	Week Number	Minimum number of lessons	English Topics	Pathway A	Extension	ATL	
	1	3	Through the Artist's Lens	THE BIG QUESTION: How do I describe a setting? Students introduced to descriptive	Peer assessing for creative writing techniques, with skill-based WWW and EBI given	Food	
	2	3	Through the Artist's Lens	THE BIG QUESTION: Can I plan a piece of description? Students shown model of writing	Wagolls and wabbols or Peer assessing for creative writing techniques, with skill-based WWW and EBI given	Food	
	3	3	Through the Artist's Lens	THE BIG QUESTION: How do I include a reflection in a piece of narrative writing? Models of writing that include all of the sections so far. Could link this to a food based model. THE BIG QUESTION: How do I improve my work? Improvement lesson after whole class feedback. THE BIG QUESTION: Can I write a piece of description? setting, character, action and reflection .	Think, Pair, Share with skill-based WWW and EBI given by peer Formative assessment	Food	
	4	3	A Monster Calls	THE BIG QUESTION: How does Patrick Ness describe the monster in chapter 1? What are some of the enigmas in life? (Death, Fate,); Read Chapter 1; Comprehension questions THE BIG QUESTION: How does a writer create a setting? Read chapter 2 - Breakfast After reading focus on page 25 - setting Read chapter 3 - School		Food	
AUTUMN 1	5	3	A Monster Calls	4 and 5 THE BIG QUESTION: How does Ness use characterisation? Explanation of characterisation- methods; direct/indirect; Analysis of characterisation of Grandma in chapter 6 - table; exemplar paragraph; students write paragraph. THE BIG QUESTION: How does Ness create suspense? Read Chapter 7 - the wildness of stories - cold reading; Characterisation Chat: Pair talk- does the characterisation of the monster surprise you? How does it create suspense? How does Ness create suspense? Close extract analysis	Short story with a similar theme- June of AnotherTues	Food	
	6	3	A Monster Calls	and 9. Allegory and deeper meaning - analytical reading and exploding quotations for language, structure, technique and context. Routine comprehension questioning THE BIG QUESTION: How is language used in this chapter to convey Conor's feelings? Introduce or revisit term- semantic field; Read Chapter 10 - Understanding How is language used in this chapter to convey Conor's feelings? I write/we write/you write: P88- language of weather		Food	
	7	3	A Monster Calls	THE BIG QUESTION: What is the effect of the text on me? Frayer diagram: cataclysmic; Read chapter 11 - 12;My Most Memorable Moments: what you thought was the most impressive/scary/touching/funny/emotional/ disastrous/disappointing/ interesting part of the assigned pages THE BIG QUESTION: How does Ness present Connor's feelings? Read chapter 13 -14 Focus: How is Conor feeling when he looks at the clock? Analyse quotations together: 'Fists clenched'; 'he grabbed the pendulum' Students choose another quotation to explode which explores Conor´s feelings. THE BIG QUESTION: How does the structure of the text interest the reader? RP: Re-read pages p120-124 - Step-by-step what does the monster (Conor) destroy? Which bits are real? Which bits are in his imagination? Writing: Text		Health	

