

	Autumn		Spring		Summer	
Y7	<u>Oliver Twist</u> <u>Reading Recovery</u> <u>Teacher 1</u> <u>(5 lessons)</u>	<u>Writing Mastery</u> <u>Teacher 2</u> <u>(2 lessons)</u>	<u>Poetry (Unseen –</u> <u>Tennyson and Blake)</u>	<u>Writing Mastery</u>	<u>A Midsummer</u> <u>Night’s Dream</u>	<u>Writing Mastery</u>
Curriculum content	<ul style="list-style-type: none"> Following the plot of a whole story; Understand what the Victorian period was like and how it relates to a text. Characters as a construct. Topic sentences to convey a specific point. Selection of relevant quotations. How to formulate analytical paragraphs. <p><u>Reading Recovery:</u></p> <ul style="list-style-type: none"> Alternate curriculum to promote reading ability of our most-literacy vulnerable. Students are taught the phonic code and are taught to decode words, blend sounds and comprehend texts. 	<ul style="list-style-type: none"> Explicit teaching of grammatical rules. Deliberate practice of grammatical concepts with opportunities for retrieval throughout unit. Planning, editing and redrafting are taught and developed. Extended writing focusing on technical accuracy. This is adapted for each individual class and their ability. 	<ul style="list-style-type: none"> Exploration of literary techniques and how to analyse them. Strategies to approach unseen poetry. Tracking a speaker’s thoughts’/feelings across a poem. Learn about metaphor Develop an understanding of extended metaphor. Explore how metaphor is created through analysing tenor, vehicle and ground. 	<ul style="list-style-type: none"> Explicit teaching of grammatical rules. Deliberate practice of grammatical concepts with opportunities for retrieval throughout unit. Planning, editing and redrafting are taught and developed. Extended writing focusing on technical accuracy. This is adapted for each individual class and their ability. 	<ul style="list-style-type: none"> Understand who William Shakespeare was. To understand the contextual significance of the Elizabethan era. To understand how Shakespeare has presented Ancient Athens. To recount a complex plot; Understand how plays are constructed into acts and scenes. Tracking a theme/character across scenes in a play. How to ensure quotations are concise. 	<ul style="list-style-type: none"> Explicit teaching of grammatical rules. Deliberate practice of grammatical concepts with opportunities for retrieval throughout unit. Planning, editing and redrafting are taught and developed. Extended writing focusing on technical accuracy. This is adapted for each individual class and their ability.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.					

	Autumn		Spring		Summer	
Y8	<u>Animal Farm</u> <u>Teacher 1 (5 lessons)</u>	<u>Rhetoric</u> <u>Teacher 2 (5 lessons)</u>	<u>The Tempest</u>	<u>Descriptive Writing</u>	<u>Poetry</u> (Dickinson, Nichols, Heaney, Blake and Hughes)	<u>Sherlock Holmes</u> <u>Crime Writing</u>
Curriculum content	<ul style="list-style-type: none"> Learn about George Orwell and his political standpoint. Explore how content of a text can link to historical events and figures. Explore how the text is an allegory that criticises Russian politics. Analysis of the structure of a text. Explore the use of extended metaphors across a text. 	<ul style="list-style-type: none"> How to plan and sequence content. Formulating arguments from different perspectives. Showing respect when listening to others. Expand vocabulary, register and rhetorical devices. Understand ethos, logos and pathos. Practise performing and verbalising ideas. 	<ul style="list-style-type: none"> Explore multiple plots within a play. Understand the genre conventions of tragicomedies. To explore the context linked to colonisation, Elizabethan age of discovery and Othering. Practise closed book assessments. Develop the ability to compose a balanced argument. 	<ul style="list-style-type: none"> How to show emotion in writing and ensure it is sustained throughout writing. Use of imagery. How to sequence a piece of descriptive writing. Practise planning, drafting and proof reading writing. 	<ul style="list-style-type: none"> Analysis of literary techniques and figurative language. Exploration of poems with indirect meanings (developing inference skills). Understanding and exploring allegories. 	<ul style="list-style-type: none"> How to understand the conventions of crime writing genre. To explore the historical context of the Victorian era. To embed prior knowledge of how to infer meaning from language. To embed prior knowledge of how to effectively analyse methods. To explore and comment on authorial intent.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students will also complete Bed Rock home learning and follow the Accelerated Reader programme during library lesson to enhance their literacy skills.					

