

|                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        | En                                                                                                                                                                                                                                                                                             | glish Curriculum - Overvi                                                                                                                                                                                                                                                                                                                                                         | ew                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7                                                                                                                                                                                                                                                                                      | Year 8                                                                                                                                                                                                                                                                                 | Year 9                                                                                                                                                                                                                                                                                         | Year 10                                                                                                                                                                                                                                                                                                                                                                           | Year 11                                                                                                                                                                                                                                                                                                                                                        | Year 12                                                                                                                                                                                                                                                                                                                                     | Year 13                                                                                                                                                                                                                                                                                                                                         |
| Throughout their Year 7 English studies, students will aim to: • Read confidently and securely for both pleasure and information; • Acquire a wide and ambitious vocabulary • Develop an awareness of grammar and linguistic conventions for reading, different types of writing and spoken | Throughout Year 8 English, students will continue to aim to:  Read confidently and securely for both pleasure and information;  Acquire a wide and ambitious vocabulary  Develop an awareness of grammar and linguistic conventions for reading, different types of writing and spoken | Year 9  Throughout Year 9 English, students will continue to aim to:  Read confidently and securely for both pleasure and information;  Acquire a wide and ambitious vocabulary  Develop an awareness of grammar and linguistic conventions for reading, different types of writing and spoken | Year 10  Students will build on key skills and knowledge from KS3 including language analysis, drama texts, poetry, creative and transactional writing and linking texts to their contexts.  In their lessons focused on GCSE English Language and English Literature content, Students will primarily focus on reading for meaning and also being able to analyse the effects of | As students work towards their final examinations, they will further develop analytical, evaluative and inference skills and apply these to the texts studied in Year 10. In their lessons focused on GCSE English Language and English Literature content, Students will primarily focus on reading for meaning and also being able to analyse the effects of | In A-Level English Literature, students will begin to develop the ability to read critically, analyse, evaluate and undertake independent research. In all of their studies, they will focus on articulating personal, creative responses to texts. They will analyse the ways in which meanings are shaped, as well as how contexts can be | In A-Level English Literature, students will become more confident with reading critically, analysing, evaluating and undertaking independent research. In all of their studies, they will focus on articulating personal, creative responses to texts. They will analyse the ways in which meanings are shaped, as well as how contexts can be |
| Ianguage  Gain an appreciation for our rich and varied literary heritage                                                                                                                                                                                                                    | <ul> <li>language</li> <li>Gain an         <ul> <li>appreciation for</li> <li>our rich and</li> <li>varied literary</li> <li>heritage</li> </ul> </li> </ul>                                                                                                                           | <ul> <li>language</li> <li>Gain an         <ul> <li>appreciation for</li> <li>our rich and</li> <li>varied literary</li> <li>heritage</li> </ul> </li> </ul>                                                                                                                                   | key methods and, in<br>the case of Literature,<br>key contexts, on how<br>we receive a text.<br>Students also aim to<br>write with clarity,                                                                                                                                                                                                                                       | key methods and, in<br>the case of Literature,<br>key contexts, on how<br>we receive a text.<br>Students also aim to<br>write with clarity,                                                                                                                                                                                                                    | significant in how<br>texts are received.<br>Connections across<br>literary texts,<br>connected to genre,<br>will be explored and                                                                                                                                                                                                           | significant in how<br>texts are received.<br>Connections across<br>literary texts,<br>connected to genre,<br>will be explored and                                                                                                                                                                                                               |
| <ul> <li>Write clearly,<br/>accurately and<br/>coherently</li> <li>Develop their<br/>skills in speaking<br/>and listening</li> </ul>                                                                                                                                                        | <ul> <li>Write clearly,<br/>accurately and<br/>coherently</li> <li>Develop their<br/>skills in speaking<br/>and listening</li> </ul>                                                                                                                                                   | <ul> <li>Write clearly,<br/>accurately and<br/>coherently</li> <li>Develop their<br/>skills in speaking<br/>and listening</li> </ul>                                                                                                                                                           | purpose and effect, with accurate spelling and punctuation. There is also a focus on oracy linked to their SLE work.                                                                                                                                                                                                                                                              | purpose and effect, with accurate spelling and punctuation. There is also a focus on oracy linked to their SLE work.                                                                                                                                                                                                                                           | students will examine different interpretations of texts.                                                                                                                                                                                                                                                                                   | students will examine different interpretations of texts.                                                                                                                                                                                                                                                                                       |



