

**CURRICULUM MAP**

Subject	English
Head of Department	Marya Khan

SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”

We want students to:

succeed (we strive to provide pathways to support their success)

embrace challenge, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

be aware of their responsibilities and feel confident to participate and contribute to society. (Curriculum Intent)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

- We aim for our students to develop an enthusiasm for the subject that would help them enjoy the creative experiences in Language and Literature. We help our students to develop their confidence in order to become articulate, cultured and perceptive individuals in society.
- We aim for our students to achieve academically to the best of their ability in English, and equip them with a range of skills to allow them to be effectively articulate their ideas both verbal and in written mediums in different forms. We support them to become analytical and critical thinkers, confident readers, able to understand, evaluate and create different forms of texts.
- We ensure that every student is able to access and make the most of our rich, broad and balanced curriculum as we stretch, challenge and support to succeed regardless of their needs, ability, background and protected characteristics.
- We teach and model high moral standards, equality, inclusivity, social and self-awareness and acceptance of social diversity. We help them to be open minded, balanced and reflective members of our society.

KEY STAGE 3 RATIONALE/ INTENT

English at KS3 thoroughly prepares students for KS4, but also achieves so much more. Following the school ethos of being inclusive and caring, and placing a high priority on well-being and intellectual curiosity, English at Rutlish, starting in KS3, is a collaborative subject where the students learn and discover with their teachers. The department intent of academic achievement, high moral standards, enthusiasm and confidence is infused throughout the knowledge-rich curriculum that gradually introduces, revisits and reinforces key skills and knowledge needed for success throughout school life and beyond. Students make contact with much of the greatest of what has been said and written down, and learn about the wide world around them in all its beauty and diversity. Students have opportunities to debate, present, argue, create, analyse, evaluate and design, which stands them in good stead for KS4 and links well to other subjects. Mental health, wellbeing and citizenship are explored, made visible and encouraged in ways that are not available to other subjects, through reflection and understanding of heavy-hitting literary works. The curriculum is carefully designed to spiral through the skills and knowledge needed, gaining intensity in years 8 and 9 to launch students in to KS4 already confidently speaking the language of analysis, literary criticism, creative endeavours and persuasive rhetoric.

KEY STAGE 4 RATIONALE/ INTENT

We help them achieve academically to the best of their ability and ensure they reflect their potential. In addition to all the above. Regular assessments calendared for each half term which is rigorously followed by the feedback lessons to allow student to review their own learning- intermittent mock exams held in the hall and rigorous enough to give them the exam experience. Moderation standardises our marking which then feeds into our teaching to expand on the skills achieved. SOW reviewed and differentiated to suit all abilities and to enable thorough teaching. Lesson appropriately modified for remote learning. Resources created for online independent lesson. Training within department and sharing of good practice to facilitate and adapt online teaching. Variety of learning tasks included to support different learners and engagement, visual, audio and practical learning. Focus on exam skills, techniques and assessment objectives. Expose them to different literature and help apply their learning to personal experience and discuss and debate opinions, challenge stereotypes, prejudices and preconceptions alongside school diversity ethos. Alongside teaching GCSE curriculum, we ensure that we challenge stereotypes, prejudices and preconceptions alongside school diversity ethos, through diversity of text and different literary period. We teach different forms of text (poetry, drama, prose, 19th and 20th century text). Through teaching we ensure that teachers lead and encourage class discussions to broaden their understanding of life and human condition by making it more relevant to them.

KEY STAGE 5 RATIONALE/ INTENT

We help our students develop their confidence in order to become articulate, cultured and perceptive individuals in society. Expand, deepen their understanding to a higher level through discussions and interpretations of social and moral topics, which further builds on awareness and understanding. SOW are planned and developed constantly to ensure students are engaged and participating. We set regular extended reading and homework to help them become prolific readers and develop their own interpretations. LSA for EHCP and SEN students in lessons and exams. They practice regular assessment to mimic exam conditions and practice writing extended pieces under timed conditions. Student led activities are done to encourage engagement and wider discussions to challenge stereotypes and prejudices and also encourage self-awareness. Range of activities to help them enjoy the topic and encourage confidence. We teach a range of time periods, different writers, genres and forms to help enlighten them on the subject and broaden their understanding of culture and society. Have class activities to encourage discussion in order to make these topics more relevant to them.

YEAR 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: Greek Mythology Creative Writing	UNIT OF WORK: Novel (Reading)	UNIT OF WORK: Non-fiction (Writing)	UNIT OF WORK: Cultural Poetry	UNIT OF WORK: End of Year Exam: Language Paper 1	UNIT OF WORK: Intro to Shakespeare
	Lessons based on extracts from Greek myths, analysis and use as models to inform student's own writing. Scenarios, images and other stimulus used to generate material to re-create, and students learn a wide range of important mythical allusions and references that are common in every part of everyday life.	Reading, comprehension, analysis skills and wider understanding of life and adult issues through focused study of an entire novel. Novels include: <ul style="list-style-type: none"> • Millions • Skellig • Boy in the Striped Pyjamas • Lord of the Flies • Boy • Coraline 	Lessons based on exemplars, models and real world examples of persuasive, argumentative, informative or educational texts. SoW also introduces techniques and specialist vocabulary to support learning including AFOREST (alliteration / anecdote, fact, opinion, rhetorical questions / repetition, emotive language / exaggeration, statistics and triplets / the rule of three).	Poetry from diverse cultures provides a diverse, far-ranging look at the struggles, challenges, and moments of beauty that unite us as people cross vast distances. Poems are included from UK, USA, South Africa, China, Vietnam, Brazil, India, Jamaica, with potential for teacher to add others as they see fit.	This module will introduce students to a formal end of year assessment and the expectations / requirements of examination at secondary level. They will have a chance to demonstrate all reading and writing skills studied throughout the year including planning, structuring and writing a coherent argument / answer to a question, technical language analysis, evaluative skills and creative writing.	Current plays include: <ul style="list-style-type: none"> • Much Ado About Nothing • A Midsummer Night's Dream Context, background, universal human themes and the written word as representative of stagecraft is introduced to students, with a focus on the experience of watching a play at the Globe being re-created through imaginative tasks and storytelling.
KEY SKILLS	LANGUAGE AO5: Communication and purpose / organization / Language Devices LANGUAGE AO6: sentence demarcation / spelling / vocabulary	LANGUAGE AO4: Evaluate texts critically and support this with appropriate textual references	LANGUAGE AO5: Communication and purpose / organization / Language Devices LANGUAGE AO6: sentence demarcation / spelling / vocabulary	LITERATURE AO1: Writing your ideas and interpretations and using quotations. LITERATURE AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	LANGUAGE AO1-6: Students will demonstrate all reading and writing skills studied throughout the year including planning, structuring and writing a coherent argument / answer to a question, technical language analysis, evaluative skills and creative writing.	LANGUAGE AO7-AO9: first introduction to oral presentation skills: Presenting, responding to questions and feedback, Use of Standard English LITERATURE AO1, LITERATURE AO2
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Teachers will assess students from their array of KS2 schools and spend some time ensuring all students are at a minimum level of literacy for KS3. New vocabulary is given, modelled and practised and story structure is taught and implemented to move from simple to narratives that are more complex.	Evaluation skills introduced, modelled and practised as a class to tie in to eventual implementation of these skills at GCSE level. Students are required to think deeply about a statement and to what extent they agree with it, then use evidence and analysis to back up their point.	Students are expected to demonstrate they have internalised and implemented many of the skills from Autumn 1, such as planning, organising, writing for purpose and audience and crafting language devices. This time they apply these skills to non-fiction writing, and must think about the changed purpose of their writing.	This introduction to poetry will be revisited in year 8 and year 9 to set students up for the poetry module of the Literature GCSE. By now, they are becoming more confident with reading strategies. Reading skills including close language analysis is built on and expanded to the poetic form from the Autumn 2 unit on reading a novel.	Students are introduced to the GCSE Language Paper structure as their End of Year to familiarise themselves with it, and to have a chance to apply skills from throughout the year to it in a lower stakes environment than Y9 or KS4. Students will have a chance to demonstrate all reading and writing skills studied throughout the year including planning, structuring and writing a coherent argument / answer to a question, technical language analysis, evaluative skills and creative writing.	Key themes introduced with the aim of these being revisited in later years and eventually at KS4. Assessments have taken the form of individual or group Speaking & Listening tasks, to introduce students to this vital aspect of the GCSE course.
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc., different	Perhaps budding novelists get their first taste here, and this unit ties in well to History, Geography and RE with its discussion on the influence the Greek myths have had on every part of modern society. It also gives students a chance to debate attitudes to	Most careers require solid literacy and comprehension. Geography, History, RE, Drama, PSHE and a focus on student welfare and wellbeing, depending on the novel chosen by the teacher, through concepts such as travel, cultural differences, morality and	Relevant careers include journalism, copy and speech writing, and Media analysts. Public speaking is incredible important in a wide range of careers, from teaching to being a boardroom CEO. History, Geography, RE, Drama and PE through discussion / debate of	Poetic critics and writers alike may get their start in this unit, which also brings in Geography, History, RE, Drama, PSHE and a focus on student welfare and wellbeing, through the issues brought up in the poems. Students further explore concepts such as travel, cultural differences, morality and	Formal assessments link to later years with the importance of the exam process placed front and centre. Humanities subjects in general benefit from the planning, structuring and writing of coherent arguments.	Careers-wise, the seed for actors and stage / screen writers may be planted here. Additionally, students continue to work on their public speaking, a vital skill for many including teachers and other workplace leaders. Drama link is most pertinent and relevant, as students can



