

English Map 2026/27



Tolerant Confident Kind Resilient Determined Respectful

	Aspire		Engage	Achieve
TERM 1 (Year 7)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Wonder</i> To study the complete novel: 'Wonder' To read the whole novel. To gain an understanding of how a writer structures a novel and the effect of basic structural devices (flashback, chronological, omission, pivotal points, repetition) To gain an understanding of the context of the novel and how this links to the characters and plot. To explore ideas linking to diversity. <u>HALF TERM 2</u> <i>Poetry from other Cultures</i> 6 poems studied, comparison and analysis of language. Understand how the context of a writer's life might influence the content of their creative work. Poetic language features, e.g. alliteration, rhyming couplets, stanza, enjambment, etc. Knowing TAP (Text type, audience, purpose) and using this knowledge to support comprehension skills.	<u>HALF TERM 1</u> The key skill of analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the novel Summary and inference skills Creative writing focus: • Vocabulary for effect • Devices for effect • Sentence forms – particularly sentence starters • Use of structural devices for effect <u>HALF TERM 2</u> The key skills of Analysis: Analyse both seen and unseen poems using what, how, why structure. Locate, identify and explain quotations. Identify the form, purpose and narrative voice of a variety of poems. Write different forms of poetry: rhyming poem, free verse, haiku, etc. Expressing a personal view of a poem. Increasing use of varied and ambitious vocabulary	Role play Pair work Close analysis Class discussion Group work Creative Writing activities	<u>HALF TERM 1</u> Peer Assessment: L5 Summary Teacher marked Assessment: L13 Creative Writing Self Assessment: L2 Character Analysis <u>HALF TERM 2</u> Peer Assessment: L6 Paragraph analytical response to a poem. Teacher marked Assessment: L8 Poetry Comparison Self Assessment: L3 Paragraph analytical response to a poem.

TERM 2 (Year 7)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> 1 x week of Spring Poetry- linking to Art To understand and apply poetic techniques to describe our natural world. To use imagery successfully in your own poetry. Media Unit- Building a Magazine To understand the different types of writing that would make up an entire magazine. To practice writing persuasively and exploring persuasive devices. Create non-fiction texts using informal or formal language, as appropriate. <u>HALF TERM 2</u> The Tempest To understand key themes and characters in The Tempest. To read and understand key scenes throughout The Tempest. To begin to understand the context surrounding the play. To understand how our key theme of Diversity is presented in The Tempest. To understand the audience reaction to The Tempest. To begin to understand playwriting conventions and how they are utilised by the writer to manipulate audience response	<u>HALF TERM 1</u> To explore different forms of transactional writing in the media. To explore audience, purpose, genre. A focus of spelling, punctuation and grammar and the importance of this when producing a finished article. <u>HALF TERM 2</u> Sensory Language Use of imagery Poetic structures Use of poetic devices in own writing Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the play	Role play Pair work Close analysis Class discussion Group work Sensory exploration Class Reading exercises Research of culture	<u>HALF TERM 1</u> Peer Assessment: L10 Contents Page Teacher marked: L5 Transactional Writing Self Assessment: L7 Article or Review <u>HALF TERM 2</u> Peer Assessment: L4 Diary Entry Teacher marked: L10 Theme analysis Self Assessment: L6 Character Analysis
TERM 3 (Year 7)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)

