

## English Curriculum Map

### Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>7U1: Creative writing &amp; I, Coriander</b>	<b>7U2: I, Coriander</b>	<b>7U3: Oliver Twist</b>	<b>7U4 Nature poetry</b>	<b>7U5: Poetry of protest and of hope &amp; Persuasive writing</b>	<b>7U6: A Midsummer Night's Dream</b>
<p>This unit builds upon the KS2 writing curriculum and reinforces high expectations of varied sentence structures, effective paragraphing, ambitious vocabulary, narrative form</p> <p><b>I, Coriander.</b> This unit introduces skills in inferring meaning through language</p>	<p><b>I, Coriander.</b> This unit introduces skills in inferring meaning through language to include writing Reading Ladder paragraphs and using subject terminology to 'spot 'n group' single word quotations.</p>	<p><b>Oliver Twist (play script).</b> This unit uses an adaptation of the classic Dickens novel to introduce KS3 analysis and performance of drama</p>	<p><b>Nature poetry</b> This unit builds upon KS2 poetry work and reinforces high expectations of rhythm, rhyme ambitious vocabulary, imagery and poetic features.</p>	<p><b>Persuasive Writing.</b> This unit develops students' poetry skills, introducing comparative writing. We then use poems as a stimulus to work on skills in writing persuasively about topical issues</p>	<p><b>A Midsummer Night's Dream:</b> This unit is an introduction to Shakespeare at KS3 using Midsummer Night's Dream as a stimulus and revisiting drama skills introduced in U3.</p>
<p><b>Assessment:</b> creation of a drafted and polished short story that evidences ability to manipulate and control sentence structures and vocabulary.</p>	<p><b>Assessment:</b> Extract based reading assessment to evidence skills in Reading Ladder paragraph composition.</p>	<p><b>Assessment:</b> Reading assessment based on an extract, focusing on the presentation of Crime in the play using an original extract from Dickens' Oliver Twist (rather than play script).</p>	<p><b>Assessment:</b> Creation of a poem that successfully evidences ability to use the poetic techniques introduced in the unit.</p>	<p><b>Assessment:</b> Speaking and listening assessment on climate change evidencing skills in use of persuasive devices and oral communication.</p>	<p><b>Assessment:</b> Research project on Shakespeare</p>

<b>Builds upon:</b> <ul style="list-style-type: none"> <li>The Writing skills developed at KS2 (reinforcing high expectations of varied sentence structures, effective paragraphing, ambitious vocabulary, narrative form)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>The Reading skills developed at KS2</li> <li>Characterisation (7U1)</li> <li>Narrative structure (7U1)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>The Drama skills developed at KS2</li> <li>Characterisation (7U2)</li> <li>Extract based analysis (7U2)</li> <li>Spot and group language analysis (7U1)</li> <li>Reading ladder structure for analysis (7U1)</li> <li>Imagery (7U1)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>KS2 Poetry</li> <li>Imagery (7U3)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>KS2 Speaking and Listening skills</li> </ul>	<b>Build upon:</b> <ul style="list-style-type: none"> <li>Conventions of a play script (7U3)</li> <li>Characterisation (7U3)</li> <li>Narrative structure (7U2)</li> </ul>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>Imagery</li> <li>Descriptive writing</li> <li>Narrative structure</li> <li>Characterisation</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Reading ladder structure for analysis</li> <li>Extract based analysis</li> <li>Spot and group language analysis</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Conventions of a play script</li> <li>Dramatic structure</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Poetic structure</li> <li>Poetic form</li> <li>Poetic technique analysis</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Rhetorical structure</li> <li>Persuasive devices</li> <li>Degrees of formality and register</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Shakespeare's language</li> <li>Research of historical context</li> <li>Shakespearean genre</li> </ul>

## Year 8

<b>Autumn 1:</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
8U1: Romeo and Juliet	8U2: Poetry of Place	8U3: Dystopian Fiction	8U4: Short stories	8U5: Frankenstein	8U6: Non-

