**MILLENNIAL**

**School Curriculum Offer Pack**

A Contemporary Text for KS3 Year 9 & KS4 GCSE English

**By R.J. Mullings**

A person in a suit and tie

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# MILLENNIAL – Curriculum Fit Document KS3 Year 9 & KS4 GCSE English

Author: R.J. Mullings  
Text Type: Contemporary Play Script  
  
OVERVIEW  
Millennial is a contemporary British play script written to support KS3 English (Year 9) and act as a transition text into KS4 GCSE English Language and Literature. Rooted in early 21st-century England, the play explores issues including youth identity, peer pressure, education, justice, and moral responsibility.  
  
KS3 NATIONAL CURRICULUM ALIGNMENT  
Reading:  
• Whole-text study of a modern play  
• Inference and interpretation  
• Analysis of language, structure and dramatic methods  
• Exploration of themes and characterisation  
  
Writing:  
• Analytical paragraphs and essays  
• Creative and transactional writing  
• GCSE-style extended responses  
  
Spoken Language:  
• Performance and rehearsal  
• Debate and structured discussion  
• Spoken language assessment readiness  
  
YEAR 9 SUITABILITY  
Millennial is ideal for Year 9 as it bridges KS3 and GCSE study, engages reluctant readers through drama, and reflects contemporary realities students recognise.  
  
KS4 / GCSE PREPARATION  
The text supports GCSE assessment skills:  
AO1 – Critical response and quotation use  
AO2 – Language, form and structure analysis  
AO3 – Contextual understanding  
AO4 – Accurate, academic written expression

THEMES & CONTEXT  
• Youth violence and knife crime  
• Peer pressure and masculinity  
• Education and aspiration  
• Justice and moral choice  
• Family and community responsibility  
  
TEACHING RESOURCES  
• 22-lesson Medium-Term Plan  
• Lesson PowerPoints  
• Knowledge organisers  
• Assessment tasks  
• Spoken language activities  
• Author workshops (optional)

IMPLEMENTATION OPTIONS  
• Year 9 core text  
• KS3–KS4 transition unit  
• English & Drama crossover  
• Spoken language focus unit  
  
SUMMARY  
Millennial offers a rigorous, engaging and socially relevant curriculum text that strengthens literacy, oracy and GCSE readiness. There are various differentiated lesson resources to support the learners in KS3 and KS4 as well as the teachers this includes: **WAGOLL Essay examples differentiated by ability, Learning frames to support essay structure, Revision checklists, Demystification document, Knowledge organisers, Curriculum Fit document, Grade Band descriptors for teachers and student friendly versions, Learning checklist, Assessment support packs, Full Medium-Term Plan for delivery with various Examination practice questions, Annotated Essays to enhance student understanding** and more. Lesson resources are available in the exclusive bundle packages, see below for more details about the bundle packages.

Critically this text can also contribute to the effective safeguarding of young people: *Millennial* plays an important role in supporting safeguarding and preventative education. By allowing students to engage with difficult life experiences through fictional characters, the text provides a safe, structured space for young people to explore complex issues such as peer pressure, exploitation, violence, loyalty, and the consequences of decision-making, without personal exposure or risk. Experiencing these scenarios vicariously enables students to develop empathy, emotional literacy, and critical awareness, while guided classroom discussion helps them recognise warning signs, challenge harmful norms, and consider positive alternatives. When taught sensitively, the play supports schools’ safeguarding responsibilities by encouraging reflection, dialogue, and informed choices within a curriculum-led framework.

# Bundle Package Offer

# MILLENNIAL

**A Gripping Crime Drama Exploring the Modern Day Struggles of Education, Society and Justice**

By R.J. Mullings

## Why schools choose MILLENNIAL

MILLENNIAL is a compelling, thought-provoking literature that sparks discussion, critical thinking, and meaningful engagement among students. Perfect for secondary school learners, the text supports:

A person in a suit and tie

AI-generated content may be incorrect.- Literacy and reading for meaning

- Debate, analysis, and creative writing

-Nurturing of the required learning skills to access English GCSE Literature

- PSHE, citizenship, identity, social themes and Drama

- Whole-class literature study of early 21st century England (See MTP for more details)

## Exclusive School Bundle Packages

### Classroom Starter Bundle – 30 copies

• 30 student copies of MILLENNIAL  
• FREE Medium-Term Plan  
• Covers 22 fully structured lessons  
• Designed for one full half-term

### A person in a suit and tie AI-generated content may be incorrect.Enhanced Teaching Bundle – 50 copies

• 50 student copies of MILLENNIAL  
• Medium-Term Plan (22 lessons)  
• PowerPoint presentations for every lesson and a wide range of supporting documents  
• Ready-to-use resources to save planning time including differentiated T&L scaffolding materials.

