

Obj No	English - Year 7	Started (/) Completed (X)	Level Achieved
	Wonder		
1	To identify and infer from the cover and evidence in the text		1 2 3 4 5 6 7 8
2	To understand how language is used to present character		1 2 3 4 5 6 7 8
3	To explore and understand August's perspective .		1 2 3 4 5 6 7 8
4	To identify and explore the use and effect of descriptive language		1 2 3 4 5 6 7 8
5	To understand the importance of kindness, and to engage in active prevention of bullying		1 2 3 4 5 6 7 8
6	To explore the effect of different perspectives using quote bursts		1 2 3 4 5 6 7 8
7	To explore article form and to practice the skill of summarising through article writing		1 2 3 4 5 6 7 8
8	To explore writers methods, specifically analysing dialogue between August and Via.		1 2 3 4 5 6 7 8
9	To evaluate character through language .		1 2 3 4 5 6 7 8
10	To explore letter form and to write a letter from Jacks perspective		1 2 3 4 5 6 7 8
11	To understand authorial intention behind structure		1 2 3 4 5 6 7 8
12	To practice reading and comprehension skills		1 2 3 4 5 6 7 8
13	To explore and write an essay response on how Palacio creates tension using language		1 2 3 4 5 6 7 8
14	To understand the review form and practice review writing		1 2 3 4 5 6 7 8

Obj No	English - Year 7	Started (/) Completed (X)	Level Achieved
	Creative writing: Fairytale Horror		
1	To identify different conventions of a particular genre and to identify and explain why language devices have been used by a writer and apply to own writing		1 2 3 4 5 6 7 8
2	To identify the difference between the Grimm edition and the revised edition of fairytales and apply to own writing,		1 2 3 4 5 6 7 8
3	To effectively use a range of sentence structures in my work, particularly to use creative imitation.		1 2 3 4 5 6 7 8
4	To understand and apply of show, rather than tell to character description.		1 2 3 4 5 6 7 8
5	To identify the difference between setting and atmosphere and apply to own writing		1 2 3 4 5 6 7 8
6	To understand the features of formal report and to apply to own report.		1 2 3 4 5 6 7 8
7	To use the guardian video to explore and comment on the ideas of perspective and bias in the media and apply to own writing.		1 2 3 4 5 6 7 8
8	To understand how senses are used to create vivid imagery and apply to own writing.		1 2 3 4 5 6 7 8
9	To identify features of an advert and how they persuade an audience		1 2 3 4 5 6 7 8
10	To apply our knowledge of vocabulary, sentence structures, language devices, and punctuation to write a creative piece of writing		1 2 3 4 5 6 7 8
11	To explore Angela carter's comment on women through her retelling of beauty and the Beast using quote burst analysis		1 2 3 4 5 6 7 8
12	To identify, discuss and analyse language and structural devices that create tension		1 2 3 4 5 6 7 8
13	To write a descriptive piece of writing or an opening to a fairytale horror		1 2 3 4 5 6 7 8

Obj No	English - Year 7	Started (/) Completed (X)	Level Achieved
	Media and Journalism: Creating a better world		
1	To raise awareness and engage in discussion about human rights, inequality and injustice		1 2 3 4 5 6 7 8
2	To learn about the history of racism in order to understand the racism of today.		1 2 3 4 5 6 7 8
3	To identify the purpose of speeches and understand what contributes to a persuasive delivery.		1 2 3 4 5 6 7 8
4	To understand the term 'conscientious objector' and demonstrate your understanding through interview		1 2 3 4 5 6 7 8
5	Analyse how language is used to bring about change, to express a viewpoint and enthuse and engage an audience.		1 2 3 4 5 6 7 8
6	To write an impactful speech and consider ways of developing it		1 2 3 4 5 6 7 8
7	To summarise key ideas for a text and put them in my own words.		1 2 3 4 5 6 7 8
8	To explore and comment on media representation		1 2 3 4 5 6 7 8
9	Examine other texts and responses which have been created as a response to a moment		1 2 3 4 5 6 7 8
10	To explore what is meant by the refugee crisis and develop an empathetic understanding		1 2 3 4 5 6 7 8
11	Identify and analyse word choice, images and structure to comment on fake news and media bias		1 2 3 4 5 6 7 8
12	Explore hate rhetoric and its consequences through creative writing		1 2 3 4 5 6 7 8
13	Understand and apply the features of an effective newspaper articles.		1 2 3 4 5 6 7 8
14	Implement the skills of writing and speaking you have acquired to deliver a pitch that offers a solution to issues currently occurring in the world		1 2 3 4 5 6 7 8
15	Explore and apply the techniques to write an effective, persuasive letter to advocate and implement change		1 2 3 4 5 6 7 8