|                                        |                                           | Cui                                     | riculum – Topic Sequenc                  | ing                                    |                                       |                                        |
|----------------------------------------|-------------------------------------------|-----------------------------------------|------------------------------------------|----------------------------------------|---------------------------------------|----------------------------------------|
| Year 7                                 | Year 8                                    | Year 9                                  | Year 10                                  | Year 11                                | Year 12                               | Year 13                                |
| Half Term 1 Identity                   | Half Term 1 Novel                         | HT 1 Animal Farm                        | HT 1 An Inspector                        | HT 1 Macbeth                           | HT 1 Tragedy                          | Half Term 1                            |
| A focus on fictional                   | The reading of a class                    | The reading of                          | Calls                                    | The reading of the                     | A focus on the genre                  |                                        |
| texts about                            | novel, moving to                          | Orwell's 'Animal                        | The reading of the                       | play 'Macbeth,' to                     | of Tragedy and its                    | Introduction to Crime                  |
| protagonists who are                   | analysing how                             | Farm' as a class                        | play 'An Inspector                       | include making                         | conventions, before                   | Fiction (4 lessons per                 |
| from a minority                        | language and                              | reader, focused on                      | Calls,' to make                          | developed inferences                   | moving to studying                    | week)                                  |
| group, designed to                     | structure are used                        | analysing how                           | developed inferences                     | from the text and                      | the set texts.                        |                                        |
| ask students to                        | effectively in the                        | language and                            | from the text and                        | analysing its                          |                                       | A focus on the genre                   |
| explore and examine                    | novel, as well as work                    | structure are used                      | analyse its methods,                     | methods, as well as                    | Students will                         | of Crime fiction and                   |
| ('think hard' about)                   | relating it to its                        | effectively in the                      | and context.                             | work relating it to its                | primarily focus on:                   | its conventions,                       |
| their own identities                   | context.                                  | novel, as well as work                  | Students will                            | context.                               |                                       | before moving to                       |
| and those of others                    | Students focus on:                        | relating it to its                      | primarily focus on:                      | Students will                          | <ul><li>identifying and</li></ul>     | studying the set texts.                |
|                                        | <ul> <li>interpreting explicit</li> </ul> | context.                                | <ul> <li>Writing a formal</li> </ul>     | primarily focus on:                    | interpreting explicit                 |                                        |
| Students will                          | and implicit                              | Students will                           | essay                                    | <ul> <li>Writing a formal</li> </ul>   | and implicit                          | Students will                          |
| primarily focus on:                    | information and ideas                     | primarily focus on:                     | <ul> <li>Constructing an</li> </ul>      | essay                                  | information and ideas                 | primarily focus on:                    |
|                                        | <ul> <li>Identifying verbs,</li> </ul>    | <ul><li>identifying and</li></ul>       | introduction to a                        | <ul> <li>Constructing an</li> </ul>    | <ul> <li>Using evidence to</li> </ul> |                                        |
| <ul><li>identifying and</li></ul>      | nouns, adjectives and                     | interpreting explicit                   | formal essay                             | introduction to a                      | support ideas                         | <ul> <li>The conventions of</li> </ul> |
| interpreting explicit                  | adverbs in a text                         | and implicit                            | <ul><li>Giving an</li></ul>              | formal essay                           | <ul> <li>Identifying and</li> </ul>   | different types of                     |
| and implicit                           | <ul> <li>Making inferences</li> </ul>     | information and ideas                   | interpretation of the                    | <ul> <li>Giving an</li> </ul>          | commenting on the                     | Crime fiction                          |
| information and ideas                  | from a text                               | <ul> <li>Using evidence to</li> </ul>   | play                                     | interpretation of the                  | dramatic methods                      | <ul><li>identifying and</li></ul>      |
| <ul> <li>Using evidence to</li> </ul>  | <ul> <li>Explaining what the</li> </ul>   | support ideas                           | <ul> <li>Supporting ideas</li> </ul>     | play                                   | used by writers                       | interpreting explicit                  |
| support their ideas                    | message(s) of the                         | <ul> <li>Identifying a range</li> </ul> | with evidence                            | <ul> <li>Supporting ideas</li> </ul>   | Giving multiple                       | and implicit                           |
| <ul> <li>Explaining the</li> </ul>     | novel is/are and how                      | of language features                    | <ul> <li>Analysing the play's</li> </ul> | with evidence                          | interpretations of a                  | information and ideas                  |
| perspectives of                        | this is affected by the                   | <ul> <li>Making developed</li> </ul>    | language and                             | <ul> <li>Analysing language</li> </ul> | text                                  | <ul> <li>Using evidence to</li> </ul>  |
| different writers                      | context                                   | inferences                              | structure                                | and structure                          | <ul> <li>Writing in an</li> </ul>     | support ideas                          |
| <ul> <li>Key writing skills</li> </ul> | • The structure of a                      | <ul> <li>Explaining what the</li> </ul> | <ul> <li>Making relevant</li> </ul>      | <ul> <li>Making relevant</li> </ul>    | appropriately                         | <ul> <li>Identifying and</li> </ul>    |
| <ul> <li>How and why</li> </ul>        | novel                                     | message(s) of the                       | links between ideas in                   | links between ideas                    | academic style                        | commenting on the                      |
| language changes                       |                                           | novel is/are                            |                                          | and context                            |                                       |                                        |



| What is meant by                      | What the central                         | • Identifying                           | the play and its        | • The plot of Macbeth                    | • Linking ideas to the              | dramatic methods                    |
|---------------------------------------|------------------------------------------|-----------------------------------------|-------------------------|------------------------------------------|-------------------------------------|-------------------------------------|
| 'Britishness' and how                 | story is and who the                     | structural features                     | context                 | Who each character                       | genre of Tragedy                    | used by writers                     |
| it can vary                           | key characters are in                    | • Explain key                           | The plot of AIC         | is what the main                         | • The conventions of                |                                     |
| • Ideas on what is                    | the class novel                          | historical/societal                     | Who each character      | themes are                               | different types of                  |                                     |
| meant by 'identity'                   | • Figurative language                    | contextual points                       | is and what the main    | What the Jacobean                        | Tragedy                             |                                     |
|                                       | and how its use                          |                                         | themes are              | era was like and who                     |                                     |                                     |
|                                       |                                          |                                         | Who JB Priestley        | James I was                              |                                     |                                     |
|                                       |                                          |                                         | was                     |                                          |                                     |                                     |
| Half Term 2                           | Half Term 2                              | Half Term 2                             | Half Term 2             | Half Term 2                              | Othello (4 lessons per              | Brighton Rock (4                    |
|                                       |                                          |                                         |                         |                                          | week)                               | lessons per week)                   |
| Year 7 Novel (3-4                     | War Poetry (3                            | Romeo and Juliet (3                     | A Christmas Carol (3-   | Power and Conflict                       |                                     |                                     |
| lessons per week)                     | lessons per week)                        | lessons per week)                       | 4 lessons per week)     | Poetry and Mock                          | The reading of the                  | Students will                       |
|                                       |                                          |                                         |                         | Exam Revision (3-4                       | play Othello, to                    | primarily focus on:                 |
| The reading of a class                | Looking at a range of                    | The reading of the                      | The reading of the      | lessons per week)                        | include extended                    |                                     |
| novel, to include                     | non-GCSE poetry                          | Shakespeare play,                       | novel 'A Christmas      |                                          | work 'thinking hard'                | <ul> <li>identifying and</li> </ul> |
| extended work                         | linked to war and                        | with students                           | Carol,' to include      | A focus on preparing                     | to make developed                   | interpreting explicit               |
| 'thinking hard' to                    | experiences of it.                       | examining key                           | extended work           | for Y11 mock exams                       | inferences from the                 | and implicit                        |
| make developed                        | There will be a focus                    | methods, contexts                       | 'thinking hard' to      | as well as Power and                     | text and analysing its              | information and ideas               |
| inferences from the                   | on 'thinking hard' and                   | and themes.                             | make developed          | Conflict poetry, as                      | methods, as well as                 | Using evidence to                   |
| text, as well as work                 | analysing WW1 and                        |                                         | inferences from the     | well as analytical skills                | work relating it to its             | support ideas                       |
| relating it to its                    | WW2 poetry, with                         | Students will                           | text and analysing its  | linked to unseen                         | contexts and how it                 | <ul> <li>Identifying and</li> </ul> |
| context.                              | Wilfred Owen as a                        | primarily focus on:                     | methods, as well as     | poetry                                   | fits into the genre of              | commenting on the                   |
|                                       | focused writer.                          |                                         | work relating it to its |                                          | Tragedy.                            | dramatic methods                    |
| Students will                         |                                          | <ul> <li>Identifying the key</li> </ul> | context.                | Students will                            |                                     | used by writers                     |
| primarily focus on:                   | Students will                            | plot points and                         |                         | primarily focus on:                      | Students will                       | Giving multiple                     |
|                                       | primarily focus on:                      | central characters of                   | Students will           |                                          | primarily focus on:                 | interpretations of a                |
| <ul><li>identifying and</li></ul>     |                                          | the play                                | primarily focus on:     | <ul> <li>Identifying specific</li> </ul> |                                     | text                                |
| interpreting explicit                 | <ul> <li>Identifying specific</li> </ul> | <ul> <li>Identifying key</li> </ul>     |                         | poetic methods used                      | <ul> <li>identifying and</li> </ul> | • Linking own ideas to              |
| and implicit                          | poetic methods used                      | themes and explain                      | Writing a formal        | in a poem                                | interpreting explicit               | those of critics                    |
| information and ideas                 | in a poem                                | their relevancy                         | essay                   | Making connections                       | and implicit                        | <ul> <li>Writing in an</li> </ul>   |
| <ul> <li>Using evidence to</li> </ul> | <ul> <li>Linking ideas in a</li> </ul>   | <ul> <li>Linking aspects of</li> </ul>  |                         | between poems                            | information and ideas               | appropriately                       |
| support ideas                         | poem to ideas                            | the play to its                         |                         |                                          |                                     | academic style                      |



