

Year 7: Term and Weeks for SOW	Autumn 1a (3 weeks)	Autumn 1b (4 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Unit Title	7U1: Creative Writing	7U2: I, Coriander	7U2: I, Coriander	7U3: Persuasive writing	7U4: Nature poetry	7U5: Oliver Twist	7U6: A Midsummer Night's Dream
Content	This unit builds upon the KS2 writing curriculum and reinforces high expectations of varied sentence structures, effective paragraphing, ambitious vocabulary, narrative form.	This unit introduces skills in inferring meaning through language to include writing Reading Ladder paragraphs and using subject terminology to 'spot 'n group' single word quotations.	This unit introduces skills in inferring meaning through language to include writing Reading Ladder paragraphs and using subject terminology to 'spot 'n group' single word quotations.	This unit develops writing persuasively about topical issues	This unit builds upon KS2 poetry work and reinforces high expectations of rhythm, rhyme ambitious vocabulary, imagery and poetic features.	Oliver Twist (play script). This unit uses an adaptation of the classic Dickens novel to introduce KS3 analysis and performance of drama	A Midsummer Night's Dream: This unit is an introduction to Shakespeare at KS3 using A Midsummer Night's Dream as a stimulus and revisits drama skills introduced in U3.
Assessment	Creation of a drafted and polished short story that evidences ability to manipulate and control sentence structures and vocabulary.	Extract based reading assessment to evidence skills in Reading Ladder paragraph composition.	Extract based reading assessment to evidence skills in Reading Ladder paragraph composition.	Speaking and listening assessment on climate change evidencing skills in use of persuasive devices and oral communication.	Comparison of two poems on the theme of nature	Reading assessment based on an extract, focusing on the presentation of Crime in the play using an original extract from Dickens' Oliver Twist (rather than play script).	Research project on Shakespeare
Builds upon the following skills:	The writing skills developed at KS2 (reinforcing high expectations of varied sentence structures, effective paragraphing, ambitious vocabulary, narrative form)	<ul style="list-style-type: none"> The Reading skills developed at KS2 Characterisation (7U1) Narrative structure (7U1) 	<ul style="list-style-type: none"> The Reading skills developed at KS2 Characterisation (7U1) Narrative structure (7U1) 	KS2 Speaking and Listening skills	<ul style="list-style-type: none"> KS2 Poetry Imagery (7U2) 	<ul style="list-style-type: none"> The Drama skills developed at KS2 Characterisation (7U2) Extract based analysis (7U2) Spot and group language analysis (7U1) Reading ladder structure for analysis (7U1) Imagery (7U1) 	<ul style="list-style-type: none"> Conventions of a play script (7U5) Characterisation (7U5) Narrative structure (7U2)
Introduces the following skills:	<ul style="list-style-type: none"> Imagery Descriptive writing Narrative structure Characterisation 	<ul style="list-style-type: none"> Reading ladder structure for analysis Extract based analysis Spot and group language analysis 	<ul style="list-style-type: none"> Reading ladder structure for analysis Extract based analysis Spot and group language analysis 	<ul style="list-style-type: none"> Rhetorical structure Persuasive devices Degrees of formality and register 	<ul style="list-style-type: none"> Poetic structure Poetic form Poetic technique analysis 	<ul style="list-style-type: none"> Conventions of a play script Dramatic structure 	<ul style="list-style-type: none"> Shakespeare's language Research of historical context Shakespearean genre

Year 8: Term and Weeks for SOW	Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Unit Title	8U1: Romeo and Juliet	8U2: Poetry of Place	8U3: Dystopian Fiction	8U4: Short stories	8U5: Frankenstein	8U6: Non-fiction writing unit (area under development)
Content	This unit builds on Year 7 Shakespeare investigation unit and enables students to gain a familiarity with Shakespeare's language	Poetry unit exploring, writing and performing a range of different styles of poetry and genres throughout time including spoken word. Focus on imagery, extended metaphor and personification	This unit explores the genre of dystopic fiction using extracts from a range of 20th Century texts.	This unit explores theme and literary techniques in a range of short stories and introduces the explicit inclusion of evaluation of writer's intention and messages	This unit develops drama skills from Oliver Twist unit. A focus on context in aiding understanding.	Non-Fiction. This unit develop students understanding of the range of non-fiction texts and introduces ideas or discursive and transactional writing
Assessment	Extract analysis focusing on comprehension for meaning and an analysis of linguistic and structural devices. Extract based analysis of Shakespeare's figurative devices	Creating a poem using personification of place assessed through class performance comparative essay exploring theme and structure in two poems	Creative writing assessment in which students write their own opening to a dystopian text	Analysis of presentation of writer's message in a short story.	Extract based analysis of an excerpt from the play	2 x writing assessments on creation of a non-fiction newspaper report or article.
