

		St. Mary's Catholic High School, Dubai									
		YEAR 4 ENGLISH LITERATURE – LONG TERM PLAN with CURRICULUM STANDARDS (2023-2024)									
		WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5	
		Yr. 4/1		Yr. 4/2		Yr. 4/3		Yr. 4/4		Yr. 4/5	
		Poetry-Unit 1: Review		Poetry-Unit 1		Poetry-Unit 1		Poetry-Unit 1		Poetry-Unit 1	
Term 1	YE4_R_4	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.	Prepare poems to recite or perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture their interest and imagination	Identify and understand main idea/s and dislikes with evidence from the poem with examples from the poem / text. Express likes Identify some poetic features	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	• Make inferences and support answers with evidence from the text. • Explain how the writer has used language to describe a character. • Identify figurative language used in the story.	R4.2A Recall significant events and pieces of information from texts and explain why they are important. R4.2A With support, give a logically connected description of a character.	R4.3D Reread own writing, improving it at paragraph level. R4.3B Infer characters' motives from information given in a text. R4.3C With some guidance, make predictions based on clear evidence in a text.	R4.2A 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.		
	YE4_R_4	WEEK 9	WEEK 10	Identify some poetic features.	Imagination	WEEK 13	WEEK 14	WEEK 15	WEEK 16		
Term 1	YE4_R_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	Yr. 4/17	Yr. 4/18
		Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man	Fiction- The Iron Man
		R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. R4.3C With some guidance, make predictions based on clear evidence in a text. • Summarise the main ideas in an event.	SL4.2C participate in discussions, building on contributions of previous speakers. • Infer character's thoughts, feelings and motives and justify their answers with evidence from the text.	R4.1A read aloud the text of about , including complex sentences, observing full stops and question marks. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. SL4.2D perform so that ideas are sequenced or grouped	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain preferences about types of stories. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	R4.3C With some guidance, make predictions based on clear evidence in a text. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	R4.2A recall significant events and pieces of information from texts, and explain why they are important. R4.2B retell three or more main events and actions. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain their preferences about the character, events and actions. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	Review of the skills learnt. characters' thoughts, feelings and actions. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.		
Term 2	YE4_R_4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8		
		Yr. 4/1	Yr. 4/2	Yr. 4/3	Yr. 4/4	Yr. 4/5	Yr. 4/6	Yr. 4/7	Yr. 4/8		
		Poetry- Unit 2	Poetry- Unit 2	Fiction-The Wind in the Willows	Fiction-The Wind in the Willows	Fiction-The Wind in the Willows	Fiction-The Wind in the Willows	Fiction-The Wind in the Willows	Fiction-The Wind in the Willows		
		SL4.2D perform as a character in a short dramatic scene R4.3B Infer characters' motives from information given in a text. R4.2A Recall significant events and pieces of information from texts and explain why they are important.	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain preferences about types of stories. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A say-and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped.	R4.3B Infer characters' motives from information given in a text. R4.3C With some guidance, make predictions based on clear evidence in a text. R4.2A Recall significant events and pieces of information from texts and explain why they are important.	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain preferences about types of stories. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain preferences about types of stories. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	SL4.1A follow detailed oral instructions on tasks close to their experience R4.2A Recall significant events and pieces of information from texts and explain why they are important. R4.2B retell three or more main events from a story or sequence in the correct order	SL4.2D perform as a character in a short dramatic scene. R4.3B Infer characters' motives from information given in a text. R4.2A Recall significant events and pieces of information from texts and explain why they are important.		
Term 3	YE4_R_4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16		
		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 Spiderweb Chronicles	Fiction- The Spiderweb Chronicles	Fiction- The Spiderweb Chronicles	Fiction- The Spiderweb Chronicles	Poetry Unit 4	Poetry Unit 4	Poetry Unit 4	Poetry Unit 4		
		W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A say-and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped.	R4.3B Infer characters' motives from information given in a text. R4.3C With some guidance, make predictions based on clear evidence in a text. R4.2A Recall significant events and pieces of information from texts and explain why they are important.	SL4.2A with support, give a logically connected description in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B 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. Summarise 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. Summarise 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. Summarise 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. Summarise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. characters' thoughts and feelings. language contributes to the meaning. Identify themes. Explore the figures of speech.	Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	

Term 2	RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.RS.3B: Infer a character's responses to events and other characters.;	RS.3C: Make predictions based on more obscure evidence in a text.RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked	RS.3B: Infer a character's responses to events and other characters.;	RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;	SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. RS.3C: Recognise on sight common words, including those with various prefixes and suffixes.	SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked	RS.1A: Read aloud an unfamiliar poem. RS.4B: Understand and explain how different text features can convey information. SLS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	RS.3B: Infer a character's responses to events and other characters. RS.3C: Make predictions based on more obscure evidence in a text.	RS.2B: Summarise a story or sequence by retelling the main events in order. RS.3B: Infer a character's responses to events and other characters.
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YEAR 6 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2023 - 2024																	
YEAR	WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5		WEEK 6		WEEK 7		WEEK 8		
	Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		
Term 1	REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		
	RS.1A: Read aloud an unfamiliar poem. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations. SLS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.		RS.2A: Identify words and phrases from more than one place in texts, to support answers.SLS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.		RS.3D: Discuss preferences with others, expressing reasons and giving recommendations. SLS.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas.RS.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.RS.2B: Distinguish between the order in which events are written and the order in which they occurred.		RS.2A: Distinguish between the order in which events are written and the order in which they occurred. RS.2A: Identify words and phrases from more than one place in the texts, to support answers. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3A: Infer the meaning of idiomatic language using context.SLS.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.RS.3B: Infer a character's intentions from their actions and dialogue.RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. RS.2B: Distinguish between the order in which events are written and the order in which they occurred.SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. RS.2B: Distinguish between the order in which events are written and the order in which they occurred.SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		
Term 1	Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 2 (3)		Y6/U1/PP 2 (3)		Y6/U1/PP 2 (3)		Y6/U1/PP 2 (3)		Y6/U1/PP 1 (3)		REVISION		
	REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		
RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.SLS.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.RS.3B: Infer a character's intentions from their actions and dialogue.		RS.3D: Discuss preferences with others, expressing reasons and giving recommendations. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		The Glass Cupboard. RS.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		Water/Water/Water/Thank Godness. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.SLS.2B: Paraphrase simply, to express a forgotten word or expression.		Stitching Together. RS.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas.SLS.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		Stitching Together. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.SLS.2B: Paraphrase simply, to express a forgotten word or expression.		Stitching Together. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3D: Discuss preferences with others, expressing reasons and giving recommendations. RS.2B: Distinguish between the order in which events are written and the order in which they occurred.SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3D: Discuss preferences with others, expressing reasons and giving recommendations. RS.2B: Distinguish between the order in which events are written and the order in which they occurred.SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	
YEAR	WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5		WEEK 6		WEEK 7		WEEK 8		
	Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		Y6/U1/PP 1 (3)		
Term 2	REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		
	RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.3D: Discuss preferences with others, expressing reasons and giving recommendations.		
