

St. Mary's Catholic High School (2026-2027)										
YEAR 4 LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 4	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	UNIT 1	UNIT 2	Unit 3	UNIT 4	UNIT 4	Unit 5	Unit 6	Unit 7	Unit 8	Revision
	Poetry-Fuss Fuss Fuss	Poetry - Morning	Fiction- The Wind in the Willows Chapter 1	Fiction-The Wind in the Willows Ch 2	Fiction-The Wind in the Willows Ch 3 & 4	Fiction-The Wind in the Willows Chp 5	Fiction-The Wind in the Willows Chp 6&7	Fiction-The Wind in the Willows Chp 8	Fiction-The Wind in the Willows Chapter 9&10	Poetry/ Prose
	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.	Identify and understand main ideas. Recognise and identify parts of the poem and poetic features like rhyming words, repetition, comparison. Identify the central theme of the poem and supporty it with textual evidence. Writing Task: Create a poem	With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important. Infer characters’ motives from information given in a text. Identify and sequence key events in a literary text	Begin to form and explain preferences about types of stories. Participate in discussions, building on contributions of previous speakers. Recall significant events and pieces of information from texts, and explain why they are important. Identify and sequence key events in a literary text	Discuss Characters thoughts and feeling. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text. Ask relevant questions to extend their understanding and knowledge. Comprehension Task: Answer short response questions based on the text.	Follow detailed oral instructions on tasks close to their experience Recall significant events and pieces of information from texts, and explain why they are important. Retell three or more main events from a story or sequence in the correct order	Perform as a character in a short dramatic scene. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Ask relevant questions to extend their understanding and knowledge.Discuss central theme and analyse character’s actions. Comprehension Task: Answer short response questions based on the text.	Discuss Characters thoughts and feeling and themes. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.	Discuss Characters thoughts and feeling. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from the texts and explain why they are important. Writing Task: Retell a key scene from the perspective of a different character.	Review of the skills learnt. Draw inferences and interpret characters' thoughts, feelings.and actions. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.
YEAR 4	WEEK 11- Dec 1 and 2rd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
	Fiction - The Iron Man Chapter1	Fiction - The Iron Man Chapter 2	Fiction - The Iron Man Chapter 3	Fiction - The Iron Man Chapter 4	Fiction - The Iron Man Chapter 5	Poetry - Sun is Laughing	Poetry - Cat Value and Cat Shots	Fiction - The Spiderwick Chronicles Chapter 1	Fiction - The Spiderwick Chronicles Chapter 2	Fiction - The Spiderwick Chronicles Chapter 3
	Discuss Characters thoughts and feelings. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.Identify and sequence key events in a literary text. Writing task: Write the main events of chapter 1.	Discuss Characters thoughts and feelings. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.Identify and sequence key events in a literary text. Writing task: Retelling the Iron Man’s arrival from the perspective of (farmer or a seagull)	Discuss Characters thoughts and feeling. Infer characters’ motives from information given in a text. With some guidance make predictions based on clear evidence from the text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order.	Discuss Characters thoughts and feeling. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order With some guidance make predictions based on clear evidence from the text.	Discuss Characters thoughts and feeling. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order.	Review knowledge of poetry. Read poems aloud. Identify the theme. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Identify Figurative language in the poem Writing Task: Create a poem demonstrating of theme , structure and poetic devices. Writing Task: Write your own poem about type of weather or any natural element using a similar style.	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. Writing Task: Short questions on poetic devices. Compare key ideas	Follow detailed oral instructions on tasks close to their experience Recall significant events and pieces of information from texts, and explain why they are important. Retell three or more main events from a story or sequence in the correct order. Identify and sequence key events in a literary text.	Discuss Characters thoughts and feeling. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order. Writing Task: Retell chapter 2 from a different character's perspective. Inculde thoughts and feelings.	Discuss Characters thoughts and feeling. Infer characters’ motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important.Retell three or more main events from a story or sequence in the correct order
YEAR 4	WEEK 21- March 3rd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week	WEEK 30 -June 1st Week
TERM 2	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Revision
	Poetry - Wha Me Mudder	Poetry- Cat Rap	Fiction - The Spiderwick Chronicles Chapter 4	Fiction - The Spiderwick Chronicles Chapter 5	Fiction -The Spiderwick Chronicles Chapter 6	Fiction -The Spiderwick Chronicles Chapter 7	Fiction -The Spiderwick Chronicles Chapter 7	Poetry News by Paul Bright Zoo	Poetry When you were my age Paul Bright	Poetry/ Prose
	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. Writing Task: Short questions on poetic devices.	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. Short questions on poetic devices Writing Task: Short questions on poetic devices. Compare key ideas	Infer characters’ motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	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. Writing task: Create a comic strip summarizing the main events in Chapter 5 in correct order,including dialogues and thought bubblesto show characters' feelings.	Infer characters’ motives from information given in a text. With some guidance, make predictions based on clear evidence in a text.	Identify and sequence key events in a literary text. Writing Task: Plan a new scene using clues to imagine what might have happened.	Infer characters’ motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Identify and sequence key events in a literary text. Writing Task: Write a new scene using clues to imagine what might have happened.	Review knowledge of poetry. Read poems aloud. Identify the theme. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Identify Figurative language in the poem. Writing Task: Create a poem demonstrating of theme , structure and poetic devices.	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. Writing Task: Perform the poem and give reasons for likes and dislikes. Comparison of key ideas. Identify poetic features.	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.