### Premium School Experience Bundle – 80+ copies

• 80+ student copies of MILLENNIAL  
• Full Medium-Term Plan (22 lessons) With ready-made learning materials accessible to ALL students  
• Complete lesson PowerPoints with full lesson resources including a variety of WAGOLL differentiated essays  
• Author workshop delivered by R.J. Mullings (additional travel expenses may apply depending on location)

## Author Workshop

The in-school workshop includes:  
• Insight into the writing process  
• Exploration of themes and messages  
• Guided student Q&A session  
• Motivation and inspiration for young readers and writers

## Ordering & Enquiries

Author: R.J. Mullings  
Book Title: MILLENNIAL  
Email: [millennialenquiriesuk@gmail.com](mailto:millennialenquiriesuk@gmail.com)

All orders will need to be generated via Amazon link: [Millennial: A Gripping Crime Drama Exploring the Modern Day Struggles of Education, Society and Justice : Mullings, R.J.: Amazon.co.uk: Books](https://www.amazon.co.uk/Millennial-Gripping-Exploring-Struggles-Education/dp/B0FXBNJVYP/ref=sr_1_1?crid=WMX5UBWKLYJ2&dib=eyJ2IjoiMSJ9._UGkfMUkFnVjbZ7GqBqolKiCvBWmPuXQsncypnggvYcEdackebLakyMfDDzW2Y8r7ZJRsdqvTGScRNVyuOgvnA0iTbKV08ga__tgDJ_xi5jGSMSfKoRZkjpo0lZh4h-nVrwTnMpb0CemFpd2YdC3YHUYenuZViUYxBERsAFd0hBKPFHh6p2VSq-g6AKYiXFO1q0mpGMSxDAkEG5mpVOXmrGE5wn2lKiqNv8b82I4i6Q.ImdmvXTtjVFUeJ08tGLVnMp_a9shYbwR1HMWu_YO9kk&dib_tag=se&keywords=millennial&qid=1765653566&sprefix=%2Caps%2C138&sr=8-1)

Bundles will be processed once the receipt is shared via the millennial email address and schools have signed the declaration form that they will not share purchased bundles with other entities or establishments, unless granted approval via the millennial email address provided.

# Medium-Term Plan (MTP) Preview

Introduction to the Medium-Term Plan for *Millennial* by R.J. Mullings

This Medium-Term Plan has been designed to support English teachers in delivering a rich, thoughtful, and socially relevant unit of study on Millennial by R.J. Mullings. The text offers powerful opportunities for exploring characters, narrative, and themes while engaging students in discussions that resonates deeply with their lived experiences. The lessons, activities and suggested approaches within this document aim to help teachers guide students through complex ideas such as mental health, masculinity, peer dynamics, societal expectations, and the impact of structural injustice.

Teachers are encouraged to actively explore the text, drawing on both the quotations provided in this MTP and any additional moments or lines that arise organically during classroom reading. While the document includes carefully selected quotes for close analysis, effective teaching of the text depends on professional judgment—responding to students’ insights, noticing emerging themes and selecting evidence that best supports discussion and written work. The MTP is therefore a guide, not a script: teachers should adapt, deepen, or reshape lessons in ways that suit their students and delivery.

A brief note on the author R.J. Mullings: Mullings’ work is grounded in authenticity, emotional truth, and a sharp understanding of the pressures facing young people in early 21st-century Britain. His writing reflects the intersections of identity, social expectation, and the quiet internal battles many young people face but seldom voice. Through Michael’s journey, Mullings captures the reality of adolescence under pressure—navigating loyalty, fear, masculinity, and systemic judgment. This is part of why the play resonates so profoundly with students: the characters feel recognisable, the dilemmas feel real, and the emotional landscape mirrors the challenges faced by many young people today.

Studying *Millennial* provides a meaningful platform for students to engage critically with questions surrounding responsibility, mental health, and the ways society shapes and sometimes fails its young people. The text provides rich opportunities to develop analytical skill, empathy, and contextual understanding, and this MTP is designed to support teachers in leading those conversations with clarity, depth, and sensitivity.

Teachers are invited to use this document to structure learning, spark discussion, and empower students to draw connections between the play, its context, and their own experiences. The aim is not only to prepare students for assessment but to offer them a text that speaks to their world with honesty and relevance.

