


**Key**

 English Language

 English Literature

 Click to see plan

Year 7

Year 8

Year 10

Year 11

Year 12

Year 13

Year 9

Year 13

Year 12

**CLICK ME!**



# English Curriculum

St Thomas More High School



Year 7 Autumn 1

**Year 7**

**Transition Unit (updated)**

(mixture of reading and writing practice with a reading and writing assessment)

**Early baseline w/b 19th Sept**

[See National Curriculum Coverage here](#)

- EN1,1, 2, 3, 5, 7,9,10, 12,14,15
- EN2 1,2, 3 ,4 ,5, 6,7
- EN3 1,2,3, 5,6
- EN4 1,2

EL Challenge: Reading and Writing Booklet Assessment – Baseline reading and writing

**Autumn 2 Class novel**

[See National Curriculum Coverage here](#)

- EN1,1 2, 4,5,6,7, 8,9,10,12,15
- EN2 1,2,3,4,5,6,7
- EN3 1,2,3,4,6
- EN4 1,2,3

EL Challenge: Try as many tasks as possible from the reading takeaway menu – present neatly to your teacher  
Assessments will take place in the middle and at the end of the unit.

**Spring 3 Identities**

- Analysis of autobiographical writing
- Work on own identity and autobiographical writing
- Identities poetry – analysis and writing from different cultures

- EN11,2,3,5,6,7,8,9,10,11,14,15
- EN2 1,2,3,4,5,6,7,
- EN3 1,2,3,4,5,6
- EN4 1,2,3,4,

EL Challenge: Me, Myself and I takeaway homework – try at least one or 2 tasks from each level of difficulty  
Assessments will take place in the middle and at the end of the unit

**Spring 4 The Natural World**

Study of range of texts both Pre and post C20th, range of genres and both fiction and non-fiction.

[See National Curriculum Coverage here](#)

- EN1,1,2,3,4,5,6,7,8,9,10,11,12,14,15
- EN2 1,2,3,4,5,6,7
- EN3 1,2,3,4,5,6,
- EN4 1,2,3,4

EL Challenge: Poetry project – choose at least 2 tasks from each level of difficulty  
Assessments will take place in the middle and at the end of the unit

**Summer 5 Beyond Our World**

- Analysing narrative hooks and openings to texts – dystopian fiction past and present
- Understanding plot
- Analysing themes, characters, language and structure
- Poetry – form and structure
- Non-fiction – space exploration / newspapers

[See National Curriculum Coverage here](#)

- EN1 1,2,3,5,6,7,8,9,10,12,12,14,15
- EN2 1,2,3,4,5,6,7
- EN3 1,2,3,4,5,6,
- EN4 1,2,3,

EL Challenge: Writing Project  
Assessments will take place in the middle and at the end of the unit

**Summer 6 Myths and Legends and/ or second novel**

- Analysing language and character
- Exploring themes
- Improving descriptive writing
- Exploring settings and structure
- Understanding texts from around the world
- Improving punctuation and grammar
- Planning and reviewing imaginative writing
- Exploring traditional and modern myths and legends

[See National Curriculum Coverage here](#)

- En1 1,2,3,4,5,6,7,8,9,10,11,12,14,15
- EN2 1,2,3,4,5,6,7,
- EN3 1,2,3,5,6
- EN4 1,3

EL Challenge: Myths and Legends project  
Assessments will take place in the middle and at the end of the unit

	Autumn Term HT1	Autumn Term HT2
Topics	<b>NOVEL STUDY</b> <ul style="list-style-type: none"> <li>Understanding and exploring context</li> <li>Analysing characters</li> <li>Analysing language</li> <li>Understanding structure</li> <li>Exploring character types</li> <li>Exploring foreshadowing</li> <li>Using analytical verbs</li> <li>Analysing structure and pacing</li> <li>Analysing types of ending</li> <li>Planning, writing and reviewing reading assessments</li> </ul>	<b>POETRY THROUGH THE AGES / LANGUAGE OVER TIME</b> <ul style="list-style-type: none"> <li>Exploring imagery</li> <li>Analysing voice and speaker</li> <li>Exploring language, form and structure</li> <li>Exploring refrains, stanzas and meter</li> <li>Using analytical verbs to improve analyses</li> <li>Analysing rhyme schemes</li> <li>Writing effective introductions and conclusions</li> <li>Introduction to etymology</li> <li>Early literature Beowulf and Chaucer</li> <li>Shakespeare sonnets</li> <li>Women writers</li> <li>Accent and dialect</li> <li>Technology and language</li> </ul>
NCC	EN1 1, 2, 3, 6, 7, 8, 9, 10, 12, 15 EN2 1, 3, 4, 5, 6, 7 EN3 1, 2, 3, 4, 6 EN4 1	EN1 1, 2, 3, 6, 7, 8, 9, 10, 11, 12 EN2 1, 3, 4, 5, 6, 7 EN3 1, 2, 3, 4, 5, 6 EN4 1, 3, 4
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing. Mid: Writing End: Reading	Assessments will take place in the middle and at the end of the unit – reading and writing.
E/L	Try as many tasks as possible from the novel takeaway menu – present neatly to your teacher.	Try as many tasks as possible from the poetry takeaway menu.

