

Curriculum Overview 2025-26 English

Curriculum Overview for Year 7

	AUTUMN TERM- CELEBRATING CULTURE & IDENTITY		SPRING TERM- SUPERNATURAL		SUMMER TERM- CHALLENGING VIEWPOINTS	
TERM and TOPIC	HT1: Identity Poetry <i>Reading (7 weeks)</i> Using a variety of poems, students will read and analyse poems about identity.	HT2: Identity Short Stories <i>Reading and Writing (7 weeks)</i> Students will read and analyse a selection of short stories around the theme of identity and write creatively to develop their own narrative skills.	HT3: Lionheart Girl <i>Reading (6 weeks)</i> Students will explore how Yaba Badoe structures and develops the text in order to develop understanding of the supernatural.	HT4: Lionheart Girl <i>Descriptive Writing (6 weeks)</i> Using Yaba Badoe's, Lionheart Girl as a stimulus, students will adopt the characteristics of writing to describe/ narrate and create their own supernatural story.	HT5: The Tempest <i>Reading (5 weeks)</i> Using <i>The Tempest</i> to introduce students to the works of William Shakespeare, they will consider the power and influence of key characters in the play.	HT6: Rhetoric <i>Persuasive Writing (7 weeks)</i> Developing strategies to persuade and argue, through oracy, reading and writing, based around current social and equality issues.
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Prior Learning: Poetic form and methods Identity in primary Key Knowledge: Themes: Love, inequality, liberation, disability, race, culture, acceptance, celebration Form: Dramatic monologue, narrative voice Crafting language to express thoughts, feelings and emotions	Prior Learning: Identity in HT1 Descriptive and narrative writing- Writing Warriors throughout Y7 Stories at KS2 Key Knowledge: Themes: Power, control, inequality, violence, danger, innocence, freedom, relationships, war, mistaken identity, obedience, conformity Form: short stories	Prior Learning: Supernatural conventions Word classes Inference Narrative arcs Key Knowledge: Context: Views of witchcraft in different time periods and different cultures Genre: Supernatural genre Themes: Family, leadership, compassion, forgiveness, morality	Prior Learning: Supernatural conventions Story writing Punctuation Narrative arcs Key Knowledge: Context: Views of witchcraft in different time periods and different cultures Genre: Supernatural genre Themes: Family, leadership, compassion, forgiveness, morality	Prior Learning: Power Magic Inference Shakespeare at KS2 Key Knowledge: Context: Shakespearean Britain, Shakespearean tragedy, Patriarchal societies Themes: Patriarchy, power, justice	Prior Learning: Giving an opinion Justice Using rhetoric Letter writing Key Knowledge: Manipulating language, Logos, Pathos, Ethos Language of persuasion (DIPAFORST) Themes: Social inequality, unfair treatment, lack of funding, justice, power



	Skills: Inference Retrieval Language analysis Structural analysis Poetic form Critical Evaluation Future links: Poetic form and methods Thematic links throughout curriculum i.e. inequality, justice, culture	Skills: Language of description Creative writing Narrative formation Future links: Thematic links throughout curriculum i.e. power and conflict, Descriptive writing skills linked to KS4 Language Component 1	Skills: Critical evaluation Language analysis Structural analysis Future links: ACC in KS4 supernatural, compassion, forgiveness AIC in KS4 morality Developing analytical skills for Literature and Language Papers	Skills: Writing to describe (symbolism, show not tell) Writing to narrate Future links: ACC in KS4 supernatural, compassion, forgiveness AIC in KS4 morality Developing creative writing skills for Language Component 1 at GCSE	Skills: Inference Retrieval Language analysis Structural analysis Critical evaluation Future links: Shakespeare in more detail throughout KS3/4 Basic contextual details Thematic links throughout curriculum i.e. power	Skills: Writing to persuade Writing to argue Letter writing Speech writing Future links: Language Paper 2 transactional writing skills at KS4 Writing in different forms i.e. article, letter
Assessment	Interim: Write a description of a celebration you have taken part in and how you felt when you were experiencing it. AO5 & AO6 Final: Write an autobiographical recount of a time/ event in your life. AO5 & AO6	Interim: Write a description of a celebration you have taken part in and how you felt when you were experiencing it. AO5 & AO6 Final: Write a short story linked to the theme of identity. AO5 & AO6	Interim: How has the writer used language to describe.....? AO2 Final: How has the writer used language to create an ominous tone? AO2	Interim: Write a description based on an image. AO5 & AO6 Final: Write your own supernatural short story. AO5 & AO6	Interim: How is Prospero presented in the beginning of the play? AO1, AO2 & AO3 Final: Consider whether Prospero uses his power and influence for good or evil. OR How does Caliban manifest his mental and moral degradation? AO1, AO2 & AO3	Interim: Imagine you are a spokesperson for your local community. Write a speech to give to your community where you express your views on a current issue. AO5 & AO6 Final: Write a letter to your local MP to ask for funding for a new youth centre in your area. AO5 & AO6