	8	3	A Monster Calls	THE BIG QUESTION: How does Ness employ verbs to convey key ideas? Read chapter 15-16; Passage analysis for types of verbs - dynamic and stative THE BIG QUESTION: How does Ness write a reflection? Read chapter 17 - Destruction - pages 139-140. Focus on the description and then Connor's 'reflection'	Write a reflection piece in the style of Ness based on a	Health	
AUTUMN 2	9	3	A Monster Calls	Mid point assessment, feeeback and DIRT. Extract-based assessment to mimic Lit P2 Section A THE BIG QUESTION: What are the characters' motivations? Read rest of chapter 17 and read chapter 18 - Invisible. Think Point - "You're not going to even punish me?"Do you agree with his father's decision? Why/why not? https://www.youtube.com/watch?v=0QxduB8cNPk THE BIG QUESTION: Can I identify the theme of a text? Read chapter 19 - Yew Trees ; Think Point - How does Conor feel at the end of this chapter and why? Focus on death as enigma	Creative writing: You are going to write an internal mo	Health	
	10	3	A Monster Calls	Read 20 - Could it Be and 21 - No Tale The monster doesn't tell a tale this time so why does the monster visit Conor? The last 4 chapters have been very short, why might this be? Create a spider diagram with your ideas then write a paragraph of structure analysis.; Focusing on p169 - how are sentences crafted to communicate the passing of the time and what does this reveal about Conor's state of mind? THE BIG QUESTION: Can I improve my scanning skills and reflect on key moments in the novel? Summarise the novel in 10 bullet points; Students are to trace Conor's emotions in the whole novel and create a 'tension graph'; Using the graph as a data source, discuss the following questions: Which point in the novel is Conor most explosive and why?Which point in the novel is Conor most in denial and why?Which point in the novel is Conor feeling most alone and why? THE BIG QUESTION: What is the effect of symbolism in the novel? Read Chapter 22 - ´I No Longer See You´. Reading focus: how and why is time used in the novel?; Focus: page 174; How is the symbolism of time		Health	
	11	3		**AP1 Assessment - A Monster Calls**			

12	3	A Monster Calls	THE BIG QUESTION: How has the charactersisatoin of Conor developed? Read 23 and 24; THE BIG QUESTION: How is language and structure used to build tension in the nightmare?Read ´The Rest of the Fourth Tale´. Chapter 29; WHW paragraph Focus: How is language and structure used to build tension in the nightmare? Challenge: Conor has been having this nightmare throughout the novel, why has Ness chosen to share it with his readers at this point in the novel? THE BIG QUESTION: What is the moral of the novel? Read ´Life after Death' to the end of the novel. Pausing to ask students questions to check their understanding.	As Lily, or another classmate, write an internal monolo Health		
13	3	War Poetry	Lesson 1 – Crack the code - Introduction to poetry. Students are reintroduced to poetic terminology through decoding tasks. They have to apply this new knowledge to excerpts of 'The Soldier' by Rupert Brooke Lesson 2 & 3 – Reading, understanding and analysis of the poem.		Computer Science	
14	3	War Poetry	Mametz Wood Lesson 1 – "Crime Scene" with found objects in the middle of the room (bone, finger, skull, bullets). Introduction to context of poem. Lesson 2 – Analysis and annotation of poem Lesson 3 – Comparison between the two poems	Introduce comparison poetry skills with 'The Soldier'	Computer Science	
15	3	War Poetry	Who's for the game' by Jessie Pope. Lesson 1 – Glorification of war (propaganda & games)/ how we've become desensitised. Lesson 2 - Context (jingoism), reading and understanding Lesson 3 – Annotation and analysis of poem	**Debate lesson: Is it right that we make a game out of war? Is it right for us to enjoy war video games? Can we appreciate the impact of war or have we been desensitised?**	Computer Science	
16	3	War Poetry	Anthem for Doomed Youth' by Wilfred Owen. Lesson 1 – Escape room using metaphors from the poem (the escape room is actually unsolvable). Explore how the escape room could be a metaphor for how soldiers felt during the war. Lesson 2 & 3 – Deeper context, reading and annotation of the poem.	Creative writing about trying to escape from the front line.	Computer Science	
17	3	War Poetry	Suicide in the trenches' by Siegfried Sassoon Big Q - How are the effects of war explored in this poem? Lesson 1 – Context, mental & physical effects of war (PTSD, peaky blinders) Scenario game – How could you survive after the war?		Computer Science	
18	3	War Poetry	The Right Word' By Imtiaz Dharker. Exploring how war can influence the attitudes of wider society through the issues such as Islamophobia (Potential link to Who's for the Game?). To analyse how Dharker challenges stereotype through language and structure.	Compare with 'Out of the Blue' by Simon Armitage to understand the context of poetry such as The Right Word.	Computer Science	