	gender and class that have been inherited from the Ancient World.	kindness and the choices we make in the ways we treat others.	relevant contemporary issues. Students will be introduced to techniques of persuasion, bias and the ability to spot and “see-through” rhetoric devices that are used to control communication in the media and wider world.	kindness and the choices we make in the ways we treat others, as well as being introduced to historical injustices and instances of racism, in a way that builds on the reading and analysis they completed in the Novel Reading unit.		implement skills they have practised in that subject. Also present is RE, History and PSHE with exploration of human themes, and ICT as some lessons take place in computer rooms and encourage research skills.
ASSESSMENTS Summative and Formative as applicable	<p>Initial Assessment Descriptive Writing – setting. Introduction to secondary school assessments and expectations.</p> <p>End of Unit Assessment (Summative) Description of a Greek God and/or scenario. Assessment with grade received.</p> <p>All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>Midway (formative) Q4 style – evaluation of a statement</p> <p>End of Unit (summative) Q4 style – evaluation of a more difficult statement, based on greater knowledge of the book and incorporating skills and feedback from Midway assessment.</p> <p>All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>Midway (formative) Written persuasive speech – using specialist vocabulary and skills worked on from start.</p> <p>End of Unit (summative) Speech – implement further skills and feedback from Midway.</p> <p>All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>Midway (formative) Unseen analysis of a poem</p> <p>End of Unit (summative) Unseen analysis of a more difficult poem, implementing skills and feedback from Midway.</p> <p>All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>End of Year Assessment (summative) GCSE-style English Language Paper 1</p> <p>All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>Midway (formative): Spoken language – spoken analysis of a statement exploring the themes and demonstrating the ability to technically analyse in front of an audience, as a first-pass introduction to these skills to make them less intimidating to students in later years.</p> <p>End of Unit (summative) Analysis of a key scene (extract). GCSE style question, with close analysis and link to the whole play and context.</p> <p>All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.					
SPECILIST VOCABULARY	Describe / Explain / Metaphors / Simile / Personification / Adjectives / Verbs / structure / narrative / character / setting / cliché / climax / resolution / protagonist / antagonist / villain / sidekick / henchman / hero	Suggests / Implies / Highlights Creates / Furthermore / However / Moreover / Conversely / Creates / Evaluate	Alliteration / anecdote, fact, opinion, rhetorical questions / repetition, emotive language / exaggeration, statistics and triplets / the rule of three.	Suggests/ Implies/Highlights Creates/ furthermore/ Moreover/ conversely/ However	Suggests / Implies / Highlights Creates / Furthermore / However / Moreover / Conversely / Creates / Evaluate/describe/explain/metaphor Simile/sensory language/adjectives.	Metaphor/Personification Suggests / Implies / Highlights Creates / Furthermore / However / Moreover / Conversely / Creates / Evaluate
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: Novel (Reading) Reading, comprehension, analysis skills and wider understanding of life and adult issues through focused study of an entire novel. Novels include: <ul style="list-style-type: none"> Holes Curious Incident Refugee Boy 	UNIT OF WORK: Fantasy Creative Writing This module gives a breadth of texts to study as teachers may pull in their own reading interests to engage students, as well as using the classic and modern fantasy resources in the SoW. Moving beyond the world of mythology that was studied in Year 7 in to modern fantasy allows for more adult themes to be explored.	UNIT OF WORK: WW1 Poetry (Reading) Building on the Year 7 study of Poetry from Other Cultures, introducing students to WW1 Poetry in Year 8 allows a deeper exploration of painful and important historical, national and cultural touchpoints and allows for a more nuanced and subtle understanding of issues such as war, conscientious objections and trauma. Students will explore context and historical events that may hold family or cultural significance, and links can be made to recent conflicts and present day events.	UNIT OF WORK: Non-Fiction (Writing) Students are required to demonstrate writing skills in a non-fiction setting, and focus again on persuasive and planning techniques, such as mind-mapping, organising, writing for purpose and audience and crafting language devices, and are faced with more specialised formats of deeper complexity such as letters, blogs, articles, debates, speeches and other non-fiction text types.	UNIT OF WORK: End of Year Exam: Lang 1 This module will re-introduce students to a formal end of year assessment following the GCSE Language Paper 1 structure. The stakes are slightly higher in year 8. They will have a chance to demonstrate all reading and writing skills studied throughout the year including planning, structuring and writing a coherent argument / answer to a question, technical language analysis, evaluative skills and creative writing.	UNIT OF WORK: Shakespeare (2nd Play) Current plays include: <ul style="list-style-type: none"> Romeo and Juliet Context, background, universal human themes, advanced from Year 7 of love, friendship, rivalry, good vs. evil, fate and predeterminism and appearances vs. reality are explored, with the aim of these being revisited in later years and eventually at KS4.
	KEY SKILLS	LANGUAGE AO4: Evaluate texts critically and support this with appropriate textual references.	LANGUAGE AO5: Communication and purpose / organization / Language Devices LANGUAGE AO6: sentence demarcation / spelling / vocabulary	LITERATURE AO1: Writing your ideas and interpretations and using quotations. LITERATURE AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	LANGUAGE AO5: Communication and purpose / organization / Language Devices LANGUAGE AO6: sentence demarcation / spelling / vocabulary LANGUAGE AO7-AO9: Presenting, responding to questions and feedback, use of Standard English	LANGUAGE AO1-6: Students will demonstrate all reading and writing skills studied throughout the year including planning, structuring and writing a coherent argument / answer to a question, technical language analysis, evaluative skills and creative writing.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Building on skills from Year 7, students will be bringing to bear their improved reading, comprehension and analysis skills on a more challenging novel with modern, contemporary issues. Evaluation skills are built on, modelled and practised as a class to tie in to eventual implementation of these skills at GCSE level.	Students have a chance to revisit and update their skills from the Year 7 Greek Mythology Creative Writing module. More advanced vocabulary is given, modelled and practised and story structure is taught and implemented to move from simple to narratives that are more complex. This unit can offer the chance to complete a longer piece of linked writing that builds week on week, transferring ownership of the work to the students.	Students analytical poetry reading skills will be revisited and improved from the year 7 poetry module, and students will be beginning to make links and comparisons between these and other texts, as well as links to History and RE. Students close reading and analytical skills will continue to grow with this unit, and depending on set, students may be introduced to form and structural analysis.	Building on study from Year 7 and previous creative writing modules, now in Year 8 students are expected to demonstrate they have internalised and implemented study throughout their school career so far. Further subject specific terminology and specialist vocabulary will be used, with AFOREST being revisited and a renewed look at TAP (Type, Audience, Purpose). Students will start to think more deeply about the conventions of the form they are writing in, and how and when to subvert them.	Building on the Year 7 End of Year exams, students revisit a formal end of year assessment and demonstrate all reading and writing skills studied throughout Year 7 and Year 8. Formal assessments link to later years with the importance of the exam process placed front and centre.	By studying Shakespeare again in Year 8, students will revisit the Bard and bring their greater maturity to bear on one of his more adult themed plays, in eventual preparation for the higher level of study required of Shakespeare at KS4. Acting out the parts moves beyond the bridge from KS2 to KS3 that may have been experienced in Year 7, and students will begin to experiment with the language, delivering the lines in different ways and being prompted to look again at the construction of a scene.