	Autumn		Spring		Summer	
Y9	<u>Small Island</u> <u>Teacher 1 (5 lessons)</u>	<u>Reading for Study</u> <u>Teacher 2 (2 lessons)</u>	<u>Jane Eyre</u>	<u>Gothic Writing</u>	<u>Romeo and Juliet</u>	<u>Poetry Comparison</u>
Curriculum content	<ul style="list-style-type: none"> To secure an understanding of dramatic devices To secure an understanding of characterisation, specifically character arcs. To learn – and apply understanding of – the wind-rush generation. To secure an understanding of the themes of: home, belonging, alienation and to consider how these themes are explored within the play. 	<ul style="list-style-type: none"> Develop grammatical knowledge and ensure grammatical accuracy within writing. Understand how to formulate a thesis. Practise planning in detail and producing an extended piece of writing. Develop knowledge of different text types and the different structures and features needed for each. 	<ul style="list-style-type: none"> Learn about Victorian attitudes to childhood and relate information to the text. Creating a thesis to use in academic writing. Character development. How to evaluate characters. 	<ul style="list-style-type: none"> To learn the conventions of the gothic genre. To be able to create a gothic setting. To be able to create a typical gothic character. To learn the power of syntax in creating meaning through learning and using complex, compound, simple and minor sentence structures. To craft a compelling piece of writing that convincingly uses a range of methods. 	<ul style="list-style-type: none"> Explore and make sustained links between the conventions of a tragedy and the presentation of these conventions within the play. Learn literary concepts. Evaluation and in-depth analysis of language use; Evaluation of characters' behaviours. 	<ul style="list-style-type: none"> Identifying and analysing how themes are presented within poems. Learn how poets' background/ beliefs affect the ideas within their poems. Structure of comparative essays. Developing use of academic tone. How to plan a comparative essay. Students learn how to use discourse markers to ensure.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students will also complete Bed Rock home learning and follow the Accelerated Reader programme during library lesson to enhance their literacy skills.					

	Autumn		Spring	Summer	
Y10	<u>A Christmas Carol</u> <u>Half-term 1</u>	<u>Language Paper 1</u> <u>Half-term 2</u>	<u>An Inspector Calls</u> <u>X7 Power and Conflict Poems</u>	<u>Language Paper 2</u> <u>Spoken Language</u>	<u>Spoken Language</u> <u>Revision</u>
Curriculum content	<ul style="list-style-type: none"> Students need to have a thorough understanding of the plot, characterisation, setting and the character arc of Scrooge. Students need to have understood the themes of: poverty, greed, family, charity, Christmas. Students need to have understood the context of the Victorian era, including The Poor Law and Malthusian Ideology. Students need to understand a range of literary devices and analyse their use within the novella. Students should be able to comment on the significance of narrative structure, exploring Dickens' intent. 	<p>Students need to have understood the requirements for the entirety of Paper 1, specifically:</p> <ul style="list-style-type: none"> Comprehension Analysis of language Analysis of structure Evaluation Perceptive inference Judicious selection of textual reference <p>For Section B, they must:</p> <ul style="list-style-type: none"> Be able to use ambitious vocabulary. Write using correct grammar, syntax and standard English. Create both setting and character that is convincing. Use a range of sentence structures for impact. Use a range of linguistic devices for impact. 	<p>For An Inspector Calls, students need to:</p> <ul style="list-style-type: none"> Understand the ideas expressed by Priestly around capitalist and socialist ideology in the twentieth century. Explore the characterisation of both the Birlings and Eva Smith, considering how these characters are symbolic of wider-social issues. Explore how the play acts as a criticism of the exploitation of the proletariat by the bourgeoisie. Have a thorough knowledge of Priestley's intention and own personal beliefs, and explore the extent to which these have influenced his writings. Revise dramatic devices and explore how they have been used by Priestley. <p>Power and Conflict Poetry:</p> <ul style="list-style-type: none"> Charge of the Light Brigade Exposure Bayonet Charge Kamikaze War Photographer Poppies Remains 	<p>Students need to have understood the requirements for the entirety of Paper 2, specifically:</p> <ul style="list-style-type: none"> Non-fiction texts Summary Synthesis Inference Analysis Comparison of perspective <p>For Section B, they must:</p> <ul style="list-style-type: none"> Be able to utilise ambitious vocabulary, Write using correct grammar, syntax and standard English. Create a clear line of argument and a convincing 'voice'. Use the 'personal, general, general, personal' structure. Use a range of sentence structures for impact. Revise rhetorical features and use this convincingly. <p>Students to plan, prepare and deliver a speech of a topic of their choice for the Spoken Language Endorsement required for GCSE.</p>	<p>Students to plan, prepare and deliver a speech of a topic of their choice for the Spoken Language Endorsement required for GCSE</p> <p>Students to have tailored revision in preparation for the mock exams.</p>
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.				
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are exposed to a wide range of reading across various fiction and non-fiction texts. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and				