	Spring Term HT3	Spring Term HT4
Topics	<b>THE HERO</b> <ul style="list-style-type: none"> <li>Exploring purpose, audience and form</li> <li>Exploring bias and perspectives</li> <li>Exploring tone</li> <li>Analysing language</li> <li>Analysing speeches</li> <li>Comparing texts</li> <li>Analysing structure</li> <li>Exploring inference and implication</li> <li>Building and developing SPAG skills</li> <li>Heroes in Literature</li> <li>Heroes in Film</li> <li>Real life heroes in non-fiction</li> <li>Shakespeare’s heroes – exploring Shakespeare’s language and characters</li> <li>Storyboarding</li> <li>Creating heroes and villains</li> </ul>	<b>SOCIETY / HOW WE TREAT OTHERS</b> <ul style="list-style-type: none"> <li>19<sup>th</sup> century prose and poetry</li> <li>Exploring significance of historical context</li> <li>19<sup>th</sup> century non-fiction sources / comparison skills</li> <li>Non-fiction / media – homelessness mini unit</li> <li>Public speaking and debating skills</li> <li>Writing to argue/persuade / advise</li> <li>Short stories – narrative arcs and structure</li> <li>Modern short stories</li> <li>SPAG focus</li> </ul>
NCC Codes	EN1 1, 2, 3, 5, 6, 7, 8,9, 10, 12, 13, 14 EN2 1, 2, 3, 4, 5, 6, 7 EN3 2, 3, 5 EN4 1, 2, 3, 4	EN1 1, 2, 3, 6, 7, 8, 9, 10, 11, 14, 15 EN2 1,2,3, 4, 5, 6, 7 EN3 1, 2, 3, 4, 5 EN4 1, 2, 3
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.
E/L	Complete the Nando’s Hero takeaway menu.	Complete the Victorian England Extract booklet and tasks.

	Summer Term HT5	Summer Term HT6
Topics	<p>Shakespeare – Romeo and Juliet</p> <ul style="list-style-type: none"> <li>• Introduction the age of Shakespeare</li> <li>• Exploring character</li> <li>• Exploring settings</li> <li>• Analysing openings to texts</li> <li>• Improving punctuation</li> <li>• Exploring foreshadowing</li> <li>• Evaluating the use of language techniques</li> <li>• Improving sentences and vocabulary</li> <li>• Building atmosphere</li> <li>• Analysing structure</li> <li>• Understanding the historical background of a text</li> <li>• Analytical essay skills</li> </ul>	<p><b>Journeys and Exploration HT6</b></p> <ul style="list-style-type: none"> <li>• Exploring travel writing</li> <li>• Comparing texts from different times</li> <li>• Writing to review</li> <li>• Improving vocabulary</li> <li>• Modern travel writing</li> <li>• Writing to argue</li> <li>• Writing to advise</li> <li>• Paragraphing</li> <li>• Writing to explain</li> <li>• Writing speeches</li> <li>• Writing essays</li> <li>• Exploring tone</li> <li>• Writing letters</li> <li>• Improving spelling, punctuation and grammar</li> <li>• Planning, writing and reviewing non-fiction writing assessments</li> </ul>
NCC	EN1 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 15 EN2 1, 3, 4, 5, 6, 7 EN3 1, 2, 5 EN4 1, 3	EN1 1, 2, 3, 5, 6, 7, 8, 9, 10, 14 EN2 1, 2, 3, 4, 5, 6, 7 EN3 1, 2, 3, 4, 5 EN4 1, 2, 3
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.
E/L	Complete Romeo and Juliet Challenge	Complete the Travel Writing ELC Project

	Autumn Term HT1	Autumn Term HT2
Topics	<p><b>Transition to GCSE Language and Literature</b></p> <p><i>This unit serves as an introduction and transition to GCSE English Language and Literature.</i></p> <ul style="list-style-type: none"> <li>• Introduction to language paper 1</li> <li>• Exploring characters</li> <li>• Analysing allusions and foreshadowing</li> <li>• Making interpretations</li> <li>• Supporting interpretations</li> <li>• Explaining interpretations</li> <li>• Analysing language and structure</li> <li>• Improving spelling, punctuation and grammar</li> <li>• Writing creatively</li> <li>• Introduction to language paper 2</li> <li>• Range of non-fiction texts over time</li> <li>• Comparing texts</li> <li>• Transactional writing</li> <li>• Introduction to Literature – developing poetry analysis and comparison</li> </ul>	<p><b>The Unexplained / Edgar Allan Poe</b></p> <p><i>This unit explores a range of fiction and non-fiction texts across genres (sci-fi, gothic etc.) and time periods building on skills for both language and literature. With regards to writing, this unit looks at creative and discursive writing in particular.</i></p> <ul style="list-style-type: none"> <li>• Exploring the short stories of Poe</li> <li>• Analysing openings and endings</li> <li>• Foreshadowing</li> <li>• Analysing structure</li> <li>• Improving writing skills – building tension and description</li> <li>• Exploring and comparing Gothic extracts</li> <li>• and poetry – The Raven</li> <li>• Exploring a range of gothic texts</li> <li>• Non-fiction mini unit – UFOs</li> <li>• Skills Champion unit – improving inference and analysis</li> </ul>
NCC Codes	En1 1, 2, 2C, 3, 5, 6, 7, 8, 9, 10, 11, 13 En2 1, 2, 3, 4, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 3, 4	En1 1, 2, 2B, 2C, 4, 5, 6, 7, 8, 9, 10, 11, 12 En2 1, 2, 3, 4, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 7
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.
E/L	Students to complete the reading section of a language paper 2.	Students to complete the ELC booklet.

	Spring Term HT3	Spring Term HT4
Topics	<p><b>Introduction to Shakespeare and Dickens</b></p> <p><i>This helps students transition to later study of the Shakespeare play and Nineteenth-century novel studied at GCSE level. Students explore the world of Dickens and context of Shakespeare’s stagecraft.</i></p> <ul style="list-style-type: none"> <li>• Introduction to two key GCSE authors</li> <li>• Exploring stage conventions</li> <li>• Analysing dramatic irony and structure</li> <li>• Understanding context</li> <li>• Exploring characters' perspectives</li> <li>• Exploring characters' relationships</li> <li>• Comparing characters</li> <li>• Understanding symbols and hidden meanings</li> <li>• Exploring structure</li> <li>• Analysing key themes</li> <li>• Improving essay skills</li> <li>• Planning, writing and reviewing reading assessments</li> </ul>	<p><b>Crime and Punishment</b></p> <p><i>This unit explores the detective fiction genre whilst also building on language paper 1 and 2 skills. It draws on a range of texts from different time periods and focuses on the writing aspect of both language papers.</i></p> <ul style="list-style-type: none"> <li>• Introduction to detective fiction</li> <li>• Murder in the Rue Morgue / Sherlock Holmes</li> <li>• Analysing narrative and structure</li> <li>• Analysing and creating setting</li> <li>• Analysing and creating character</li> <li>• GCSE Paper 1 skills</li> <li>• Non-fiction – newspaper articles</li> <li>• Exploring crime through the ages</li> <li>• Writing articles – argue / persuade</li> <li>• Language Paper 2 study</li> <li>• Improving vocabulary and comprehension</li> <li>• Reviewing and redrafting</li> <li>• Skills focus</li> </ul>
NCC Codes w/link	En1 1, 2A, 2B, 2C, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 En2 1, 2, 3, 4, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 7	En1 1, 2, 2B, 5, 6, 7, 8, 9, 11, 12, 13 En2 1, 2, 3, 4, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 5, 6
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.
E/L	Students to complete the Shakespeare Project ELC.	Students to complete the language paper 2.

