

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>Topic: <i>The Ruby in the Smoke</i> (novel) by Phillip Pullman</b> <b>Exam Link:</b> AQA P2 Literature (Modern Text) / P1 Language (Fiction) <b>Subject Skills:</b> construction of PETER paragraphs, awareness of Victorian Context, literary devices, extract analysis <b>Learner Skills:</b> Reading comprehension, discussion/ debate. Spelling, punctuation & grammar (SPaG), vocabulary building		<b>Topic: Poems from other cultures</b> <b>Exam Link:</b> AQA P2 Literature <b>Subject Skills:</b> recognising and analysing poetic language devices <b>Learner Skills:</b> SMSC, debate	<b>Topic: <i>The Merchant of Venice</i> (play), by William Shakespeare</b> <b>Exam Link:</b> AQA P1 Literature (Shakespeare) <b>Subject Skills:</b> Understanding of Shakespearean characters, plots, themes and an introduction to 15/16 <sup>th</sup> century context. Construction of PETER+C paragraphs, analysing literary techniques and structural devices. <b>Learner Skills:</b> SMSC, discussion, research skills	<b>Topic: Short Stories Anthology</b> <b>Exam Link:</b> AQA P1 Language <b>Subject Skills:</b> understanding and analysing extracts <b>Learner Skills:</b> reading comprehension, information retrieval, creative writing skills, SPaG	
	<b>Rationale:</b> Suitable text to begin the year. As a modern text, the language is more accessible and allows teachers to gauge prior knowledge of students, whilst building skills and confidence levels		<b>Rationale:</b> Introduction to poetry/ checking prior knowledge of poetic language devices	<b>Rationale:</b> Introduction to understanding and analysing Shakespeare's play, as students must study a Shakespeare play as part of their GCSE Literature syllabus.	<b>Rationale:</b> Introduction to analysing short stories as many of the GCSE Lit/ Lang questions are extract based.	
8	<b>Topic: <i>The Edge</i>, a novel by Alan Gibbons</b> <b>Exam Link:</b> AQA P2 Literature (Modern Text) <b>Subject Skills:</b> Understanding the writer's craft (Literary and structural devices), construction of PETER+C paragraphs, context of novel/ writer, <b>Learner Skills:</b> Reading comprehension, spelling, punctuation & grammar (SPaG), vocabulary building		<b>Topic: Gothic Horror &amp; Language Paper 1 Skills</b> <b>Exam Link:</b> AQA P1 Literature & AQA P1 Language <b>Subject Skills:</b> Understanding the writer's craft (literary and structural devices), awareness of Victorian Context and key themes, construction of PETER+C paragraphs, creative writing skills (narrative & descriptive) <b>Learner Skills:</b> Reading comprehension, SMSC, discussion, research skills, creativity & imagination skills, SPaG, vocab building		<b>Topic: AQA P2 Language Skills</b> <b>Exam Link:</b> AQA P2 Language <b>Subject Skills:</b> Awareness of Q1-5 of P2 Language, language analysis, comparison skills, non-fiction writing forms (speech, letter, article) <b>Learner Skills:</b> reading comprehension, information retrieval, SPaG	<b>Topic: War Poetry</b> <b>Exam Link:</b> AQA P2 Literature <b>Subject Skills:</b> Recognising and analysing poetic devices, including form and structure <b>Learner Skills:</b> SMSC, discussion/ debate, research skills, SPaG,
	<b>Rationale: Introduce core reading and analytical skills for GCSE at a more basic (and holistic) level.</b>		<b>Rationale:</b> Introduction to Gothic Literature is necessary as many of the GCSE texts are from the 19 <sup>th</sup> century and/or are Gothic texts i.e. 'Macbeth', 'Jekyll and Hyde', 'The Sign of Four', C19 <sup>th</sup> poetry		<b>Rationale:</b> An introduction to skills required for the P2 Language GCSE	<b>Rationale:</b> Opportunity to recap prior Year 7 understanding and now develop form and structure skills