YEAR 4										
YEAR 5 LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 5	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	UNIT 1	UNIT 2	UNIT 2	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3
	POETRY:	POETRY:	GREEK MYTHS:	Friend or Foe:	Friend or Foe:	Friend or Foe:	Friend or Foe:	Friend or Foe:	Friend or Foe:	REVISION PROSE &
	R5.4B: Understand and explain how different text features can convey information. Express first impressions of a poem Make inferences Identify and understand the poet's use of figurative language W: Short questions SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Identify words and phrases and poetic devices from more than one place in poem, to support answers.	Read a poem aloud Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions	R5.1A: Read aloud an unfamiliar text. - Ask questions, make suggestions and make predictions - Understand features of Greek myths. Summarise the story by retelling the main events - Express personal response to events and characters	Discuss book title and cover Understand the historical context of WWII evacuations. Identify and describe the main settings in the novel Understand the influence of the setting on the story and the characters. Make predictions. Read aloud an unfamiliar text. Ask questions, make suggestions and make predictions during structured discussions. Understand increasingly challenging texts through making inferences and referring to evidence in the text. Identify main characters and setting.Discuss themes in the story. Explore feelings of the main character (leaving home). W: Diary entry in role	Understand the influence of the setting on the story and the characters. Make predictions. Read aloud an unfamiliar text. Ask questions, make suggestions and make predictions during structured discussions.	R5.2B: Summarise a story by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters. Identify and discuss main themes in the story R5.3C: Make predictions based on more obscure evidence in a text. W: Short Questions	SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. Identify and discuss themes in the story. Connect character actionsand responses to main themes of the story. Present your own opinion about a character and support with evidence from the text. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. Identify and describe key character traitsusing evidence from the text. W: Long Questions	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. Identify and describe key character traitsusing evidence from the text. W: Long Questions	• Practise examination-style questions. Recall details of characters, events or pieces of information from texts, and explain how they are linked. Summarise a story or sequence by retelling the main events in order. Identify and describe key character traits using evidence from the text. Encourage the identification and articulation of key themes by associating them with specific character actions and reactions
YEAR 5	WEEK 11- Dec 1 and 2rd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	UNIT 4	GREEK MYTHS:	UNIT6	GREEK MYTHS:	GREEK MYTHS:	SWISS FAMILY ROBINSON:	SWISS FAMILY ROBINSON:	UNIT 7	SWISS FAMILY ROBINSON:	SWISS FAMILY ROBINSON:
	POETRY:									
	R5.1A: Read aloud an unfamiliar poem. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions and long questions based on poetic features and personal opnion	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked W: Short questions	R5.3C: Make predictions based on more obscure evidence in a text. W: Long Questions	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. W: Short questions	R5.3B: Infers a character's responses to events and other characters.; and explain how they are linked. W: Long questions	Discuss book title, cover Demonstrate understanding by accurately reading aloud passages from the novel and explaining what is happening in each chapter. Identify key vocabulary related to survival and maritime settings (such as gunpowder, shellfish, and sailcloth) and use context clues to determine their meanings. Retrieve specific information, events, and ideas from the text and support their answers with direct quotations. Make inferences about characters' feelings, motivations, and the reasons behind their actions. Use descriptive language to convey emotions, include details about survival decisions, and maintain the voice and viewpoint. W: Short questions	Make inferences about characters' feelings, motivations, and the reasons behind their actions. Examine survival themes. Make predictions based on more obscure evidence in a text. Retrieve specific information, events, and ideas from the text and support their answers with direct quotations. Comment on how the author uses dialogue to move the story forward and reveal character relationships. Develop note-taking and summarising skills.Use descriptive language to convey emotions and include details about the discoveries made or the challenges faced.Demonstrate their understanding of Fritz's character by showing his feelings about the monkey, his problem-solving skills, or his relationship with his father. W: Short questions and Long questions	Identify key vocabulary related to building and construction (such as bamboo, rope ladder, bridge, and branch) and use context clues to determine their meanings. Retrieve specific information, events, and ideas from the text and support their answers with direct quotations. Make inferences about characters' feelings, motivations, and the reasons behind their actions. Use descriptive language to convey emotions and include details about the building work, the problems they faced, and how they solved them.	Make inferences about characters' feelings, motivations, and the reasons behind their actions. Explain how the Robinson family completes their tree house and why they need to return to the tent to collect important supplies. Retrieve specific information, events, and ideas from the text and support their answers with direct evidence from the text. Summarise key events and developments.Comment on how the author uses dialogue between family members to show their different personalities and how they work together to solve problems.	Retrieve specific information, events, and ideas from the text and support their answers with direct quotations. Identify themes and conventions in adventure fiction. Explain why the father regrets not bringing more important things on their last journey to the ship, what Fritz's interest in fishing shows about his thinking skills, and why the mother was concerned about the family's immediate food supply.Interpret how the father feels when the boat breaks on the beach and why he decides to search for sweet potatoes instead of relying only on the food from the ship. W: Short questions

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TERM 2	SWISS FAMILY ROBINSON:		UNIT 7	UNIT 9		UNIT 10		UNIT 10		REVISION	PROSE 8