LINKS TO THE WORLD	These modern novels give insight in to contemporary careers such as social workers, government officials, law courts staff including judges and camp staff. Modern societal issues such as foster-care is explored. Geography, History, RE, Drama, PSHE and a focus on student welfare and wellbeing, depending on the novel chosen by the teacher, through concepts such as travel, cultural differences, morality and kindness and the choices we make in the ways we treat others.	Developing novelists will continue to work on their craft, and parts of the unit explore writing dialogue for the movie screen. History, RE, Drama and Geography through storytelling, location and cultural differences. Questions of morality and choices come up through the stories, with students able to debate and question choices the characters make and use that to reflect on their own lives.	Careers-wise, the roles of caregivers including doctors and nurses are touched upon, and students will also have insight in to the workings of propaganda within the Media. The module dovetails nicely with a recent History module students will have studied, giving them chances to talk about motivation of countries and people and the function of propaganda. Students have a chance to explore the effects of trauma and begin discussions on mental health.	Relevant careers include journalism, copy and speech writing, and Media analysts. Public speaking is incredible important in a wide range of careers, from teaching to being a boardroom CEO. History, Geography, RE, Drama and PE through discussion / debate of relevant contemporary issues. Students will learn to express themselves more effectively orally and in writing, and will be introduced to techniques of persuasion, bias and the ability to spot and “see-through” rhetoric devices that are used to control communication in the media and wider world.	The topics of some of the papers have included real world links to parenting and animal welfare. Humanities subjects in general benefit from the planning, structuring and writing of coherent arguments.	Careers-wise, the seed for actors and stage / screen writers may continue to be grown here. Additionally, students continue to work on their public speaking, a vital skill for many including teachers and other workplace leaders. Drama link is most pertinent and relevant, as students can implement skills they have practised in that subject. Also present is RE, History and PSHE with exploration of human themes. The more mature content of the play allows greater expression for students beyond what was offered in year 7.
ASSESSMENTS Summative and Formative as applicable	Midway (formative) Q4 style – evaluation of a statement, with understanding that this is demonstrating the same skill as y7. End of Unit (summative) Q4 style – evaluation of a more difficult statement, based on greater knowledge of the book. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.	Midway Assessment (formative) Descriptive Writing – setting. End of Unit Assessment (summative) Choice of narrative or descriptive writing task. Feedback given to students, sample answers shared and students write an improved response based on the teacher guidance. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.	Midway (formative) Unseen analysis of a poem End of Unit (summative) Unseen analysis of a more difficult poem, implementing skills and feedback from Midway. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.	Midway (formative) Deliver a spoken speech incorporating skills learnt in year 7 End of Unit (summative) Write a persuasive letter or speech implementing feedback from their spoken speech for the Midway. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.	End of Year Assessment (summative) GCSE-style English Language Paper 1. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.	Midway assessment (formative) group performance of a key scene from a play. End of unit assessment (summative) write a story based on a stimulus from the play. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.
SPECIALIST VOCABULARY	Suggests / Implies / Highlights Creates / Furthermore / However / Moreover / Conversely / Creates / Evaluate	Describe / Explain / Metaphors / Simile / Personification / Adjectives / Verbs / structure / narrative / character / setting / cliché / climax / resolution / protagonist / antagonist / villain / sidekick / henchman / hero	Alliteration / Emotive Language / Allusion / Hyperbole / Repetition Onomatopoeia / Rhythm / Imagery / Hyperbole / Personification	Alliteration / anecdote, fact, opinion, rhetorical questions / repetition, emotive language / exaggeration, statistics and triplets / the rule of three.	Suggests / Implies / Highlights Creates / Furthermore / However / Moreover / Conversely / Creates / Evaluate	Alliteration / Emotive Language / Allusion / Hyperbole / Repetition Onomatopoeia / Rhythm / Imagery / Hyperbole / Personification / Suggests / Implies / Highlights



- ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.
- ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.
- ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading
- ✓ Opportunities to apply key concepts and address misconceptions