9	<b>Topic: <i>Of Mice and Men</i> (novel) by John Steinbeck</b> <b>Exam Link:</b> AQA P2 Literature (Modern Text) <b>Subject Skills:</b> Exploration of characters, themes, quotation and extract analysis skills, embedding 1930's context (American Depression) <b>Learner Skills:</b> SMSC, reading comprehension, writing skills, exam skills, SPaG	<b>Topic: Relationship Poetry (previous spec AQA Anthology)</b> <b>Exam Link:</b> AQA P2 Literature <b>Subject Skills:</b> application & analysis of poetic devices: language, form & structure, comparison skills (LINK PETER+C paragraphs) <b>Learner Skills:</b> SMSC, writing skills, exam skills	<b>Topic: <i>Much Ado About Nothing</i> (play) by William Shakespeare &amp; P2 Language Skills</b> <b>Exam Link:</b> AQA P1 Literature/ AQA P2 Language <b>Subject Skills:</b> Understanding of literary comedy features, characters, plot, themes, Elizabethan context, PETER+C paragraphs, extract analysis, essay structure skills, non-fiction writing (article, speech, diary, blog) <b>Learner Skills:</b> SMSC, discussion/ debate, writing skills, questioning skills, exam skills		<b>Topic: Short Stories Anthology Inc. 19<sup>th</sup> Century Fiction</b> <b>Exam Link:</b> AQA P1 Language <b>Subject Skills:</b> understanding and analysing extracts, analysis of literary and structural devices <b>Learner Skills:</b> reading comprehension, information retrieval, creative writing skills, SPaG, exam skills	<b>Topic: <i>Great Expectations</i> (chp1-5) by Charles Dickens</b> <b>Exam Link:</b> AQA P1 Lit (C19 <sup>th</sup> Text) <b>Subject Skills:</b> understanding of character, plot, themes, context, extract analysis, PETER+C paragraphs, annotation practice <b>Learner Skills:</b> SMSC, writing skills, exam skills
	<b>Rationale:</b> (Foundation year) A more detailed introduction to analysing modern texts in line with	<b>Rationale:</b> (Foundation year) A more detailed introduction to comparing poetry in line with GCSE	<b>Rationale:</b> (Foundation year) A more detailed introduction to analysing Shakespeare's plays in line with		<b>Rationale:</b> (Foundation year) A more detailed introduction to analysing short stories in line with GCSE Eng. Language	<b>Rationale:</b> (Foundation year) A more detailed introduction to Gothic/ C19th texts

	GCSE marking criteria.	marking criteria.	GCSE marking criteria.		marking criteria.	in line with GCSE marking criteria.
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GCSE Subject AOS	A01 (Lit/ Lang): Comprehend/ summarise	A02 (Lit/ Lang): Infer from Language with terminology	A01 (Lit)/ A03 (Lang): Comparison	A04 (Lang): Critically Evaluate	A05 (Lang): Write for purpose and audience	A06 (Lit/Lang): Write accurately with vocabulary	A03 (Lit): Context – themes, historical factors, links to text
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Topic: Poetry skills (2 weeks)</b> <b>Love and Relationship Poetry (7 poems from AQA Anthology)</b></p> <p><b>Exam Link:</b> AQA P2 Literature</p> <p><b>Subject Skills:</b> application and analysis of poetic devices, including language, form and structure, comparison skills, LINK PETER+C paragraphs, understanding and analysing unseen poems</p> <p><b>Learner Skills:</b> discussion, SMSC, SPaG, exam skills</p>	<p><b>Topic: <i>An Inspector Calls</i> (play) by J.B. Priestley</b></p> <p><b>Exam Link:</b> AQA P2 Literature (Modern Text)</p> <p><b>Subject Skills:</b> Understanding and analysis of plot, character, themes and Edwardian Contextual factors, construction of PETER+C paragraphs, construction of essay structures including introductions/ conclusions, how to embed context, mark scheme analysis</p> <p><b>Learner Skills:</b> SMSC, SPaG, exam skills</p>	<p><b>Topic: P2 Language Reading skills &amp; Spoken Language Certificate</b></p> <p><b>Exam Link:</b> AQA P2 Language &amp; GCSE NEA element</p> <p><b>Subject Skills: How to answer Q1-4 of P2 Language, PEILPEI,</b> writing to inform, persuade, advise, speech writing format, creating presentations</p> <p><b>Learner Skills:</b> Reading comprehension, discussion, SPaG, responsibility, resilience, research skills, ICT skills</p>	<p><b>Topic: Creative reading and writing</b></p> <p><b>Exam Link:</b> AQA P1 Language (Fiction)</p> <p><b>Subject Skills:</b> descriptive &amp; narrative writing styles, application and analysis of literary devices for effect, use and analysis of punctuation and vocabulary for effect, analysis of text structure</p> <p><b>Learner Skills:</b> imagination, SMSC, SPaG, exam skills</p> <p><b>NB: Spoken Language Certificate recordings will be completed early this