SPRING 1	19	3	War Poetry Reflection and Revision		Computer Science	
				Assessment preparation time. Model paragraphs, whole class planning, close textual analysis. Focus on AO1, AO2, AO3		
	20	3		**REVISION & AP2 ASSESSMENT - War Poetry**		
	21	3	Exploring Tragedy through Shakespeare extracts - Intro and Emilia's speech form Othello Act 1 Scene 3	Recap on Aristotle's aspects of tragedy (Miller link). The power of leaders: Examples of great leaders from today discussed (The Queen; Malala, Stephanie Houghton: (Captain of the England Women's football team) Questions for discussion: Do you think you would behave/greet each one of these leaders in the same way? Why? Why not? Which of these leaders do you think is the 'greatest'? Why? Which of these leaders do you think were 'born great', 'achieved greatness' or 'had greatness thrust upon them?' Explain that 'Leadership' is one of themes in many Shakespeare plays and that the titles of lessons in the scheme all either identify a theme or a method used by Shakespeare and other writers. Students explore and analyse the power of persuasion in a range of speeches and learn the difference between a monologue and a Soliloquay. **Students analyse Emilia's speech in regards to identity and equality - why is it still relevant today? Why is her speech tragic?**		
					Space	
	22	3	Exploring Tragedy through Shakespeare extracts - Hamlet's 'To be or not to be' speech	Students explore and analyse Hamlet's 'To be or not to be' speech, anotating for persuasive features, wmotive langauge, technique, structure and contextual links. Students compare the speech to The Seven Ages of Man. Why is Hamlet's seech tragic?	Space	
	22	3	Exploring Tragedy through Shakespeare extracts - Lady Macbeth's 'Unsex me here' speech	Students analysis the speech for LSTC and persuasive features. Rehanissance context of women explored - what is she asking for and why? Are these views on women and capabilities still relevant today? Why is Lady Macbeth's speech tragic? What does it tell us about past and present perceptions of women?	Space	

SPRING 2	24	3	Exploring Tragedy through Shakespeare extracts -			Space
	25	3	A View from the Bridge	Introduction to the play focusing on context A03. Introduction to Italian and American communties, Brooklyn, Longshoremen Arthur Miller, Al Capone, stereotypes and famous Italian Americans 1940s/1950s context.	Individual research on Al Capone.	Global/Culture
	26	3	A View from the Bridge	Exploration of Alfieri and the Greek Chorus, textual analysis of the prologue. Alfieri is a priest and lawyer - signifcance of the narrative voice and implications.	Diary entry from Catherine and her new job.	Global/Culture
	27	3	A View from the Bridge	Introduction of key theme: protective parents. Analysing the role of the father, Eddie and Catherine. Read up to Pg 8 "I swear" Detailed analysis of Eddie's character. Reading to the end of Act 1. Whole class reading.	What are the biggest themes within the play so far?	Global/Culture
SUMMER 1	28	3	A View from the Bridge	Exam Style Question: How far does Eddie fit the role of the Tragic Hero? Model paragraphs, and whole class planning. Close textual analysis focus on A01, A02,A03	Can you link the key themes to any other texts we have studied?	Global/Culture
	29	3		AP3 ASSESSMENT - Extract based A View from the Bridge (beginning of the play)		
	30	3	A View from the Bridge	Whole class reading of Act 2. Focus on changing relationships and character analysis of Marco. Detailed quote analysis and character relationships. Responding to stereotypes.	Extension question: Who is reponsibl for Eddie's death?	Global/Culture
	31	3	A View from the Bridge	Focus on key themes honour and justice. Identifying language features and key quotes.	Explode this quote: 'Eddie, the knife, still in his hand, falls to his kness before Marco.'	Global/Culture

	32	3	A View from the Bridge	Focus on the end of the play, analysis of a tragic ending. Class reading, discussions around the ending. Links to Greek tragedy. Extended writing tasks - diary entries from a range of characters/perspectives.	Write a detailed review of the play.	Music
SUMMER 2	33	3	Lyrics			Music
	34	3	Lyrics			Music
	35	3	Lyrics			Music
	36	3	Lyrics			Music
	37	3	Lyrics			Music
	38	0		END OF YEAR EXAM		
	39	0		INNOVATION WEEK		