	Autumn		Spring	Summer
Y11	<u>Macbeth</u>	<u>Language Paper 1 Reading Power and Conflict Poetry</u>	<u>Unseen Poetry (x2 weeks)</u> <u>Targeted Revision</u>	<u>Targeted Revision</u>
Curriculum content	<p>Macbeth is the final component required for Literature GCSE. The students will study Shakespeare's use of language, form and structure alongside the context of 1606.</p> <p>Students will:</p> <ul style="list-style-type: none"> - Understand how to construct a strong line of argument, including a thesis and sequenced ideas. - Comprehend the plot, characterisation and setting of the play, exploring the significance of each. - Learn to analyse, in great depth, the language, structure and dramatic methods used by Shakespeare, exploring their significance. - Comprehend Jacobean cultural context, and apply this to the play. 	<p>Students need to have understood the requirements for the entirety of Paper 1, specifically:</p> <ul style="list-style-type: none"> • Comprehension • Analysis of language • Analysis of structure • Evaluation • Perceptive inference • Judicious selection of textual reference <p>Power and Conflict. Students will learn the final poems and develop the skill of comparison and poetic analysis.</p> <ul style="list-style-type: none"> • Charge of the Light Brigade • War Photographer • Kamikaze • Bayonet Charge • Remains • Exposure 	<p>Unseen Poetry:</p> <ul style="list-style-type: none"> • Students will learn how to analyse an unseen poem. • They will explore surface level meaning and subtextual, metaphorical meaning. • They will revise how to structure a line of argument when writing a response. • They will revise poetic terminology and learn how to identify and analyse these methods, exploring their significance. • Students will then learn how to compare two related unseen poems, understanding the comparison of form, structure and language. <p>Targeted Revision:</p> <ul style="list-style-type: none"> • The revision will be specifically planned based upon the mock exam data. The students will have their learning tailored to their specific needs. 	<p>Targeted Revision:</p> <ul style="list-style-type: none"> • The revision will be specifically planned based upon the mock exam data. The students will have their learning tailored to their specific needs.
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Live marking occurs throughout each lesson, so students are provided with timely, instantaneous feedback.</p>			
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are exposed to a wide range of reading across various fiction and non-fiction texts. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.</p>			

