Subject Department Plan: Option A – Genre-based Units

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| **August – October**(approx. 6 weeks) | **October – November**(approx. 6 weeks) | **November – January**(approx 6 weeks) |
| **The Building Blocks of Fiction** | **The Building Blocks of Poetry** | **The Building Blocks of Film** |
| **Learning Outcomes** | **Learning Outcomes** | **Learning Outcomes** |
| Oral Language 1, 2Reading 6Writing 1, 4, 5 | Oral Language 2, 8, 10Reading 1, 3Writing 5, 11 | Oral Language 4, 5, 7Reading 4, 8Writing 6, 11 |
| **Suggested Learning Intention** | **Suggested Learning Intention** | **Suggested Learning Intention** |
| ‘Understand how authors create unique characters by placing them in interesting worlds.’ | ‘Analyse and express poetry in its many forms.’ | ‘Understand features of film making and how this can improve our own writing.’ |
| **End-of-unit assessment** | **End-of-unit assessment** | **End-of-unit assessment** |
| Students create their own short stories inspired by the events, characters and/ or locations that they have studied in this unit. | The end of this unit contains two rich tasks that bring together thedifferent aspects of the unit. Creating an informational written piece challenges students to demonstrate their learning. Experiencing spoken word poetry consolidates their learning. One or both of the tasks could be completed by the class. | Students createa 60-second silent movie with a basic plot. |
| **Texts engaged with** | **Texts engaged with** | **Texts engaged with** |
| *The Hunger Games* – Suzanne Collins*The Fellowship of the Ring* – J.R.R. Tolkein *The Curious Incident of the Dog in the Night- time* – Mark Haddon *Ender’s Game* –Orson Scott Card*Little Women* – Louisa May Alcott*Oliver Twist* – Charles Dickens *The Lion, the Witch and the Wardrobe* –C.S. Lewis | ‘The Darkling Thrush’ –Thomas Hardy‘Touchscreen’ – Marshall ‘Soulful’Jones‘[Kills Bugs Dead.]’ –Harryette Mullen‘There was a small dog from Dubai’ – author unknown‘The Old Pond’ – Matsuo Bashō ‘Risk’ – anonymous‘The Mummy’s Smile’ – anonymous‘Love After Love’ – Derek Walcott ‘The Highwayman’ – Alfred Noyes *Macbeth* – William Shakespeare ‘Twinkle Twinkle Little Star’ –Jane Taylor | *New Boy* – director: Steph GreenFilm stills from *Corpse Bride*, *Trolls* and *Marie Antoinette**The Greatest Showman* – director: Michael Gracey *A Single Life* – created by Job Roggeveen,Joris Oprins and Marieke Blaauw*Yu Ming is Ainm Dom* – director: Daniel O’Hara *Badly Drawn Roy* – director: Alan Shannon *The Crush* – director: Michael Creagh |



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| *The Shadow of the Wind** Carlos Ruis Zafón *The Jungle* Book – Rudyard Kipling *The Adventures of Huckleberry Finn*
* Mark Twain

*Lord of the Flies* – William Golding *Harry Potter and the Philosopher’s Stone* –J.K. Rowling*Great Expectations* – Charles Dickens*The Iliad* – Homer*The Secret Life of Walter Mitty* – James Thurber | ‘The Rime of the Ancient Mariner’– Samuel Taylor Coleridge ‘Fog’ – Carl Sandburg‘The Tyger’ – William Blake ‘Folsom Prison Blues’ – Johnny Cash*The Gruffalo* – Julia Donaldson ‘A Visit from St Nicholas’ –Clement Clarke Moore‘From Above’ – Cale Young Rice ‘We Real Cool’ –Gwendolyn Brooks‘Refugees’ – Brian Bilston ‘The Road Not Taken’ –Robert Frost‘Still I Rise’ – Maya Angelou‘Oh What A Wonderful World’ – Bob Thiele and David Weiss | *The Wonderful Story of Kelvin Kind* –director: Ian Power *Stranger Things* – director: The Duffer Brothers*Harry Potter and the Order of the Phoenix* – storyboard visual |
|  | ‘First They Came’ –Martin Niemöller |  |
|  | ‘Back in the Playground Blues’ –Adrian Mitchell |  |
|  | ‘Mid-Term Break’ – Seamus Heaney |  |
|  | ‘The door’ – Miroslav Holub |  |
|  | ‘The Sky is low – the Clouds aremean’ – Emily Dickinson |  |
|  | ‘Daffodils’ – William Wordsworth |  |
|  | ‘My Puppy Punched Me In the Eye’– Kenn Nesbitt |  |
|  | ‘On the Ning Nang Nong’ –Spike Milligan |  |
|  | ‘The Sound Collector’ –Roger McGough |  |
|  | ‘Base Details’ – Siegfried Sassoon |  |
|  | ‘The Eagle’ – Alfred, Lord Tennyson |  |
|  | ‘Alphabet Aerobics’ – Blackalicious |  |



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| **January – February**(approx 6 weeks) | **February – April**(approx 6 weeks) | **April – year end**(approx 6 weeks) |
| **The Building Blocks of Drama** | **The Building Blocks of Shakespeare** | **Selected unit/units** |
| **Learning Outcomes** | **Learning Outcomes** | **Learning Outcomes** |
| Oral Language 2, 5, 11Reading 10, 13Writing 7, 11 | Oral Language 1Reading 8, 11Writing 4, 9, 11 | Oral Language Reading Writing |
| **Suggested Learning Intention** | **Suggested Learning Intention** | **Suggested Learning Intention** |
| ‘Write and perform with an understanding of the key features of drama’ | ‘Analyse the language of Shakespeare to improve our own writing style’ |  |
| **End-of-unit assessment** | **End-of-unit assessment** | **End-of-unit assessment** |
| Write, produce and perform your own one scene comedy play. The play should be linked to your experience of secondary school and is intended fora teenage audience. | Investigate the life and times of William Shakespeare to find out why people still study Shakespeare four hundred years after his death. Present your research in the form of a report. Assume your audience know nothing about Shakespeare. |  |
| **Texts engaged with** | **Texts engaged with** | **Texts engaged with** |
| *Twelve Angry Men* – Reginald Rose*The Girl from the North Country* – Conor MacPherson*The Shadow of a Gunman* – Sean O’Casey *Annie* – musical director: Peter Howard*A Christmas Carol*– original author: Charles Dickens *Alone it Stands* – John Breen *Blood Brothers* – Willy Russell*Frankenstein* – adapted by Philip Pullman | *Romeo and Juliet* – Prologue and Act IV Scene V*Timon of Athens* – Act V Scene I *King John* – Act III Scene I *Troilus and Cressida* – Act III Scene III*King Lear* – Act IV Scene IV *Macbeth* – Act III Scene I *Henry V* – Act IV Scene VII*A Midsummer Night’s Dream* – Act V Scene I**Extended Extract:** *Romeo and Juliet* – Act II Scene II (the balcony scene)**Extended Extract:** *A Midsummer Night’s Dream* – Act III Scene II | The final unit for the year has been left as flexible spacefor teachers. This time may have already been allocated to reading activities,units running longer than expected and/or testing. It could also be an ideal opportunity to use one ofthe learning-focused units. Specifically, you may wish to engage with a unit that uses non-fiction pieces.Equally, this time may be used to return to re-teach areas of the course that students have struggled with this year. |