Obj No	English - Year 7	Started (/) Completed (X)	Level Achieved
	Introduction to poetry		
1	To identify what makes a poem and to create an unseen poem independently		1 2 3 4 5 6 7 8
2	To explore rhyme, rhythm and structure in Robert Frost's The road not taken		1 2 3 4 5 6 7 8
3	To identify and analyse the different types of repetition in poetry and to consider the effect of sound in poetry		1 2 3 4 5 6 7 8
4	To identify and interpret the use of metaphors, similes and personification in Poetry		1 2 3 4 5 6 7 8
5	To use inference to understand the use of vocabulary and meanings in the poem 'Jabberwocky'. To understand the poem through dramatic performance		1 2 3 4 5 6 7 8
6	To understand and analyse 'Daddy' by Sylvia Plath using simile		1 2 3 4 5 6 7 8
7	To write your own poetry using the framework of 'I am'		1 2 3 4 5 6 7 8
8	To be able to write a structured and clear response to Alan Bold's 'Autumn.'		1 2 3 4 5 6 7 8
9	To compare and contrast the poems 'Hyena' and 'Pike'		1 2 3 4 5 6 7 8
10	To comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.		1 2 3 4 5 6 7 8
11	To Perform poetry		1 2 3 4 5 6 7 8

Obj No	English - Year 7	Started (/) Completed (X)	Level Achieved
	The boy in the striped pyjamas		
1	To use inference skills to retrieve and analyse specific information from the text		1 2 3 4 5 6 7 8
2	To understand the use of the term 'writers purpose' .		1 2 3 4 5 6 7 8
3	To analyse how Boyne uses language to present fear in the text		1 2 3 4 5 6 7 8
4	To select and retrieve information from a range of sources about Germany, the Holocaust and Auschwitz		1 2 3 4 5 6 7 8
5	To form a viewpoint about the effect of the 'voice' of Bruno in the story		1 2 3 4 5 6 7 8
6	Using drama to explore Bruno's father and other characters		1 2 3 4 5 6 7 8
7	Explore how the writer uses clothes to indicate the status of characters, and the way that they often treat others according to their outward appearance		1 2 3 4 5 6 7 8
8	Explore the theme of antisemitism		1 2 3 4 5 6 7 8
9	Develop extract annotations into a PEE response to a specific reading question		1 2 3 4 5 6 7 8
10	To use reading backwards to trace the writers development of the theme of fear		1 2 3 4 5 6 7 8
11	To practice our inference skills by asking questions about implied meaning and speculating about the unknown fate of a character		1 2 3 4 5 6 7 8
12	To make predictions as a reading strategy for reading more deeply into the unfolding events of the story		1 2 3 4 5 6 7 8
13	To Write a letter in the voice of Mother which reveals her thoughts and feelings		1 2 3 4 5 6 7 8
14	To discuss the ending considering writers techniques.		1 2 3 4 5 6 7 8
15	Use self reflection and self assessment to clarify success criteria and make improvements to ones writing		1 2 3 4 5 6 7 8