	<u>HALF TERM 1</u> <i>Victorian Childhood and Oliver Twist</i> To read and study extracts from a range of texts, both non-fiction and fiction, from the 19th century. To gain a greater understanding of issues and society in Victorian Britain, and the context of Dickens' writing about children. To continue to develop language analysis skills. To continue to develop creative writing skills, focusing on setting to create atmosphere. To be aware of the differences between fiction and non-fiction. To start to identify the writer's point of view and attitude (looking at Mayhew). To study character extracts from 'Oliver Twist'. To gain an understanding of the context of the novel and how this links to the characters and plot. To understand how Workhouses worked and the influence they had on the novel. Reflect on the contextual information about Victorian Childhood and develop the foundational links to Dickens. <u>HALF TERM 2</u> <i>The Bone Sparrow</i> To study the complete novel: 'The Bone Sparrow'. To read the whole novel. To gain an understanding of how a writer structures a novel and the effect of basic structural devices (flashback, chronological, omission, pivotal points, repetition)	<u>HALF TERM 1</u> The key skill of analysis: Characterisation Setting (exposition) Identifying point of view / attitude Identifying methods used to put across a writer's PoV. Incorporating contextual comments into analysis (leading with context when possible) Starting with a conceptualised comment – 'Throughout ...' Creative writing focus: • Vocabulary for effect • Devices for effect • Sentence forms – particularly sentence starters • Use of structural devices for effect <u>HALF TERM 2</u> The key skill of analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the novel Summary and inference skills Creative writing focus: • Vocabulary for effect	Role play Pair work Close analysis Class discussion Group work Contextual research Trip planned to see 'Oliver' on Stage.	<u>HALF TERM 1</u> Self Assessment: L3 Wackford Squeers Teacher Marked Assessment: L12 Character Analysis Peer Assessment: L8 Summary Writing <u>HALF TERM 2</u> Peer Assessment: L7 Oracy Speaking and Listening Self Assessment: L5 Diary Entry Teacher marked Assessment: End Of Year Exam
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	To gain an understanding of the context of the novel and how this links to the characters and plot. To explore ideas linking to diversity.	• Devices for effect • Sentence forms – particularly sentence starters • Use of structural devices for effect		
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TERM 4 (Year 8)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>The Hunger Games- Dystopia</i> Identifying language and structural devices Use a widening range of punctuation, beginning to make deliberate choices to create effects Apply the conventions of the dystopian genre, in own creative writing To condense events of a novel into a summary. To be able to write a comparative response to a question about key characters . <u>HALF TERM 2</u> <i>Women in Shakespeare</i> To study a number of extracts focusing on the role of women – Ophelia, Desdemons, Portia and the witches. To gain an understanding of the role of women in Jacobean / Elizabethan England.	<u>HALF TERM 1</u> Key skills of summary writing: - Identify main ideas of a text. - Discernment of information. - Paraphrasing - Paragraph structuring. Key skills of narrative writing: - Show, don't tell. - Creating plot and structure. - Establishing a setting. Key skills of comparative writing: - Synthesizing information. - Organising and structuring ideas. - Defining a clear basis for comparison. <u>HALF TERM 2</u> The key skills of analysis: Characterisation Evaluating the writer's perspective The intended audience The use of language The use of structure The context of the play To develop an increasing conceptualised response	Role play Pair work Close analysis Class discussion Group work Contextual research tasks Comparisons Trip planned to see 'The Hunger Games' on stage.	<u>HALF TERM 1</u> Peer Assessment - L2 Summary Teacher marked Assessment- Comparative Writing Self Assessment- L7 Narrative Writing <u>HALF TERM 2</u> Peer Assessment: L15 Creative Writing Teacher marked Assessment: L14 Character analysis Self Assessment: L8 Comparison of characters.

	To gain an understanding of attitudes to witchcraft and its political causes. To produce a range of creative responses using the voice of women in Shakespeare's plays.	Understanding the writer's intentions Use of rhyme and rhythm Use of dramatic devices Creative writing focus: • Vocabulary for effect • Conventions of diary Speaking and Listening: Role play as Lady Macbeth		
TERM 5 (Year 8)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Gothic Writing</i> To take inspiration from Gothic writing to produce our own to share with others. Inspiration to include Mary Shelley, Charlotte Bronte, Emily Bronte and Daphne du Maurier. <u>HALF TERM 2</u> <i>Of Mice and Men</i> To study the complete novel: 'Of Mice and Men'. To read the whole novel. To gain an understanding of how a writer structures a novel and the effect of basic structural devices (flashback, chronological, omission, pivotal points, repetition, cyclical structure) To gain an understanding of the context of the novel and how this links to the characters and plot. To produce a range of creative responses using the voice of different characters in the novel – with a particular focus on Curley's Wife. To respond to and evaluate a statement.	<u>HALF TERM 1</u> Vocabulary for effect Sentence forms – particularly sentence starters Use of a range of language devices and techniques Structure <u>HALF TERM 2</u> The key skill of analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the novel Summary and inference skills Creative writing focus: • Vocabulary for effect • Devices for effect • Sentence forms – particularly sentence starters • Use of structural devices for effect • Conventions of diary and letter writing Speaking and Listening: Role play Feeding back research topics in groups Debate – Curley's dog	Role play Pair work Close analysis Class discussion Group work Debates Contextual research Use of Visualiser	<u>HALF TERM 1</u> Peer Assessment: L3B Setting development Teacher marked: L10 Creative writing Q5 Self Assessment: L6 Character development <u>HALF TERM 2</u> Teacher marked: L12 Character Analysis Peer Assessment- L2 Diary entry Self Assessment- L10 Letter writing

