Curriculum Rationale: The purpose of this document is to explain the rationale behind the KS3 curriculum; the document explains why we have sequenced the curriculum in this way. We have sequenced the curriculum based on the spiral curriculum theory so that students can return to core skills and threshold concepts throughout KS3, which will provide them with the foundational knowledge as they move into KS4. This document is to be used in conjunction with our 'English Threshold Concepts', which has more detail in regard to the concepts we offer our girls from Year 7 to Year 11.

Inclusive Curriculum:

Our KS3 curriculum prioritises the representation of diverse voices, identities and experiences, ensuring that students encounter a broad range of perspectives beyond dominant or traditional narratives. It also encourages critical engagement with issues of power, inequality and marginalisation, enabling students to question how societies are structured and whose voices are amplified or silenced. Central to this approach is the commitment to ensuring that all students see aspects of their own identities and experiences reflected in the curriculum, supporting a stronger sense of belonging and engagement. At the same time, it ensures that content is accessible to all learners, with careful scaffolding and thoughtful text selection. These principles align closely with the ethos of Success for Everyone, as they promote high expectations, equity of opportunity and inclusive participation. Ultimately, this approach helps all students to develop confidence, critical awareness and the ability to succeed both academically and beyond the classroom.

Careers: There are strong, embedded links to careers throughout this LTP, as students consistently develop transferable skills that are highly valued in the workplace. The curriculum's emphasis on analytical thinking, structured writing, and interpretation of complex texts builds critical reasoning and problem-solving skills relevant to careers in law, journalism, education, and research. Units focused on transactional writing, such as letter writing, article writing, and speech writing, mirror real-world communication tasks, preparing students for professional contexts that require clarity, persuasion, and audience awareness. Furthermore, the sustained focus on oracy and presentation (including the Spoken Language endorsement) develops confidence in public speaking and interpersonal communication, key competencies across industries. By engaging with contemporary issues such as homelessness, inequality, and politics, students also gain awareness of careers linked to social justice, media, and public service, reinforcing the practical relevance of English beyond the classroom.

Personal Development and Cultural Capital: This LTP supports students' personal development and cultural capital through a carefully sequenced curriculum that exposes them to a wide range of texts, contexts, and global issues. Students engage with themes such as power, injustice, gender, identity, and social responsibility across units including myths, the Suffragette movement, Malala Yousafzai, environmental injustice, and texts like *Animal Farm*, *Stone Cold*, and *An Inspector Calls*, enabling them to develop empathy, moral

awareness, and a critical understanding of society. The inclusion of diverse voices, feminist and postcolonial lenses, and literature from different historical periods ensures students build cultural literacy and understand how perspectives are shaped by context. In addition, structured opportunities for oracy, debate, and persuasive writing foster confidence, self-expression, and the ability to articulate informed viewpoints, all of which are central to personal development. Collectively, the curriculum equips students with the knowledge, values, and cultural references needed to navigate and contribute meaningfully to the wider world.

Year 7			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**

Autumn 1	Myth and Legend	**Reading**: The purpose of this unit is to introduce students to foundational literary concepts and themes through the study of myths, while developing their **analytical** and communication skills.	**Substantive Knowledge (CONTENT)**
			
			Literary Concepts
			
			• Moral tales
			• Hubris
			• Representation of gender
			• Classic archetypes
			
			Literary Concepts
			
			• Characterisation
			  o Presentation of characters (appearance and personality)
			  o Protagonist vs antagonist
			• Recognition that themes and archetypes reappear across literature (via myths)
			
			Key Themes in Literature

			• Power • Injustice **Literature as Message** • Understanding that literature can convey messages • Introduction to aetiological myths (explaining origins or causes) **Disciplinary Knowledge (SKILLS)** **Analytical Writing** • **Personal response** to texts • Developing **annotation** through identification of methods and exploring effects • Constructing **WHAT statements** using inference • Introducing the **WHAT-HOW-WHY framework**: • Identifying and articulating **BIG IDEAS** • **Embedding quotations** effectively • Exploring the significance of key words: **denotation** and **connotation** and what these ideas suggest. • Considering reader response **Oracy** • Paired and class discussion • Shared reading
Autumn 2	**Letter Writing**	**Writing**: The purpose of this unit is to deepen students' understanding of **discursive writing** with a particular focus on **letter writing** as a formal	**Substantive Knowledge** • **Suffragette Movement** • Women fought for the right to vote. • Key leaders: Emmeline Pankhurst and the WSPU. • Methods: protests, campaigns, sometimes militant actions.

		and persuasive form. This will be explored through the theme of **social injustice** and **female representation**.
		
		This unit builds on KS2 foundations and prepares students to write with greater **clarity**, **purpose**, and **sophistication** in response to **real-world issues**. Students will also recall their knowledge of **leaflets** as part of this unit.
			• Result: voting rights for women in the UK and beyond.
			• **Malala Yousafzai & Women's Education**
			• Malala's story shows barriers to girls' education in conflict areas.
			• Education empowers women and reduces poverty.
			• Global efforts (UN, NGOs) promote education for all.
			
			Environmental Injustice
			
			• Poor and marginalised communities suffer most from climate change.
			• Common issues: lack of clean water, energy, and basic resources.
			• Environmental damage often worsens poverty and health problems.
			• Global campaigns and agreements aim to promote fairness and sustainability.
			
			Disciplinary Knowledge
			
			Planning Skills
			
			• Introducing the **three-part planning process**:
			  o Understanding the task
			  o Generating ideas
			  o Developing structure
			
			Persuasive Writing
			
			• Applying rhetorical strategies: **PERSUADER**
			  o Introducing **pathos**, **logos**, **ethos**
			• Structuring arguments effectively
			• Tailoring writing to suit **form**, **audience**, and **purpose**

Spring 1	**Enola Holmes: The Case of the Missing Marquess**	**Reading**: The purpose of this unit is to deepen students' understanding of storytelling and **literary analysis** through the study of a whole novel. This unit encourages students to read critically and respond thoughtfully, recognising how authors shape meaning through language and structure.	**Substantive Knowledge** **Literary Concepts** • Characterisation • Narrative structure • Setting • Relationships • Narrative development and the narrative arc • Use of tension • Use of *in media res* as an opening device • Imagery • Pathetic fallacy • Symbolism (e.g., ravens) • Lexical choices • Characterisation **Victorian Context – Oppression of Women** • Women had very few legal rights; property and income belonged to husbands. • Expected to marry and focus on domestic duties (Stretch: "Angel in the House" ideal). • Limited access to education and professional careers. • Social norms restricted women's independence and public voice. • Literature and media reinforced gender roles and submission. **Disciplinary Knowledge** **Analytical Reading** • Deepening critical understanding of how authors craft characterisation

			• Analysing literary techniques and their effects through annotation of extracts and key quotations **Textual Analysis** • Applying the WHAT-HOW-WHY framework with increased focus on **HOW** and beginning to explore **WHY** • Responding to texts with greater precision and insight

Spring 2	**Enola Holmes: The Case of the Missing Marquess – London through Literature**	**Writing**: The purpose of this unit is to support the development of students' creative writing skills, using the theme of 'London through the Ages' as inspiration.
		
