

Term	Topics	Assessment
AUTUMN1.1	1.1 Unseen and Worlds and Lives Poetry At the beginning of year 10, pupils begin their Literature study by learning and developing the skill of analysing Unseen Poetry. This is done through a mini scheme of work, with carefully chosen, ambiguous poems to prompt pupils to think wider and to develop their analysis. Through this scheme, we also aim to develop pupils' reading skills by developing skills to approach unseen texts which is also beneficial for both Language exams. Pupils will learn and use the 'TWIST' structure as a prompt to help them analyse poetry. We encourage pupils to make sense of the poems using the context of their own lives, and each pupil will have a slightly different interpretation of the poem, based on their life experiences so far. We want pupils to be able to form an opinion and use evidence to reinforce their interpretation of an ambiguous text. When pupils have completed the mini 'Unseen Poetry' scheme, they begin their Anthology Poetry study. This year's year 10 cohort are the second year to study the exciting new cluster of poetry in the 'Worlds and Lives' AQA Anthology. We have chosen to move to this cluster as it is a fantastic way to increase diversity in the poetry studied at key stage 4. The scheme seeks to engage pupils with 15 poems, ranging from Romanticism to present day, from the AQA Worlds and Lives cluster. Pupils will be able to recognise the feelings, themes, ideas in poems as well as commenting on the effect of language, structure and form. Additionally, pupils will be taught the skill of comparison and will be guided to make connections between poems and poets within the cluster. The main skills will be language and poetic analysis, however, there will also be many	Assessment Students will complete an in-class GCSE style question for AQA Anthology poetry at the end of term. How can I prepare for this? Create revision cards for each poem to include: - the message or story behind each poem - 3 quotes per poem - 2 structural techniques per poem and their effect Success Criteria: 1. A thesis statement to answer the question. 2. Paragraphs to analyse each part of TWIST: words, imagery and structure 3. Each paragraph must develop the 'what, how and why' of the text 4. Understanding of writer's methods 5. Understanding of writer's intentions 6. A clear and relevant comparison to a poem of your choice

opportunities provided for SMSC discussions due to the varied nature of the relationships presented across the poems. Additionally, the introduction of an anthology will allow for the start of independent learning practices which will be essential for their KS4 study.

What are pupils learning?

- Understanding poems
- Using TWIST to analyse poems
- Learning writers' intention and wider social context
- To be able to write a comparison essay

How are they learning it?

What do they do/resources/other texts/approaches in SOW
(modelling/reading/watching/planning)

- Spending a few lessons revisiting the Romantic period and building their knowledge of the Revolutionary spirit of Romantic writers.
- Reading one poem per lesson (with some lessons spare for catching up)
- Lessons have short video clips or brief contextual information shared but the majority of time is spent TWIST ing the poem
- Each poem has essential vocabulary which pupils stick into books
- Review booklet needs to be created so pupils can record their knowledge of each poem in one place
- Using Teams and Knowledge organiser to fill gaps in knowledge
- Watching modelling of how to plan and write a comparative essay
- Watching modelling of how to build a thesis statement to compare poems
- All lessons begin with Retrieval Practice and end with Powerful Knowledge slide for each poem

Why are they learning it (links to other sows/years)

to consolidate/develop/expand/revisit:

- To be introduced to key stage 4 thesis writing for essays

	• To develop essay writing first taught in year 7 and 8 • To develop TWIST and poetry knowledge from year 8	
AUTUMN 1.2	<u>1.2 Frankenstein</u> Pupils study Mary Shelley's Frankenstein to engage with a diverse author at GCSE - a female writer from the 19th century. Through this, we aim to broaden pupils' literary exposure and develop critical thinking. Shelley's novel offers rich interdisciplinary links to RE, Science, and History, encouraging pupils to explore ethical dilemmas, the consequences of unchecked ambition, and the historical context of scientific discovery. The text is deliberately chosen for its complexity, challenging students to analyse language, structure, and characterisation at a high level. Themes such as identity, isolation, and responsibility allow for deep discussion and personal reflection, supporting the curriculum's emphasis on cultural capital and moral development. Studying Frankenstein also helps pupils refine their analytical writing and interpretive skills - essential for success in English Literature and beyond. Ultimately, the novel fosters empathy, curiosity, and a nuanced understanding of humanity's potential and its limits. <u>What are pupils learning?</u> • The contextual background of the novel: Gothic/Romantic genres/Shelley's biography • The plot and major themes of the novel • How to annotate key sections of the plot for meaning • How to consider plot points which help explore a character or theme (exam technique) • Key quotations and methods used by Shelley • How to revise continuously over time (period 6). <u>How are they learning it?</u>	Key skills- what is the assessment? Assessment: • How to plan and write essay on how Shelley presents a character and/or theme in Frankenstein <u>Assessment</u> Pupils will be assessed using GCSE style questions, asking how Shelley presents a key character and/or theme throughout the novel. They will be given a key extract from the novel involving a character/and or theme, and have to write about how the character/theme is presented in this extract and in the novel as a whole How can I prepare for this? • Complete regular homework and revision activities based on the knowledge organisers • Homework Reading key chapters of the novel that are summarised in lessons. • Memorise key quotations • Develop essay writing ability- sample exam questions and frameworks to write paragraph or whole essay responses, depending on ability

	<u>What do they do/resources/other texts/approaches in SOW:</u> • Learning about context and themes – video summaries and wider reading • Making notes of learning in Frankenstein booklet • Learning the plot by watching animated summary before reading novel- considering Shelley’s intention and key messages • Reading the novel in 4 chunks (separated into 3 separate booklets) - Robert Walton’s framing narrative letters; Victor’s early narrative; the creature’s narrative; Victor’s final narrative • Tracking key themes and ideas as text is read and annotated • Focusing on annotating key parts of chapters in lessons- these have been underlined for guidance in lesson • All pupils are encouraged to read entire text in own time-audio books available online <u>Why are they learning it (links to other sows/years):</u> To consolidate/develop/expand/revisit • To understand content of final Literature text for GCSE course (19th Century fiction: Frankenstein by Mary Shelley) • To consolidate essay writing skills introduced and developed in years 7-10 • To revisit theme of Romanticism and draw links to poetry studied in year 10 for Worlds and Lives cluster	<u>Success Criteria</u> : • Introduction • Clear reference to question focus. • Use of textual evidence (quotation or reference to key event and at least one quotation/reference from another point in the novel). • Clear explanation of evidence - how it links to question focus/inferences. • Identified method used (or a specific word or phrase). • Analysed the impact of the method used. Feelings/ideas/notations/effect on reader. • Comment on writer’s intention (link back to question focus). • Comment on relevant contextual information in relation to question focus.
SPRING 2.1 & 2.2	<u>2.1 and 2.2 – Macbeth</u> Pupils build on their knowledge of Shakespeare from key stage 3 when they studied Romeo and Juliet in year 7 and Richard III in year 8. The links between Richard III and Macbeth allow pupils to be prepared for studying the play Macbeth in its entirety. Pupils will be given a summary of every Act in the play before reading and annotating the full play for a thorough understanding of characterisation and structure. A focus on revision of key quotations, as well as annotating for meaning will prepare pupils for their assessment. Pupils watch a live performance of the play in school as well as clips from various	<u>Assessment</u> GCSE Question 34 marks <u>How can I prepare for this?</u> Create revision cards to include: - key quotes - quote explosions - purpose of each character - quotes per theme <u>Success Criteria:</u> 1. A strong thesis statement with a focus on the question. 2. Well chosen quote(s) from the extract.

	adaptations of the play from throughout the years, so that they can focus on the dramatic techniques employed by Shakespeare as well as their ability to identify and analyse language in response to a variety of question foci, which is essential for their Literature GCSE. <u>What are pupils learning?</u> Key skills- what is the assessment? • Understanding plot and character • Annotating writer's methods and intent • Learning writer's intention and wider social context • To be able to write an analytical essay about theme or character <u>How are they learning it?</u> <u>What do they do/resources/other texts/approaches in SOW</u> <u>(modelling/reading/watching/planning)</u> • Spend a couple of lessons watching the play to understand plot and character • Revisit context from KS3 about Jacobean era; Shakespeare's life. • Audiobook used to read the play • Staff should model effective annotations directly onto the script and then give pupils time to annotate independently • Break at the beginning of act 1 to analyse quotes in more depth and understand the characterisation of Macbeth from the beginning to allow pupils to develop their understanding about character development • Using Teams and Knowledge organiser to fill gaps in knowledge • Watching modelling of how to plan and write a comparative essay • Watching modelling of how to build a thesis statement • All lessons begin with Retrieval Practice and end with Powerful Knowledge slide for each poem • Consistent assessment approach to encourage revision skills and independent learning	3. Well chosen quote(s) from the play as a whole. 4. Identification of key words, phrases, techniques and methods. 5. Explanation of the effect of key words, phrases, techniques and methods. 6. Explanation of Shakespeare's intentions for the character, theme or audience. 7. Explanation of the effect on the audience. 8. Consideration of a Jacobean audience
--	--	--