	Compare characters' responses to challenges. Explore vocabulary in context. Recall details of characters, events or pieces of information from texts, and explain how they are linked. Identify and comment on how Chapters 11 and 12 are organised to show the progression of the family's adventure. Recognise how the author uses time markers (such as "the next morning," "a few days later," and "one morning") to show the passage of time and structure events in a logical sequence. Analyse themes of perseverance. W: Long questions	Identify key vocabulary related to winter survival and cave exploration (such as saloloth, gunpowder, fireplace, and coconut shells) and use context clues to determine their meanings. Retrieve specific information, events, and ideas from the text and support their answers with direct quotations. Interpret how each family member contributes to solving the cave problem and why the father was careful about the air quality inside the cave. Use descriptive language to convey emotions and include details about the winter hardships, the cave discovery, or the solutions they found. Analyse character growth. Summarise events effectively. Discuss themes and author's purpose.	Identify key vocabulary related to exploration and discovery (such as canoe, pearl, shellfish, and smoking island) and use context clues to determine their meanings. Students will explain how Fritz builds a canoe, why he explores the island alone, and what he discovers on the smoking island. Make inferences about characters' feelings, motivations, and the reasons behind their actions. Explain why Fritz wanted to explore the island alone in a canoe, what the mother's worry about Fritz shows about her love for her son, and why Fritz decided to help Jenny even though she was a stranger. Use descriptive language to convey emotions and include details about the canoe building, Fritz's adventure, the discovery of Jenny, or the family's decision about their future. Demonstrate their understanding of the character by showing their feelings about the discoveries made, their concerns about loved ones, and their hopes for what comes next in their lives W: Short & Long questions	POETRY: RS.1A: Read the poem aloud . SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions and long questions based on poetic features and personal opinion	POETRY: RS.1A: Read the poem aloud . SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions and long questions based on poetic features and personal opinion	GREEK MYTHS: RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; W: Long Questions	GREEK MYTHS: RS.3B: Infers a character's responses to events and other characters. W: Write an alternate ending	GREEK MYTHS: RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked W: Short Questions	GREEK MYTHS: RS.3B: Infers a character's responses to events and other characters. W: Write an alternate ending	Practise examination-style questions. Recall details of characters, events or pieces of information from texts, and explain how they are linked. Summarise a story or sequence by retelling the main events in order. Identify and describe key character traits using evidence from the text. Encourage the identification and articulation of key themes by associating them with specific character actions and reactions Make inferences Identify and understand the poet's use of figurative language Short questions Ask questions, make suggestions and make predictions during structured discussions. Identify words and phrases and poetic devices from more than one place in poem, to support	

YEAR 6 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 6	WEEK 1 - Aug last week/Sep 1st Week	WEEK 2 - Sep 2nd Week	WEEK 3 - Sep 3rd Week	WEEK 4 - Sep 4th Week	WEEK 5 - Sep 5th/Oct 1st Week	WEEK 6 - Oct 2nd Week	WEEK 7 - Oct 4th Week	WEEK 8 - Oct 5th Week	WEEK 9 - Nov 1st Week	WEEK 10 - Nov 2nd Week							
TERM 1	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5								
	REVIEW- POETIC VOICE	STORIES/FICTION UNIT6.2 FANTASTIC,FUNNY, FRIGHTENING	FICTION UNIT6.1 EYE OF THE WOLF		FICTION UNIT6.1 EYE OF THE WOLF		FICTION UNIT6.1 EYE OF THE WOLF		FICTION UNIT6.1 EYE OF THE WOLF								
	Rat Race/Goldfish Reflections & Who'll Save the Dying Man: Read aloud an unfamiliar poem. Infers a character's intentions from their thoughts and actions. Recognise and identify poetic features . Identify the central theme of the poem and support it with textual evidence. Discuss preferences with others, expressing reasons and giving recommendations. <u>Writing Task - Short and Long Questions/Matching/MCQ</u>	The Glass Cupboard :Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas; With some guidance, make predictions by interpreting a sequence of clues in the text.Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. <u>Writing Task - Short and Long Questions/Matching/MCQ</u>	Pages 1-13 (How they Met): Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas.With some guidance, make predictions by interpreting a sequence of clues in the text.Distinguish between the order in which events are written and the order in which they occurred.		Pages 14-37 (The Eye of the Wolf):Distinguish between the order in which events are written and the order in which they occurred. Identify words and phrases from more than one place in the texts, to support answers. Discuss preferences with others, expressing reasons and giving recommendations. <u>Writing Task - Short Questions/Matching/MCQ</u>		Pages 38-51 (The Eye of the Wolf):Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. Infers a character's intentions from their actions and dialogue.		Pages 52-70 (The Human Eye):Infer the meaning of idiomatic language using context.Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. Infers a character's intentions from their actions and dialogue.Discuss preferences with others, expressing reasons and giving recommendations. <u>Writing Task - Short Questions/Matching/MCQ/Sequencing</u>		Pages 70-80 (The Human Eye):Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. Infers a character's intentions from their actions and dialogue.Infer the meaning of idiomatic language using context.Give an opinion in a structured discussion or debate, inviting and responding to others' opinions on nature, animals and challenges faced by human beings.		Pages 80-99 (The Human Eye):Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. Infers a character's intentions from their actions and dialogue.Infer the meaning of idiomatic language using context.Give an opinion in a structured discussion or debate, inviting and responding to others' opinions on nature, animals and challenges faced by human beings.		Pages 100-112 (The Other World):Discuss preferences with others, expressing reasons and giving recommendations. Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. With some guidance, make predictions by interpreting a sequence of clues in the text. <u>Writing Task - Short and Long Questions</u>		REVISION Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. Infers a character's intentions from their actions and dialogueInfer the meaning of idiomatic language using context. Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. Read aloud an unfamiliar poem. Infers a character's intentions from their thoughts and actions