- Identifying verbs, nouns, adjectives and adverbs in a text
- Explaining what the message(s) of the novel is/are and how this is affected by the context
- What is meant by the structure of a novel and how this can have certain effects
- What the central story is and who the key characters are in the class novel

Assessment for this topic will be a piece asking students to make inferences from an extract of their novel.

- commonly expressed in war poetry
- Making connections between poemsExplaining the
- effects of key lines of poetry on the reader, both contemporary and modern
- Writing about a poem independently, analysing the effects of key lines and methods
- Who Wilfred Owen was and what his views on war were

Assessment for this topic will be an independent analysis of an unseen WW1 poem.

- historical/societal context
- Explaining how conflict acts as a key theme of the play
- Structuring an essay that analyses a text
- Who the main characters are in the play
- What the main plot points are

Assessment for this topic will be a formal essay analysing an extract of the play and relating to the play as a whole

- Constructing an introduction to a formal essay
- Giving an interpretation of the text
- Supporting ideas with evidence
- Analysing the novel's language and structure
- Making relevant links between ideas in the text and its context
- The plot of ACC
- Who each character is and what the main themes are
- Who Charles Dickens was and what he thought

Assessment for this topic will be formal essay analysing an extract of the novel and relating to the text as a whole, in an AQA GCSE Paper 1-style

- Explaining the effects of key lines of poetry on the reader
- Writing about a poem independently, analysing the effects of key lines and methods
- Writing a formal essay, including a comparative element
- Effective ways of revising for Literature What each English
- Language question requires
   How best to utilise the time given in

exam conditions

Assessment for this topic will be an analysis of an unseen poem and an unseen poetry comparison (AQA Literature Paper 2 27.1 and 27.2)

- Using evidence to support ideas
- Identifying and commenting on the dramatic methods used by writers
- Giving multiple interpretations of a text
- Linking own ideas to those of critics
- Writing in an appropriately academic style
- Linking ideas to the genre of Tragedy
- Linking ideas to relevant contexts
- The plot of Othello
- The main characters and themes of Othello
- What the exam mark scheme asks for and how to 'hit' each AO

Assessment for this topic will be an extract-related question on Othello, in an AQA A Level Lit

- Linking ideas to the genre of Crime
- Linking ideas to relevant contexts
- The plot of Brighton Rock
- Critical interpretations of Brighton Rock
- The main characters and themes of Brighton Rock

Assessment for this topic will be a question on Brighton Rock, in an AQA A Level Lit B Paper 2A Section A-style



|                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                           | B Paper 1A Section A-<br>style                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Half Term 3                                                                                                                                                                                                                                                                                                                                                                                | Half Term 3                                                                                                                                                                                                                                                                                                                                         | Half Term 3                                                                                                                                                                                                                                                                                                                          | Half Term 3                                                                                                                                                                                                                                                                                                              | Half Term 3                                                                                                                                                                                                                                                                                                                                               | Half Term 2                                                                                                                                                                                                                                                                                                                                                                            | Half Term 2                                                                                                                                                                                                                                                                                                                                                 |
| Romantic Poetry (3-4 lessons per week)                                                                                                                                                                                                                                                                                                                                                     | Great Expectations and The Gothic (3 lessons per week)                                                                                                                                                                                                                                                                                              | Media (3 lessons per<br>week)                                                                                                                                                                                                                                                                                                        | English Language Paper 1 (3-4 lessons per week)                                                                                                                                                                                                                                                                          | English Literature<br>Revision (3-4 lessons<br>per week)                                                                                                                                                                                                                                                                                                  | Othello (4 lessons per<br>week)                                                                                                                                                                                                                                                                                                                                                        | Atonement (4<br>lessons per week)                                                                                                                                                                                                                                                                                                                           |
| A focus on Romantic poetry, to include a range of non-GCSE poems, working on introducing poetic terms as well as how to approach poetry and 'thinking hard' to analyse it for meaning. There will be a focus on William Blake as a key writer.  Students will primarily focus on:  • Analysing a poem and understanding what is meant by that  • Verbalising ideas in a clear and coherent | A focus on the Gothic genre across a range of texts both written and visual, including a particular focus on Dickens' Great Expectations and the character of Miss Havisham.  Students will primarily focus on:  • Identifying specific conventions of the Gothic genre  • Linking ideas in a text to the broader Gothic movement  • Explaining the | A focus on 'thinking hard' about what the media is and the key features of it.  Students will primarily focus on:  Designing an advertisement for a product Producing a text aimed at a particular demographic Analysing the effects of the miseen-scene of media products Identifying the key conventions of a range of media types | A focus on AQA English Language Paper 1, 'thinking hard' about the skills needed for each of the five questions and applying them effectively.  Students will primarily focus on:  • Identifying and interpreting explicit and implicit information and ideas, making clear inferences • Using evidence to support ideas | A return to the key Literature texts from Year 10 and 11, to include extended work 'thinking hard' to make developed inferences from the texts and analysing methods, as well as work relating a text it to context. There should be a lesson every fortnight given over to focus explicitly on writing skills and/or one of the two Language Question 5s | The continuation of the reading of the play Othello, to include extended work 'thinking hard' to make developed inferences from the text and analysing its methods, as well as work relating it to its contexts and how it fits into the genre of Tragedy.  Assessment for this topic will be an extract-related question on Othello, in an AQA A Level Lit B Paper 1A Section B-style | A continued focus on the genre of Crime fiction and its conventions, moving to a study of the novel Atonement  Students will primarily focus on:  • identifying and interpreting explicit and implicit information and ideas  • Using evidence to support my ideas  • Identifying and commenting on the dramatic methods used by writers  • Giving multiple |
| manner                                                                                                                                                                                                                                                                                                                                                                                     | effect of key lines of a<br>text on a reader                                                                                                                                                                                                                                                                                                        | Identifying a range of camera shots and                                                                                                                                                                                                                                                                                              | <ul> <li>Explaining,</li> <li>commenting on and</li> <li>analysing how writers</li> </ul>                                                                                                                                                                                                                                | primarily focus on:                                                                                                                                                                                                                                                                                                                                       | style                                                                                                                                                                                                                                                                                                                                                                                  | interpretations of a text                                                                                                                                                                                                                                                                                                                                   |