Builds upon the following skills:	<ul style="list-style-type: none"> Shakespeare's language (7U6) Conventions of a play script (7U2) Dramatic structure (7U5) Reading ladder structure for analysis (7U2) Extract based analysis (7U5) Spot and group language analysis (7U2) Imagery (7U4) Historical context (7U6) Shakespearian genre (7U6) 	<ul style="list-style-type: none"> Imagery (7U4) Poetic technique analysis (7U4) Poetic structure (7U4) Poetic form (7U4) 	<ul style="list-style-type: none"> Imagery (8U2) Descriptive writing (7U1) Narrative structure (7U3) Characterisation (7U3) 	<ul style="list-style-type: none"> Imagery (8U3) Reading ladder structure for analysis (8U1) Narrative structure (8U3) Historical context (8U1) Spot and group (8U1) Symbolism (8U2) 	<ul style="list-style-type: none"> Context (8U1) Genre study (8U3) Dramatic structure (8U1) Conventions of a play script (8U1) Dramatic structure (8U1) Symbolism (8U4) Historical context (8U4) Characterisation (7U1) Spot and group language analysis (8U3) 	<ul style="list-style-type: none"> Persuasive devices (7U3) Degrees of formality and register (7U3)
Introduces the following skills:	<ul style="list-style-type: none"> Elizabethan attitudes The love sonnet 	<ul style="list-style-type: none"> Comparative writing Symbolism Degrees of formality and register 	<ul style="list-style-type: none"> Genre study 	<ul style="list-style-type: none"> Thematic analysis Narrative structure of short fiction 	<ul style="list-style-type: none"> Gothic genre 	<ul style="list-style-type: none"> Key texts in the development of the English Language Analysing non-fiction forms of writing

Year 9: Term and Weeks for SOW	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)		Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Unit Title	9U1: Of Mice and Men by John Steinbeck	9U2a: Creative short fiction (4 weeks)	9U2b: Unseen Poetry – Worlds and Lives (3 weeks)	9U3: The Tempest by William Shakespeare	9U4: Rhetoric	9U5: A Christmas Carol by Charles Dickens	
Content	This unit develops students' skills in understanding and analysing structure in extended texts and is a bridge into the skills required for English Literature GCSE.	This unit uses a range of short fiction texts to teach writing skills. It prepares students to write their own piece of short fiction.	This unit uses 4 poems from AQA Worlds and Lives cluster to teach advanced poetry analysis and comparison.	This unit builds on Year 7 and Year 8 Shakespeare plays. Students develop their understanding of plot, theme, characterisation, structure and language. There is also a particular focus on how the play's context shapes an audience's understanding of theme.	Spoken Language Unit. This unit introduces ideas that will be revisited for the Year 10 Spoken Language Endorsement including the qualities of effective public speaking.	In-depth study and close annotation of the whole novella by Charles Dickens. Pupils will be given opportunities to develop the key skills of the Assessment Objectives which include developing a personal response, using textual references/quotations to support interpretations, analysing language, form and structure and considering the context behind the novella.	