# Millennial – Medium-Term Plan – KS3 / KS4 English Literature Taster Sample

## Contents

Unit Big Ideas/Intent

Prior and Future Learning

Cross-Curricular opportunities

Resources

Assessment questions

Analysis

Lesson Sequence (Lessons 1–22)

## Unit Big Ideas/Intent

By the end of this unit, all students will have:  
- Analysed key characters (Michael, Blake, Jane, Frank, Amy, P.C. Davies) in both extract and whole-play responses.  
- Understood how Mullings presents youth violence, peer pressure, present action can shape your future, responsibility, and moral choice in Millennial.  
- Written structured analytical essays with a clear thesis, embedded short quotations, and evaluation of dramatic methods.  
- Developed contextual understanding of early 2000s urban England, youth crime, family dynamics, and school systems.  
- Explored themes including masculinity, loyalty, consequences, justice, truth, and community responsibility.  
- Linked literature to non-fiction sources about knife crime, social policy, and the role of education and community.

We study this unit because Millennial:

- Offers a contemporary British drama that reflects the realities many young people recognise.  
- Explores how everyday decisions and peer influence can lead to life-changing consequences.  
- Raises urgent questions about responsibility, leadership, and the power of education and family.  
- Provides rich opportunities to practice GCSE-style analysis in a text that feels immediate and relevant.

The significance of this unit lies in how it:

- Consolidates and advances KS3 drama and prose analysis, applying them to a full-length modern play, preparing students for GCSE analysis and evaluations of text.  
- Builds interdisciplinary links and cross-curricular connections between literature, politics, sociology, criminology, history, citizenship and morality.  
- Encourages evaluation of authorial purpose, structural choices (flashbacks, framing), and audience response.  
- Develops cultural capital by engaging with a text written by a contemporary Black British educator for young people.

This unit promotes the acquisition, practice and mastery of the following core knowledge:

- Millennial is a contemporary play set in 2000 that explores the causes and consequences of youth violence.  
- Michael is presented as a conflicted teenager caught between family expectations, peer pressure, and his own choices.  
- Blake and “The Boys” represent toxic loyalty, status, and the seduction of power.  
- Jane and Frank embody different parental responses to fear, disappointment, and responsibility.  
- Structure (frame narrative in the hospital, flashbacks, parallel storylines) is used to build tension and show consequences.  
- Key themes: responsibility, masculinity, family, community, justice, education, mental health, safeguarding, peer pressure, life choices and respect.  
- Essays are composed of a clear thesis, supported by PETAZL-style analytical paragraphs that evaluate Mullings’ dramatic choices.

## Prior and Future Learning

Prior Learning

This unit builds on the analytical, contextual, and thematic foundations of KS3 or KS4. Students have already:  
- Explored character, theme and morality in prose and drama texts.  
- Practiced writing analytical paragraphs with embedded quotation.  
- Encountered texts that explore crime, justice, and social responsibility.

How this unit builds on that prior learning

- Deepens understanding of how drama uses stage directions, structure, and dialogue to reveal characters, themes and connecting to the audience.  
- Moves students from paragraph responses to sustained, structured essays.  
- Extends contextual thinking to real-world issues of youth violence and community responsibility.  
- Develops students’ ability to evaluate different perspectives (family, peers, police, justice, school leaders).

Future Learning

- Prepares students for GCSE Literature by developing close reading, analysis of dramatic methods, and thematic essay skills.  
- Provides conceptual tools (responsibility, systemic vs individual blame, justice) that transfer into texts such as An Inspector Calls and Macbeth.  
- Strengthens analytical writing required across GCSE Literature and Language papers.

## Resources

- Full class set of Millennial (book).  
- Student Knowledge Organiser for Millennial.  
- Homework Booklet (reading, retrieval, practice paragraphs).  
- Student Work Booklet with space for quote banks and planning.  
- Learning Trackers.  
- Mastery Lesson PowerPoints (adapted to match this MTP).  
- Deep Mark assessments and Whole-Class Feedback sheets.  
- Extracts from non-fiction texts about youth violence, knife crime, life choices and education.

**Example of Lesson**

**Lesson 15: What do the Characters Represent in Society and how Might Michael’s Life Have Been Different?**

*(Theme: Symbolism, societal structures and the impact of choices)*

**Lesson Objective**

To analyse how each major character represents wider social groups or systems, and to evaluate how different choices—by Michael and others—could have changed the outcome.

**End of Lesson Task**

Write a PETAZL paragraph: **How do the characters represent societal forces, and how might a different set of actions have changed Michael’s future?**

**Success Criteria**

* Identify what each character symbolises (e.g., authority, masculinity, peer pressure, parental expectation, systemic inequality).
* Compare the play’s social dynamics with present-day issues (2020s youth culture, policing, mental health recognition, masculinity norms).
* Select quotations that show how characters embody these pressures.
* Explain how alternative decisions—by Michael and others—might have prevented his downfall.
* Present a balanced view: not a single cause, but a web of influences.