Obj No	English - Year 7	Started (/) Completed (X)	Level Achieved
	Shakespeare: powerful and villainous characters		
1	To learn and understand information about Shakespeare and his life and to introduce the Globe Theatre		1 2 3 4 5 6 7 8
2	To write a creative piece of writing from a different perspective		1 2 3 4 5 6 7 8
3	To identify and explain features of a sonnet / To analyse how Shakespeare uses language to present love in sonnet 104		1 2 3 4 5 6 7 8
4	To understand the role of the chorus and to identify the key elements /conventions of a traditional greek tragedy in the prologue.		1 2 3 4 5 6 7 8
5	To explore the significance of themes and language used in the prologue		1 2 3 4 5 6 7 8
6	to use active reading skills to understand Shakespeare's work/ to analyse how Shakespeare uses language to present the character of Romeo		1 2 3 4 5 6 7 8
7	To write a newspaper article reporting the events of Shakespeare's The Tempest		1 2 3 4 5 6 7 8
8	To learn and understand how Shakespeare creates villainous characters through language.		1 2 3 4 5 6 7 8
9	To learn/revise how to use our inference skills effectively.		1 2 3 4 5 6 7 8
10	To learn and understand how Shakespeare uses language to portray powerful characters.		1 2 3 4 5 6 7 8
11	To continue to learn how to use our inference skills correctly.		1 2 3 4 5 6 7 8
12	To learn and understand how Shakespeare uses language to explore the position of women and relationship with women.		1 2 3 4 5 6 7 8
13	To examine language to discuss the relationship between Juliet and her parents.		1 2 3 4 5 6 7 8
14	To understand the position of women in the Elizabethan family		1 2 3 4 5 6 7 8
15	To explore tension in the opening scene of Hamlet and how Shakespeare structures the scene to create tension in Hamlet.		1 2 3 4 5 6 7 8
16	To identify features of a play		1 2 3 4 5 6 7 8
17	to compare and contrast interpretations of Hamlet		1 2 3 4 5 6 7 8
18	To understand Shakespeares works as plays and to consider interpretations of his works		1 2 3 4 5 6 7 8
19	To plan and perform your own interpretations of SS plays.		1 2 3 4 5 6 7 8

Obj No	English - Year 8	Started (/) Completed (X)	Level Achieved
	Private Peaceful		
1	To make predictions about the plot and understand the context of the novel		1 2 3 4 5 6 7 8
2	To demonstrate understanding of perspective when writing, focusing on tenses and structure.		1 2 3 4 5 6 7 8
3	To understand and identify foreshadowing		1 2 3 4 5 6 7 8
4	To identify and infer from a text .		1 2 3 4 5 6 7 8
5	To write an extended response to a statement using skills of inference		1 2 3 4 5 6 7 8
6	To write a newspaper article		1 2 3 4 5 6 7 8
7	To understand and identify key themes in the opening chapters of the novel		1 2 3 4 5 6 7 8
8	To understand how the writer uses Bertha to show development of character and to show your understanding of character through writing a letter		1 2 3 4 5 6 7 8
9	Understanding the development of Charlie and Molly's relationship		1 2 3 4 5 6 7 8
10	To understand propaganda and analyse persuasive speech		1 2 3 4 5 6 7 8
11	Analysing commentary on the reality of war through poetry		1 2 3 4 5 6 7 8
12	To explore the context of life in the trenches / To analyse how language is used to present the conditions in the trenches.		1 2 3 4 5 6 7 8
13	Analyse the writers use of language to create effect, particularly to create tension		1 2 3 4 5 6 7 8
14	Analyse the writers use of figurative language to create effect		1 2 3 4 5 6 7 8
15	To extend our skills in writing from a character perspective		1 2 3 4 5 6 7 8
16	To engage in active discussion and debate on the novel's ending and the treatment of soldiers		1 2 3 4 5 6 7 8
17	To evaluate and write your own review		1 2 3 4 5 6 7 8