YEAR 6	WEEK 11- Dec 1st and 2nd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	WEEK 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	STORIES/FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING <u>Water, Water! Thank Goodness</u> Discuss preferences with others, expressing reasons and giving recommendations. Paraphrase simply, to express a forgotten word or expression. Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions about characters, setting of stories such as desert life, etc. <u>Writing Task- Short Questions</u>	STORIES/FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING <u>Moving House:</u> Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Infer a character’s intentions from their actions and dialogue <u>Writing Task - Short and Long Questions</u>	POETRY UNIT6.1 POWERFUL LANGUAGE <u>The Way through the Woods:</u> Discuss preferences with others, expressing reasons and giving recommendations. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Infer the meaning of idiomatic language using context the way through the woods. Recognise and identify poetic features. Identify the central theme of the poem and support it with textual evidence. <u>Writing Task - Short and Long Questions</u>	POETRY UNIT6.1 POWERFUL LANGUAGE <u>The Warm and the Cold:</u> Discuss preferences with others, expressing reasons and giving recommendations. Recognise and identify poetic features. Identify the central theme of the poem and support it with textual evidence. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. <u>Writing Task - Short and Long Questions</u>	STORIES/FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING <u>Virtually True:</u> Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Infer a character’s intentions from their actions and dialogue. <u>Writing Task - Short and Long Questions</u>	STORIES/FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING <u>Virtually True:</u> Infer a character’s intentions from their actions and dialogue <u>Writing Task - Short and Long Questions</u>	<u>Nule:</u> Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Infer a character’s intentions from their actions and dialogue <u>Writing Task - Short and Long Questions</u>	<u>Peacemaker:</u> Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Infer a character’s intentions from their actions and dialogue <u>Writing Task - Short and Long Questions</u>	<u>Peacemaker:</u> Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Infer a character’s intentions from their actions and dialogue <u>Writing Task - Short and Long Questions</u>	<u>Peacemaker:</u> Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Infer a character’s intentions from their actions and dialogue <u>Writing Task - Short and Long Questions</u>

YEAR 6	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - June 1st Week	WEEK 28 -June 3rd Week	WEEK 29 -June 3rd Week	WEEK 30 -June 4th Week
TERM 2	FICTION UNIT 6.3 SALAMANDER DREAM Pages 1-21: Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. With some guidance, make predictions by interpreting a sequence of clues in the text.Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. <u>Writing Task - Short and Long Questions</u>	FICTION UNIT 6.3 SALAMANDER DREAM Pages 22-46: Infers a character’s intentions from their actions and dialogue. With some guidance, make predictions by interpreting a sequence of clues in the text. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. <u>Writing Task - Short and Long Questions</u>	FICTION UNIT 6.3 SALAMANDER DREAM Pages 46-63: With some guidance, make predictions by interpreting a sequence of clues in the text. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. <u>Writing Task - Short and Long Questions</u>	FICTION UNIT 6.3 SALAMANDER DREAM Pages 64-97: Infers a character’s intentions from their actions and dialogue.With some guidance, make predictions by interpreting a sequence of clues in the text.Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. <u>Writing Task - Short and Long Questions</u>	FICTION UNIT 6.3 SALAMANDER DREAM Creating a graphic novel: Creating a graphic novel, using the features of graphic novels that are discussed and observed. Work collaboratively or individually when designing the graphic novel.	FICTION UNIT 6.3 SALAMANDER DREAM Presentations of the graphic novels: Presenting the graphic novel to the class, focusing on given criteria. Share meaningful feedback on presentations and suggest areas for improvement.	POETRY UNIT 6.1 POWERFUL LANGUAGE The Bed in Summer and Spring has Finally Arrived: Read aloud an unfamiliar poem. Discuss preferences with others, expressing reasons and giving recommendations. Recognise and identify poetic features . Identify the central theme of the poem and support it with textual evidence. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions.	POETRY UNIT 6.1 POWERFUL Autumn and Hard Frost: Read aloud an unfamiliar poem. Discuss preferences with others, expressing reasons and giving recommendations. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Recognise and identify poetic features . Identify the central theme of the poem and support it with textual evidence.Infer the meaning of idiomatic language using context. <u>Writing Task - Short and Long Questions</u>	UNSEEN POETRY Winter Time and Summer Sun: Read aloud an unfamiliar poem. Discuss preferences with others, expressing reasons and giving recommendations. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions. Recognise and identify poetic features . <u>Writing Task - Short and Long Questions</u>	REVISION Give detailed descriptions and explanations for different purposes, including for expressing feelings and giving opinions. Infers a character’s intentions from their actions and dialogues. Infer the meaning of idiomatic language using context. Give an opinion in a structured discussion or debate, inviting and responding to others’ opinions.

YEAR 7 LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 7	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5- Sep 5th/Oct 1st Week	WEEK 6 - Oct 2nd Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	Poetry -Pen Rhythm	Prose - Stories From Shakespeare	Prose - Stories From Shakespeare	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	Prose - Stories From Shakespeare	Prose - Stories From Shakespeare	REVISION
	Language Choices	Julius Caesar	The Tempest	The Invisible Man Act 1 Scene 1,2	The Invisible Man Act 1 Scene 3,4,5	The Invisible ManAct 1 scene 6,7	The Invisible ManAct 1 scene 8,9,10	Macbeth	Macbeth	PLAY, PROSE, POETRY