	To summarise differences between characters – Slim and Curley			
TERM 6 (Year 8)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Rhetoric</i> To read and study 4-5 speeches from different centuries, cultures and viewpoints – focus on women writers and women’s viewpoints. <i>Emma Watson Gender Equality</i> <i>Elizabeth I Tilbury</i> <i>Malala Yousafzai Unicef Speech</i> <i>Sojourner Truth Ain’t I a Woman</i> <i>Maya Angelou On the Pulse of Morning</i> <i>Greta Thunburg UN Climate Action</i> <i>Emmeline Pankhurst Freedom or Death</i> <i>Reese Witherspoon Ambition</i> <i>Lionesses</i> To develop awareness of pathos, ethos and logos. Students start to use these techniques in their own writing. <u>HALF TERM 2</u> <i>Feminism in Film</i> How is film media constructed to fulfil a genre? How and why do directors frame their films in a specific way? What is narrative theory and how are audiences expected to interact with them?	<u>HALF TERM 1</u> The key skill of analysis: Identifying and responding to a range of rhetorical devices Selecting appropriate quotations for analysis Creative writing focus: •Vocabulary for effect •Devices for effect •Sentence forms – particularly sentence starters and use of sentence fragments •Use of a range of punctuation Speaking and Listening: Role play – hot seating Performing own speech to the class <u>HALF TERM 2</u> Genre, Technical codes, Textual Codes, Visual Codes Camera Angles, Types of shot, audience, mise-en-scene, props intertextuality	Role play Pair work Close analysis Class discussion Group work Use of Visualiser Research of recent women in power.	<u>HALF TERM 1</u> Peer Assessment: L6 Analysis of an extract of a speech Teacher marked Assessment: L12 Speaking and listening Self Assessment: L9 Writing the opening of a successful speech on a topical issue. <u>HALF TERM 2</u> Self Assessment: Transactional writing. Teacher marked Assessment: End of Year Exam Peer Assessment: Speaking and Listening Style Film pitch

	How do films/posters fulfil and challenge stereotypes? Watching and analysing of films and advertisements over time. Barbie War time propaganda Domestic advertising in the 1950's.	Narrative theory, Todorov, Trailer, Audience theory, preferred/negotiated/oppositional reading, diegetic/non-diegetic sound stereotypes, ideology, feminism, gender roles, character analysis		
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TERM 7 (Year 9)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Blood Brothers</i> To read and study the play: Blood Brothers by Willy Russell – focus on the characterisation of key characters, the contrast between Mrs Johnstone and Mrs Lyons. We will also be evaluating the writer's perspective and consider the context of the playscript. To produce some analytical responses about the writer's intentions and how language is being used to present some of the key characters.	<u>HALF TERM 1</u> The key skills of Analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the play	Role play Pair work Modelling Close analysis Class discussion Group work Comparisons Debate including Silent Debate Trip planned to see 'Blood Brothers' on stage	<u>HALF TERM 1</u> Teacher marked: L10 Comparative character paragraph Peer Assessment: L12 Character change paragraphs Self Assessment: L9 Analytical paragraphs
	<u>HALF TERM 2</u> <i>Creative Writing</i> To understand the importance of creative writing and develop skills based on genre. To develop storytelling skills with a focus on plot construction, character, setting, point of view and dialogue. Students will study the theme of conflict within poetry and prose to support their own creative writing.	<u>HALF TERM 2</u> Creative writing focus: Vocabulary for effect Sentence forms – particularly sentence starters Use of a range of language devices and techniques Language (sentence stems) for atmospheric writing Develop 'show don't tell technique', sensory imagery, symbolism and figurative language.		<u>HALF TERM 2</u> Peer Assessment: Character development Teacher Marked Assessment: Building a narrative Self Assessment: Setting and Atmosphere