Spiritual, Moral, Social and Cultural (SMSC) development	Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Cultural and Spiritual Development: Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Cultural and Moral Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Exploring and developing opinions on moral and ethical issues.	Spiritual Development: Use of imagination and creativity in learning.	Moral Development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Social Development: Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
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Curriculum Overview for Year 8

	AUTUMN TERM- CELEBRATING CULTURE & IDENTITY		SPRING TERM- SUPERNATURAL		SUMMER TERM- POWER & CONFLICT	
TERM AND TOPIC	HT1: Identity Poetry <i>Reading (7 weeks)</i> Using a variety of poems, students will read and analyse poems about identity.	HT2: Identity Short Stories <i>Reading and Writing (7 weeks)</i> Students will read and analyse a selection of short stories around the theme of identity and write creatively to develop their own narrative skills.	HT3: Lionheart Girl <i>Reading (6 weeks)</i> Students will explore how Yaba Badoe structures and develops the text in order to develop understanding of the supernatural.	HT4: Lionheart Girl <i>Descriptive Writing (6 weeks)</i> Using Yaba Badoe's , Lionheart Girl as a stimulus, students will adopt the characteristics of writing to describe/ narrate and create their own supernatural story.	HT5: Othello <i>Reading (5 weeks)</i> Explore the play ' Othello ' through analysis of key characters, issues and themes presented	HT6: Conflict in Action <i>Reading (7 weeks)</i> Students will learn about different elements of war and conflict whilst applying their knowledge to analysing language in fiction and non-fiction texts.
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Prior Learning: Poetic form and methods Identity in primary Key Knowledge: Themes: Love, inequality, liberation, disability, race, culture, acceptance, celebration Form: Dramatic monologue, narrative voice Crafting language to express thoughts, feelings and emotions	Prior Learning: Identity in HT1 Descriptive and narrative writing- Writing Warriors throughout Y7 Stories at KS2 Key Knowledge: Themes: Power, control, inequality, violence, danger, innocence, freedom, relationships, war, mistaken identity, obedience, conformity Form: short stories	Prior Learning: Supernatural conventions Word classes Inference Narrative arcs Key Knowledge: Context: Views of witchcraft in different time periods and different cultures Genre: Supernatural genre Themes: Family, leadership, compassion, forgiveness, morality	Prior Learning: Supernatural conventions Story writing Punctuation Narrative arcs Key Knowledge: Context: Views of witchcraft in different time periods and different cultures Genre: Supernatural genre Themes: Family, leadership, compassion, forgiveness, morality	Prior Learning: Shakespeare in y7 and 8 Dramatic Monologues Shakespearean Era Themes: revenge, jealousy Patriarchal societies Key Knowledge: Context: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Race, Revenge, Jealousy, Ambition	Prior Learning: Leadership and power Analytical and reading skills Key Knowledge: Themes: Conflict, conflict theory, conflict resolution, religious symbolism, inequality Form: fictional extracts, speeches, articles, diary entries