					<b>fiction writing unit (area under development)</b>
<b>Romeo and Juliet.</b> This unit builds on Year 7 Shakespeare investigation unit and enables students to gain a familiarity with Shakespeare's language	<b>Poetry of Place.</b> Poetry unit exploring, writing and performing a range of different styles of poetry and genres throughout time including spoken word. Focus on imagery, extended metaphor and personification	<b>Dystopian Fiction.</b> This unit explores the genre of dystopic fiction using extracts from a range of 20 <sup>th</sup> Century texts.	<b>Short stories</b> This unit explores theme and literary techniques in a range of short stories and introduces the explicit inclusion of evaluation of writer's intention and messages	<b>Frankenstein.</b> This unit develops drama skills from Oliver Twist unit. A focus on context in aiding understanding.	<b>Non-Fiction.</b> This unit develop students understanding of the range of non-fiction texts and introduces ideas or discursive and transactional writing
<b>Assessment:</b> Extract analysis focusing on comprehension for meaning and an analysis of linguistic and structural devices. Extract based analysis of Shakespeare's figurative devices	<b>Assessment:</b> Creating a poem using personification of place assessed through class performance comparative essay exploring theme and structure in two poems	<b>Assessment:</b> Creative writing assessment in which students write their own opening to a dystopian text	<b>Assessment:</b> Analysis of presentation of writer's message in a short story. Creation of a short story with a strong message.	<b>Assessment:</b> Extract based analysis of an excerpt from the play	<b>Assessment:</b> Comparing non-fiction texts on a subject and the creation of a non-fiction newspaper report or article.
<b>Builds upon:</b>	<b>Builds upon:</b>	<b>Builds upon:</b>	<b>Builds upon</b>	<b>Builds upon:</b>	<b>Builds upon:</b>

<ul style="list-style-type: none"> <li>• Shakespeare's language (7U6)</li> <li>• Conventions of a play script (7U2)</li> <li>• Dramatic structure (7U3)</li> <li>• Reading ladder structure for analysis (7U3)</li> <li>• Extract based analysis (7U3)</li> <li>• Spot and group language analysis (7U3)</li> <li>• Imagery (7U4)</li> <li>• Historical context (7U6)</li> <li>• Shakespearian genre (7U6)</li> </ul>	<ul style="list-style-type: none"> <li>• Imagery (7U4)</li> <li>• Poetic technique analysis (7U4)</li> <li>• Poetic structure (7U4)</li> <li>• Poetic form (7U4)</li> </ul>	<ul style="list-style-type: none"> <li>• Imagery (8U2)</li> <li>• Descriptive writing (7U1)</li> <li>• Narrative structure (7U3)</li> <li>• Characterisation (7U3)</li> </ul>	<ul style="list-style-type: none"> <li>• Imagery (8U3)</li> <li>• Reading ladder structure for analysis (8U1)</li> <li>• Narrative structure (8U3)</li> <li>• Historical context (8U1)</li> <li>• Spot and group (8U1)</li> <li>• Symbolism (8U2)</li> </ul>	<ul style="list-style-type: none"> <li>• Context (8U1)</li> <li>• Genre study (8U3)</li> <li>• Dramatic structure (8U1)</li> <li>• Conventions of a play script (8U1)</li> <li>• Dramatic structure (8U1)</li> <li>• Symbolism (8U4)</li> <li>• Historical context (8U4)</li> <li>• Characterisation (7U1)</li> <li>• Spot and group language analysis (8U3)</li> </ul>	
<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Elizabethan attitudes</li> <li>• The love sonnet</li> </ul>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Comparative writing</li> <li>• Symbolism</li> <li>• Degrees of formality and register</li> </ul>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Genre study</li> </ul>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Thematic analysis</li> <li>• Narrative structure of short fiction</li> </ul>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Critical interpretations over time</li> </ul>	<p><b>Introduces:</b></p>

**Year 9**

<b>Autumn 1</b>	<b>Autumn 2</b>		<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>9U1: Of Mice and Men</b>	<b>9U2a: Creative short fiction</b>	<b>9U2b: Unseen Poetry – Worlds and Lives</b>	<b>9U3: Much Ado About Nothing</b>	<b>9U4: Rhetoric</b>	<b>9U5: A Christmas Carol</b>	