Obj No	English - Year 8	Started (/) Completed (X)	Level Achieved
	Art of Rhetoric		
1	To understand what is rhetoric and analyse how rhetoric is used in Old Major's speech in Animal Farm		1 2 3 4 5 6 7 8
2	To review our knowledge of Rhetoric and analyse the use of rhetoric in Alexander the great's speech		1 2 3 4 5 6 7 8
3	to explore the different types of rhetorical methods and to identify and analyse the use of rhetorical methods in John F Kennedy's speech		1 2 3 4 5 6 7 8
4	To understand and analyse the use of Pathos in advertisement and apply to own writing		1 2 3 4 5 6 7 8
5	To identify rhetoric in MLK'S speech using active reading strategies		1 2 3 4 5 6 7 8
6	To analyse the use of rhetorical methods in MLKs speech and to write a clearly structured and analytical response.		1 2 3 4 5 6 7 8
7	To explore how to write an introduction that also establishes an ethos		1 2 3 4 5 6 7 8
8	To understand how logos is used in a speech and apply to own writing		1 2 3 4 5 6 7 8
9	to identify what a counter argument is and to write and develop a counter argument in your speech		1 2 3 4 5 6 7 8
10	To understand how pathos is used in a speech and apply to own writing		1 2 3 4 5 6 7 8
11	To write a conclusion for your speeches		1 2 3 4 5 6 7 8
12	To deliver your persuasive speech		1 2 3 4 5 6 7 8
13	to understand and explain the similarities and differences between an autobiography and biography and to write in an autobiographical/ biographical style		1 2 3 4 5 6 7 8
14	to understand how to structure and plan a group debate		1 2 3 4 5 6 7 8
15	to show your ability to engage, persuade and debate		1 2 3 4 5 6 7 8

Obj No	English - Year 8	Started (/) Completed (X)	Level Achieved
	Of Mice and Men		
1	To understand the social and historical context of the novel		1 2 3 4 5 6 7 8
2	To explore how Steinbeck uses language to create character		1 2 3 4 5 6 7 8
3	To be able to make clear comparisons between characters in a text		1 2 3 4 5 6 7 8
4	To write a structured response comparing George and Lennie		1 2 3 4 5 6 7 8
5	To understand the role and position of women in the 1930s		1 2 3 4 5 6 7 8
6	To explain how Steinbeck uses language to negatively portray Curley's wife		1 2 3 4 5 6 7 8
7	To explore what methods are used to present/create the character of Slim		1 2 3 4 5 6 7 8
8	To practice key word analysis		1 2 3 4 5 6 7 8
9	To explore sentence upgrading and to write and revise a creative piece of writing		1 2 3 4 5 6 7 8
10	To explore how language is used to create tension and respond to 'how Steinbeck uses language to create tension in 'Of Mice and Men'		1 2 3 4 5 6 7 8
11	To explore the themes of OMAM and present your findings to the class		1 2 3 4 5 6 7 8
12	To understand the racial divide in 1930s America, through dissecting quotations to analyse the character of Crooks		1 2 3 4 5 6 7 8
13	To explore the character of Curley's wife and respond to 'how Steinbeck uses language to create a specific effect on the reader'		1 2 3 4 5 6 7 8
14	To reflect upon the ending		1 2 3 4 5 6 7 8
15	To understand how Steinbeck presents outsiders in the novel		1 2 3 4 5 6 7 8
16	To write an extended response to an assessment style question		1 2 3 4 5 6 7 8

Obj No	English - Year 8	Started (/) Completed (X)	Level Achieved
	Culture and Poetry		
1	To define and understand what culture means		1 2 3 4 5 6 7 8
2	To understand how language and dialect is used in poetry to comment on culture.		1 2 3 4 5 6 7 8
3	To understand that British heritage is heavily influenced by immigration, recognise diversity and understand multiculturalism		1 2 3 4 5 6 7 8
4	To identify language techniques used in Maya Angelou's ' And still I rise'		1 2 3 4 5 6 7 8
5	To analyse how language is used to create meaning in poetry.		1 2 3 4 5 6 7 8
6	To be able to recognise features of a ballad		1 2 3 4 5 6 7 8
7	To be able to perform ballad in a contemporary format		1 2 3 4 5 6 7 8
8	To Identify and understand enjambement in poetry		1 2 3 4 5 6 7 8
9	To understand the impact of war on cultural identity		1 2 3 4 5 6 7 8
10	To understand the significance of place in cultural identity		1 2 3 4 5 6 7 8
11	To be able to compare and contrast poems		1 2 3 4 5 6 7 8
12	To demonstrate the ability to understand and analyse unseen poetry		1 2 3 4 5 6 7 8
13	To perform poetry		1 2 3 4 5 6 7 8