**Know**

* **Michael** represents vulnerable young men navigating masculinity, fear, loyalty, and social judgment.
* **The Father** represents generational expectations, old-school masculinity, and the pressure to appear strong.
* **Blake** represents peer influence, street loyalty, and the fear-driven culture of silence.
* **Hayhurst** represents the pressures of modern education and expectations of young people manifesting in a warped educational experience for some students.
* **Prison Officer 2** represents systemic corruption, institutional flaws, and the harsh realities of abuse that takes place in the youth incarceration system.
* **The Mother** represents protective instinct, emotional labour, and the overlooked voice of care.
* In modern society, these roles map onto:
  + **Mental health awareness gaps**
  + **Youth violence moral panic**
  + **Toxic masculinity and emotional suppression**
  + **Institutional policing biases**
  + **Social media amplification of fear and reputation**
* Michael’s trajectory could have changed with:
  + emotional support,
  + honest disclosures,
  + reduced peer pressure,
  + fairer policing / less corruption in prisons,
  + and changes to his own mindset and decision making.

**Show**

* Identify and annotate lines where characters act as symbols of wider societal forces.
* Compare each role to a modern equivalent (e.g., youth workers, CAMHS, community policing).
* Write one paragraph explaining how a single moment—if handled differently—could have reshaped the outcome.

**Required Reading**

* Scenes involving Michael’s interactions with Father, Blake, Mother, P.C. Davies and Prison officer 2.
* Key diary entries revealing Michael’s inner conflict and reflections.

**Important Quotes**

*(Character – Quote – Device – Analysis – Writer’s Message)*

* **Father – “This is called real responsibility! Us men have to provide.”**  
  *Imperative / masculine ideal* – Reflects generational pressure to appear self-reliant.  
  *Message:* Highlights how old norms discourage emotional openness—still debated in current society.
* **Blake – “Just know this, if you’re not with us you’re against us.”**  
  *Peer pressure / distancing* – Represents self-protection culture among youth.  
  *Message:* Shows how fear overrides loyalty, mirroring modern concerns around street reputation and safety.
* **Hayhurst – “Most definitely and that is why the Chapleton reputation must be protected”.** *Authority claim / Interested more in accolades rather than safety.* *Message:* Exposing the flaws in education and the danger students are in when not safeguarded properly.
* **Prison officer 2 – “I am the only guard on this wing. There’s no one to hear your screams”**  
  *Authority claim / presumption* – Embodies the institutional corruption and the abuse young people are exposed to in those environments.  
  *Message:* Critiques policing approaches that still spark discussions today.
* **Mother – “Okay Love try to come out in a better mood.”**  
  *Emotional plea / vulnerability* – Represents emotional labour often dismissed within families.  
  *Message:* Shows how worry is present but often unheard.
* **Michael – “It all happened so quickly.” “I wish/.”**  
  *Regret / introspection* – Reveals his awareness that different choices existed.  
  *Message:* Emphasises the tragedy of unspoken possibilities and paths not taken.

**Potential Misconceptions**

* Characters represent only themselves and not wider systems.
* Modern society no longer shares any of the problems highlighted in the play.
* Michael had no agency, or external support for agency.

**Vocabulary**

* **Symbolism** – When characters represent wider ideas or social groups.
* **Structural inequality** – Systems that disadvantage certain groups.
* **Agency** – A person’s ability to make choices and act upon them.
* **Determinism** – The idea that outcomes are fixed or inevitable.

# GCSE English Mapping Document

Text: MILLENNIAL  
Author: R.J. Mullings  
Intended Use: Year 9 (Pre-GCSE) and KS4 GCSE English Language & Literature preparation

## Purpose of this Mapping Document

This document demonstrates how the text MILLENNIAL supports the development of key skills assessed in GCSE English Language and English Literature. While MILLENNIAL is not a prescribed exam board text, it is highly effective as a transition and preparation text for GCSE study, enabling students to practise assessment objectives in a modern, engaging context.