<p><b>Of Mice and Men.</b> This unit develops students' skills in understanding and analysing structure in extended texts and is a bridge into the skills required for English Literature GCSE.</p>	<p><b>Creative writing</b> This unit uses a range of short fiction texts to teach writing skills. It prepares students to write their own piece of short fiction.</p>	<p><b>Unseen Poetry</b> This unit uses 4 poems from AQA Worlds and Lives cluster to teach advanced poetry analysis and comparison.</p>	<p><b>Much Ado about Nothing.</b> This unit builds upon the Year 8 study of Romeo and Juliet.</p>	<p><b>Spoken Language Unit.</b> This unit introduces ideas that will be revisited for the Year 10 Spoken Language Endorsement including the qualities of effective public speaking.</p>	<p><b>A Christmas Carol</b> This unit is the first GCSE English Literature unit and teaches the novella A Christmas Carol from the AQA Literature unit.</p>
<p><b>Assessment:</b> Analytical essay exploring how the structure of the novel supports the themes explored.</p>	<p><b>Assessment:</b> Creative writing task.</p>	<p><b>Assessment:</b> Unseen poetry assessment (comparison with one poem studied)</p>	<p><b>Assessment:</b> Checking points covering 1. Analytical extract reading task. 2. analytical essay on the presentation of women in the play.</p>	<p><b>Assessment:</b> informal class presentation using spoken language.</p>	<p><b>Assessment:</b> 3 Checking Points assessments of an extract and theme</p>
<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Thematic analysis (8U4)</li> <li>• Symbolism (8U4)</li> <li>• Narrative structure (8U4)</li> </ul>	<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Imagery (8U4)</li> <li>• Descriptive writing (7U1)</li> <li>• Narrative structure (7U1)</li> <li>• Narrative structure of short</li> </ul>	<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Comparative writing (8U2)</li> <li>• Symbolism (8U2)</li> <li>• Poetic technique analysis (8U2)</li> <li>• Poetic</li> </ul>	<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Shakespeare's language (8U1)</li> <li>• Dramatic structure (8U5)</li> <li>• Conventions of a play script (8U5)</li> <li>• Dramatic</li> </ul>	<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Rhetorical structure (7U5)</li> <li>• Persuasive devices (7U5)</li> <li>• Degrees of</li> </ul>	<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Thematic analysis (9U1)</li> <li>• Symbolism (9U1)</li> <li>• Narrative structure</li> </ul>

<ul style="list-style-type: none"> <li>• Historical context (8U5)</li> <li>• Spot and group language analysis (8U4)</li> </ul>	<p>fiction(8U3)</p> <ul style="list-style-type: none"> <li>• Characterisation (7U1)</li> </ul>	<p>structure (8U2)</p> <ul style="list-style-type: none"> <li>• Poetic form (8U2)</li> </ul>	<p>structure (8U5)</p> <ul style="list-style-type: none"> <li>• Shakespearean genre (8U1)</li> <li>• Elizabethan attitudes (8U1)</li> <li>• Historical context (9U1)</li> </ul>	<p>formality and register (8U2)</p>	<p>(9U1)</p> <ul style="list-style-type: none"> <li>• Cyclical structure (9U1)</li> <li>• Authorial mediation and manipulation (9U1)</li> <li>• Novella form (9U1)</li> <li>• Genre study (8U5)</li> <li>• Thematic analysis (9U1)</li> <li>• Historical context (9U3)</li> </ul>
<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Cyclical structure</li> <li>• Authorial mediation and manipulation</li> <li>• Novella form</li> </ul>	<p><b>Introduces:</b></p>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Consideration of setting in unseen texts</li> <li>• Consideration of characterisation in unseen texts</li> </ul>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Dramatic irony</li> <li>• Comic language</li> </ul>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Effective body language for oral communication</li> <li>• Concepts of appropriacy of spoken language</li> </ul>	<p><b>Introduces:</b></p> <ul style="list-style-type: none"> <li>• Victorian attitudes</li> <li>• Advanced spot and group</li> </ul>