Term 2	Y6/U1/PP 4 (3)		Y6/U1/PP 4 (3)		Y6/U1/PP 4 (3)		Y6/U1/PP 4 (3)		Y6/U1/PP 4 (3)		Y6/U1/PP 4 (3)		REVISION		REVISION		
	REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		REVISION		
RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.		RS.3B: Infer a character's intentions from their actions and dialogue. RS.2B: Distinguish between the order in which events are written and the order in which they occurred. SLS.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	

YEAR 7 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2023-2024									
YEAR	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	Poetry: Pen Rhythm Poetic Form	Poetry: Pen Rhythm Rhyme and Repetition	Prose - Stories from Shakespeare Henry The Fifth	Prose - Stories from Shakespeare Julius Caesar	Drama/ Plays King of Shadows Act 1 Scene 1-2	Drama/ Plays King of Shadows Act 1 Scene 3,4 and 8	Poetry: Pen Rhythm Language Choices	Poetry: Pen Rhythm A writer's point of view	
	Read aloud and respond to a range of poems. Identify the form of a poem and how it creates visual impact in the reader's mind. Identify and understand the main ideas and viewpoints in a poem. Identify and describe the effect of a writer's use of language. Express personal response with evidence from poems. <i>Lon Song by Benjamin Zephaniah</i> <i>The Vegans by Benjamin Zephaniah</i> AD1 BASELINE ASSESSMENT	Read and respond to a range of poems. Show awareness of poet's use of language to convey ideas and viewpoints. Identify poetic devices, structure and their effect. Express personal response with evidence from poems. Interpret poet's attitude with evidence of language. <i>The Tourist are Coming by Benjamin Zephaniah</i> <i>For Sale by Benjamin Zephaniah</i> . AD1 AND AD2	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of characters and plot. Explain the main ideas, events, themes and viewpoints in a text and how they are sequenced and developed by the writer. Express personal response to the text and support with textual references. AD1, AD4 PRACTICE QUESTION: PROSE	Explore the elements of the story. Read and annotate meaningfully Julius Caesar. Explore the opening of Julius Caesar. Explore the key ideas, events, characters. Express viewpoints. AD1, AD4 ASSESSMENT 1 PROSE	Explore the title. Familiarise with key drama terms. Understand an understanding of the characters, events, ideas, issues, relationships, structural and language features of the text. Explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express personal response with evidence from the play.	Adopt active reading approaches to engage with and make sense of text. Read in role to avoid student's confusion of time shift. Understand how audiences and readers choose and respond to texts. Explore setting and development of character and plot. Identify the main ideas in the play and how they are sequenced and developed by the playwright. Understand and respond to ideas, viewpoints, themes and purposes in text.	Look closely at a writer's language choices and explore their effect. Understand how audiences and readers choose and respond to texts. Identify and explain main ideas with evidence of related words and phrases. Express personal response with evidence from the poem.	Identify and comment on writer's purpose and viewpoint, and the overall effect of the text on the reader. Read and analyse a poem. Discuss the writer's purpose for writing this poem and identify and explain main ideas with evidence of related words and phrases. Explore how structure and presentation create meaning.	
								No Problem by Benjamin Zephaniah. AD1, AD2 ASSESSMENT 2	Pollution by Jackie Kay
Term 1	WEEK 9 Prose - Stories from Shakespeare The Tempest	WEEK 10 Prose - Stories from Shakespeare Hamlet	WEEK 11 Drama/ Plays King of Shadows Act 1 Scene 6,7 and 8	WEEK 12 Drama/ Plays King of Shadows Act 1 Scene 9 and 10	WEEK 13 Drama/ Plays King of Shadows Act 1 Scene 10 and 11	WEEK 14 Drama/ Plays King of Shadows Act 1 Scene 12	WEEK 15 Poetry and King of Shadows	WEEK 16 Poetry and Prose	
	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 are sequenced and developed by the writer. Express relevant personal response. AD1, AD4 PRACTICE QUESTION: PROSE	Adopt active reading approaches to engage with and understand the story. Explain the main ideas, events, characters with textual references. Express personal response and support with textual references. AD1, AD4	Make a text based interpretation of the plot with explanation of references. Explore more information about key events, characters. Interpret importance of setting, events, role of characters. Make more informed notes about settings, events and character impressions. AD1, AD3	Explore setting, key events, and characters' interactions. Make notes of one's deductions of events, characters, ideas and settings. Explore the effect of language, form and structure. AD 1, AD2 ASSESSMENT 3 DRAMA	Close reading of KING OF SHADOWS Act 1 Scene 10 & 11. Understand the setting and its relevance to the play. Explore the effect of language, form and structure. AD1, AD2	Explore the events, settings, development of characters and themes in the play. Understand the setting and its relevance to the play. Explore the effect of language, form and structure. AD1, AD2	Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual references. Analyse language, form and structure used to convey character, events, ideas and viewpoints so as to form	Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual references. Analyse language, form and structure used to convey character, events, ideas and viewpoints so as to form	
YEAR	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 2	Prose - Stories from Shakespeare King Lear	Prose - Stories from Shakespeare King Lear/ Macbeth	Prose - Stories from Shakespeare Macbeth	Poetry Comparing poems Understanding the author's craft	Poetry Comparing poems Understanding the author's craft	Drama/ Plays King of Shadows Act 2 Scene 1	Drama/ Plays King of Shadows Act 2 Scene 3,4 and 5	Drama/ Plays King of Shadows Act 2 Scene 6	
	Read and annotate meaningfully King Lear. Explore the opening of King Lear. Identify settings, events, characters and interactions. Predict storyline. Identify the main points or ideas in 'King Lear' and how ideas are sequenced and developed by the writer. Express relevant personal response. PRACTICE QUESTION: PROSE	Read 'Macbeth' effectively for meaning. Understand and respond to ideas, events and characters. Discuss characters and themes in the story with evidence. Express personal response to the events, characters, themes in the story. AD1, AD2	Express viewpoints. Explore the theme and plot of the story. Explore the character's actions and setting of the story. Interpret questions and respond appropriately showing evidence of knowledge and understanding of the story. AD1, AD2 ASSESSMENT 4 PROSE	Understand the poet's feelings and ideas. Express relevant personal response. Explore how poetic techniques are used to create visual and sound effects and to help readers understand the poet's feelings and ideas. Read closely the poet's language choices and explore their effect. Compare the two poems on ideas ; the poet's choice of language and poetic devices; the poet's use of form and structure.	