	<u>Why are they learning it (links to other sows/years)</u> to consolidate/develop/expand/revisit • To build on contextual knowledge from when studied 'Romeo and Juliet' and 'Richard III' • To build on analytical writing skills learnt when writing about 'Richard III' and 'Romeo and Juliet' • To build on developing writer's intention through consistent quote explosion method • To build on developing thesis statements through consistent Throughout, Ultimately, Perhaps	
SUMMER3.1	<u>3.1 An Inspector Calls</u> <u>What are pupils learning?</u> Key skills- what is the assessment? • Understanding plot and character • Annotating writer's methods and intent • Learning writer's intention and wider social context • To be able to write an analytical essay about theme or character <u>How are they learning it?</u> <u>What do they do/resources/other texts/approaches in SOW</u> (modelling/reading/watching/planning) • Spend a couple of lessons watching the play to understand plot and character and to be able to make structural connections to various points in the play • Revisit context from year 7 (ACC – although different era) similar ideas about differences in class, mistreatment, exploitation. • Build on knowledge about plays, dramatic devices and symbolism • Audiobook used to read the play, staff to model or HAP pupils can be chosen to read separate parts as we are reading the play for the purpose of different characters • Staff should model effective annotations directly onto the script and then give pupils time to annotate independently	<u>Assessment:</u> Students will prepare for their PPEs which will assess their understanding of the Literature texts they have studied this year. <u>How can I prepare for this?</u> Pupils should have been revising regularly throughout the year to be confident with their PPEs by the end of year 10. Pupils should have revision cards for each text; used past papers to plan and write essays to literature texts that they have studied. <u>Success Criteria -</u> <u>Core essay skills</u> 1. A strong thesis statement with a focus on the question. 2. Well chosen quotes from the text 3. Identification of key words, phrases, techniques and methods. 4. Explanation of the effect of key words, phrases, techniques and methods. 5. Writers' intentions for the character, theme or audience 6. Explanation of the effect on the audience 7. Consideration of the context of the audience at the time the text was written and/or set

	• Break at the beginning of Act 1 to analyse quotes in more depth and understand the characterisation of Mr Birling from the beginning to allow pupils to develop their understanding about character development • Using Teams and Knowledge organiser to fill gaps in knowledge • Watching modelling of how to plan and write an essay • Watching modelling of how to build a thesis statement • Consistent assessment approach to encourage revision skills and independent learning <u>Why are they learning it (links to other sows/years)</u> to consolidate/develop/expand/revisit • To build on understand of text type of plays from when studied Romeo and Juliet; Richard III and Macbeth • To build on analytical writing skills from Macbeth • To build on developing writer's intention through consistent quote explosion method • To build on developing thesis statements through consistent Throughout, Ultimately, Perhaps	
	Half Term 3.2 – Creative Writing At the end of a busy year full of Literature and Reading content, pupils end the year with a short series of lessons on Creative Writing. The intention is to remind pupils of what they have learned in previous years and give them the chance to review and practice these skills, using simple knowledge organisers to ensure they are equipped with what the exam on Creative writing looks like and how best to approach the 40 mark question. <u>Key skills:</u> • Planning ideas, structuring ideas, using pathetic fallacy • Technical accuracy and vocabulary work	<u>Assessment</u> Creative writing will next be assessed in year 11 PPEs Pupils can revisit the ideas covered in the summer term of year 10 to prepare for this. <u>Success Criteria:</u> 1. Focused approach to task (image/statement) 2. Well structured / organised writing (your paragraphs follow on from each other smoothly – use discourse markers). 3. Variety of sentence starters. 4. Paragraphs (of different lengths). 5. One word/one line sentence. 6. Higher level vocabulary.

