					atholic High School ,Dubai			
YEAR 4	WEEK 1	WEEK 2	YEAR 4 ENGLI WEEK 3	SH LITERATURE LONG TE WEEK 4	RM PLAN with CURRICULUM WEEK 5	STANDARDS (2024-2025) WEEK 6	WEEK 7	WEEK 8
YEAR 4	Yr.4/1	Yr.4/2	Yr.4/3	Yr.4/4	Yr.4/5	Yr.4/6	Yr.4/7	Yr.4/8
Term 1	Poetry - Unit 1 Review knowledge of poetry. Read poems aloud. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge.	Poetry - Unit 1 Identify and understand main idea/s Recognise and discuss parts of the poem and poetic features like rhyming words, repetition, comparison. Prepare poems to recite or perform showing thorough intonation, tone, volume and action.	Fiction-The Wind in the Willows Use inverted commas in sentences where the speaker is identified at the end of the sentence. Say and write compound and complex sentences using conjunctions 'and, but, or, so and because'. Organise writing so that ideas are sequenced or grouped. With some guidance, make predictions based on clear evidence in a text. Recal significant events and pieces of information from texts and explain why they are important. Infer	Fiction-The Wind in the Willows Begin to form and explain preferences about types of stories. Participate in discussions, building on contributions of previous speakers. Recall significant events and pieces of information from texts, and explain why they are important	Fiction-The Wind in the Willows Discuss Characters thoughts and feeling. Infer characters' motives from information	Fiction-The Wind in the Willows Discuss Characters thoughts and feeling, Infer characters' motives from information given in a text.	Fiction-The Wind in the Willows Follow detailed oral instructions on tasks close to their experience Recall significant events and pieces of information from texts, and explain why they	Fiction-The Wind in the Willows
X/EAD 4	MICEN O	WEEK 10	characters' motives from information		WEEK 12	WEEK 14	WEEK 15	WEEK 16
YEAR 4	WEEK 9 Yr.4/9	WEEK 10 Yr.4/10	Identify some poetic Yr.4/11	imagination Yr.4/12	WEEK 13 Yr.4/13	WEEK 14 Yr.4/14	WEEK 15 Yr.4/15	WEEK 16 Yr.4/16
Term 1	Poetry - Unit 2 Review knowledge of poetry. Read poems aloud. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge.	Poetry Unit 2 Identify and understand main idea/s Recognise and identify parts of the poem and poetic features like rhyming words, repetition, comparison, simile, metaphors, personification and onomatopoeia.	Fiction - The Spiderwick Chronicles Use inverted commas in sentences where the speaker is identified at the end of the sentence. Say and write compound and complex sentences using conjunctions 'and, but, or, so and because' Organise writing so that ideas are sequenced or grouped. Discuss Characters thoughts and feeling, Infer characters' motives from information given in a text. Recall significant events and pieces of	Fiction - The Spiderwick Chronicles Perform as a character in a short dramatic scene. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Ask relevant questions to extend their understanding and knowledge.	Fiction - The Spiderwick Chronicles Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are	Fiction - The Spiderwick Chronicles Follow detailed oral instructions on tasks close to their experience Recall significant events and pieces of information from texts, and explain why they are important. Retell three or more main events from a story or	Fiction - The Spiderwick Chronicles Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information	Revision Review of the skills learnt. Inferences and interpret characters' thoughts, feelings, and actions. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.
X/EAD 4	MEDEL 1	AMERIC A	information from texts and explain	WEEK 4	WEDE #	WEEK (WICEL A	WEEK 6
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Yr.4/1 Fiction - The Spiderwick Chronicles Discuss Characters thoughts and feeling, Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. retell three or more main events from a story or sequence in the correct order	Yr. 4/2 Fiction - The Spiderwick Chronicles Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/3 Poetry - Unit 3 Review knowledge of poetry. Read poems aloud. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge.	Yr.4/4 Poetry Unit 3 Identify and understand main idea/s Recognise and identify parts of the poem and poetic features like rhyming words, repetition, comparison, simile, metaphors, personification and onomatopoeia.	Yr.4/5 Fiction - The Iron Man Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.	Yr.4/6 Fiction - The Iron Man Recall significant events and pieces of information from texts and explain why they are important. Infer character's thoughts, feelings and motives and justify their answers with evidence from the text.	Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Ask relevant questions to extend their	Yr.4/8 Fiction - The Iron Man Discuss Characters thoughts and feeling, Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order
YEAR 4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	understanding and knowledge. WEEK 15	WEEK 16
IEAK 4	Yr.4/9	Yr.4/10	Yr.4/11	Yr.4/12	Yr.4/13	Yr.4/14	Yr.4/15	Yr.4/16
	Fiction - The Iron Man							Revision
Term 2	Discuss Characters thoughts and feeling, Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.	Fiction - The Iron Man Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Fiction - The Iron Man Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important.	Fiction - The Iron Man Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Poetry Unit 4 Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	how the language contributes to the meaning.	Revision Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.
	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important.	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Lidentify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feetings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.
Term	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important.	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.
	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important.	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Lidentify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feetings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech.
Term	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. WEEK 1 Fiction: Review/Greek Myths R5.1A: Read aloud an unfamiliar text Ask questions, make suggestions and make predictions - Understand features of Greek myths - Summarise the story by retelling the main events - Express personal response to events and characters	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order AR 5 ENGLISH WEEK 2 Greek Myths R5.1A: Read aloud an unfamiliar text Ask questions, make suggestions and make predictions - Express personal response to events and characters - Summarise the story by retelling the main events - Justify own opinions with suitable eveidence	Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important. LITERATURE WEEK 3 Poetry: Review SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Identify words and phrases from more than one place in texts, to support answers Make inferences R5.4B: Understand and explain how different text features can convey information Express first impressions of a poem	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order LONG TERM WEEK 4 Poetry: Poets' Voices - Read a poem aloud - Identify and understand the poet's use of figurative language - Identify points of view - Express personal response	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings, Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. PLAN with CUR WEEK 5 Oranges in No Man's Land Chapter 1-2 SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. RICULUM STAND WEEK 6 Oranges in No Man's Land Chapter 3-4 R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. PARDS 2024 - 202 WEEK 7 Orange in No Man's Land Chapter 5-6 R5.3B: Infers a character's responses to events and other characters.;	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. The state of th
YEAR 5	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. WEEK 1 Fiction: Review/Greek Myths R5.1A: Read aloud an unfamiliar text Ask questions, make suggestions and make predictions - Understand features of Greek myths - Summarise the story by retelling the main events - Express personal response to events and	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order AR 5 ENGLISH WEEK 2 Greek Myths R5.1A: Read aloud an unfamiliar text Ask questions, make suggestions and make predictions - Express personal response to events and characters - Summarise the story by retelling the main events - Justify own opinions	Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important. LITERATURE WEEK 3 Poetry: Review SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Identify words and phrases from more than one place in texts, to support answers. - Make inferences R5.4B: Understand and explain how different text features can convey information. - Express first	Discuss Characters thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order LONG TERM WEEK 4 Poetry: Poets' Voices - Read a poem aloud - Identify and understand the poet's use of figurative language - Identify points of view - Express personal response	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. PLAN with CUR WEEK 5 Oranges in No Man's Land Chapter 1-2 SL5.2C: Ask questions, make suggestions and make predictions during structured	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. RICULUM STAND WEEK 6 Oranges in No Man's Land Chapter 3-4 R5.2A: Recall details of characters, events or pieces of information from texts, and	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. DARDS 2024 - 202 WEEK 7 Orange in No Man's Land Chapter 5-6 R5.3B: Infers a character's responses to events and other	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore the figures of speech. The symbol of th