TERM 8 (Year 9)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Romeo and Juliet</i> To understand the historical, political and social context in which Shakespeare wrote and produced his plays. To gain familiarity with Shakespearean language use and how language changes over time. To begin to understand playwriting conventions and how they are utilised by the writer to manipulate audience response: To understand and begin applying subject terms: plot, character, theme, stage directions, structure, layout, form, context, semantic fields, performance, dramatic irony, idioms, slang, iambic pentameter, soliloquy, monologue, tragedy, romance, comedy, sonnet, rhyming couplets, oxymoron, juxtaposition, anaphora, etc. <u>HALF TERM 2</u> <i>Transactional writing</i> To read and respond to a range of texts exploring writers' viewpoint and attitude To identify and then use a range of persuasive devices (List of 3 (triplets), rhetorical question, direct address, hyperbole, repetition, emotive language, counterargument, statistics, expert witness, opinion as fact, alliteration) To analyse the impact of persuasive methods in a range of non-fiction texts (theme of conflict) To produce own persuasive speech on a chosen topic To write a formal persuasive response which links to the topic	<u>HALF TERM 1</u> The key skills of Analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the play <u>HALF TERM 2</u> The key skills of analysis: Evaluating the writer's perspective The intended reader The use of language The use of structure The form of a text Creative writing focus: • Vocabulary for effect • Sentence forms – particularly sentence starters • Use of a range of persuasive devices and techniques • Conventions of a speech, leaflet and newspaper article • Language (sentence stems) useful for persuasive texts	Role play Pair work Close analysis Class discussion Group work Research tasks of current affairs	<u>HALF TERM 1</u> Self Assessment: L4 Analytical paragraph A1, S2 Lord Capulet as a good Father. Teacher marked Assessment: L14 Act 5, S1. Question on Love. Peer Assessment: L5 A1, S3. Character <u>HALF TERM 2</u> Peer Assessment: L5 Review Teacher marked: L9 Speech Self Assessment: L2 Formal Letter

		Layout and form		
Term 9 (Year 9)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>The Hate U Give</i> To study the complete novel: 'The Hate U Give'. To read the whole novel. To gain an understanding of how a writer structures a novel and the effect of basic structural devices (flashback, chronological, omission, pivotal points, repetition) To gain an understanding of the context of the novel and how this links to the characters and plot. To gain understanding of political issues and conflict highlighted throughout the novel. To access current non-fiction texts linked to the key themes throughout. <u>HALF TERM 2</u> <i>Power and Conflict Poetry</i> 1) <i>Kamikaze</i> 2) <i>War Photographer</i> 3) <i>Poppies</i> 4) <i>Remains</i> 5) <i>Bayonet Charge</i> 6) <i>Charge of the Light Brigade</i> 7) <i>Exposure</i> <i>Unseen Poetry</i> Choose 2 poems to analyse and complete some comparisons	The key skills of Analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the novel Summary and inference skills Creative writing focus: - Vocabulary for effect - Sentence forms – particularly sentence starters - Use of a range of persuasive devices and techniques - Conventions of a speech, leaflet and newspaper article - Language (sentence stems) useful for persuasive texts - Layout and form Poetry analysis Comparisons between poems	Role play Pair work Close analysis Class discussion Group work Research activities Comparisons	<u>HALF TERM 1</u> Self Assessment: L11 Structure question based on extract from THUG (8 marks) Teacher marked Assessment: L10 Transactional writing Paper 2, Q5 style response. Speech Peer Assessment: L4 Language question based on extract from THUG. (8 marks) <u>HALF TERM 2</u> Peer Assessment: Poetry Terms Out of 10 Teacher marked Assessment: End of year Y9 Exam Creative Writing. Self Assessment: Poetry Terms Out of 19

TERM 10 (Year 10)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Macbeth</i> To read the whole play. To gain an understanding of how a writer structures a play and the effect of structural devices (flashback, chronological, omission, pivotal points, repetition, cyclical structure) To gain an understanding of the context of the play and how this links to the characters and plot. To respond to and evaluate a statement. Allowing one lesson per fortnight to work on the skills required for creative writing. <u>HALF TERM 2</u> <i>Macbeth completion</i> To read the whole play. To gain an understanding of how a writer structures a play and the effect of structural devices (flashback, chronological, omission, pivotal points, repetition, cyclical structure) To gain an understanding of the context of the play and how this links to the characters and plot. To respond to and evaluate a statement <i>Power and Conflict Poetry</i>	The key skills of Analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the play	Role play Pair work Close analysis Class discussion Group work Trip to 'Poetry Live' Planned for January 2027	<u>HALF TERM 1 and 2</u> Peer Assessment: L19 Macbeth character paragraph Self Assessment: L11 Macbeth theme paragraph. Teacher marked: L8 Lady Macbeth Assessment
TERM 11 (Year 10)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Completion of Power and Conflict Poetry</i> 1. Storm on the Island 2. The Emigree	The key skills of Analysis: Characterisation Evaluating the writer's perspective	Role play Pair work Close analysis	<u>HALF TERM 1</u> Peer Assessment of a L1 and 2 Poetry comparison paragraph