		This unit encourages students to write with creativity, precision, and purpose, while drawing inspiration from historical and cultural contexts.
			Substantive Knowledge
			
			Creative Writing Concepts
			
			• Writing in **third person past tense**
			• **Writing to suit a given theme**
			• **Setting** and **character**
			• Use of literary techniques from *The Writer's Toolkit*:
			  o Imagery
			  o Pathetic fallacy
			  o Symbolism
			  o Lexical choices
			
			Language Awareness (AO6)
			
			• Conscious use of **powerful verbs, adjectives, and adverbs, crafting similes and metaphors.**
			• **Sentence structures (simple, compound, complex and minor).**
			
			Disciplinary Knowledge
			
			Planning Skills
			
			• Application of the **three-part planning process**:
			  ▪ Understanding the task

			▪ Generating ideas ▪ Developing structure **Creative Writing** • Embedding literary methods to enhance narrative quality • Selecting vocabulary purposefully to create mood, tone, and imagery **Language Awareness (AO6)** • Crafting descriptive passages with attention to **tense**, **perspective**, and **literary devices**
Summer 1	**Romeo and Juliet**	**Reading**: The purpose of this unit is to **deepen** students' **understanding** of **female representation** and identity through the study of Romeo and Juliet, with a particular focus on Juliet's character. This unit encourages students to **engage critically** and **creatively** with Shakespearean drama, while reflecting on contemporary issues of identity and representation. They will build their **analytical writing** with a stronger focus on **authorial intent**.	**Substantive Knowledge** **Literary Themes and Concepts** • **Female representation** and identity in contemporary society • **Power** and **Gender** • **Elizabethan context** and its influence on character and plot o Patriarchal society: men held authority, women had limited rights. o Marriage was often about status and wealth, not love. o Women were expected to be obedient and silent. **Play Form and Conventions** • Dialogue • Monologue • Soliloquy • Stage directions • Tragedy • Fatal flaw • Tragic hero

			Literary Techniques • Lexical choices • Symbolism • Metaphors • Imagery • Oxymoron • Juxtaposition **Disciplinary Knowledge** **Analytical Writing** • To develop **annotation** of extracts by identifying methods and exploring the effects. • To continue following the **arrow plan** to ensure a **clear**, structured **essay**. • Application of the **WHAT-HOW-WHY** framework, with growing confidence in **contextual analysis** (WHY) **Critical Reading** • Interpreting Shakespearean language and dramatic conventions • Analysing how themes and techniques shape meaning • Character study of Juliet - how does her character develop? **Oracy** • Reading in character • Hot seating to explore character motivation and interpretation • Performances across the unit

Summer 2	**Romeo and Juliet**	Reading	**Substantive Knowledge**
			
			Literary Themes and Concepts
			
			• **Female representation** and identity in contemporary society
			• **Power** and **Gender**
			• **Elizabethan context** and its influence on character and plot
			  o **Patriarchal society**: men held authority, women had limited rights.
			  o Marriage was often about status and wealth, not love.
			  o Women were expected to be obedient and silent.
			
			Play Form and Conventions
			
			• Dialogue
			• Monologue
			• Soliloquy
			• Stage directions
			• Tragedy
			• Fatal flaw
			• Tragic hero
			
			Literary Techniques
			
			• Lexical choices
			• Symbolism
			• Metaphors
			• Imagery
			• Oxymoron
			• Juxtaposition

			Disciplinary Knowledge
			
			• **Analytical Writing**
			  • To develop **annotation** of extracts by identifying methods and exploring the effects.
			  • To continue following the **arrow plan** to ensure a **clear**, structured **essay**.
			  • Application of the **WHAT-HOW-WHY** framework, with growing confidence in contextual analysis (WHY)
			
			Critical Reading
			
			• **Interpreting** Shakespearean language and **dramatic conventions**
			• Analysing how themes and techniques shape meaning
			• Character study of Juliet - how does her character develop?
			• *Some students will explore a **feminist perspective** of R&J*
			
			Oracy
			
			• Reading in character
			• Hot seating to explore character motivation and interpretation
			• Performances across the unit

Year 8			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	**Stone Cold: The Modern Play**	Students will build on their understanding of **narrative structure** and **character development** from Year 7, applying these skills to a **modern play** text and shifting away from a Shakespearean play. Students will focus on how Stone Cold reflects **contemporary social issues** such as **homelessness**, **mental health**, and **youth vulnerability**.	**Substantive Knowledge** • **Dramatic methods**: dramatic irony, stage directions, use of song, lighting, monologues • **Literary methods** in scripts: symbolism, metaphors, imagery, similes • **Characters** as **constructs** and **character development** • **Character foils** • **Thematic links** to **homelessness**, **mental health** and **youth vulnerability** and how this is applied to **modern politics** • Further thematic links to **power** and **control** **Disciplinary Knowledge** **Analytical Writing** • To develop annotation of extracts by identifying methods and exploring the effects. • To continue following the **arrow plan** to ensure a **clear**, structured **essay**. • Application of the **WHAT-HOW-WHY** framework, with growing confidence in contextual analysis (WHY) **Critical Reading** • Interpreting **dramatic conventions** • *Some students will explore a **modern perspective** and **authorial intent**.*

			Oracy • Reading in character/script reading • Hot seating to explore character motivation and interpretation

Autumn 2	**Article Writing through Homelessness**	Students will build on their foundational **writing** skills by learning how to craft engaging, **informative**, and **persuasive articles** for **real-world audiences**.
		
		Students will identify and understand the **key features** of **article** writing, including headlines, introductions, body paragraphs, conclusions, tone, and audience awareness.
			Substantive Knowledge
			
			• **Broadsheet vs tabloid newspapers vs magazine articles**
			  o Headline, subtitle, byline, introduction, main body, conclusion
			  o Register: formality
			  o Tone
			  o Purpose
			• **Rhetorical methods**
			  o Pathos, logos, ethos
			  o PERSUADER
			  o Stronger focus this term on anecdotes, testimonies, expert quotations and statistics.
			