	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. Analyse how poets use language, imagery, form, structure, and poetic devices to present ideas, feelings, and themes, supporting responses with evidence from the poem. Understand poetic devices such as similes, metaphors, and explain how these add to the theme. Express personal response with evidence. AO1, AO2." No Problem by Benjamin Zephaniah AO1 , AO2 BASELINE TEST	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. AO1, AO4 PROSE PRACTICE QUESTION- 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. AO1, AO4 PRACTICE QUESTION- PROSE	Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, 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 the play. Develop skills to interpret questions and write relevant answers. AO1, AO2, AO3	Adopt active reading approaches to engage with and make sense of text. Read in role to avoid student's confusion of time shift. 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 ideas, viewpoints, themes and purposes in text through playwright's purpose. Interpret characters. Express personal response to the text and support with textual references. AO1, AO2, AO3 PRACTICE QUESTION- DRAMA	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 . AO1, AO3 Express personal responses supported by relevant textual evidence. AO1, AO2, AO3 PRACTICE QUESTION - DRAMA	Explore the development of characters, relationships, settings, events and themes in the play. Interpret characters' actions, thoughts, feelings and motivations using textual evidence. Analyse how the playwright uses language, structure and dramatic techniques to present ideas and conflicts. Explain the effect of dramatic methods on the audience. Express personal responses supported by relevant textual evidence. AO1, AO2, AO3 PRACTICE QUESTION - DRAMA	Explore the development of characters, settings, events and themes in the story. Interpret characters' actions, thoughts and feelings. Analyse how the writer presents characters, settings and themes through language and narrative techniques. Explain the effect of the writer's choices on the reader. Express personal responses supported by textual evidence. AO1, AO2 PRACTICE QUESTION - PROSE	Express viewpoints; explain the theme and plot; explore characters, their actions and the setting; interpret and answer questions using evidence from the text to demonstrate understanding; analyse language and character presentation. AO1, AO2 PRACTICE QUESTION - PROSE	PLAY/PROSE: Explain the effect of language, form and structure in selected extracts. Analyse settings, events, characters and themes. Interpret characters' actions, thoughts and feelings. Compare viewpoints and support personal responses with evidence. POETRY: Analyse how poets use language, imagery, form, structure, and poetic devices to present ideas, feelings, and themes, supporting responses with evidence from the poem. Understand poetic devices such as similes, metaphors, and explain how these add to the theme. Express personal response with evidence. AO1, AO2, AO3

YEAR 7	WEEK 11- Dec 1 and 2nd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	Prose - Stories From shakespeare A Midsummer Night's Dream 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. Explore narrative structure. Express personal response to the text and support with textual references. AO1 , AO4	Prose - Stories From shakespeare A Midsummer Night's Dream Express viewpoints. Explain 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. AO1, AO2 , AO1, AO4 PRACTICE QUESTION: PROSE	Poetry :Comparing poems Understanding the author's craft Explore the poet's point of view. Comparing main ideas; viewpoints; effect of writer's use of language and poetic techniques in both the poems. Comparison of how form and structure create meaning. ELECTRONIC BRAIN and I WANT TRAINERS - NORMAN SILVER AO 1, AO 2 PRACTICE QUESTION- POETRY	Poetry :Comparing poems Understanding the author's craft 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 poets' choice of language and poetic devices; the poets' use of form and structure. I love me Mudder by Benjamin Zephaniah. Mother to Son by Langston Hughes AO 1, AO 2	Drama/ Plays The Invisible Man Act 1 Scene 11,12 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 AO 1, AO2	Drama/ Plays The Invisible Man Act 1 Scene 13 and 14 Close reading of scenes. Understand how the characters, ideas, events, themes and viewpoints develop through the play. Explore the effect of language, form and structure. AO1, AO2	Drama/ Plays The Invisible Man Act 1 Scene 15 and 16 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. Express relevant personal response. AO2, AO2. PRACTICE QUESTION- DRAMA	Prose - Stories From shakespeare King Lear 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. AO1, AO2	Prose - Stories From shakespeare King Lear Read 'King Lear', 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. AO1, AO2 PRACTICE QUESTION- PROSE	Prose - Stories From shakespeare Hamlet Read and annotate Hamlet. Explore the opening scenes of Hamlet and establish the atmosphere and context. Identify the key settings, events, characters and relationships introduced in the play. Explore how Shakespeare presents Hamlet and other key characters through their words, actions and interactions. Identify the central conflicts and tensions introduced in the opening of the play. AO1, AO 2

YEAR 7	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week	WEEK 30 - June 1st Week
TERM 2	Prose - Stories From shakespeare Hamlet	Drama/ Plays The Invisible Man Act 2 Scene 1 and 2	Drama/ Plays The Invisible Man Act 2 Scene 3,4 and 5	Drama/ Plays The Invisible Man Act 2 Scene 6	Drama/ Plays The Invisible Man Act 2 Scene 7 and 8	Drama/ Plays The Invisible Man Act 2 Scene 9 and 10	Prose - Stories From shakespeare Romeo and Juliet	Prose - Stories From shakespeare Romeo and Juliet	Poetry -Comparing poems Comparison of Unseen Poems	REVISION PLAY, PROSE, POETRY