YEAR 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: Novel	UNIT OF WORK: Gothic Creative Writing	UNIT OF WORK: Shakespeare (3rd Play)	UNIT OF WORK: End of Year Exam: Lang 2	UNIT OF WORK: Modern Play	UNIT OF WORK: Literature Through Time
	Reading, comprehension, analysis skills and wider understanding of life and adult issues through focused study of an entire novel. Past novels have included: <ul style="list-style-type: none"> • Of Mice and Men 	The Gothic literature studied here gives students a chance to delve in to the darker side of the human psyche and explore issues such as horror, terror, pain, trauma, mental illness and psycho / socio-pathy.	Current plays include: <ul style="list-style-type: none"> •Othello Context, background, the written word as representative of stagecraft and further universal human themes of love, friendship, rivalry, good vs. evil, mental health, male jealousy, competition and appearances vs. reality are explored, to truly embed these before KS4.	As a formal End of Year exam, this unit prepares students for an exam under strict conditions. As the sample materials and examination is non-fiction, students move out of the comfort zone of year 7 and 8 in to more mature, adult extracts and themes such as animal welfare, parenting and treatment of homelessness.	<i>The Crucible</i> . A new format of study will refresh students, and prepare them for study of a modern play at KS4. The context, background and themes of the play are relevant including reputation, hysteria, power and authority, guilt, portrayal of women, deception, morality and judgement.	Students are taken on a journey through the written word, from early epics and pre-English cornerstones of civilization, through the Middle and Dark Ages to the Renaissance, then through a vast swathe of Victorian Literature and in to modern/post-modernism. Along the way, they tackle key extracts, themes, ideas and techniques.
KEY SKILLS	LANGUAGE AO4: Evaluate texts critically and support this with appropriate textual references.	LANGUAGE AO5: Communication and purpose / organization / Language Devices LANGUAGE AO6: sentence demarcation / spelling / vocabulary	LITERATURE AO1: Writing your ideas and interpretations and using quotations. LITERATURE AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. LITERATURE AO3: Show understanding of the relationships between texts and the contexts in which they were written.	LANGUAGE AO1-6: Students will demonstrate all reading and writing skills studied throughout the year including planning, structuring and writing a coherent argument / answer to a question, technical language analysis, evaluative skills and persuasive writing.	LITERATURE AO1: Writing your ideas and interpretations and using quotations. LITERATURE AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	LANGUAGE AO5: Communication and purpose / organization / Language Devices LANGUAGE AO6: sentence demarcation / spelling / vocabulary
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Students are required to apply a deeper understanding of context than in Year 7 and Year 8 to place the novel within its historical time period and sensitively debate issues of race and gender. Evaluation skills are by now embedded, so are improved as a class to tie in to implementation of these skills at GCSE level in Year 10.	Students will by now have embedded creative writing skills such as planning, structuring, crafting figurative language and writing with a specific voice or tone, so can implement deeper and darker vocabulary and concepts within this module. The skills and techniques from Years 7 and 8 will be stretched in this module, and further specialist vocabulary and subject specific terminology will be introduced, such as the Unreliable Narrator.	Revisiting Shakespeare in Year 9 truly embeds the study of England's national playwright for students, allowing students to focus on the more mature themes and make links from previous study to the play in front of them. Less time is spent teaching context and exploring the language as students are already used to Shakespeare and are primed to approach a new play with an even more mature outlook. An even greater focus is placed on stagecraft.	Building on the Year 7 and Year 8 End of Year exams, the more challenging texts presented to students here allow them to apply skills learnt throughout KS3 without the additional cognitive load of needing to think about how to organise and present their thoughts. As this is the culmination of their KS3 English assessment, this exam is important in giving them a chance to demonstrate all their skills to date.	Studying a modern play directly prepares students for KS4 but also requires them to shift their thinking and skills application from Shakespeare and his techniques to a modern playwright, who is using advanced allusion, allegory and metaphor. Students will become more comfortable with this specialist vocabulary. The play links well to KS4 and Macbeth, providing a launching point in to some of the same issues such as witch-hunts.	This unit offers a key overview of some of the biggest names in Literary history and allows students to make connections across time and join up their understanding of the canon. At the same time, they learn and practise advanced writing techniques such as allusion, extended metaphor, personification, pathetic fallacy and writing in the style of a particular author, as well as stage and screen-writing.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects</p>	<p>While continuing the careers trajectory of previous novel units, this challenging novel also gives students a chance to consider the vast shift in attitudes, particularly to race and women, that has taken place over the last 50-100 years – but also how much further there is still to go. The novel instigates difficult discussions on race, gender and discrimination which students can engage in using their increased maturity, within the framework of discussions and writing built throughout Years 7 and 8. It still links well to History, Geography, RE, PSHE and others.</p>	<p>Careers-wise, this unit introduces more esoteric roles like psychiatrists. The more challenging material present requires a more adult outlook from students, and historical attitudes to women and mental health can be explored and challenged through the texts, extracts and writing the students will work through. PSHE, History, RE, Drama and Geography through storytelling, location and cultural differences. Mental health and the results of trauma can be explored more sensitively and with greater nuance, motivated by the more adult nature of some of the Gothic extracts.</p>	<p>Actors and a larger focus on theatre workers provides career material here. Additional academic considerations come in with criticism from scholars included. Additionally, students continue to work on their public speaking, a vital skill for many including teachers and other workplace leaders. Drama link is most pertinent and relevant, as students can implement skills they have practised in that subject. Also present is RE, History and PSHE with exploration of human themes and relevant issues such as racism, toxic masculinity and male jealousy / competition, and discrimination.</p>	<p>Students also bring in inter-disciplinary skills from other humanities as well as a mature and developed demonstration of the ethos of the English course since the start of Year 7. The extracts and texts used often deal with modern, relevant real world issues such as animal welfare, parenting and treatment of homelessness.</p>	<p>There is a focus on government roles in the context of this unit, providing students with a look in to a career world they may not have encountered before. Drama, History, RE and PSHE are directly relevant as the play deals with persecution of a group and gender. The idea of “witch-hunts” and how the meaning of this has transformed in the modern era can prompt students to reflect on media treatment of certain groups and can allow a discussion of the treatment of “the other”.</p>	<p>Careers explored throughout the unit include detective, socialite and scientist. Additionally, students get the chance to plan and deliver their own lesson, stepping in to the shoes of the career they have arguably interacted most with – the teacher. The extracts used in the unit provide rich material for reflection and criticism of historical attitudes to women, race, gender and location. The links to History, RE and Geography are legion, as are the connections to be made to real world issues such as gender, ethnicity, class conflict and the treatment of “the other”.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ASSESSMENTS Summative and Formative as applicable</p>	<p>Midway (formative) Q4 style – evaluation of a statement, with understanding that this is demonstrating the same skill as in Year 7 and 8. End of Unit (summative) Q4 style – evaluation of a more difficult statement, based on greater knowledge of the book and incorporating skills and feedback from Midway assessment and previous study. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>Midway Assessment (formative) Descriptive Writing – setting. End of Unit Assessment (summative) Choice of narrative or descriptive writing task. Feedback given to students, sample answers shared and students write an improved response based on the teacher guidance. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>Midway Assessment (formative) Analysis of unseen extract of the play End of Unit (summative) Analysis of unseen extract of the play, allowing students to demonstrate their application of feedback from the Midway. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>End of Year Assessment (summative) GCSE-style English Language Paper 2 All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>Midway Assessment (formative) Analysis of an extract of the play End of Unit (summative) Analysis of another extract of the play, allowing students to demonstrate their application of feedback from the Midway. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>	<p>End of Unit Assessment (formative and summative) Choice of narrative or descriptive writing task. All assessments, whether formative or summative, are followed by a feedback lesson to ensure that every assessment has impact on student development.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FEEDBACK SUPPORTS LEARNING</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPECIALIST VOCABULARY</p>	<p>Suggests / Implies / Highlights / Evaluate / Inference / Connotations/ Foreshadowing/ Misogyny/ Great Depression/ Circular Narrative/ Context/ Social Hierarchy</p>	<p>Describe / Metaphor / Simile / Personification / narrative / character / setting / cliché / climax / resolution / protagonist / antagonist / villain / unreliable narrator / uncanny / terror</p>	<p>Inference/ Connotations/ Foreshadowing/ Misogyny/ Conventions/ Symbolism/ Circular Narrative/ Context/ Social Hierarchy / Jacobean / Elizabethan</p>	<p>Suggests / Implies / Highlights / Creates / Persuade / Influence / Argue / Conversely / Creates / Evaluate / persuasive / rhetoric / facts / opinions / repetition / rule of three</p>	<p>Inference / Connotations / Foreshadowing / Misogyny / Conventions / Symbolism / Circular Narrative / Context / Social Hierarchy / Metaphor / Imagery / McCarthyism</p>	<p>Inference / Connotations / Foreshadowing / Misogyny / Allusion / Conventions / Symbolism/ Context / Social Hierarchy / Metaphor / Imagery / Simile / Personification</p>



- ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.
- ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.
- ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading
- ✓ Opportunities to apply key concepts and address misconceptions

YEAR 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: LANG PAPER 1: EXPLORATIONS IN CREATIVE READING AND WRITING	UNIT OF WORK: LIT PAPER 2: MODERN PLAY (AN INSPECTOR CALLS)	UNIT OF WORK: LANG PAPER 2: WRITERS' VIEWPOINTS AND PERSPECTIVES	UNIT OF WORK: LIT PAPER 1: SHAKESPEARE (MACBETH)	UNIT OF WORK: LIT PAPER 1: SHAKESPEARE (MACBETH) & SPOKEN LANGUAGE	UNIT OF WORK: LIT PAPER 1: POETRY (POWER AND CONFLICT)
	Weeks 1-3: Section B (Writing) Q5 Weeks 4-7: Section A (Reading) Q1-4 LESSONS BASED ON: OF MICE + MEN / BROTHERS IN THE LAND	LIT PAPER 2 Section A: PLAY (AN INSPECTOR CALLS) CHOICE OF TWO QUESTIONS 30 marks	LANG PAPER 2: WRITERS' VIEWPOINTS AND PERSPECTIVES Weeks 1-2: Section B (Writing) Q5 Weeks 3-6: Section A (Reading) Q1-4 LESSONS BASED ON: DOWN AND OUT IN PARIS + STREET LIFE (ADDITIONAL OPTIONAL - BOY + WAR TIME HOMES)	LIT PAPER 1: SHAKESPEARE (MACBETH) SECTION A: 1 QUESTION EXTRACT + REST OF THE PLAY 30 marks + 4 (for A04)	LIT PAPER 1: SHAKESPEARE (MACBETH) SECTION A: 1 QUESTION EXTRACT + REST OF THE PLAY 30 marks + 4 (for A04) Spoken Language (A07 & A08)	Lit Paper 2: POETRY (POWER AND CONFLICT) Weeks 1-6: Section B: Power and Conflict poems* AO1, AO2, AO3 Teach poems with the theme of Power of Nature. Ensure you cover 6 Nature poems. Skills: Analysis + comparisons
KEY SKILLS	AO1: Comprehension and understanding. Ensure you can make relevant references to text. AO2: Analyse language and structure and to be able to comment on writer's methods and their effect. LANG AO4: Evaluate texts critically and support this with appropriate textual references LANGUAGE AO5: Communication and purpose / organization / Language Devices LANG AO6: sentence demarcation / spelling / vocabulary	LIT AO1: Writing your ideas and interpretations and using quotations. LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context.	AO1: Comprehension and understanding. Ensure you can make relevant references to text. AO2: Analyse language and structure and to be able to comment on writer's methods and their effect. AO3: To compare the perspectives/viewpoints of the writers between the two extracts. LANG AO7-AO8: first introduction to oral presentation skills: Presenting, responding to questions and feedback, Use of Standard English	LIT AO1: Writing your ideas and interpretations and using quotations. LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context. LIT AO4: sentence demarcation / spelling / vocabulary	AO1: Comprehension and understanding. Ensure you can make relevant references to text. AO2: Analyse language and structure and to be able to comment on writer's methods and their effect. AO3: To compare the perspectives/viewpoints of the writers between the two extracts. LIT AO4: sentence demarcation / spelling / vocabulary LANG AO7-AO8: first introduction to oral presentation skills: Presenting, responding to questions and feedback, Use of Standard English	LIT AO1: Writing your ideas and interpretations and using quotations. LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Teach comprehension, language and structure analysis, evaluation, descriptive and creative writing. OMAM extracts based on a novel they would have studied in KS3 that centres around exposing discrimination/racism in societies.	Study a modern play based on themes of Capitalism and Socialism. Arguments centred around how we are all 'members of one body' and social responsibility. Discuss negative impact of selfish attitudes and prejudiced approaches on society in general and individuals in	In Spring 2 we look at non-fiction writing and how writers communicate their opinions and perspectives in a convincing and eloquent manner. Our main focus is to develop comprehension skills, along with analytical and comparative writing. We practice these skills using many relevant non-	Study a Shakespeare's play (Macbeth) in more depth. Engage the students by watching a film adaptation of the play and if possible watch the play being performed in full glory. This will hopefully help students understand the essence of what it was like to	Finish the study of the play Macbeth and then we interleave by moving to a topic taught previously through persuasive writing. Here the students will be able to build their argument about a topic of interest and voice their views in an articulate and convincing manner. Many universal human themes will	Teaching poetry is not only integral to English but also enriches our students to the aesthetic enjoyment of the creative word and builds an understanding of different ways of expressing complex thoughts and emotions, bringing forth a message and sharing human