	Skills: Inference Retrieval Language analysis Structural analysis Poetic form Critical Evaluation Future links: Poetic form and methods Thematic links throughout curriculum i.e. inequality, justice, culture	Skills: Language of description Creative writing Narrative formation Future links: Thematic links throughout curriculum i.e. power and conflict, Descriptive writing skills linked to KS4 Language Component 1	Skills: Critical evaluation Language analysis Structural analysis Future links: ACC in KS4 supernatural, compassion, forgiveness AIC in KS4 morality Developing analytical skills for Literature and Language Papers	Skills: Writing to describe (symbolism, show not tell) Writing to narrate Future links: ACC in KS4 supernatural, compassion, forgiveness AIC in KS4 morality Developing creative writing skills for Language Component 1 at GCSE	Skills: Inference Retrieval Language Analysis Structural Analysis Future links: Shakespeare at KS4 Patriarchy and Masculinity in Macbeth	Skills: Language analysis Structural analysis Inference Retrieval Future links: Links to power and conflict ready for KS4 Analytical skills linked to Language and Literature
Assessment	Interim: Write a description of a celebration you have taken part in and how you felt when you were experiencing it. AO5 & AO6 Final: Write an autobiographical recount of a time/ event in your life. AO5 & AO6	Interim: Write a description of a celebration you have taken part in and how you felt when you were experiencing it. AO5 & AO6 Final: Write a short story linked to the theme of identity. AO5 & AO6	Interim: How has the writer used language to describe.....? AO2 Final: How has the writer used language to create an ominous tone? AO2	Interim: Write a description based on an image. AO5 & AO6 Final: Write your own supernatural short story. AO5 & AO6	Interim: How is Iago presented as a deceitful character in 'Othello'? AO1, AO2 & AO3 Final: How is Othello presented as a victim of Iago's manipulation in 'Othello'?/How is Desdemona presented as a victim of masculine power in 'Othello'? AO1, AO2 & AO3	Interim: How has Cormier structured this extract to help the reader understand why Francis enlisted in the army? AO2 Final: How does the author use language to make the reader empathise with Aibileen? AO2
Spiritual, Moral, Social and Cultural (SMSC) development	Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Cultural and Spiritual Development: Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand,	Cultural and Moral Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Spiritual Development: Use of imagination and creativity in learning.	Moral Development: An understanding of the consequences of their behaviour and actions Spiritual Development: Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.	Moral development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

		accept and respect diversity. Sense of enjoyment and fascination in learning about themselves, others and the world around them.	Exploring and developing opinions on moral and ethical issues.		Cultural Development: Developing cultural capital through understanding and evaluating the cultural impact of literature on history and society.	
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Curriculum Overview for Year 9