	Summer Term HT5	Summer Term HT6
Topics	<p><b>Developing Language and Literature Skills</b></p> <p><i>This unit predominately looks at the skills for language paper 1 and 2 focusing on ensuring students can tackle both papers confidently. Students also analyse poetry and explore their responses in terms of how to develop them successfully.</i></p> <ul style="list-style-type: none"> <li>• Exploring contexts</li> <li>• Understanding genre</li> <li>• Analysing characters</li> <li>• Exploring protagonists and antagonists</li> <li>• Analysing language, structure and form</li> <li>• Exploring motifs and symbols</li> <li>• Exploring language patterns</li> <li>• Exploring speeches / leaflets / essays</li> <li>• Planning, writing and reviewing reading assessments</li> <li>• Exploring and analysing Protest poetry</li> </ul>	<p><b>Celebrating our Differences</b></p> <p><i>This unit explores a range of culturally diverse texts from short stories to poetry and allows students an opportunity to see the wider links between texts and the world they live in. It also explores how to structure short stories and develops analytical skills.</i></p> <ul style="list-style-type: none"> <li>• Introduction to short stories</li> <li>• Exploring short story conventions</li> <li>• Analysing short stories and poetry from around the world</li> <li>• Exploring character types</li> <li>• Exploring plot development and structure</li> <li>• Creating and developing characters</li> <li>• Exploring and creating themes</li> <li>• Exploring genre and conventions</li> <li>• Developing settings for effect</li> <li>• Improving vocabulary</li> <li>• Exploring pathetic fallacy and personification</li> <li>• Planning, writing and reviewing creative writing assessments</li> </ul>
NCC	<p>En1 2, 2C, 3, 5, 7, 8, 9, 10, 11, 13</p> <p>En2 1, 2, 3, 4, 5, 6, 7, 8</p> <p>En3 1, 2, 3, 4</p> <p>En4 1, 2, 3, 4, 5</p>	<p>En1 1, 2B, 2C, 3, 4, 5, 6, 7, 8, 9, 11, 13</p> <p>En2 1, 2, 3, 4, 5, 6, 7, 8</p> <p>En3 1, 2, 3, 4</p> <p>En4 1, 2, 3, 4</p>
Assessment	<p>Assessments will take place in the middle and at the end of the unit – reading and writing.</p>	<p>Assessments will take place in the middle and at the end of the unit – reading and writing.</p>
E/L	<p>Students to complete the unseen poetry booklet.</p>	<p>Students to complete the protest writing booklet.</p>

Y9	<p>Resources / Useful Links</p> <p><a href="#">The Poe Museum – Richmond, VA</a></p> <p><a href="#">Royal Shakespeare Company   RSC</a></p> <p><a href="#">Shakespeare's life   The British Library (bl.uk)</a></p> <p><a href="#">Welcome to 48 Doughty Street, the London home of Charles Dickens – Charles Dickens Museum</a></p> <p><a href="#">Charles Dickens – author of A Christmas Carol   The British Library (bl.uk)</a></p> <p><a href="#">An introduction to Sir Arthur Conan Doyle   The British Library (bl.uk)</a></p> <p><a href="#">Migration MuseumHomepage - Migration Museum</a></p>
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	Autumn Term HT1	Autumn Term HT2	
Topics	<p><b>Language Paper 2</b></p> <p><i>This unit explores and recaps key skills for language paper 2. This includes transactional and discursive writing alongside exploring a wide range of unseen texts in preparation for this paper.</i></p> <ul style="list-style-type: none"> <li>• Introduction to Paper 2 Section A</li> <li>• Exploring non-fiction texts</li> <li>• Analysing bias and exploring perspectives</li> <li>• Understanding implicit and explicit meanings</li> <li>• Analysing language, form and structure</li> <li>• Writing summaries</li> <li>• Comparing texts</li> <li>• Planning, writing and reviewing exam-style answers</li> <li>• Exploring text types and conventions</li> <li>• Introduction to Paper 2 Section B</li> <li>• Exploring range of text types</li> <li>• Transactional writing</li> <li>• Building and consolidating SPAG skills</li> </ul>	<p><b>Macbeth</b></p> <p><i>This unit prepares students for literature paper 1. They explore the background and context of the play, discussing how it informs Shakespeare's choices whilst also analysing different methods used by the writer to convey meaning.</i></p> <ul style="list-style-type: none"> <li>• Introduction to Macbeth</li> <li>• Exploring Jacobean contexts</li> <li>• Analysing stage conventions</li> <li>• Analysing language, form and structure</li> <li>• Understanding key themes</li> <li>• Making, support and explaining interpretations</li> <li>• Exploring genre and conventions</li> <li>• Exploring gender roles and conventions</li> <li>• Planning, writing and reviewing exam answers</li> </ul>	
	NCC	En1 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13 En2 1, 2, 3, 4, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 5	En1 1, 2, 2A, 3, 6, 7, 8, 9, 11, 12, 13 En2 3, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 7
	Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.
	E/L	Complete the paper 2 reading skills challenge booklet.	Students to complete the Macbeth takeaway homework tasks depending on target grade or aspirational grade.

