



**Subject Intent Statement**

Our English Literature curriculum is designed to cultivate a deep appreciation and understanding of literary works, while fostering essential skills in critical thinking, analysis, and written expression. Our curriculum aims to inspire a lifelong love of reading and a profound appreciation for the cultural and historical contexts of literature. Through the study of diverse texts spanning different genres, periods, and cultures, students gain insight into the human condition and the world around them. This helps them develop empathy and a broader perspective on life. Students are encouraged to engage with texts critically, analysing themes, characters, and language. This not only enhances their ability to interpret, but also enables them to articulate their thoughts coherently and persuasively, showing emotional intelligence for others. The curriculum prepares students for advanced studies in literature and related fields, like at A-Level, equipping them with the analytical and communication skills valued by universities and employers alike. Careers such as journalism, publishing, law, and marketing are highlighted as potential paths. By exploring works from William Shakespeare to Cormac McCarthy, to Maya Angelou, to Simon Armitage, students acquire a rich literary foundation. This includes understanding the influence of historical and social contexts on literature and recognising the contributions of key literary figures. We understand the importance of literature as a tool for personal growth, and so our curriculum allows students to reflect on their own experiences and beliefs. This contributes to their development as thoughtful, informed, and well-rounded individuals.

**Key Concepts**

**Key Language/Terminology**

Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 3	Key Stage 4	Key Stage 5
Grief and Loss Identity and Belonging Prejudice and Forgiveness Social Injustice and Class Poverty and Survival Corruption and Exploitation Ambition and Power Fate vs. Free Will Guilt and Conscience The Supernatural Survival and Humanity Morality and the Law Good vs. Evil Human Emotions and Relationships Nature and the Environment Time and Mortality	Redemption and Transformation Compassion and Generosity The Consequences of Greed and Avarice Social Responsibility and Inequality The Spirit of Christmas Family and Belonging Fate and Destiny Conflict and Feuding Love and Passion Romantic Love Familial Love Platonic Love Unrequited Love. Conflict in Relationships Change and Growth Social responsibility and morality Class, social status, and gender Generational Conflict Guilt and Innocence (with reference to poverty, class, status) The Illusion of Respectability	Women and history / the history of feminism / exploitation, degradation and mistreatment / women’s bodies and the world / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity  Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	Isolation Conflict Resilience Perception Regret  Perception Integrity Empathy Logic Resilience	Romantic Love / relationship dynamics / familial love / bonds and complexities in families / platonic love / unrequited love / pain / nature / conflict in relationships / change and growth / allegory  Avarice, Redemption, Charity, Revelation, Benevolent  Misanthropy, Philanthropy, Allegory, Industrialisation, Transformation	Across all units:  Women and history / the history of feminism / exploitation, degradation and mistreatment / women’s bodies and the world / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity / Oppression / Identity / patriarchy / marginalisation / alienation / gender / conflict / female solidarity

**Curriculum Coherence**

**Year 7**

Year 7 allows students to understand key literary themes and concepts, starting with *My Sister Lives on the Mantelpiece* in HT1 and HT2, which introduces personal identity, grief, and the complexities of family dynamics. In HT3 and HT4, *Oliver Twist* deepens this understanding by exploring social injustice, poverty, and morality, allowing students to compare personal struggles with broader societal issues. Moving to *Macbeth* in HT5 and HT6, the curriculum builds on themes of ambition, guilt, and fate, challenging students to analyse the psychological and supernatural elements of tragedy. This progression encourages critical thinking, emotional engagement, and thematic analysis, reinforcing skills that link personal experiences with broader societal and literary contexts.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
My Sister Lives On The Mantelpiece HT1 and HT2	<b>Grief and Loss</b>  <b>Identity and Belonging</b>	<b>Plot structure and narrative perspective</b>	<b>Analysing narrative voice and tone</b>	<b>Isolation</b> <b>Conflict</b> <b>Resilience</b>	<b>Analytical essay</b> on a key theme or character's development – Jamie in Chapter 3	Context research task on terrorism and prejudice

	<b>Prejudice and Forgiveness</b>	<b>Character development, especially Jamie's growth</b>  <b>Context of trauma and family dynamics</b>	<b>Exploring symbolism and imagery</b>  <b>Developing empathy through character analysis</b>  <b>What/How/Why &amp; beginning to understand essay writing approaches</b>	<b>Perception</b> <b>Regret</b>  <b>Coping mechanisms</b> <b>Narrative perspective</b> <b>Trauma</b> <b>Catharsis</b> <b>Grief-stricken</b>	<b>Extract to Whole Analysis</b> on Friendship  <b>Creative response</b> exploring Jamie's perspective	Creative recreation of one event in the novel
Oliver Twist HT3 and HT4	<b>Social Injustice and Class</b> <b>Poverty and Survival</b> <b>Good vs Evil</b> <b>Corruption and Exploitation</b>	<b>Key plot events and character development</b> (Oliver, Fagin, Nancy, etc.) <b>Context of Victorian England</b> , particularly class and poverty  <b>The role of social reform in Dickens' works</b>	<b>Analytical reading of character motivations and interactions</b>  <b>Exploring symbolism (e.g., the use of the workhouse, Fagin's den)</b>  <b>Developing essay-writing skills through character and thematic analysis</b>	<b>Exploitation</b> <b>Subjugation</b> <b>Corruption</b> <b>Redemption</b> <b>Marginalization</b>	Character analysis essay (e.g., Oliver's development vs. Fagin's manipulation) <b>Thematic essay</b> (e.g., poverty and its impact on morality)  <b>Descriptive</b> writing from a character's perspective	Victorian context research  Diary entry descriptive/creative writing
Macbeth HT5 and HT6	<b>Ambition and Power</b> <b>Fate vs. Free Will</b> <b>Guilt and Conscience</b> <b>The Supernatural</b>	<b>Plot structure and key events</b> (e.g., Macbeth's rise and fall, Banquo's ghost, Lady Macbeth's descent)  <b>Character analysis</b> (Macbeth, Lady Macbeth, the witches, Banquo)  <b>Historical context</b> of Jacobean England and its view on kingship and the supernatural	<b>Analytical reading</b> of soliloquies (e.g., "Is this a dagger which I see before me?")  <b>Thematic essays</b> on ambition and guilt  <b>Understanding and analysing</b> Shakespearean language	<b>Usurpation</b> <b>Soliloquy</b> <b>Ambivalence</b> <b>Metaphysical</b> <b>Paradox</b>	Analytical essay on the development of Macbeth or Lady Macbeth  Thematic essay on fate vs. free will in Macbeth's downfall  Creative/descriptive writing focus on the witches	Big Ideas in Macbeth - Macbeth – workbook  Big Ideas in Macbeth – Lady Macbeth - workbook