	AUTUMN TERM- INJUSTICE & INFLUENCE		SPRING TERM- DISORDER, REALITY & AUTHORITY		SUMMER TERM- LANGUAGE & POWER	
TERM AND TOPIC	HT1: Noughts & Crosses <i>Reading (7 weeks)</i> Students will explore how Malorie Blackman structures and develops the text in order to develop understanding of the dystopian genre as well as an understanding of speculative fiction and an alternative history.	HT2: Noughts & Crosses <i>Writing (7 weeks)</i> Using Malorie Blackman's, Noughts & Crosses as a stimulus, students will adopt the characteristics of writing to describe/ narrate.	HT3: Conflict Poetry Comparison <i>Reading (6 weeks)</i> Read and analyse a collection of poems relating to the theme of conflict.	HT4: Othello <i>Reading (6 weeks)</i> Explore the play ' <i>Othello</i> ' through analysis of key characters, issues and themes presented	HT5: Language Component 1 Skills <i>Reading & Writing (5 weeks)</i> <i>Explore Language</i> Component 1 and analyse a piece of fiction text, as well as practising the art of writing to describe/ narrate.	HT6: Language Component 2, Section B & Spoken Language <i>Writing and Oracy (7 weeks)</i> Practice key skills in transactional writing. Additionally, produce a spoken language script to be assessed for GCSE.
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Prior Learning: Dystopian conventions Word classes Inference Narrative arcs Key Knowledge: Context: 21 st century alternative history Genre: Dystopian genre Themes: Racism, division, discrimination, tragedy, privilege, love, lust, power, violence, friendship, youth, innocence, family, growing up	Prior Learning: Dystopian conventions Word classes Inference Narrative arcs Punctuation Key Knowledge: Context: 21 st century alternative history Genre: Dystopian genre Themes: Racism, division, discrimination, tragedy, privilege, love, lust, power, violence, friendship, youth, innocence, family, growing up	Prior Learning: Poetic form Poetic methods Analysis Key Knowledge: Poetic form Critical comparison Context: Conflict in various forms Themes: Oppression, Identity and Power, Human Nature Morality	Prior Learning: Shakespeare in y7 and 8 Dramatic Monologues Shakespearean Era Themes: revenge, jealousy Patriarchal societies Key Knowledge: Context: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Race, Revenge, Jealousy, Ambition	Prior Learning: Component 1 style questions in KS3 Language analysis skills Narrative/ Descriptive writing Key Knowledge: Component 1 English Language: 1h 45m Q1: List 5 things Q2: Quotation/ Interpretation Q3: Quotation/ Interpretation Q4: Quotation/ Interpretation Q5: Quotation/ Interpretation Q6: Writing to narrate	Prior Learning: Component 2 style questions in Y7/8 Comparative skills Writing to persuade/argue Key Knowledge: Component 2 English Language, Section B: 45m Q5: Writing to Argue/Persuade (DIPAFORST)



	Skills: Critical evaluation Language analysis Structural analysis Inference Retrieval Future links: Power and control in all KS4 texts Developing analytical skills for Literature and Language Papers	Skills: Writing to describe (symbolism, show not tell) Writing to narrate Future links: Power and control in all KS4 texts Developing creative writing skills for Language Paper 1 at GCSE	Skills: Language Analysis Structural Analysis Inference Retrieval Future links: Poetry comparison at KS4 Various contextual links to KS4 Multiple themes at KS4	Skills: Inference Retrieval Language Analysis Structural Analysis Future links: Shakespeare at KS4 Patriarchy and Masculinity in Macbeth	Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Structural Analysis Writing to describe/ narrate Future links: Analytical skills Extracts from 20th Century	Skills: Writing to Argue/Persuade Future links: Argumentative/ persuasive writing skills Key Knowledge Spoken Language (2 weeks): Speaking for appropriate purpose and audience, demonstrating passion about a chosen topic Skills: Speaking aloud in front of an audience, speaking confidently, clearly and passionately Future links: Analytical skills Power/ Abuse of Power Conflict in war Conflict in identity Opinions Speaking skills
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Assessment	Interim: TBC AO1, AO2 & A03 Final: TBC AO1, AO2 & A03	Interim: TBC AO5 & AO6 Final: TBC AO5 & AO6	Interim: How is oppression presented in 'Not my business' and 'One Hundred Years Ago'? AO1, AO2 & A03 Final: How is human nature presented in 'Vultures' and 'What were the like'? AO1, AO2 & A03	Interim: How is Iago presented as a deceitful character in 'Othello'? AO1, AO2 & A03 Final: How is Othello presented as a victim of Iago's manipulation in 'Othello'?/How is Desdemona presented as a victim of masculine power in 'Othello'? AO1, AO2 & A03	Interim: Component 1, Question 6- narrative writing Final: Full Component Paper 1 in exam conditions AO1/AO2/AO3/ AO5/AO6	Interim: Write a speech on a particular topic of your choice. Final: Spoken Language Assessments- based off of speech writing.
Spiritual, Moral, Social and Cultural (SMSC) development	Moral Development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Cultural Development: Developing cultural capital through understanding and evaluating the cultural impact of literature on history and society.	Moral Development: Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Moral Development: An understanding of the consequences of their behaviour and actions Spiritual Development: Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Cultural Development: Developing cultural capital through understanding and evaluating the cultural impact of literature on history and society.	Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