| <ul> <li>Explaining the</li> </ul>     | <ul> <li>Making</li> </ul>        | using them in own                     | use language and                         | <ul> <li>Identifying specific</li> </ul> | • Linking own ideas to                   |
|----------------------------------------|-----------------------------------|---------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| perspectives of                        | comparisons across                | work                                  | structure                                | methods used in a                        | those of critics                         |
| different poets                        | texts                             | <ul> <li>What is meant by</li> </ul>  | <ul> <li>Evaluating texts</li> </ul>     | text                                     | <ul> <li>Writing in an</li> </ul>        |
| <ul> <li>Identifying poetic</li> </ul> | <ul> <li>Analysing how</li> </ul> | 'representation' in                   | critically and                           | <ul> <li>Making connections</li> </ul>   | appropriately                            |
| methods/techniques                     | Dickens presents the              | the media                             | supporting this with                     | between cluster                          | academic style                           |
| in a text                              | character of Miss                 | <ul> <li>What the media is</li> </ul> | appropriate textual                      | poems and across                         | <ul> <li>Linking ideas to the</li> </ul> |
| <ul> <li>Using colons and</li> </ul>   | Havisham                          | and what 'parts'                      | references                               | other texts                              | genre of Crime                           |
| semicolons accurately                  | <ul> <li>Using Gothic</li> </ul>  | make it up                            | <ul> <li>Utilising a range of</li> </ul> | <ul> <li>Explaining the</li> </ul>       | <ul> <li>Linking ideas to</li> </ul>     |
| <ul> <li>What is meant be</li> </ul>   | conventions in own                | <ul> <li>What 'borrowed</li> </ul>    | descriptive                              | effects of key lines of                  | relevant contexts                        |
| 'Romantic poetry'                      | writing                           | interest' and 'values'                | techniques in writing                    | a text on the reader                     | The plot of                              |
| <ul> <li>How the Victorian</li> </ul>  | <ul> <li>What 'Great</li> </ul>   | are when connected                    | <ul> <li>Using a range of</li> </ul>     | <ul> <li>Writing about a text</li> </ul> | Atonement                                |
| era affected the                       | Expectations' is about            | to the media                          | vocabulary and                           | independently,                           | • The main characters                    |
| poetry of Romantic                     | and who the main                  | What the BBFC do                      | sentence structures                      | analysing the effects                    | and themes of                            |
| poets                                  | characters are                    |                                       | for clarity, purpose                     | of key lines and                         | Atonement                                |
| Who William Blake                      |                                   | Assessment for this                   | and effect, with                         | methods                                  |                                          |
| was and what he                        | Assessment for this               | topic will be a film                  | accurate spelling and                    | <ul> <li>Writing a formal</li> </ul>     |                                          |
| thought                                | topic will be a                   | poster and                            | punctuation                              | essay                                    |                                          |
|                                        | creative piece linked             | commentary where                      | What each Paper 1                        | <ul> <li>Writing analytical</li> </ul>   |                                          |
| Assessment for this                    | to the Gothic genre               | students explain their                | question asks of                         | paragraphs                               |                                          |
| topic will be a piece                  |                                   | choices using media                   | students, from Q1 to                     | independently                            |                                          |
| asking students to                     |                                   | language                              | Q5                                       | <ul> <li>Making relevant</li> </ul>      |                                          |
| analyse a previously                   |                                   |                                       | <ul> <li>How many marks</li> </ul>       | links between ideas in                   |                                          |
| unseen Romantic                        |                                   |                                       | each question is                         | the texts and their                      |                                          |
| poem and link to                       |                                   |                                       | worth                                    | contexts                                 |                                          |
| context                                |                                   |                                       | How much time                            | Who the writers of                       |                                          |
|                                        |                                   |                                       | should be spent on                       | each of the texts                        |                                          |
|                                        |                                   |                                       | each question in an                      | were and what their                      |                                          |
|                                        |                                   |                                       | exam situation                           | motivations for                          |                                          |
|                                        |                                   |                                       |                                          | writing were                             |                                          |
|                                        |                                   |                                       | Assessment for this                      | How best to                              |                                          |
|                                        |                                   |                                       | topic will be an AQA                     | compare the cluster                      |                                          |
|                                        |                                   |                                       |                                          | poems                                    |                                          |