Understand the poet's feelings and ideas. Express relevant personal response. Explore how poetic techniques are used to create visual and sound effects and to help readers understand the poet's feelings and ideas. Read closely the poet's language choices and explore their effect. Compare the two poems on ideas ; the poet's choice of language and poetic devices; the poet's use of form and structure.	Close reading of the play King of Shadows Act 2 Scene 1 and 2. Express personal response with evidence. Identify different viewpoints. Understand how the characters, ideas, events and themes develop through the play. Explain the effect of language, form and structure. AD 1, AD 2	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify the key ideas. Identify and explore the stage directions that help in analysing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AD 1, AD 2	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify the key ideas. Identify and express the view points from character's, reader's and writer's perspective. Make more informed notes about settings, events and character impressions. Explain the effect of language, form and structure. AD 1, AD 2	
Term 2	WEEK 9 REVISION King of Shadows	WEEK 10 REVISION Prose	WEEK 11 REVISION Poetry	WEEK 12 Drama/ Plays King of Shadows Act 2 Sc 6-9	WEEK 13 Drama/ Plays King of Shadows Act 2 Sc 10-12	WEEK 14 Drama/ Plays King of Shadows Act 1 and 2	WEEK 15 Drama/ Plays King of Shadows Act 1 and 2	WEEK 16 Poetry Recitation	
	Explore 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. AD 1, AD2, AD3	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. AD1, AD2	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. AD1, AD2	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analysing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AD1, AD2	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analysing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AD1, AD2	Read aloud lines from a play in role. Express personal response in role - hot setting characters, conducting interviews; Role play Act 1 and 2/Performance of opening role play Act 1 and 2/performance of opening song and ending song. AD 1, AD 2, AD 6	Take on the role of a character and explore thoughts and feelings. Present a memororial performance to an audience.	Draft, rehearse and perform own compositions of a poem showing understanding through rhyme, gesture, expression and eye contact. Identify audience's/purpose of writing and select appropriate form. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess effectiveness of own and others' writing.	

YEAR 8 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2023 - 2024																
YEAR	WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5		WEEK 6		WEEK 7		WEEK 8	
	PROSE		PROSE		DRAMA		DRAMA		POETRY- POETRY SINCE 1789		POETRY- POETRY SINCE 1789		DRAMA		DRAMA	
Term 1	THE FIVE ORANGE PIPS		THE FIVE ORANGE PIPS		THE MERCHANT OF VENICE ACT1 (SCENE I and ii)		THE MERCHANT OF VENICE ACT1 (SCENE iii)				The Mouse and the Cake by Eliza Dobell & Home they Brought her Warrior Dead by Alfred Lord Tennyson		THE MERCHANT OF VENICE ACT 2 (SCENES I - iv)		THE MERCHANT OF VENICE ACT 2 (SCENES v - vi)	
	A brief introduction to the key features of 19th century detective fiction. Explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. Baseline Test		To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintaining a critical style and develop an informed personal response Practice Question- Prose Critical Reading and Writing		RESEARCH on William Shakespeare: Life and Works. Explore the features of comedy and the social, cultural and historical context of The Merchant of Venice. Understand setting;/ interpret the main event/s, characters' actions and reactions. Express response to text: opening, mood and atmosphere with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.		To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Relevant themes: role of women; usury; stereotypes and prejudice. ASSESSMENT 1 Prose		To read, understand and interpret key ideas. To analyse the language, poetic techniques, form and structure used by the poets to create meanings and effects, using relevant poetry terminology where appropriate. Express informed personal response to poems. ASSESSMENT 2 POETRY		To interpret the playwright's craft in developing the plot, characters and themes- appearances and deception. Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony in Scene (i) Bonds and obligations. Scene (ii) Launcelot's comic speech and clowning. Scene (iii) Jessica's plan to elope; Shylock's homelife. Scene (iv) Practice Question- The Merchant of Venice- 1a and 1b		To interpret playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony in Act 1 and ii. Explore Shylock's actions, thoughts; and feelings of despair. Comment on the emerging themes of prejudice, racism and equality.			
Term 2	WEEK 9		WEEK 10		WEEK 11		WEEK 12		WEEK 13		WEEK 14		WEEK 15		WEEK 16	
	DRAMA		PROSE		PROSE		DRAMA				DRAMA					
Term 2	THE MERCHANT OF VENICE ACT 2 (SCENES vii - ix)		THE SCANDAL IN BOHEMIA		THE SPECKLED BAND		THE MERCHANT OF VENICE ACT 3 (SCENES I - ii)		THE MERCHANT OF VENICE ACT 3 (SCENES iii - iv)		THE MERCHANT OF VENICE ACT 3 (SCENE v)		REVISION DRAMA & POETRY		REVISION PROSE	

Term 1	To interpret playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony presented in scene (vii) Scene (viii) Shylock's feelings of despair. Scene (ix) Arragon's self - importance; appearances and deception.	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 maintaining a critical style and develop an informed personal response Practice Question- Prose Critical Reading and Writing	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 maintaining 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 comic elements and dramatic irony presented in scenes. Use appropriate ASSESSMENT 3 Drama	To interpret the playwright's craft in developing the plot, characters and themes - revenge. appearances and deception. Use appropriate drama terminology. Explore comic elements and dramatic irony presented in scenes.	To interpret the playwright's craft in developing the plot, characters and themes - revenge. appearances and deception. Use appropriate drama terminology. Explore comic elements and dramatic irony presented in scenes.	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions on unseen poems - (Critical analysis and interpretation) comparing poets' ideas, events; poets' use of language and poetic techniques; poets' use of form and structure Revise exam style extract questions sharply focusing on Shakespeare's use of language devices and drama techniques to present incidents, characters' actions, thoughts and feelings Revise relevance of social, cultural	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style extract questions sharply focusing on significance of incidents, characters' actions, thoughts and feelings, narrative style -Revise exam style essay question focusing on themes, viewpoints and narrative style in each story.