**Year 10**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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10U1 Poetry	10U2: Macbeth	10U3: Revision unit – English Literature	10U4: Explorations in Creative Reading and Writing
<p><b>AQA anthology poetry.</b> This unit is the first GCSE English Literature unit and teaches all 15 poems from the AQA poetry unit.</p>	<p>Unit: <b>Macbeth.</b> During this unit, students read Macbeth in preparation for their GCSE exam. Students develop their understanding of plot, theme, characterisation, structure and language. There is also a particular focus on how the play’s context shapes an audience’s understanding of theme</p>	<p>Unit: <b>Revision of English Literature course to date.</b> Students will revisit A Christmas Carol, Macbeth and Poetry will a particular focus on revising key quotations and analytical approaches.</p>	<p>Unit: <b>Explorations in Creative Reading and Writing.</b> In this unit, students will explore different analytical approaches to reading fiction with a particular focus on 19<sup>th</sup> and 20<sup>th</sup> Century literature. The second part of this unit develops some of the creative writing skills introduced in the Year 10 London writing unit.</p>
<p><b>Assessment:</b> 4 Checking Point assessments of a comparative thematic nature.</p>	<p><b>Assessment:</b> Checking Points 1, 2 and 3</p>	<p><b>Assessment:</b> End of Year 10 exams: English Literature Paper 1 and partial Paper 2</p>	<p><b>Assessment:</b> Exam paper covering all aspects of Paper 1 in preparation for mock exam.</p>
<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Thematic analysis (9U5)</li> <li>• Symbolism (9U1)</li> <li>• The love sonnet (8U1)</li> <li>• Historical context (9U6)</li> <li>• Comparative writing (9U2)</li> <li>• Poetic technique analysis (9U2)</li> <li>• Poetic structure (9U2)</li> <li>• Poetic form (9U2)</li> </ul>	<p><b>Builds on:</b></p> <ul style="list-style-type: none"> <li>• Shakespeare’s language (9U3)</li> <li>• Conventions of a play script (9U3)</li> <li>• Dramatic structure (9U3)</li> <li>• Shakespearean genre (9U3)</li> <li>• Elizabethan</li> </ul>	<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Whole GCSE English Literature course to date: (9U5, 10U1, 10U2)</li> </ul>	<p><b>Builds upon:</b></p> <ul style="list-style-type: none"> <li>• Advanced Spot and Group (9U5)</li> <li>• Narrative structure (9U5)</li> <li>• Narrative structure of short fiction(9U2)</li> <li>• Extract analysis (10U2)</li> <li>• Consideration of setting in unseen texts (9U2)</li> <li>• Consideration of characterisation in unseen texts (9U2)</li> <li>• Descriptive Writing (9U2)</li> </ul>

	attitudes (9U3) <ul style="list-style-type: none"> <li>• Extract analysis (9U1)</li> </ul>		
<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Conventions of romanticism</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• The concept of the Tragic Hero</li> <li>• Exam Strategy for English Literature Paper 1 Unit 1</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Revision skills: dual coding, metacognition, mind-mapping</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Exam Strategy for English Language Paper 1</li> </ul>

**Year 11**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>11U1 English Language Paper 2 and Spoken Language Endorsement</b>		<b>11U2 An Inspector Calls</b>	<b>11U3 Unseen Poetry</b>	<b>11U4 Revision</b>	<b>GCSE Exams</b>
Unit: <b>Writer's viewpoints and perspectives.</b> In this unit, students develop their understanding of analytical strategies to apply to non-fiction texts with coverage of writing from 19 <sup>th</sup> to 21 <sup>st</sup> centuries. Students then use their understanding of the genre to develop their own non-fiction writing.	Unit: <b>Spoken Language endorsement.</b> During this unit students learn about persuasive devices in preparation for their Spoken Language Endorsement component of the <b>English Language GCSE.</b>	Unit: <b>An Inspector Calls.</b> This unit introduces this English Literature examination texts	Unit: <b>Unseen Poetry.</b> This unit develops students' confidence in analysing unseen poetry in preparation for <b>English Literature Paper 2.</b>	Unit: <b>Revising the course</b> with a particular focus on analytical approaches to unseen or extract based texts.	
<b>Assessment:</b> Mock exam covering all aspects of Paper 2.	<b>Assessment:</b> Spoken Language Endorsement	<b>Assessment:</b> Mock English Literature Paper 2 exam	<b>Assessment:</b> Unseen poetry Checking Point	<b>Assessment:</b> Checking Point assessments covering all aspects of the course.	
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• The entirety of 10U4</li> <li>• Rhetorical structure (9U4)</li> <li>• Persuasive devices (9U4)</li> <li>• Degrees of formality and</li> </ul>	<b>. Builds upon:</b> <ul style="list-style-type: none"> <li>• Rhetorical structure (11U1)</li> <li>• Persuasive devices (11U1)</li> <li>• Degrees of formality</li> </ul>	<b>Builds upon</b> <ul style="list-style-type: none"> <li>• Cyclical structure (9U2)</li> <li>• Authorial mediation and manipulation (9U5)</li> <li>• Conventions of a play script (10U2)</li> </ul>	<b>Builds upon</b> <ul style="list-style-type: none"> <li>• <b>10U1 Poetry</b></li> <li>• Consideration of setting in unseen texts (10U4)</li> <li>• Consideration of characterisation in unseen texts (10U4)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Entire GCSE English Literature and Language course to date</li> </ul>	