## Year 8

### Curriculum Coherence

Year 8 involves students exploring a range of literary themes and develop their analytical skills. In HT1 and HT2, *The Boy in the Striped Pyjamas* and WWII fiction texts engage with the powerful themes of innocence, friendship, and the human cost of war, providing a foundation for understanding complex historical and moral issues. In HT3 and HT4, students explore Love and Relationships Poetry Through the Ages, comparing diverse representations of love, loss, and devotion in poetry, which builds on the emotional depth and human connections introduced in the previous term. Finally, in HT5 and HT6, *The Curious Incident of the Dog in the Night-Time* deepens students' understanding of relationships, truth, and personal perception, allowing them to critically examine the narrative voice and how it shapes their interpretation of the story, rounding out their year of thematic exploration.

<b>Medium Term Plan Title/Topic</b>	<b>Themes/Concepts</b>	<b>Key Core Knowledge Foci</b>	<b>Application/Skills Foci</b>	<b>Ambitious Tier 2/3 Vocabulary</b>	<b>Assessment</b>	<b>Independent Learning</b>
Boy In The Striped Pyjamas + WWII Fiction Texts HT1 and HT2	Innocence and Ignorance  Friendship and Division  The Holocaust and Human Suffering  Prejudice and Persecution	Plot structure of <i>The Boy in the Striped Pyjamas</i>  Character analysis (e.g., Bruno, Shmuel, Father)  Context of World War II, particularly the Holocaust and Nazi ideology	Comparative analysis of themes in <i>The Boy in the Striped Pyjamas</i> and other WWII fiction  Understanding the historical context and its impact on characters  Writing essays focused on the moral lessons of the story	Persecution Innocence Segregation Propaganda Empathy	Analytical essay on the relationship between Bruno and Shmuel  Thematic essay on innocence and ignorance in the context of the Holocaust  Creative writing response imagining a different outcome for Bruno	Research task – context  Creative Writing task

Love and Relationships Poetry Through the Ages HT3 and HT4	Love and Desire Conflict and Separation Sacrifice and Commitment The Evolution of Love	Key poets and poems across different time periods (e.g., Shakespeare, Pre-1900s, Modern poets)  Analysis of poetic form (sonnet, free verse, etc.)  Thematic development of love and relationships	Analysing language, structure, and form in poems about love and relationships  Comparing and contrasting different representations of love in various contexts  Writing a comparative analysis essay	Passion Conflict Devotion Allegory Metaphor	Comparative essay analysing love and relationships in two poems  Thematic essay on how different poets portray the concept of love  Creative writing response in the style of a chosen poet	Poetry letter writing  Poetry research task
The Curious Incident of the Dog in the Night Time HT5 and HT6	Disability and Difference Truth and Deception Family and Relationships Logic vs. Emotion	Plot structure and key events (e.g., Christopher’s investigation, family revelations) Character analysis (e.g., Christophe, his mother, his father)  Understanding autism spectrum disorder and how it affects Christopher’s behaviour and interactions	Analysing the narrative voice and structure (first-person, unreliable narrator) Exploring the themes of truth, deception, and how they affect relationships  Writing analytical essays on character development	Perception Integrity Empathy Logic Resilience	Analytical essay on how Christopher’s perspective shapes the narrative Thematic essay on the conflict between logic and emotion  Creative writing task from a character’s perspective	Research task and media task on autism  Creative writing task on family

<h1>Year 9</h1>	<b>Curriculum Coherence</b>
	Year 9 English Literature begins with McCarthy’s challenging prose fiction, ‘The Road’, in which students explore themes of survival, humanity, and morality. This develops their ability to decode and deconstruct texts in preparation for further application of these skills later in Year 10 and 11. Key assessments continue the same format as in previous years of extract-to-whole analyses and theme analyses. Students continue the year by developing their understanding of poetry, in which they are exposed to a range of different poetic themes. The aim of the second unit of Year 9 is for students to gain the knowledge required to successfully analyse poetry in Year 10. The third unit introduces students to An Inspector Calls to develop an appreciation of modern drama, with links back to the first unit around the themes of morality, humanity, and family relationships.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	c
The Road – Cormac McCarthy – dystopian fiction  HT 1 and 2	<p><b>Survival and Humanity:</b> Exploring the struggle for survival in a post-apocalyptic world and what it means to be human.</p> <p><b>Morality and the Law:</b> Cannibalism, breaking point, and exploring aspects of identity when under the pressure to survive.</p> <p><b>Father-Son Relationships/family relationships:</b> The bond between the man and his son, highlighting love, dependency, and protection.</p> <p><b>Good vs. Evil:</b> The moral dilemmas faced in a world where traditional societal structures have collapsed.</p>	<p>Developing an understanding and appreciation of:</p> <p><b>Post-Apocalyptic Genre:</b> Understanding the characteristics of post-apocalyptic literature and its themes, e.g., nature, despair, survival, morality.</p> <p><b>Narrative Style:</b> McCarthy’s unique writing style, including his use of minimal punctuation and sparse dialogue.</p> <p><b>Symbolism:</b> Identifying and analysing key symbols, such as the road, the fire, and the pistol.</p> <p><b>Character Development:</b> The progression and changes in the</p>	<p><b>Textual analysis and deconstruction:</b> Close reading and analysis of key passages to understand themes and techniques.</p> <p><b>Comparative Analysis:</b> Comparing themes and styles with other works of post-apocalyptic fiction.</p> <p><b>Critical Thinking and empathy:</b> Evaluating the moral and ethical decisions made by the characters.</p> <p><b>Essay Writing:</b> Constructing well-organised essays that argue a point of view using textual evidence.</p>	<p><b>Tier 2:</b> Survival, desolation, isolation, perseverance, moral, ethical.</p> <p><b>Tier 3:</b> Post-apocalyptic, dystopian, allegory, nihilism, existentialism, symbolism, altruism.</p>	<p>Creative re-creation: Using McCarthy’s original style to narrate and describe.</p> <p>Extract to whole analysis of key themes – suffering</p> <p>Extract to whole analysis of key characters – the boy and the father</p> <p>Oracy / debate</p>	<p>Research task on the end of the world theories – independent research</p> <p>Creative task on symbols in the novel, focusing on one of:</p> <ul style="list-style-type: none"> <li>• The road itself</li> <li>• The pistol</li> <li>• The landscape / environment / nature</li> <li>• The cart</li> <li>• The fire</li> </ul>