term</b></p>	<p><b>Topic: <i>The Sign of Four</i> (novel) by Sir Arthur Conan Doyle, or <i>Dr. Jekyll and Mr Hyde</i> (novella) by Robert Louis Stevenson</b></p> <p><b>Exam Link:</b> AQA P1 Literature (19<sup>th</sup> Century Text)</p> <p><b>Subject Skills:</b> Understanding of characters, themes, plot and Victorian Context, construction of PETER+C paragraphs, extract analysis, past paper practice, construction of essay structures, particularly introductions and conclusions, how to embed relevant context into answers, mark scheme analysis</p> <p><b>Learner Skills:</b> Discussion, SPaG, SMSC, exam skills</p> <p><b>FULL MOCK: P2 Literature (An Inspector Calls and Poetry)</b></p>	
	<p><b>Rationale:</b> GCSE Literature content. Divided in half to help accessibility. Able to complete without student bought texts</p>	<p><b>Rationale:</b> GCSE Lit content, most accessible text to start with</p>	<p><b>Rationale:</b> GCSE Language compulsory NEA element/</p>	<p><b>Rationale:</b> GCSE Language content/ Revisit creative writing with a focus on GCSE marking criteria</p>	<p><b>Rationale:</b> GCSE Literature content, 19<sup>th</sup> century texts are more complicated so left until later in the year to help confidence levels. Able to recap Victorian context from poetry unit in Term 1.</p>	
11	<p><b>Topic: <i>Romeo &amp; Juliet, or Macbeth</i> (play) by William Shakespeare</b></p> <p><b>Exam Link:</b> AQA P1 Literature (Shakespeare)</p> <p><b>Subject Skills:</b> Understanding of characters, themes, plot, embedding of relevant and detailed Elizabethan or Jacobean context, detailed analysis of language and structure, extract analysis, construction of detailed PETER+C paragraphs, introductions and conclusions, mark scheme analysis,</p> <p><b>Learner Skills:</b> SMSC, discussion/ debate, reading comprehension, Spelling, punctuation &amp; grammar (SPaG), exam skills</p> <p><b>FULL MOCK: P1 Literature (Shakespeare and 19<sup>th</sup> Century Novel)</b></p>	<p><b>Topic: Love and Relationship Poetry (Second half of AQA Anthology)</b></p> <p><b>Exam Link:</b> AQA P2 Literature</p> <p><b>Subject Skills:</b> application and analysis of poetic devices, including language, form and structure, comparison skills, LINK PETER+C paragraphs, understanding and analysing unseen poems</p> <p><b>Learner Skills:</b> discussion, SMSC, SPaG, exam skills</p>	<p><b>Topic: Exam Revision</b></p> <p><b>Exam Link:</b> AQA P1 Language/ P2 Language/ P1 Literature/ P2 Literature</p> <p><b>Refinement of:</b> application and analysis of literary devices (language, form and structure), PETER/ PETER+C paragraphs, LINK PETER+C paragraphs, PEILPEI paragraphs (P2 Language), plots, themes, characters and relevant historical context, essay structures, practice paper questions,</p> <p><b>Learner Skills:</b> reading comprehension, discussion/ debate, SMSC, SPaG, research skills, revision skills, exam skills</p> <p><b>FULL MOCKS: P1 Language &amp; P2 Language</b></p>	<p><b>Year 11 AQA Exams:</b></p> <p><b>P1 Language</b> (Creative reading and writing)</p> <p><b>P2 Language</b> (non-fiction/ comparison reading and writing)</p> <p><b>P1 Literature</b> (Shakespeare &amp; 19<sup>th</sup> Century Text)</p> <p><b>P2 Literature</b> (Modern Text, Comparison Poetry &amp; Unseen Poetry)</p>		
	<p><b>Rationale:</b> GCSE Literature content, Shakespeare is one of the most challenging Literature elements so is left until Year 11 when essay skills are strongest to help with confidence levels</p>	<p><b>Rationale:</b> GCSE Literature content. Divided in half to allow for better recap/ revision opportunities</p>	<p><b>Rationale:</b> Course content is finished early to allow for refinement of key skills, revision of texts and proficient time to complete practice questions and receive constructive feedback.