|                        |                                |                       | GCSE-style Paper 1,                 | A range of relevant             |                                     |                                           |
|------------------------|--------------------------------|-----------------------|-------------------------------------|---------------------------------|-------------------------------------|-------------------------------------------|
|                        |                                |                       | Question 5                          | subject terminology             |                                     |                                           |
|                        |                                |                       |                                     | Assessment for this             |                                     |                                           |
|                        |                                |                       |                                     | topic will be the Year          |                                     |                                           |
|                        |                                |                       |                                     | 11 mock                         |                                     |                                           |
|                        |                                |                       |                                     | examinations                    |                                     |                                           |
| Half Term 4            | Half Term 4                    | Half Term 4           | Half Term 4                         | Half Term 4                     | Half Term 3                         | Mock Exam Revision                        |
|                        |                                |                       |                                     |                                 |                                     | (4 lessons per week)                      |
| Charity (3-4 lessons   | Newspapers and                 | Unseen Poetry (3      | English Language                    | English Language                | Death of a Salesman                 |                                           |
| per week)              | Magazines (3 lessons per week) | lessons per week)     | Paper 2 (3-4 lessons per week)      | Revision (3-4 lessons per week) | (4 lessons per week)                | The topic will prepare students for their |
| This topic is designed |                                | A focus on            |                                     |                                 | A focus on the genre                | Year 13 mock,                             |
| to include a focus on  | A focus on how                 | independent poetry    | A focus on AQA                      | A focus on the                  | of domestic Tragedy                 | revising both Paper 1                     |
| 'thinking hard' about  | newspaper and                  | analysis, asking      | English Language                    | revision of AQA                 | and its conventions,                | and the content of                        |
| persuasive language    | magazine articles are          | students to consider  | Paper 2, 'thinking                  | English Language                | before moving to a                  | Paper 2 covered so                        |
| techniques and other   | written, including             | interpretations of    | hard' about the skills              | Paper 1 and Paper 2,            | study of the Miller                 | far.                                      |
| methods such as        | bias, 'thinking hard'          | previously unseen     | needed for each of                  | 'thinking hard' about           | play Death of a                     |                                           |
| images and slogans.    | about the key                  | poems and             | the five questions and              | the skills needed for           | Salesman.                           | Students will                             |
| Examples will be       | conventions and the            | supporting them with  | applying them                       | each of the five                |                                     | primarily focus on:                       |
| analysed and help      | effects they can have          | evidence and analysis | effectively.                        | questions and                   | Students will                       |                                           |
| students to write      |                                | of methods. Poetry    |                                     | applying them                   | primarily focus on:                 | Writing in an                             |
| their own.             | Students will                  | by Maya Angelou is    | Students will                       | effectively. There              |                                     | appropriately                             |
|                        | primarily focus on:            | focused on as a       | primarily focus on:                 | should be a lesson              | <ul> <li>identifying and</li> </ul> | academic style                            |
| Students will          |                                | focused writer.       |                                     | every fortnight given           | interpreting explicit               | Linking ideas to the                      |
| primarily focus on:    | Identifying key                |                       | <ul> <li>Identifying and</li> </ul> | over to focus                   | and implicit                        | genre of Crime                            |
|                        | features of                    | Students will         | interpreting explicit               | explicitly on writing           | information and ideas               | Linking ideas to                          |
| • identifying          | newspapers and                 | primarily focus on:   | and implicit                        | skills and/or one of            | Using evidence to                   | relevant contexts                         |
| audiences for          | magazines                      |                       | information and                     | the two Language                | support my ideas                    | Allocating exam                           |
| persuasive texts       | • Identifying bias in          | Identifying specific  | ideas, making clear                 | Question 5s                     | Identifying and                     | time appropriately                        |
|                        | non-fiction writing            | poetic methods used   | inferences                          |                                 | commenting on the                   | Writing about two                         |
|                        |                                | in a poem             |                                     |                                 |                                     | texts together                            |



 Identifying Explaining how Making connections • Using evidence to Students will dramatic methods • What each exam support ideas primarily focus on: question is asking and persuasive features of nonand comparisons used by writers fiction writing have Explaining, • Giving multiple what the mark techniques in a text between poems an effect on an Explaining the commenting on and Identifying and interpretations of a scheme is Designing a range of effects of key lines of texts aimed at a audience analysing how writers interpreting explicit text • Using the specific audience poetry on the reader use language and implicit • Linking own ideas to Assessment for this How different Identifying and information and those of critics topic will be a conventions of • Writing about a charities get their poem independently, comparing writers' ideas, making clear • Writing in an newspapers and question on message across magazines in own analysing the effects viewpoints inferences appropriately Atonement, in an • Utilising a range of Using evidence to academic style What is meant be work of key lines and AOA A Level Lit B • The difference 'rhetoric' methods persuasive/nonsupport ideas Linking ideas to the Paper 2A Section B-· What logos and between tabloid and fiction writing genre of Tragedy Structuring Explaining, style analytical paragraphs slogans are and how broadsheet techniques in writing commenting on and Linking ideas to they are designed • Using a range of analysing how writers effectively relevant contexts effectively Assessment for this Who Maya Angelou vocabulary and use language and The plot of Death of How to use a range topic will be a was sentence structures structure a Salesman • What Maya of punctuation Evaluating and creative piece in the for clarity, purpose Critical form of a magazine Angelou's views were and effect, with interpretations of comparing texts Assessment for this **DOAS** article on a topic of Key facts about the accurate spelling and critically and topic will be a the student's choice context in which punctuation. supporting this with • The main characters persuasive letter Maya Angelou wrote and themes of DOAS Summarising and appropriate textual focused on the her poetry synthesising the ideas references What the exam student's charity • Utilising a range of in two texts mark scheme asks for Assessment for this • What each Paper 2 descriptive and how to 'hit' each topic will be an question asks of techniques in writing AΩ analysis of an unseen students, from Q1 to Using a range of Q5 poem vocabulary and How many marks sentence structures for clarity, purpose each question is worth and effect, with • How much time accurate spelling and should be spent on punctuation.



|                       | 1                       |                        | 1                      | I                      |                                       |                      |
|-----------------------|-------------------------|------------------------|------------------------|------------------------|---------------------------------------|----------------------|
|                       |                         |                        | each question in an    | What each Paper 1      |                                       |                      |
|                       |                         |                        | exam situation         | and Paper 2 question   |                                       |                      |
|                       |                         |                        |                        | asks of students, from |                                       |                      |
|                       |                         |                        | Assessment for this    | Q1 to Q5               |                                       |                      |
|                       |                         |                        | topic will be an AQA   | How many marks         |                                       |                      |
|                       |                         |                        | GCSE-style Paper 2,    | each question is       |                                       |                      |
|                       |                         |                        | Question 5             | worth                  |                                       |                      |
|                       |                         |                        |                        | How much time          |                                       |                      |
|                       |                         |                        |                        | should be spent on     |                                       |                      |
|                       |                         |                        |                        | each question in an    |                                       |                      |
|                       |                         |                        |                        | exam situation         |                                       |                      |
|                       |                         |                        |                        | 5.3 5.666.61011        |                                       |                      |
|                       |                         |                        |                        | Assessment for this    |                                       |                      |
|                       |                         |                        |                        | topic will be an AQA   |                                       |                      |
|                       |                         |                        |                        | GCSE Language-style    |                                       |                      |
|                       |                         |                        |                        | Paper 1, Question 4    |                                       |                      |
|                       |                         |                        |                        |                        |                                       |                      |
|                       |                         |                        |                        | response               |                                       |                      |
| Half Term 5           | Half Term 5             | Half Term 5            | Half Term 5            | Half Term 5 & 6        | Half Term 4                           | Half Term 3          |
| Tian Term 5           | Ilali lellii 3          | Tiali Terili 3         | Ilali lellii 3         | Tiali Terini 3 & 0     | I I I I I I I I I I I I I I I I I I I | Tiali Terili 3       |
| Introduction to       | The World of Work (3    | The Future (3 lessons  | Power and Conflict     | Examination Revision   | NEA: Critical                         | Rime of the Ancient  |
| Shakespeare (3-4      | lessons per week)       | per week)              | Poetry (3-4 lessons    | (3-4 lessons per       | Approaches (4                         | Mariner (4 lessons   |
| lessons per week)     | , ,                     | ,                      | per week)              | week)                  | lessons per week)                     | per week)            |
| , ,                   | A non-fiction unit of   | A focus on 'thinking   |                        | ,                      | ,                                     | ,                    |
| This topic is to      | work focusing on        | hard' about fictional, | The study of the       | The revision of the    | To focus on the                       | A continued focus on |
| include scenes and    | different jobs across   | dystopian texts and    | 'Power and Conflict'   | GCSE Literature texts  | different approaches                  | the genre of Crime   |
| themes from a range   | history and how it felt | writing and non-       | cluster of poetry from | and English Language   | included in the AQA                   | fiction and its      |
| of plays,             | to do them, asking      | fiction texts on our   | AQA, to include        | questions, to include  | critical anthology,                   | conventions, moving  |
| incorporating         | students to 'think      | potential futures and  | extended work          | extended work          | then moving to                        | to a study of the    |
| reading, writing and  | hard' about the range   | using these as style   | 'thinking hard' to     | 'thinking hard' to     | students identifying                  | poem Rime of the     |
| spoken language       | of careers open to      | models for non-        | make developed         | make developed         | their focuses for their               | Ancient Mariner      |
| tasks. Topic involves |                         |                        |                        |                        |                                       |                      |