	<p><b>Isolation and Desolation:</b> The physical and emotional isolation experienced by the characters.</p> <p><b>Hope and Despair:</b> The juxtaposition of hope and hopelessness in the bleak environment.</p>	<p>characters, particularly the father and son.</p>				
<p>Unseen Poetry anthology</p> <p>HT 3 and 4</p>	<p><b>Human Emotions and Relationships</b> Exploring themes such as love, loss, joy, and conflict within personal and interpersonal relationships, which are frequently depicted in poetry.</p> <p><b>Nature and the Environment</b> Many poems reflect on the beauty, power, and symbolism of nature or explore humanity's connection to the natural world.</p> <p><b>Time and Mortality</b> Poets often examine the passage of time, the fleeting nature of life, and themes of mortality, reflecting on how these influence identity, memory, and legacy.</p>	<p><b>Poetic Devices and Techniques</b> Understanding and identifying devices like metaphor, simile, personification, enjambment, alliteration, and caesura, which are essential for analysing the construction and impact of poems.</p> <p><b>Tone, Mood, and Atmosphere</b> Recognising how poets establish tone and mood through word choice, imagery, and structure, as well as understanding how these elements shape readers' emotional responses.</p> <p><b>Form and Structure</b> Familiarity with different poetic forms (e.g., sonnet, free verse, haiku) and structures (such as stanza length and rhyme scheme) to analyse how form contributes to meaning and enhances themes within the poem.</p>	<p>Comparative analysis / drawing comparisons between poems to identify common themes and contrasting perspectives / critical interpretation / developing nuanced interpretations of poems and supporting them with textual evidence / comparative essay writing / crafting well-organised and coherent essays that present a clear argument / textual deconstruction / engaging in detailed textual analysis to uncover deeper meanings and implications.</p>	<p><b>Pathos</b> <b>Perspective</b> <b>Tone</b> <b>Imagery</b> <b>Contrast</b></p> <p><b>Enjambment</b> <b>Caesura</b> <b>Juxtaposition</b> <b>Metaphor</b> <b>Persona</b></p>	<p>Poetry analysis of individual poems</p> <p>Annotation instruction</p> <p>Use of What/How/Why</p> <p>Linking poet's intentions to feelings and then to evidence</p> <p>Unseen poetry comparison essay</p>	<p>Flipped learning of poems to be read and annotated in advance of the lesson.</p> <p>Explicit vocabulary teaching of devices and tier 2/3 vocabulary</p> <p>Poetry through the ages contextual research</p>
<p>An Inspector Calls – J. B. Priestley – modern drama unit</p> <p>HT 5 and 6</p>	<p><b>Social responsibility and morality:</b> The play emphasizes the importance of being aware of and responsible for the impact one's actions have on others.</p> <p><b>Class, social status, and gender:</b> Examining the disparities between the upper and lower classes and the inherent social inequalities.</p> <p><b>Generational Conflict:</b> The differing attitudes and values between the younger and older generations.</p> <p><b>Guilt and Innocence (with reference to poverty, class, status):</b> Exploring the characters'</p>	<p><b>Historical Context:</b> Understanding the social and political landscape of early 20th-century Britain, including the class system and post-war context.</p> <p><b>Character Analysis:</b> Detailed study of key characters such as Inspector Goole, Arthur Birling, Sybil Birling, Sheila Birling, Eric Birling, and Gerald Croft, and their presentation as allegories.</p> <p><b>Dramatic Techniques:</b> Analysis of Priestley's use of dramatic irony, tension, and the play's structure.</p>	<p><b>Close Reading:</b> Analysing key passages for language, tone, and meaning.</p> <p><b>Comparative Analysis:</b> Comparing characters' responses and development throughout the play.</p> <p><b>Essay Writing:</b> Crafting coherent and structured essays that articulate a clear argument supported by textual evidence, and context. Context is key to the understanding of the text and authorial intent and method.</p>	<p><b>Tier 2:</b> Altruism, complicity, facade, hypocrisy, retribution.</p> <p><b>Tier 3:</b> Anagnorisis, denouement, peripeteia, dramatic irony, social stratification.</p>	<p>Knowledge retrieval – key quotations for key themes</p> <p>Practice exam style question on Mr Birling and responsibility</p> <p>Practice exam style question on older vs. younger generations</p>	<p>Research task on - Priestley, the Edwardian Era, class, society and technology</p> <p>Creative Assignment: Write a modern adaptation of a scene, focusing on contemporary social issues, including a detailed storyboard of a key moment and a shot list (imagining that you are producing a film/video of this specific key moment)</p>