	3. <i>The Prelude</i> 4. <i>My Last Duchess</i> 5. <i>Ozymandias</i> 6. <i>Tissue</i> 7. <i>London</i> 8. <i>Checking out Me History</i> <u>HALF TERM 2</u> Language Paper 1, Section A. To understand all skills associated with Language Paper1, Section A To apply skills to each question successfully To understand timings and expectations of the exam paper. Speaking and Listening Component, Language Paper 2, Section B. Language Paper 2, Section A. Comparing Non-fiction – 19th, 20th and 21st C extracts	The intended reader The use of language The use of structure The context of the play Comparison Poetry analysis	Class discussion Group work	Teacher marked Assessment: Poetry Comparison Paragraph Ozymandias. All classes to complete on the same date. Self Assessment: Knowledge Checker <u>HALF TERM 2</u> Exam marked: Speaking and listening Component recorded in groups of 5 or 6. Self Assessment: Speech writing Peer Assessment: Speech performance in small groups.
TERM 12 (Year 10)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> An Inspector Calls To explore: The characterisation of key characters The contrast between the adults and the children. Evaluating the writer’s perspective and consider the context of the playscript. <u>HALF TERM 2</u> An Inspector Calls completion To explore:	The key skills of Analysis: Characterisation Evaluating the writer’s perspective The intended reader The use of language The use of structure The context of the play Comparison Poetry analysis	Role play Pair work Close analysis Class discussion Group work	<u>HALF TERM 1</u> Mocks Macbeth 1 Hour Power and Conflict 1 Hour Language Paper 1, Section A. <u>HALF TERM 2</u> Self Assessment: L6 Sheila and Gerald Peer Assessment: L10 Mr Birling

	The characterisation of key characters The contrast between the adults and the children. Evaluating the writer's perspective and consider the context of the playscript. <i>Unseen Poetry / review work based on mocks</i>			Teacher Marked: L16 Eric L11 Knowledge check
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TERM 13 (Year 11)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>A Christmas Carol</i> To read the whole novella. To gain an understanding of how a writer structures a novella and the effect of those structural devices (flashback, chronological, shift of perspective, pivotal points, repetition, narrative voice) To gain an understanding of the context of the novella and how this links to the creation of the characters and plot. To understand how Dickens uses themes throughout the novella <u>HALF TERM 2</u> <i>Language Paper 2, Section A</i> Comparing Non-fiction – 19th, 20th and 21st C extracts All skills relating to Paper 2, Section A.	The key skills of Analysis: Characterisation Evaluating the writer's perspective The intended reader The use of language The use of structure The context of the play Understanding of Dickens and language used for effect	Role play Pair work Close analysis Class discussion Group work	<u>HALF TERM 1</u> <u>November Assessments:</u> <i>A Christmas Carol</i> <i>Macbeth</i> Peer Assessment: relating to common mistakes in mocks.

TERM 14 (Year 11)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<u>HALF TERM 1</u> <i>Poetry Revision</i> To ensure all poems have been thoroughly studied, understood and comparisons can be readily made. Unseen Poetry <u>HALF TERM 2</u> <i>Language Paper 1 Revision</i> To understand all skills associated with Language Paper1, Section A To apply skills to each question successfully To understand timings and expectations of the exam paper. <i>Revision based on Mock Review</i>	The key skills of Analysis: Characterisation Evaluating the writer’s perspective The intended reader The use of language The use of structure The context of the play Comparison Poetry analysis	Role play Pair work Close analysis Class discussion Group work Revision tasks	<u>HALF TERM 1 and 2</u> Mocks TBC dates Jan • Language Paper 2. • Lit Paper 2 Peer Assessment: Lang, P2, Q2 Teacher marked Assessment: Lang, P2, Q4 Self Assessment: Lang P2, Q3
TERM 15 (Year 11)	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)	<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)
	<i>Revision:</i> <i>A Christmas Carol</i> – character and theme <i>Macbeth</i>- character and theme <i>An Inspector Calls</i> - character and theme Language paper 1 – complete papers and specific questions that are identified as a weakness. Poetry – unseen Poetry – Power and Conflict comparison Language Paper 2 - complete papers and specific questions that are identified as a weakness.	All skills required for the examination	Role play Pair work Close analysis Class discussion Group work Various revision techniques	GCSE EXAMS Practice papers AND questions in class