Year 12 English Language

	Autumn		Spring		Summer	
	Paper 1: Meanings and Representations Original Writing NEA		Paper 1: Child Language Acquisition Paper 2: Language Diversities		Paper 1: Child Language Acquisition Paper 2: Language Change Language Investigation NEA	
Y12	<u>Language Discourses:</u> <ul style="list-style-type: none"> • <u>Grammar</u> • <u>Phonology</u> • <u>Lexis</u> 	<u>Language Discourses:</u> <ul style="list-style-type: none"> • <u>Graphology</u> • <u>Pragmatics</u> • <u>Discourse</u> 	<u>Language and gender</u> <u>Language and Social groups</u>	<u>Language and region</u> <u>Language and occupation</u>	Language Change over time	NEA 1 Original Writing
Curriculum content	Students should study a range of texts: <ul style="list-style-type: none"> • about various subjects • from various writers and speakers • for various audiences • for various purposes • in a variety of genres • using a variety of modes (written, spoken, electronic). • When analysing texts, students should explore how language is: <ul style="list-style-type: none"> • shaped according to audience, purpose, genre and mode • shaped according to context • used to construct meanings and representations • used to enact relationships between writers, speakers and audiences or between participants within a text. This exploration will include: <ul style="list-style-type: none"> • methods of language analysis • how identity is constructed • how audiences are addressed and positioned • the functions of the texts • the structure and organisation of the texts • how representations are produced. 		Methods of language analysis <ul style="list-style-type: none"> • Students will be required to identify and describe features of language in the texts using methods of language analysis. In order to study textual variations and representations, students will be required to identify and describe salient features of language in the texts. • The following list is a guide to the areas of language students are expected to examine: <ul style="list-style-type: none"> • phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed • graphology: the visual aspects of textual design and appearance • lexis and semantics: the vocabulary of English, including social and historical variation • grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level • pragmatics: the contextual aspects of language use • discourse: extended stretches of communication occurring in different genres, modes and contexts. 		Students should study a range of examples of language in use and research data to inform their study of diversity: <ul style="list-style-type: none"> • texts using different sociolects (to include social and occupational groups, and gender) • texts using different dialects (to include regional and national varieties of English within the British Isles) • texts that use language to represent the different groups above • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics). • When analysing texts and data, students should explore: <ul style="list-style-type: none"> • how language varies because of personal, social and geographical contexts • why language varies, developing critical knowledge and understanding of different views and explanations • attitudes to language diversity. 	
Assessment	<ul style="list-style-type: none"> • In class feedback and assessment: extended writing and essay practice to test students' knowledge recall and application of knowledge. • NEA 1 completed 					
Literacy links	Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.					

Year 12 English Literature

	Autumn		Spring		Summer	
	Paper 1: Aspects of Tragedy Paper 2: Social & Political Protest		Paper 1: Aspects of Tragedy Paper 2: Social & Political Protest		Paper 1: Aspects of Tragedy Paper 2: Social and Political Protest NEA: Theory & independence	
Y12	Teacher 1: Tragedy Tragic Drama: Death of a Salesman	Teacher 2: Social and Political Protest The Kite Runner by Khaled Hosseini	Teacher 1: Tragedy John Keats Poetry	Teacher 2: Social and Political Protest Poetry/pre-1900 text: William Blake – Songs of Innocence and Experience	Teacher 1: Tragedy Shakespeare: Othello NEA 1 – Prose	Teacher 2: Social and Political Protest The Handmaid’s Tale by Margaret Atwood
Curriculum content	Students will read the play and explore Miller’s characters, themes and context as components of a tragic text (Paper 1). <ul style="list-style-type: none"> Continue to develop analysis and ability to debate perspectives Explore relevant contexts and the specific features of a drama text Continue to develop written and verbal responses to a text, particularly comparing texts 	<ul style="list-style-type: none"> Students will learn about the genre of political and social protest through the medium of literature. They will study The Kite Runner by Khaled Hosseini which is a post-modern text that explores the impact that one catastrophic decision can create. Through this novel, students will explore the significance of historical and cultural context: the rise of the Taliban, the significance of the Soviet Union in Afghanistan. Students will also explore the power of community that is created through diaspora. 	Students will read and explore the poems in the collection and explore context, purpose and message as examples of tragic texts (Paper 1) <ul style="list-style-type: none"> Continue to develop A-Level Literature skills and the specific features of poetry texts Continue to develop written and verbal responses to a text, particularly comparing texts 	Students will read and explore the poems in the collection and explore context, purpose and message through lens of social and political protest (Paper 2). <ul style="list-style-type: none"> Continue to develop A-Level Literature skills and the specific features of poetry texts 	Students will read the play and explore Shakespeare’s characters, themes and context as components of a tragic text (Paper 1). They will explore racial politics, Othering, love and jealousy, appearance versus reality and conventions of the tragic genre. <ul style="list-style-type: none"> Continue to develop analysis and ability to debate perspectives Explore relevant contexts and the specific features of a drama text Consider purpose and writer’s intentions Continue to develop written and verbal responses to a text 	Students will study The Handmaid’s Tale and explore the generic conventions of dystopian. They will explore the cultural context of Christian fundamentalism, second-wave feminism and gender politics.
Assessment	<ul style="list-style-type: none"> In class feedback and assessment: extended writing and essay practice to test students’ knowledge recall and application of knowledge. Formal assessments: 2 x 25 mark essay questions (single text/extract questions) each half term. End of Y12 exams: Paper 1 Section A&B, Paper 2 Section A&B NEA 1 completed 					
Literacy links	Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.					