	<p>recognition and denial of their roles in Eva Smith's demise.</p> <p><b>The Illusion of Respectability:</b> Challenging the façade of the seemingly respectable upper class.</p>	<p><b>Themes and Motifs:</b> Identifying and analysing the recurring themes and symbols, and dramatic devices, such as the significance of the Inspector and the use of the telephone.</p> <p><b>Priestley's Intentions:</b> Understanding J.B. Priestley's political socialist views and how they are conveyed through the play, and the need for change after WW2.</p>	<p><b>Critical Thinking:</b> Evaluating characters' actions and their broader social implications.</p> <p><b>Performance Skills:</b> Understanding the play's staging, direction, and performance aspects.</p>			
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<h1>Year 10</h1>	<b>Curriculum Coherence</b>					
	<p>Year 10 is designed to create coherence through its exploration of classic literature, focusing on A Christmas Carol by Charles Dickens and Romeo and Juliet by William Shakespeare. Both texts engage with themes of transformation, love, and social responsibility, allowing students to make connections between different historical and cultural contexts while examining timeless human concerns. By studying Dickens' Victorian England before Shakespeare's Elizabethan era, students gain a broader understanding of how literature reflects social issues, such as class divides and family conflict, across time periods. The curriculum also builds analytical skills, as both works encourage close reading of language, character development, and authorial intent. This prepares them for their examination unit on AQA Paper 1 Lit.</p>					

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<p>Charles Dickens' – A Christmas Carol</p> <p>HT 1, 2 and 3</p>	<p><b>Redemption and Transformation</b> - self-reflection and a change in values.</p> <p><b>Compassion and Generosity</b></p> <p><b>The Consequences of Greed and Avarice</b></p> <p><b>Social Responsibility and Inequality</b> and social justice</p> <p><b>The Spirit of Christmas</b></p> <p><b>Family and Belonging</b></p> <p><b>(all linked to Scrooge's fundamental transformation)</b></p>	<p><b>Plot Summary and Structure</b> Understanding the main events, especially Scrooge's encounters with the four ghosts.</p> <p><b>Characters and Their Development</b> Ebenezer Scrooge: Knowing his initial miserly personality, his transformation, and how his experiences with the ghosts lead him to embrace generosity and kindness.</p> <p><b>Themes and Messages</b> Redemption: The novella's focus on the possibility of change and moral redemption. Dickens' critique of social inequality and the importance of compassion for those in need. The Spirit of Christmas</p> <p><b>Historical and Social Context</b> Victorian England: The context of poverty, the harsh realities for the poor, and the importance of charity, reflecting Dickens' concern with social reform. Scrooge's wealth versus the Cratchits' poverty.</p>	<p><b>Close Reading:</b> Analysing key passages for language, tone, and meaning.</p> <p><b>Comparative Analysis:</b> Comparing characters' responses and development throughout the play.</p> <p><b>Essay Writing:</b> Crafting coherent and structured essays that articulate a clear argument supported by textual evidence, and context. Context is key to the understanding of the text and authorial intent and method.</p> <p><b>Critical Thinking:</b> Evaluating characters' actions and their broader social implications.</p> <p><b>Performance Skills:</b> Understanding the play's staging, direction, and performance aspects.</p>	<p><b>Avarice, Redemption, Charity, Revelation, Benevolent</b></p> <p><b>Misanthropy, Philanthropy, Allegory, Industrialisation, Transformation</b></p>	<p>Extract to whole essay – Scrooge in Stave 1 – Avarice</p> <p>Extract to whole essay – Ignorance and Want – Stave 3</p>	<p>Creative/transformational writing from Scrooge's perspective</p> <p>Quotation drills</p> <p>Preparation for in-class assessment essays</p>

		<p><b>Literary Devices and Language</b> Recognizing Dickens' use of symbolism (e.g., Marley's chains symbolizing greed), imagery, and figurative language to enhance themes.</p> <p><b>Use of contrasts:</b> for example, Scrooge's cold, dark office versus the warmth and light of the Cratchit home.</p>				
<p>Shakespeare's – Romeo and Juliet</p> <p>HT 3, 4 and 5</p>	<p><b>Fate and Destiny:</b> The concept that Romeo and Juliet are "star-crossed lovers," suggesting their love and tragic end are predestined.</p> <p><b>Conflict and Feuding:</b> The intense rivalry between the Montagues and Capulets drives much of the play's tragedy and violence.</p> <p><b>Love and Passion:</b> Exploring different forms of love—romantic, familial, and platonic—while examining how passionate emotions can lead to impulsive decisions.</p>	<p><b>Plot Structure:</b> Understanding the sequence of key events, from the initial feud to the tragic ending, and how they escalate the drama.</p> <p><b>Character Analysis:</b> Deep dives into the traits, motivations, and changes in main characters like Romeo, Juliet, Mercutio, and Tybalt.</p> <p><b>Historical Context:</b> Familiarity with Elizabethan views on family honour, marriage, and fate, as well as Shakespearean theatre conventions.</p>	<p><b>Quotations and Analysis:</b> Identifying and analysing significant quotes, such as "A plague o' both your houses" or "O Romeo, Romeo, wherefore art thou Romeo?"</p> <p><b>Themes and Symbolism:</b> Examining key symbols, like light and dark imagery, and how they enhance themes.</p> <p><b>Essay Writing Extract to Whole:</b> Structuring essays around thematic arguments or character insights, supported by evidence and literary analysis.</p>	<p><b>Foreshadow</b> <b>Conflict</b> <b>Passion</b> <b>Reconcile</b> <b>Tragic</b></p> <p><b>Soliloquy</b> <b>Allusion</b> <b>Antithesis</b> <b>Hubris</b> <b>Catharsis</b></p>	<p><b>Character Essay:</b> Writing an essay on the development of Romeo or Juliet, analysing how their characters evolve and the factors influencing their decisions</p> <p><b>Theme Analysis:</b> Analysing a key theme, such as fate or conflict, using evidence from the play and connecting it to the play's resolution.</p> <p><b>Close Reading Passage:</b> Completing a close reading of a significant passage, identifying literary devices, tone, and their effects on the audience.</p>	<p>Creative/transformational writing from Scrooge's perspective</p> <p>Quotation drills</p> <p>Preparation for in-class assessment essays</p>

Year 10 mock exam - AQA Paper 1 English Literature – Romeo and Juliet & A Christmas Carol

## Year 11

### Curriculum Coherence

Year 11 English Literature is meticulously structured to ensure coherence and continuity from previous years, culminating in a comprehensive understanding of key literary concepts and texts. By revisiting and expanding upon themes, such as power and conflict, love and relationships, and social and historical contexts, students can draw connections between different texts and time periods, enhancing their critical thinking and comparative skills. This structured approach not only prepares students for their GCSE examinations but also equips them with a robust foundation for further literary studies. Regular formative assessments and targeted feedback ensure that learning is progressive and responsive to individual needs, promoting a cohesive and supportive learning environment. These include poetry comparison essays, extract to whole questions, key knowledge retrieval and assessment practice for the modern prose text, and unseen poetry and comparison tasks.