Obj No	English - Year 8	Started (/) Completed (X)	Level Achieved
	Dystopian Fiction		
1	To understand what is Dystopia and what are the conventions of dystopian worlds		1 2 3 4 5 6 7 8
2	To use inference and deduction to analyse how language is used in 1984		1 2 3 4 5 6 7 8
3	To confidently discuss how a writer uses language to convey different ideas		1 2 3 4 5 6 7 8
4	To use inference skills to effectively to improve analysis of a text		1 2 3 4 5 6 7 8
5	To write a newspaper article that informs the reader about the text		1 2 3 4 5 6 7 8
6	To compare the book and film version of the Hunger game in order to form and justify your own opinion		1 2 3 4 5 6 7 8
7	To understand the term etymology		1 2 3 4 5 6 7 8
8	To write the opening scene to a dystopia applying knowledge and skills you have learnt		1 2 3 4 5 6 7 8
9	To understand how a writer uses language to engage the reader and apply to own writing		1 2 3 4 5 6 7 8
10	To extend our creative writing skills using a range of language techniques that engage the reader		1 2 3 4 5 6 7 8
11	To understand Malorie Blackman's fictional dystopia in Noughts and crosses and respond to an analytical question		1 2 3 4 5 6 7 8
12	To understand and engage with the term 'utopia' and complete a group presentation		1 2 3 4 5 6 7 8

Obj No	English - Year 8	Started (/) Completed (X)	Level Achieved
	Julius Caesar		
1	To understand the social, historical and contextual background of the play 'Julius Caesar'		1 2 3 4 5 6 7 8
2	To explore the character of Julius Caesar using inference and to support using evidence from the play		1 2 3 4 5 6 7 8
3	To analyse language in Act 1 Scene 2		1 2 3 4 5 6 7 8
4	To comment on the relationship between Caesar and the other characters		1 2 3 4 5 6 7 8
5	To understand and analyse the language and effect of Brutus' Soliloquy		1 2 3 4 5 6 7 8
6	To understand the role of women in ancient Rome by exploring the characters of Calpurnia and Portia		1 2 3 4 5 6 7 8
7	To summarise and analyse tension in Act 2: 2 and respond to 'how does SS create tension in Act 2:2'		1 2 3 4 5 6 7 8
8	To explore and comment on how Caesar is presented by Shakespeare before his death		1 2 3 4 5 6 7 8
9	To analyse the use of rhetoric in Act 3:2		1 2 3 4 5 6 7 8
10	To use dramatic approaches to explore Shakespeare's plays		1 2 3 4 5 6 7 8

Obj No	English - Year 9	Started (/) Completed (X)	Level Achieved
	An Inspector Calls		
1	Demonstrate an understanding of the context and background of the play		1 2 3 4 5 6 7 8
2	Evaluate Priestley's intention from his use of setting/lighting/stage directions		1 2 3 4 5 6 7 8
3	Understand the concept of dramatic irony and recognise the importance of it		1 2 3 4 5 6 7 8
4	Exploring dramatic irony in Mr Birling's speech		1 2 3 4 5 6 7 8
5	To understand how the themes of capitalism and socialism are presented through characters		1 2 3 4 5 6 7 8
6	Explore the juxtaposition between Mr Birling and Inspector Goole		1 2 3 4 5 6 7 8
7	Exploding character quotations with links to themes		1 2 3 4 5 6 7 8
8	Explore how Priestley develops the character of Sheila		1 2 3 4 5 6 7 8
9	To collate and present information on a given theme		1 2 3 4 5 6 7 8
10	Explore the themes of gender/older vs younger generation and inequality in the play		1 2 3 4 5 6 7 8
11	Examine the role and significance of Inspector Goole in AIC		1 2 3 4 5 6 7 8
12	Explore Priestley's message around responsibility		1 2 3 4 5 6 7 8