Year 13 English Language

	Autumn		Spring		Summer	
	Paper 1: Child Language Development NEA: Language investigation		Paper 2: Language diversity and change Paper 1: Language and the Individual			
Y13	Child Language Development	NEA 1: Language investigations and Paper 2 comparison and opinion article	Paper 1 revision	Paper 2 revision		
Curriculum content	<p>Students should explore how children develop their spoken and written skills. To achieve this, students should study:</p> <ul style="list-style-type: none"> the functions of children's language phonological, pragmatic, lexical, semantic and grammatical development different genres of speech and writing different modes of communication (spoken, written, multimodal) theories and research about language development <p>Students should study a range of examples of language in use and research data to inform their study of diversity and change:</p> <ul style="list-style-type: none"> texts using different sociolects (to include social and occupational groups, gender and ethnicity) texts using different dialects (to include regional, national and international varieties of English) texts that use language to represent the different groups above texts from different periods, from 1600 to the present day written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres items from collections of language data (eg dictionaries, online resources, language corpora) research findings (eg tables, graphs, statistics). 		<p>Methods of language analysis</p> <ul style="list-style-type: none"> Students will be required to identify and describe features of language in the texts using methods of language analysis. In order to study textual variations and representations, students will be required to identify and describe salient features of language in the texts. The following list is a guide to the areas of language students are expected to examine: <ul style="list-style-type: none"> phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed graphology: the visual aspects of textual design and appearance lexis and semantics: the vocabulary of English, including social and historical variation grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level pragmatics: the contextual aspects of language use discourse: extended stretches of communication occurring in different genres, modes and contexts. 		<p>Students will revisit all Y12 and Y13 content and practice essay writing and exam approaches in preparation for final examinations.</p> <ul style="list-style-type: none"> Continue to develop A-Level Language skills Revisit and revise all Y12 and Y13 content Prepare for end of Y13 examinations with explicit essay skills and exam practice 	
Assessment	<ul style="list-style-type: none"> In class feedback and assessment: extended writing and essay practice to test students' knowledge recall and application of knowledge. Formal assessments: 2 exam questions each half term. NEA 2 completed 					
Literacy links	<p>Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.</p>					

Year 13 English Literature

	Autumn		Spring		Summer
	<u>Paper 1: Aspects of Tragedy</u>		<u>Paper 1 & 2</u> <u>NEA: Theory and independence</u>		<u>Revision & preparation for examinations</u>
Y13	<u>Teacher 1:</u> Further drama text: Death of a Salesman by Arthur Miller	<u>Teacher 2:</u> Revision of Paper 2 Texts NEA 2	<u>Teacher 1:</u> Pre-1900 text: Selected poems by John Keats	<u>Teacher 2:</u> Revision of all Y12 & Y13 content Explicit essay writing and exam skills	<u>Teacher 1 and 2:</u> Revision of all Y12 & Y13 content Explicit essay writing and exam skills
Curriculum content	<p>Students will read the play and explore Miller's characters, themes and context as components of a tragic text (Paper 1).</p> <ul style="list-style-type: none"> Continue to develop analysis and ability to debate perspectives Explore relevant contexts and the specific features of a drama text Continue to develop written and verbal responses to a text, particularly comparing texts 	<p>Revise:</p> <ul style="list-style-type: none"> The Kite Runner The Handmaid's Tale William Blake Poetry Unseen Political Extracts <p>Students will select their NEA poetry text and explore the critical anthology (Marxism, feminism, post-colonialism, eco-criticism, aspects of narrative and the canon).</p> <ul style="list-style-type: none"> Explore exemplars and mark schemes and identify excellent writing Independently research and write their second NEA. 	<p>Students will read and explore the poems in the collection and explore context, purpose and message as examples of tragic texts (Paper 1)</p> <ul style="list-style-type: none"> Continue to develop A-Level Literature skills and the specific features of poetry texts Continue to develop written and verbal responses to a text, particularly comparing texts 	<p>Students will revisit all Y12 and Y13 content and practice essay writing and exam approaches in preparation for final examinations.</p> <ul style="list-style-type: none"> Continue to develop A-Level Literature skills and how to apply these to all A-Level texts Revisit and revise all Y12 and Y13 content Prepare for end of Y13 examinations with explicit essay skills and exam practice 	<p>Students will revisit all Y12 and Y13 content and practice essay writing and exam approaches in preparation for final examinations.</p> <ul style="list-style-type: none"> Continue to develop A-Level Literature skills and how to apply these to all A-Level texts Revisit and revise all Y12 and Y13 content Prepare for end of Y13 examinations with explicit essay skills and exam practice
Assessment	<ul style="list-style-type: none"> In class feedback and assessment: extended writing and essay practice to test students' knowledge recall and application of knowledge. Formal assessments: 2 x 25 mark essay questions (single text/extract questions) each half term. Y13 mock exams: Full papers All NEA completed 				
Literacy links	<p>Students will develop their A-Level specific literacy skills through exposure to high-quality exemplars and teacher modelling. They will also develop their skills of verbal reasoning and oracy and how to translate their ideas and perspectives into a compelling and structured argument.</p>				