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<p>AQA Poetry through the ages: Love and Relationships anthology</p> <p>HT1 and 2</p>	<p><b>Romantic Love:</b> Exploring the nature and dynamics of romantic relationships.</p> <p><b>Familial Love:</b> Examining the bonds and complexities of family relationships.</p> <p><b>Platonic Love:</b> Understanding deep friendships and non-romantic affection.</p> <p><b>Unrequited Love:</b> The pain and longing associated with love not reciprocated.</p>	<p><b>Language and poetic devices,</b> and form and structure, for all poems (annotated in anthology)</p> <p><b>In-depth knowledge of key poems:</b> Mother, any distance / Walking Away (family)</p> <p>Neutral Tones / Winter Swans (romantic love)</p> <p>This includes but is not limited to: understanding what a poet's</p>	<p>Comparative analysis / drawing comparisons between poems to identify common themes and contrasting perspectives / critical interpretation / developing nuanced interpretations of poems and supporting them with textual evidence / comparative essay writing / crafting well-organised and coherent essays that present a clear argument / textual deconstruction / engaging in</p>	<p><b>Tier 2:</b> Affection, longing, tension, intimacy, devotion, nostalgia, estrangement, literally, metaphorically, symbolically</p> <p><b>Tier 3:</b> Enjambment, caesura, volta, sonnet, couplet, quatrain, iambic pentameter, extended metaphor, juxtaposition, assonance, caesura, enjambment, oxymoron</p>	<p>Poetry comparison essay plan &amp; essay comparing Mother, any distance to Walking Away</p> <p>Feedback and re-write task on the above assessment</p> <p>Knowledge retrieval test on key comparison quotations for key poems Mother, any distance / Walking Away (family)</p>	<p>Sample practice exam questions to do from home (e.g., Neutral Tones vs. Winter Swans)</p> <p>Creation of flashcards for key poems: Mother, any distance / Walking Away (family)</p> <p>Neutral Tones / Winter Swans (romantic love)</p>

	<p><b>Conflict in Relationships:</b> The challenges and tensions that can arise within relationships.</p> <p><b>Change and Growth:</b> How relationships evolve over time.</p>	<p>message is; what a poet is trying to teach us; how a poet uses language, form and structure to convey their own feelings in response to a particular issue.</p> <p>Knowledge of how and why poets use poetic devices/how they use language to convey their feelings, thoughts and emotions.</p> <p><b>Development of comparative and evaluative skills,</b> e.g. comparing similarities and differences; identifying patterns and complexities; being able to evaluate which poet is more effective at conveying their meaning and how they guide a reader to respond.</p>	<p>detailed textual analysis to uncover deeper meanings and implications.</p>		<p>Neutral Tones / Winter Swans (romantic love)</p>	<p>Independent revision resources pack provided – Mr Bruff video links</p> <p>Read it / Summarise / Draw it on all poems</p>
<p>An Inspector Calls HT1 and HT2</p>	<p><b>Social responsibility and morality:</b> The play emphasizes the importance of being aware of and responsible for the impact one's actions have on others.</p> <p><b>Class, social status, and gender:</b> Examining the disparities between the upper and lower classes and the inherent social inequalities.</p> <p><b>Generational Conflict:</b> The differing attitudes and values between the younger and older generations.</p> <p><b>Guilt and Innocence (with reference to poverty, class, status):</b> Exploring the characters' recognition and denial of their roles in Eva Smith's demise.</p> <p><b>The Illusion of Respectability:</b> Challenging the façade of the seemingly respectable upper class.</p>	<p><b>Historical Context:</b> Understanding the social and political landscape of early 20th-century Britain, including the class system and post-war context.</p> <p><b>Character Analysis:</b> Detailed study of key characters such as Inspector Goole, Arthur Birling, Sybil Birling, Sheila Birling, Eric Birling, and Gerald Croft, and their presentation as allegories.</p> <p><b>Dramatic Techniques:</b> Analysis of Priestley's use of dramatic irony, tension, and the play's structure.</p> <p><b>Themes and Motifs:</b> Identifying and analysing the recurring themes and symbols, and dramatic devices, such as the significance of the Inspector and the use of the telephone.</p> <p><b>Priestley's Intentions:</b> Understanding J.B. Priestley's political socialist views and how they are conveyed through the play, and the need for change after WW2.</p>	<p><b>Close Reading:</b> Analysing key passages for language, tone, and meaning.</p> <p><b>Comparative Analysis:</b> Comparing characters' responses and development throughout the play.</p> <p><b>Essay Writing:</b> Crafting coherent and structured essays that articulate a clear argument supported by textual evidence, and context. Context is key to the understanding of the text and authorial intent and method.</p> <p><b>Critical Thinking:</b> Evaluating characters' actions and their broader social implications.</p> <p><b>Performance Skills:</b> Understanding the play's staging, direction, and performance aspects.</p> <p><b>Thesis statements</b></p>	<p><b>Tier 2:</b> Altruism, complicity, facade, hypocrisy, retribution.</p> <p><b>Tier 3:</b> Anagnorisis, denouement, peripeteia, dramatic irony, social stratification.</p>	<p>Knowledge retrieval – key quotations for key themes</p> <p>Practice exam style question on Mr Birling and responsibility</p> <p>Practice exam style question on older vs. younger generations</p>	<p>Quotation drills</p> <p>Preparation for mock exam – flashcards and key knowledge checks</p>