			Disciplinary Knowledge:
			
			• How to **annotate** articles skillfully by identifying the characteristics of a successful article
			
			• **Three-part planning process**
			  o TAP
			  o Generate Ideas: introduced to the **MESI** approach
			  o **Structuring paragraphs**: Personal, Problem, Solution, Personal
			
			• Building **stamina** and writing at length

Spring 1	**She is Fierce: Poetry**	Students will deepen their understanding of **poetic features** and conventions through a wider and diverse range of more challenging poems exploring the theme of **femininity**.
		Where students have not covered poetry explicitly in Year 7, they have been introduced to Shakespearean verse.
			Substantive Knowledge
			• Poetic form and methods
			  ○ Free verse
			  ○ Stanzas
			  ○ Rhythm
			  ○ Enjambment & Caesura (lineation)
			  ○ Figurative language: metaphors, similes, personification
			  ○ Imagery
			  ○ Repetition
			• Feminism and feminist icons
			• Oppression of women across
			
			Disciplinary Knowledge
			• Students continue to practice the skill of annotation by identifying methods and exploring effects.
			• To continue following the **arrow plan** to ensure a **clear**, structured **essay**.
			• Students will further develop their analytical writing and start to master the **WHAT HOW WHY** process.
			• Students will be introduced to the **feminist lens**. Students will start to develop their analysis by referring to the feminist lens.

Spring 2	**Folk Lore: Whole Text Structure**	Students will be introduced to **folk lore** from across the world in order to begin focusing more securely on **whole-text structure**.	**Substantive Knowledge** • **Narrative structure** (Freytag), including key concepts of exposition, rising tension, dramatic climax, falling action and resolution. • Cyclical structure, withholding information, narrative perspectives, motifs and shifts in focus.

			• Explore a range of cultural contexts from around the world. • Exploration of morals and allegories. **Disciplinary Knowledge:** **Planning Skills** • Application of the **three-part planning process**: a. Understanding the task b. Generating ideas c. Developing structure • Students will refine their own use of **structure** in narrative writing and will be introduced to the Narrative Steps scaffold. **Drop** – **Zoom** – **Shift** - **Link**
Summer 1	**Pastoralism** **Animal Farm**	Students will hone their use of the three-part planning process and creative writing from the previous term; however, they will do this through **pastoralism**. Their knowledge of pastoral literature will support their **descriptive writing** as well as support understanding of the **setting** in Animal Farm. Students will then move on to an exploration of Animal Farm and further develop their critical **analysis**.	**Substantive Knowledge** • **Pastoralism:** In **descriptive writing**, *pastoralism* refers to a literary style or theme that focuses on **idealised rural life and nature**, often portraying the countryside as peaceful, simple, and harmonious compared to the complexity of city life. **Definition**: Writing that celebrates nature, rural landscapes, and simple living. **Features**: • Calm, idyllic settings (fields, hills, rivers). • Positive tone about nature and rural life.

			• Often contrasts with urban life. • **Purpose**: Creates a sense of peace, beauty, and escape. **Disciplinary Knowledge:** **Planning Skills** • Application of the **three-part planning process**: d. Understanding the task e. Generating ideas f. Developing structure • Descriptive writing: Students will refine their own use of **structure** in narrative writing and will be introduced to the Narrative Steps scaffold. **Drop** – **Zoom** – **Shift** - **Link; however,** students will ensure that they are incorporating a range of figurative language and imagery. **Substantive Knowledge** • Allegories • Fables • Symbolism • Figurative language • Rhetoric (Pathos, logos, ethos) • Students will begin to develop an understanding of **authorial intent**. • They will start to understand how characters are used as **symbols/ mouthpieces/vehicles/emblems** to achieve an authorial goal. • Students will continue to develop their understanding of **characterisation** through

			appearance, personality, dialogue and relationships with other characters. • They will begin to understand that they are **constructed within a context.** • Students will build an understanding of effective **persuasive rhetorica**l devices used by characters in the novel. • Students will explore the theme of **power** and **tyranny**. **Disciplinary Knowledge** • Students to secure their **annotation** skills on various extracts • Students to practice **tracking** a character **across a text** • To continue following the **arrow plan** to ensure a **clear**, structured **essay**. • Students will further develop critical analysis skills and how to write more academically following the **WHAT HOW WHY process.**
Summer 2	**Animal Farm**	Students will continue to explore Animal Farm and further develop their critical **analysis as well as focusing on authorial intent and contextual factors.**	**Substantive Knowledge** • Allegories • Fables • Symbolism • Figurative language • Rhetoric (Pathos, logos, ethos) • Students will begin to develop an understanding of **authorial intent**. • They will start to understand how characters are used as **symbols/ mouthpieces/vehicles/emblems** to achieve an authorial goal. • Students will continue to develop their understanding of **characterisation** through

			appearance, personality, dialogue and relationships with other characters. • They will begin to understand that they are **constructed within a context.** • Students will build an understanding of effective **persuasive rhetorica**l devices used by characters in the novel. • Students will explore the theme of **power** and **tyranny**. **Historical Context – Animal Farm** • Written by George Orwell in 1945. • It is an **allegory** of the Russian Revolution (1917) and rise of communism. • The pigs represent leaders like **Stalin and Trotsky**. • Shows how power can lead to **corruption and inequality**. • Explores themes of **propaganda, control, and betrayal**. **Disciplinary Knowledge** • Students to secure their **annotation** skills on various extracts • Students to practice **tracking** a character **across a text** • Students • To continue following the **arrow plan** to ensure a **clear**, structured **essay**. • Students will further develop critical analysis skills and how to write more academically following the **WHAT HOW WHY process.**

Year 9			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	**Dystopia: Reading**	The **purpose of this unit** is to deepen students' understanding of the short story form through the lens of the **dystopian genre**, while developing their **analytical skills.**	**Substantive Knowledge** **Short Story Elements** • Structure and plot development • Characterisation **Genre Understanding** • Conventions of the dystopian genre • Modern dystopian short stories **Literary Devices** • Symbolism • Figurative language • Imagery • Pathetic fallacy • Repeated motifs • Characters as constructs

			Conceptual and Contextual Knowledge • Conceptual interpretations (e.g. power and oppression) • Contextual understanding of authorial intent • Characters as constructs, vehicles, or emblems **Disciplinary Knowledge:** **Analytical Reading** • Identifying and exploring genre conventions • Interpreting symbolism, motifs, and imagery • Making conceptual links to contemporary issues **Critical Thinking** • Understanding characters' functions in texts • Exploring how context shapes meaning and reader response **Writing and Communication** • Developing extended analytical writing • Using the **WHAT-HOW-WHY** structure to frame analysis with a focus on alternative interpretations and 'writing a lot about a little'.
Autumn 2	**Dystopia: Writing**	This unit is designed to develop students' **creative writing skills** through the lens of the **dystopian genre**. Students will **recall** their knowledge and build on	**Substantive Knowledge** • Features and conventions of the **dystopian genre**. • The role and impact of **narrative hooks** and **setting** in story openings. • How **tone** is shaped through **lexical choices**.