Assessment	2 Checking Point Assessments: Analytical essay exploring how the structure of the novel supports the themes explored.	Creative writing task.	Unseen poetry assessment (comparison with one poem studied)	2 Checking Point Assessments using an extract to explore a character or theme.	Informal class presentation using spoken language.	2 Checking Point Assessments using an extract to look at a character or theme	2 Checking Point Assessments using an extract to look at a character or theme
Builds upon the following skills:	<ul style="list-style-type: none"> Thematic analysis (8U4) Symbolism (8U4) Narrative structure (8U4) Historical context (8U5) Spot and group language analysis (8U4) 	<ul style="list-style-type: none"> Imagery (8U4) Descriptive writing (7U1) Narrative structure (7U1) Narrative structure of short fiction(8U3) Characterisation (7U1) 	<ul style="list-style-type: none"> Comparative writing (8U2) Symbolism (8U2) Poetic technique analysis (8U2) Poetic structure (8U2) Poetic form (8U2) 	<ul style="list-style-type: none"> Shakespeare's language (7U6) (8U1) Conventions of a play script (7U2) Dramatic structure (7U5) Reading ladder structure for analysis (7U2) Extract based analysis (7U5) Spot and group language analysis (7U2) Imagery (7U4) Historical context (7U6) Shakespearean genre (7U6) (8U1) 	<ul style="list-style-type: none"> Rhetorical structure (7U5) Persuasive devices (7U5) Degrees of formality and register (8U6) 	<ul style="list-style-type: none"> Thematic analysis (9U1) Symbolism (9U1) Narrative structure (9U1) Cyclical structure (9U1) Authorial mediation and manipulation (9U1) Novella form (9U1) Genre study (8U5) Thematic analysis (9U1) Historical context (9U3) 	
Introduces the following skills:	<ul style="list-style-type: none"> Cyclical structure Authorial mediation and 	<ul style="list-style-type: none"> Paragraph structure for effect in descriptive writing 	<ul style="list-style-type: none"> Consideration of setting in unseen texts Consideration of characterisation in unseen texts 	<ul style="list-style-type: none"> Shakespeare's language (8U1) Dramatic structure (8U5) Conventions of a play script (8U5) Shakespearean genre (8U1) Historical context (9U1) 	<ul style="list-style-type: none"> Effective body language for oral communication Concepts of appropriacy of spoken language 	<ul style="list-style-type: none"> Victorian attitudes Advanced Spot and Group KS4 Assessment Objectives 	

Year 10: Term and Weeks for SOW	Autumn 1 (6 weeks)	Autumn 2a (3 weeks)	Autumn 2b (3 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer2 (6 weeks)
Unit Title	10U1: Macbeth by William Shakespeare (9 weeks in total)		10U2: Power and Conflict Poetry (9 weeks total)		10U3: Revision unit – English Literature (6 weeks)	10U4 English Language Paper 2 and Spoken Language Endorsement	10U5 Spoken Language Endorsement
Content	During this unit, students read Macbeth in preparation for their GCSE exam. Students develop their understanding of plot, theme, characterisation, structure and language. There is also a particular focus on how the play's context shapes an audience's understanding of theme		AQA anthology poetry. This unit is the first GCSE English Literature unit and teaches all 15 poems from the AQA poetry unit.		Unit: Revision of English Literature course to date. Students will revisit A Christmas Carol, Macbeth and Poetry with a particular focus on revising key quotations and analytical approaches.	Unit: Writer's viewpoints and perspectives. In this unit, students develop their understanding of analytical strategies to apply to non-fiction texts with coverage of writing from 19th to 21st centuries. Students then use their understanding of the genre to develop their own non-fiction writing.	Spoken Language endorsement. During this unit students learn about persuasive devices in preparation for their Spoken Language Endorsement component of the English Language GCSE.
Assessment	3 Checking Point Assessments using an extract to look at a character or theme		3 Checking Point assessments of a comparative thematic nature.		Year 10 PPEs: English Literature Paper 1 and partial Paper 2	2 Checking Points covering all aspects of Paper 2.	GCSE Speaking and Listening Endorsement
Builds upon the following skills:	<ul style="list-style-type: none"> Shakespeare's language (9U3) Conventions of a play script (9U3) Dramatic structure (9U3) Shakespearean genre (9U3) Elizabethan attitudes (9U3) Extract analysis (9U1) 		<ul style="list-style-type: none"> Thematic analysis (9U5) Symbolism (9U1) The love sonnet (8U1) Historical context (9U6) Comparative writing (9U2) Poetic technique analysis (9U2) Poetic structure (9U2) Poetic form (9U2) 		Whole GCSE English Literature course to date: (9U5, 10U1, 10U2)	<ul style="list-style-type: none"> The entirety of 10U4 Rhetorical structure (9U4) Persuasive devices (9U4) Degrees of formality and register (9U4) Victorian attitudes (9U5) Comparative writing (9U2) 	<ul style="list-style-type: none"> Rhetorical structure (10U3) Persuasive devices (10U3) Degrees of formality and register (10U3) Effective body language for oral communication (9U4) Concepts of appropriacy of spoken language (9U4)