	Short extracts with engaging writing that students then pick apart to analyse how specific methods and techniques created the desired effect. Q5 Creative Writing: To be able to write descriptively and in a creative and eloquent manner. AO5 and AO6 Skills	particular. Look at the relevance of the play in our current society. In doing so, help develop our students into more responsible and discerning individuals, while looking at dramatic techniques and contextual background of the play.	fiction topics in order to keep them engaged and excited about learning and their discussions. Some of the motivating topics studied are: life during war, displaced families, extreme poverty, homelessness etc. Such topics can incite discussions around morality and we hope to not only teach them exam skills but also to help them develop into and flourish as well rounded and tolerant individuals of our society.	watch a Shakespeare's play rather than merely study it in its written form. Having engaged them with our Literary heritage, we move on to study it in full depth by trying to analyse language and understand the context it was written in.	be touched upon. Exploring themes like regicide, deceit, manipulation, guilt, bravery and ambition will hopefully motivate them to question life at different levels and understand motivations that are the driving force behind someone's actions. This will in turn educate them and help them develop insight and become more discerning and empathetic members of society.	plight through the magic of poems. The way poetry expresses human accounts and their emotions makes these texts very relevant to our students as the poets tend to touch the base emotions of mankind.
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	This will develop their analytical, evaluative skills that will support them in other curriculum subjects, i.e. History, RE, Media, Drama.	Cross Curricular link with History with the evaluation skill and being able to write eloquently. Play set during WW1 and 2. Contextual understanding of the Capitalist society during that period and the great divide between the rich and the poor. Status of women Characterisation and presentation of ideas through stage directions- Links with Drama and Media.	This will develop their analytical, evaluative and comparative skills that will support them in other curriculum subjects, i.e. History, RE, Media, Drama. It will also support them to become more eloquent in their written and verbal expression.	Cross Curricular link with History with the evaluation skill and being able to write eloquently. Study of the Jacobean era with the witch hunt and the influence of a society that was very superstitious. Characterisation and presentation of ideas through stage directions- Links with Drama and Media. RE, Media, Drama and PSHE – with exploration of human themes, the corruption of man and the corrupting nature of power, disrupted view of reality, supernatural beliefs, faith, greed, etc.	Drama link is most pertinent and relevant, as students can implement skills they have practised in that subject. Also present is RE, History and PSHE with exploration of human themes, and ICT as some lessons take place in computer rooms and encourage research skills.	Themes of power and conflict taught with contextual knowledge, based on WW1, WW2, Middle East wars, political disturbances in Ireland, Industrial Revolution etc. This clearly links with History and PSHE as it also focuses on Internal conflicts and PTSD.
ASSESSMENTS Summative and Formative as applicable	Midway (formative) Q5 (week 4) Descriptive/creative writing skills End of Unit (summative) FULL LANG PAPER 1 - 1.45HR IN THE HALL / CLASS	Midway Assessment: Analytical paragraph on an exam question on An Inspector Calls. Students provided with sample answers. End of Unit Exam: A full assessment in class modelled on the GCSE exam. Skills assessed: AO1, AO2 and AO3.	Midway Assessment: Q5 Persuasive Writing: AO5 and AO6 Skills Write a persuasive speech END of Unit Exam: AO7 AND AO8 Students will deliver their argument on a statement of their choice. They will argue their stance using persuasive skills. AO7, AO8	Midway Assessment Prep: End of Unit Exam: A full assessment in Hall modelled on the GCSE Literature P1 Exam on. Skills assessed: AO1, AO2, AO3 and AO4 Students also assessed on LANG P2 under exam condition in the Hall. Assessment Objective for Language: AO1, AO2, AO3, AO5, AO6.	Midway Assessment: Students will practice writing their spoken language using quotes from the text. They will also analyse language and build an argument around their topic. AO4, AO7, AO8. End of Unit Exam: Students will deliver their argument on a statement based on Macbeth.	Midway Assessment: Students practice writing comparative paragraphs. Lit AO1, AO2, AO3. End of Unit Exam: They write a full comparative response in class, under exam condition- Lit P2 Section B. Lit AO1, AO2, AO3.
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.



SPECILIST VOCABULARY	Punctuation Atmosphere Imagery Lexical Field Convergence	Transactional Referential Features Idiolect Divergence Social Influences	Spontaneous Speech Ellipsis Circular Narrative Foreshadowing	Jacobean Era Elizabethan Era Courtly Women Supernatural Hamartia	Writer's Intentions Shakespeare Priestley Audience Dramatic Irony	Loneliness Segregation Vulnerability Context Language Analysis
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					

YEAR 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY SKILLS	UNIT OF WORK: LIT PAPER 1: POETRY(POWER AND CONFLICT) &UNSEEN	UNIT OF WORK: LIT P1: AIC REVISION REVISIONLANG P1 REVISION	UNIT OF WORK: LIT 2: SHAKESPEARE REVISION LIT: CONFLICT POETRY REVISIONLANG P2 REVISION	UNIT OF WORK: MIXED REVISION LIT : AIC/LANG 2 : Q5/LANG SECTION A	UNIT OF WORK: MIXED REVISION LIT: MACBETH /LIT: POETRY	UNIT OF WORK: GCSE EXAMS
KNOWLEDGE	Focus of this unit is to enjoy the expression of poetry that would engage their sentiments and touch their hearts.	LANG PAPER 1 REVISION LESSONS BASED ON: Alex Cole extract We move on to revising skills taught for Language P1. This would have been covered in year 10, hence a recap based on an Exam paper will consolidate their learning in preparation for their mock exams that will be marked by an external examiner. They also revise An Inspector Calls play taught in year 10.	Teachers ensure that students revise the skill of appreciating and analysing the methods of unseen poetry.	WEEK 1-2: AIC revision lessons Weeks 3-4: LANG 2 Q5 Revision lessons Week 5+ 6: LANG P2 Q1 TO Q5 BOOKLET/PP/LESSONS ON ALASKA (MABEL) <i>Easter hols HW = Macbeth + AIC revision</i>	WEEK 1-3- POETRY REVISION WEEK 4-5: MACBETH REVISION LANG P1 BOOKLET- ALICE/PYRENEES (use Macbeth / AIC revision booklets already distributed)	<u>GCSE EXAMS</u>
KEY SKILLS	LIT AO1: Writing your ideas and interpretations and using quotations. LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context.	LANG AO1: Comprehension and understanding. Ensure you can make relevant references to text. LANG AO2: Analyse language and structure and to be able to comment on writer's methods and their effect. LANG AO4: Evaluate texts critically and support this with appropriate textual references LANGUAGE LANG AOS: Communication and purpose / organization / Language Devices LANG AO6: sentence demarcation / spelling / vocabulary LIT AO1: Writing your ideas and interpretations and using quotations.	LANG AO1: Comprehension and understanding. Ensure you can make relevant references to text. LANG AO2: Analyse language and structure and to be able to comment on writer's methods and their effect. LANG AO3: To compare the perspectives/viewpoints of the writers between the two extracts. LANG AOS: Communication and purpose / organization / Language Devices LANG AO6: sentence demarcation / spelling / vocabulary	LANG AO1: Comprehension and understanding. Ensure you can make relevant references to text. LANG AO2: Analyse language and structure and to be able to comment on writer's methods and their effect. LANG AO3: To compare the perspectives/viewpoints of the writers between the two extracts. LANG AOS: Communication and purpose / organization / Language Devices LANG AO6: sentence demarcation / spelling / vocabulary	LIT AO1: Writing your ideas and interpretations and using quotations. LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context. LIT AO4- Use a range of vocabulary and sentence structure for clarity. Use correct spellings LANG AO1: Comprehension and understanding. Ensure you can make relevant references to text.	