## GCSE English Literature – Assessment Objectives

### AO1: Read, understand and respond to texts

Students engage with complex characters, plot development, and moral dilemmas. They develop the ability to:  
• Maintain a critical style and informed personal response  
• Use textual references and quotations to support ideas  
• Track character development and relationships across the text

### AO2: Analyse the language, form and structure used by a writer

MILLENNIAL provides rich opportunities to analyse:  
• Writer’s use of dialogue to convey tension and power  
• Structural shifts and pacing within a crime narrative  
• Narrative perspective and its impact on the reader  
• Language choices reflecting social realism and youth voice

### AO3: Show understanding of the relationships between texts and contexts

The play is rooted in contemporary British society, allowing students to explore:  
• Social and cultural contexts of early 21st-century England  
• Youth culture, education, exclusion, and social inequality  
• Crime, justice, and institutional responsibility

### AO4: Use a range of vocabulary and sentence structures for clarity and effect

Through analytical and creative responses to the text, students develop:  
• Academic writing skills for literature essays  
• Extended written responses using accurate SPaG  
• Discursive and evaluative writing techniques

## GCSE English Language – Skills Coverage

Reading:  
• Inference and interpretation of explicit and implicit meaning  
• Analysis of language and structural methods  
• Comparison of viewpoints and perspectives  
  
Writing:  
• Narrative writing inspired by crime and social realism  
• Transactional writing (letters, poems and articles linked to themes)  
• Writing for purpose, audience, and form  
  
Spoken Language:  
• Structured debates on moral and social issues  
• Presentations exploring themes, characters, and writer’s intent

## Curriculum & Whole-School Links

MILLENNIAL also supports:  
• PSHE and safeguarding discussions  
• SMSC and British Values  
• Oracy development for broadening vocabulary  
• Drama and performance-based learning

## Summary for Trusts and GCSE Departments

MILLENNIAL is an effective KS3–KS4 transition text that strengthens GCSE readiness by allowing students to practise key assessment objectives in a contemporary, relatable context. It supports curriculum coherence, engagement, and skill development across English Language and Literature.

# Letter to Trust Leaders and Heads of English Departments

Subject: GCSE-Ready Contemporary Text for Year 9 KS3 & GCSE KS4 | MILLENNIAL by R.J. Mullings

Dear Trust Leader / Head of English,

I hope this message finds you well.  
  
I am writing to introduce MILLENNIAL, a contemporary crime drama written specifically to support Year 9 English and GCSE transition teaching across secondary schools, this is suitable for both KS3 (Y9) and KS4 English Literature GCSE.  
  
As a Vice Principal and former English teacher, I wrote MILLENNIAL in direct response to the challenges schools face when engaging students with relevant, rigorous, and meaningful literature that also supports safeguarding, PSHE, and academic progression into GCSE English.

## Why Trusts and GCSE Departments are adopting MILLENNIAL

MILLENNIAL is a modern British text set in early 21st-century England, exploring themes of:  
• Youth identity and peer pressure  
• Education, exclusion, and social responsibility  
• Crime, justice, and consequences of choice  
• Power, masculinity, and belonging  
  
The text strongly supports:  
• KS3–KS4 curriculum continuity  
• GCSE English Language & Literature skills  
• AO1–AO4 style analysis (character, theme, structure, writer’s intent)  
• Oracy, extended writing, debate, and contextual understanding  
It has been purposefully written to resonate with learners, while providing a strong foundation for GCSE-level thinking and assessment.

## Bulk Ordering & Trust-Wide Delivery

MILLENNIAL is available for bulk purchase via Amazon, allowing schools and Trusts to use existing procurement routes. [Millennial: A Gripping Crime Drama Exploring the Modern Day Struggles of Education, Society and Justice : Mullings, R.J.: Amazon.co.uk: Books](https://www.amazon.co.uk/Millennial-Gripping-Exploring-Struggles-Education/dp/B0FXBNJVYP/ref=sr_1_1?crid=WMX5UBWKLYJ2&dib=eyJ2IjoiMSJ9._UGkfMUkFnVjbZ7GqBqolKiCvBWmPuXQsncypnggvYcEdackebLakyMfDDzW2Y8r7ZJRsdqvTGScRNVyuOgvnA0iTbKV08ga__tgDJ_xi5jGSMSfKoRZkjpo0lZh4h-nVrwTnMpb0CemFpd2YdC3YHUYenuZViUYxBERsAFd0hBKPFHh6p2VSq-g6AKYiXFO1q0mpGMSxDAkEG5mpVOXmrGE5wn2lKiqNv8b82I4i6Q.ImdmvXTtjVFUeJ08tGLVnMp_a9shYbwR1HMWu_YO9kk&dib_tag=se&keywords=millennial&qid=1765653566&sprefix=%2Caps%2C138&sr=8-1)   
  
To support consistent delivery across schools, we also offer exclusive school bundle packages, including:  
• A 22-lesson Medium-Term Plan (one full half-term)  
• Fully resourced lesson PowerPoints  
• Optional author-led workshops for students and staff  
  
These resources allow departments to reduce planning workload, deliver high-quality, consistent English provision, and embed safeguarding and PSHE themes through literature. We also provide a mandatory declaration form when accessing the bundle resources, see separate documents for more details.