Introduces the following skills:	<ul style="list-style-type: none"> The concept of the Tragic Hero Exam Strategy for English Literature Paper 1 Unit 1 		<ul style="list-style-type: none"> Conventions of romanticism 		<ul style="list-style-type: none"> Revision skills: dual coding, metacognition, mind-mapping 	<ul style="list-style-type: none"> English Language Paper 2 Exam Strategy 	<ul style="list-style-type: none"> Exam strategy for Spoken Language endorsement

Year 11: Term and Weeks for SOW	Autumn 1a (2 weeks)	Autumn 1b (5 weeks)	Autumn 2a (3 weeks)	Autumn 2b (3 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer2 (6 weeks)
Unit Title	11U1: Spoken Language Endorsement	11U2: English Language Paper 2	November PPEs	11U3: An Inspector Calls by JB Priestley		11U4: Unseen Poetry	11U4: Revision of Course To Date	Summer Exams
Content	Unit: Spoken Language endorsement. During this unit students learn about persuasive devices in preparation for their Spoken Language Endorsement component of the English Language GCSE.	Writer's viewpoints and perspectives: In this unit, students develop their understanding of analytical strategies to apply to non-fiction texts with coverage of writing from 19th to 21st centuries. Students then use their understanding of the genre to develop their own non-fiction writing.	Revision of Language Papers	In-depth close study and annotation of the whole text of modern play 'An Inspector Calls' by J. B Priestley. Pupils will be given opportunities to develop the key skills of the Assessment Objectives where students should be able to maintain a critical and informed personal response to the play, using textual references/quotations to support their interpretations. They will learn how to analyse language, form and structure and consider the social and historical contexts of the play.		This unit develops students' confidence in analysing unseen poetry in preparation for English Literature Paper 2.	Revising the course with a particular focus on analytical approaches to unseen or extract based texts.	Summer Exams
Assessment	Spoken Language Endorsement	Checking Point covering all aspects of Paper 2.	2 x PPE: Q1-5 Language Paper 1 and 2	3 Checking points on a character and theme in the play.		2 x Unseen poetry Checking Point	Checking Point assessments covering all aspects of the course.	Summer Exams
Builds upon these skills:	<ul style="list-style-type: none"> Rhetorical structure (11U1) Persuasive devices (11U1) Degrees of formality and register (11U1) Effective body language for oral communication (9U4) Concepts of appropriacy of spoken language (9U4) 	<ul style="list-style-type: none"> The entirety of 10U4 Rhetorical structure (9U4) Persuasive devices (9U4) Degrees of formality and register (9U4) Victorian attitudes (9U5) Comparative writing (9U2) 	The entirety of English Language Papers 1 and 2	<ul style="list-style-type: none"> Cyclical structure (9U2) Authorial mediation and manipulation (9U5) Conventions of a play script (10U2) Dramatic structure (10U2) 		<ul style="list-style-type: none"> 10U2 Poetry Consideration of setting in unseen texts (10U4) Consideration of characterisation in unseen texts (10U4) 	<ul style="list-style-type: none"> Entire GCSE English Literature and Language course to date 	Summer Exams

Introduces the following skills:	<ul style="list-style-type: none">• Exam strategy for Spoken Language endorsement	<ul style="list-style-type: none">• English Language Paper 2 Exam Strategy	<ul style="list-style-type: none">• More revision skills: dual coding, metacognition, mind-mapping	<ul style="list-style-type: none">• Capitalism and socialism• Historical context		<ul style="list-style-type: none">• Exam strategy for English Literature Paper 2		
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Year 12: Term and Weeks for SOW	Autumn 1 & 2 Teacher A (14 weeks)	Autumn 1 & 2 Teacher B (14 weeks)	Spring 1 & 2 & Summer 1a Teacher A (12+3=15 weeks)	Spring 1 & 2 Teacher A (12 weeks)	Summer 1b & 2 Teacher A (Summer 1a = Poetry) 9 weeks total: 6 teaching weeks, 3 weeks of PPEs)	Summer 1 & 2 Teacher B (12 weeks total: 9 teaching weeks, 3 weeks of PPEs)
Unit Title	Paper 1 Drama Section B: <i>A Streetcar Named Desire</i>	Paper 1 Drama Section A: <i>Hamlet</i>	Paper 3 Poetry Section A Poems of the Decade	Paper 2 Prose <i>Frankenstein</i>	Coursework taught text (NEA)	Paper 2 Prose Comparison: <i>A Handmaid's Tale</i> (compared to <i>Frankenstein</i>)