	<u>Literacy activities:</u> • Learning about super 7 technical accuracy check list for writing • Vocabulary lists	7. Figurative language (similes, metaphors, personification, pathetic fallacy). 8. Consistent tense and person. 9. 5 types of punctuation 10. Correct punctuation, spelling and grammar.
--	--	---

Term	Topics	Assessment
AUTUMN	<u>Frankenstein</u> Half Term 1 – Frankenstein Pupils study Mary Shelley’s Frankenstein in order to allow them some diversity in author at GCSE- a female writer from the 19th Century. There are many links to other subjects at school: RE, Science and History. The text is chosen because of its challenging nature and for the wealth of rich themes and ideas the narrative allows pupils to explore. <u>What are pupils learning?</u> <u>Learning:</u> • The contextual background of the novel: gothic/Romantic genres/Shelley’s biography • The plot and major themes of the novel • How to annotate key sections of the plot for meaning • How to consider plot points which help explore a character or theme (exam technique) • Key quotations and methods used by Shelley • How to revise continuously over time (period 6). <u>How are they learning it?</u> <u>What do they do/resources/other texts/approaches in SOW:</u> • Learning about context and themes –video summaries and wider reading • Making notes of learning in Frankenstein booklet • Learning the plot by watching animated summary before reading novel- considering Shelley’s intention and key messages • Reading the novel in 4 chunks (separated into 3 separate booklets) - Robert Walton’s	Key skills- what is the assessment? Assessment: • How to plan and write essay on how Shelley presents a character and/or theme in Frankenstein Assessment Pupils will be assessed using GCSE style questions, asking how Shelley presents a key character and/or theme throughout the novel. They will be given a key extract from the novel involving a character/and or theme, and have to write about how the character/theme is presented in this extract and in the novel as a whole How can I prepare for this? • Complete regular homework and revision activities based on the knowledge organisers • Homework Reading key chapters of the novel that are summarised in lessons. • Memorise key quotations • Develop essay writing ability- sample exam questions and frameworks to write paragraph or whole essay responses, depending on ability • Using vocabulary from NHTW grids Revision of year 10 Literature learning

	framing narrative letters; Victor's early narrative; the creature's narrative; Victor's final narrative - Tracking key themes and ideas as text is read and annotated - Focusing on annotating key parts of chapters in lessons- these have been underlined for guidance in lesson - All pupils are encouraged to read entire text in own time-audio books available online <u>Online platforms/homework:-</u> - NHTW vocabulary, Knowledge organisers and key quotations will be set on Teams to revise in own time - Pupils make flashcards revising key characters/themes/quotations/methods - Planning responses for and completing practice essays on past questions- bank shared on Teams <u>Period 6</u> - Revision of year 10 content - ALSO: Live performance of AIC- in curriculum time (September) <u>Why are they learning it (links to other sows/years):</u> To consolidate/develop/expand/revisit - To understand content of final Literature text for GCSE course (19th Century fiction: Frankenstein by Mary Shelley) - To consolidate essay writing skills introduced and developed in years 7-10 - To revisit theme of Romanticism and draw links to poetry studied in year 10 for Worlds and Lives cluster	poetry, Macbeth, An Inspector Calls Success Criteria: - Introduction - Clear reference to question focus. - Use of textual evidence (quotation or reference to key event and at least one quotation/reference from another point in the novel). - Clear explanation of evidence - how it links to question focus/inferences. - Identified method used (or a specific word or phrase). - Analysed the impact of the method used. Feelings/ideas/connotations/effect on reader. - Comment on writer's intention (link back to question focus). - Comment on relevant contextual information in relation to question focus.
--	---	---