		<p>LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context.</p>	<p>LIT AO1: Writing your ideas and interpretations and using quotations.</p> <p>LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context.</p>	<p>LIT AO1: Writing your ideas and interpretations and using quotations.</p> <p>LIT AO2: Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>LIT AO3: To be able to make links between the time period the text was written and the content of the text itself. To have a good understanding of context.</p>	<p>LANG AO2: Analyse language and structure and to be able to comment on writer's methods and their effect.</p> <p>LANG AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>LANGUAGE LANG AO5: Communication and purpose / organization / Language Devices</p> <p>LANG AO6: sentence demarcation / spelling / vocabulary</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</p>	<p>We engage the students by showing them media clips relevant to the context of the poems. This gets them immediately involved with the issue at hand.</p> <p>The resources include the scheme of work on the system which is varied, giving teachers a free hand to adapt according to the ability of their students. We are able to teach and develop on the skills taught in KS3. These skills (analysis/structuring your paragraph/giving alternative interpretations/linking to context/direct comparison/structuring a comparative essay etc.) are further developed in order for them to meet the requirements for achieving high in GCSE.</p>	<p>Recap AIC. Students interpret meaning from words/symbolism/imagery. Structure analysis is also taught and students are able to challenge themselves to come up with their own interpretations keeping in mind how a specific theme/word makes them feel and what might be the message being relayed. Layered interpretations is also practised and encouraged throughout the different sets in lessons to help students come up with more perceptive analysis.</p> <p>INTERLEAVING</p> <p>Move on to teaching REVISION of Lang Paper 1- teaching comprehension, language and structure analysis, evaluation, descriptive and creative writing. Short extracts with engaging writing that students then pick apart to analyse how specific methods and techniques created the desired effect.</p> <p>Q5 Creative Writing: AO5 and AO6 Skills</p> <p>As previously taught in KS3, we practice creativity through different stimuli in lessons- film clips, pictures, extracts used to inspire thought.</p>	<p>Revision lessons (differentiated for different sets/ ability/ need) all available on the system. We also give students revision booklets (made by the Rutlish English department) to complement the revision lessons and with enough materials (e.g. sample answers) to allow them to do some independent revision at home.</p> <p>We recap content of Macbeth and revise Lang P2 for Feb Mocks.</p>	<p>We have completed the delivery of both GCSE English Language and GCSE English Literature. Our strategy is to allocate specific periods (2 weeks – 7 lessons) to revise each unit to ensure that students are able to cover all of the units. Revision lessons (all available on the system) are quite different from the schemes of work as these are focused on exam practice, exam skills and assessment objectives. Everything they learned in exploring the texts and units in depth such as critical thinking, building arguments, expressing their perspectives, examining the key themes and social issues are key in exam success, but they need will be applying these in the context of exam papers and exam practice in the coming weeks. High and Mid ability booklets available with sample answers that are differentiated, provided after each assessment.</p>	<p>Revision lessons (differentiated for different sets/ ability/ need) all available on the system. We also give students revision booklets (made by the Rutlish English department) to complement the revision lessons and with enough materials (e.g. sample answers) to allow them to do some independent revision at home.</p> <p>We recap content of Macbeth and revise Lang P1.</p>	



<p style="text-align: center;">LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc., different subjects</p>	<p>Themes of power and conflict taught with contextual knowledge, based on WW1, WW2, Middle East wars, political disturbances in Ireland, Industrial Revolution etc. This clearly links with History and PSHE as it also focuses on Internal conflicts and PTSD.</p>	<p>This will develop their analytical, evaluative and descriptive skills that will support them in other curriculum subjects, i.e. History, RE, Media, Drama. It will also support them to become more eloquent in their written and verbal expression, vital for later life.</p>	<p>Themes of power and conflict taught with contextual knowledge, based on WW1, WW2, Middle East wars, political disturbances in Ireland, Industrial Revolution etc. This clearly links with History and PSHE as it also focuses on Internal conflicts and PTSD. Common ground and understanding reached where human emotions are discussed and relayed through poetry, making it relevant to the students, as they will be able to associate with emotions of fear, sadness, loss, sense of isolation and desertion, violence causing emotional conflicts etc.</p>	<p>This will develop their analytical, evaluative and comparative skills that will support them in other curriculum subjects, i.e. History, RE, Media, Drama. It will also support them to become more eloquent in their written and verbal expression.</p>	<p>This will develop their analytical, evaluative and descriptive skills that will support them in other curriculum subjects, i.e. History, RE, Media, Drama. It will also support them to become more eloquent in their written and verbal expression, vital for later life.</p>	
<p style="text-align: center;">ASSESSMENTS Summative and Formative as applicable</p>	<p>Comparative essay on Emigre. Students practice a whole comparative response on the theme of power and its destructive and corrupting nature. Students learn how to structure and expand their analysis through the feedback given to them by their teachers in lessons. Also Unseen poetry.</p>	<p>MOCK EXAM Language Paper 1 *EXTERNAL EXAMINER TO MARK LANG 1 This will give authentic data which will give teachers a true picture of where their students stand in terms of exam skills. The external marker provides the school with a full report of where he found strengths and weaknesses in terms of the assessment objectives, hence driving the content of future lessons. Our teachers will then adapt their lessons in order to close those gaps in learning. Lit Exam- AIC- Having studied this topic early in year 10, students will benefit from recapping as practice for exam- informing them of their future revision needs and focus.</p>	<p>We assess their writing skills in lessons. Feedback given to students, sample answers shared and students write an improved response based on the teacher guidance. End of Unit Assessment-Mock Exams: Practice a whole paper in exam style conditions. Gives students an idea on how important time management is. Feedback given to students, sample answers shared and students write an improved response based on an external examiner's guidance. A more realistic data drop will help teachers determine group trends and examiner's comments will guide us about which assessment objectives to focus on for further practice. LANG-AO1, AO2, AO3, AO5, AO6 LIT-AO1,AO2,AO3</p>	<p>Spring Mock Exams – Language Paper 2 AND Literature Paper 1 *After these mock exams, the students would have experienced sitting all of the English Papers (both for GCSE Language and GCSE Literature) exam papers in exam conditions. They will be given feedback on each exam paper and opportunity to improve their work. Examiner's reports also available to help target gaps in skills/ knowledge.</p>	<p>GCSE EXAMS</p>	
<p style="text-align: center;">FEEDBACK SUPPORTS LEARNING</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. They are provided with yellow feedback sheets that shows them exactly which element/objective of the markscheme they have achieved/missed and what they need to do in order to improve their work.</p>	



SPECILIST VOCABULARY	Analyse Evidence Imagery Assertion Anecdote Alliteration Oxymoron	Metaphor Sibilance Rhetorical Question Symbolism Connotation Represents Foreshadowing	Socialism/ Socialist Capitalism/ Capitalist Priestley Bourgeoisie Aristocrat Prejudice Lexical Field	Social Responsibility Individual Responsibility Generation Conflict Structure Elegy/ Elegiac Tone	Rhyme Scheme Power Personification Context Themes Stage Directions Dramatic Irony	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					