| 'thinking hard' about                    | fiction writing and its                |                                         | texts and analysing                  | texts and analysing                      | completing their NEA                     | Students will                            |
|------------------------------------------|----------------------------------------|-----------------------------------------|--------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| Shakespeare and his                      | conventions                            | Students will                           | methods, as well as                  | methods, as well as                      | work.                                    | primarily focus on:                      |
| works.                                   |                                        | primarily focus on:                     | work relating it to                  | work relating them to                    |                                          |                                          |
|                                          | Students will                          |                                         | context.                             | their contexts. There                    | Students will                            | <ul> <li>identifying and</li> </ul>      |
| Students will                            | primarily focus on:                    | <ul> <li>Identifying a range</li> </ul> |                                      | will be a bespoke                        | primarily focus on:                      | interpreting explicit                    |
| primarily focus on:                      |                                        | of linguistic devices in                | Students will                        | element to this half                     |                                          | and implicit                             |
|                                          | <ul> <li>Identifying key</li> </ul>    | a text                                  | primarily focus on:                  | term related to the                      | <ul> <li>Applying critical</li> </ul>    | information and ideas                    |
| <ul> <li>Producing dramatic</li> </ul>   | features of non-                       | <ul> <li>Identifying key</li> </ul>     |                                      | needs of the specific                    | approaches to                            | <ul> <li>Using evidence to</li> </ul>    |
| scenes as part of a                      | fiction writing                        | features of the                         | <ul> <li>Writing a formal</li> </ul> | class. There should be                   | different texts                          | support ideas                            |
| pair/group                               | <ul> <li>Explaining the</li> </ul>     | dystopian genre                         | comparative essay                    | a lesson every                           | <ul> <li>Explaining what</li> </ul>      | <ul> <li>Identifying and</li> </ul>      |
| <ul> <li>Considering the</li> </ul>      | effects of key lines on                | <ul> <li>Writing stories in</li> </ul>  | <ul> <li>Constructing an</li> </ul>  | fortnight given over                     | different critical                       | commenting on the                        |
| effect that different                    | the audience                           | the dystopian genre                     | introduction to a                    | to focus explicitly on                   | approaches focus on                      | dramatic methods                         |
| stagings of a scene                      | <ul> <li>Making</li> </ul>             | <ul> <li>Explaining how key</li> </ul>  | formal comparative                   | writing skills and/or                    | <ul> <li>Using evidence to</li> </ul>    | used by writers                          |
| would have on an                         | comparisons across                     | methods are used                        | essay                                | one of the two                           | support ideas                            | <ul> <li>Giving multiple</li> </ul>      |
| audience                                 | texts                                  | effectively for a                       | Giving an                            | Language Question 5s                     | <ul> <li>Identify and</li> </ul>         | interpretations of a                     |
| <ul> <li>Identifying features</li> </ul> | <ul> <li>Reflecting on own</li> </ul>  | reader                                  | interpretation of the                |                                          | comment on the                           | text                                     |
| of Shakespearean                         | career options                         | <ul> <li>Identifying</li> </ul>         | texts                                | Students will                            | methods used by                          | <ul> <li>Linking own ideas to</li> </ul> |
| Comedy and Tragedy                       | <ul> <li>Producing a CV</li> </ul>     | structural features                     | <ul> <li>Supporting ideas</li> </ul> | primarily focus on:                      | writers                                  | those of critics                         |
| <ul> <li>Using non-verbal</li> </ul>     | <ul> <li>Writing a job</li> </ul>      | and explain the effect                  | with evidence                        |                                          | <ul> <li>Giving multiple</li> </ul>      | <ul> <li>Writing in an</li> </ul>        |
| features to add to a                     | advertisement                          | of them                                 | <ul> <li>Analysing the</li> </ul>    | <ul> <li>Writing a formal</li> </ul>     | interpretations of a                     | appropriately                            |
| performance and                          | <ul> <li>Summarising a text</li> </ul> | <ul> <li>What is meant by</li> </ul>    | poems' language and                  | essay                                    | text                                     | academic style                           |
| understanding the                        |                                        | 'dystopia' and                          | structure                            | <ul> <li>Constructing an</li> </ul>      | <ul> <li>Linking own ideas to</li> </ul> | <ul> <li>Linking ideas to the</li> </ul> |
| effect of this                           | Assessment for this                    | 'utopia'                                | <ul> <li>Making relevant</li> </ul>  | introduction to a                        | those of critics                         | genre of Crime                           |
| <ul><li>Who William</li></ul>            | topic will be an oral                  | A range of examples                     | links between ideas in               | formal essay                             | Writing in an                            | <ul> <li>Linking ideas to</li> </ul>     |
| Shakespeare was                          | presentation of a                      | of the dystopian                        | the poems and their                  | Giving an                                | appropriately                            | relevant contexts                        |
| <ul><li>What the</li></ul>               | career that interests                  | genre                                   | contexts                             | interpretation of the                    | academic style                           | <ul> <li>The plot of Rime of</li> </ul>  |
| Elizabethan era was                      | the student                            |                                         | <ul> <li>Who the poets of</li> </ul> | texts                                    | <ul> <li>What Marxism is</li> </ul>      | the Ancient Mariner                      |
| like and Elizabethan                     |                                        | Assessment for this                     | each of the cluster                  | <ul> <li>Supporting ideas</li> </ul>     | and how a Marxist                        | Critical                                 |
| views on superstition                    |                                        | topic will be a                         | were and what their                  | with evidence                            | would read a text                        | interpretations of                       |
| • The plots of a range                   |                                        | creative piece linked                   | motivations for                      | <ul> <li>Analysing the texts'</li> </ul> | <ul> <li>What feminism is</li> </ul>     | Rime of the Ancient                      |
| of Shakespeare plays                     |                                        | to the dystopian                        | writing were                         | language and                             | and how a feminist                       | Mariner                                  |
|                                          |                                        | genre                                   |                                      | structure                                | would read a text                        |                                          |