Obj No	English - Year 9	Started (/) Completed (X)	Level Achieved
	Journalism: Newspapers, advertising and the media		
1	To examine to layout of a newspaper		1 2 3 4 5 6 7 8
2	Examine the features of a broadsheet newspaper		1 2 3 4 5 6 7 8
3	Examine the features of a tabloid newspaper		1 2 3 4 5 6 7 8
4	Explore the notion of bias		1 2 3 4 5 6 7 8
5	Being economical with language - exploring the structure of a newspaper article		1 2 3 4 5 6 7 8
6	Identify and understand emotive language and its effect on readers		1 2 3 4 5 6 7 8
7	Analyse different types of newspapers		1 2 3 4 5 6 7 8
8	Write a newspaper article		1 2 3 4 5 6 7 8
9	Introduction to advertising and marketing		1 2 3 4 5 6 7 8
10	Explore the features of an advertisement		1 2 3 4 5 6 7 8
11	To understand how advertisement images use colour, texture and viewpoint		1 2 3 4 5 6 7 8
12	To understand how persuasive language techniques are used in adverts		1 2 3 4 5 6 7 8
13	To create an advert		1 2 3 4 5 6 7 8
14	To analyse an advert and be able to justify choices		1 2 3 4 5 6 7 8

Non-fiction study: Race and	English - Year 9	Started (/) Completed (X)	Level Achieved
	Imagine, Explore, Entertain: Creative Writing		
1	To understand the conventions of narrative writing		1 2 3 4 5 6 7 8
2	To explore how writers use language and structure to reflect the narrative voice		1 2 3 4 5 6 7 8
3	To understand how writers use language to achieve effects		1 2 3 4 5 6 7 8
4	Explore how writers use language to create tension		1 2 3 4 5 6 7 8
5	To successfully write the opening of a narrative including features of suspense and tension		1 2 3 4 5 6 7 8
6	Identify features of the story arc		1 2 3 4 5 6 7 8
7	Analyse the features of exposition		1 2 3 4 5 6 7 8
8	Explore how Bradbury uses language to create a sense of isolation in The Pedestrian		1 2 3 4 5 6 7 8
9	Beyond the Sky and the Earth: A Journey into Bhutan: Making inferences from the text		1 2 3 4 5 6 7 8
10	To recap elements of grammar in order to improve technical accuracy		1 2 3 4 5 6 7 8
11	To draw comparisons between texts: exploring the differences in writers' craft		1 2 3 4 5 6 7 8
12	use key past and future tense forms of modal verbs for set phrases		1 2 3 4 5 6 7 8

Imagine, Explore, Entertain:	English - Year 9	Started (/) Completed (X)	Level Achieved
	Animal Farm by George Orwell		
1	To recap of dystopian fiction and understand the context of 1984 and explore its relevance to today's society.		1 2 3 4 5 6 7 8
2	To explore how The Party maintains its control over Oceania in the first three chapters		1 2 3 4 5 6 7 8
3	To understand the restrictions Winston experiences and begin to consider how this may affect his wellbeing.		1 2 3 4 5 6 7 8
4	To analyse how Orwell vividly conveys Winston's fears in the extract		1 2 3 4 5 6 7 8
5	To be able to identify and analyse key quotations to demonstrate a knowledge of a character.		1 2 3 4 5 6 7 8
6	Read and understand the events and emotions presented in Chapter 2		1 2 3 4 5 6 7 8
7	To be able to analyse the significance of the setting and explore its symbolic contrast to London.		1 2 3 4 5 6 7 8
8	To be able to explore the value of knowledge in a democracy.		1 2 3 4 5 6 7 8
9	To be able to debate to what extent government intervention suggests care for its citizens.		1 2 3 4 5 6 7 8
10	To be able to analyse the significance of the room		1 2 3 4 5 6 7 8
11	Understand the value of language and the dangers of eradicating it from society.		1 2 3 4 5 6 7 8
12	To be able to independently write an analytical response.		1 2 3 4 5 6 7 8
13	To be able to closely analyse an extract and link to the wider role of women in the novel.		1 2 3 4 5 6 7 8
14	Understand and analyse the events of chapter 7.		1 2 3 4 5 6 7 8
15	Understand and analyse the events of chapter 8.		1 2 3 4 5 6 7 8
16	To be able to apply context to our understanding of the novel to consider Orwell's intentions.		1 2 3 4 5 6 7 8
17	To be able to closely analyse passages of text to explore Orwell's intentions.		1 2 3 4 5 6 7 8