<p>A Christmas Carol HT3 and HT4</p>	<p><b>Redemption and Transformation</b> - self-reflection and a change in values.</p> <p><b>Compassion and Generosity</b></p> <p><b>The Consequences of Greed and Avarice</b></p> <p><b>Social Responsibility and Inequality</b> and social justice</p> <p><b>The Spirit of Christmas</b></p> <p><b>Family and Belonging</b></p> <p><b>(all linked to Scrooge's fundamental transformation)</b></p>	<p><b>Plot Summary and Structure</b> Understanding the main events, especially Scrooge's encounters with the four ghosts.</p> <p><b>Characters and Their Development</b> Ebenezer Scrooge: Knowing his initial miserly personality, his transformation, and how his experiences with the ghosts lead him to embrace generosity and kindness.</p> <p><b>Themes and Messages</b> Redemption: The novella's focus on the possibility of change and moral redemption. Dickens' critique of social inequality and the importance of compassion for those in need. The Spirit of Christmas</p> <p><b>Historical and Social Context</b> Victorian England: The context of poverty, the harsh realities for the poor, and the importance of charity, reflecting Dickens' concern with social reform. Scrooge's wealth versus the Cratchits' poverty.</p> <p><b>Literary Devices and Language</b> Recognizing Dickens' use of symbolism (e.g., Marley's chains symbolizing greed), imagery, and figurative language to enhance themes.</p> <p><b>Use of contrasts:</b> for example, Scrooge's cold, dark office versus the warmth and light of the Cratchit home.</p>	<p><b>Close Reading:</b> Analysing key passages for language, tone, and meaning.</p> <p><b>Comparative Analysis:</b> Comparing characters' responses and development throughout the play.</p> <p><b>Essay Writing:</b> Crafting coherent and structured essays that articulate a clear argument supported by textual evidence, and context. Context is key to the understanding of the text and authorial intent and method.</p> <p><b>Critical Thinking:</b> Evaluating characters' actions and their broader social implications.</p> <p><b>Performance Skills:</b> Understanding the play's staging, direction, and performance aspects.</p>	<p><b>Avarice, Redemption, Charity, Revelation, Benevolent</b></p> <p><b>Misanthropy, Philanthropy, Allegory, Industrialization, Transformation</b></p>	<p>Extract to whole essay – Scrooge in Stave 1 – Avarice</p> <p>Extract to whole essay – Ignorance and Want – Stave 3</p>	<p>Creative/transformational writing from Scrooge's perspective</p> <p>Quotation drills</p> <p>Preparation for in-class assessment essays</p>
<p>Romeo and Juliet HT3 and HT4</p>	<p><b>Fate and Destiny:</b> The concept that Romeo and Juliet are "star-crossed lovers," suggesting their love and tragic end are predestined.</p> <p><b>Conflict and Feuding:</b> The intense rivalry between the Montagues and Capulets drives much of the play's tragedy and violence.</p>	<p><b>Plot Structure:</b> Understanding the sequence of key events, from the initial feud to the tragic ending, and how they escalate the drama.</p> <p><b>Character Analysis:</b> Deep dives into the traits, motivations, and changes in main characters like Romeo, Juliet, Mercutio, and Tybalt.</p>	<p><b>Quotations and Analysis:</b> Identifying and analysing significant quotes, such as "A plague o' both your houses" or "O Romeo, Romeo, wherefore art thou Romeo?"</p> <p><b>Themes and Symbolism:</b> Examining key symbols, like light and dark imagery, and how they enhance themes.</p>	<p><b>Foreshadow</b></p> <p><b>Conflict</b></p> <p><b>Passion</b></p> <p><b>Reconcile</b></p> <p><b>Tragic</b></p> <p><b>Soliloquy</b></p> <p><b>Allusion</b></p> <p><b>Antithesis</b></p> <p><b>Hubris</b></p> <p><b>Catharsis</b></p>	<p><b>Character Essay:</b> Writing an essay on the development of Romeo or Juliet, analysing how their characters evolve and the factors influencing their decisions</p> <p><b>Theme Analysis:</b> Analysing a key theme, such as fate or conflict, using evidence from the play and connecting it to the play's resolution.</p>	<p>Creative/transformational writing from Scrooge's perspective</p> <p>Quotation drills</p> <p>Preparation for in-class assessment essays</p>



	<b>Love and Passion:</b> Exploring different forms of love—romantic, familial, and platonic—while examining how passionate emotions can lead to impulsive decisions.	<b>Historical Context:</b> Familiarity with Elizabethan views on family honour, marriage, and fate, as well as Shakespearean theatre conventions.	<b>Essay Writing Extract to Whole:</b> Structuring essays around thematic arguments or character insights, supported by evidence and literary analysis.		<b>Close Reading Passage:</b> Completing a close reading of a significant passage, identifying literary devices, tone, and their effects on the audience.	
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Exams begin – HT5 – HT6

## Curriculum Coherence

# Year 12

For Year 12 A-Level English Literature, the curriculum dives deeper into critical analysis and theoretical perspectives, preparing students for higher education and fostering a sophisticated understanding of literary criticism. The texts are markedly more challenging and force students to engage critically with themes of racism, oppression, cultures, gender, and identity. By the end of Year 12, students will have developed an appreciation for all of these themes, will have started to consider their independent text choices for their NEA, and will be equipped to tackle the demands of modern prose, drama, and unseen prose. Throughout Year 12 and 13, the units are divided up as follows: **Unit 1- ‘Love through the ages’ / Unit 2 - ‘Texts in shared contexts’ Modern times: Literature from 1945 to present day / Unit 3 - Independent critical study: texts in shared contexts**  
Teacher A – BW / Teacher B - LP