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	DRAMA THE MERCHANT OF VENICE ACT 4 (SCENE 8)	DRAMA THE MERCHANT OF VENICE ACT 4 (SCENES 1 - 11)	POETRY- POETRY SINCE 1789 The Song of the Bee by Marian Douglas & The Seedling by Laurence Dunbar	POETRY POETRY SINCE 1789 Ageing Schoolmaster by Vernon Scannell & 'The Village Schoolmaster' by Oliver Goldsmith	POETRY-POETRY SINCE 1789 The Wild Swans at Coole by William Butler Yeats & Dante Gabriel Rossetti	PROSE THE ENGINEER'S THUMB	PROSE THE RED - HEADED LEAGUE	PROSE THE RED - HEADED LEAGUE
Term 2	To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology.	To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. ASSESSMENT 4 Drama	To read, understand and interpret poems. Compare poets' use of ideas, language and poetic devices, form and structure to create meanings and effects, using appropriate evidence Practice Question- Poetry Writing Comparison of poems with guidance and support	Discuss sample answers of comparison of poems. To analyse the language, form and structure used by the poets to create meanings and effects. Practice Question- Writing Comparison of poems(MINIMAL SUPPORT)	Discuss sample answers of comparison of poems. Guidance on interpretation of questions, timing the answer and revising the answer	To explore and analyse plot,character s, themes and the writer's use of language to convey	Discuss Q.a. 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 historical context.	Discuss Q.b. 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 historical context.
Term 2	WEEK 10 PROSE THE MAN WITH THE TWISTED LIP	WEEK 10 PROSE REVISION - FINAL EXAM	WEEK 11 POETRY/DRAMA REVISION - FINAL EXAM	WEEK 12 PROSE THE MERCHANT OF VENICE ACT 5 (SCENE I)	WK 13 DRAMA/PROSE/POETRY THE MERCHANT OF VENICE Role Play/ Hot/ Seating/ Quiz	WEEK 14 DRAMA CASE OF IDENTITY	WK 15 DRAMA ARTHUR CONAN DOYLE/Agatha Christie	WK 16 DRAMA ARTHUR CONAN DOYLE/Agatha Christie
Term 2	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 historical context. Understand and use appropriate prose terminology.	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style extract questions sharply focusing on significance of incidents, characters' actions, thoughts and feelings, narrative style -Revise exam style essay question focusing on themes, viewpoints and narrative style in each story.	Revise exam style extract questions sharply focusing 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 craft in developing the plot, characters and themes. Use appropriate drama terminology. To comment on the significance of the closing scene and its bearing on the plot.	Interview characters in role; ask and answer questions.Present a review of the play Express informed personal response. Role play /Monocacting	To read, understand and express informed personal response to the story. To explore and analyse plot,characters , themes, viewpoints and	Group Discussion on success of Detective Stories - range and variety of crime; element of mystery; setting; characters.	Create collage of themes, settings in modern poetry. Write poems, illustrate and present

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	POETRY (RELATIONSHIP) UNSEEN POETRY / NETTLES To analyse the main ideas, the language, form and structure used by the poets to create meanings and effects, using relevant subject knowledge where appropriate. To explore themes of love and the nature of relationships (AO1, AO2, AO3) BASELINE TEST	POETRY (RELATIONSHIP) VALENTINE & WANNA BE YOURS To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject knowledge where appropriate. To explore themes of love and the nature of relationships (AO1, AO2, AO3) Practice Question- Poetry Comparison	FRANKENSTEIN (INTRODUCTION AND BACKGROUND) PREFACE AND LETTER 1 To introduce writing and explore the socio/cultural, historical/political background to the text. To explore and analyse plot,characters and themes and analyse the language, form and structure used by the writer to create meanings and effects. (AO1, AO2, AO3) Assessment-1-Comparison of poetry (AO1, AO2, AO3)	FRANKENSTEIN LETTERS 2-4 To introduce setting and explore the socio/cultural, historical/political background to the text. To explore and analyse plot,characters and themes and analyse the language, form and structure used by the writer to create meanings and effects. (AO1, AO2, AO3) Practice Question- Frankenstein	FRANKENSTEIN VOLUME I CHAPTERS 1-2 To explore aspects of plot, characterisation, events and settings, and their effects. To make critical comparisons, referring to the contexts, themes, characterisation, style. (AO1, AO2, AO3) Assessment 2 - Frankenstein Q1a, Q1b (AO1, AO2, AO3)	FRANKENSTEIN VOLUME I CHAPTERS 3-4 To explore aspects of plot, characterisation, events and settings, and their effects. To make critical comparisons, referring to the contexts, themes, characterisation, style. (AO1, AO2, AO3) Assessment 2 - Frankenstein Q1a, Q1b (AO1, AO2, AO3)	THE TEMPEST INTRODUCTION THE TEMPEST ACT 1, SCENE 1 Introduction to the social historical and political background. Summarise the key details of the main event of Prospero losing his position as Duke of Milan. Interpret plot development. Infer characters' feelings, thoughts and motives from their actions. (AO1, AO2, AO3) Practice Question- The Tempest	THE TEMPEST THE TEMPEST ACT 1, SCENE 2 (Lines 1-320)
Term 1	WEEK 9 THE TEMPEST THE TEMPEST ACT 1, SCENE 2 (Lines 321-505) Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural and historical context. (AO1, AO2, AO3) Practice Question- The Tempest	WEEK 10 THE TEMPEST THE TEMPEST ACT 2, SCENE 1 (Lines 1-190) Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural, historical context. Classwork: Question based on an extract (AO1, AO2, AO3)	WEEK 11 THE TEMPEST THE TEMPEST ACT 2, SCENE 1 (Lines 191-321) Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural, historical context. (AO1, AO2, AO3) Assessment-3- The Tempest	WEEK 12 THE TEMPEST THE TEMPEST ACT 2, SCENE 2 Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural, historical context. (AO1, AO2, AO3)	WEEK 13 FRANKENSTEIN VOLUME II CHAPTERS 5-8 VOLUME II- CHAPTER 1 Interpret ideas from the novel Explore links between ideas, themes or characters and support points with precise evidence and explanation (AO1, AO2, AO3) Practice Question- Frankenstein	WEEK 14 FRANKENSTEIN VOLUME II CHAPTERS 2-5 Analyse the underlying themes or issues in a range of different contexts. (AO1, AO2, AO3)	WEEK 15 POETRY (RELATIONSHIP) ONE FLESH & NOT SHOW MY FATHER WOULD To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3) Practice Question- Poetry	WEEK 16 REVISION FRANKENSTEIN LETTERS AND CHAPTERS 1-12 & THE TEMPEST ACT 1,2 To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3)