	Spring Term HT3	Spring Term HT4	
Topics	<p><b>English Language Paper 1</b></p> <p><i>This unit explores and recaps key skills for language paper 1. Students explore narrative and descriptive writing both analysing and creating it.</i></p> <ul style="list-style-type: none"> <li>• Introduction to Paper 1 Section A</li> <li>• Exploring character types</li> <li>• Building tension and drama</li> <li>• Analysing sentence structures</li> <li>• Analysing language</li> <li>• Analysing structure</li> <li>• Analysing genre and conventions</li> <li>• Evaluating symbols and connotations</li> <li>• Answering Q1, Q2, Q3 and Q4</li> <li>• Critically evaluating</li> <li>• Exploring Paper 1 Section B</li> <li>• Writing to describe</li> </ul>	<p><b>An Inspector Calls</b></p> <p><i>This unit prepares students for literature paper 2. They explore the background and context of the play, discussing how it informs Priestley's choices whilst also analysing different methods used by the writer to convey meaning</i></p> <ul style="list-style-type: none"> <li>• Introduction to the text</li> <li>• Understanding contexts</li> <li>• Analysing stage conventions</li> <li>• Analysing language</li> <li>• Analysing structure</li> <li>• Analysing form</li> <li>• Exploring the play as an allegory</li> <li>• Exploring gender roles and conventions</li> <li>• Exploring class and context</li> <li>• Exploring political ideologies in relation to the play</li> <li>• Planning, writing and reviewing exam-style answers</li> </ul>	
	NCC Codes	En1 3, 4, 5, 7, 8, 9, 11, 13 En2 1, 2, 4, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4	En1 1, 2, 2B, 4, 5, 6, 7, 8, 9, 11, 12, 13 En2 1, 3, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 7
	Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.
	E/L	Complete the revision booklet for language paper 1 skills.	Complete the AIC home learning booklet for ELC.

	Summer Term HT5	Summer Term HT6
Topics	<p><b>Poetry anthology / unseen poetry</b></p> <p><i>In preparation for literature paper 2 section B and C students study the first seven poems from the anthology and explore a range of unseen poems.</i></p> <ul style="list-style-type: none"> <li>• First 7 poems of Power and Conflict anthology</li> <li>• Analysing language</li> <li>• Analysing structure</li> <li>• Analysing form</li> <li>• Exploring rhyme schemes</li> <li>• Exploring structural features</li> <li>• Evaluating imagery</li> <li>• Exploring perspectives</li> <li>• Understanding contexts</li> <li>• Comparing poems</li> <li>• Making, supporting and explaining interpretations</li> <li>• Exploring motifs</li> <li>• Planning, writing and reviewing exam-style answers</li> </ul>	<p><b>Spoken Language / Mock revision</b></p> <p><i>Students prepare for and undertake the Spoken Language endorsement during this term.</i></p> <ul style="list-style-type: none"> <li>• Exploring a range of speeches</li> <li>• Rhetorical devices</li> <li>• Planning a persuasive talk</li> <li>• Understanding grading criteria for Spoken Language endorsement</li> <li>• Delivering and reviewing a speech (recorded)</li> <li>• Practising and consolidating skills for mock exams (Lang Paper 2 and Literature Paper 2)</li> <li>• Begin attending revision sessions</li> </ul>
NCC	En1 1,2, 2C, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 En2 1, 3, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 5, 6, 7,	En1 3, 4, 5, 6, 7, 9, 10, 11, 13 En2 1,2, 3, 4, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 5, 6
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.  Mocks to take place.
E/L	Complete as many tasks from the unseen poetry booklet as you can.	Two challenges for revision: Students to complete the <i>Macbeth</i> revision takeaway menu. Students to complete the <i>An Inspector Calls</i> revision booklet.

Y10 Resources	<p><b>Language Paper 1</b>  <a href="#">GCSE English Language - AQA - BBC Bitesize</a>  <a href="#">AQA English Language Paper 1 - YouTube</a></p> <p><b>Language Paper 2</b>  <a href="#">GCSE English Language - AQA - BBC Bitesize</a>  <a href="#">AQA English Language Paper 2 - YouTube</a></p> <p><b>A Christmas Carol</b>  <a href="#">A Christmas Carol - GCSE English Literature Revision - AQA - BBC Bitesize</a>  <a href="#">A Christmas Carol by Charles Dickens   The British Library (bl.uk)</a>  <a href="#">Charles Dickens: 'A Christmas Carol' Analysis - YouTube</a></p> <p><b>An Inspector Calls</b>  <a href="#">An Inspector Calls - GCSE English Literature Revision - BBC Bitesize</a>  <a href="#">An Inspector Calls by J B Priestley   The British Library (bl.uk)</a>  <a href="#">'An Inspector Calls' by J.B Priestley - YouTube</a>  <a href="#">An Inspector Calls - YouTube</a></p> <p><b>Macbeth</b>  <a href="#">Macbeth - GCSE English Literature Revision - AQA - BBC Bitesize</a>  <a href="#">Discovering Literature: Shakespeare and Renaissance writers   The British Library (bl.uk)</a>  <a href="#">Macbeth   Royal Shakespeare Company (rsc.org.uk)</a>  <a href="#">William Shakespeare's 'Macbeth' - Detailed Analysis - YouTube</a></p> <p><b>Poetry</b>  <a href="#">Poems - GCSE English Literature Revision - AQA - BBC Bitesize</a>  <a href="#">Writing and analysing poetry - GCSE English Literature Revision - AQA - BBC Bitesize</a>  <a href="#">AQA 'Power and Conflict' Poetry - YouTube</a></p> <p><b>Unseen Poetry</b>  <a href="#">Responding to poems - Comparing unseen poems - GCSE English Literature Revision - BBC Bitesize</a>  <a href="#">Mr Bruff Unseen Poetry - YouTube</a></p>
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English – Year 11

