Further modelling and stretching focusing on high quality responses to textual analysis. Whole text does not need to be taught, recommendation that chronological extract are delivered to ensure students gain understanding of narrative structure and frequency of use of structural techniques and language devices by Shelley.	Vocabulary - Introduction of high level linked vocabulary.	
	31	3			Comparative analysis of characters or Reflection on position of Science and medicine within modern society. How far is too far?	*Sporting Innovation
	32	3				

SUMMER 2	33	3		Continue study of descriptive writing techniques within the novel and how these are achieved. Further modelling and stretching focusing on high quality responses to textual analysis.	What makes us human? Exploration, secondary reading, speeches, debates and letter writing opportunities exploring a number of areas connected to issues raised in the novel.	*Sporting Innovation	
	34	3					
	35	3					
	36	3		Whole text does not need to be taught, recommendation that chronological extract are delivered to ensure students gain understanding of narrative structure and frequency of use of structural techniques and language devises by Shelley.			
	37	3					
	38	0		REVISION & ASSESSMENT			
	39	0		INNOVATION WEEK			