Content	Introduction to Drama at KS5: AO1, AO2, AO3. Students will complete an in-depth close study and annotation of <i>A Streetcar Named Desire</i> by Tennessee Williams. Students will become familiar with the KS5 Assessment Objectives. They will develop critical and informed responses to the play. They will analyse language, form, structure and dramatic methods, and consider the social and historical contexts of the play.	Introduction to Drama at KS5: AO1, AO2, AO3 (not yet AO5) Students will complete an in-depth close study and annotation of <i>Hamlet</i> by William Shakespeare. Students will become familiar with the KS5 Assessment Objectives. They will develop critical and informed responses to the play. They will analyse language, form, structure and dramatic methods, and consider the social and historical contexts of the play.	Introduction to Poetry at KS5: AO1, AO2, AO4 Students will complete an in-depth close study of the 20 named poems from the Poems of the Decade anthology. Students will become familiar with the KS5 Assessment Objectives. They will develop critical and informed responses to the poems. They will analyse language, form, structure, and become confident in identifying perceptive connections between unseen poems and those they have studied.	Introduction to Prose at KS5: AO1, AO2, AO3, AO4 Students will complete an in-depth close study and annotation of <i>Frankenstein</i> by Mary Shelley. Students will become familiar with the KS5 Assessment Objectives. They will develop critical and informed responses to the novel. They will analyse language, form and structure, and consider the social and historical contexts of the novel.	Introduction to Coursework at KS5: AO1, AO2, AO3, AO4, AO5. Students will complete an in-depth close study and annotation of a coursework text, selected by their class teacher (the choice is informed by the interests of the class). Previous texts have included: <i>The Bloody Chamber</i> , <i>The Great Gatsby</i> , <i>Death of a Salesman</i> . Students will develop critical and informed responses to the text. They will analyse language, form and structure, and consider the social and historical contexts of the text. Students will be introduced to critical theory such as Marxism, Feminism, postmodernism (which challenge the communication of dominant social, economic, political structures).	Introduction to Prose at KS5: AO1, AO2, AO3, AO4 Students will complete an in-depth close study and annotation of <i>A Handmaid's Tale</i> by Margaret Atwood. Students will become familiar with the KS5 Assessment Objectives. They will develop critical and informed responses to the novel. They will analyse language, form and structure, and consider the social and historical contexts of the novel. Students will begin to make perceptive comparisons between <i>A Handmaid's Tale</i> and <i>Frankenstein</i> .
Assessment	4 x Checking Point Assessments exploring a key theme or character in the play.	4 x Checking Point Assessments exploring a key theme or character in the play.	1 x Checking Point Assessment exploring and comparing 2 of the poems studied in the anthology. 3 x Checking Point Assessments exploring and comparing 1 of the poems studied in the anthology to an unseen poem	4 x Checking Point Assessments exploring a key theme, character or narrative method in the novel.	Draft Coursework plan PPE: Paper 1 Section A: <i>A Streetcar Named Desire</i> PPE: Paper 3 Section A: <i>Poems of the Decade</i>	1 x Checking Point Assessment exploring a key theme or character in <i>A Handmaid's Tale</i> 2 x Checking Point Assessments comparing a key theme or concept in <i>A Handmaid's Tale</i> and <i>Frankenstein</i> . PPE: <i>Hamlet</i> without AO5
Builds upon these skills:	This unit build upon KS4 drama skills – analysis of Shakespeare's <i>Macbeth</i> and particularly upon analysis of modern drama, Priestley's <i>An Inspector Calls</i> .	This unit build upon KS4 drama skills – analysis of Shakespeare's <i>Macbeth</i> and particularly upon analysis of modern drama, Priestley's <i>An Inspector Calls</i> .	This unit build upon KS4 poetry skills – analysis of GCSE Power and Conflict Poetry, also the KS4 Unseen poetry element.	This unit build upon KS4 Literature reading skills – close analysis of <i>A Christmas Carol</i> by Charles Dickens.	This unit build upon KS4 Literature reading skills – close analysis of <i>A Christmas Carol</i> by Charles Dickens. It also builds upon the practice of reading widely and reading for pleasure that has been promoted as part of our	This unit build upon KS4 Literature reading skills – close analysis of <i>A Christmas Carol</i> by Charles Dickens.

					students' experience throughout their time at EPHS.	