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	FRANKENSTEIN VOLUME II CHAPTERS 6 & VOLUME III CHAPTER 1 Interpretation ideas from the novel Explore links between ideas, themes or characters and support points with precise evidence and explanation (AO1, AO2, AO3)	FRANKENSTEIN VOLUME III CHAPTERS 2-4 Analyse the underlying themes or issues in a range of different contexts. Identifying implied and explicit meanings (AO1, AO2, AO3) Practice Question- Frankenstein	FRANKENSTEIN VOLUME III CHAPTERS 5-6 To read, understand and respond to text while maintaining a critical style and develop an informed personal response. Assessment 1- Frankenstein Q1a and Q1b (AO1, AO2, AO3)	FRANKENSTEIN VOLUME III CHAPTER 7 Understand how setting influences the reader's understanding of characters and themes (AO1, AO2, AO3)	THE TEMPEST THE TEMPEST ACT 3, SCENE 1-2 Understand and respond to ideas, viewpoints, themes and purposes in texts. (AO1, AO2, AO3)	THE TEMPEST THE TEMPEST ACT 3, SCENE 3 Analyse how writers' use of linguistic and literary features shapes and influences meaning (AO1, AO2, AO3) Practice Question- The Tempest	THE TEMPEST THE TEMPEST ACT 4 SCENE 1 (Lines 1-139) Understand and respond to ideas, viewpoints, themes and purposes in texts. Analyse how writers' use of linguistic and literary features shapes and influences meaning (AO1, AO2, AO3)	THE TEMPEST THE TEMPEST ACT 4 SCENE 1 (Lines 139-262) Develop interpretations of whole texts, recognising links between ideas, themes or characters and supporting points with detailed textual evidence. Assessment 2 - The Tempest Q1a and Q1b (AO1, AO2, AO3)
Term 2	WEEK 9 POETRY (BELONGING)/ REVIEW PECOHAM LANE, US & REFUGEES UNSEEN POETRY To interpret setting, events and explore the poet's use of language devices and style to convey their purpose. Comparison of seen poetry considering use of language, form, structure, symbols Assessment 3-Comparison of studied poetry (AO1, AO2, AO3)	WEEK 10 POETRY (BELONGING)/ REVIEW IN WALKS, WANTING TO BE & UNKNOWN POETRY Evaluate how specific words and phrases can have an impact on the reader and how they interpret the poem. To interpret setting, events and explore the poet's use of language devices and style to convey their purpose. (AO1, AO2, AO3)	WEEK 11 PROSE / DRAMA - REVIEW REVIEW FRANKENSTEIN, and THE TEMPEST To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3)	WEEK 12 DRAMA THE TEMPEST ACT 5 SCENE 1 (Lines 1-179) Develop interpretations of whole texts, recognising links between ideas, themes or characters and supporting points with detailed textual evidence. (AO1, AO2, AO3)	WEEK 13 DRAMA THE TEMPEST ACT 5 SCENE 1 (Lines 172-315) Understand and respond to ideas, viewpoints, themes and purposes in texts. Analyse how writers' use of linguistic and literary features shapes and influences meaning (AO1, AO2, AO3)	WEEK 14 DRAMA THE TEMPEST ACT 1 - 5 Understand and respond to ideas, viewpoints, themes and purposes in texts. Express informed personal response (AO1, AO2, AO3) Practice Question- The Tempest	WEEK 15 DRAMA EPILOGUE THE TEMPEST ACT 3,4 To read, understand and respond to ideas, viewpoints, themes and purposes in texts. Role-play - Hot seating characters; Interview author; Prospero; Miranda; Ferdinand; Alonso;Antonio.	WEEK 16 DRAMA THE TEMPEST ACT 1-5

YEAR 10	WEEK 1 Reading - Drama Introduction to Shakespeare & Shakespearean Tragedy Act 1 Scene 1 (4) Learning Objectives To explore the features of tragedy and the social historical background Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth.	WEEK 2 Reading - Drama Macbeth-Act 1 Sc 1 & 2 (4) Learning Objectives To understand the setting and the main conflict that sets the action. (Baseline Assessment)	WEEK 3 Reading - Drama Macbeth-Act 1 Sc 3 (4) Learning Objectives To explore character traits & the evident thematic aspects. Macbeth Practice questions (1a and 1b)	WEEK 4 Reading - Drama Macbeth-Act 1 Sc 4 & 5 (4) Learning Objectives Comment on play wright's style & explore characters and themes. Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth. (Term 1 Assessment-1 Drama)	WEEK 5 Reading - Drama Macbeth-Act 1 Sc 6 & 7 (4) Learning Objectives To read with insight and engagement, understanding the writer's use of themes, structural devices characters and plot.	WEEK 6 Reading - Prose Introduction to Di&MH & 19th Century Literary Traditions (4) Chapter -1 Learning Objectives 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.	WEEK 7 Reading - Prose DI&MH Chapter 1 (Cont'd) and Chapter 2 (4) Learning Objectives To explore plot, character , analyse themes & comment on aspects of style. DI&MH- Practice Question (1a and 1b)	WEEK 8 Reading - Prose DI&MH Chapter 3 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. (Term 1 Assessment-2 Prose)
Term 1	WEEK 9 Poetry (review) and Reading Relationship Poetry Unseen / Seen Poetry & She Walks in Beauty (4) Learning Objectives To understand and analyse poets' use of linguistic and structural devices to enhance their ideas and perspectives. Unseen Poetry Practice (Comparative Study)	WEEK 10 Reading - Poetry (Relationship) Sonnet 43 & La Belle Dame Sans Merci (4) Learning Objectives To understand and analyse poets' use of language, structure and form and how these are used to create literary effects.	WEEK 11 Reading - Poetry (Relationship) My Last Duchess & A Complaint (4) Learning Objectives To examine the poetic language and techniques; form and structure used to enhance the meaning & convey the poets' attitude. Poetry Practice- Anthology (Comparative Study)	WEEK 12 Reading - Poetry (Relationship) Neutral Tones Learning Objectives Explore theme and distinguish between ideas & support a point of view by referring to evidence in the poem. (Term 1 Assessment-3 Poetry Comparative Study)	WEEK 13 Reading - Drama An Inspector Calls- Introduction & Act 1 (Pages 1-10) (4) Learning Objectives To explore the social historical background and to understand the setting and the main conflict that sets the action	WEEK 14 Reading - Drama An Inspector Calls- Act 1 (Pages 11-19) (4) Learning Objectives To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions. (An Inspector Calls Practice Question)	WEEK 15 Reading - Drama An Inspector Calls- Act 1 (Pages 20-26) (4) Learning Objectives To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions. (Term 1 Assessment- 4 An Inspector Calls)	WEEK 16 Reading - Drama/ Prose/ Poetry Revision Learning Objectives 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
