

		Term 1	Term 2	Term 3	End Points
Year 10	Topic	Macbeth by William Shakespeare (Literature Paper 1)	Dr Jekyll and Mr Hyde by Robert L Stevenson (Literature Paper 1)	Explorations in Creative Reading and Writing (Language Paper 1)	Language - AO1 To consistently use apt references to support the big ideas about texts.
	Substantive Knowledge: Core tasks and texts Core tasks Core texts Grammar foci Technical terminology	To have read Macbeth To learn specific dramatic devices – soliloquy, aside, dramatic irony To understand the characterisation of Knowledge of Macbeth, Lady Macbeth, Banquo, Macduff, Malcolm, The Witches and King Duncan To have learned context of 17 th Century Shakespearean era including reign of James I, the role of the supernatural, the political context of England in 1606. To know the relevance of the following themes: ambition, supernatural, power, appearance vs reality, guilt, disturbed minds, inner conflict, tyranny, suspicion, kingship, madness, fear. To select and learn a wide range of quotations for each character and theme.	To have read Dr Jekyll and Mr Hyde To understand the features of the Gothic genre including the urban Gothic, haunted homes, religious iconography, omens and visions, inexplicable events, atmosphere of mystery and suspense. To know the relevance of the following themes – Good vs Evil, duality, reputation, violence, mystery, fear. To learn context of the Victorian Gothic novel including Victorian London, Victorian Gentleman, duality of setting, the conflict between scientific advancement and religious beliefs. To understand the characterisation of Dr Jekyll, Mr Utterson, Mr Hyde, Dr Lanyon, Carew, Poole To select and learn a wide range of quotations for each character and theme.	To read a selection of prose fiction extracts from the 20 th and 21 st century To learn specific structural methods: focus narrow/broadens, inside/outside, flashback, cyclical, shifts, setting, tone. To learn key list of phrases to successful comment on interesting structural features and the reader's response. Evaluative language and phrases	AO2 To identify, explain and analyse the effect of dramatic devices. AO4 To master close reference analysis incorporating the four key focus points: words, devices, structure, and sounds. To be able independently analyse the structure of a prose text.
	Disciplinary Knowledge: Key Skills	To analyse Shakespeare's intentions in context. To lead academic writing with big ideas. To show an understanding of context through an analytical essay. To identify, explain and analyse the effect of dramatic devices. To identify, explain and analyse the effect of language devices in key quotations. To show awareness of implications of structural features on a whole text.	To analyse the Stevenson's intentions in context. To identify, explain and analyse the effect of prose devices. To identify, explain and analyse the effect of language devices in key quotations. To routinely embed knowledge of whole text structural features into analytical essays.	To independently identify, explain and analyse structure within texts To explain how writer's use structural devices in an unseen extract to interest the reader. To develop confident evaluative statements about texts and support with evidence.	AO5 & AO6 To apply the knowledge of story planning from KS3. To have learned GCSE Vocabulary list 1 and 2 and to have used these independently. To craft stories using sophisticated structural features – flashback. To have command over stylistic features in fiction writing.
	Assessed in PR/Focus of study	PR1 – Literature Paper 1 Section A Analysing theme/character in Macbeth 30 marks + 4 SPaG marks	PR2 – Literature Paper 1 Section B Analysing theme/character in Dr Jekyll and Mr Hyde 30 marks	PR3 – Year 10 PPEs <u>Literature Paper 1</u> Section A (LS1,2,3) Analysing theme/character in Macbeth 30 marks + 4 SpaG marks Section B (LS1,2,3) Analysing theme/character in Dr Jekyll and Mr Hyde 30 marks <u>Language Paper 1</u> Section A Analysing language and structure. Evaluating texts 40 marks Section B (L5 & L6) Descriptive writing/Story writing 40 marks	To have a thorough understanding of Macbeth with regards to context, writer's intention, dramatic methods, structure, and references across the play. To have a thorough understanding of Dr Jekyll and Mr Hyde with regards to context, writer's intention, prose methods, structure, and references across the novel. To be able to plan a logical and coherent essay.
	Big Write	Narrative writing – the 5-step story plan 3 rd person narration	Narrative writing - Gothic story Structure – Flashback What makes an effective flashback?	Writing to describe What makes an effective description?	