<ul style="list-style-type: none"> <li>register (9U4)</li> <li>Victorian attitudes (9U5)</li> <li>Comparative writing (9U2)</li> </ul>	<ul style="list-style-type: none"> <li>and register (11U1)</li> <li>Effective body language for oral communication (9U4)</li> <li>Concepts of appropriacy of spoken language (9U4)</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic structure (10U2)</li> </ul>			
<b>Introduces:</b> <ul style="list-style-type: none"> <li>English Language Paper 2 Exam Strategy</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Exam strategy for Spoken Language endorsement</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Capitalism and Socialism</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Exam strategy for English Literature Paper 2 Unit 3</li> </ul>		

English Literature A Level

Year 12

Teacher A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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SOW	<b>Drama Section B: Streetcar Named Desire</b> Introduction to drama. This unit builds upon KS4 drama and reinforces key aspects of tragedy.  Key terms: juxtaposition, binary opposites, dichotomies, motif, symbols, setting	<b>Drama Section B: Streetcar Named Desire</b>  Introduction to critical theory	<b>Poetry Section A Poems of the Decade</b>	<b>Poetry Section A Poems of the Decade</b>  Introduction to unseen element	<b>Poetry Section A Poetry Unseen</b>	<b>Coursework : core text</b>
AOs	AO1,AO2, AO3	AO1,AO2, AO3	AO1,AO2 and AO4	AO1,AO2 and AO4	AO1,AO2 and AO4	AO1,AO2, AO3, AO4, AO5
<b>Assessment</b>	<b>Assessment:</b> Essays on characterisation: Stella , Stanley and masculinity;  Transition Exams in October	<b>Assessment:</b> Essay on: masculinity, setting, and dreams	<b>Assessment:</b> Essays:  Comparative essay on two poems:  The Chainsaw vs papas grass and Please hold	<b>Assessment:</b> Essay:  Comparative essay on two poems  Eat Me and Leisure Centre is also a temple of learning	<b>Assessment:</b> say:  Comparative essay and	<b>Assessment:</b> Individual coursework essay plan including second text.
<b>Builds Upon:</b>	Dramatic devices AIC	Genre	GCSE – Power and Conflict anthology comparative		Unseen Element on GCSE Literature paper	Prose analysis on A Christmas Carol analysis

			writing		2	
<b>Key concepts</b>	Tragedy, Southern Belle, Southern Gothic, Plastic Theatre, exposition, stage directions, props, lightening, innuendo, hamartia, catharsis, hubris ,nemesis, peripeteia, allegory, biblical references, , modernism , post modernism, staging, epigraph, Heart Crane’s poetry, America in 1950s,	Introduction to critical theory: feminism, Marxism, psychoanalysis.	Language Structure Form Tone Themes Cyclical form Sonnets Villanelle Dramatic monologue Blank verse	Language Structure Form Tone Themes	Independent analysis of unseen post -2000 poetry.	Depending on the core text : knowledge and understanding of a range of ways to read prose/drama including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively

Teacher B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SOW	<b>Drama Section A: Hamlet</b>	<b>Drama Section A: Hamlet</b>	<b>Prose : Frankenstein</b>	<b>Prose Frankenstein</b>	<b>Prose: The Handmaid’s Tale</b>	<b>Prose: The Handmaid’s Tale</b>

	Introduction to drama	Introduction to critical theory				
AOs	AO1,AO2, AO3 and AO5	AO1,AO2, AO3 and AO5	AO1,AO2 , AO3 and AO4	AO1,AO2, AO3 and AO4	AO1,AO2 , AO3 and AO4	AO1,AO2, AO3 and AO4,
Assessment	<b>Assessment :</b> <i>Explore Shakespeare's presentation of political or family matters in exposition ( Act 1) of Hamlet. You must relate your discussion to relevant contextual factors and ideas from your critical reading.</i>	<b>Assessment:</b> Explore Shakespeare's presentation of Ophelia.  You must relate your discussion to relevant contextual factors and ideas from your critical reading.	<b>Assessment:</b> Consider the ways in which gothic writing could be said to explore the fear of forces beyond human understanding.	<b>Assessment :</b>  Compare the ways in which the writers of your two chosen texts attempt to make their stories believable.  or Compare the ways in which the writers of your two chosen texts portray the impact of science on social order.	<b>Assessment :</b>  Compare the ways in which the writers of your two chosen texts present mothers and their children.  You must relate your discussion to relevant contextual factors.	<b>Assessment :</b>  How is the theme of monsters presented in both novels?  You must relate your discussion to relevant contextual factors.
<b>Builds upon:</b>	Shakespearian genre		GCSE Prose		GCSE Prose  Writer's moral	