Curriculum Overview for Year 10 Literature and Language

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TERM AND TOPIC	HT1: Macbeth (7 weeks)	HT2: Macbeth (7 weeks)	HT3: Language Component 1- 20 th Century Literature (6 weeks)	HT4: Language Component 2- 19 th and 21 st Century NF (6 weeks)	HT5: An Inspector Calls (5 weeks)	HT6: Power and Conflict Poetry Anthology and Unseen Poetry (7 weeks)
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Prior Learning: Shakespeare in KS3 Contextual details from differing time periods Key Knowledge: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Ambition, Power, Tyranny, Corruption, Guilt	Prior Learning: Shakespeare in KS3 and HT1 Y11 Contextual details from differing time periods Key Knowledge: Shakespearean Britain Shakespearean tragedy Patriarchal societies Themes: Masculinity, Love, Ambition, Power, Tyranny, Corruption, Guilt	Prior Learning: Component 1 style questions in KS3 Language analysis skills Narrative/ Descriptive writing Key Knowledge: Component 1 English Language: 1h 45m Q1: List 5 things Q2: Quotation/ Interpretation Q3: Quotation/ Interpretation Q4: Quotation/ Interpretation Q5: Quotation/ Interpretation Section B: Writing to narrate	Prior Learning: Component 2 style questions in KS3 Comparative skills Writing to persuade/argue Key Knowledge: Component 2 English Language: 2hrs Q1/2: Source A Q3/4: Source B Q5/6: Both sources Section B Writing to Argue/Persuade (DIPAFORREST)- both questions	Prior Learning: Edwardian England in KS3 Social class Poverty/ Treatment of the poor Socialism/ advocacy for social change Gender Responsibility Key Knowledge AIC: Context: Pre-war Britain, Socialism and Capitalism Theme: Class, Gender, Responsibility	Prior Learning: Poetry in KS3 Power and Conflict themes Contextually relevant poetry Death and Loss Patriotism Oracy in KS3 Campaigning for social equality Key Knowledge Poetry/ Unseen (6 weeks): Full, academic comparison essays Analysing unseen poetry Theme: Conflict Context: WW2 history of the conflict, Ireland – The Troubles



	Skills: Inference Retrieval Language Analysis Critical Evaluation Structural Analysis Future links: Analytical skills Contextual knowledge of Shakespearean Era	Skills: Inference Retrieval Language Analysis Critical Evaluation Structural Analysis Future links: Analytical skills Knowledge of questions on exam papers	Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Structural Analysis Writing to describe/ narrate Future links: Analytical skills Extracts from 20th Century	Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Comparative Analysis Writing to Argue/Persuade Future links: Analytical skills Extracts from 19th and 21st Century	Skills: Inference Retrieval Language Analysis Structural Analysis Academic Essays Future links: Analytical skills Power/ Abuse of Power Conflict in war Conflict in identity Opinions Speaking skills	Skills: Inference Retrieval Language Analysis Poetic form English Literature Revision of 'An Inspector Calls' interleaved. Mock Examinations (2 weeks): English Language Paper 2 and English Literature Paper 2- AIC, P&C Poetry and Unseen Poetry Future links: Analytical skills Power/ Abuse of Power Conflict in war Conflict in identity
Assessment	Interim: Explore how Shakespeare presents Macbeth in a given extract and the play so far. Final: Explore how Shakespeare presents the theme of heroism in	Interim: Explore how Shakespeare presents Lady Macbeth's state of mind in this extract and the play as a whole. Final: Explore how Shakespeare presents a given theme/character	Interim: In class Component 1 practice. Final: Full Language Component 1 in exam conditions AO1/AO2/AO3/AO5/AO6	Interim: In class Component 2 practice. Final: Full Language Component 2 in exam conditions AO1/AO2/AO3/AO5/AO6	Interim: Spoken Language assessments presented in class. Final: Character or theme AIC question. AO1/AO2/AO3	Interim: Spoken Language assessment recordings. Final: Full Mock Examination for Literature Paper 2 and Language Paper 2.