## Ideal for Trusts seeking:

• A shared Year 9 core text  
• Improved GCSE readiness  
• Increased engagement with reluctant readers  
• A modern early 21st century British alternative to overused texts  
• Curriculum coherence across multiple schools

I would welcome the opportunity to discuss how MILLENNIAL could be implemented across your Trust or within individual GCSE departments. Please feel free to reply to this email for bundle details, sample resources, ordering guidance, or workshop availability.

Kind regards,  
  
R.J. Mullings  
Author of *MILLENNIAL*  
Vice Principal | English Specialist  
Email: [millennialenquiriesuk@gmail.com](mailto:millennialenquiriesuk@gmail.com)

## Millennial – Curriculum Delivery & Resource Checklist

**📘 *MILLENNIAL* – Curriculum Delivery & Resource Checklist**

**KS3 Year 9 | KS4 GCSE English Transition**

**📄 Core Text & Curriculum Documents**

* ☐ *Millennial* – Full contemporary play script
* ☐ Differentiated Essays for KS3 Y9 and KS4 GCSE Grade 5-9
* ☐ Essay construction support documents
* ☐ Annotated Essay responses differentiated
* ☐ Curriculum-Fit Document (KS3–KS4 alignment)
* ☐ GCSE English Mapping Document (AO1–AO4 aligned)
* ☐ Ofsted-Aligned Curriculum Intent, Implementation & Impact Statement
* ☐ Safeguarding & Sensitive Content Statement
* ☐ FAQ for schools and departments

**🧠 Medium-Term & Long-Term Planning**

* ☐ Full 22-Lesson Medium-Term Plan (Half-Term Unit)
* ☐ MTP Overview with Big Ideas, Prior & Future Learning
* ☐ Full PowerPoint Presentation lessons differentiated for stretch and challenge
* ☐ Lesson Sequencing & Knowledge Progression Map
* ☐ Adaptation guidance for different cohorts and contexts

**📊 Assessment, Progress & AFL**

* ☐ Assessment Framework (KS3 & GCSE-style)
* ☐ Knowledge & Skills Progression Checklists
* ☐ AFL Tasks (graphs, tension lines, responsibility lines, consequence chains)
* ☐ Student-friendly Success Criteria (GCSE aligned)
* ☐ Grade Band Descriptors (teacher & student versions)
* ☐ Model answers (Grade 5 / Grade 6 / Grade 7 / Grade 8/9)
* ☐ Annotated model paragraphs (AO1 / AO2 / AO3)

**✍️ Teaching & Learning Resources**

* ☐ Lesson PowerPoints (fully resourced)
* ☐ Knowledge Organisers (key themes, characters, quotations)
* ☐ WAGOLL essays (differentiated by ability)
* ☐ Writing frames & scaffolded sentence starters
* ☐ Stretch tasks for higher prior attainers
* ☐ Support materials for reluctant readers
* ☐ Self-Assessment support
* ☐ PETAZL Assessment grids
* ☐ Quotation booklet
* ☐ Retrieval support tasks
* ☐ Context timelines
* ☐ Plot Devices & Stage Direction understanding support
* ☐ *Millennial* comparison document (for teachers)
* ☐ Summary of the text
* ☐ GCSE Mark Scheme & KS3 Mark Scheme
* ☐ Full Poetry Analysis of Poem CYHM (RJM)
* ☐ Character representation understanding
* ☐ Demystification guide
* ☐ Misconceptions & Clarification support
* ☐ Revision Checklist
* ☐ Key Themes Summary
* ☐ Key Character Analysis
* ☐ GCSE Band description guide
* ☐ Assessment Objectives Demystification guide
* ☐ Differentiated Knowledge organisers
* ☐ Curriculum fit for KS3 & KS4

**🎭 Drama, Oracy & Engagement**

* ☐ Spoken Language activities & debate tasks
* ☐ Role-play and performance opportunities
* ☐ Meet the Characters sheet
* ☐ Dramatic irony, structure & flashback lesson resources
* ☐ Stage Direction Student Guide
* ☐ Character exploration and symbolism activities

**🌍 Context, PSHE & Cross-Curricular Links**

* ☐ Youth violence & responsibility context lessons
* ☐ Masculinity, peer pressure & moral choice resources
* ☐ Links to PSHE, Citizenship, SMSC & British Values
* ☐ Non-fiction contextual reading tasks