YEAR 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: Intro to Eng Lit at A Level/The Tempest (Paper 1)	UNIT OF WORK: The Book of Negroes (CW1) and The Tempest (Paper 1)	UNIT OF WORK: CW1 essay/The Gothic (Paper 2)	UNIT OF WORK: A Raisin in the Sun (CW2) and Gothic - Dracula (Paper 2)	UNIT OF WORK: Langston Hughes (CW2) and Gothic – The Bloody Chamber (Paper 2)	UNIT OF WORK: CW2 essay and Gothic comparisons (Paper 2)
	<p>A-Level English is a step up from GCSE – the introduction demonstrates this with example close readings of extracts and debate, discussion and essay writing introduced. The wider requirements of the course and the more detailed skills developed are introduced through the Assessment Objectives, which build on but update what students will be used to from GCSE. Initial introductory modules explore backgrounds, contexts and inclinations of the class, before Shakespeare study begins in earnest.</p>	<p>Students will continue with the Tempest, gaining mastery over the text and bringing a wide range of critical, artistic and theoretical readings to bear on it, and studying it from many different, perhaps conflicting points of view. They will begin study and preparation for their coursework, planning and beginning to write a large scale piece of work and learning to manage their time outside of class effectively, in another large step up from GCSE level study.</p>	<p>Introduction to Gothic urges our students to look at statements which test and question the human psyche at an individual level and as a society. Gothic stories help explore the underside of human morality and the effects of the sublime, terror and horror on the human condition. Morality is at the centre of such discussions. Deep emotional expression, Gothic conventions, tropes, clichés and subversions are learnt and recognised, and a familiarity with the Gothic “family” of texts is built.</p>	<p>Students continue with coursework, continually improving these skills as well as metacognitive skills like organising, planning and time management, as well as keeping their folders well presented for reviews. Tackling a large, classic novel like Dracula allows students to demonstrate willingness to engage with an important touchstone in cultural understanding, and to use the skills worked on so far at A-Level on an important text. Students will be able to see for themselves different interpretations and make connections with critical reviews and theoretical readings.</p>	<p>In continuing the coursework, the requirements of research, presentation, discussion, debate, critical application of theoretical interpretations and close analysis will by now have become embedded and students will be “thinking like a sixth former” rather than operating at GCSE level. By finishing Dracula and moving on to The Bloody Chamber, students will make connections between the texts, comparing and contrasting and identifying where tropes and conventions are continued, updated, rejected or subverted.</p>	<p>The requirements of the mock exams and the need to keep their own revision timetable, balanced with other subjects, will continue to develop and grow students to well organised, dedicated scholars who are resilient and self-led in their study. The more modern and controversial themes of The Bloody Chamber make fertile ground for learning, including:</p> <ul style="list-style-type: none"> • Feminism • The Marquis De Sade • Gender conflict • Pain vs. pleasure • Horror vs. terror • The repressed psyche



KEY SKILLS	AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.	AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.	AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.	AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.	AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.	AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Learning styles are a huge step up with frequent presentations, “flipped” learning where students read texts at home then discuss in class, and research tasks will further signal the shift from GCSE to A-Level.	At this point, students are really feeling the shift up from GCSE, with longer essays being required of them and deeper analysis, arguments, debates and theory work required.	The final draft of the first coursework gives students a chance to demonstrate a complete, long form piece of work that demonstrates evidence of revision and alteration.	Starting the second piece of coursework allows students to have foresight of the process in advance, and approach this piece of coursework with a view of the pitfalls and obstacles ahead of them (time management, etc.)	The requirements of research, presentation, discussion, debate, critical application of theoretical interpretations and close analysis will by now have become embedded and students will be “thinking like a sixth former” rather than operating at GCSE level.	As students wrap up their first year of A-Level study, they will be vastly progressed from where they were at the start of the year. With a huge wealth of skills and readings under their belt, they will be well equipped to move in to Year 13 and tackle different formats of text such as plays (A Doll’s House) and poems (Christina Rossetti).
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	After being introduced to the course, students will be introduced to the work of academics and critics, beginning a journey that may point them to higher education or the workplace. Analytical and evaluative skills can be useful across the board where they may be studying other subject like Political Science, History, RE etc. Different interpretations and ways of reading texts ties in very nicely to Psychology. Having deeper contextual understanding of the time period when the texts were written and the journey of the society in a historical timeline can benefit their understanding of History, Politics and Sociology.	Careers-wise, literary, social and cultural critics may start to find their stride in these modern units. To be able to write eloquently and express and critique challenging ideas can be very useful when they proceed to higher education. Students will be starting to think about further education choices and considering how English might feed in to their further study / career path.	The texts studied include explorations of mental health workers and caregivers, as well as societal “outcasts” and their acceptance (or not) in to the hegemony. Psychology links particularly well with the Gothic. Having deeper contextual understanding of the time period when the texts were written and the journey of the society in a historical timeline can benefit their understanding of History, Politics and Sociology. Discussions around further education continue and intensify.	Managing a project and having a chance to do it again and not make the same mistakes is a key step on their path to adult maturity. Many careers require competent planning, foresight and deadline keeping. Administrative roles, governmental jobs and management all require the sort of project management that is useful here. By linking this to other subjects and balancing it all, as well as extra-curricular and social lives, students are beginning to take their place in the wider world. This is reflected in class by the continuing maturity of classroom discussions.	Langston Hughes’ poetry links well to the Harlem Renaissance and then on to the Civil Rights Movement. Future rights and equality campaigners will start to see themselves reflected in the texts studied. Additionally, practicing and perfecting evaluative, comparative and analytical skills and ensuring you are able to express them eloquently and concisely under timed conditions in writing will sharpen these skills to later employ them in any other subject across the board.	This point in the year is likely to have students reflecting on their career choices, whether this includes higher education or not. Academic career or straight in to the world of work is likely to be a question that looms large in their psyche. Open Days, subject talks and self-led research will all combine to give students a much clearer idea of their path at the end of the following year.
ASSESSMENTS Summative and Formative as applicable	INITIAL ASSESSMENT: Unseen poem and discussion on a statement ASSESSMENT FORTNIGHT: Paper 1, Section 1: The Tempest	MOCK EXAM: January mocks – Paper 1, Section 1 The Tempest parts A & B	COURSEWORK: CW1 essay Book of Negroes (final draft)	ASSESSMENT: Paper 2, Section 1 – Unseen Gothic	ASSESSMENT: Dracula Essay to be completed at home by students	MOCK EXAM: Paper 1, Section 1 (The Tempest) and Paper 2 (Unseen Gothic, comparative question) COURSEWORK: CW2 essay (Final Draft)



FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.
SPECIALIST VOCABULARY	Stagecraft Imagery Intention Technique Theoretical Approach Artistic Interpretation Modern re-imagining Patriarchy Hegemony Feminism Psycho-analytical Structuralism / post-structuralism Semiotics	Continuum Assert Variation Cite Reference Hierarchy Colonialism / post-colonialism / de-colonisation Participation Hypothesise Bigotry Cultural Appropriation Prejudice / privilege White supremacism	Uncanny Unreliable Narrator Sublime Liminal Trope Anxiety (death) Modernist Taboo / Perversion Chronological Supernatural / Fascination Connotations Stereotypical Subversion Anthropomorphism	Idolatrous Degeneration Deficiency Sanguine Aquiline Nocturnal Domination / submission Homoerotic Transformation / metamorphosis Evolutionary / vestigial Aversion / avoidance Languorous (sexuality) Amorphous Tenebrous	First / second / third wave feminism Chauvinism / misogyny Pleasure / pain paradox Liminality Somnambulation Subjugation / subservience Chthonic Evocation / allusion Folklore Avarice / opulent Lucidity / clarity Defamiliarisation Cliché / trope	Queer theory Deconstructionism Preclude Substitute Surrogate Obscurist Entrapment Occult Paranormal Freudian Illicit Conceptualising Doubling Epistolary
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					

YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: A Doll's House and Rossetti/The Bloody Chamber	UNIT OF WORK: A Dolls House and Rossetti Comparison/Final Draft CW	UNIT OF WORK: A Doll's House & Rossetti and Gothic Unseen revision	UNIT OF WORK: Tempest and Gothic Comparison Revision.	UNIT OF WORK: Mixed Revision P1 and P2	UNIT OF WORK: A Level Exams