	<u>Year 11 - Autumn – Half Term 2 –</u> PPEs and review learning from Year 10- content This half term will be spent preparing pupils for the challenge of sitting PPEs in the theatre for the first time. Pupils will revise all areas studied in year 10 with a focus in lessons on essay writing and looking at good sample responses, for both English Language and Literature papers. After half term we will focus on revisiting writing skills with a particular focus on technical accuracy Intent: The intent of period 6 will be to develop pupils' recall and revision skills, revisiting learning from year 10 and developing strategies for remembering information over time. Pupils will then have the tools to go away and be effective independent learners in their own time. Learning approaches will include: watching various performances of key scenes for literature, creating effective mind maps, flash or cue cards, completing quizzes, practising essay planning and closer to examination dates, actual exam response practice. Overall these sessions should aim to be engaging, incorporating a mix of independent and collaborate learning.	Assessment PPEs in all 4 English exams How can I prepare for this? Complete Seneca homework, independent revision and ensure attendance to all period 6 sessions, which focus on revision and revision techniques Complete practice essays and past paper Use materials provided to practise using Throughout, Ultimately, Perhaps thesis writing (or similar)
SPRING	<u>Year 11 - Spring – Half Term 1 –</u> PPE Review; Interleaving: Unseen Poetry, Literature essay writing & Practice Language Papers (Reading) This term begins with two weeks reviewing pupil performance in their PPEs last term. They are given time to revisit each exam paper and staff guide them to self-assess strengths and areas for development: it is pupils' responsibility to focus on their areas of improvement within their independent revision timetables and study. We then move on to interleaving and revisiting each part of Language and Literature exams. This half term pupils will revisit areas of exams in the following order: English Language: Opinion writing-using frameworks to structure an effective piece of non-fiction writing Language- Reading Paper 1 Language- Reading paper 2 Literature: Unseen Poetry Anthology Poetry An Inspector Calls	Assessment PPEs in all 4 English exams How can I prepare for this? Complete Seneca homework, independent revision and ensure attendance to all period 6 sessions, which focus on revision and revision techniques Complete practice essays and past paper Use materials provided to practise using Throughout, Ultimately, Perhaps thesis writing (or similar)

Macbeth Frankenstein Literacy activities: • Recall activities • Vocabulary lists Key skills: Reviewing, self-assessment and editing/drafting. Revision and recall skills, memory aids and testing; independent learner behaviours. End points: PPEs in all 4 GCSE papers What pupils can explain: Their areas of strength and development across the 4 GCSE papers in English How to write effective responses in exams How to memorise information How to build their cultural capital and general knowledge Spiritual Moral Social Cultural Development Opinion writing lessons will give pupils the chance to develop their general knowledge and understanding of current affairs Texts and writing tasks touch upon areas of SMSC, with pupils developing opinions and evaluating ideas in their responses

Revision of Language GCSE Exams

Revision of Literature

What are pupils learning?

- What exam papers consist of for paper 1 and 2
- How they performed in the December PPEs; understanding their strengths and areas of development
- How to read unseen fiction and non-fiction texts independently- reading strategies
- Exam technique and tips/timings
- Effective strategies for revising Literature texts (Retrieval Time & Period 6)

How are pupils learning this?

- RAMP PPEs
- Complete carousel of Literature Retrieval Tasks as the pfl activities for all lessons
- Work through past papers for both Language paper 1 and 2
- Period 6 sessions- revision of key areas arising from PPE data analysis
- Period 6-revision focus

Why are pupils learning this?

- To prepare for final round of PPEs in Spring term and refine exam performance
- To enable at least a grade 4 pass for all pupils in Language to avoid resits in college.

	Higher grades for pupils for access to A Level courses regardless of their course choices post 16	
SUMMER	<u>Revision of Language GCSE Exams</u> <u>Revision of Literature</u> <u>What are pupils learning?</u> • What exam papers consist of for paper 1 and 2 • How they performed in the Spring PPEs; understanding their strengths and areas of development • How to read unseen fiction and non-fiction texts independently- reading strategies • Exam technique and tips/timings • Effective strategies for revising Literature texts (Retrieval Time & Period 6) <u>How are pupils learning this?</u> • RAMP PPEs • Complete carousel of Literature Retrieval Tasks as the pfl activities for all lessons • Work through past papers for both Language paper 1 and 2 • Period 6 sessions- revision of key areas arising from PPE data analysis <u>Why are pupils learning this?</u> • To prepare for GCSE exams and refine exam performance • To enable at least a grade 4 pass for all pupils in Language to avoid resits in college. Higher grades for pupils for access to A Level courses regardless of their course choices post 16	