**🧾 Sales, Compliance & Trust-Level Documents**

* ☐ Letter to Trust Leaders & Heads of English
* ☐ School Bundle Offer Pack
* ☐ Amazon Ordering Guidance
* ☐ Resource Declaration / NDA Form
* ☐ School Testimonial & Review Template
* ☐ Example Completed School Testimonials

**⭐ Optional Enhancements**

* ☐ Author-led student workshop
* ☐ Staff CPD / curriculum briefing session
* ☐ Trust-wide implementation support

**✅ What this provides**

* A Curriculum Ready text that not only develops attainment but supports in safeguarding our young people
* A **complete, inspection-ready English Literature unit**
* Clear **KS3 to KS4 progression**
* Strong **GCSE preparation**
* Built-in **safeguarding & PSHE relevance**
* Reduced **teacher workload**
* High **student engagement and impact**
* **Stretch** & **Challenge** with **Adaptive Teaching opportunities**

# Amazon Ordering Page

**Ordering MILLENNIAL for Schools and Trusts**

MILLENNIAL is available for purchase directly through Amazon, allowing schools, academies, and Multi-Academy Trusts to order class sets using existing procurement and finance systems.

## Book Details

Title: MILLENNIAL – A Gripping Crime Drama Exploring the Modern Day Struggles of Education, Society and Justice  
Author: R.J. Mullings  
Format: Paperback  
Marketplace: Amazon UK [Millennial: A Gripping Crime Drama Exploring the Modern Day Struggles of Education, Society and Justice : Mullings, R.J.: Amazon.co.uk: Books](https://www.amazon.co.uk/Millennial-Gripping-Exploring-Struggles-Education/dp/B0FXBNJVYP/ref=sr_1_1?crid=WMX5UBWKLYJ2&dib=eyJ2IjoiMSJ9._UGkfMUkFnVjbZ7GqBqolKiCvBWmPuXQsncypnggvYcEdackebLakyMfDDzW2Y8r7ZJRsdqvTGScRNVyuOgvnA0iTbKV08ga__tgDJ_xi5jGSMSfKoRZkjpo0lZh4h-nVrwTnMpb0CemFpd2YdC3YHUYenuZViUYxBERsAFd0hBKPFHh6p2VSq-g6AKYiXFO1q0mpGMSxDAkEG5mpVOXmrGE5wn2lKiqNv8b82I4i6Q.ImdmvXTtjVFUeJ08tGLVnMp_a9shYbwR1HMWu_YO9kk&dib_tag=se&keywords=millennial&qid=1765653566&sprefix=%2Caps%2C138&sr=8-1)

## How to Order

1. Visit Amazon.co.uk  
2. Search for: MILLENNIAL R.J. Mullings  
3. Select the paperback edition of the book  
4. Adjust the quantity to match your required class set (e.g. 30, 50, or 80+ copies). Amazon may have a 30-copy limit order restriction so if you wanted 60 copies for example, you would have to complete two separate orders.  
5. Complete the purchase using your school or Trust Amazon account

## Important Information for Bundle Purchases

Schools purchasing MILLENNIAL in bulk are eligible for exclusive bundle resources, including Medium-Term Plans, lesson PowerPoints, and author workshops (depending on quantity ordered).

To access bundle resources, schools must:  
• Complete their Amazon purchase  
• Email a copy of the Amazon receipt to: **millennialenquiriesuk@gmail.com**  
• Sign and return the MILLENNIAL Resource Declaration Form

## Bundle Processing

Once the receipt and signed declaration form have been received, bundle resources will be released electronically to the purchasing school or Trust.  
  
Please note: All resources are licensed for use within the purchasing institution only and must not be shared externally without written permission.

## Support & Enquiries

For support with ordering, bundle eligibility, or Trust-wide purchases, please contact:  
  
R.J. Mullings  
Author of *MILLENNIAL*  
Vice Principal | English Specialist  
Email: millennialenquiriesuk@gmail.com

# Declaration Form

This declaration form must be completed and signed by an authorised representative of the purchasing school or educational establishment prior to the release of any bundle resources associated with the novel MILLENNIAL by R.J. Mullings.

## Declaration of Non-Distribution

I, the undersigned, confirm that I am an authorised representative of the school or educational establishment named below and acknowledge the following conditions:

1. All teaching resources provided as part of the MILLENNIAL bundle packages, including but not limited to Medium-Term Plans, lesson materials, PowerPoint presentations, and workshop content, remain the intellectual property of R.J. Mullings.

2. These resources are licensed for use solely within the purchasing school or educational establishment and are intended only for staff and students of that institution.

