

Term	Year 10	Year 11 *2021-22 only
1	<p>English Literature, modern text: An Inspector Calls</p> <ol style="list-style-type: none"> 1 Understanding the main contextual features of the play (Socialism vs. Capitalism, class structures, Priestley’s biography). 2 Confidently knowing the play’s plot, characters, themes, symbols, and morals. 3 Analysing Priestley’s methods using accurate terminology and well-chosen evidence from across the play. 4 Confidently approaching an exam style question in the given allocated time for this specific question. 	<p>English Literature, Shakespeare and Poetry: Macbeth</p> <ol style="list-style-type: none"> 1 Understanding the main contextual features of the play (Jacobean England; attitudes to witchcraft; tragic genre; chain of being). 2 Confidently knowing the play’s plot, characters, themes, symbols, and morals. 3 Analysing Shakespeare’s methods using accurate terminology and well-chosen evidence across the play 4 Confidently approaching an exam style question in the given allocated time for this specific question. <p>English Literature, Shakespeare and Poetry: AQA Power and Conflict Anthology</p> <ol style="list-style-type: none"> 5 Understanding the content of each poem and how it links to power and/or conflict. 6 Confidently understanding each poem’s inferred meanings, key images/symbols and structural techniques. 7 Analysing writers’ methods using accurate terminology and well-chosen evidence. 8 Comparing ideas and methods between two poems. 9 Confidently approaching an exam style question in the given allocated time for this specific question.
2	<p>English Literature, 19th Century Novel: A Christmas Carol or Jekyll and Hyde</p> <ol style="list-style-type: none"> 1 Understanding the main contextual features of the play (Victorian Britain, author’s biography). 2 Confidently knowing the play’s plot, characters, themes, symbols and morals. 3 Analysing writer’s methods using accurate terminology and well-chosen evidence from across the novel. 4 Confidently approaching an exam style question in the given allocated time for this specific question. 5 Consistently using vocabulary and sentence structures to achieve effective control of meaning. 	<p>English Language: Paper 1</p> <ol style="list-style-type: none"> 1 Inferring meanings from fictional texts. 2 Analysing and evaluating what specific words make the reader think, feel or imagine, using accurate subject terminology. 3 Writing a creative response based on an image or task stimulus, in a descriptive or narrative style. 4 Using extensive and ambitious vocabulary with sustained crafting of linguistic devices and structural features. 5 Using a wide range of sentence types, securely and accurately, including a wide range of punctuation.
3	<p>English Literature, 19th Century Novel (cont.): A Christmas Carol or Jekyll and Hyde</p> <ol style="list-style-type: none"> 1 Understanding the main contextual features of the play (Victorian Britain, author’s biography). 2 Confidently knowing the play’s plot, characters, themes, symbols and morals. 3 Analysing writer’s methods using accurate terminology and well-chosen evidence from across the novel. 4 Confidently approaching an exam style question in the given allocated time for this specific question. 5 Consistently using vocabulary and sentence structures to achieve effective control of meaning. 	<p>English Literature Revision: Unseen poetry</p> <ol style="list-style-type: none"> 1 Confidently approaching unseen questions and be able to construct a response in the allocated time. 2 Making critical, exploratory conceptualised response to task and unseen poems. 3 Analysing poet’s methods with subject terminology used judiciously. 4 Exploring the effects of poets’ methods on readers. <p>English Literature Revision: An Inspector Calls</p> <ol style="list-style-type: none"> 5 Revise the main contextual features of the play (Socialism vs. Capitalism, class structures, Priestley’s biography). 6 Confidently knowing the play’s plot, characters, themes, symbols, and morals. 7 Analysing Priestley’s methods using accurate terminology and well-chosen evidence from across the play. 8 Confidently approaching an exam style question in the given allocated time for this specific question.

Term	Year 10 English Language and Literature	Year 11 English Language and Literature (2xHTs taught consecutively) 2021-22 ONLY
4	<p>English Literature: Unseen Poetry</p> <ol style="list-style-type: none"> 1 Confidently approaching unseen questions and be able to construct a response in the allocated time. 2 Making critical, exploratory conceptualised responses to task and unseen poems. 3 Analysing a poet’s methods with subject terminology used judiciously. 4 Exploring the effects of poets’ methods on readers. <hr/> <p>English Language: Paper 2, Section A</p> <ol style="list-style-type: none"> 1 Clearly identifying differences/similarities between two unseen non-fiction texts. 2 Clearly deducing deeper meaning from one/both non-fiction texts. 3 Clearly linking evidence between two unseen non-fiction texts. 4 Clearly identifying what specific words makes the reader think, feel or imagine. 5 Clearly identifying and using subject terminology. 6 Comparing ideas and points of view across two, non-fiction texts. 	<p>English Language: Paper 2 Revision</p> <ol style="list-style-type: none"> 1 Clearly identifying differences and similarities between two unseen non-fiction texts, including comparing viewpoints. 2 Analysing inferred meaning, including what specific words makes the reader think, feel or imagine using subject terminology. 3 Matching tone, style, register to the purpose, audience and format of the texts – for a range of non-fiction texts such as articles, leaflets, speeches and letters 4 Using extensive and ambitious vocabulary with sustained crafting of linguistic devices and structural features. 5 Using a wide range of sentence types, securely and accurately, including a wide range of punctuation.
5	<p>English Literature: Power and Conflict Poetry</p> <ol style="list-style-type: none"> 1 Understanding the content of each poem and how it links to power and/or conflict. 2 Confidently understanding each poem’s inferred meanings, key images/symbols and structural techniques. 3 Analysing writers’ methods using accurate terminology and well-chosen evidence. 4 Comparing ideas and methods between two poems. 5 Confidently approaching an exam style question in the given allocated time for this specific question. 	<p>Exams Season</p> <ol style="list-style-type: none"> 1 English Literature and Language revision directed by class teacher.
6	<p>English Language: Paper 2 Section B</p> <ol style="list-style-type: none"> 1 Matching tone, style, register to the purpose, audience, and format of the texts – for a range of non-fiction texts such as articles, leaflets, speeches, and letters. 2 Using extensive and ambitious vocabulary with sustained crafting of linguistic devices. 3 Using a variety of inventive of structural features. 4 Using a wide range of sentence types, securely and accurately. 5 Using a wide range of punctuation with a high level of accuracy throughout writing. 	