	Autumn Term HT1	Autumn Term HT2
Topics	<b>Poetry anthology / unseen poetry</b> <ul style="list-style-type: none"> <li>• Remaining 8 poems in Power and Conflict anthology</li> <li>• Revisiting unseen poetry</li> <li>• Analysing language</li> <li>• Analysing structure</li> <li>• Analysing form</li> <li>• Analysing rhyme and rhyme schemes</li> <li>• Comparing poems</li> <li>• Exploring themes</li> <li>• Approaching unseen poetry exam questions</li> <li>• Planning, writing and reviewing unseen poetry exam-style questions</li> </ul>	<b><i>A Christmas Carol</i></b> <ul style="list-style-type: none"> <li>• Introduction to the text</li> <li>• Exploring contexts</li> <li>• Analysing and evaluating language</li> <li>• Analysing and evaluating structure</li> <li>• Exploring atmosphere</li> <li>• Analysing characters and character types</li> <li>• Understanding epiphanies</li> <li>• Exploring genre and conventions</li> <li>• Understanding catharsis</li> <li>• Planning, writing and reviewing exam-style answers</li> <li>• Exploring charactonyms</li> </ul>
NCC	En1 1, 2, 2C, 3, 4, 5, 6, 7, 8, 9, 11, 12 En2 1, 3, 5, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 7	En1 1, 2, 2B, 4, 5, 6, 7, 8, 9, 11, 12, 13 En2 1, 3, 5, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 6
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.  Mocks
E/L	Use the poetry support booklet to create a revision poster for each of the poems.	Students to complete the <i>A Christmas Carol</i> revision booklet.

	Spring Term HT3	Spring Term HT4
Topics	<b>English Language Paper 1 and Paper 2 revision</b> <ul style="list-style-type: none"> <li>• Exploring fiction texts recap</li> <li>• Exploring settings</li> <li>• Building characters</li> <li>• Analysing language, structure and form</li> <li>• Exploring genre and conventions</li> <li>• Beginning and ending narratives</li> <li>• Answering exam style questions</li> </ul>	<b>Literature Revision – AIC/ <i>Macbeth</i> / unseen poetry HT4</b> <ul style="list-style-type: none"> <li>• Exploring contexts</li> <li>• Analysing and evaluating language</li> <li>• Analysing and evaluating structure</li> <li>• Exploring atmosphere</li> <li>• Analysing characters and character types</li> <li>• Exploring genre and conventions</li> <li>• Understanding catharsis</li> <li>• Planning, writing and reviewing exam-style answers</li> </ul>
NCC Codes w/link	En1 1, 2, 2B 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 En2 1, 2, 3, 4, 5, 6, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4, 5	En1 1, 2, 2A, 2B, 2C, 4, 5, 6, 7, 8, 9, 11, 12, 13 En2 1, 3, 5, 7, 8 En3 1, 2, 3, 4 En4 1, 2, 3, 4
Assessment	Assessments will take place in the middle and at the end of the unit – reading and writing.	Assessments will take place in the middle and at the end of the unit – reading and writing.  Mocks
E/L	Students can pick between the paper 1 and paper 2 booklet to complete for ELC (depending on which one they feel they are weaker on).	Students to complete the <i>Macbeth</i> revision booklet.

	Summer Term HT5	Summer Term HT6
Topics	<p><b>Revision lessons and sessions</b></p> <p>Students will have time before their exams to revise for their Language and Literature papers both inside and outside of school.</p> <p>Withing each class teachers will be focusing on areas for improvement across the range of papers based on feedback from the mocks.</p>	<b>Exams</b>
NCC Codes	<p>En1 1, 2, 2A, 2B, 2C 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</p> <p>En2 1, 2, 3, 4, 5, 6, 7, 8</p> <p>En3 1, 2, 3, 4</p> <p>En4 1, 2, 3, 4, 5</p>	
Assessment	<p>Individual teacher assessments in the final run up to the exam - based on class need.</p>	
E/L	<p>Individual revision.</p> <p>Students can use the revision sheets for each text and paper to help them.</p>	

English Language – Year 12

HALF TERM ONE AND TWO		
	Teacher One	Teacher Two
Topics	<p><b>Introductory Concepts and Ideas</b> Understanding language features/levels</p> <p><b>What is a Language text?</b> – a variety of different genres of texts will be explored, so there is a beginning of an awareness of how varied the range of texts, and the validity of texts, is compared to previous study.</p> <p><b>A level Key Component - Exploring Language (Question1)</b> Students will examine a range of texts and apply the different language levels to understand the meanings and significance of individual texts.</p> <p>Key terms to study – lexis, semantics, grammar structures –varieties of sentence, clause, phrase and word level – pragmatics and context, modes of discourse.</p> <p>Students will be introduced to a series of ‘controversial’ points about language for discussion –such as ‘Texting is gr8’ and, ‘do men dominate conversation?’. They will then be encouraged to give a variety of written responses after research and discussions.</p>	<p><b>Introductory Concepts and Ideas</b> Understanding language features/levels / studying accent and dialect as part of Conversation Analysis</p> <p><b>What is a Spoken text?</b> Students will analyse aspects of Spoken English, as 1 text for comparison in A level will always be a spoken text in the following component: A level Key Component ‘Language Under the Microscope’ (Question 3)</p> <p>Students will look at a variety of spoken texts so that they feel confident when presented with different contexts.</p> <p>Key terms to look at: phonetics, phonology and prosodics – lexis (including social variation), grammar of utterances, pragmatics and modes of discourse. Introduce the idea of comparing texts that are in different modes (although 1 text should always be a spoken text) so that students are preparing for the exam.</p> <p>Practice the skills of comparison.</p> <p>-</p>
NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assessment	Assessments at the mid-point and end of term.	
E/L	Use the personal learning checklist to keep track of your revision throughout the year.	Use the knowledge organiser to create revision cards for this topic.

<b>HALF TERM THREE AND FOUR</b>		
	Teacher One	Teacher Two
Topics	<p><b>A level Key Component ‘Language Under the Microscope’ (Question 2)</b> and Topical writing (paper 1 question 2)</p> <p>Students will continue to discuss topical language issues – such as ‘everyone should speak standard English’.</p> <p>Then the practice of original writing for a specified audience and in a specified form will be an important focus of study in this unit.</p> <p>Areas that might be usefully looked at could include rhetoric in speech writing – different features of rhetoric for different audiences – and journalistic writing styles, with different formats of expression depending on form and audience.</p>	<p><b>A level Key Component ‘Dimensions of Linguistic Variation’ (Question 2) and coursework preparation.</b> Language and gender / Language and Power</p> <p>Examine the linguistic theories associated with these areas and see how they apply to different texts by looking at how features or patterns of different language levels create meaning that applies to the contexts mentioned above. Introduce the notion of a multi-modal text as these will appear in the A level exams. Students will look at a variety of multi-modal texts and explain how different genres can create layers of meaning.</p>
NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO5
Assessment	Assessments at the mid-point and end of term.	
E/L	Use the glossary to create your own revision mindmap/ poster/ cards of the key words.	Complete the paper 1.

