

Autumn 1 – ‘Equality & Diversity’								Autumn 2 – ‘Living in the Wider World’						
The Boy in the Striped Pyjamas, Novel (1 Big Write per fortnight = 3x creative pieces across the half term)								Myths and Legends (1 Big Write per fortnight)						
W1 Context - what was the Holocaust?	W2 Boyne’s language - why is the novel told thorough the eyes of child	W3 Comparison - Pavel & Kotler.	W4 Assessment	5.	6.	7.	W8 Long-term impact of the Holocaust	1.	2.	3.	4.	5.	6.	7.
What was Auschwitz?			Vocab - patriot	Bruno & Shmuel’s relationship grows.	Bruno betrays Shmuel	End of the novel - how does Boyne create tension?	Sp&L: Auschwitz today - is it right that it is a tourist destination?	What are myths & legends?	Language Analysis - heroes vs villains (Perseus & Medusa) Presentation of Medusa	Intro to Tragedy - Medea	Relationships - Theseus & Ariadne	Assessment - description of Minotaur	Character Analysis - Achilles	Origins of democracy
Literacy - adjectives, adverbs, simile	Link to GCSE Paper 1 Q4	Literacy - connectives, semicolon, metaphor, preposition	How is patriotism used to exclude people who are different?	How are the boys presented differently?	Moral dilemma - microcosm of Germany at the time.			Intro to Odysseuys		Character analysis - Medea	Achilles & Patroclus		Revenge hero archetype	Direct vs representative
Notes/Links/Interleaving			Additional Higher Content					Notes/Links/Interleaving		Additional Higher Content				
History (women’s history) - treatment of marginalized groups.			Challenge tasks, adding K for Key-word to PEE paragraphs, Big Writes introduce free-writing					Geography (Global Politics) - Europe as a cultural seat		Ambitious content, opportunity to utilise Ancient Greek vocab e.g. xenia, hamartia. origins of democracy				
Geography (world of work) - accommodations/ adaptations for different needs.			Why this, why now?					History (11th C Baghdad vs Anglo Saxon England) - Ancient cultures		Why this, why now?				
PD - Relationships			Thematic approach to learning					British Values - Democracy, Tolerance		To build on cultural capital for Spring 2				
British Values - Tolerance			Character study					School Vision & Values - Resilience		Different text types (play) for GCSE.				
School Vision & Values - Responsibility, respect			Character-led novel to re-engage after 6 weeks off							Descriptive writing for GCSE				
Spring 1 – ‘The Circle of Life’						Spring 2 – ‘Conflict’								
Nature Poetry (1 Big Write per fortnight)						Myths & Legends Poetry (1 Big Write per fortnight)								
1.	2.	3.	4.	5.	6.	1.	2.	3.	4.	5				
Nettles by Vernon Scannell - how does the writer use language to present the speaker’s son?	The Moment by Margaret Atwood - concept question, can nature be owned?	Assessment question: How is the theme of nature and man presented in The Moment?	Rhetorical devices	Praise Song for My Mother, Grace Nichols - natural imagery & love	Praise Song for My Mother, Grace Nichols - structure of a poem	Intro to Mythological poetry	Medusa, Carol Ann Duffy	Siren Song - Margaret Atwood	Eurydice - Margaret Atwood	Salome - Carol Ann Duffy				
	How does the writer use language to present nature as a powerful force?				Assessment	The Rime of the Ancient Mariner, parts 1&2	How does the writer use language to present Medusa?	Poetry comparison - compare how Atwood & Duffy subvert traditional gender roles in Siren Song and Medusa.	Relationship between Orpheus & Eurydice	Historical context, reading comprehension				
						How does the poet present the killing of the bird as a mistake?			Examine the different perspectives of Orpheus & Eurydice	Assessment				
Notes/Links/Interleaving			Additional Higher Content			Notes/Links/Interleaving			Additional Higher Content					
Art (insects) - natural habitats & language used to describe			Introducing how to analyse structure, opportunity to write about the effect of structure, awareness of the GCSE mark scheme.			Content linked to English Half term			Spotting Biblical references as well as mythological characters, beginning to link nd compare poems by theme, explicit links to GCSE Paper 2.					
British Values - Mutual Respect, within relationships and also towards the natural world/ our environment			Why this, why now?			History (dictators) - conflict between people & war			Why this, why now?					
School Vision & Values - Respect, responsibility			Thematic approach to learning, clear links to Nature, as weather gets warmer students need to be reminded of having a healthy respect for their community.			British Values - Individual liberty, mutual respect			Building om characters we met in Winter 2, discussion of different types of conflict & gender politics.					
School Vision & Values - Respect, responsibility						School Vision & Values - Respect, responsibility								
Summer 1 – ‘Health & Leisure’						Summer 2 – ‘Crime & Punishment’								

Our Day Out (1 Big Write per fortnight)						Merchant of Venice (1 Big Write per fortnight)						
1. How Willy Russell’s context informed his writing 1970s Liverpool	2. Character analysis - Carol CHaracter analysis - Mr. Briggs vs Mrs. Kay - different personalities & teaching styles	3. Letter writing - complaint letter	4. Importance of stage directions Scene study - Carol at the cliff edge	5. Character analysis - how has Mr. Briggs changed throughout the play?	6. Scene study - end of the play. Is this a satisfying ending for the audience? Assessment	1. Jacobean vs modern context Who was Shakespeare & why did he write the play?	2. Plot summary Intro to key characters	3. Character study: Portia Portia as an atypical woman.	4. Shylock & antisemitism	5. Shylock’s trial Justice Religion	6. End of the play Xenophobia - Shylock is forced to convert. Is this satisfying for the audience?	7. End of Unit Quiz
Notes/Links/Interleaving Touches upon English HT2 - extract from a play PSHCE - successful leaders (Mr. Briggs vs Mrs. Kay) Geography - types of employment British Values - Individual Liberty, Tolerance School Vision & Values - Responsible, resilient		Additional Higher Content Application of contextual knowledge in our reading of the play (Liverpool in 1970s), reading Liverpool as a similar setting to Newcastle. Why this, why now? Summer often means more offsite trips; the play offers a gentle critique of children’s behaviour on a school trip. Exposure to a play for the first time (which students need for KS4).				Notes/Links/Interleaving Dismantling antisemitism & the far right, heading towards the 6 weeks - fewer opportunities for radicalisation HT4 - gender roles for women British Values - Rule of Law, tolerance School Vision & Values - Respect			Additional Higher Content Additional resources provided around BLM and contemporary race issues, understanding & dismantling white privilege. Why this, why now? Students are at a greater risk of radicalisation during the 6 weeks off, due to the lack of input from school & professionals. Northumberland PRU is less ethnically diverse than other schools so an appreciation of other cultures needs to be taught explicitly. Students’ future destinations may be more diverse.			