<p>Introduces the following skills:</p>	<p>This unit will develop students' critical thinking, argumentation, and analytical skills, so that they are able to approach complex drama texts with confidence and insight. Students will learn to draw perceptive connections between writer's craft and social and historical contexts.</p> <p>This unit will introduce key drama concepts: Tragedy, Southern Belle, Southern Gothic, Plastic Theatre, exposition, juxtaposition, dichotomies, motif, symbols, setting, stage directions, props, lighting, hamartia, catharsis, hubris, nemesis, peripeteia, allegory, biblical references, modernism, post-modernism, staging, America in 1950s, Tennessee Williams' life and context.</p>	<p>This unit will develop students' critical thinking, argumentation, and analytical skills, so that they are able to approach complex drama texts with confidence and insight. Students will learn to draw perceptive connections between writer's craft and social and historical contexts.</p> <p>This unit will introduce key drama concepts: Tragedy, soliloquies, props, lighting, innuendo, hamartia, catharsis, hubris, nemesis, peripeteia, allegory, biblical references, juxtaposition, binary opposites, dichotomies, motif, symbols, setting, play within a play, critical theories</p>	<p>This unit will develop students' argumentation, and analytical skills, so that they are able to approach poetry with confidence and insight. Students will learn to draw perceptive connections between poems they have studied and the unseen poems.</p> <p>This unit will introduce key poetic concepts: language, structure, form, tone, themes, cyclical form, sonnets, villanelle, dramatic monologue, blank verse, free verse, enjambment, caesura.</p>	<p>This unit will develop students' argumentation, and analytical skills, so that they are able to approach complex novels with confidence and insight. Students will learn to draw perceptive connections between writer's craft and social and historical contexts.</p> <p>This unit will introduce key prose concepts: cyclical structure, authorial mediation and manipulation, conventions of the Gothic, symbolism, chronicle, epistolary, gothic fiction, doppelganger, setting, Romanticism, Enlightenment.</p>	<p>This unit will develop students' argumentation, and analytical skills, so that they are able to approach complex texts with confidence and insight. Students will learn to draw perceptive connections between writer's craft and social and historical contexts.</p> <p>Students will be introduced to critical theory and will select an appropriate text choice for comparison to this taught text.</p>	<p>This unit will develop students' argumentation, and analytical skills, so that they are able to approach complex novels with confidence and insight. Students will learn to draw perceptive connections between Shelley's <i>Frankenstein</i> and Atwood's <i>A Handmaid's Tale</i></p> <p>This unit will introduce key prose concepts Republic, allegory, speculative fiction, historical fiction, literary allusions, parody, parallels, euphemism, philosophy, setting, tone, epigraph, colour imagery, irony.</p>

Year 13: Term and Weeks for SOW	Autumn 1 & Autumn 2 Teacher A (14 weeks = 11 teaching weeks, 3 weeks PPEs)	Autumn 1 & Autumn 2 Teacher B (14 weeks = 11 teaching weeks, 3 weeks PPEs)	Spring 1 & Spring 2 Teacher A (11 weeks = 8 teaching weeks, 3 weeks PPEs)	Spring 1 & Spring 2 Teacher B (11 weeks = 8 teaching weeks, 3 weeks PPEs)	Summer 1 Teacher A (6 weeks)	Summer 1 Teacher B (6 weeks)
Unit Title	Paper 3 Poetry Section B: Poetry of John Keats Ongoing Coursework	Paper 1 Drama Section A: Hamlet Critical Anthology Ongoing Coursework	Revision: Paper 3 Poetry Section A: Poems of the Decade	Revision: Paper 2 Prose Comparison: A <i>Handmaid's Tale</i> and <i>Frankenstein</i>	Revision: Paper 1 Drama Section B A Streetcar Named Desire Poetry Section A&B:	Revision Paper 1 Drama Section A Hamlet Paper 2 Prose comparison
Content	Deepening knowledge of Poetry at KS5: AO1, AO2, AO3 Students will complete an in-depth close study of the 14 named Keats poems. Students will develop critical and informed responses to the poems. They will analyse writer's craft: language, form and structure, and they will make perceptive links between social and historical contexts and the poet's meaning.	Deepening knowledge of Drama at KS5, AO1, AO2, AO3, AO5 Students will complete a close reading of the critical anthology and learn to apply these concepts to their existing understanding of Shakespeare's <i>Hamlet</i> . This knowledge of critical theory will be incorporated to develop and strengthen student responses to <i>Hamlet</i> , enabling them to meet AO5.	Deepening knowledge of Poetry at KS5: AO1, AO2, AO4 Students will revise their knowledge and understanding of the 20 anthology poems. Students will refine their responses, analysing elements of writer's craft: language, form and structure, and make perceptive to unseen poems.	Deepening knowledge of Prose at KS5, AO1, AO2, AO3, AO4 Students will revise their knowledge and understanding of both prose texts and refine their comparative, critical writing, enabling them to meet AO4 effectively.	Deepening knowledge of all aspects of the course taught by Teacher A: Step 1: Going over course content and knowledge, Step 2: Independent revision strategies to activate knowledge, making connections and building schema Step 3: Exam practise, essay skills, planning, writing and time management.	Deepening knowledge of all aspects of the course taught by Teacher A: Step 1: Going over course content and knowledge, Step 2: Independent revision strategies to activate knowledge, making connections and building schema Step 3: Exam practise, essay skills, planning, writing and time management.