Term 1	R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.3B: Infers a character's responses to events and other characters.		SL5.2A: Give well- structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R5.2B: Summarise a story or sequence by retelling the main events in order R5.3B: Infers a character's responses to events and other characters.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. - Understand setting, the events and plot development	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	- Indentify main themes in the story -Link the main themes to relevant events and characters and discuss how the themes contribute in the development of the story - Evaluate how authors use language including figurative language and consider the impact on the reader.	- Plan and write the first draft of a book review. - Proofread for spelling and punctuation errors and edit the book review. -Write a book review -Assess the effectiveness of their own and other's writing ensuring consistent and correct use of tense throughout.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.2B: Summarise a story or sequence by retelling the main events in order. FIRST TERM EXAMINATIONS				
YEAR	5 WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24				
ILAI	Poetry: Tell me a story	Poetry: Tell me a story		Friend or Foe chapters 3	Friend or Foe chapter 5	Friend or Foe chapter 6-7	Friend or Foe Chapter 8	Friend or Foe				
Term 2	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.		R5.1A: Research and discuss about the background of the book keeping in mind the socio historical context Make predictions about the key ideas and main themes Read aloud an unfamiliar text. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.		R5.2A: Recall details of characters, themes, events or pieces of information from texts, and explain how they are linked. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. Summarize the main ideas drawn from the text and identify the key details that support main ideas.	Discuss and evaluate how the author's use of language including figurative language has an imact on the reader. R5.2A: Draw inferences from the characters' feelings, thoughts and motives and engage in formal discussion justifying the inference drawn.	Explain and discuss what students have read using a formal presentation or debate maintaining focus on the topic using notes where necessary	Plan and write the first draft of a book review. Proofread for spelling and punctuation errors and edit the book reviewWrite a book review -Assess the effectiveness of their own and other's writing ensuring consistent and correct use of tense throughout.				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32				
	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Poetry: Compare and Perforn		REVISION	REVISION				
Term 2	R5.2B: Summarise a story or sequence by retelling the main events in order; R5.3B: Infers a character's responses to events and other characters.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;R5.3B: Infers a character's responses to events and other characters.;	R5.3C: Make predictions based on more obscure evidence in a text.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked	R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; Improving fluency using using reader's theatre	R5.1A: Read aloud an unfamiliar poem. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.	R5.1A: Read aloud an unfamiliar text. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. W5.3E: Read aloud short sections of own writing with some preparation.	R5.3B: Infer a character's responses to events and other characters. R5.3C: Make predictions based on more obscure evidence in a text.	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters. END TERM EXAMINATIONS				
		Υ	EAR 6 ENGI	LISH LITERA	TURE LONG	TERM PLAN wi	th CURRICULU	JM STANDARDS	5 2024 - 20)25		
YEAR	.6 WEE	EK 1	WE	EK 2	W	EEK 3	W	EEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y6/U2/F	PR 2 (3)	Y6/U2/	/PR 2 (3)	Y6/U	1/PY 1 (3)	Y6/U	1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)
	REVIEW- STORIES/FICTION UNIT6.2 The Glass Cupboard: R6.1A: R of 500-600 words, observin, commas; R6.3B: With some gu interpreting a sequence of clu opinion in a structured discus	tead aloud an unfamiliar text g all punctuation including uidance, make predictions by es in the text.SL6.2A: Give ar ssion or debate, inviting and	Water,Water,Water! That preferences with others, ex recommendations.SL6.2B: F a forgotten word or expi structured descriptions an	STIC, FUNNY, FRIGHTENING nk Goodness R6.3D: Discuss xpressing reasons and giving raraphrase simply, to express ression. SL6.2A: Give well- de explanations for different	R6.1A: Read aloud an unfamilia with others, expressing reas SL6.2A: Give well-structured different purposes, including	EW-POETRY ar poem .R6.3D: Discuss preferences ons and giving recommendations. descriptions and explanations for t for expressing feelings and giving pinions.	R6.1A: Read aloud an unfamilial punctuation including comma predictions by interpreting a sobistinguish between the order in w	6.1 EYE OF THE WOLF r text of 500-600 words, observing all s.R6.3B: With some guidance, make sequence of clues in the text.R6.2B: which events are written and the order in hey occurred.	R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	CTION UNIT6.1 EYE OF THE WO SL6.2A: Give well- structured descriptions and explanations for different purposes, including for expressing	R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate.	SL6.2A: Give well- structured descriptions and explanations for different purposes, including for expressing

Term 1	responding to others opinions.	purposes, including for expressing reenings and giving opinions about characters, setting of stories such as desert life, etc.			and phrases from more than one place in the texts, to support answers. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	opinions. R6.3B: Infers a character's intentions from their actions and dialogue.	uiscussion of debate, inviting and responding to others' opinions.R6.3B: Infers a character's intentions from their actions and dialogue.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	opinions. R6.3B: Infers a character's intentions from their actions and dialogue.R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.
	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	REVISION
	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	POETRY UNIT6.1 POWERFUL LANGUAGE	POETRY UNITG.1 POWERFUL LANGUAGE	TRY UNIT6.1 POWERFUL LANGU		JNIT6.2 FANTASTIC,FUNNY,FRIG	DC 2D Div.
	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.SL6.2C: Give an	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.R6.3D: Discuss	R6.2A: Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give well-structured descriptions and	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	R6.1A: Read aloud an unfamiliar poem.R6.3B:	Virtually True; R6.1A Read aloud an	Virtually True; R6.3D: Discuss preferences	R6.3D: Discuss preferences with
	opinion in a structured discussion or debate, inviting and	preferences with others, expressing reasons and giving	explanations for different purposes, including for expressing feelings	SL6.2C: Give an opinion in a structured discussion or debate, inviting and	Infers a character's	unfamiliar text of	with others, expressing	others, expressing
	responding to others' opinions.R6.3B: With some guidance, make predictions by interpreting a sequence of	recommendations.	and giving opinions.	responding to others' opinions.	intentions from their thoughts and	500–600 words, observing all	reasons and giving recommendations.SL6.2	reasons and giving recommendations.
	clues in the text.				actions.R6.3D: Discuss	punctuation including	B: Paraphrase simply, to	
					preferences with	commas.SL6.2C Give an	express a forgotten	in a structured
ш 1					others, expressing reasons and giving	opinion in a structured discussion or debate,	word or expression	discussion or debate, inviting and responding
Term					recommendations.	inviting and		to others' opinions.
						responding to others' opinions.		
						R6.3B Infer a		
						character's intentions from their actions and		
						dialogue		
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
YEAR 6								
YEAR 6	WEEK 1 Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	WEEK 2 Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING	WEEK 3 Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING	WEEK 4 Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U3/PR3(3)	WEEK 6 Y6/U3/PR3(3) JNIT6.2 FANTASTIC,FUNNY,FRIG	Y6/U2/PY2(3)	Y6/U2/PY2(3)
YEAR 6	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House; R6.1A Read aloud an unfamiliar text of	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING Moving House: SL6.2A: Give an opinion in a structured	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Nule: R6.3B: With some guidance, make predictions by interpreting	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING Nule: R6.3B: Infers a character's intentions from their actions and	Y6/U3/PR3(3) JNIT6.2 FANTASTIC,FUNNY,FRIG Peacemaker: R6.3B:	Y6/U3/PR3(3) UNIT6.2 FANTASTIC,FUNNY,FRIG Peacemaker: SL6.2A:	Y6/U2/PY2(3) POETRY UNIT6.2 POETIC VOICE SL6.2C: Give an opinion	Y6/U2/PY2(3) POETRY UNIT6.2 POETIC VOICE R6.3D: Discuss
YEAR 6	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House; R6.1A Read aloud an unfamiliar text of 500–600 words, observing all	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING Moving House: SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others'	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING Nule: R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING Nule: R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2C: Give an opinion in a structured discussion or debate,	Y6/U3/PR3(3) JNIT6.2 FANTASTIC,FUNNY,FRIG Peacemaker: R6.3B: With some guidance,	Y6/U3/PR3(3) UNIT6.2 FANTASTIC,FUNNY,FRIC Peacemaker:SL6.2A: Give an opinion in a	Y6/U2/PY2(3) POETRY UNIT6.2 POETIC VOICE	Y6/U2/PY2(3) POETRY UNIT6.2 POETIC VOICE R6.3D: Discuss preferences with
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YEAR 6	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House; R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas.SL6.2C Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B Infer a character's intentions from their actions and	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House: SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B: With some guidance, make predictions by	Y6/U3/PR3(3) FICTION UNITG-2 FANTASTIC,FUNNY,FRIGHTENING Nule: R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: Infers a character's intentions from their actions and	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING Nule: R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2C: Give an opinion in a structured discussion or debate,	Y6/U3/PR3(3) JNIT6.2 FANTASTIC,FUNNY,FRIC Peacemaker: R6.3B: With some guidance, make predictions by interpreting a sequence	Y6/U3/PR3(3) JNIT6.2 FANTASTIC,FUNNY,FRIC Peacemaker:SL6.2A: Give an opinion in a structured discussion or debate, inviting and	Y6/U2/PY2(3) POETRY UNITIG.2 POETIC VOICE SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3D: Discuss	Y6/U2/PY2(3) POETRY UNIT6.2 POETIC VOICE R6.3D: Discuss preferences with others, expressing reasons and giving
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2	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House; R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas.SL6.2C Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B Infer a character's intentions from their actions and dialogue Y6/U4/PR 4 (3) FICTION UNIT 6.3 SALAMANDER DREAM R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas.R6.3B: With some	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House: SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text. Y6/U4/PR 4 (3) FICTION UNIT 6.3 SALAMANDER DREAM R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text. SL6.2C: Give an opinion in a structured discussion or debate, inviting	Y6/U3/PR3(3) FICTION UNITG-2 FANTASTIC,FUNNY,FRIGHTENING Nule: R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text. S.16.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B: Infers a character's intentions from their actions and dialogue Y6/U4/PR 4 (3) FICTION UNIT 6.3 SALAMANDER DREAM R6.2A: Identify words and phrases from more than one place in the texts, to support answers. R6.3D: Discuss preferences with others, expressing reasons and giving	Y6/U3/PR3(3) FICTION UNITG.2 FANTASTIC,FUNNY,FRIGHTENING Nule: R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. Y6/U4/PR 4 (3) FICTION UNIT 6.3 SALAMANDER DREAM SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the	Y6/U3/PR3(3) JNIT6.2 FANTASTIC,FUNNY,FRIC Peacemaker: R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: Infers a character's intentions from their actions and dialogue	Y6/U3/PR3(3) UNITG.2 FANTASTIC,FUNNY,FRIC Peacemaker:SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	Y6/U2/PY2(3) POETRY UNITG.2 POETIC VOICE SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. REVISION R6.3B: Infers a character's intentions from their actions and	Y6/U2/PY2(3) POETRY UNITG.2 POETIC VO R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SR6.2A: Identify word and phrases from mo than one place in text to support answers. REVISION R6.3D: Discuss preferences with others, expressing