		their knowledge from previous units such as: 1. Y7: London Creative Writing 2. Y8 Pastoralism	• Methods for **building tension**, particularly through **sentence structure**. • The concept and purpose of a **cyclical structure** in narrative writing. • Use of the **Writer's Toolkit** (presumably a set of stylistic and structural devices taught in your curriculum). **Disciplinary Knowledge:** • The **three-part planning process** for writing: o Understanding the task o Generating ideas o Developing structure **Language Awareness (AO6)** • Select vocabulary purposefully to establish tone. • Manipulate sentence structures to build tension and control pacing. • Construct narratives with a deliberate cyclical structure. • Integrate stylistic devices from the Writer's Toolkit into creative writing.
Spring 1	**Diverse Voices: Poetry** **Reading**	This unit aims to **deepen** students' **understanding** and appreciation of poetry by exploring a **diverse range** of **voices** and **identities**. Students will **build** on their knowledge of poetry and recall core concepts from Year 8 'She is Fierce' poetry collection.	**Substantive Knowledge** • A wider and more diverse range of **challenging poems** exploring **diverse voices and identities**. • **Poetic form** and its conventions, including: o Stanza o Enjambment o Rhythm o Rhyme o Lineation o Figurative imagery

			○ Structural devices • The influence of **voice, perspective, and cultural context** on meaning. • Key **poetic devices**, including those introduced in the *Year 8 "She is Fierce"* unit. • Exploration of Indian, Pakistani, Black British experiences, and what it means to be an immigrant. **Disciplinary Knowledge** • Analyse and interpret complex poems with a focus on **diverse voices and identities**. • Identify and explain the use of **poetic and structural conventions**. • Explore how **voice, perspective, and cultural context** shape meaning in poetry. • Build on prior learning by recognising and analysing **key poetic devices** in more sophisticated texts with a conscious view of how language and structure work together to craft meanings. • Students will develop their critical voice by **considering multiple perspectives** and lived experiences. • Students will further develop their **analytical** writing and start to master the **WHAT HOW WHY** process. • Some students will be introduced to the postcolonial lens. Students will start to develop their analysis by referring to the postcolonial lens and exploring how poetry gives space to underrepresented voices
Spring 2	**She is Fierce: Speech Writing**	This unit aims to **enhance students' persuasive writing** and **speaking skills** by deepening their understanding of **rhetoric**,	**Substantive Knowledge** • Understanding how **form, audience, and purpose** shape writing. • Recap and extension of **rhetorical techniques** introduced in Year 8.

		audience awareness, and **structural methods**.
		
		This is a unit planned to **build** on the Y7 letter writing unit and Y8 article writing unit so that students cover a **range** of **transactional texts** as well as **developing** their **understanding** of **rhetoric**.
			• Knowledge of **structural rhetoric** to enhance memorability in writing.
			• Deeper understanding of **pathos, logos, and ethos** as persuasive strategies.
			• Awareness of the **Spoken Language endorsement** requirements in Year 10.
			
			Disciplinary Knowledge
			
			• The **three-part planning process**:
			  o Understanding the task
			  o Generating ideas
			  o Developing structure
			
			• Apply knowledge of **form**, **audience**, and **purpose** to craft effective speeches.
			• Use **rhetorical devices** confidently and creatively in original writing.
			
			Language Awareness (AO6)
			
			• **Structure speeches** using rhetorical techniques for clarity and impact and to further build on the **PERSONAL**, **PROBLEM**, **SOLUTION**, **PERSONAL** method.
			• Deliberate sentence structures
			
			Oracy
			
			• Develop **oracy skills** through performance and public speaking.
			• Prepare for formal speaking assessments through participation in a **year group competition**.

Summer 1	**The Tempest: Reading**	This unit is designed to **deepen** students' **understanding** of **Shakespearean drama** by	**Substantive Knowledge** • The **play form** and its conventions, building on prior study of *Romeo and Juliet* and *Stone Cold*.

		exploring the **play form**, **dramatic conventions**, and the **tragi-comedy genre**.
		
		Through the study of a challenging text, students will expand their knowledge of **characterisation**, **language**, and **historical context**, while developing **analytical** skills that **prepare** them for **future** study, including *Macbeth* in Year 10.
			• The **tragi-comedy genre** and its specific conventions within Shakespeare's works.
			• **Dramatic methods**, including:
			  o Soliloquies
			  o Prose vs. verse
			  o Stage directions
			• At this point in KS3, students will learn how to **track** a character across a plan in preparation for KS4.
			• The concept of **character foils** and the dynamics of **character relationships**.
			• **Shakespearean language** and its impact on audience perception.
			• **Jacobean attitudes and prejudices**, and how these influence characterisation and audience response.
			• Introduction to **post-colonialism** through the character of Caliban, including the Age of Discovery.
			• Contextual knowledge that supports future study of *Macbeth* in Year 10.
			
			Disciplinary Knowledge:
			
			• Analyse the **form and structure** of a play with increasing sophistication.
			• Identify and interpret **dramatic techniques** and their effects.
			• Explore **character relationships** and the use of **foils** to highlight contrasts.
			• Evaluate how **language choices** shape audience understanding of character.
			• Interpret texts through a **contextual lens**, particularly Jacobean values and beliefs.
			• Apply **post-colonial perspectives** in literary analysis.
			• Build on prior learning to develop more **nuanced analytical writing**.

Summer 2	**The Tempest: Reading**	This unit is designed to **deepen** students'	**Substantive Knowledge**

		understanding of **Shakespearean drama** by exploring the **play form**, **dramatic conventions**, and the **tragi-comedy genre**.
		
		Through the study of a challenging text, students will expand their knowledge of **characterisation**, **language**, and **historical context**, while developing **analytical** skills that **prepare** them for **future** study, including *Macbeth* in Year 10.
			• The **play form** and its conventions, building on prior study of *Romeo and Juliet* and *Stone Cold*.
			• The **tragi-comedy genre** and its specific conventions within Shakespeare's works.
			• **Dramatic methods**, including:
			  ○ Soliloquies
			  ○ Prose vs. verse
			  ○ Stage directions
			• At this point in KS3, students will learn how to **track** a character across a plan in preparation for KS4.
			• The concept of **character foils** and the dynamics of **character relationships**.
			• **Shakespearean language** and its impact on audience perception.
			• **Jacobean attitudes and prejudices**, and how these influence characterisation and audience response.
			• Introduction to **post-colonialism** through the character of Caliban, including the Age of Discovery.
			• Contextual knowledge that supports future study of *Macbeth* in Year 10.
			