| Assessment for this topic will be a dramatic performance of a Shakespeare scene as part of a group |                          |                                 | How best to compare the cluster poems  Assessment for this topic will be a poetry comparison, in an AQA GCSE Paper 2, Section B-style. | Making relevant links between ideas in the Literature texts and their contexts     The plot of Macbeth, ACC and AIC     What motivated the writers and poets to create their texts     Key aspects of the historical and societal contexts     What each Language question asks of you, as well as appropriate timings and strategies | What ecocriticism is and how a critic would read a text     What narrative theory is     What postcolonialism is and how a critic would read a text     What the canon is and how a text can be viewed/valued aesthetically  Assessment for this topic will initially be the first piece of NEA work, but will culminate in both NEA 1500 word pieces being done (will continue concurrently with subsequent topic(s) | The main characters and themes of Rime of the Ancient Mariner  Assessment for this topic will be the Year 13 mock examinations |
|----------------------------------------------------------------------------------------------------|--------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Half Term 6                                                                                        | Half Term 6              | Half Term 6                     | Half Term 6                                                                                                                            |                                                                                                                                                                                                                                                                                                                                       | Half Term 5                                                                                                                                                                                                                                                                                                                                                                                                           | Half Term 4                                                                                                                    |
| Island (3-4 lessons per week)                                                                      | Crime (3 lessons a week) | Viewpoints (3 lessons per week) | Mock Exam Revision and Unseen Poetry                                                                                                   |                                                                                                                                                                                                                                                                                                                                       | The Poetry of Keats<br>(4 lessons per week)                                                                                                                                                                                                                                                                                                                                                                           | Unseen Crime (4<br>lessons per week)                                                                                           |
| This topic is to focus on creative writing,                                                        | A focus on crime/ the    | A topic examining               | A focus on preparing                                                                                                                   |                                                                                                                                                                                                                                                                                                                                       | A focus on the a study                                                                                                                                                                                                                                                                                                                                                                                                | A return to focusing                                                                                                           |



|                                          | T                                        | T                                    | T                                        | <br>1                                    |                                          |
|------------------------------------------|------------------------------------------|--------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| particularly 'thinking                   | range of texts both                      | writers use language                 | and also on how to                       | within the AQA                           | fiction and its                          |
| hard' about narrative                    | written and visual,                      | to get their viewpoint               | approach, analyse                        | anthology                                | conventions                              |
| and description.                         | including fiction and                    | across and applying                  | and compare unseen                       |                                          |                                          |
|                                          | non-fiction.                             | this to own work,                    | poems.                                   | Students will                            | Students will                            |
| Students will                            |                                          | 'thinking hard' about                |                                          | primarily focus on:                      | primarily focus on:                      |
| primarily focus on:                      | Students will                            | the effects that                     | Students will                            |                                          |                                          |
|                                          | primarily focus on:                      | particular methods                   | primarily focus on:                      | <ul> <li>Using evidence to</li> </ul>    | <ul><li>identifying and</li></ul>        |
| <ul> <li>Redrafting creative</li> </ul>  |                                          | can have. There is                   |                                          | support ideas                            | interpreting explicit                    |
| writing, identifying                     | <ul> <li>Identifying specific</li> </ul> | also a focus on oracy                | <ul> <li>Identifying and</li> </ul>      | <ul> <li>Identifying and</li> </ul>      | and implicit                             |
| areas for                                | conventions of the                       | skills.                              | interpreting explicit                    | commenting on the                        | information and ideas                    |
| improvement and                          | crime fiction genre                      |                                      | and implicit                             | poetic methods used                      | <ul> <li>Using evidence to</li> </ul>    |
| acting upon them                         | <ul> <li>Explaining the</li> </ul>       | Students will                        | information, making                      | by the writer                            | support ideas                            |
| <ul> <li>Identifying and</li> </ul>      | effects of key lines of                  | primarily focus on:                  | clear inferences                         | Giving multiple                          | <ul> <li>Identifying and</li> </ul>      |
| interpreting explicit                    | a text on a reader                       |                                      | <ul> <li>Identifying</li> </ul>          | interpretations of a                     | commenting on the                        |
| and implicit                             | <ul> <li>Redrafting a piece</li> </ul>   | <ul><li>identifying</li></ul>        | descriptive                              | text                                     | methods used by                          |
| information, making                      | of writing                               | persuasive language                  | devices/techniques in                    | <ul> <li>Linking own ideas to</li> </ul> | writers                                  |
| clear inferences                         | <ul> <li>Analysing how</li> </ul>        | features in non-                     | a piece of writing                       | those of critics                         | <ul> <li>Writing in an</li> </ul>        |
| <ul> <li>Identifying</li> </ul>          | writers present their                    | fiction texts and                    | <ul> <li>Utilising a range of</li> </ul> | Writing in an                            | appropriately                            |
| descriptive                              | detective figures and                    | explaining the effects               | descriptive                              | appropriately                            | academic style                           |
| devices/techniques in                    | antagonists                              | of them                              | techniques in writing                    | academic style                           | <ul> <li>Linking ideas to the</li> </ul> |
| a piece of writing                       | <ul> <li>Using crime fiction</li> </ul>  | Writing for a                        | <ul> <li>Proof-reading work</li> </ul>   | <ul> <li>Linking ideas to the</li> </ul> | genre of Crime                           |
| <ul> <li>Utilising a range of</li> </ul> | conventions in own                       | specific audience                    | for technical errors                     | genre of Tragedy                         | <ul><li>What the</li></ul>               |
| descriptive                              | writing                                  | <ul> <li>Using a range of</li> </ul> | <ul> <li>Using vocabulary</li> </ul>     | <ul> <li>Write about texts</li> </ul>    | conventions of Crime                     |
| techniques in writing                    | Where the crime                          | persuasive language                  | for specific effects                     | together (Section C)                     | fiction are                              |
| <ul> <li>Using colons</li> </ul>         | fiction genre                            | techniques in own                    | <ul> <li>Identifying and</li> </ul>      | <ul> <li>The narratives of</li> </ul>    | <ul> <li>What the mark</li> </ul>        |
| accurately                               | originated                               | writing                              | analysing poetic                         | each poem                                | scheme asks for                          |
| <ul> <li>Creating sentences</li> </ul>   | What seminal works                       | Using counter-                       | techniques                               | <ul> <li>The main themes of</li> </ul>   | Section A of A Level                     |
| that open with an                        | in the genre are                         | arguments in own                     | <ul> <li>Comparing how</li> </ul>        | Keats' poetry                            | Paper 2                                  |
| adverbial clause                         |                                          | writing                              | poets use poetic                         | <ul> <li>Key aspects of</li> </ul>       |                                          |
| <ul> <li>Proof-reading work</li> </ul>   | Assessment for this                      | Structuring                          | techniques                               | historical/social                        | Assessment for this                      |
| for technical errors                     | topic will be a redraft                  | arguments logically                  | <ul> <li>Effective ways to</li> </ul>    | context                                  | topic will be a                          |
|                                          | of a creative piece                      | and effectively                      | revise                                   |                                          | question on Unseen                       |