Term 2	opinions.	YEAR 7 LITERATUR	E LONG TERM PLAN WITH (CURRICULUM STANDARDS 20	24-2025		predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	written and the order in which they occurred.SL6.2A: Give well-structured
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Poetry -Pen Rhythm	Poetry- Pen Rhythm	Prose - Stories From shakespeare	Prose - Stories From shakespeare	Drama/ Plays	Drama/ Plays	Poetry -Pen Rhythm	Poetry -Pen Rhythm
	Poetic Form	Rhyme and Repetition	Julius Caesar	A Midsummer Night's Dream		Shadows Act 1 Scene 3		A writer's point of view
	Read aloud and respond to a range of poems.	Read and respond to a range of poems.	Explore the elements of the story.	Adopt active reading approaches to engage with and make sense of text.	Explore the title.	Adopt active reading		Identify and comment
	Identify the form of a poem and how it creates visual	Show awareness of poet's use of language to convey	Read and annotate meaningfully Julius Caesar.	Explore setting and	Familiarise with key	approaches to engage		on writer's purpose and
	impact in the reader's mind.	ideas and viewpoints.	Explore the opening of Julius Caesar.	development of characters and plot.	drama terms. Establish an	with and make sense of		viewpoint,and the
	Identify and understand the main ideas and viewpoints in a poem.	Explain poetic devices, structure and their effect. Express personal response with evidence from poems	Explore the key ideas, events, characters. Express viewpoints. AO1, AO4	Explain the main ideas, events, themes and viewpoints in a text and how they are sequenced and developed by the writer.	understanding of the	text. Read in role to avoid	· ·	overall effect of the text on the reader.
	Identify and describe the effect of a writer's use of	Interpret poet's attitude with evidence of language.	PROSE PRACTICE QUESTION-PROSE	Explore narrative structure.	setting, characters,	student's confusion of		Read and analyse a
	language.	The Tourist are Coming by Benjamin Zephaniah		Express personal response to the text and support with textual	events, ideas, issues,	time shift.		poem.
	Express personal reponse with	For Sale by Benjamin Zephaniah. AO1 AND AO2		references. AO1, AO4 ASSESSMENT 1	relationships, structural	Explore setting and	choose and respond to	Discuss the writer's
	evidence from poems.				and language features	development of	texts.	purpose for writing this
	Luv Song by Benjamin Zephaniah	PRACTICE QUESTION- POETRY			of the text.	character and plot.		poem and the reasons
	The Vegans by Benjamin Zephaniah					Identify the main ideas		he made certain
	AO1 BASELINE ASSESSMENT				Explore how characters,			language choices.
	BASELINE ASSESSMENT				ideas, issues, conflicts, and relationships can	they are sequenced and developed by the	· ·	EXplore how structure and presentation create
					be presented.	playwright.	response with evidence	· ·
7					Explore viewpoints,	Understand and	from the poem.	g.
r.					themes , plot and	respond ideas,		
Te					playwright's purposes	viewpoints, themes and	No Problem by	Pollution by Jackie Kay
					in the play.	purposes in text	Benjamin Zephaniah	
					Express personal	Interpret playwright's	AO1, AO2	
					response with evidence from the the play.	Interpret characters.	ASSESSMENT 2 POETRY	
					Develop skills to	Express personal	POLIKI	
					interpret	response to the text		
					questions and write	and support with		
					relevant answers. AO1	textual references.		
					AO2, AO3	A01, A02, A03		
						PRACTICE QUESTION-		
						DRAMA		
	WEDLY 0	WEEK 10	Prose - Stories From shakespeare	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	WEEK 9		Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	REVISION	REVISION
	Prose - Stories From shakespeare	Prose - Stories From shakespeare	,					
	Prose - Stories From shakespeare The Tempest	Hamlet	King of Shadows Act 1 Scene 6,7 and 8	King of Shadows Act 1 Scene 9 and 10	hadows Act 1 Scene		, ,	•
	Prose - Stories From shakespeare The Tempest Read 'The Tempest' effectively for meaning.	Hamlet Adopt active reading approaches to engage with and	King of Shadows Act 1 Scene 6,7 and 8 Make a text based interpretation of the plot with explanation of	Explore setting, key events, and characters' interactions.	Close reading of KING	Explore the events,	Develop skills to	Develop skills to
	Prose - Stories From shakespeare The Tempest Read 'The Tempest' effectively for meaning. Explore the settings, characters and themes in the story.	Hamlet Adopt active reading approaches to engage with and understand the story.	King of Shadows Act 1 Scene 6,7 and 8 Make a text based interpretation of the plot with explanation of references.	Explore setting, key events, and characters' interactions. Make notes of one's deductions of events, characters, ideas and settings.	Close reading of KING OF SHADOWS Act 1	Explore the events, settings, development	Develop skills to interpret questions and	Develop skills to interpret questions and
	Prose - Stories From shakespeare The Tempest Read 'The Tempest' effectively for meaning. Explore the settings, characters and themes in the story. Identify the main points or ideas in a text and how they	Hamlet Adopt active reading approaches to engage with and understand the story. Explain the main ideas, events, characters with textual	King of Shadows Act 1 Scene 6,7 and 8 Make a text based interpretation of the plot with explanation of references. Explore more information about key events, characters.	Explore setting, key events, and characters' interactions.	Close reading of KING OF SHADOWS Act 1 Scene 10 & 11	Explore the events, settings, development of characters and	Develop skills to interpret questions and write relevant answers.	Develop skills to interpret questions and write
	Prose - Stories From shakespeare The Tempest Read 'The Tempest' effectively for meaning. Explore the settings, characters and themes in the story.	Hamlet Adopt active reading approaches to engage with and understand the story.	King of Shadows Act 1 Scene 6,7 and 8 Make a text based interpretation of the plot with explanation of references.	Explore setting, key events, and characters' interactions. Make notes of one's deductions of events, characters, ideas and settings.	Close reading of KING OF SHADOWS Act 1	Explore the events, settings, development	Develop skills to interpret questions and write relevant answers. Express personal	Develop skills to interpret questions and