Obj No	English - Year 10	Started (/) Completed (X)	Level Achieved
	Macbeth		
1	To study the background and context of the play.		1 2 3 4 5 6 7 8
2	To examine the atmosphere created at the beginning of the play.		1 2 3 4 5 6 7 8
3	To examine how Shakespeare introduces the witches		1 2 3 4 5 6 7 8
4	To understand Shakespeare's methods in presenting Macbeth at the start of the play		1 2 3 4 5 6 7 8
5	To analyse how Shakespeare uses language to describe Macbeth at the start of the play		1 2 3 4 5 6 7 8
6	To analyse the scene wherein Macbeth meets King Duncan		1 2 3 4 5 6 7 8
7	Explore Macbeth and Lady Macbeth's relationship		1 2 3 4 5 6 7 8
8	To explore how Shakespeare uses language to present Lady Macbeth		1 2 3 4 5 6 7 8
9	Explore Macbeth and Lady Macbeth's conflicting ideas about regicide		1 2 3 4 5 6 7 8
10	Explore the differences in the way the Macbeths react to King Duncan's murder		1 2 3 4 5 6 7 8
11	Read and analyse the role and significance of The Porter		1 2 3 4 5 6 7 8
12	Explore how Duncan's murder affects the Great Chain Of Being		1 2 3 4 5 6 7 8
13	Explore how Macbeth's state of mind has developed from the beginning of the play until now		1 2 3 4 5 6 7 8
14	Analyse the language in Hecate's speech		1 2 3 4 5 6 7 8
15	Explore what the three apparitions tell Macbeth and the effect they have on him		1 2 3 4 5 6 7 8
16	Explore the relationship between Malcolm and Macduff		1 2 3 4 5 6 7 8
17	Explore Lady Macbeth's descent into madness		1 2 3 4 5 6 7 8
18	Explore and discuss how Lady Macbeth changes from the beginning to the end of the play		1 2 3 4 5 6 7 8

Obj No	English - Year 10	Started (/) Completed (X)	Level Achieved
	Explorations in creative reading & writing (P1 A)		
1	To know and understand the format of the exam		1 2 3 4 5 6 7 8
2	To be able to identify and interpret information from a text		1 2 3 4 5 6 7 8
3	Read texts for meaning and explore writers' methods		1 2 3 4 5 6 7 8
4	Analyse and evaluate the writer's methods and effect		1 2 3 4 5 6 7 8
5	To demonstrate an understanding of the mark scheme		1 2 3 4 5 6 7 8
6	To analyse how writers use structure for effect		1 2 3 4 5 6 7 8
7	To practice analysis of how writers use structure for effect		1 2 3 4 5 6 7 8
8	To analyse writers' perspectives		1 2 3 4 5 6 7 8
9	Examine and evidence the writer's perspective		1 2 3 4 5 6 7 8
10	To be able to read a text critically		1 2 3 4 5 6 7 8
11	To evaluate texts and writer's methods critically		1 2 3 4 5 6 7 8
12	To produce a response for Q4		1 2 3 4 5 6 7 8

Obj No	English - Year 10	Started (/) Completed (X)	Level Achieved
	A Christmas Carol		
1	Explore the social, historical and cultural context of ACC		1 2 3 4 5 6 7 8
2	Explore what life was like during the Victorian Era and discuss reasoning behind why Dickens wrote ACC		1 2 3 4 5 6 7 8
3	Read and understand Stave One		1 2 3 4 5 6 7 8
4	Explore the characterisation of Scrooge in S1		1 2 3 4 5 6 7 8
5	Literary foils: Explore the differences between Scrooge and the other characters		1 2 3 4 5 6 7 8
6	To explore the description and purpose of Marley's ghost		1 2 3 4 5 6 7 8
7	Read and analyse Stave 2 and analyse the character of TGOCP		1 2 3 4 5 6 7 8
8	To explore how Dickens creates sympathy towards Scrooge		1 2 3 4 5 6 7 8
9	To further explore how Dickens creates sympathy towards Scrooge		1 2 3 4 5 6 7 8
10	Explore the role, purpose and dynamic of the Cratchit family		1 2 3 4 5 6 7 8
11	Explore the significance of the Cratchit family (formative assessment)		1 2 3 4 5 6 7 8
12	To explore the role and significance of Ignorance and Want		1 2 3 4 5 6 7 8
13	Explore how Dickens presents the final ghost		1 2 3 4 5 6 7 8
14	Explore how Dickens presents Scrooge's redemption in the final chapter		1 2 3 4 5 6 7 8
15	Create a piece of creative writing based on an ACC prompt		1 2 3 4 5 6 7 8