</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12 Teacher 1</b>	<p><b>Topic</b>  <b>Essay Writing skills (first 4 weeks)</b>  <i>The Importance of Being Earnest</i>, (play) by Oscar Wilde</p> <p><b>Exam</b>                      Component 1: Drama                      Section B</p> <p><b>Key Skills</b>                      Exploration and analysis of language, form and structure, contextual factors of the Victorian Era and comedy</p> <p><b>Assessment</b>                      Recap test of <i>The Importance of Being Earnest</i>/                      Component 1: Drama Section B only (1 hour)</p>		<p><b>Topic</b>  <i>Dracula</i>, (novel) by Bram Stoker</p> <p><b>Exam</b>                      Component 2: Prose                      Section A</p> <p><b>Key skills</b>                      Exploration and analysis of language, form and structure, contextual factors of the Victorian Era and Gothic genre</p> <p><b>Assessment</b>                      Assessment question on Dracula only (1 hour)</p>		<p><b>Topic</b>  <i>The Little Stranger</i> (novel), by Sarah Waters</p> <p><b>Exam</b>                      Component 2: Prose                      Section A</p> <p><b>Key skills</b>                      Exploration and analysis of language, form and structure, contextual factors of the Gothic genre</p> <p><b>Assessment</b>                      Assessment question comparing Dracula and The Little Stranger (Component 2: Prose Full Mock 1 hour)</p>	
	<p><b>Rationale:</b> To prep students for main element of course (essay writing) 4-week course allows us to buy in texts and receive payments. Also provides time for students to decide to join/leave course before “real” content begins. Very short comedy text to introduce students to A2 Literature.</p>		<p><b>Rationale:</b> Dracula is compared with ‘The Little Stranger’ in Paper 2 so they are taught in succession to aid comparison skills. Dracula is pre-1900 and more challenging to read so more time is given to the study of this text first. Both texts are similar in terms of character, plot and themes. Prose topic that the books are from is: ‘The Supernatural’.</p>			
<b>Year 12 Teacher 2</b>	<p><b>Topic</b>  <b>Unseen Poetry and subject terminology (4 weeks)</b>  <i>Poems of the Decade</i> (10 poems)</p> <p><b>Exam</b>                      Component 3: Poetry                      Section A</p> <p><b>Key skills</b>                      Exploration and analysis of language, form and structure of a range of poems, understanding the contextual factors of each time period, comparison skills</p> <p><b>Assessment</b>                      Component 3: Poetry Section A Only (1 hour)</p>		<p><b>Topic</b>  <i>Mrs Dalloway</i>, by V. Woolf &amp; Second text (student choice) to compare with <i>Mrs Dalloway</i></p> <p><b>Exam</b>                      Component 4: Non-examination assessment (2,500-3000 words)</p> <p><b>Key skills</b>                      Understanding of the novel with a focus on themes for coursework question                      Research suitable texts for comparison with <i>Mrs Dalloway</i> Choose assessment question and produce 1<sup>st</sup> draft of essay. Comparison between <i>Mrs Dalloway</i> and second chosen text/ analyse language, form and structure of unseen poems, exam skills</p> <p><b>Assessment/ outcome</b>                      Read second text over Easter Holidays and decide on chosen essay question.                      Draft essay questions and CA plan.</p>		<p><b>Topic</b>  <i>Hamlet</i>                      by William Shakespeare                      and Shakespeare: Critical Anthology - Tragedy</p> <p><b>Exam</b>                      Component 1: Drama                      Section A</p> <p><b>Key skills</b>                      Exploration and analysis of language, form and structure, contextual factors of the Jacobean period</p> <p><b>Assessment</b>                      Recap test of <i>Hamlet</i>                      1st draft of comparison essay submitted</p>	
	<p><b>Rationale:</b> 4 week course allows us to buy in texts and receive payments. Also provides time for students to decide to join/leave course before “real” content begins. GCE course content. Good topic to introduce students to A2 Literature, plus recapping of subject terms which compliments essay writing skills.</p>		<p><b>Rationale:</b> Students must compare 2 texts. We teach the first and they compare to a 2<sup>nd</sup> text of their choice. CA is completed in Year 12 to provide ample time to complete, mark and feedback to students. The CA helps students to refine their essay skills ready for Year 13. Students can complete/ refine final draft over summer holidays</p>		<p><b>Rationale:</b> Hamlet is potentially less challenging than Middle English (next term) but is an “older” text, providing good opportunity to bridge the gap between the more modern texts they have studied this year before Year 13 Chaucer Unit.</p>	