			Disciplinary Knowledge:
			
			• Analyse the **form and structure** of a play with increasing sophistication.
			• Identify and interpret **dramatic techniques** and their effects.
			• Explore **character relationships** and the use of **foils** to highlight contrasts.
			• Evaluate how **language choices** shape audience understanding of character.
			• Using the WHAT HOW WHY structure to ensure a clear sequence of paragraphs in an essay.
			• Interpret texts through a **contextual lens**, particularly Jacobean values and beliefs.
			• Apply **post-colonial perspectives** in literary analysis.
			• Build on prior learning to develop more **nuanced analytical writing**.

Year 10			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	**Literature: A Christmas Carol**	This unit aims to **deepen** students' understanding of **literary methods** through the study of ***A Christmas Carol***. By exploring **characterisation**, **structure**, **language**, and **context**, students will develop their **analytical reading** and writing skills while gaining insight into **Victorian values**, **social responsibility**, and the enduring relevance of Dickens' message. Students have spent three years developing their understanding of analysis and how to apply this in their own essays, using the WHAT HOW WHY method.	**Substantive Knowledge** **Plot & Structure** • Key events in each stave and their significance. • Narrative structure: exposition, rising action, climax, resolution. **Characterisation** • Scrooge's transformation and its moral implications. • Role of secondary characters (Cratchit family, Fred, Marley, Ghosts). **Themes** • Social responsibility and charity. • Poverty and inequality. • Redemption and transformation. • Christmas spirit and generosity. **Context (AO3)** • Victorian social issues: poverty, workhouses, industrialisation.

			• Dickens' purpose and moral message. • Influence of Christian values and Victorian morality. **Language & Style** • Use of symbolism (chains, light/dark imagery). • Figurative language: similes, metaphors, personification. • Tone and narrative voice. **Form & Genre** • Novella form and its impact. • Allegorical elements. **Disciplinary Knowledge** • Students will build on their annotations by further practice of quotation explosions and extract analysis • Students will further develop their **analytical** writing and start to master the **WHAT HOW WHY** process with a specific reference to Assessment Objectives: **AO1 – Read, understand, respond to texts** • Develop a **clear thesis** in response to the question. • Use **precise textual references** to support ideas. • Write **coherent, structured essays** with topic sentences. • Show **critical understanding** of the text as a whole. **AO2 – Analyse language, form, structure** • Identify and explain **writer's methods** (imagery, symbolism, dialogue). • Analyse **structural choices** (stave divisions, narrative perspective). • Explore **effects on the reader** and link to meaning.

			• Embed **short, relevant quotations** effectively. **AO3 – Show understanding of context** • Link ideas to **Victorian social and historical context**. • Explain Dickens' **purpose and moral message**. • Connect themes to **contemporary issues** where relevant.

Autumn 1	**Language Paper 1: Question 5**	This unit aims to develop students' ability to craft imaginative and effective descriptive writing by mastering planning, structure, and language. Through the use of the three-part planning process and the Drop, Shift, Zoom, Link technique, students will learn to communicate ideas clearly and creatively, while refining their control of vocabulary, sentence structure, and technical accuracy.	**Substantive Knowledge**
			
			• Understanding the **purpose, audience, and form** of descriptive writing.
			• The **three-part planning process**:
			  o **Understand the task** (what is being asked and who it's for)
			  o **Generate ideas** (brainstorm sensory details, settings, characters, atmosphere)
			  o **Develop structure** (organise ideas using Drop, Shift, Zoom, Link)
			• The **Drop, Shift, Zoom, Link** structure:
			  o **Drop** the reader into the action or setting
			  o **Shift** focus to a different detail or perspective
			  o **Zoom** in on a specific image or moment
			  o **Link** back to the opening or theme for cohesion
			• Key **language and structural features** of effective descriptive writing (e.g. figurative language, varied sentence structures, paragraphing for effect)
			
			Skills
			
			• **AO5: Content and Organisation**
			  o Craft imaginative and engaging descriptions using vivid detail and sensory language.

			○ Select and adapt **tone, style, and register** for purpose and audience. ○ Organise writing using **Drop, Shift, Zoom, Link** to create cohesion and narrative flow. ○ Use **structural features** (e.g. paragraphing, repetition, contrast) to enhance meaning. • **AO6: Technical Accuracy** ○ Use a **range of vocabulary** for precision and effect. ○ Vary **sentence structures** to control pace and build atmosphere. ○ Apply accurate **spelling, punctuation, and grammar** to support clarity and impact. • **Planning and Drafting** ○ Use the **three-part planning process** to structure ideas before writing. ○ Edit and refine writing to improve clarity, coherence, and stylistic impact. •
Autumn 2	**Literature: A Christmas Carol**	This unit aims to **deepen** students' understanding of **literary methods** through the study of ***A Christmas Carol***. By exploring **characterisation**, **structure**, **language**, and **context**, students will develop their **analytical reading** and writing skills while gaining insight into **Victorian values**, **social responsibility**, and the enduring relevance of Dickens' message. Students have spent three years developing their understanding of analysis and	**Substantive Knowledge** **Plot & Structure** • Key events in each stave and their significance. • Narrative structure: exposition, rising action, climax, resolution. **Characterisation** • Scrooge's transformation and its moral implications. • Role of secondary characters (Cratchit family, Fred, Marley, Ghosts). **Themes** • Social responsibility and charity. • Poverty and inequality. • Redemption and transformation.

		how to apply this in their own essays, using the WHAT HOW WHY method.	• Christmas spirit and generosity. **Context (AO3)** • Victorian social issues: poverty, workhouses, industrialisation. • Dickens' purpose and moral message. • Influence of Christian values and Victorian morality. **Language & Style** • Use of symbolism (chains, light/dark imagery). • Figurative language: similes, metaphors, personification. • Tone and narrative voice. **Form & Genre** • Novella form and its impact. • Allegorical elements. **Disciplinary Knowledge** • Students will build on their annotations by further practice of quotation explosions and extract analysis • Students will further develop their **analytical** writing and start to master the **WHAT HOW WHY** process with a specific reference to Assessment Objectives: **AO1 – Read, understand, respond to texts** • Develop a **clear thesis** in response to the question. • Use **precise textual references** to support ideas. • Write **coherent, structured essays** with topic sentences. • Show **critical understanding** of the text as a whole.

			AO2 – Analyse language, form, structure • Identify and explain **writer's methods** (imagery, symbolism, dialogue). • Analyse **structural choices** (stave divisions, narrative perspective). • Explore **effects on the reader** and link to meaning. • Embed **short, relevant quotations** effectively. **AO3 – Show understanding of context** • Link ideas to **Victorian social and historical context**. • Explain Dickens' **purpose and moral message**. • Connect themes to **contemporary issues** where relevant.