	PRACTICE QUESTION- PROSE	references. AU1, AU 4	Impressions . Aut, Aus	1	events, themes and	and its relevance to the	TLEXT GITU SUDDOLL WITH	response to the
					viewpoints develop	play.	textual references.	text and support with
						Explore the effect of	Analyze language, form	* *
					through the play.	•		
					Explore the effect of	language, form and	and structure used to	Analyze language, form
					language, form and	structure.	convey character,	and structure used to
1					structure.	Express relevant	events, ideas and	convey
Ę					AO1, AO2	personal response.	viewpoints so as to	character, events, ideas
Τ̈́						AO2, AO3.	form	and viewpoints so as to
						,	an impression.	form
							all impression.	
								an impression.
						PRACTICE QUESTION-		
						DRAMA		
AR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	WEER	WEEK 2	WEEKS	"EER 1	WEEKS	WEERO	WEEK	WEER
	Prose - Stories From shakespeare	Prose - Stories From shakespeare	Prose - Stories From shakespeare	Poetry :Comparing poems	petry :Comparing poer	Drama/ Plays	Drama/ Plays	Drama/ Plays
		King Lear/ Macbeth	Macbeth					
	King Lear	ŭ .				of Shadows Act 2 Scer		g of Shadows Act 2 Sce
	Read and annotate meaningfully King Lear.	Read 'Macbeth', effectively for meaning.	Express viewpoints.		Explore the poet's point	Close reading of the	Identify and interpret	Interpret character's
	Explore the opening of King Lear.	Understand and respond to ideas, events and characters.	Explain the theme and plot of the story	response.	of view. Comparing	play King of Shadows	the view points of	actions, thoughts and
	Identify settings, events, characters and interactions.	Discuss characters and themes in the story with	Explore the character's actions and setting of the story	Explore how poetic techniques are used to create visual and sound effects	main ideas; viewpoints;	Act 2 Scene 1 and 2	characters. Explore	feelings.
	Predict storyline.	evidence.	Interpret questions and respond appropriately showing evidence of	and to help readers understand the poet's feelings and ideas.	effect of writer's use of	Interpret character's	writer's perspective.	Identify and explain the
	Identify the main points or ideas in 'King Lear' and how	Express personal response to the events, characters,	knowledge and understanding of the story.	Read closely the poet's language choices and explore their effect.	language and poetic	actions, thoughts and	Express viewpoints.	settings, events and
	ideas are sequenced and developed by the writer.		AO1, AO2 ASSESSMENT 4 PROSE		techniques in both the	feelings.	Identify and explore the	
		•	ASSESSIMENT 4 PROSE			_		
	Express relevant personal response.	AO2		poetic devices; the poets' use of form and structure.	poems.	Express personal	stage directions that	Identify the key ideas.
	AO1, AO2				Comparison of how	response with evidence		Identify and express the
	PRACTICE QUESTION- PROSE			I love me Mudder by Benjamin Zephaniah.	form and structure	Identify different	characters, events,	view points from
				Mother to Son by Langston Hughes	create meaning.	viewpoints.	setting.	character's, reader's
N				AO 1, AO 2		Understand how the	Read and make notes of	and writer's
						characters, ideas,	plot development.	perspective.
<u>n</u>					ELECTRONIC BRAIN and	events and themes	Express personal	Make more informed
					I WANT TRAINERS -			
						develop through the	response to the text	notes about settings,
					NORMAN SILVER		and support with	events and character
					AO 1, AO 2	of language, form and	textual references.	impressions Explain
						structure. AO 1, AO 2	AO 1, AO 2	the effect of language,
								form and structure. AO
					PRACTICE QUESTION-	PRACTICE QUESTION-	ASSESSMENT 5	form and structure. AO 1, AO 2
					PRACTICE QUESTION- POETRY	PRACTICE QUESTION- DRAMA	ASSESSMENT 5 DRAMA	
					POETRY	DRAMA	DRAMA	1, AO 2
	WEEK 9	WEEK 10	WEEK 11					
	WEEK 9 REVISION	WEEK 10 REVISION	WEEK 11 REVISION	WEEK 12	POETRY WEEK 13	DRAMA WEEK 14	DRAMA WEEK 15	1, AO 2 WEEK 16
	REVISION	REVISION	REVISION	WEEK 12 Drama/ Plays	WEEK 13 Drama/ Plays	WEEK 14 Drama/ Plays	WEEK 15 Drama/ Plays	1, AO 2 WEEK 16 Poetry
	REVISION King of Shadows	REVISION Prose	REVISION Poetry	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1	WEEK 14 Drama/ Plays ag of Shadows Act 1 an	WEEK 15 Drama/ Plays	WEEK 16 Poetry Recitation
	REVISION King of Shadows Explain the the effect of writer's use of language, form	REVISION Prose Identify and express the view points from character's,	REVISION Poetry Compare how language, form and structure are used to convey ideas,	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters.	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a	WEEK 15 Drama/ Plays ng of Shadows Act 1 ar Take on the role of a	WEEK 16 Poetry Recitation Draft , rehearse and
	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective.	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems.	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective.	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of	WEEK 14 Drama/ Plays ag of Shadows Act 1 an	WEEK 15 Drama/ Plays In g of Shadows Act 1 ar Take on the role of a characte and explore	WEEK 16 Poetry Recitation Draft ,rehearse and perform own
	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events and main ideas.	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints.	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of characters.	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a play in role .	WEEK 15 Drama/ Plays ng of Shadows Act 1 ar Take on the role of a	WEEK 16 Poetry Recitation Draft , rehearse and perform own compositions of a poem
	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of characters and themes in the play.	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain how these add to the theme.	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints.	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a play in role . Ask and answer	WEEK 15 Drama/ Plays In g of Shadows Act 1 ar Take on the role of a characte and explore	WEEK 16 Poetry Recitation Draft ,rehearse and perform own compositions of a poem showing understanding
	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events and main ideas.	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of characters.	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a play in role .	WEEK 15 Drama/ Plays In g of Shadows Act 1 ar Take on the role of a characte and explore	WEEK 16 Poetry Recitation Draft , rehearse and perform own compositions of a poem
	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events and main ideas. Interpret character's actions, thoughts and feelings.	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of characters and themes in the play.	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain how these add to the theme.	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of characters. Explore writer's	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a play in role . Ask and answer	WEEK 15 Drama/ Plays ng of Shadows Act 1 ar Take on the role of a characte and explore thoughts and feelings.	WEEK 16 Poetry Recitation Draft ,rehearse and perform own compositions of a poem showing understanding
	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events and main ideas. Interpret character's actions, thoughts and feelings. Express personal response with evidence.	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of characters and themes in the play. Express the understanding of characters. Express relevant personal response. AO1, AO2.	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain how these add to the theme.	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development.	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints.	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a play in role . Ask and answer questions in role - hot	WEEK 15 Drama/ Plays In g of Shadows Act 1 ar Take on the role of a characte and explore thoughts and feelings. Present a memorised performance to an	WEEK 16 Poetry Recitation Draft ,rehearse and perform own compositions of a poem showing understanding through volume,
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R 8	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events and main ideas. Interpret character's actions, thoughts and feelings. Express personal response with evidence. Understand different view points. Understand how the characters, ideas, events and themes develop through the play. AO 1, AO2, AO3	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of characters and themes in the play. Express the understanding of characters. Express relevant personal response. AO1, AO2.	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain how these add to the theme. Express personal response with evidence. AO1, AO2.	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references.AO1, AO2.	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AO1, AO2.	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a play in role . Ask and answer questions in role - hot seating characters; conducting interviews; Reading in role; role play Act 1 and 2; peer assessment A O 7, AO 8.	WEEK 15 Drama/ Plays In of Shadows Act 1 ar Take on the role of a characte and explore thoughts and feelings. Present a memorised performance to an audience. Role play Act 1 and 2/Performance of opening song and ending song.	WEEK 16 Poetry Recitation Draft , rehearse and perform own compositions of a poem showing understanding through volume, gesture, expression and eye contact . Identify audience/purpose of writing and select appropriate form. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
R 8	REVISION King of Shadows Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events and main ideas. Interpret character's actions, thoughts and feelings. Express personal response with evidence. Understand different view points. Understand how the characters, ideas, events and themes develop through the play. AO 1, AO2, AO3	REVISION Prose Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of characters and themes in the play. Express the understanding of characters. Express relevant personal response. AO1, AO2.	REVISION Poetry Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain how these add to the theme. Express personal response with evidence. A01, A02.	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references.AO1, AO2.	WEEK 13 Drama/ Plays of Shadows Act 2Sc 1 Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AO1, AO2.	WEEK 14 Drama/ Plays g of Shadows Act 1 an Read aloud lines from a play in role Ask and answer questions in role - hot seating characters; conducting interviews; Reading in role; role play Act 1 and 2; peer assessment A O 7, AO 8.	WEEK 15 Drama/ Plays In g of Shadows Act 1 ar Take on the role of a characte and explore thoughts and feelings. Present a memorised performance to an audience. Role play Act 1 and 2/Performance of opening song and ending song. A O 7, AO 8.	WEEK 16 Poetry Recitation Draft ,rehearse and perform own compositions of a poem showing understanding through volume, gesture, expression and eye contact. Identify audience/purpose of writing and select appropriate form. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess effectiveness of

		Pluck by Eva Dobell (THE MAN WITH THE TWISTED LIP A brief Introduction to the key features of 19th		THE MAN WITH THE TWIST		OF VENI (SCENE	THE MERCH ANT OF VENICE i and ii) (SCENE iii)	THE MERCHANT OF VENICE ACT 2 (SCENES i - iv)		THE MERCHANT OF VENICE ACT 2 (SCENES v vi)
	ideas. To anlayse the language, poetic		,	century detective fiction. To read, understand		To explore and analyse			playwright's	playwright's craft		
	techniques, form and structure used by	To anlayse the langu	age, poetic	and express informed		plot,characters,		CH on	craft in	in developing the	in develo	ping the
	the poets to create meanings and effects,	techniques, form an	d structure used by	personal response to the story. To		themes and the writer's		William	developing the	plot, characters		
	using relevant poetry terminology where			explore and analyse plot, characters, themes,		use of language		Shakes	plot, characters	and themes -	and th	
	appropriate. Express informed personal	effects, using relevan	nt poetry	viewpoints and narrative style. Relate text to the		to convey meanings and		peare:	and themes.	appearances and	Use app	ropriate
m 1	response to poems.	terminology where a	ppropriate.	social, cultural and historical context.		create effect. Relate text to		Life and	Use appropriate	deception	dra	ma
Term	Practice Question- Poetry Critical	Express informed pe	rsonal response to	Understand and use appropriate prose	e the social, cultural and			Works.	drama	Use appropriate		
	analysis of poets' use of ideas, language	Express informed personal response to poems.		terminology.		historical context.			terminology.	drama	Explore	
	and poetic devices, form and structure.				Understand and use appropriate prose			the Relevant feature themes: role or		terminology.	Shakes	peare's
	Baseline Test									Explore	use of	comic
					terminology. To read, understand and respond to text while maintianing a critical style			s of	women; usury;		elemer	
								_	stereotyoes and		dramatic	
									prejudice.	elements and	Act 1 a	
									ASSESSMENT 1	dramatic irony	Explore S	
						and develop an informed		cultural	Prose	in Scene (i)	actions, t	
					personal response Practice Question- Prose Critical Reading and		Practice Question- Prose hi Critical Reading and al			Bonds and obligations.	; and fe	_
											desp	
										Scene (ii)	Commer	
						Writing .		context		Launcelot's	emerging	
						ASSESSMENT 2 PROSE		of The		comic speech	of prej	
								Mercha		and clowning.	racisn	
		WEE	V 10	WEEK 11	\A/E	EK 12	WEEK 13	nt of	WEEK 14	Scene WEEK 15	equa WEE	
	WEEK 9	VVCC	K 10	WLLK II	VVL	LK 12	WLLK 13	13	WEEK 14	WEEK 13	WLL	K 10
	DRAMA	PROSE		PROSE		DRAMA		DRAMA	DRAMA			
	THE MERCHANT OF VENICE ACT 2 (SCENES vii - ix)	THE SCANDAL	IN BOHEMIA	THE SPECKLED BAND	THE MERCHANT OF VENI 3 (SCE	CE ACT NES i - ii)		THE MERCH ANT OF VENICE ACT 3 (SCENE S iii - iv)	THE MERCHANT OF VENICE ACT 3 (SCENE v)	REVISION DRAMA & POETRY	EVISION	PROS

Term 1	elements and dramatic irony presented in scene (vii) Scene (viii) Shylock's despair. Scene (ix) Arragon's self - importance;	and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintianing a critical style	To explore and analyse plot, characters, themes and the writer's viewpoints and style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintianing a critical style and develop an informed personal response. Practice Question- Prose Critical Reading and Writing	To interpret the playwright's craft in developing the plot, characters and themes from ACT I to III Stereotypes and prejudice; Appearances and deception Explore comical elements and dramatic irony presented in scenes. Use appropriate drama terminology. ASSESSMENT 3 Drama	t the playwri ght's craft in	To interpret the playwright's craft in developing the plot, characters and themes - revenge. appearances and deception. Use appropriate drama terminology.		Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style extract questions sharply focusing on significance
	appearances and deception.	and develop an informed personal response Practice Question- Prose Critical Reading and Writing			themes revenge . appeara nces and decepti on. Use appropriate	Explore comic elements and dramatic irony presented in scenes.	interpretation) comparing poets' ideas, events; poets' use of language and poetic techniques; poets' use of form and structure Revise exam	of incidents,
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	POETRY- POETRY SINCE 1789	POETRY POETRY SINCE 1789	DRAMA	DRAMA	PROSE	PROSE	PROSE	/- POETRY SINC
	The Song of the Bee by Marian Douglas & The Seedling by Laurence Dunbar	Ageing Schoolmaster by Vernon Scannell & 'The Village Schoolmaster' by Oliver Goldsmith	THE MERCHANT OF VENICE ACT 4 (SCENE i)	THE MERCHANT OF VENICE ACT 4 (SCENES i - ii)	THE ENGINE ER'S THUMB	HEADED LEAGUE	RED - HEADED LE	The Wild Swans at Coole by William Butler Yeats & Autumn Song by Dante Gabriel Rossetti