A LEVEL Subject AOs	A01: Articulate responses, use of concepts and terminology, coherent written expression	A02: Analyse ways in which meanings are shaped in texts	A03: Demonstrate understanding of the significance of contexts	A04: Explore the connections across literary texts (comparisons)	A05: Explore literary texts informed by different interpretations
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 13 Teacher 1</b>	<p><b>Topic</b> <i>Poems of the Decade (10 poems)</i> and unseen poetry</p> <p><b>Exam</b> Component 3: Poetry Section A</p> <p><b>Key skills</b> Exploration and analysis of language, form and structure of a range of poems, understanding the contextual factors of each time period, comparison skills</p> <p><b>Assessment</b> Component 3: Poetry (full mock)</p> <p><b>Rationale:</b> GCE course content. Opportunity for students to recap and refine their analysis of poetic techniques from this element of study, which was started in Year 12.</p>		<p><b>Topic</b> Revision of <i>The Importance of Being Earnest, Dracula, The Little Strangers, Poems of the Decade and Unseen poetry</i></p> <p><b>Exam</b> Component 1,2 &amp; 3 (Drama, Prose, Poetry)</p> <p><b>Key skills</b> Recap plots, themes, characters, analysis skills and exam techniques, refinement of essay writing, particularly structure of introductions and paragraph arrangement, refinement of AO &amp; mark scheme understanding</p> <p><b>Assessment</b> Component 2: Prose Full Mock (1 hour 15 minutes)</p> <p><b>Rationale:</b> Substantial amount of time provided to allow for the revision and refinement of key skills, course content and exam practice. 1 x mock completed here. This extended time for revision also allows for more one-to-one support of underachieving students in and out of lessons.</p>			<p><b>Exam Overview</b></p> <p><b>Component 1: Drama</b> (<i>Hamlet</i> and <i>The Importance of Being Earnest</i>) 2 hours 15 minutes 2 Questions 30% of qualification</p> <p><b>Component 2: Prose</b> (<i>Dracula</i> and <i>The Little Stranger</i>) 1 hour 1 comparison question 20% of qualification</p> <p><b>Component 3: Poetry</b> (<i>Poems of the Decade</i> &amp; Unseen Poetry and <i>The Wife of Bath's Prologue and Tale</i>) 2 hours 15 minutes 2 questions 30% of qualification</p> <p><b>Component 4: NEA</b> (Comparison essay) 2,500-3,000 words 20% of qualification 1 question</p>
	<p><b>Topic</b> <i>The Wife of Bath Prologue and Tale</i>, by Geoffrey Chaucer</p> <p><b>Exam</b> Component 3: Poetry Section B</p> <p><b>Key skills</b> Exploration and analysis of language, form and structure, contextual factors of middle English and comedy</p> <p><b>Assessment</b> Component 3: Poetry (full mock)</p> <p><b>Rationale:</b> This comedy text is most challenging, so beneficial to give students Year 12 to hone their skills before this unit. Middle English provides students with breadth of literature. Specialist expertise within department in their area.</p>		<p><b>Topic</b> Revision of <i>Hamlet</i> and <i>Shakespeare: Critical Anthology –Tragedy, The Wife of Bath, Poems of the Decade</i> and Unseen Poetry skills</p> <p><b>Exam</b> Component 1,2 &amp; 3 (Drama, Prose, Poetry)</p> <p><b>Key skills</b> Recap plots, themes, characters, analysis skills and exam techniques, refinement of essay writing, particularly structure of introductions and paragraph arrangement, refinement of AO &amp; mark scheme understanding</p> <p><b>Assessment</b> Component 1: Drama Full Mock (2 hours 15 minutes)</p> <p><b>Rationale:</b> Substantial amount of time provided to allow for the revision and refinement of key skills, course content and exam practice. 1 x mock completed here. This extended time for revision also allows for more one-to-one support of underachieving students in and out of lessons.</p>			