	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. Select relevant quotations and subject terminology to support interpretations. Express a relevant personal response to the characters, events and themes. AO1, AO 4	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AO 1, AO 2	Interpret character's actions, thoughts and feelings. Identify and explain the settings, events and main ideas. 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. AO 1, AO 2 PRACTICE QUESTION DRAMA	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AO1, AO2.	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. Express relevant personal response. Express personal response to the text and support with textual references. AO1, AO3. PRACTICE QUESTION PRACTICE QUESTION	Close reading of the playThe Invisible Man Act 2 Scene 9 and 10 Interpret character's actions, thoughts and feelings. 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. AO1, AO2. PRACTICE QUESTION	Read 'Romeo and Juliet', 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. AO1, AO2	Express viewpoints. Explain 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. AO1, AO2 PRACTICE QUESTION – PROSE PRACTICE QUESTION	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 poets' choice of language and poetic devices; the poets' use of form and structure. AO1, AO2 PRACTICE QUESTION- POETRY	Identify and express viewpoints from the characters', reader's and writer's perspectives. Explore the events, settings, characters and development of ideas and themes in prose and poetry. Explore how writers present characters, relationships, feelings, thoughts and attitudes. Identify and explore key ideas and themes and how they are developed throughout the text. Explore how language, form and structure are used to convey ideas, themes, feelings, thoughts and attitudes
YEAR 7										

YEAR 8 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 8	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	UNIT 1 - Prose		UNIT 2 - DRAMA		UNIT 3 - PROSE		UNIT 4 - POETRY SINCE 1789	UNIT 4 - DRAMA		UNIT 6 - REVISION
	Main Objective: Analyse plot, character, themes, narrative methods and Victorian context, developing informed Sub-Objectives - Identify key conventions of nineteenth-century detective fiction. - Explain plot, character and central ideas using relevant evidence. - Analyse Doyle's characterisation, narrative viewpoint and language. - Explore Victorian attitudes to crime, society and investigation. - Use accurate prose and detective-fiction terminology. Baseline Check	Sub-Objectives - Track important clues, plot developments and character actions. - Analyse how setting, structure and deduction create suspense. - Explore class, respectability, poverty, disguise and deception. - Use terminology such as red herring, deduction and narrative viewpoint. - Complete a prose critical-writing assessment. Practice Question: Prose (1a)	Main Objective: Analyse how Shakespeare introduces plot, characters, themes and dramatic methods in Act 1 Sub-Objectives - Research Shakespeare's life, works and theatrical context. - Identify features of Shakespearean comedy. - Explain events, settings and character relationships in Scenes 1–2. - Analyse dialogue, contrast and characterisation using evidence. - Explore wealth, marriage, patriarchy and Venetian society. - To research the socio-historical and political background of the play and present findings through a digital presentation.	Sub-Objectives - Explain Shylock's, Bassanio's and Antonio's attitudes and motives. - Support interpretations with relevant textual references. - Analyse rhetoric, repetition and irony in the bond discussion. - Explore asides, dramatic irony and dialogue structure. - Connect prejudice, money-lending and justice to later themes.	Main Objective: Analyse plot, characterisation, themes, narrative methods and Victorian context. Sub-Objectives - Explain plot, character and key ideas using textual evidence. - Analyse Watson's viewpoint, structure, dialogue and description. - Explore Holmes's methods and Irene Adler's characterisation. - Examine Victorian attitudes to gender, class and reputation.	Sub-Objectives - Track plot developments, character behaviour and key ideas. - Analyse suspense, structure and Holmes's deductive reasoning. - Evaluate Watson's influence on the reader's response. - Explore reputation, gender, secrecy and social status. - Practise extract-based and whole-text critical writing. Practice Question: Prose (1a & 1b)	Main Objective: To consolidate students' Sub-Objectives - To compare and contrast the themes, messages, and emotions presented in the prescribed poems, identifying similarities and differences between poets' ideas. - To analyse how poets use language, imagery, sound devices, and other poetic techniques to create meaning and engage the reader. - To examine how form and structure contribute to the overall impact and effectiveness of each poem, using appropriate literary terminology. - To apply knowledge and analytical skills when	Sub-Objectives - To develop informed responses to Act 2 Scenes vi–ix by explaining Shylock's actions, thoughts, and emotional state, supported by relevant textual references. - To analyse how Shakespeare uses dramatic techniques, including comic elements, dramatic irony, and characterisation, to develop plot, tension, and thematic meaning.	Sub-Objectives - To review the key themes, characters, events, and ideas from the prescribed prose, poetry, and drama texts. - To analyse how writers use language, imagery, form, and structure to create meaning and engage the audience. - To compare and evaluate literary texts by identifying similarities and differences in themes, techniques, and perspectives using appropriate literary terminology. - To apply reading and analytical skills by	
YEAR 8	WEEK 11- Dec 1 and 2rd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	UNIT 6 - Prose		UNIT 7 - DRAMA		UNIT 8 - POETRY SINCE 1789		UNIT 9 - PROSE		UNIT 10 - DRAMA	
	Main Objective: Analyse plot, character, themes, narrative methods and Victorian context in The Speckled Band through Sub-Objectives - Explain plot, character, themes and viewpoint using evidence. - Analyse structure, description, dialogue and suspense. - Explore Victorian attitudes to crime, gender and justice. - Write informed responses using accurate prose terminology. - Practise extract-based and whole-text questions.	Sub-Objectives - Track later plot developments and significant turning points. - Analyse setting, pacing, foreshadowing and deduction. - Explore science, superstition, gender and law enforcement. - Interpret the resolution using precise textual evidence. - Refine structured analytical writing. Practice Question: Prose (1a & 1b)	Main Objective: Analyse how Shakespeare develops conflict, relationships and themes in Act 3 through Sub-Objectives - Explain plot, character and themes in Act 3, Scenes 1–2. - Analyse dialogue, dramatic irony and comic elements. - Explore prejudice, stereotypes and attitudes to outsiders. - Support interpretations with precise textual evidence. - Complete the drama assessment.	Sub-Objectives - Explain motives, conflict and themes in Scenes 3–5. - Analyse irony, contrast, humour and stagecraft. - Explore revenge, deception and appearance versus reality. - Examine contextual ideas about justice, race, gender and power. Practice Question: The Merchant of Venice- 1a and 1b	Main Objective: Compare how poets use ideas, language, form and structure, developing informed Sub-Objectives - Compare ideas and attitudes in Cut Grass and Thistles. - Analyse language, form and structure using evidence. - Explore fragility, decay, violence and nature's resilience. - Consider relevant contextual influences on each poet. - Write a focused comparative response on nature.	