Term 2	WEEK 1 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)	WEEK 2 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 1 Assessment 2 Drama)	WEEK 3 Reading - Prose DI&MH Chapter 4 (4) Learning Objectives To explore characters, analyse themes and comment on style.	WEEK 4 Reading - Prose DI&MH Chapter 5 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. DI&MH- Practice Question (1a and 1b)	WEEK 5 Reading - Prose DI&MH Chapter 6 (4) Learning Objectives To explore character traits, analyse themes & comment on aspects of style. (Term 2 Assessment 2 Prose)	WEEK 6 Reading - Poetry (Belonging) Clear and Gentle Stream & I Remember - Remember Learning Objectives To recognise the possibility of and evaluate different responses to a poem.	WEEK 7 Reading - Poetry (Belonging) Island Man & Jamican British (4) Learning Objectives To make an informed personal response that derives from analysis and evaluation of the poem. Poetry Practice Anthology (Comparative Study)	WEEK 8 Reading - Poetry (Belonging) My Mother's Kitchen & The Emigrant (4) Learning Objectives To explore a range of poetry & analyse and compare themes, ideas and poetic devices across poems. (Term 2 Assessment 3 Poetry Comparative Study)
Term 2	WEEK 9 Reading - Drama An Inspector Calls- Act II (Pages 27- 34) (4)	WEEK 10 Reading - Drama An Inspector Calls- Act II (Pages 34- 40) (4)	WEEK 11 Revision - Prose/ Drama DI&MH/ Macbeth/ An Inspector Calls Plot and Characters Themes and Motifs (4)	WEEK 12 Revision - Poetry Comparing unseen contemporary poems (4)	WEEK 13 Reading - Drama An Inspector Calls- Act II (Pages 41- 49) (4)	WEEK 14 Reading - Drama Macbeth Act 3, Scene 1- 2	WEEK 15 Reading - Drama Macbeth Act 3, Scene 3-4 (4)	WEEK 16 Reading - Poetry (Relationship) Macbeth-Act 3 Sc 5 & 6 (4)

Ter	Learning Objectives To read with insight and engagement, understanding the writer's use of dramatic irony, linguistic and structural devices. (In Inspector Calls Practice Question)	Learning Objectives To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	Learning Objectives To explore characters, analyse themes and comment on style.	Learning Objectives To compare the poets' portrayals of the theme through their use of language, form and structure.	Learning Objectives To explore characters,analyse themes & comment on style.	Learning Objectives To explore and trace the development of conflict in Acts 1 to 3.	Learning Objectives To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Objectives To explore & trace the conflict devt through the 3 acts
GRADE 11 - LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS (2023-2024)								
	WEEK 1 Reading - Poetry (Unseen) Unseen poetry & Comparative study (4) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM / DIAGNOSTIC ASSESSMENT (UNSEEN POEMS COMPARATIVE STUDY)	WEEK 2 Reading - Poetry (Relationships - Contemporary) Neutral Tones & A Complaint Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	WEEK 3 Reading - Poetry (Relationships - Contemporary) Nettles A Child to his Sick Grandfather & Love's Day (4) Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	WEEK 4 Reading - Poetry (Relationships - Contemporary) Nettles Macbeth Act 3 Scene 5 to 6 (4) one poem from Relationship Anthology (4) Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	WEEK 5 Reading - Drama Recap upto Act 3, Scene 4 (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 6 Reading - Drama Macbeth Act 3 Scene 5 to 6 (4) Learning Obj To examine the use of dramatic devices/language used to reveal characters, themes and plot.	WEEK 7 Reading - Drama Macbeth Act 4 Scene 1 (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 8 Reading - Drama Macbeth Act 4 Scene 2 (4) Learning Obj To examine the use of dramatic devices/language used to reveal characters, themes and plot.
	WEEK 9 Reading - Prose DHAM Recap of chs. 1 to 6 (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 10 Reading - Prose DHAM Ch. 7 (4) Learning Obj To explore the development and show critical appreciation of the plot,characters and themes.	WEEK 11 Reading - Prose DHAM Ch. 8 (4) Learning Obj To explore the development and show critical appreciation of the plot,characters and themes.	WEEK 12 Reading - Prose An Inspector Calls Act 1 (Pages 1- 26) (4) Learning Obj To read with insight and engagement, understanding the writer's use of linguistic and structural devices.	WEEK 13 Reading - Play An Inspector Calls Act II (Pages 27- 48) (4) Learning Obj To examine the use of Lang & poetic techniques.	WEEK 14 Reading - Play An Inspector Calls Act II (Pages 50- 62) (4) Learning Obj To explore the development and show critical appreciation of the plot,characters and themes.	WEEK 15 Reading - Play An Inspector Calls Act III (Pages 63- 72) (4) Learning Obj To understand and analyse the purpose and attitudes of the writers.	WEEK 16 Reading - Play DJAMH / Poetry/Play Review Study Learning Obj 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
	WEEK 1 Reading - Drama Macbeth Act 4 Scenes 3 (4) Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	WEEK 2 Reading - Drama Macbeth Act 5 Scenes 1 - 3 (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 3 Reading - Drama Macbeth Act 5 Scenes 4 - 6 (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 4 Reading - Drama Macbeth Act 5 Scenes 7 - 9 (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 5 Reading - Prose DHAM Ch. 9 (4) Learning Obj To review and analyse the writer's use of characterisation/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	WEEK 6 Reading - Prose DHAM Ch. 10 (4) 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 7 Reading - Prose DHAM (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 8 Reading - Drama Macbeth Acts 1-5 & AIC Acts 1-3 Learning Obj To review and analyse the writer's use of characterisation/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.