Term 2	To read, understand ar Compare poets' use of and poetic devices, for create meanings ar appropriate Practice Question- Comparison of poems suppr	of ideas, language rm and structure to nd effects, using evidence Poetry Writing s with guidance and or	meanings a Practice Question- N of poems(MINI	d and interpret key the language, form y the poets to create and effects. Writing Comparison	the plot, charac Use appropriate	right's craft in developing cters and themes. drama terminology.	plot, characters and the appropriate drama terming 4 [13 DR4	underst and and express informe d persona l respons e to the story. To explore and analyse plot,ch aracter s, themes, viewpoi nts and	analyse plot,ch aracter s, themes and the writer's use of languag e to convey meanin gs and create effect. Relate text to the	sample answer s. To read, underst and and express informe d persona I respons e to the story. To explore and analyse plot,ch	sample answers. To read, understand and express informed personal response to the story. To explore and analyse plot,characters, themes, viewpoints and narrative style. Relate text to the social, cultural and	Discuss sample answers of comparison of poems. Guidance on interpretation of questions, timing the answer and revising the answer. ASSESSMENT 5 POETRY - Comparing theme(specified) in two poems
	THE FIVE OR		REVISION - I			FINAL EXAM		THE MERCHANT OF VEI ACT 5 (SCENE i)		THE ME OF VI Role Pla	RCHANT ENICE ay/ Hot/ g/ Quiz		DNAN DOYLE/Aga	RN PO ARTHU R
Term 2	Explore and plot, character themes and the value of the convey meaning effect. Relate the cultural and history understand and uprose term Baseling	acters, writer's use of age ngs and create ext to the social, orical context. use appropriate hinology. he Test	feelings, naRevise exam sty focusing on the and narrative sty	nd mapping keying answers. I style extract oly focusing on of incidents, institute the style lessay question mes, viewpoints yle in each story.	focusing on Shakespeard and drama technique characters' actions, Revise relevance of socion-Revise exam style es themes acro Revise exam style que comparing poets' ideal language and poetic to form an	Revise exam style extract questions sharply ocusing on Shakespeare's use of language devices and drama techniques to present incidents, characters' actions, thoughts and feelings. Revise relevance of social, cultural and historical context. -Revise exam style essay question focusing on themes across all the ACTS. Revise exam style questions on unseen poems - comparing poets' ideas, events; poets' use of language and poetic techniques; poets' use of form and structure		To interpret playwright's or developing the plot, characters and the Use appropriate drama term. To comment on the signific the closing scene and its be the plot.	mes. ninology. ance of aring on	role;		To read, underst and and express informe d persona I respons e to the story. To explore and analyse plot,cha racters, themes, viewpoi nts and narrativ e style.	success of Detective Stories - range and variety of crime; element of	
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8						
	POETRY (RELATIONSHIP)	POETRY (RELATIONSHIP)	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	THE TEMPEST	THE TEMPEST						

VOLUME I CHAPTERS 3-4

INTRODUCTION

THE TEMPEST ACT-1, SCENE 1

THE TEMPEST ACT 1, SCENE 2 (Lines 1-320)

VALENTINE &
I WANNA BE YOURS

(INTRODUCTION AND

BACKGROUND)
PREFACE AND

LETTER 1

LETTERS 2-4

VOLUME I CHAPTERS 1-2

UNSEEN POETRY /

NETTLES

	To analyse the main ideas, the language, form and structure	To anlayse the language, form and structure used by	To interest on the second	To introduce setting and explore the socio/cultural,	To explore understanding of the relationships between text and	To explore aspects of plot, characterisation, events and	Introduction to the social historical and political background	Summarise the key details of the main event of Prospero losing his position as
	used by the poets to create	the poets to create	To introduce setting and explore the socia/cultural,	historical/political	the context in which it is written.		and pointed background	Duke of Milan. Interpret plot
=	meanings and effects, using	meanings and effects, using		background to the text.	To explore aspects of plot,		To interpret the significance of the	development.
Term 1	relevant subject terminology	relevant subject	background to the text.		characterisation, events and	To make critical comparisons,	opening scene in introducing the	
	where appropriate; To explore theme of love and	terminology where appropriate;	To explore and analyse plot, characters and themes and	To explore and analyse plot, characters and themes	settings, and their effects.	referring to the contexts, themes, characterisation,	plot, characters and themes. (AO1, AO2, AO3)	Infer characters' feelings, thoughts and motives from their actions.
	the nature of relationships		analyse the language, form	and analyse the language,		style.	Practice Question- The	(AO1, AO2, AO3)
	(AO1, AO2, AO3)	To explore theme of love	and structure used by the	form and structure used by		(AO1, AO2, AO3)	Tempest	(, , , , , , , , , , , , , , , , , , ,
	BASELINE TEST	and the nature of relationships	writer to create meanings	the writer to create meanings and effects.		Assessment 2 - Frankenstein		
		(AO1, AO2, AO3)	and effects (AO1, AO2) Assessment-1 -	(AO1, AO2)		Q1a, Q1b (AO1, AO2, AO3)		
		Practice Question-	Comparison of poetry	Practice Question-				
		Poetry Comparison	(AO1, AO2, AO3)	Frankenstein				
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	THE TEMPEST	THE TEMPEST	THE TEMPEST	THE TEMPEST	FRANKENSTEIN	FRANKENSTEIN	POETRY (RELATIONSHIP)	REVISION
	THE TEMPEST ACT 1, SCENE 2	THE TEMPEST ACT 2,	THE TEMPEST ACT 2, SCENE	THE TEMPEST ACT 2,	VOLUME I CHAPTERS 5-8		ONE FLESH &	FRANKENSTEIN LETTERS AND VOLUME
	(Lines 321-505)	SCENE 1 (Lines 1-190)	1 (Lines 191-321)	SCENE 2	VOLUME II - CHAPTER 1	VOLUME II CHAPTERS 2-5	MY FATHER WOULD NOT SHOW	I AND VOLUME II &
								THE TEMPEST ACT 1-2
	Interpret plot development, character development and	Interpret plot development, character development and	Interpret plot development, character development and	Interpret plot development, character development and	Interpret ideas from the novel Explore links between ideas,	Analyse the underlying themes or issues in a range of different	To read, understand and respond to text while maintianing a critical	To interpret the playwright's craft in developing the plot characters and
	related themes. Analyse	related themes. Analyse	related themes. Analyse	related themes. Analyse	themes or characters and	contexts.	style and develop an informed	themes.
Term 1	Shakespeare's use of language	Shakespeare's use of	Shakespeare's use of	Shakespeare's use of	support points with precise		personal response.	To read, understand and respond to
Te	form and structure. Interpret social, cultural and historical	language form and structure. Interpret social,	language form and structure. Interpret social,	language form and structure. Interpret social,	evidence and explanation	(AO1, AO2, AO3)	(104 102 102)	text while maintianing a critical style and develop an informed personal
	context.	cultural, historical context.	cultural, historica context.	cultural, historica context.	(AO1, AO2, AO3) Practice Question-		(AO1, AO2, AO3) Practice Question- Poetry	response.
		Classwork: Question based			Frankenstein		Tractice Question Tocary	(AO1, AO2, AO3)
		on an extract			T Cameroscon			
	(AO1, AO2, AO3)		(AO1, AO2, AO3)	(AO1, AO2, AO3)				
	Practice Question- The Tempest	(AO1, AO2, AO3)	Assessment-3- The Tempest					
			rempest					
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	THE TEMPEST	THE TEMPEST	THE TEMPEST	THE TEMPEST
	VOLUME II CHAPTERS 6-8	VOLUME III CHAPTERS 2-4	VOLUME III CHAPTERS 5-6	VOLUME III CHAPTER 7	THE TEMPEST ACT 3, SCENE 1-2	THE TEMPEST ACT 3, SCENE 3	THE TEMPEST ACT 4 SCENE 1	THE TEMPEST ACT 4 SCENE 1 (Lines-
	VOLUME III CHAPTER 1 Interpretation ideas from the	Analyse the underlying	To read, understand and	Understand how settings	Understand and respond to	Analyse how writers' use of	(Lines-1-139) Understand and respond to	Develop interpretations of whole texts,
	novel	themes or issues in a range	respond to text while	influence the	ideas, viewpoints, themes	linguistic	ideas, viewpoints, themes and	recognising links between ideas,
Term 2	Explore links between ideas,	of different contexts,	maintianing a critical style	reader's understanding of	and purposes in texts.	and literary features shapes and	purposes in texts.	themes or characters and supporting
Ter	themes or characters and support points with precise	identifying implied and explicit meanings	and develop an informed personal response	characters and		influences meaning	Analyse how writers' use of	points with detailed textual evidence.
	evidence and explanation	explicit meanings	Assessment 1-	themes (AO1, AO2, AO3)	(AO1, AO2, AO3)	(AO2, AO3)	linguistic and literary features shapes and	Assessment 2 - The Tempest- Q1a and Q1b
	(AO1, AO2, AO3)	(AO1, AO2, AO3)	Frankenstein Q1a and	(101, 102, 103)		Practice Question- The Tempest	influences	(AO1, AO2, AO3)
		Practice Question-	Q1b				meaning	
		Frankenstein	(AO1, AO2, AO3)				(AO1, AO2, AO3)	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	POETRY (BELONGING)	POETRY (BELONGING)/	PROSE / DRAMA -	DRAMA	DRAMA	DRAMA	DRAMA	DRAMA
	POETRY (BELONGING)	REVIEW	REVIEW	DRAIVIA	DRAIVIA	DRAIVIA	DRAIVIA	DRAMA
	PECKHAM LANE, US &	IN WALES, WANTING TO					EPILOGUE	
	REFUGEES .	BE, & KUMUKANDA.	REVIEW FRANKENSTEIN, and THE TEMPEST	THE TEMPEST ACT 5 SCENE 1 (Lines 1-170)	THE TEMPEST ACT 5 SCENE 1 (Lines 172-315)	THE TEMPEST ACT 1 - 5	&	THE TEMPEST ACT 1-5
	UNSEEN POETRY	UNSEEN POETRY	aliu THE TEIVIPEST	SCEIVE I (LINES 1-170)	SCEIVE I (LINES 1/2-515)	THE TEINIFEST ACT 1-3	THE TEMPEST ACT 1-5	THE TENTEST ACT 1-5
	To interpret setting, events	Evaluate how specific	To read, understand and	Develop interpretations of	Understand and respond to	Understand and respond to	To read, Understand and respond	To read, Understand and respond to
n 2	and explore the poets' use of language devices and style to	words and phrases can have an impact on the	respond to text while maintianing a critical style	whole texts, recognising links between ideas, themes	ideas, viewpoints, themes and purposes in texts.	ideas, viewpoints, themes and purposes in texts.	to ideas, viewpoints, themes and purposes in texts.	ideas, viewpoints, themes and purposes in texts.
Term 2	convey their purpose;	reader and how they	and develop an informed	or characters and	Analyse how writers' use of	Express informed personal response	Perform selected parts of the play	Role-play - Hot seating
		interpret the poem.	personal response.	supporting	linguistic	(AO1, AO2, AO3)		characters; Interview author;
	Comparison of seen poetry considering use of language,	To interpret setting, events and explore the poets' use	(AO1, AO2, AO3)	points with detailed textual evidence.	and literary features shapes and influences	Practice Question- The Tempest		Prospero; Miranda; Ferdinand;
	form, structure, symbols	of language devices and			meaning	Tempest		Alonso;Antonio.
		style to convey their		(AO1, AO2, AO3)	(AO1, AO2, AO3)			
	Assessment 3-Comparison of studied poetry	purpose; (AO1, AO2, AO3)						
	(AO1, AO2, AO3)	(AU1, AU2, AU3)						
	, , , , , , , , ,							
	YF	AR 10 LITER	ATURE LONG	G TERM PLAI	N WITH CURRI	CULUM STAND	ARDS 2024-202	25
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
TEAN 10	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose	Reading - Prose	Reading - Prose
	Introduction to					Introduction to DJ&MH		
	Shakespeare					&		
	&	Macbeth-Act 1 Sc 1 &	Macbeth-Act 1 Sc 3 (4)	Macbeth-Act 1 Sc 4-5	Macbeth-Act 1 Sc 6 & 7 (4)	~	DJAMH Chapter 1 (Contd.)	DJAMH Chapter 3 (4)
	Shakespearean Tragedy	2 (4)	(.)	(4)	(.)	Traditions (4)	and Chapter 2 (4)	
	Act 1 Scene 1 (4)					Chapter -1		
	7.00 2 0000 2 (.)							