Obj No	English - Year 10	Started (/) Completed (X)	Level Achieved
	Explorations in creative reading & writing (P2 A)		
1	To be able to identify explicit and implicit information from a range of extracts		1 2 3 4 5 6 7 8
2	Identifying differences between two texts		1 2 3 4 5 6 7 8
3	Summarising two texts using evidence		1 2 3 4 5 6 7 8
4	To practice synthesising and summarising texts using SQUID		1 2 3 4 5 6 7 8
5	To practice synthesising and summarising texts using markscheme guidance		1 2 3 4 5 6 7 8
6	Explore the literary techniques used to describe a scene		1 2 3 4 5 6 7 8
7	Explore how the writer uses language to describe his son		1 2 3 4 5 6 7 8
8	Be able to compare perspectives		1 2 3 4 5 6 7 8
9	Explore the methods writers use to convey their attitude/perspectives		1 2 3 4 5 6 7 8
10	Explain what is similar about the writers' ideas in both sources (ERQ)		1 2 3 4 5 6 7 8
11	To improve ERQ using the feedback provided		1 2 3 4 5 6 7 8

Obj No	English - Year 10	Started (/) Completed (X)	Level Achieved
	Power and Conflict Poetry		
1	To understand how power and conflict is presented in Ozymandias		1 2 3 4 5 6 7 8
2	To explore how Shelley presents power in Ozymandias		1 2 3 4 5 6 7 8
3	To understand the social and contextual factors surrounding London		1 2 3 4 5 6 7 8
4	To explore key quotations from London		1 2 3 4 5 6 7 8
5	Explore Owens' attitude to war and how his views are reflected in 'Exposure'		1 2 3 4 5 6 7 8
6	To analyse how Owen presents nature in Exposure		1 2 3 4 5 6 7 8
7	To explore the ideas and meanings Hughes communicates in Bayonet Charge.		1 2 3 4 5 6 7 8
8	To explore Hughes portrays the soldier's attitude towards war in Bayonet Charge		1 2 3 4 5 6 7 8
9	Explore the ideas and meanings Duffy communicates throughout the poem 'War Photographer		1 2 3 4 5 6 7 8
10	To analyse how Carol Ann Duffy presents war and conflict in War Photographer		1 2 3 4 5 6 7 8
11	To explore the techniques used for comparing poems		1 2 3 4 5 6 7 8
12	To explore the ideas and meanings Tennyson communicates in COTLB		1 2 3 4 5 6 7 8
13	To write a comparative essay: How are the horrors of war presented in Bayonet Charge and one other poem?		1 2 3 4 5 6 7 8
14	To improve our comparative essay based on feedback		1 2 3 4 5 6 7 8
15	To explore how the language and structure of Poppies reflects the conflict of war		1 2 3 4 5 6 7 8
16	To explore symbolism in Poppies		1 2 3 4 5 6 7 8

Obj No	English - Year 11	Started (/) Completed (X)	Level Achieved
	Explorations in creative reading & writing (P1 B)		
1	To be able to communicate clearly, effectively and imaginatively in Q5		1 2 3 4 5 6 7 8
2	To select and adapt tone, style and register for different forms, purposes and audiences.		1 2 3 4 5 6 7 8
3	To organise information and ideas, using structural and grammatical features		1 2 3 4 5 6 7 8
4	To use extensive and ambitious vocabulary when writing to narrate or describe		1 2 3 4 5 6 7 8
5	To fluently link paragraphs with seamlessly integrated discourse markers		1 2 3 4 5 6 7 8
6	To use language for impact when writing to explain		1 2 3 4 5 6 7 8
7	To use language for impact when writing to instruct/advise		1 2 3 4 5 6 7 8
8	To use language for impact when writing to argue		1 2 3 4 5 6 7 8
9	To be able to structure an essay with an effective introduction and convincing conclusion		1 2 3 4 5 6 7 8
10	To effectively and fluently link paragraphs to sequence a range of ideas.		1 2 3 4 5 6 7 8