	WEEK 9 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings	WEEK 10 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 11 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 12 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 13 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 14 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 15 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 16 Reading - Poetry Caden (4) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.
MOCK EXAMS followed by BOARD EXAMINATIONS 2024								
YEAR 12 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2023-2024								
	WEEK 1 Reading - Prose Kin Runner Background & Ch. 1 (3) Learning Obj To introduce writing and the socio-cultural background to explore characters & themes. BASELINE ASSESSMENT	WEEK 2 Reading - Prose Kin Runner Ch. 2 & 3 (3) Learning Obj To explore the development and show critical appreciation of the plot,characters and themes.	WEEK 3 Reading - Prose Kin Runner Ch. 4 & 5 (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 4 Reading - Prose Kin Runner Ch. 6 & 7 (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 5 Reading - Poetry Eat Me & Chompy Versus the Phoenix Grass (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	WEEK 6 Reading - Poetry Macbeth Act 3 Scene 5 (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	WEEK 7 Reading - Poetry History & The James Herriot (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM / ASSESSMENT 2 (POETRY)	WEEK 8 Reading - Poetry Ode on a Grecian Urn & An Essay Passage (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.
	WEEK 1 Reading - Pre 1900 Drama Dr Faustus- Background & Chorus (3) Learning Obj To explore the features of a political satire and relate to the conflict caused by the Tudor reign ASSESSMENT	WEEK 2 Reading - Pre 1900 Drama Dr Faustus- Sc. 1 (3) Learning Obj To understand and analyse the times and purpose of Marlowe's work. Writer's use of structure and form and how these are used to create literary effects	WEEK 3 Reading - Pre 1900 Drama Dr Faustus- Sc. 2 (3) Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	WEEK 4 Reading - Pre 1900 Drama Dr Faustus- Sc. 3 (3) Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	WEEK 5 Reading - Post 1900 Drama A Street Car Named Desire- Background (3) Learning Obj To explore the changes in America after WW2, decline of aristocracy and effect of industrialisation on agriculture	WEEK 6 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 1 (3) Learning Obj To interpret the playwright Tennessee Williams' craft in developing the plot, characters and themes.	WEEK 7 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 2 (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 8 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 3 (3) Learning Obj To explore the development and show critical appreciation of the plot,characters and themes. TERM / ASSESSMENT 2 (ASND)
	WEEK 9 Reading - Prose Kin Runner Ch. 10 (3) Learning Obj To give personal insight and show understanding of the writer's craft and purpose.	WEEK 10 Reading - Prose Kin Runner Ch. 11 (3) Learning Obj To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	WEEK 11 Reading - Prose Kin Runner Ch. 12 (3) Learning Obj To give personal insight and show understanding of the writer's craft and purpose. TERM / ASSESSMENT 3 (PROSE)	WEEK 12 Reading - Prose Kin Runner Ch. 13 (3) Learning Obj To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	WEEK 13 Reading - Poetry The Daffodils & The May Wren (3) Learning Obj To evaluate the writer's craft and relate to the use of literary and stylistic devices.	WEEK 14 Reading - Poetry A Minor Epic & To My Year Old (3) Learning Obj To evaluate the writer's craft and relate to the use of literary and stylistic devices.	WEEK 15 Reading - Poetry Piano and The Gun (3) Learning Obj To understand and analyse the writer's use of linguistic and structural devices to enhance their ideas and perspectives. TERM / ASSESSMENT 4 (POETRY)	WEEK 16 Reading - Poetry & Prose Piano and The Gun (3) Learning Obj To understand and analyse the writer's use of linguistic and structural devices to enhance their ideas and perspectives. TERM / ASSESSMENT 4 (POETRY)
	WEEK 1 Reading - Pre 1900 Drama Dr Faustus- Sc. 4 (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 2 Reading - Pre 1900 Drama Dr Faustus- Sc. 5 (3) Learning Obj To explore the development and show critical appreciation of the plot,characters and themes.	WEEK 3 Reading - Pre 1900 Drama Dr Faustus- Sc. 6 (3) Learning Obj To understand and analyse the purpose and attitudes of the writers. TERM / ASSESSMENT 3 (Dr Faustus)	WEEK 4 Reading - Pre 1900 Drama A Street Car Named Desire- Sc. 4 (3) Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	WEEK 5 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 5 (3) Learning Obj To show knowledge and depth in exploring the writer's purpose and craft	WEEK 6 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 6 (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM / ASSESSMENT 4 (ASND)	WEEK 7 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 7 (3) Learning Obj To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings	WEEK 8 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 8 (3) Learning Obj To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings
	WEEK 1 Reading - Pre 1900 Drama Dr Faustus- Sc. 8 (3) Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	WEEK 2 Reading - Pre 1900 Drama Dr Faustus- Sc. 10 (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 3 Reading - Pre 1900 Drama Dr Faustus- Sc. 11 (3) Learning Obj To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects	WEEK 4 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 7 (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM / ASSESSMENT 4 (Dr Faustus)	WEEK 5 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 8 (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 6 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 9 (3) Learning Obj To review and analyse the writer's use of characterisation/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	WEEK 7 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 10 (3) Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose and themes and giving an informed personal response.	WEEK 8 Reading - Post 1900 Drama A Street Car Named Desire- Sc. 11 (3) Learning Obj To review and analyse the writer's use of characterisation/ theme/ plot / setting for literary effect and show critical appreciation of the writer's craft. TERM 2 ASSESSMENT 2 (ASND)
	WEEK 9 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.	WEEK 10 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.	WEEK 11 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.	WEEK 12 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.	WEEK 13 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.	WEEK 14 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.	WEEK 15 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.	WEEK 16 Reading - Prose/Poetry Kin Runner & Anthology Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding questions, providing critical text responses.