	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
Term 1	To explore the features of tragedy and the social historical background Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth.	To understand the setting and the main conflict that sets the action. (Baseline Assessment)	To explore character traits & the evident thematic aspects. To explore plot and character development. Macbeth Practice questions (1a and 1b)	Comment on play wright's style & explore characters and themes. Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth. (Term I Assessment-1 Drama)	To read with insight and engagement, understanding the writer's use of themes, structural devices characters and plot.	To introduce setting and the socio-cultural background; to explore 19th Century literary traditions such as: The 'Silver Fork' novel; The 'Newgate' novel; The 'Gothic' novel; The 'Romantic' novel; The 'Social-purpose' novel. To interpret the plot, characters, themes and give a personal response.	To explore plot, character, analyse themes & comment on aspects of style. DJAMH- Practice Question (1a and 1b)	To explore character traits, analyse themes & comment on aspects of style. (Term Assessment-2 Prose)
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Poetry (review) and Reading Relationship Poetry	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama/ Prose/ Poetry
	Unseen / Seen Poetry & She Walks in Beauty (4)	Sonnet 43 & La Belle Dame Sans Merci (4)	My Last Duchess & A Complaint (4)	Neutral Tones & Unseen Poetry (4)	An Inspector Calls- Introduction & Act I (Pages 1-10) (4)	An Inspector Calls- Act I (Pages 11-19) (4)	An Inspector Calls- Act I (Pages 20-26) (4)	Revision
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
Term 1	To understand and analyse poets' use of linguistic and structural devices to enhance their ideas and perspectives. Unseen Poetry Practice (Comparative Study)	To understand and analyse poets' use of language, structure and form and how these are used to create literary effects.	To examine the poetic language and techniques; form and structure used to enhance the meaning & convey the poets' attitude. Poetry Practice-Anthology (Comparative Study)	Explore theme and distinguish between ideas & support a point of view by referring to evidence in the poem, (Term I Assessment-3 Poetry Comparative Study)	To explore the social historical background and to understand the setting and the main conflict that sets the action	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions (An Inspector Calls Practice Question)	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions (Term I Assessment- 4 An Inspector Calls)	To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. To compare mood, tone, structure and use of poetic devices
			(Comparative Study)					
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
YEAR 10	WEEK 1 Reading - Drama	WEEK 2 Reading - Drama		WEEK 4 Reading - Prose	WEEK 5 Reading - Prose	Reading - Poetry (Belonging)		Reading - Poetry (Belonging)
YEAR 10			WEEK 3					
YEAR 10	Reading - Drama Macbeth Act 2, Scenes 1	Reading - Drama Macbeth Act 2, Scene	WEEK 3 Reading - Prose DJ&MH	Reading - Prose	Reading - Prose	Reading - Poetry (Belonging) Clear and Gentle Stream &	Reading - Poetry (Belonging) Island Man &	Reading - Poetry (Belonging) My Mother's kitchen
YEAR 10	Reading - Drama Macbeth Act 2, Scenes 1 & 2	Reading - Drama Macbeth Act 2, Scene 3 - 4	WEEK 3 Reading - Prose DJ&MH Chapter 4 (4)	Reading - Prose DJ&MH Chapter 5 (4)	Reading - Prose DJ&MH Chapter 6 (4)	Reading - Poetry (Belonging) Clear and Gentle Stream & I Remember, I Remember	Reading - Poetry (Belonging) Island Man & Jamaican British (4)	Reading - Poetry (Belonging) My Mother's kitchen & The Emigree (4)
	Reading - Drama Macbeth Act 2, Scenes 1 & 2 Learning Objectives To examine the use of dramatic devices/language to reveal characters, themes and plot. Macbeth Practice	Reading - Drama Macbeth Act 2, Scene 3 - 4 Learning Objectives To examine the use of dramatic devices/language to reveal characters, themes and plot. (Term II Assessment 1	WEEK 3 Reading - Prose DJ&MH Chapter 4 (4) Learning Objectives To explore characters, analyse themes and comment on style.	Reading - Prose DJ&MH Chapter 5 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. DJAMH- Practice	Reading - Prose DJ&MH Chapter 6 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. (Term II Assessment 2	Reading - Poetry (Belonging) Clear and Gentle Stream & I Remember, I Remember Learning Objectives To recognise the possibility of and evaluate different	Reading - Poetry (Belonging) Island Man & Jamaican British (4) Learning Objectives To make an informed personal response that derives from analysis and evaluation of the poem. Poetry Practice- Anthology	Reading - Poetry (Belonging) My Mother's kitchen & The Emigree (4) Learning Objectives To explore a range of poetry & analyse and compare themes, ideas and poetic devices across poems. (Term II Assessment-3 Poetry Comparative Study)
	Reading - Drama Macbeth Act 2, Scenes 1 & 2 Learning Objectives To examine the use of dramatic devices/language to reveal characters, themes and plot. Macbeth Practice questions (1a and 1b)	Reading - Drama Macbeth Act 2, Scene 3 - 4 Learning Objectives To examine the use of dramatic devices/language to reveal characters, themes and plot. (Term II Assessment 1 Drama)	WEEK 3 Reading - Prose DJ&MH Chapter 4 (4) Learning Objectives To explore characters, analyse themes and comment on style. WEEK 11 Revision - Prose/	Reading - Prose DJ&MH Chapter 5 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. DJAMH- Practice Question (1a and 1b)	Reading - Prose DJ&MH Chapter 6 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. (Term II Assessment 2 Prose)	Reading - Poetry (Belonging) Clear and Gentle Stream & I Remember, I Remember Learning Objectives To recognise the possibility of and evaluate different responses to a poem.	Reading - Poetry (Belonging) Island Man & Jamaican British (4) Learning Objectives To make an informed personal response that derives from analysis and evaluation of the poem. Poetry Practice- Anthology (Comparative Study)	Reading - Poetry (Belonging) My Mother's kitchen & The Emigree (4) Learning Objectives To explore a range of poetry & analyse and compare themes, ideas and poetic devices across poems. (Term II Assessment-3 Poetry Comparative Study) WEEK 16 Reading - Poetry
	Reading - Drama Macbeth Act 2, Scenes 1 & 2 Learning Objectives To examine the use of dramatic devices/language to reveal characters, themes and plot. Macbeth Practice questions (1a and 1b)	Reading - Drama Macbeth Act 2, Scene 3 - 4 Learning Objectives To examine the use of dramatic devices/language to reveal characters, themes and plot. (Term II Assessment 1 Drama)	WEEK 3 Reading - Prose DJ&MH Chapter 4 (4) Learning Objectives To explore characters, analyse themes and comment on style.	Reading - Prose DJ&MH Chapter 5 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. DJAMH- Practice Question (1a and 1b)	Reading - Prose DJ&MH Chapter 6 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. (Term II Assessment 2 Prose)	Reading - Poetry (Belonging) Clear and Gentle Stream & I Remember, I Remember Learning Objectives To recognise the possibility of and evaluate different responses to a poem.	Reading - Poetry (Belonging) Island Man & Jamaican British (4) Learning Objectives To make an informed personal response that derives from analysis and evaluation of the poem. Poetry Practice- Anthology (Comparative Study)	Reading - Poetry (Belonging) My Mother's kitchen & The Emigree (4) Learning Objectives To explore a range of poetry & analyse and compare themes, ideas and poetic devices across poems. (Term II Assessment-3 Poetry Comparative Study)