3. I agree that the resources will not be shared, copied, distributed, sold, uploaded, or otherwise made available to any other school, academy trust, organisation, individual, or establishment.

4. I understand that resources may only be shared externally if explicit written permission is granted by R.J. Mullings via the official email address:  
millennialenquiriesuk@gmail.com

5. I acknowledge that any unauthorised sharing or distribution of these materials may result in withdrawal of access to resources and potential further action.

## School / Establishment Details

School / Establishment Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Authorised Representative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Declaration

I confirm that I have read, understood, and agree to the terms outlined above regarding the use and non-distribution of MILLENNIAL bundle resources.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# MILLENNIAL – Frequently Asked Questions

Is Millennial an exam-board set text?  
No. Millennial is not a prescribed GCSE text, but it is specifically designed to prepare students for GCSE English Language and Literature through aligned assessment objectives and exam-style tasks.  
  
Is the text suitable for mixed-ability classes?  
Yes. Millennial is supported by differentiated resources including writing frames, WAGOLLs, scaffolded planning, and stretch tasks.  
  
Is the content appropriate for Year 9?  
Yes. The text is recommended for Year 9 and above. Sensitive themes are explored through fiction with clear safeguarding guidance for teachers.  
  
Does the unit require Drama expertise?  
No. While performance opportunities are included, Millennial can be taught entirely as an English Literature classroom-based unit.  
  
How long does the unit take to teach?  
The full Medium-Term Plan spans 22 lessons, suitable for one half-term. Schools may adapt delivery length as they deem necessary.  
  
How does this support safeguarding?  
Millennial supports preventative education by allowing students to engage with complex issues safely through discussion, reflection and guided analysis.  
  
Can schools adapt the resources?  
Yes. All teaching resources are adaptable for internal school use in line with the declaration form.  
  
How do schools order?  
Orders are placed via Amazon. Schools select a bundle, share the receipt, and sign the declaration form to access full resources. There is also an *Ordering page* that gives you a full breakdown of the order process.

We are happy to answer any other questions you may have in our meetings or via email [*Millennialenquiriesuk@gmail.com*](mailto:Millennialenquiriesuk@gmail.com)

# MILLENNIAL – Safeguarding & Sensitive Content Statement

Text: Millennial – R.J. Mullings  
Intended Age Range: Year 9+ (KS3–KS4 Transition)  
  
Purpose:  
Millennial is a contemporary British play designed to support preventative education, safeguarding awareness, and curriculum-led exploration of complex social issues within a safe and structured classroom environment.  
  
Content Overview:  
The text includes references to:  
• Youth violence and knife crime  
• Peer pressure and exploitation  
• Policing and incarceration  
• Emotional trauma and mental health pressures  
  
These themes are explored through fictional characters and situations, allowing students to engage critically without personal exposure.  
  
Safeguarding Rationale:  
Millennial supports schools’ statutory safeguarding duties by:  
• Encouraging reflection on consequences of decision-making  
• Developing empathy and emotional literacy  
• Challenging harmful norms related to masculinity and silence  
• Providing a platform for guided discussion rather than lived risk  
  
Teaching Guidance:  
Schools are advised to:  
• Establish clear discussion protocols  
• Use trauma-informed teaching approaches  
• Allow opt-out alternatives if required  
• Signpost pastoral or safeguarding support when appropriate  
  
Compliance:  
When taught appropriately, Millennial aligns with:  
• Keeping Children Safe in Education  
• Prevent Duty  
• RSHE / PSHE statutory guidance

Conclusion:  
Millennial is a curriculum-based safeguarding text that supports preventative education through literature, discussion, and reflection.

# MILLENNIAL – Ofsted-Aligned Curriculum Statement

Curriculum Intent:  
Millennial is selected to provide students with a contemporary, socially relevant literary text that develops reading, writing, oracy, and critical thinking while reflecting lived realities of modern Britain.  
  
Implementation:  
• Delivered through a 22-lesson medium-term plan  
• Explicit teaching of analytical writing and GCSE-style responses  
• Integrated spoken language opportunities  
• Cross-curricular links to PSHE, Citizenship, and Drama  
  
Impact:  
Students demonstrate:  
• Improved analytical writing and use of evidence  
• Greater engagement with reading  
• Increased confidence in discussion and debate  
• Enhanced safeguarding awareness and emotional literacy  
  
Quality of Education:  
Millennial supports:  
• Cultural capital through contemporary British literature  
• Inclusion and representation  
• Clear progression from KS3 to KS4 expectations  
• Preparation for GCSE assessment objectives  
  
Inspection Readiness:  
The text provides clear evidence of curriculum intent, coherent sequencing, and measurable impact.