Sub-Objectives - Compare ideas in The Wild Swans at Coole and Autumn Song. - Analyse imagery, symbolism, tone and structure. - Explore nature, time, memory and human experience. - Apply success criteria from a model comparative answer. - Complete an examination-style comparative response. Practice Question: Comparative study of poems	Main Objective: Analyse plot, character, themes, narrative methods and Victorian Sub-Objectives - Explain plot, character and ideas using textual evidence. - Analyse narrative structure, viewpoint, language and description. - Explore how suspense and characterisation engage the reader. - Connect Victorian context and detective conventions to meaning.	Sub-Objectives - Interpret later events, character decisions and emerging themes. - Analyse pacing, dialogue and description to explain tension. - Explore Victorian attitudes to crime, technology and class. - Support evaluative responses with well-selected evidence. - Practise extract-based and whole-text critical writing. Practice Question: Prose (1a & 1b)	Main Objective: Analyse how Shakespeare develops plot, character and themes in Sub-Objectives - Explain plot and relationships in the courtroom scene. - Support interpretations with relevant textual evidence. - Analyse tension, language and character interaction. - Explore justice, mercy, religion and social attitudes.	Sub-Objectives - Explain plot developments and relationships across Act 4. - Analyse tension, dialogue, irony and characterisation. - Explore justice, mercy, identity and contextual influences. - Evaluate the courtroom outcome and ring episode. - Complete extract-based and whole-text drama responses. Practice Question: The Merchant of Venice- 1a and 1b
YEAR 8	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April - 5th Week	WEEK 26 - MAY 1st Week	Week 27 - MAY 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -MAY 4th Week	WEEK 30 -June 1st Week
TERM 2	UNIT 11 - PROSE		UNIT 12 - DRAMA		UNIT 13 - DRAMA		UNIT 14 - PROSE		UNIT 15 - MODERN POETRY ENRICHMENT	
	Main Objective: Analyse plot, character, themes, narrative methods and Victorian context in The Red-Headed League Sub-Objectives - Explain plot, character and key ideas using textual evidence. - Analyse narrative viewpoint, structure, language and suspense. - Explore Victorian society, crime and detective conventions. - Practise an extract-focused prose response.	Sub-Objectives - Interpret motives, plot developments and emerging themes. - Analyse clues, misdirection, dialogue and narrative structure. - Explore class, crime, intelligence and Victorian values. - Plan and refine examination-style responses. - Complete the prose assessment. Practice Question: Prose (1a & 1b)	Main Objective: Analyse how Shakespeare resolves plot, relationships and themes in Act 5 through language. Sub-Objectives - Explain the return to Belmont and the play's resolutions. - Analyse moonlight, music, dialogue and dramatic irony. - Contrast conflict in Venice with harmony in Belmont. - Explore love, loyalty, deception, forgiveness and gender.	Sub-Objectives - Evaluate relationships, thematic resolution and the ending. - Analyse the ring test, revelation, symbolism and tone. - Consider whether the ending achieves complete harmony. - Explore marriage, patriarchy, religion, wealth and identity. - Practise extract-based and whole-text drama responses.	Main Objective: Consolidate understanding of The Sub-Objectives - Analyse Shakespeare's complex presentation of Shylock. - Explore justice, mercy, prejudice and revenge. - Examine love, loyalty, sacrifice and relationships. - Compare the contrasting settings of Venice and Belmont. - Analyse language, imagery, symbolism, contrast and dramatic irony. - Select and analyse relevant quotations from	Sub-Objectives - Explain plot, character and ideas using textual evidence. - Analyse structure, suspense and descriptive language. - Explore crime, justice and imperial influence. - Practise extract-based and whole-text critical writing.	Sub-Objectives - Explain later events, turning points and character reactions. - Analyse pacing, foreshadowing and Holmes's investigation. - Explore secret societies, justice and fear of crime. - Refine planning, timed writing and response improvement. Practice Question: Prose (1a & 1b)	Main Objective: Compare how two modern poets present identity Sub-Objectives - Interpret the poem's celebration of multicultural identity. - Analyse recipe form, humour, imperatives, lists and metaphor. - Explore diversity, migration, tolerance and prejudice. - Create a recipe poem about community identity.	Sub-Objectives - Explain how reversing the poem changes its viewpoint. - Analyse structure, juxtaposition, repetition, pronouns and tone. - Explore prejudice, refugees, belonging and social responsibility. - Compare both poets' presentation of identity and belonging. Practice Question: Comparative	Sub-Objectives - Interpret essay questions and identify their key requirements. - Plan focused arguments using relevant ideas and textual evidence. - Write clear introductions and logically developed analytical paragraphs. - Analyse language, structure and dramatic methods accurately. - Select and integrate precise quotations into responses.

YEAR 9 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 1	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week
TERM 1	UNIT 1 POETRY <i>I WANNA BE YOURS</i> by John Cooper Clarke <i>VALENTINE</i> by Carol Ann Duffy <i>NETTLES</i> by Vernon Scannell Review of Unseen and Seen Poems		UNIT 2 PROSE <i>THE BOSCOMBE VALLEY MYSTERY</i> by Sir Arthur Conan Doyle		UNIT 3 DRAMA <i>THE TEMPEST</i> by William Shakespeare		UNIT 4 POETRY REVISION		Main Objective: To consolidate understanding of studied poems by revising key themes, language, poetic devices, form, and structure, while developing analytical skills and informed	
	Main Objective: To anlase and compare language, form and structure used by poets to create meanings and effects, using relevant subject terminology where appropriate.		Main Objective: To develop a critical understanding of <i>The Boscombe Valley Mystery</i> by analysing its plot, characters, themes, and the writer's use of language and structure within its social and historical context.		Main Objective: To understand and analyse Act 1 of ' <i>The Tempest</i> ', exploring how Shakespeare introduces plot, characters, themes, and dramatic techniques within their social and historical context.		Sub-Objectives: Revisiting key ideas, themes and messages in each poem. Analysing the poets' use of language, imagery and poetic techniques. Exploring how form and structure contribute to meaning and effect. Using appropriate poetry terminology in discussion and written responses. Comparing poems where relevant. Practising examination-style poetry analysis questions and developing analytical writing skills.			