<b>HALF TERM FIVE AND SIX</b>		
	Teacher One	Teacher Two
Topics	<p><b>Revision of all components from the year in preparation for mock exams.</b></p> <p><b>Introduction to Language Change</b></p>	<p><b>Introduction to coursework brief and planning.</b></p> <p>Students should spend this time beginning to plan and draft their coursework.</p> <p>Students to be taught research techniques.</p>
NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO5
Assessment	Assessments at the mid-point and end of term.	
E / L	Planning and drafting coursework.	Planning and drafting coursework.



	Teacher One	Teacher Two
Topics	<p><b>Child Language Acquisition - A level Key Component 'Dimensions of Linguistic Variation' (Question 2).</b></p> <p>Students will be introduced to the IPA as well as examining issues around data collection and transcription.</p> <p>They will also explore a range of appropriate theorists. This might also be an appropriate time to return to analysis of multi-modal texts (children's books for instance) while looking at 'CLA'.</p> <p>Students will develop further the study of spoken texts – especially in response to the demands of the A level exam for understanding of speech variation and identity - A level Key Component 'Language Under the Microscope' (Question 3)</p>	<p><b>Independent language investigation (coursework)</b></p> <p>Language Change (Paper 2 Question3)</p> <p>Students will follow through first part of coursework (independent language investigation) and develop drafts.</p> <p>They will look at exemplars provided by OCR for Language Investigations and explore comments by senior moderators/ examiners.</p> <p>Students will present their research to peer groups for discussion and advice – this not only helps coursework but also but also develops explication skills when discussing language theories.</p> <p>Students will study historic,synchronic and diachronic change, including changing attitudes towards prescriptism and language standardisation.</p> <p>There will be timed work in class on these topics thinking about style and form of writing.</p>
NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assess me	Assessments at the mid-point and end of term.	
E / L	Complete the paper 2.	Complete the paper 2.

	Teacher One	Teacher Two
Topics	<p><b>Dimensions of Linguistic Variation' (Question 3)</b></p> <p>Students will be continue to study Language Change.</p> <p>They will analyse different language levels in texts that are on same topics but come from different eras.</p> <p>They will work on the written comparison of texts and keep looking at wider language issues for A level Key Component 'Language Under the Microscope' (Question 2).</p>	<p><b>There will be a return to analysis of multi-modal texts that was introduced in the first year of study A level Key Component 'Dimensions of Linguistic Variation' (Question 2).</b></p> <p>Students will be introduced to the concept of Academic Poster (coursework) –Use exemplars provided by OCR to support student understanding of the genre. Students have to develop the poster on the topic they followed in their coursework Language Investigation. While students are working on Academic poster cover the final topic for A level Key Component 'Dimensions of Linguistic Variation' (Question 2) - 'language and technology'. This could also be a start to revision – might go on to look at the 2 topics studied in the first year 'language and gender/power'.</p>
NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assess me	Mocks	
E / L	Fill in the booklet.	Use the knowledge organisers to create revision cards.

## HALF TERM FIVE AND SIX



	Teacher One	Teacher Two
Topics	<b>EXAMS</b> Revision of 2 year course in preparation for terminal exams.	<b>EXAMS</b> . Revision of 2 year course in preparation for terminal exams.
NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assessment		
E/L		

**TERM ONE**

	Teacher One	Teacher Two	Teacher Three
Topics	<p><b>HAMLET</b>  <b>WILLIAM SHAKESPEARE</b>  <b>Paper 1 Section A</b></p> <p>Students will read, watch and explore the play studying and analysing methods used by Shakespeare. Students will also explore a range of different adaptations of the play and draw on wider and critical reading to develop their understanding of the play and stagecraft.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language.</li> <li>- Articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- Explore the play informed by different interpretations.</li> <li>- Consider different interpretations across time.</li> </ul>	<p><b>A DOLL'S HOUSE</b>  <b>HENRIK IBSEN</b>  <b>Paper 1 Section B Comparative Study</b></p> <p>Students study this play with a focus on comparing it to the poetry studied also.</p> <p>They will read and watch the play exploring the social, political and economic attitudes of the time. Key areas to be explored will be character development and how attitudes/ideas inform choices in the play. They will also draw on wider and critical reading to develop their understanding of the play.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between their chosen literary texts.</li> <li>- Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>- Learners are required to understand the significance of cultural and contextual influences on readers and writers.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</li> </ul>	<p><b>THE MERCHANT'S TALE</b>  <b>GEOFFREY CHAUCER</b>  <b>Paper 1 Section B Comparative Study</b></p> <p>Student will explore the poem and discuss key ideas and beliefs from this time period. They will draw on wider and critical reading to help develop their interpretation of the poem.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between their chosen literary texts.</li> <li>- Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>- Learners are required to understand the significance of cultural and contextual influences on readers and writers.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</li> </ul>
NCC Codes	AO1 AO2 AO5	AO1 AO3 AO4 AO5	AO1 AO3 AO4 AO5
Assessment	Baseline Hamlet Paper 1 Section A Part 1	A Doll's House assessment question	
E/L		Complete the booklet.	