	<p>Dramatic irony</p> <p>Comic language</p> <p>Elizabethan attitudes towards women</p>		<p>Cyclical structure</p> <p>Authorial mediation and manipulation</p> <p>Conventions of the Gothic</p> <p>Symbolism</p>		<p>message</p>	
<p><b>Key Concepts</b></p>	<p>Tragedy, soliloquies, props, lightening, innuendo, hamartia, catharsis, hubris, nemesis, peripeteia, allegory, biblical references, juxtaposition, binary opposites, dichotomies, motif, symbols, setting,</p> <p>Play within a play, critical theories</p>		<p>Chronicle, Epistolary, gothic fiction, doppelganger, setting,</p>		<p>Republic, allegory, speculative fiction, historical, literary allusions, parody , parallels, euphemism, philosophy, setting, tone, epigraph, colour imagery, irony,</p>	



**Year 13**

<b>Teacher A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
SOW	<b>Poetry of John Keats</b>	<b>Coursework : core text</b>	<b>Coursework</b>	<b>Revision of the course</b>	<b>Revision of the course</b>	<b>Exams</b>
AOs	AO1,AO2, AO3, AO4	AO1,AO2, AO3, AO4, AO5	AO1,AO2 , AO3 and AO4	AO1,AO2, AO3 and AO4	AO1,AO2 , AO3 and AO4	
<b>Assessment</b>	<b>Assessment:</b>  1. Explore how nature is presented in O Solitude and	<b>Assessment:</b> Individual coursework essay plan including second text.	<b>Assessment:</b> Rolling feedback through coursework clinic lessons and formal written	<b>Assessment :</b> Checking Point assessments covering all aspects of the	<b>Assessment :</b> Checking Point assessments covering all aspects of the	

	<p>another poem from the anthology?</p> <p>2. Explore how death is presented in 'When I have fears' and another poem from the anthology?</p>		feedback on one draft	course.	course.	
<b>Builds Upon:</b>	<ul style="list-style-type: none"> <li>Poems of the Decade Anthology</li> <li>GCSE AQA Poetry and Conflict Anthology</li> <li>Year 8 poetry unit</li> </ul>	Prose analysis on A Christmas Carol analysis	<p>Coursework text taught in Aut 2</p> <p>Writing and analysis skills across the course</p> <p>Application of AO5 from Teacher B Aut 1</p>	Entirety of the course to date	Entirety of the course to date	
	<p>Romanticism and J.Keats's poems</p> <p>Poetry forms like : odes,</p>	Depending on the core text : knowledge and understanding of				

<b>Key concepts</b>	epic poms, narrative poems,  Romanticism - social and historical context	a range of ways to read prose/drama including reading for detail of how writers use and  adapt language, form and structure in texts, responding critically and creatively				
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Teacher B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SOW	<b>Drama Section A: <i>Hamlet</i> (Critical theory)</b>  Introduction to using Critical theory in writing about Hamlet	<b>Prose comparison: <i>Frankenstein</i> and <i>The Handmaid's Tale</i></b>	Coursework	Revision of the course	Revision of the course	Exams

AOs	AO1,AO2, AO3 and AO5	AO1,AO2, AO3 and AO5	AO1,AO2 , AO3 and AO4	AO1,AO2, AO3 and AO4	AO1,AO2 , AO3 and AO4	
Assessment	<b>Assessment : Nov PPE</b> <i>(Explore presentation of Claudius in the play/Explore the theme of Tragedy in the play)</i>	<b>Assessment:</b> Explore the importance of knowledge in two of the novels studied	<b>Assessment:</b> Rolling feedback through coursework clinic lessons and formal written feedback on one draft	<b>Assessment :</b> Checking Point assessments covering all aspects of the course.	<b>Assessment :</b> Checking Point assessments covering all aspects of the course.	
<b>Builds upon:</b>	Shakespearian genre  Dramatic irony  Comic language  Elizabethan attitudes towards women		Coursework text taught in Aut 2  Writing and analysis skills across the course  Application of AO5 from Teacher B Aut 1	Entirety of the course to date	Entirety of the course to date	

<b>Key Concepts</b>	Psychoanalysis, Marxism, Feminism, Changing critical perspectives, Romanticism					
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