	(An Inspector Calls	stage directions		and structure.			give a personal response.					
	Practice Question)											
								STANDARDS (202				
GRADE 11	WEE		WEF Reading - Poetry			EEK 3		EEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading-Poet	try (Unseen)	Contem		Reading - Poetry (Rela	ationships -Contemporary)	Readin	ng - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose
			A Child to his Si	ck Grandfather	The	Manhunt						
	Unseen p		8	k		&		acbeth	Macbeth	Macbeth	Macbeth	DJAMH
	Comparative	e study (4)	1st Date – She and	d 1st Date – He (4)	Love	's Dog (4)	кесар и	pto Act 2 (4)	Recap upto Act 3 (4)	Act 4 Scene 1 &2 (4)	Act 4 Scene 3 (4)	Recap of chs. 1 to 6 (4)
	Learnin To understand and analyse w		Learnii To understand and analyse			rning Obj ters' use of language, structure and		ning Obj ot, characters, themes and the writer's	Learning Obj To integrate and	Learning Obj To integrate and	Learning Obj To integrate and	Learning Obj To integrate and
	structural devices to enhance t		structure		· · · · · · · · · · · · · · · · · · ·	form		personal response.	interpret the plot,	interpret the plot,	interpret the plot,	interpret the plot,
Term 1			and how these are used	to create literary effects	and how these are us	ed to create literary effects			characters, themes and	characters, themes and	characters, themes and	characters, themes and
Te	TERM I DIAGNOST							SSESSMENT 1	the writer's craft and	the writer's craft and	the writer's craft and	the writer's craft and
	(UNSEEN POEMS COM	MPARATIVE STUDY)					(ANTHOLOGY POEM	S COMPARATIVE STUDY)	give a personal response.	give a personal response.	give a personal response.	give a personal response.
									response.	response.	response.	
												TERM I ASSESSMENT 2 (DRAMA-MACBETH)
												[DRAINIA-INIACBETH]
								7PW 44				
	WEE:		WEE Reading			EEK 11		EEK 12	WEEK 13	WEEK 14 Reading - Poetry	WEEK 15	WEEK 16
	Reading	- Prose	Reading	- Plose		ing - Play pector Calls	Redu	ing - Play	Reading - Play	(Relonging) To My Sister	Reading - Prose	Poetry / Play
	DJAN		DJA			1 (Pages 1- 49) (4)		pector Calls	An Inspector Calls	&	DJAMH	Review Study (4)
	Ch- 7	(4)	Ch- 8	8 (4)			Act III (Pa	ges 50- 62) (4)	Act III (Pages 63- 72) (4)	Sunday Dip (4)	Ch- 9 (4)	
	Learnin		Learnii			ning Obj		ning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To explore the developm appreciation of the plot,c		To explore the develop appreciation of the plot,			and show critical appreciation of the ters and themes.		and show critical appreciation of the ters and themes.	To explore the development and show	To understand and analyse writers' use of	To review and analyse the writer's use of	To explore characters, themes, incidents and
	appresiation of the protect	onaracters and themesi	apprediction or the plot,	indiances and themes.		<u>TERM I ASSESSMENT 3</u>	protjenaraci	ters and themes.	critical appreciation of	language, structure and	characterization/	writer's craft through
					(PROS	SE- DJAMH)			the plot,characters and	form	theme/plot/setting for literary effect and show	use of literary and
E 1									themes. To understand and	and how these are used to create literary effects	critical appreciation of the	linguistic devices. To compare mood, tone,
Term									analyse the purpose	to create literary effects	writer's craft.	structure and use of
									and attitudes of the		TERM I ASSESSMENT	poetic devices
									writers.		<u>4</u>	
											(PROSE- DJAMH)	
GRADE 11	WEE	EK 1	WEI	EK 2	W	EEK 3	W	EEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading ·		Reading - Poet	ry (Belonging)	Readir	ng - Drama	Readir	ng- Drama	Reading- Drama	Reading - Prose	Reading - Poetry	Reading - Drama
	DJAN		Mild the Mist Upon the	Hill & Captain Cook (4)		lacbeth		acbeth	Macbeth	Review Study DJAMH	Review Study DJAMH	Macbeth
	Ch- 10					cenes 1 - 3 (4)		enes 4 - 6 (4)	Act 5 Scenes 7 - 9 (4)	(4)	(4)	Acts 1-5 & AIC Acts 1-3
	Learnin To integrate and interpret th		Learnii To understand and analyse			e plot, characters, themes and the		ning Obj ot, characters, themes and the writer's	Learning Obj To integrate and	Learning Obj To integrate and	Learning Obj To integrate and	Learning Obj To review and analyse
	comment on the writer's pu		structure			rive a personal response.		personal response.	interpret the plot,	interpret the plot,	interpret the plot,	the writer's use of
	informed perso		and how these are used						characters, themes and	characters, themes and	characters, themes and	characterization/
									the writer's craft and	the writer's craft and	the writer's craft and	theme/plot/setting for
									give a personal response.	give a personal response.To explore the	give a personal response.To explore the	literary effect and show critical appreciation of
Term 2										use of poetic devices	use of poetic devices	the writer's craft.
Ter									TERM II ASSESSMENT 1	and make effective	and make effective	
									(P1)	connections between particular	connections between particular	
										· ·	techniques used by the	
											writer and presentation	
										of	of	
										ideas, themes and setting TERM II	ideas, themes and settings	
										ASSESSMENT 2 (P2)	secungs	
				W 40		DDW 44		DDW 40	WDE** 42	WDDW	WDET	WIDE
	WEE:		WEE	K 10	WI	EEK 11	WI	EEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading-Poet	iry (Unseen)			<u> </u>		ļ					