Autumn 2	**Language Paper 1: Section A Q1-4**	This unit aims to develop students' analytical reading and writing skills by teaching them how to interpret and evaluate texts using the WHAT-HOW-WHY structure. Through close reading and structured responses, students will learn to identify key information, analyse language and structure, and evaluate writer's choices with increasing confidence and precision. We teach this paper first as it the skills transfer well to Literature Paper 1 and especially with ACC.	**Substantive Knowledge**
			
			• Understanding the **purpose and format** of AQA Paper 1, Section A (Questions 1–4).
			• Familiarity with the **WHAT-HOW-WHY** structure:
			  ○ **WHAT**: Identify what the writer is saying or doing (e.g. a key idea).
			  ○ **HOW**: Explain how the writer achieves this (e.g. through language, structure, or form).
			  ○ **WHY**: Explore why the writer has made these choices and the intended effect on the reader.
			• Knowledge of **subject terminology** (e.g. metaphor, juxtaposition, sentence types, narrative perspective).
			• Understanding of **language and structural features** and their effects.

			• Awareness of **writer's purpose, audience, and context** where relevant.
			
			Skills
			
			AO1: Identify and interpret explicit and implicit information and ideas
			
			• Skim and scan texts to locate **explicit information** (Q1).
			• Infer **implicit meanings** and ideas using evidence (Q2).
			• Select and synthesise relevant evidence from the text.
			
			AO2: Analyse language and structure
			
			• Use the **WHAT-HOW-WHY** structure to:
			  o Identify key **language and structural features**.
			  o Explain how these features create meaning or influence the reader.
			  o Use **precise subject terminology** to support analysis (Q3).
			
			AO3: Compare writers' ideas and perspectives
			
			• Identify similarities and differences in **ideas and perspectives** across texts.
			• Compare **how** these are conveyed using language and structure (Q4).
			• Use comparative connectives and structured paragraphs to show clear links.
			
			AO4: Evaluate texts critically
			
			• Make **judgements** about the writer's success in achieving their purpose.
			• Support evaluations with **well-chosen textual references**.

			• Explore **alternative interpretations** where appropriate. **Integrated Writing Skills** • Plan responses using a **three-part structure** (WHAT-HOW-WHY). • Write clearly and cohesively, using **topic sentences**, **embedded evidence**, and **analytical commentary**. • Use a range of **sentence structures and vocabulary** to express ideas effectively. • Edit and refine writing for **clarity, accuracy, and impact**.
Spring 1	**Literature: An Inspector Calls**	**This unit aims to** develop students' understanding of social responsibility, morality, and dramatic technique through J.B. Priestley's *An Inspector Calls*. We teach this text **after A Christmas Carol** because students can draw on their prior knowledge of how writers use character transformation and moral messages to critique society, building on Dickens' Victorian context to explore Priestley's post-war socialist perspective. By sequencing the modern play after the 19th-century novella, students deepen their	**Substantive Knowledge** **Plot & Structure** • Sequence of events and cyclical structure. • Use of **dramatic irony**, tension, and cliff-hangers. **Characterisation** • Roles and development of the Birling family, Gerald, and Inspector Goole. • Contrasts between older and younger generations. **Themes** • Social responsibility and collective morality. • Class, gender, and generational conflict. • Capitalism vs socialism. **Context (AO3)** • Edwardian society and class divisions. • Post-WWII context and Priestley's socialist views. • Gender roles and expectations. **Language & Style**

		ability to compare how different writers across time use structure, dialogue, and symbolism to challenge inequality—skills they began developing in Year 8 when studying modern drama, which provides a foundation for analysing stagecraft and audience impact.	• Dialogue and stage directions. • Use of **symbolism** (e.g., the Inspector as a moral conscience). **Form & Genre** • Well-made play conventions. • Morality play elements. **Dramatic Devices** • **Entrances and exits**: Inspector's arrival, timing of Eric's return, Gerald's exit. • **Lighting**: "Pink and intimate" shifting to "brighter and harder" when Inspector arrives. • **Stage directions**: Physical positioning, props, and movement to convey tension. • **Sound effects**: Doorbell interrupting Birling's speech. • **Foreshadowing and irony**: Birling's confident predictions about Titanic and war. **Disciplinary Knowledge** • Students will build on their annotations by further practice of quotation explosions and extract analysis • Students will further develop their **analytical** writing and start to master the **WHAT HOW WHY** process with a specific reference to Assessment Objectives: **AO1 – Read, understand, respond to texts** • Develop **clear, focused arguments** in response to questions. • Use **accurate textual references** from dialogue and stage directions.

			• Write **structured essays** with logical progression. • Show **critical understanding** of the play as a whole. **AO2 – Analyse language, form, structure** • Analyse **dramatic techniques** (lighting, entrances/exits, irony, symbolism). • Explore **stagecraft** and its impact on audience. • Explain **effects on the audience** and link to meaning. • Embed **short, relevant quotations** effectively. **AO3 – Show understanding of context** • Link ideas to **Edwardian social hierarchy** and **post-war attitudes**. • Explain Priestley's **political and moral purpose**. • Connect themes to **historical and social change**.
Spring 1	**Language Paper 2: Section A Q1-4**	**This unit aims to** develop students' ability to read critically and compare writers' viewpoints and perspectives across different time periods. We teach this after Paper 1 because students can draw on their prior knowledge of analysing language and structure in	**Substantive Knowledge** **Paper Structure** • Two non-fiction texts: one contemporary, one from 19th century. • Four questions (Q1–Q4) assessing reading skills. **Text Types** • Articles, letters, speeches, autobiographies, travel writing. **Key Concepts** • **Viewpoints and perspectives**: identifying attitudes and opinions. • **Language and structure analysis**: tone, register, rhetorical devices.

		fiction, applying those skills to non-fiction texts while introducing comparison and contextual understanding. By sequencing Section A here, students build confidence in identifying attitudes, analysing rhetorical methods, and comparing ideas—skills that prepare them for the more complex synthesis required in Question 4 and support their development as evaluative readers.	• **Comparative reading**: similarities and differences in ideas and methods. **Language Features** • Rhetorical devices: repetition, emotive language, direct address. • Figurative language: metaphors, similes, imagery. • Sentence types and structural shifts. **Contextual Awareness** • Understanding purpose, audience, and form. • Historical and social context influencing viewpoint.
Spring 2	**Macbeth: Literature Paper 1**	**This unit aims to** develop students' understanding of tragedy, ambition, and the interplay between fate and free will through Shakespeare's *Macbeth*. We teach this text **after A Christmas Carol and An Inspector Calls** because students can build on their prior knowledge of how writers use character arcs and moral	**Substantive Knowledge** **Plot & Structure** • Key events: witches' prophecies, Duncan's murder, Banquo's ghost, Lady Macbeth's decline. • Structure: exposition → rising action → climax → resolution. • Cyclical motifs: supernatural influence, ambition, guilt. **Characterisation** • Macbeth's transformation from loyal thane to tyrant. • Lady Macbeth's ambition and psychological collapse. • Role of minor characters (Banquo, Macduff, Malcolm).