		TERM TWO		
		Teacher One	Teacher Two	Teacher Three
Topics	<p><b>HAMLET</b> <b>WILLIAM SHAKESPEARE</b> <b>Paper 1 Section A</b></p> <p>Students will continue to read, watch and explore the play studying and analysing methods used by Shakespeare. Students will also explore a range of different adaptations of the play and draw on wider and critical reading to develop their understanding of the play and stagecraft.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language.</li> <li>- Articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- Explore the play informed by different interpretations.</li> <li>- Consider different interpretations across time.</li> </ul>	<p><b>A DOLL'S HOUSE</b> <b>HENRIK IBSEN</b> <b>Paper 1 Section B Comparative Study</b></p> <p>Students continue to study this play with a focus on comparing it to the poetry studied also.</p> <p>They will continue to read and watch the play exploring the social, political and economic attitudes of the time. Key areas to be explored will be character development and how attitudes/ideas inform choices in the play. They will also draw on wider and critical reading to develop their understanding of the play.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between their chosen literary texts.</li> <li>- Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>- Learners are required to understand the significance of cultural and contextual influences on readers and writers.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</li> </ul>	<p><b>THE MERCHANT'S TALE</b> <b>GEOFFREY CHAUCER</b></p> <p>Student will continue to explore the poem and discuss key ideas and beliefs from this time period. They will draw on wider and critical reading to help develop their interpretation of the poem.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between their chosen literary texts.</li> <li>- Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>- Learners are required to understand the significance of cultural and contextual influences on readers and writers.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</li> </ul>	
NCC Codes	AO1 AO2 AO5	AO1 AO3 AO4 AO5		AO1 AO3 AO4 AO5
Assessment	Hamlet question Paper 1 Section A Part 2			Paper 1 Section B question
E/L				Complete the booklet.



TERM THREE			
	Teacher One	Teacher Two	Teacher Three
Topics	<p><b>PAPER 1 SECTION A REVISION</b></p> <p><b>PAPER 2 INTRODUCTION TO THE GOTHIC</b></p> <p>During this term students will undertake revision of <i>Hamlet</i> in preparation for their mocks. They will revise key concepts, interpretations and analyse a range of exam answers.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language.</li> <li>Articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>Explore the play informed by different interpretations.</li> <li>Consider different interpretations across time.</li> </ul> <p>After the mocks, students will then begin their study of paper 2 and will look at the evolution and development of the Gothic genre. They will also explore key aspects of the Gothic and encouraged to read a wide array of Gothic texts during the course of their study.</p>	<p><b>PAPER 1 SECTION B REVISION</b></p> <p><b>PAPER 2 UNSEEN GOTHIC</b></p> <p>During this term students will undertake revision of <i>A Doll's House</i> in preparation for their mocks. They will revise key concepts, interpretations and analyse a range of exam answers.</p> <p>After the mocks, students will then begin their study of paper 2 and will look a range of unseen extracts in preparation for paper 2 section A.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Learners are required to read widely and independently in their chosen topic of study.</li> <li>Learners are required to demonstrate close reading skills in analysing unseen prose extracts.</li> <li>Learners are required to identify and consider how attitudes and values are expressed in unseen extracts.</li> <li>Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</li> </ul>	<p><b>PAPER 1 SECTION B REVISION AND NEA PREPARATION</b></p> <p>During this term students will undertake revision of <i>The Merchant's Tale</i> in preparation for their mocks. They will revise key concepts, interpretations and analyse a range of exam answers.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Learners are required to explore contrasts, connections and comparisons between their chosen literary texts.</li> <li>Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>Learners are required to understand the significance of cultural and contextual influences on readers and writers.</li> <li>Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</li> </ul> <p>After the mocks, students will embark on preparing for and planning their coursework.</p>
NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assessment	Mocks	Mocks	Drafting of NEA
E/L	Complete the booklet.		

Resources / Useful Links

**Assessment Objective**

- AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- AO2 Analyse ways in which meanings are shaped in literary texts.
- AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- AO4 Explore connections across literary texts.
- AO5 Explore literary texts informed by different interpretations.

[MASSOLIT – Short video lectures from the world's best academics for school teachers and students around the world.](#)

[Hamlet | Royal Shakespeare Company \(rsc.org.uk\)](#)

[Theatre and Individualism: Henrik Ibsen, 'A Doll's House' \(gresham.ac.uk\)](#)

[The Canterbury Tales by Geoffrey Chaucer | The British Library \(bl.uk\)](#)

[Hamlet by William Shakespeare | The British Library \(bl.uk\)](#)

Term One

	Teacher One	Teacher Two	Teacher Three
Topics	<p><b>Paper 2 Dracula</b></p> <p>This term students will begin to prepare for the comparative section of paper 2. Students study the Gothic topic for this paper. They will read and explore issues in <i>Dracula</i> in order to be able to compare it to <i>The Bloody Chamber</i>.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li> <li>- Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres.</li> <li>- Learners are required to explore ways in which texts are interpreted by different readers, including over time.</li> <li>- Learners are required to use literary critical concepts and terminology with understanding and discrimination.</li> </ul>	<p><b>Paper 2 The Bloody Chamber</b></p> <p>This term students will also begin to prepare for the comparative section of paper 2 by reading their second Gothic text. They will read and analyse <i>The Bloody Chamber</i> whilst also considering comparisons or contrasts that can be made to <i>Dracula</i>.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li> <li>- Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres.</li> <li>- Learners are required to explore ways in which texts are interpreted by different readers, including over time.</li> <li>- Learners are required to use literary critical concepts and terminology with understanding and discrimination.</li> </ul>	<p><b>NEA and Paper 1 Section A Revision</b></p> <p>Students will continue to work on their coursework and will also revise <i>Hamlet</i> for paper 1.</p> <p><b>PAPER 1 SECTION A KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language.</li> <li>- Articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>- Explore the play informed by different interpretations.</li> <li>- Consider different interpretations across time.</li> </ul> <p><b>NEA CLOSE READING/RECREATIVE KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to demonstrate close reading skills.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in the chosen text.</li> <li>- Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.</li> </ul> <p><b>NEA COMPARATIVE KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore the contexts of the texts they are reading and others' interpretations of them.</li> <li>- Learners are required to explore connections across the texts.</li> <li>- Learners are required to identify and consider how values are expressed in texts.</li> <li>- Learners are required to draw on their understanding of different interpretations in responding to and evaluating the chosen texts.</li> <li>- Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.</li> </ul>
NCC Codes	AO1 AO3 AO4 AO5	AO1 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assess	HT1 Full paper 1	HT2 Full paper 2	Writing NEA
E/L	HT1 Use TMT knowledge organiser to revise – complete as many tasks as you can.	HT2 Use the literary theory postcards to create and add to revision cards on critical interpretations of <i>Hamlet</i> . Add quotes to the information already there.	Drafting NEA