	<p>We encourage our 'A Level Lit' students to become prolific readers and suggest various books from different timelines on the genre being taught. For instance, with the play, A Doll's House and Rossetti's poetry, they would have looked at similar literature around the topic of Love and marriage, status of women, independence and societal expectations, relationships, desires, redemption and religious beliefs. This knowledge would also introduce them to contextual understanding across a timeline where they would become familiar with the dynamics of a society with different expectations, their struggles to win certain rights, and comparison with where we stand at present.</p>	<p>Around this time our students would have finished writing their final drafts of their coursework based on Langston Hughes poetry and Lorraine Hansberry's 'A Book of Negroes'. Study of issues about racism and how society fought through the darkness of discrimination; suffering caused by poverty; lack of opportunities and injustice of the legal and social systems will inevitably educate our students into enlightened and open minded individuals willing to challenge and question attitudes and trends in society that might not necessarily be fair. Alongside the study of skills, teaching awareness of social, personal and emotional issues and conflicts is what our department takes pride in.</p>	<p>In the Spring Term we would aim to practice writing comparative exam style essays, both for Rossetti and Ibsen, and the Gothic Genre. Gothic exam urges our students to look at statements, which test, and questions human psyche at an individual level and as a society. Gothic stories help us explore how our social norms, fears and expectations can cause suffering and pain and how courage can elevate us from such horrors. Morality is in the centre of such discussions. This raises questions about our own self and where we stand as individuals amongst the dynamics of our current time. Which character do we associate ourselves with and would we behave any differently if we were in their predicament? Hence polishing our own character, personal courage and grit.</p>	<p>Spring 2 is the time when our assessments begin. During this period, students are fully supported with lessons that hone in on all previous knowledge, further fortifying their understanding. Our students learn to work under pressure and time constraint and follow through with their commitment, building their own resilience. Recapitulating The Tempest reminds them of our Literary Heritage and enjoy the poetry of Shakespeare's technical language. This hopefully will infuse enjoyment of the art of Literature into the stress of the exam period.</p> <p>There is more support for students over the Easter break with revision sessions delivered online over Teams.</p>	<p>This half term will lead into the end of their experience with us in their study of English Literature. We will be supporting them in going over specific Gothic topics, contextual links, critiques from other renowned critics and experts. Aiming to build on their confidence and resilience to attempt these exams under supervised conditions despite all the recent upheaval in terms of the global pandemic. We hope that this will instil in them the ethics of hard work and perseverance during impossible times, reiterating that no matter what life throws at us, a lot of patience, continuous focus, hard work and grit will always pay off.</p>	A LEVEL EXAMS
KEY SKILLS	<p>AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.</p>	<p>AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.</p>	<p>AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.</p>	<p>AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.</p>	<p>AO1-5: Strong central line of argument, accurate and technical analysis, secure understanding of the significance and influence of contexts, connections across literary texts, development of knowledge of different critical, artistic and theoretical interpretations.</p>	
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Teacher 1: Review CW1/Rossetti poetry Teacher 2: Complete teaching Bloody Chambers (first 2 weeks)/ Review CW2/A Doll's House. Practice exam style essay writing under timed conditions at home so teachers give feedback for students to then rewrite their responses. Examiner's comments shared and discussed.</p>	<p>A Doll's House and Rossetti Teacher 1: Rossetti continued Teacher 2: Finish teaching A Doll's House/ Revise The Tempest in depth. Chase up any final drafts for CW 1 and CW 2. Teachers adapt their own lessons according to class/student ability. Differentiation through the level of questioning to stretch and to support the student. Model responses shared.</p>	<p>Section 1 Revision Teacher 1: ADH/Rossetti revision Teacher 2: Review of Paper 2, then Gothic unseen practice and revision. Teachers adapt their own lessons according to class/student ability. Differentiation through the level of questioning to stretch and to support the student. Model responses provided to students. LSA present in lesson to support certain students. Teachers liaise with the LSA every lesson.</p>	<p>Section 2 Revision Teacher 1: Review of Paper 1, then Tempest Revision. Teacher 2: Gothic comparison revision – Dracula and The Bloody Chamber. Teachers adapt their own lessons according to class/student ability. Differentiation through the level of questioning to stretch and to support the student. Model responses provided to students. LSA present in lesson to support certain students. Teachers liaise with the LSA every lesson.</p>	<p>Mixed Revision Teacher 1 – Revision of Gothic text and how to write a comparative response to a statement. Sample answers shared. Teacher 2 – Revision of Ibsen and Rossetti texts and focus on writing a comparative response to a statement. Sample answers shared. Teachers adapt their own lessons according to class/student ability. Differentiation through the level of questioning to stretch and to support the student.</p>	



					Model responses provided to students. LSA present in lesson to support certain students. Teachers liaise with the LSA every lesson.	
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	We hope that discussions around such knowledge and contextual study and influences will only help our students to become more discerning and well-rounded individuals with sensibilities and a fair and humble nature. The stories studied give us all, more insight into human suffering, urging us to become more empathetic. Analytical and evaluative skills can be useful across the board where they may be studying other subject like political science, History, RE etc. To be able to write eloquently and express and critique challenging ideas can be very useful when they proceed to higher education. Having deeper contextual understanding of the time period when the texts were written and the journey of the society in a historical timeline can benefit their understanding of History, politics and sociology.	Not only do they have to read widely, making them avid reader but they also need to be able to express their thoughts eloquently. Analytical and evaluative skills can be useful across the board where they may be studying other subject like political science, History, RE etc. To be able to write eloquently and express and critique challenging ideas can be very useful when they proceed to higher education. Having deeper contextual understanding of the time period when the texts were written and the journey of the society in a historical timeline can benefit their understanding of History, politics and sociology.	Evaluating statements and looking at patterns and criticism is key for not only English Literature, but also other Humanities subject. Study of Law and society will benefit from such understanding. Analytical and evaluative skills can be useful across the board where they may be studying other subject like political science, History, RE etc. To be able to write eloquently and express and critique challenging ideas can be very useful when they proceed to higher education. Having deeper contextual understanding of the time period when the texts were written and the journey of the society in a historical timeline can benefit their understanding of History, politics and sociology.	Practicing and perfecting evaluative, comparative and analytical skills and ensuring you are able to express them eloquently and concisely under timed conditions in writing will sharpen these skills to later employ them in any other subject across the board.	Practicing and perfecting evaluative, comparative and analytical skills and ensuring you are able to express them eloquently and concisely under timed conditions in writing will sharpen these skills to later employ them in any other subject across the board.	
ASSESSMENTS Summative and Formative as applicable	ASSESSMENT FORTNIGHT: Paper 1, Section 1: The Tempest Paper 2, Section 1 Unseen Gothic	MOCK EXAM: December mocks - Paper 1- (Tempest only) and Paper 2 entirety. CW1&2 Deadline Finalise CW marks	ASSESSMENT: Paper 1, Section 2: Rossetti and Ibsen Comparison essay Paper 2, Section 1: Unseen Gothic	REVISION (MOCK PAPERS) Paper 2 Section 1 – Unseen Gothic Extract/Dystopian Paper 1 Section 1- Tempest	A Level Exam REVISION (MOCK PAPERS) Paper 2- Section 2 Gothic Comparison/Dystopian Paper 1 Section 2 Ibsen and Rossetti-	
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. This helps them understand elements/objectives from the markscheme, that they have achieved/missed and what they need to do in order to improve their work.	



SPECIALIST VOCABULARY	Queer theory Deconstructionism Preclude Substitute Surrogate Obscurist Entrapment Occult Paranormal Freudian Illicit Conceptualising Doubling Epistolary	Continuum Assert Variation Cite Reference Hierarchy Colonialism / post-colonialism / de-colonisation Participation Hypothesise Bigotry Cultural Appropriation Prejudice / privilege White supremacism	Uncanny Unreliable Narrator Sublime Liminal Trope Anxiety (death) Modernist Taboo / Perversion Chronological Supernatural / Fascination Connotations Stereotypical Subversion Anthropomorphism	Stagecraft Imagery Intention Technique Theoretical Approach Artistic Interpretation Modern re-imagining Patriarchy Hegemony Feminism Psycho-analytical Structuralism / post-structuralism Semiotics	All of previous	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					