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<p><i>‘Feminine Gospels’</i> by Carol Ann Duffy. ‘Texts in shared contexts’ unit.</p> <p>HT 1 and 2 – Teacher A</p>	Women and history / the history of feminism / exploitation, degradation and mistreatment / women’s bodies and the world / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	Poet Laureates /Stereotypes / women through history / patriarchy / poetic forms / the language of poetry / women and religion / the history of feminism / exploitation, degradation and mistreatment / women’s bodies and the world / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /	oppression / Identity / patriarchy / marginalisation / alienation / gender / Poet Laureate / Elegy / Metaphysical / Epic poems / allegory / didactic / *see list of poetic terms	<p>Analytical essay-past exam question 1 hour</p> <p>Analytical essay- theme question – potential exam question 1 hour</p> <p>Knowledge retrieval test</p>	<p>Research: Poet Laureates</p> <p>Research: Carol Ann Duffy</p> <p>Background reading and compilation of notes on the text</p>
<p><i>‘The Color Purple’</i> by Alice Walker. ‘Texts in shared contexts’ unit.</p> <p>HT 1, 2 and 3 – Teacher B</p>	Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	Civil rights / slavery / triple oppression / African American culture / colonialism / Key African-American figures (Zora Neale Hurston) novel forms / narrative structures / language devices	Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /	Epistolary / bildungsroman / animism / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	<p>Analytical essay-character question 50 mins</p> <p>Analytical essay- theme question 50 mins</p> <p>Knowledge retrieval test</p>	<p>Research: Southern states USA – Slavery</p> <p>Research: Alice Walker</p> <p>Background reading and compilation of notes on the text</p>
<p><i>‘A Streetcar Named Desire’</i> by Tennessee Williams. ‘Texts in shared contexts’ unit.</p> <p>HT 1, 2 and 3 – Teacher B</p>	Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	Southern states of America / Old South v New South / gender roles post WW2 / theatrical devices / stagecraft / plastic theatre /	Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time /	Plastic theatre / oppression / Identity / patriarchy / marginalisation / alienation / gender /	<p>Analytical essay-character question 50 mins</p> <p>Analytical essay- theme question 50 mins</p> <p>Knowledge retrieval test</p>	<p>Research: Southern states USA – Old South and New South</p> <p>Research: Tennessee Williams</p> <p>Background reading and compilation of notes on the text</p>

			comparison of texts / apply comparison /			
<p><i>'Othello'</i> by William Shakespeare. 'Love through the ages' unit.</p> <p>HT 3, 4 and 5 – Teacher A</p>	<p>Renaissance England – Love and relationships / Jacobean era / tragedy / jealousy / racism / oppression / isolation / gender and patriarchy / post-colonial literary theory</p>	<p>Tragedy / conventions of Jacobean drama / Shakespearean era / great Chain of Being /</p>	<p>Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /</p>	<p>Soliloquy / tragedy / Jacobean / protagonist / antagonist / Machiavellian / anagnorisis / catharsis / denouement / pathos / duplicitous / xenophobic / meritocracy / misogyny / malevolent / complicit / debauched /</p>	<p>Analytical essay-character question 1 hour</p> <p>Analytical essay- theme question 1 hour</p> <p>Knowledge retrieval test</p>	<p>Research Jacobean era</p> <p>Research Shakespeare biography</p> <p>Research Love/ relationships in the Elizabethan / Jacobean era</p> <p>Background reading of Shakespeare's tragedies</p>
<p>Introduction to NEA – Independent critical comparison of two texts of students' choice</p> <p>HT 5 – Teacher A</p>	<p>Possible areas of analysis and direction include:</p> <p><b>Conflict:</b> Both internal and external conflicts, and their resolutions.</p> <p><b>Identity and Society:</b> The formation of identity within societal contexts.</p> <p><b>Power and Oppression:</b> Examination of power dynamics and the impacts of oppression.</p> <p><b>Change and Transformation:</b> How characters and societies change over time.</p>	<p>A holistic appreciation of:</p> <p><b>Literary Contexts:</b> Understanding the historical, cultural, and social contexts of chosen texts.</p> <p><b>Theoretical Approaches:</b> Familiarity with literary theories such as feminism, Marxism, psychoanalysis, and post-colonialism.</p> <p><b>Genre and Form:</b> Analysis of different literary forms (poetry, drama, prose) and genres (tragedy, comedy, satire).</p> <p><b>Critical Reception:</b> Awareness of how texts have been received and interpreted over time.</p>	<p><b>Comparative</b> Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison</p>	<p>Nuanced, juxtaposition, paradox, allegory, motif, ambiguity /</p> <p>metanarrative, intertextuality, hegemony, bildungsroman, metonymy, synecdoche.</p>	<p>Initial research project on chosen NEA texts</p> <p>Review of past NEA assignments and title</p> <p>Creation of NEA title and focus in conjunction with teacher</p>	<p>Initial research project on chosen NEA texts. Common texts include but not limited to:</p> <p>Identity: Bent / Frankenstein / The Picture of Dorian Gray /</p> <p>Gender: The Secret Histories / The Scarlett Letter / Giovanni's Room / Lolita / The Bloody Chamber / A Doll's House</p>
<p>Unseen prose - 'Shared texts in context' unit.</p> <p>HT6 - Teacher B</p>	<p>Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity</p>	<p>Narrative voice / Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity /</p>	<p>Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /</p>	<p>Epistolary / bildungsroman / animism / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity</p>	<p>Past exam question – not timed and with scaffolding</p> <p>Timed exam response</p> <p>Knowledge retrieval test: features of prose writing</p>	<p>Assigned an unseen text to analyse and then 'teach' the class how to respond to this text.</p> <p>Wider reading project</p>
<p>The beginnings of <i>'Jane Eyre'</i> by Charlotte Bronte. 'Love through the ages' unit.</p> <p>HT 6 – Teacher A</p>	<p>Introduction to: Victorian attitudes / Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity /</p>	<p>Key characters and themes / narrative voice / autobiographical elements / Victorian attitudes / Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity /</p>	<p>Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time /</p>	<p>Bildungsroman / Gothic / pseudo name / unreliable narrator / omniscient / capricious / ignominy / supercilious / preternatural / torpid / assuage / consternation / insuperable / audacious / lamentable / ravenous / truculent / meretricious reviled veneration aversion eschew noxious</p>	<p>Knowledge retrieval test – context</p>	<p>Cold read of the text throughout the Summer – bridging task</p>

