

Temperance Term

| W/C | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | HALF TERM |
|------------|--|--------|--------|--------|--------|--|--------|-----------|
| Topic | Literature: Interpreting Fiction. | | | | | Language Paper 1: Section B] Imaginative Writing. | | |
| Core | Novels/Extracts: <i>Of Mice and Men</i> , <i>The Great Gatsby</i> , <i>Catcher in the Rye</i> , <i>The Bell Jar</i> , <i>The Color Purple</i> , <i>Grapes of Wrath</i> , <i>True Grit</i> , etc. Read first Focus Interpretation Theme: The American Dream, the west, racism, mental illness, activist movements. Study will focus on developing personal readings of texts, encouraging inference and subtle alternative interpretations. Explore the importance of context [AO1, 3]. | | | | | Analyse use of Language and Structure [AO2] in extracts to prepare students to use the devices in their own writing. | | |
| Challenge | Realise that biographical and socio-historic context can affect the way we understand a text. | | | | | Copy and adapt the devices studied. | | |
| Assessment | Imaginative writing [AO5, 6]. Write about a time when... | | | | | | | |

| W/C | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | CHRISTMAS |
|------------|--|--------|---------|---------|---------|---------|-----------|
| Topic | Literature: Elizabethan poetry and Shakespeare | | | | | | |
| Core | Love is a Drug Elizabethan Love Poetry and <i>Romeo and Juliet</i> Introduction to Elizabethan literature, focusing on love poetry and drama. Detailed study and analysis of 'Romeo and Juliet'. Focus on understanding: the play in performance; literary context; language analysis; structural devices; personal response; comparisons within the text; characterisation; specific extract-based analysis. Focusing on the influence of love. | | | | | | |
| Challenge | Recognise that the same devices are used in poetry and drama. | | | | | | |
| Assessment | Extract based reading assessment [AO2]. | | | | | | |

Justice Term

| W/C | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | HALF TERM |
|------------|--|---------|---------|---------|---|---------|-----------|
| Topic | Language Paper 2A: Non-Fiction Reading. | | | | Language Paper 2. | | |
| Core | Exploration of a range of non-fiction texts. Analysis of a variety of transactional writing using Hairy Horses to identify devices. Development of summary skills, evaluation, comparison, analysis of language and structure and following an argument. | | | | Transactional Writing. Students replicate writing styles and use the rhetorical devices studied to develop texts of their own. | | |
| Challenge | Make links between the devices used in modern non-fiction and the language and structure of Shakespeare. | | | | | | |
| Assessment | [AO7, 8, 9] [AO5, 6]: Spoken Language – individual speech writing and delivery. | | | | | | |

| W/C | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | EASTER |
|------------|--|---------|--|---------|---------|---------|--------|
| Topic | Literature Paper 2Aa. | | Language Paper 1A: Fiction. | | | | |
| Core | 19thC Fiction language and structure analysis [AO2] using variety of extracts. Stress Lit/Lang crossover. | | Detailed study and analysis of a range of fiction texts from the 19 th century (using past exam extracts and questions). Study will focus on developing independent understanding of texts, as well as their subtle meanings. Further focus on language and structural analysis, personal response, reflection on different genre types and evaluation of the writer's craft. | | | | |
| Challenge | Develop a personal response to 19 th Century texts. | | | | | | |
| Assessment | [AO2]: Reading (extract analysis) "How does the writer use language and structure to..." | | | | | | |

Courage Term

| W/C | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | HALF TERM |
|------------|--|---------|---------|---------|---------|---|-----------|
| Topic | Literature Paper 2Ba: Anthology Poetry | | | | | Language Paper 2B. | |
| Core | First study of Edexcel Conflict Poetry cluster. Six poems by the end of the year. Explore context: come from the poem not the context. Learn <i>A Poison Tree</i> by heart. <i>A Poison Tree</i> <i>Destruction of Sennacherib</i> <i>Cousin Kate</i> <i>The Man he Killed</i> <i>Prelude</i> <i>Charge of the Light Brigade</i> | | | | | Transactional Writing [AO5 & 6]. Writing to persuade using poems as impetus and Hairy Horses for planning, writing and proof-reading. NB: could be covered in either half-term. | |
| Challenge | See what context can add to a reading of a poem. | | | | | | |
| Assessment | [AO2, 3] MOCK Exam: Anthology Poetry and unseen poetry. | | | | | | |

| W/C | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 | Week 37 | SUMMER |
|-----------|---|---------|---------|---------|---------|---------|--------|
| Topic | Literature Paper 2B: Poetry. | | | | | | |
| Core | All anthology poems covered by the end of the year. Introduce unseen. Continue to memorise poems by heart. Develop the skills needed to compare poems and use exam feedback to develop exam responses. Focus on language and structure, and personal response. | | | | | | |
| Challenge | Independently, analyse the use of language and structure in unseen poems. | | | | | | |

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| Assessment | [AO5, 6] MOCK exam: transactional writing (persuasive) | |
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