	Unseen poetry							
	Comparative study (4)							
21								
	Learning Obj							
	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.							
Term	structural devices to enhance their ideas and perspectives.							
¥				_				
				MOCK EXAMS followed by BOARD EXAMIN	NATIONS 2025			
		YEAR 13 LITERATUR	RE LONG TERM PLAN WITH	CURRICULUM STANDARDS 202	4-2025			
YEAR 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
12					Reading - Prose-	Reading - Prose-	Reading - Prose-	Reading - Prose-
	Reading - Prose- Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose- Colonisation and After	Reading - Prose- Colonisation and After & Poetry	Colonisation and	Colonisation and	Colonisation and	Colonisation and
		Heart of Darkness Part I (The Nellieif such was my	Heart of Darkness Part I (I got my appointmentand got up	Heart of Darkness Part I (He had been outgrove of death) & Unseen	Lonely Londoners	Lonely Londoners	Lonely Londoners	Lonely Londoners (Pages 29-45- When
	Heart of Darkness Background (3)	fancy) (3)	shirtfronts) (3)	Poetry (3)	Background & Introduction (3)	(Pages 1-15-Shopping for rations) (3)	(Pages 15-29- The only thingthe room) (3)	Moses right way)&
_						, , ,		Unseen Poetry (3)
Тегт	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj To integrate and
T				To into prote and interpret the plot, sky material the protection of the protection	To introdes	To explore the	To integrate and interpret the plot,	interpret the plot,
	To introduce setting and the socio-cultural background;to	To explore the development and show critical	To integrate and interpret the plot, characters, themes and the writer's	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. To understand and analyse writers' use of	To introduce setting and the socio-cultural	development and show	characters, themes and	characters, themes and the writer's craft and
	explore characters & themes $\textit{BASELINE ASSESSMENT}$	appreciation of the plot, characters and themes.	craft and give a personal response.	linguistic and structural devices to enhance their ideas and perspectives.	background;to explore	critical appreciation of the plot, characters and	the writer's craft and	give a personal
				TERM 1 ASSESSMENT 1 (UNSEEN POETRY)	characters & themes	themes.	give a personal response.	response.To understand and analyse writers' use
								of linguistic and
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Shakespearean Drama Hamlet	Reading - Shakespearean Drama Hamlet	Reading - Shakespearean Drama Hamlet	Reading - Shakespearean Drama Hamlet	Reading - Pre 1900 Introduction to	Reading - Pre 1900 Tennyson/Hardy	Reading - Pre 1900 Hardy/Charlottee	Reading - Hamlet
						, ,	Hardy/Charlottee	Hannet
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Ŭ Ü			Learning Obj
	Learning Onj	Learning Obj	Learning Obj	Learning Obj	Introduction to social cultural background of	* Analyse theme, language and poetic	* Analyse theme, language and poetic	* Analyse
	Learning Onj	Learning Obj	Learning Obj	Learning Obj	Introduction to social cultural background of the Victorian Age.	* Analyse theme, language and poetic techniques AO2.	* Analyse theme, language and poetic techniques AO2.	* Analyse characterisation,theme,
	*Discuss research findings on historical, political, social,			Learning Obj	Introduction to social cultural background of the Victorian Age. Express informed critical response to	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to	* Analyse characterisation,theme, language and dramatic techniques. AO2.
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on	* Analyse characterisation,theme, language and dramatic	* Analyse characterisation,theme, language and dramatic techniques.		Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1.	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1.	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AOI. Analyse themes, language and poetic	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation,	* Analyse characterisation,theme, language and dramatic techniques. AO2.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.	To integrate and interpret the plot, characters, themes, writer's craft and	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes,	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1.
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3.	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance and influence of	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance and influence of different contexts on	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical
Year 13	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance and influence of different contexts on	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical
Year 13	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose-	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose-	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose &
Year 13	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 11 Reading - Post 1900 Poetry	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - ProseLonely Londoners	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners
Year 13	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. *Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3)	*Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. *Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3)	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3)	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-Lonely Londoners (Pages 45-61- During themdon't care	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) &
Year 13	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 11 Reading - Post 1900 Poetry	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - ProseLonely Londoners (Pages 45-61- During	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have a	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now
Year 13	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. *Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3)	*Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. *Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3)	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3)	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-Lonely Londoners (Pages 45-61- During themdon't care	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters,
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. *Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3)	*Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. *Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3)	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3)	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-Lonely Londoners (Pages 45-61- During themdon't care	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-1t have aworry in the world)-3 Learning Obj To conisder the writer's	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. *Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3)	*Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. *Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3)	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3)	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 E xplore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-Lonely Londoners (Pages 45-61- During themdon't care	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3 Learning Obj	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and
Year 13	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3) Learning Obj	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3) Learning Obj	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3) Learning Obj	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3)	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose- Lonely Londoners (Pages 45-61- During themdon't care Learning Obj To give personal insight	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3 Learning Obj To conisder the writer's point of view perceptively and link it to the development of	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3) Learning Obj To integrate and interpret the conflict	* Analyse characterisation,theme, language and dramatic techniques, AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. Discuss Exam Style
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3) Learning Obj To give personal insight and show understanding of the	*Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. *Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3)	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-Lonely Londoners (Pages 45-61- During themdon't care Learning Obj To give personal insight and show understanding	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3 Learning Obj To conisder the writer's point of view perceptively and link it	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3) Learning Obj	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. Discuss Exam Style Questions -
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3) Learning Obj	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3) Learning Obj To conisder the writer's point of view perceptively and	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3) Learning Obj To integrate and interpret the conflict through the text, comment on	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term I Shakespeare Assessment I - AOI, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3) Learning Obj	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose- Lonely Londoners (Pages 45-61- During themdon't care Learning Obj To give personal insight	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3 Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use's of literary and linguistic devices. Discuss Exam Style Questions - interpretation of question words,
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3) Learning Obj To give personal insight and show understanding of the	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-Lonely Londoners (Pages 45-61- During themdon't care Learning Obj To give personal insight and show understanding of the writer's craft and	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-1t have aworry in the world)-3 Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. Discuss Exam Style Questions - interpretation of question words, introductory and
	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3) Learning Obj To give personal insight and show understanding of the	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - Prose-Lonely Londoners (Pages 45-61- During themdon't care Learning Obj To give personal insight and show understanding of the writer's craft and	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-1t have aworry in the world)-3 Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. TERM 1 ASSESSMENT 4 (COMPARATIVE	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use's of literary and linguistic devices. Discuss Exam Style Questions - interpretation of question words,
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Term 1	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3) Learning Obj To give personal insight and show understanding of the writer's craft and purpose.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response. TERM 1 ASSESSMENT 3 (UNSEEN POETRY)	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term I Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - ProseLonely Londoners (Pages 45-61- During themdon't care Learning Obj To give personal insight and show understanding of the writer's craft and purpose.	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3 Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. TERM 1 ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one ofa good licking) (3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing, embedding quotations, providing critical comments.
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Term 1	*Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespere's plays. *Understand features of shakesperean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment. WEEK 9 Reading - Prose-Colonisation and After Heart of Darkness Part I (I leftthe opportunity) (3) Learning Obj To give personal insight and show understanding of the writer's craft and purpose.	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. WEEK 10 Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen there) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. WEEK 10	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 11 Reading - Post 1900 Poetry Unseen Poetry -(3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response. TERM 1 ASSESSMENT 3 (UNSEEN POETRY) WEEK 11	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term I Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5 WEEK 12 Reading - Prose-Colonisation and After Heart of Darkness Part II (One eveningpower of meddling) (3) Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	Introduction to social cultural background of the Victorian Age. Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3 WEEK 13 Reading - ProseLonely Londoners (Pages 45-61- During themdon't care Learning Obj To give personal insight and show understanding of the writer's craft and purpose.	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse WEEK 14 Reading - Prose- Lonely Londoners (Pages 61-75-It have aworry in the world)-3 Learning Obj To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. TERM 1 ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse WEEK 15 Reading - Prose- Lonely Londoners (Pages 76-90- Is one of a good licking) (3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response. WEEK 15	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 WEEK 16 Reading - Prose & Lonely Londoners (Pages 91-105- Now whenpeople here) & Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations, providing critical comments. WEEK 16

	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment 2 - AO1, AO 2, AO3, AO5	To integrate and interpret the plot, characters, themes, writer's craft, contextual factors and different interpretations Term 1 Shakespeare Assessment 2 - AO1, AO 2, AO3, AO5	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse	Express informed critical response to poems.AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Rossetti's poems.AO3	* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse	Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations.Assessment - Poetry
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose- Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose- Colonisation and	Reading - Prose- Colonisation and	Reading - Prose- Colonisation and	Reading - Prose- Colonisation and
	Heart of Darkness Part II (Towards the eveningwater was steep) (3)	Heart of Darkness Part II (We tore slowly alonghad found time for!) (3)	Heart of Darkness Part II-III (But this must have beenthe eternal slumber) (3)	Heart of Darkness Part III (I'm not disclosingKrutz's friend-in a way) (3)	Heart of Darkness Part III ("He said with a good dealnothing more for smoke) (3)	Heart of Darkness Part III (The brown currentimmense darkness) (3)	(Pages 106-120- "Ah, you does sayturn down the gas a little)	Lonely Londoners (Pages 121-139-"You all righttill the end) (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Term 2	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. TERM II ASSESSMENT 1 (UNSEEN POETRY)	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To understand and analyse writers' use of language, structure and plot develpoment and how these are used to create literary effects TERM II ASSESSMENT 2 (COMPARATIVE STUDY OF NOVELS)	. To consider the writer's point of view by linking to the social and historical background, characters and themes making contextual references.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Year 13	WEEK 1 Reading	WEEK 2 Reading	WEEK 3 Reading	WEEK 4 Reading	Reading	Reading	Reading	Reading
Year 13	11							
Year 13	Reading	Reading	Reading	Reading	Reading Tennyson - From In Memoriam / From	Reading Tennyson - From In Memoriam / From	Reading Revision - Victorian	Reading Revision- Shakespeare
Year 13	Hamlet Act IV Scene V-VII (3)	Reading Hamlet Act V Scene I (3)	Reading Hamlet Act V Scene II (3)	Reading Tennyson - From In Memoriam / From Maud (3)	Reading Tennyson - From In Memoriam / From Maud (3)	Reading Tennyson - From In Memoriam / From Maud (3)	Reading Revision - Victorian Verse (3)	Reading Revision- Shakespeare (3)
Year 13	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. *Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response	Reading Hamlet Act V Scene I (3) Learning Obj To integrate and interpret the plot, characters, themes, writer's craft, contextual factors and different	* Analyse characterisation, theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.	Reading Tennyson - From In Memoriam / From Maud (3) Learning Obj Express informed critical response to poems.AO1. Analyse themes,language and poetic techniques.AO2 Explore the significance and influence ofdifferent contexts.AO3. Integrate different interpretations in critical response	Reading Tennyson - From In Memoriam / From Maud (3) Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on	Reading Tennyson - From In Memoriam / From Maud (3) Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on	Reading Revision - Victorian Verse (3) Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on	Reading Revision- Shakespeare (3) Learning Obj *Express informed critical response. AO1 Analyse characterisation,theme, language and dramatic techniques. AO2. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5
	* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. *Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	Reading Hamlet Act V Scene I (3) Learning Obj To integrate and interpret the plot, characters, themes, writer's craft, contextual factors and different interpretations	* Analyse characterisation, theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	Reading Tennyson - From In Memoriam / From Maud (3) Learning Obj Express informed critical response to poems.AO1. Analyse themes,language and poetic techniques.AO2 Explore the significance and influence ofdifferent contexts.AO3. Integrate different interpretations in critical response AO5	Reading Tennyson - From In Memoriam / From Maud (3) Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse	Reading Tennyson - From In Memoriam / From Maud (3) Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse	Reading Revision - Victorian Verse (3) Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Victorian Verse	Reading Revision- Shakespeare (3) Learning Obj *Express informed critical response. AO1 Analyse characterisation, theme, language and dramatic techniques. AO2. * Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5 Assessment on Hamlet.

Reading	
Revision- Shakespeare (3)	
Learning Obj	
Learning Obj	
*Express informed critical response. AO1	
Analyse characterisation,theme, language and dramatic	
techniques. AO2.	
* Explore the significance and influence of different	
contexts AO3.	
*Integrate different interpretaions in critical response	
AO5	
	MOCK EXAMS followed by BOARD EXAMINATIONS 2024