TERM TWO			
	Teacher One	Teacher Two	Teacher Three
Topics	<p><b>Paper 2 Section B revision</b></p> <p>Students will recap their knowledge and understanding of both <i>Dracula</i> and <i>The Bloody Chamber</i> in preparation for their exams.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li> <li>- Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres.</li> <li>- Learners are required to explore ways in which texts are interpreted by different readers, including over time.</li> <li>- Learners are required to use literary critical concepts and terminology with understanding and discrimination.</li> </ul>	<p><b>Paper 2 Section A Revision</b> <b>Unseen Extract</b></p> <p>Students will consolidate and develop their ability to answer on unseen extracts.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to read widely and independently in their chosen topic of study.</li> <li>- Learners are required to demonstrate close reading skills in analysing unseen prose extracts.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in unseen extracts.</li> <li>- Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</li> </ul>	<p><b>NEA and Paper 1 Section B Revision</b></p> <p>Students will continue to work on their coursework and will also revise <i>The Merchant's Tale</i> and <i>A Doll's House</i> for paper 1.</p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore contrasts, connections and comparisons between their chosen literary texts.</li> <li>- Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>- Learners are required to understand the significance of cultural and contextual influences on readers and writers.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</li> </ul> <p><b>NEA CLOSE READING/RECREATIVE KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to demonstrate close reading skills.</li> <li>- Learners are required to identify and consider how attitudes and values are expressed in the chosen text.</li> <li>- Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.</li> </ul> <p><b>NEA COMPARATIVE</b></p> <p><b>KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>- Learners are required to explore the contexts of the texts they are reading and others' interpretations of them.</li> <li>- Learners are required to explore connections across the texts.</li> <li>- Learners are required to identify and consider how values are expressed in texts.</li> <li>- Learners are required to draw on their understanding of different interpretations in responding to and evaluating the chosen texts.</li> <li>- Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.</li> </ul>
NCC Codes	AO1 AO3 AO4 AO5	AO1 AO2	AO1 AO2 AO3 AO4 AO5
Assessment	Mocks	Mocks	Mocks
Enrichment	HT3 Complete the Gothic booklet.	HT4 Complete the Gothic revision cards.	HT4 Editing and completing NEA

TERM THREE			
	Teacher One	Teacher Two	Teacher Three
Topics	<p><b>Paper 1 section A Revision</b> <b>Paper 2 Revision</b></p> <p>Students will revise and complete practice questions for Hamlet.</p> <p><b>PAPER 1 SECTION A KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language.</li> <li>Articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>Explore the play informed by different interpretations.</li> <li>Consider different interpretations across time.</li> </ul> <p>Students will revise all aspects of paper 2 – the unseen and the comparative question.</p> <p><b>PAPER 2 KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li> <li>Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres.</li> <li>Learners are required to explore ways in which texts are interpreted by different readers, including over time.</li> <li>Learners are required to use literary critical concepts and terminology with understanding and discrimination.</li> <li>Learners are required to read widely and independently in their chosen topic of study.</li> <li>Learners are required to demonstrate close reading skills in analysing unseen prose extracts.</li> <li>Learners are required to identify and consider how attitudes and values are expressed in unseen extracts.</li> <li>Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</li> </ul>	<p><b>Paper 1 Section B Revision</b> <b>Paper 2 Revision</b></p> <p>Students will revise and complete practice questions for <i>The Merchant’s Tale</i> and <i>A Doll’s House</i> for paper 1.</p> <p><b>PAPER 1 SECTION B KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Learners are required to explore contrasts, connections and comparisons between their chosen literary texts.</li> <li>Learners are required to explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>Learners are required to understand the significance of cultural and contextual influences on readers and writers.</li> <li>Learners are required to identify and consider how attitudes and values are expressed in their chosen texts.</li> </ul> <p>Students will revise all aspects of paper 2 – the unseen and the comparative question.</p> <p><b>PAPER 2 KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Learners are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li> <li>Learners are required to explore ways in which texts relate to one another and to literary traditions, movements and genres.</li> <li>Learners are required to explore ways in which texts are interpreted by different readers, including over time.</li> <li>Learners are required to use literary critical concepts and terminology with understanding and discrimination.</li> <li>Learners are required to read widely and independently in their chosen topic of study.</li> <li>Learners are required to demonstrate close reading skills in analysing unseen prose extracts.</li> <li>Learners are required to identify and consider how attitudes and values are expressed in unseen extracts.</li> <li>Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</li> </ul>	<p><b>Paper 1 Section B Revision</b> <b>Paper 2 Revision</b></p> <p>Students will revise and complete practice questions for <i>The Merchant’s Tale</i> and <i>A Doll’s House</i> for paper 1.</p> <p><b>PAPER 1 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NCC Codes	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5	AO1 AO2 AO3 AO4 AO5
Assessment	EXAMS	EXAMS	EXAMS
EL			

**Assessment Objective**

- AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- AO2 Analyse ways in which meanings are shaped in literary texts.
- AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- AO4 Explore connections across literary texts.
- AO5 Explore literary texts informed by different interpretations.

[MASSOLIT – Short video lectures from the world's best academics for school teachers and students around the world.](#)

[Hamlet | Royal Shakespeare Company \(rsc.org.uk\)](#)

[Theatre and Individualism: Henrik Ibsen, 'A Doll's House' \(gresham.ac.uk\)](#)

[The Canterbury Tales by Geoffrey Chaucer | The British Library \(bl.uk\)](#)

[Hamlet by William Shakespeare | The British Library \(bl.uk\)](#)

[The origins of the Gothic | The British Library \(bl.uk\)](#)



Key Stage	Careers in the curriculum
KS3	•
KS4	•
KS5	•