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Year 11	Topic	Unseen Poetry An Inspector Calls by J.B Priestley (from Sept 2024)	Power and Conflict Poetry – Anthology (from Sept 2024)	Writers’ viewpoints and perspectives (Language Paper 2)	Language – AO1
	Substantive Knowledge: Core tasks and texts Core tasks Core texts Grammar foci Technical terminology	To have read An Inspector Calls. To know specific contextual factors – WW1, WW2, Titanic, capitalism, socialism, labour, 1912, 1945, Russian Revolution. To understand the characterisation of Mr Birling, Mrs Birling, Eva Smith, Sheila Birling, Eric Birling, Gerald Croft, Inspector Goole To understand the relevance of the following themes: responsibility, social class, gender, generation, reputation, power, tension	To explain understand different types of Power: abuse of power, powerlessness, freewill, power of patriotism, power of the mind, power of identity. To understand different types of conflict: internal conflict, conflict in war, conflict with individuals, conflict with society, revolution. To have confidence with all poetic devices taught in KS3. To confidently explain the key ideas in every poem from the Conflict & Power cluster. To know a range of comparative connectives. To learn significant contextual information about each poem including Romanticism, Revolution, industrialism, class structures, Crimean War, poet Laurette, The Troubles, Modern warfare (Iraq), Media influence, Japanese WWII military strategy.	To read a range of non-fiction sources from the 19 th , 20 th and 21 st century. To identify and articulate the features of a letter, diary entry, speech, newspaper article or essay. To have read a range of opinion articles from real newspapers. To use the complete range of non-fiction devices in personal creative writing - direct address, anecdote, facts, opinions, rhetorical question, exaggeration, emotive language, statistics, triplets. To understand wit and irony in non-fiction writing.	To use a judicious range of references to support the big ideas about texts. To Select and synthesise evidence from different texts. AO2 To independently make detailed and perceptive comments about how writer’s use language AO3 To be able to compare different perspectives and viewpoints across texts. To confidently master the comparative structure to compare ideas across texts.
	Disciplinary Knowledge: Key Skills	To be able to confidently explain the significance of the setting and time in the play and how this impacts the audience’s understanding. To analyse the Priestley’s intentions To select and learn a wide range of quotations for each character and theme. To identify, explain and analyse the effect of dramatic devices. To identify, explain and analyse the effect of language devices in key quotations.	To be able to make meaningful links and comparisons between poet’s perspectives and methods. To develop comparative paragraphing to greater depth analysis. To confidently lead paragraphs with ‘big ideas’. To develop knowledge of poetic time periods in relation to conflict and consider how ideas have evolved through time. To begin to scrutinise exam questions to determine possible interpretations and opportunities for debate.	To have confidence in expressing a written opinion to influence readers. To be able to independently plan a comparison between perspectives and methods. To develop a command over written style using wit, humour, irony, personal voice.	AO5 & AO6 To adapt language and style to appropriately fit a range of non-fiction forms and to have developed a personal journalistic writing tone. To confidently and appropriately use a range of non-fiction devices to create meaning. Literature – To begin to understand what it means to engage with a debate set up in a task.
	Assessed in PR/Focus of study	PR1 – October PPEs <u>Literature Paper 1</u> Section A Analysing theme/character in Macbeth 30 marks + 4 SPaG marks Section B Analysing theme/character in Dr Jekyll and Mr Hyde 30 marks	PR2 – Winter PPEs <u>Literature Paper 2</u> Section A Analysing theme/character in An Inspector Calls 30 marks + 4 marks Section B Comparing power and conflict poems and analysing poetic devices 30 marks Section C Analysing unseen poetry 24 marks + 8 marks	PR3 – Spring Wave <u>Language Paper 2</u> Section A Compare writer’s perspectives and viewpoints. To examine language 40 marks Section B Non-fiction writing 40 marks <u>Language Paper 1</u> Section A Analysing language and structure. Evaluating texts 40 marks Section B Descriptive writing/Story writing 40 marks	To have a thorough understanding of An Inspector Calls with regards to context, writer’s intention, dramatic methods, structure, and references across the play. To have a thorough understanding of each of the Power and Conflict poems with regards to context, writer’s intention, poetic methods, structure, and form and be able to confidently compare these with references to a specific given theme. To thoughtfully apply approaches to analysing poetry to examine and respond to unseen poems.
	Big Write	Writing to argue – Using ‘An Inspector Calls’ to inspire non-fiction writing. What makes an effective speech? DAFOREST techniques	Writing to argue & persuade – Using the Power and Conflict anthology to inspire non-fiction writing. What makes an effective letter? DAFOREST techniques	Revising Language Paper 1 Section A Analysing language and structure. Evaluating texts Section B Descriptive writing/Story writing	To be able to identify and compare poetic methods used in unseen poems and confidently explain how writers use these to create meaning.