2024-2025 Long Term Plan Overview

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Autumn Term</p> <ul style="list-style-type: none"> • Reading Recovery • Oliver Twist • Writing Mastery 	<p>Autumn Term</p> <ul style="list-style-type: none"> • Animal Farm • Rhetoric 	<p>Autumn Term</p> <ul style="list-style-type: none"> • Small Island – half-term • Reading for Study • Unseen Poetry (x2 weeks) 	<p>Autumn Term</p> <ul style="list-style-type: none"> • A Christmas Carol • Language Paper 1 – Reading and Writing 	<p>Autumn Term</p> <ul style="list-style-type: none"> • Macbeth • Language Paper 1 – Reading • Power and Conflict 	<p>Autumn Term</p> <p>Language</p> <ul style="list-style-type: none"> • Meanings and Representations • Original Writing NEA <p>Literature</p> <ul style="list-style-type: none"> • Death of a Salesman • The Kite Runner 	<p>Autumn Term</p> <p>Language</p> <ul style="list-style-type: none"> • Child Language Development • NEA Language Investigation <p>Literature</p> <ul style="list-style-type: none"> • Death of a Salesman • NEA 2
<p>Spring Term</p> <ul style="list-style-type: none"> • Poetry • Writing Mastery 	<p>Spring Term</p> <ul style="list-style-type: none"> • Descriptive Writing • The Tempest 	<p>Spring Term</p> <ul style="list-style-type: none"> • Jane Eyre • Gothic Writing 	<p>Spring Term</p> <ul style="list-style-type: none"> • Power and Conflict Poetry • X7 poems • An Inspector Calls 	<p>Spring Term</p> <ul style="list-style-type: none"> • Unseen Poetry (x2 weeks) • Targeted Revision 	<p>Spring Term</p> <p>Language</p> <ul style="list-style-type: none"> • Language and Gender • Language and Social Groups • Language and Region • Language and Occupation <p>Literature</p> <ul style="list-style-type: none"> • Keats Poetry • Blake Poetry 	<p>Spring Term</p> <p>Language</p> <ul style="list-style-type: none"> • Paper 1 Revision • Paper 2 Revision <p>Literature</p> <ul style="list-style-type: none"> • Keats Poetry • Revision
<p>Summer Term</p> <ul style="list-style-type: none"> • A Midsummer Night’s Dream • Writing Mastery 	<p>Summer Term</p> <ul style="list-style-type: none"> • Poetry - reading • Sherlock Holmes • Crime writing 	<p>Summer Term</p> <ul style="list-style-type: none"> • Romeo and Juliet – article writing • Poetry Comparison (x2 weeks) 	<p>Summer Term</p> <ul style="list-style-type: none"> • Paper 2 – Reading and Writing • Spoken Language • Revision for Mock Exam 	<p>Summer Term</p> <ul style="list-style-type: none"> • Targeted Revision 	<p>Summer Term</p> <p>Language</p> <ul style="list-style-type: none"> • Language Change • Original Writing NEA <p>Literature</p> <ul style="list-style-type: none"> • Othello • NEA 1 • The Handmaid’s Tale 	<p>Summer Term</p> <p>Language</p> <ul style="list-style-type: none"> • Revision <p>Literature</p> <ul style="list-style-type: none"> • Revision