Assessment	2 x Checking Point Assessments exploring key themes in Keats' poetry PPE: Paper 3 Poetry Section A Poems of the Decade PPE: Paper 3 Poetry Section Keats	2 x Checking Point Assessments exploring key themes and concepts in <i>Hamlet</i> PPE: Paper 1 Section A <i>Hamlet</i> with AO5 Ongoing support with Coursework	2 x Checking Point Assessments exploring and comparing 1 of the poems studied in the anthology to an unseen poem. PPE Paper 3 Poetry: Section A Poems of the Decade PPE Paper 1 Drama Section B Streetcar	2 x Checking Point Assessments comparing key themes and concepts in <i>A Handmaid's Tale</i> and <i>Frankenstein</i> . PPE: Paper 1 Section A <i>Hamlet</i> PPE: Paper 2 Prose comparison	Checking Point on <i>Hamlet</i> Checking Point on Prose comparison	Checking Point on <i>A Streetcar Named Desire</i> Checking points on Poetry Sections A and B
Builds on these skills:	This unit build upon: Study of Poems of the Decade Anthology in Year 12. GCSE AQA Poetry and Conflict Anthology	This unit build upon: KS4 drama skills – analysis of Shakespeare's <i>Macbeth</i> and particularly upon analysis of modern drama, Priestley's <i>An Inspector Calls</i> . <i>Hamlet</i> studied in Year 12 Coursework wider reading and critical theory. Study of <i>A Streetcar Named Desire</i> in Year 12	This unit build upon: Study of Poetry and John Keats and Poems of the Decade Anthology in Year 12. GCSE AQA Poetry and Conflict Anthology	This unit build upon: study of both prose texts in Year 12 KS4 Literature reading skills – close analysis of <i>A Christmas Carol</i> by Charles Dickens.	All aspects of the A level course taught	All aspects of the A level course taught
Introduces the following skills:	This unit introduces students to key concepts such as: Romanticism, Poetic forms: Petrarchan and Shakespearean sonnets, odes, epic poems, narrative poems, detailed links between social and historical context and writers' messages. Industrialisation vs nature,	This unit introduces students to key concepts such as: Critical theory, Marxism, Feminism, post-modernism, psychoanalytic responses, criticism	This unit will further develop students' argumentation, and analytical skills, so that they are able to approach poetry with confidence and insight. Students will learn to draw perceptive connections between poems they have studied and the unseen poems.	This unit will further develop students' argumentation, and analytical skills. Students will learn to draw perceptive connections between Shelley's <i>Frankenstein</i> and Atwood's <i>A Handmaid's Tale</i> This unit will remind students of key prose concepts: Republic,	Students will learn to apply the knowledge and understanding that they have developed through the entire A Level English Literature course to achieving the best outcomes in the examination.	Students will learn to apply the knowledge and understanding that they have developed through the entire A Level English Literature course to achieving the best outcomes in the examination.

	mythology, ancient art, classical antiquity, transcendence and the Sublime, Cult of the Individual, religion, Negative Capability, melancholy, mortality		This unit will remind students of key poetic concepts: language, structure, form, tone, themes, cyclical form, sonnets, villanelle, dramatic monologue, blank verse, free verse, enjambment, caesura.	allegory, speculative fiction, historical fiction, literary allusions, parody, parallels, euphemism, philosophy, setting, tone, epigraph, colour imagery, irony, cyclical structure, authorial mediation and manipulation, conventions of the Gothic, symbolism, chronicle, epistolary, gothic fiction, doppelganger, setting, Romanticism, Enlightenment.		
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