		dilemmas to critique society, now applying those ideas to a Jacobean context and a dramatic form rich in soliloquies and symbolism. By sequencing *Macbeth* third, students progress from exploring Victorian and modern social responsibility to analysing how Shakespeare uses language, structure, and stagecraft to examine power and corruption, deepening their ability to compare texts across time and genre.	**Themes** • Ambition and power. • Fate vs free will. • Guilt and conscience. • Masculinity and femininity. • The supernatural. • Power • Leadership **Context (AO3)** • Jacobean beliefs: divine right of kings, witchcraft, gender roles. • Shakespeare's purpose: warning against regicide and ambition. **Language & Style** • Soliloquies revealing inner conflict. • Imagery: blood, darkness, disease. • Symbolism and motifs • Figurative language • Verse: iambic pentameter, trochaic tetrameter and blank verse **Form & Genre** • Tragedy conventions. • Influence of Greek tragic structure. **Dramatic Devices** • **Entrances/Exits**: Banquo's ghost at the banquet, Lady Macbeth's sleepwalking. • **Lighting & Sound**: Thunder for witches, knocking after Duncan's murder. • **Stage Directions**: Apparitions, banquet scene chaos.

			• **Irony & Foreshadowing**: "Fair is foul, and foul is fair." **Disciplinary Knowledge** • Students will build on their annotations by further practice of quotation explosions and extract analysis • Students will further develop their **analytical** writing and start to master the **WHAT HOW WHY** process with a specific reference to Assessment Objectives: **AO1 – Read, understand, respond to texts** • Develop **clear thesis statements** in response to questions. • Use **precise textual references** (including stage directions). • Write **coherent essays** with topic sentences. • Show **critical understanding** of the play as a whole. **AO2 – Analyse language, form, structure** • Analyse **imagery, symbolism, soliloquies**. • Explore **dramatic techniques** (entrances, exits, lighting, sound). • Explain **effects on audience** and link to meaning. • Embed **short, relevant quotations** effectively. **AO3 – Show understanding of context** • Link ideas to **Jacobean beliefs** and Shakespeare's purpose. • Explain attitudes to **kingship, gender, and the supernatural**. • Connect themes to **historical and cultural context**.

Spring 2	**Language Paper 2: Question 5**	**This unit aims to** consolidate students' ability to communicate effectively and persuasively in writing by applying all the reading and analysis Disciplinary Knowledge earlier in the course. We teach this part of the exam last because it requires students to draw on their understanding of tone, viewpoint, and rhetorical methods from Section A and transform that knowledge into their own crafted writing. By sequencing Q5 at the end, students can confidently apply the **three-part planning process (TAP the task, generate ideas, sequence ideas)** and use the **PERSONAL → PROBLEM → SOLUTION → PERSONAL** structure to produce sophisticated, purposeful responses that meet AO5 and AO6 criteria.	**Substantive Knowledge** **Question Requirements** • Write to **express a viewpoint** in a specified form (article, speech, letter). • Audience and purpose must shape tone, register, and content. **Forms & Conventions** • Articles: headline, subheadings, engaging opening. • Speeches: rhetorical devices, direct address. • Letters: formal/informal conventions. **Language Features** • Drawing on knowledge of rhetoric (pathos, logos and ethos) and use of PERSUADER. • Figurative language: metaphors, anecdotes. • Cohesion: discourse markers, varied sentence structures. **Structure** • Logical sequencing of ideas. • Clear introduction and conclusion. • **PERSONAL → PROBLEM → SOLUTION → PERSONAL** for impact. **Disciplinary Knowledge** **AO5 – Communicate clearly, effectively, imaginatively** • Adapt tone and register for **TAP** (Task, Audience, Purpose).

			• Use **engaging openings and endings**.
			• Organise ideas using **logical sequencing** and cohesive devices.
			• Apply **PERSONAL → PROBLEM → SOLUTION → PERSONAL** structure:
			  o **Personal**: Start with a personal anecdote or viewpoint.
			  o **Problem**: Explain the issue clearly and why it matters.
			  o **Solution**: Suggest practical or inspiring solutions.
			  o **Personal**: End by returning to your initial perspective for impact.
			
			AO6 – Technical accuracy
			
			• Use varied sentence structures for effect.
			• Apply accurate spelling, punctuation, and grammar.
			• Control paragraphing for clarity and emphasis.

Summer 1	**Literature: Macbeth**	**This unit aims to** develop students' understanding of tragedy, ambition, and the interplay between fate and free will through Shakespeare's *Macbeth*. We teach this text **after A Christmas Carol and An Inspector Calls** because students can build on their prior knowledge of how writers use character arcs and moral dilemmas to critique society, now applying those ideas to a	**Substantive Knowledge** **Plot & Structure** • Key events: witches' prophecies, Duncan's murder, Banquo's ghost, Lady Macbeth's decline. • Structure: exposition → rising action → climax → resolution. • Cyclical motifs: supernatural influence, ambition, guilt. **Characterisation** • Macbeth's transformation from loyal thane to tyrant. • Lady Macbeth's ambition and psychological collapse. • Role of minor characters (Banquo, Macduff, Malcolm). **Themes**

		Jacobean context and a dramatic form rich in soliloquies and symbolism. By sequencing *Macbeth* third, students progress from exploring Victorian and modern social responsibility to analysing how Shakespeare uses language, structure, and stagecraft to examine power and corruption, deepening their ability to compare texts across time and genre. We choose to only teach Literature in this term to ensure that we have complete coverage of Macbeth for Year 10s PPEs, as we have already covered all of the Language papers.	• Ambition and power. • Fate vs free will. • Guilt and conscience. • Masculinity and femininity. • The supernatural. • Power • Leadership **Context (AO3)** • Jacobean beliefs: divine right of kings, witchcraft, gender roles. • Shakespeare's purpose: warning against regicide and ambition. **Language & Style** • Soliloquies revealing inner conflict. • Imagery: blood, darkness, disease. • Symbolism and motifs • Figurative language • Verse: iambic pentameter, trochaic tetrameter and blank verse **Form & Genre** • Tragedy conventions. • Influence of Greek tragic structure. **Dramatic Devices** • **Entrances/Exits**: Banquo's ghost at the banquet, Lady Macbeth's sleepwalking. • **Lighting & Sound**: Thunder for witches, knocking after Duncan's murder. • **Stage Directions**: Apparitions, banquet scene chaos. • **Irony & Foreshadowing**: "Fair is foul, and foul is fair."