	WEEK 1 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.	WEEK 2 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.	WEEK 3 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.	WEEK 4 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.	WEEK 5 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.	WEEK 6 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.	WEEK 7 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.	WEEK 8 Reading - Pre/Post 1900 Drama Dr Faustus & A Street Car Named Desire (3) Learning Obj To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response.
MOCK EXAMS followed by BOARD EXAMINATIONS 2024								
YEAR 13 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2023-2024								
	WEEK 1 Reading - Prose-Colonisation and After Heart of Darkness Background (3) Learning Obj To introduce writing and the socio-cultural background to explore characters & themes. BASELINE ASSESSMENT	WEEK 2 Reading - Prose-Colonisation and After Heart of Darkness Part I (The Sailing, -I wish was my fate) (3) Learning Obj To explore the development and show critical appreciation of the plot,characters and themes.	WEEK 3 Reading - Prose-Colonisation and After Heart of Darkness Part II (I've had better and - gone of death & Unseen Poetry) (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 4 Reading - Prose-Colonisation and After & Poetry Heart of Darkness Part III (I've had better and - gone of death & Unseen Poetry) (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 5 Reading - Prose-Colonisation and After Lonely Londoners Background & Introduction (3) Learning Obj To introduce setting and the socio-cultural background to explore characters & themes.	WEEK 6 Reading - Prose-Colonisation and After Lonely Londoners (Pages 1- 15 Shopping for Lonely Londoners (Pages 15-29. The only Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 7 Reading - Prose-Colonisation and After Lonely Londoners (Pages 30-39. The only Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	WEEK 8 Reading - Prose-Colonisation and After Lonely Londoners (Pages 40-49. The only Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.
	WEEK 1 Reading - Shakespearean Drama Hamlet Act 1 Scene 1-3 (3) Learning Obj * Discuss research findings on historical, political, social, cultural context of Elizabethan age and the influences on Shakespeare's plays. * Understand features of Shakespearean tragedy. * Read opening scenes, and analyse characterisation, theme, language and dramatic techniques. AO1:Baseline Assessment.	WEEK 2 Reading - Shakespearean Drama Hamlet Act 1 Scene 3-5 (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. AO3.	WEEK 3 Reading - Shakespearean Drama Hamlet Act 1 Scene 5-7 & V & Act 2 Scene 1 (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. AO3.	WEEK 4 Reading - Shakespearean Drama Hamlet Act 2 Scene 2 (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. AO3.	WEEK 5 Reading - Shakespearean Drama Hamlet Act 3 Scene 1 & 3 (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. AO3.	WEEK 6 Reading - Shakespearean Drama Hamlet Act 3 Scene 3 (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. AO3.	WEEK 7 Reading - Shakespearean Drama Hamlet Act 3 Scene 4 (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. AO3.	WEEK 8 Reading - Pre 1900 Poetry Introduction to Victorian Verse: Tennyson (3) Learning Obj * Introduction to Victorian Verse: Tennyson (3)
	WEEK 9 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.	WEEK 10 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.	WEEK 11 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.	WEEK 12 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.	WEEK 13 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.	WEEK 14 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.	WEEK 15 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.	WEEK 16 Reading - Pre 1900 Poetry Hamlet's Character Theme 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 interpretations in critical response. AO3 Assessment on Victorian Verse.
	WEEK 1 Reading - Prose-Colonisation and After Heart of Darkness Part II (I've had better and - gone of death & Unseen Poetry) (3) Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	WEEK 2 Reading - Prose-Colonisation and After Heart of Darkness Part III (I've had better and - gone of death & Unseen Poetry) (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. TERM / ASSESSMENT 1 (UNSEEN POETRY)	WEEK 3 Reading - Prose-Colonisation and After Heart of Darkness Part III (I've had better and - gone of death & Unseen Poetry) (3) Learning Obj To understand and analyse writers' use of linguistic, structure and form and how these are used to create literary effects.	WEEK 4 Reading - Prose-Colonisation and After Heart of Darkness Part III (I've had better and - gone of death & Unseen Poetry) (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	WEEK 5 Reading - Prose-Colonisation and After Lonely Londoners (Pages 40-49. The only Learning Obj To give personal insight and show understanding of the writer's craft and purpose.	WEEK 6 Reading - Prose-Colonisation and After Lonely Londoners (Pages 50-59. The only Learning Obj To consider the writer's point of view	WEEK 7 Reading - Prose-Colonisation and After Lonely Londoners (Pages 60-69. The only Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose and themes and giving an informed personal response.	WEEK 8 Reading - Prose-Colonisation and After Lonely Londoners (Pages 70-79. The only Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.
	WEEK 1 Reading - Shakespearean Drama Hamlet Act IV Scene V-VII (3) Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	WEEK 2 Reading - Shakespearean Drama Hamlet Act V Scene 1-3 (3) Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. TERM / ASSESSMENT 1 (UNSEEN POETRY)	WEEK 3 Reading - Shakespearean Drama Hamlet Act V Scene 4-6 (3) Learning Obj To understand and analyse writers' use of linguistic, structure and form and how these are used to create literary effects.	WEEK 4 Reading - Shakespearean Drama Hamlet Act V Scene 7-9 (3) Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	WEEK 5 Reading - Pre 1900 Poetry Tennyson - From In Memoriam - From Maud (3) Learning Obj To give personal insight and show understanding of the writer's craft and purpose.	WEEK 6 Reading - Pre 1900 Poetry Tennyson - From In Memoriam - From Maud (3) Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes making contextual references.	WEEK 7 Reading - Pre 1900 Poetry Tennyson - From In Memoriam - From Maud (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 8 Reading - Drama Revision: Shakespeare (3) Learning Obj To review and analyse the writer's use of characterisation: theme/plot/setting for literary effect and show critical appreciation of the writer's craft.

	* 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	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 interpretations in critical response AO5	Express informed critical response to poems AO1 Analyse themes, language and poetic techniques AO2 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 interpretations in critical response AO5 Assessment on Victorian Verse	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	* 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	* 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 Assessment on Handel.
Year 14	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 3	Reading - Prose- Colonisation and After/Poetry Revision BOD, Lonely Londoners and Utters/Poems (1) Learning Obj							
	Discuss: Exam Style Questions – interpretation of question words, introductory and concluding paragraphs, developing/embedding questions, providing critical comments.							
Year 15	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Drama Revision: Shakespeare (1) 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							
MOCK EXAMS followed by BOARD EXAMINATIONS 2024								