			comparison of texts / apply comparison /	sagacity benefactress / fastidious / odious / sanguine		
Year 12 mock exam – AQA A-Level Paper 2B – Texts in shared contexts (full paper: Feminine Gospels, A Streetcar Named Desire with The Color Purple, and Unseen Prose)						
<b>Year 13</b>	<b>Curriculum Coherence</b>					
	For Year 13 A-Level English Literature, the curriculum continues to allow students to develop their knowledge of key themes, such as oppression, but delves deeper into the ‘Love through the Ages’ aspect of the AQA A specification. In Year 13, the curriculum exposes students to Victorian literature such as Jane Eyre, and a range of poetry through the ages, as well as unseen poetry. Throughout Year 12 and 13, the units are divided up as follows: <b>Unit 1 - ‘Love through the ages’ / Unit 2 - ‘Texts in shared contexts’ Modern times: Literature from 1945 to present day / Unit 3 - Independent critical study: texts in shared contexts</b>					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
‘Jane Eyre’ by Charlotte Bronte. ‘Love through the ages’ unit.  HT1 and 2 – Teacher A	Victorian attitudes / Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity /	Key characters and themes / narrative voice / autobiographical elements / Victorian attitudes / Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity /	Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /	Bildungsroman / Gothic / pseudo name / unreliable narrator / omniscient / capricious / ignominy / supercilious / preternatural / torpid / assuage / consternation / insuperable / audacious / lamentable / ravenous / truculent / meretricious reviled veneration aversion eschew noxious sagacity benefactress / fastidious / odious / sanguine	Analytical essay-character question 1 hour  Analytical essay- theme question 1 hour  Knowledge retrieval test	Research: Victorian novelists  Research: Charlotte Bronte  Background reading and compilation of notes on the text
Poetry anthology - ‘Love poetry through the ages’ - ‘Love through the ages’ unit.  HT 1 and 2 – Teacher B	Attitudes to love and relationships through history / Victorian attitudes / Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity /	Poet Laureates /Stereotypes / Attitudes to love, relationships and marriage through history / women through history / patriarchy / poetic forms / the language of poetry / women and religion / the history of feminism / exploitation, degradation and mistreatment / women’s bodies and the world / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /	Caesura / chiasmus / prosody /refrain / valediction / trope / iambic pentameter / pastoral / pastiche / allusion / anthropomorphism / aphorism / aubade / blazon / dirge / epigram / epistolary / fragment / lament / paradox / syntax / volta	Analytical essay-character question 1 hour  Analytical essay- theme question 1 hour  Knowledge retrieval test	Research on each poet from the anthology  Analysis of assigned poem and prepare presentation for feedback to group next lesson
Introduction to NEA – Independent critical comparison of two texts of students’ choice  HT 3 and 4 – Teacher A	Possible areas of analysis and direction include:  <b>Conflict:</b> Both internal and external conflicts, and their resolutions. <b>Identity and Society:</b> The formation of identity within societal contexts. <b>Power and Oppression:</b> Examination of power dynamics and the impacts of oppression.	A holistic appreciation of:  <b>Literary Contexts:</b> Understanding the historical, cultural, and social contexts of chosen texts. <b>Theoretical Approaches:</b> Familiarity with literary theories such as feminism, Marxism, psychoanalysis, and post-colonialism. <b>Genre and Form:</b> Analysis of different literary forms (poetry,	Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /	Nuanced, juxtaposition, paradox, allegory, motif, ambiguity /  metanarrative, intertextuality, hegemony, bildungsroman, metonymy, synecdoche.	Initial research project on chosen NEA texts  Review of past NEA assignments and title  Creation of NEA title and focus in conjunction with teacher	Reading chosen texts / drafting process  Reading around chosen texts (literary criticism)  Research on authors and critical opinions for chosen texts  Drafting their essay and responding to verbal feedback and prompts

	<b>Change and Transformation:</b> How characters and societies change over time.	drama, prose) and genres (tragedy, comedy, satire). <b>Critical Reception:</b> Awareness of how texts have been received and interpreted over time.				
Unseen poetry - 'Love through the ages' unit.  HT 3 and 4 – Teacher B	Attitudes to love and relationships through history / Victorian attitudes / Oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity /	Poet Laureates /Stereotypes / Attitudes to love, relationships and marriage through history / women through history / patriarchy / poetic forms / the language of poetry / women and religion / the history of feminism / exploitation, degradation and mistreatment / women's bodies and the world / oppression / Identity / patriarchy / marginalisation / alienation / gender / voicelessness / female solidarity	Textual deconstruction and analysis / integration of social historical contexts / perceptive and alternative interpretation of texts / discussion of authorial methods / coherent essay structure / key terminology / understand and explore different interpretations over time / comparison of texts / apply comparison /	Caesura / chiasmus / prosody /refrain / valediction / trope / iambic pentameter / pastoral / pastiche / allusion / anthropomorphism / aphorism / aubade / blazon / dirge / epigram / epistolary / fragment / lament / paradox / syntax / volta	Analytical essay-character question 1 hour  Analytical essay- theme question 1 hour  Knowledge retrieval test	Research: attitudes to love timeline -Renaissance and pre-Elizabethan era to present day.  Wider reading of at least one famous poem / poet for each key era.
HT 4 and 5 (Teacher A) – revisiting ' <i>Feminine Gospels</i> ' by Carol Ann Duffy. 'Shared texts in contexts' unit & Shakespeare's 'Othello' – Love through the Ages unit. HT 5 (Teacher A) – revisiting Unseen Prose, and texts in shared contexts unit						
Exams begin HT5 and end in HT6						