| <ul> <li>Using vocabulary</li> </ul>   | linked to the crime  | Giving clear,                       | What key lines in      | Assessment for this                   | Crime, in an AQA A    |
|----------------------------------------|----------------------|-------------------------------------|------------------------|---------------------------------------|-----------------------|
| for specific effects                   | genre                | developed reasons to                | each Literature text   | topic will be a                       | Level Lit B Paper 2A  |
| <ul> <li>How chapters build</li> </ul> |                      | support viewpoints                  | are and what should    | question on Keats                     | Section A-style       |
| on each other in a                     |                      | <ul> <li>Identifying the</li> </ul> | be said about them     | and Death of a                        |                       |
| novel                                  |                      | viewpoint(s) of                     |                        | Salesman, in an AQA                   |                       |
| <ul> <li>How a thesaurus</li> </ul>    |                      | writers                             | Assessment for this    | A Level Lit B Paper 1A                |                       |
| can be used                            |                      | <ul> <li>What makes an</li> </ul>   | topic will be the Year | Section C-style                       |                       |
| effectively                            |                      | effective oral                      | 10 mock                |                                       |                       |
| • What atmosphere is                   |                      | presentation                        | examinations           |                                       |                       |
| and how word choice                    |                      |                                     |                        |                                       |                       |
| can affect it                          |                      | Assessment for this                 |                        |                                       |                       |
|                                        |                      | topic will be an oral               |                        |                                       |                       |
| Assessment for this                    |                      | presentation on a                   |                        |                                       |                       |
| topic will be a                        |                      | topic of the student's              |                        |                                       |                       |
| creative piece where                   |                      | choice, giving their                |                        |                                       |                       |
| students redraft a                     |                      | viewpoint on it.                    |                        |                                       |                       |
| section of their Island                |                      |                                     |                        |                                       |                       |
| story                                  |                      |                                     |                        |                                       |                       |
| Students also have                     | Students also have   | Students also have                  |                        | Half Term 6                           | Half Term 5 & 6       |
| one Reading and                        | one Reading and      | one Reading and                     |                        |                                       |                       |
| Literacy lesson per                    | Literacy lesson per  | Literacy lesson per                 |                        | <b>Mock Exam Revision</b>             | English Literature    |
| fortnight across all                   | fortnight across all | fortnight across all                |                        |                                       | Revision (4 weeks     |
| half terms. These                      | half terms. These    | half terms. These                   |                        | To focus on revision                  | per week)             |
| lessons combine                        | lessons combine      | lessons combine                     |                        | for the Year 12 mock                  |                       |
| giving time for                        | giving time for      | giving time for                     |                        | examinations                          | A focus on everything |
| students to read for                   | students to read for | students to read for                |                        |                                       | taught in Year 12 and |
| pleasure,                              | pleasure,            | pleasure,                           |                        | Students primarily                    | Year 13, working      |
| incorporating                          | incorporating        | incorporating                       |                        | focus on:                             | towards the A Level   |
| Accelerated Reader                     | Accelerated Reader   | Accelerated Reader                  |                        |                                       | exam papers.          |
| and work on                            | and work on          | and work on                         |                        | <ul> <li>Using evidence to</li> </ul> |                       |
| developing                             | developing           | developing                          |                        | support ideas                         | Students will         |
| vocabulary.                            | vocabulary.          | vocabulary.                         |                        |                                       | primarily focus on:   |



|  |  | Identifying and                          |                                        |
|--|--|------------------------------------------|----------------------------------------|
|  |  | commenting on the                        | • The conventions of                   |
|  |  | dramatic methods                         | different types of                     |
|  |  | used by writers                          | Tragedy and Crime                      |
|  |  | <ul> <li>Giving multiple</li> </ul>      | fiction                                |
|  |  | interpretations of a                     | <ul> <li>The plots of exam</li> </ul>  |
|  |  | text                                     | texts                                  |
|  |  | <ul> <li>Linking own ideas to</li> </ul> | <ul> <li>Critical</li> </ul>           |
|  |  | those of critics                         | interpretations of                     |
|  |  | <ul> <li>Writing in an</li> </ul>        | exam texts                             |
|  |  | appropriately                            | • The main characters                  |
|  |  | academic style                           | and themes of exam                     |
|  |  | <ul> <li>Linking ideas to the</li> </ul> | texts                                  |
|  |  | genre of Tragedy                         | <ul> <li>What the exam</li> </ul>      |
|  |  | <ul> <li>Linking ideas to</li> </ul>     | mark scheme asks for                   |
|  |  | relevant contexts                        | and how to 'hit' each                  |
|  |  | <ul> <li>Writing about two</li> </ul>    | AO                                     |
|  |  | texts together                           | <ul> <li>Key aspects of the</li> </ul> |
|  |  | <ul><li>The plot of</li></ul>            | historical/social                      |
|  |  | Othello/DoaS/Keats'                      | contexts of the exam                   |
|  |  | poems                                    | texts                                  |
|  |  | • The main characters                    | <ul> <li>Key lines of the</li> </ul>   |
|  |  | and themes of exam                       | exam texts and what                    |
|  |  | texts                                    | they suggest                           |
|  |  |                                          |                                        |
|  |  | Assessment for this                      |                                        |
|  |  | topic will be the Year                   |                                        |
|  |  | 12 mock                                  |                                        |
|  |  | examinations                             |                                        |
|  |  |                                          |                                        |