	this extract and the play as a whole.	in a given extract and the play as a whole.				
Spiritual, Moral, Social and Cultural (SMSC) Development	Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. Moral Development: An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues		Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. Moral Development: An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues		Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Cultural Development: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

Curriculum overview for Year 11 Literature and Language

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TERM AND TOPIC	HT1: A Christmas Carol (7 weeks)	HT2: A Christmas Carol and Language Component 1 (7 weeks)	HT3: Language Component 1 & 2 Revision (6 weeks)	HT4: Revision of all Language and Literature & Mocks (6 weeks)	HT5: Targeted Revision (5 weeks- 3 weeks before first exam)	HT6: N/A (7 weeks)
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Prior Learning: Victorian England Class systems Treatment of the poor Socialism/ advocacy for social change Key Knowledge: Context: Victorian Society, Dickens' life Theme: Redemption, Regret/Guilt Foil Characters Writing full academic essays Skills: Inference Retrieval Language Analysis Structural Analysis Language of description	Prior Learning: Victorian England Class systems Treatment of the poor Socialism/ advocacy for social change Key Knowledge: Context: Victorian Society, Dickens' life Theme: Redemption, Regret/Guilt Foil Characters Writing full academic essays Skills: Inference Retrieval Language Analysis Structural Analysis Language of description	Prior Learning: Component 2 style questions in KS3 Comparative skills Writing to persuade/argue Key Knowledge: Component 2 English Language: 2hrs Q1/2: Source A Q3/4: Source B Q5/6: Both sources Section B Writing to Argue/Persuade (DIPAFORST)- both questions Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Comparative Analysis Writing to Argue/Persuade	Prior Learning: All GCSE texts in preparation for exams Key Knowledge: English Language revision (2 weeks) English Literature revision (2 weeks) Skills: Methods to write analytical answers Inference Analysis Comparative Analysis Writing creatively/discursively	Targeted Revision (English Literature and English Language) Proposal (subject to change due to individual class teacher judgement)- one week per exam paper <u>Monday 11th May AM Literature Paper 1 exam</u> <u>Tuesday 19th May AM Literature Paper 2 exam</u> <u>Thursday 21st May AM Language Component 1 exam</u> <u>Friday 5th June AM Language Component 2 exam</u>	

	Future links: Class systems changing in time periods Analytical skills	Future links: Class systems changing in time periods Analytical skills Key Knowledge Language Component 1 (2/3 weeks): Component 1 English Language: 1h 45m Q1: List 5 things Q2-5: Quotation/ Interpretation Q6: Writing to narrate Skills: Methods to write analytical answers Quotation Retrieval Inference Analysis Structural Analysis Writing to describe/ narrate English Literature Revision of 'Macbeth' interleaved. Mock Examinations (2 weeks): English Language Component 1 and English Literature Paper 1- <i>Macbeth</i> and ACC	Future links: Analytical skills Extracts from 19th and 21st Century	Mock Examinations (2 weeks): TBC dependent on performance in mocks Future links: Analytical skills Power/ Abuse of Power Conflict in war and identity Life in Britain pre/post war		
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		Future links: Analytical skills Knowledge of questions on exam papers				
Assessment	Interim: Marked ACC question and Whole Class Feedback Final: Full Mock Examination for Literature Paper 1 and Language Component 1.	Interim: Full Language Component 1 in exam conditions AO1/AO2/AO3/AO5/AO6 Final: Full Language Component 2 in exam conditions AO1/AO2/AO3/AO5/AO6	Full Mock Examination for one Literature and one Language paper, dependent on mock results.	In class live marking, questioning and clarifying.		
Spiritual, Moral, Social and Cultural (SMSC) Development	Social Development: Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Cultural Development: Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Spiritual Development: Use of imagination and creativity in their learning and a willingness to reflect on their experiences.			