			Disciplinary Knowledge • Students will build on their annotations by further practice of quotation explosions and extract analysis • Students will further develop their **analytical** writing and start to master the **WHAT HOW WHY** process with a specific reference to Assessment Objectives: **AO1 – Read, understand, respond to texts** • Develop **clear thesis statements** in response to questions. • Use **precise textual references** (including stage directions). • Write **coherent essays** with topic sentences. • Show **critical understanding** of the play as a whole. **AO2 – Analyse language, form, structure** • Analyse **imagery, symbolism, soliloquies**. • Explore **dramatic techniques** (entrances, exits, lighting, sound). • Explain **effects on audience** and link to meaning. • Embed **short, relevant quotations** effectively. **AO3 – Show understanding of context** • Link ideas to **Jacobean beliefs** and Shakespeare's purpose. • Explain attitudes to **kingship, gender, and the supernatural**. • Connect themes to **historical and cultural context**.

Summer 2	**Year 10 PPEs**		

Summer 2	**English Language: Spoken Language NEA**	**While we don't use curriculum time for the Spoken Language NEA, the purpose of this component is** to give students an opportunity to develop confidence in formal speaking and listening, skills that are essential for academic success and future employment. It encourages students to plan, present, and respond effectively in a structured context, reinforcing their ability to communicate ideas clearly and persuasively—skills that complement the writing and analytical abilities assessed in the main GCSE exams.
		
		Students have intervention outside of curriculum time to support their development
			Disciplinary Knowledge (AO9)
			
			• **Planning and Organisation**
			  o Select and organise ideas for a clear, coherent presentation.
			• **Delivery**
			  o Speak fluently with appropriate tone, pace, and emphasis.
			  o Use intonation and body language for effect.
			• **Interaction**
			  o Respond thoughtfully to questions and adapt language as needed.
			• **Adaptation**
			  o Adjust tone and register for audience and purpose.

		oracy and they complete their exam at the end of this term.	

Year 11			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	**Poetry: Power and Conflict**	Students will complete their final Literature topic and apply all analytical knowledge they have gained since Year 7. In this part of the exam, they will also recall the skill of comparison from Language P2 SA and apply this to the anthology.	**Power and Conflict Anthology** **Substantive Knowledge** **Poems & Themes** • Key themes: power, conflict, identity, nature, memory, war. • Individual poem meanings and how they link to the cluster. **Poetic Methods** • **Language**: imagery, metaphor, simile, personification, zoomorphism, symbolism etc. • **Structure**: enjambment, caesura, stanza patterns, initial and terminal position, repetition • **Form**: sonnet, free verse, dramatic monologue. • **Prosody**: alliteration, assonance, consonance, rhyme etc. **Context (AO3)**

			• Historical and cultural background of each poem. • Poet's purpose and perspective. **Comparative Skills** • Linking themes and methods across two poems. • Students will draw on 'The Big Six' to ensure revision is secure. • Understanding similarities and differences in tone and viewpoint. **Unseen Poetry** **Approach** • Reading for meaning: identifying theme and tone. • Spotting language and structural features quickly. **Analysis** • How methods create meaning and effect. • Writing a clear, structured response under timed conditions. **Comparison** • Comparing two unseen poems: similarities and differences in ideas and methods. **Disciplinary Knowledge** **AO1 – Respond to texts** • Interpret meaning and theme accurately. • Use precise textual references. • Compare ideas across poems logically.

			AO2 – Analyse language, form, structure • Identify and explain poetic devices. • Analyse effects on reader. • Embed short quotations effectively. **AO3 – Context** • For anthology poems: link ideas to historical/social context. • Explain poet's purpose and perspective. **Additional Exam Skills** • Time management for anthology and unseen sections. • Planning comparative answers. • Using comparative connectives (similarly, however, whereas).
Autumn 2	**Poetry: Power and Conflict Anthology and Unseen Poetry** GCSE content completed and now moving onto revision.	Students will complete their final Literature topic and apply all analytical knowledge they have gained since Year 7. In this part of the exam, they will also recall the skill of comparison from Language P2 SA and apply this to the anthology.	**Power and Conflict Anthology** **Poems & Themes** • Key themes: power, conflict, identity, nature, memory, war. • Individual poem meanings and how they link to the cluster.

			Poetic Methods • **Language**: imagery, metaphor, simile, personification, zoomorphism, symbolism etc. • **Structure**: enjambment, caesura, stanza patterns, initial and terminal position, repetition • **Form**: sonnet, free verse, dramatic monologue. • **Prosody**: alliteration, assonance, consonance, rhyme etc. **Context (AO3)** • Historical and cultural background of each poem. • Poet's purpose and perspective. **Comparative Skills** • Linking themes and methods across two poems. • Students will draw on 'The Big Six' to ensure revision is secure. • Understanding similarities and differences in tone and viewpoint. **Unseen Poetry** **Approach** • Reading for meaning: identifying theme and tone. • Spotting language and structural features quickly. **Analysis** • How methods create meaning and effect. • Writing a clear, structured response under timed conditions. **Comparison**

			• Comparing two unseen poems: similarities and differences in ideas and methods. **Disciplinary Knowledge** **AO1 – Respond to texts** • Interpret meaning and theme accurately. • Use precise textual references. • Compare ideas across poems logically. **AO2 – Analyse language, form, structure** • Identify and explain poetic devices. • Analyse effects on reader. • Embed short quotations effectively. **AO3 – Context** • For anthology poems: link ideas to historical/social context. • Explain poet's purpose and perspective. **Additional Exam Skills** • Time management for anthology and unseen sections. • Planning comparative answers.

			• Using comparative connectives (similarly, however, whereas).
Spring 1	**Bespoke revision mapped out via topic and text by HoD – two week cycles.**	Revising **English Literature** helps students deepen their understanding of themes, characters, context, and writer's methods so they can craft analytical, evidence-based responses. Revising **English Language** develops skills in reading critically and writing persuasively, ensuring students can interpret viewpoints and communicate effectively with clarity and accuracy.	
Spring 2	**Bespoke revision mapped out via topic and text by HoD – two week cycles.**	Revising **English Literature** helps students deepen their understanding of themes, characters, context, and writer's methods so they can craft analytical, evidence-based responses.	

		Revising **English Language** develops skills in reading critically and writing persuasively, ensuring students can interpret viewpoints and communicate effectively with clarity and accuracy.	
Summer 1	**PUBLIC EXAMS**		
Summer 2	**PUBLIC EXAMS**		