	<i>I WANNA BE YOURS</i> Sub Objective: To explore theme of love and the nature of relationships To show understanding of the relationships between texts and the contexts in which they were written (AO1, AO2, AO3) PRACTICE: REVIEW OF UNSEEN POEM	<i>VALENTINE</i> Sub Objective: To explore theme of love and the nature of relationships To show understanding of the relationships between texts and the contexts in which they were written PRACTICE QUESTION: Explore the theme of possessiveness in the poems 'i wanna be yours' and 'Valentine' (AO1, AO2, AO3) Baseline Check	<i>NETTLES</i> Sub Objectives: To explore theme of love and the nature of relationships To show understanding of the relationships between texts and the contexts in which they were written (AO1, AO2, AO3) REVIEW OF UNSEEN POEM: Analyse key ideas, themes, use of language, form, and structure in an Unseen Poem.	Sub Objectives: To explore and analyse plot, settings, characters and themes and analyse the language, form and structure used by the writer to create meanings and effects. To explore the relationships between text and the context in which it is written. Practice Question based on an extract from the story. (AO1, AO2, AO3)	Sub Objectives: To explore and analyse plot, settings, characters and themes and analyse the language, form and structure used by the writer to create meanings and effects. To explore the relationships between text and the context in which it is written. Practice Question based on a prominent theme in the story. (AO1, AO2, AO3)	<i>ACT 1 (SCENE 1)</i> Sub Objectives: Introduction to the social historical and political background To interpret the significance of the opening scene in introducing the plot, characters and themes. (AO1, AO2, AO3) Practice Question- The Tempest	<i>ACT 1 (SCENE 2)</i> Sub Objectives: 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	<i>ACT 1 (SCENE 2)</i> Sub Objectives: 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)	<i>ACT 1 (SCENE 2)</i> Sub Objectives: Compare Prospero's treatment of Ariel and Caliban. Interpret the significance of the meeting of Ferdinand and Miranda (orchestrated by Prospero). (AO1, AO2, AO3) Practice Question - The Tempest	<i>ACT 1 (SCENE 2)</i> Sub-Objectives: To identify how the poet uses language and imagery to show grief, distance and death. To explore how the poem's structure and form show silence, secrecy and loss. PRACTICE QUESTION: Unseen Poem (AO1, AO2)
YEAR 1	WEEK 11- Dec 1 and 2rd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	UNIT 5 PROSE		UNIT 6 POETRY		UNIT 7 DRAMA		UNIT 8 POETRY			
	Main Objective: Sub-Objectives: To explore and analyse plot, settings, characters and themes and analyse the language, form and structure used by the writer to create meanings and effects. To explore the relationships between text and the context in which it is written. Practice Question based on an extract from the story. (AO1, AO2)		Main Objective: Sub-Objectives: To read, understand and respond to text while maintaining a critical style and develop an informed personal response. To interpret key ideas in relation to context. Practice Question based analysis of language, form and structure in an unseen poem. (AO1, AO2)		Main Objective: <i>ACT 2 (SCENE 1)</i> Sub-Objectives: 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) Practice Question (AO1, AO2)		Main Objective: <i>ACT 3 (SCENE 1)</i> Sub-Objective: Understand and respond to ideas, viewpoints, themes and purposes in texts. Practice Question (AO1, AO2)		Main Objective: <i>ACT 3 (SCENE 2)</i> Sub-Objectives: Understand and respond to ideas, viewpoints, themes and purposes in texts. Practice Question (AO1, AO2, AO3)	

YEAR 1	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week	WEEK 30 -June 1st Week	
	Reading - Poetry (Conflict) The Class Game	Reading - Drama Macbeth Act 2, Scenes 1 & 2	Reading - Drama Macbeth Act 2, Scene 3 - 4	Reading - Prose DJ&MH	Reading - Prose DJ&MH	Reading - Prose DJ&MH	Reading - Drama An Inspector Calls- Act II	Reading - Drama Macbeth Act 3, Scene 1 -2	Reading - Poetry (Relationship) Unseen Poem &	Reading - Poetry (Relationship) 1st Date – She	Revision - Prose/ Drama DJ&MH/ Macbeth/ An Inspector Calls
	To explore a range of poetry & analyse and compare themes, ideas and poetic devices across poems. To show understanding of the relationships between texts and the contexts in which they were written Poetry Practice- Anthology (Comparative Study)	To examine the use of soliloquy, imagery, symbolism and dramatic tension to reveal Macbeth's inner conflict, ambition and growing guilt. To show understanding of the relationships between texts and the contexts in which they were written Macbeth Practice questions (1a)	To examine the use of dramatic irony, imagery, symbolism and stagecraft to reveal the consequences of Duncan's murder and explore guilt, deception and disruption. To show understanding of the relationships between texts and the contexts in which they were written Macbeth Practice questions (1b)	To explore character traits, analyse themes & comment on aspects of style. To explore Utterson's character and analyse the themes of secrecy, suspicion and duality. To analyse Stevenson's use of symbolism, imagery, dialogue and narrative perspective to develop mystery and uncertainty surrounding Jekyll and Hyde.	To explore character traits, analyse themes & comment on aspects of style. To explore Jekyll's changing character. To analyse Stevenson's use of setting, imagery, symbolism and Gothic conventions to create an atmosphere of fear and reinforce the theme of duality. DJAMH- Practice Question (1a and 1b)	To explore characters,analyse themes & comment on style. To show understanding of the relationships between texts and the contexts in which they were written	To explore and trace the development of conflict in Acts 1 to 3. To trace the evolpoment of conflict between Macbeth and Banquo, Macbeth's growing isolation, and the strain on Macbeth and Lady Macbeth's relationship:	To explore a range of poetry & analyse and compare themes, ideas and poetic devices across poems. Poetry Practice- Unseen (Comparative Study)	To make an informed personal response that derives from analysis and evaluation of the poem. To show understanding of the relationships between texts and the contexts in which they were written Poetry Practice- Anthology (Comparative Study)	To explore characters, analyse themes and comment on style. To compare the poets' portrayals of the theme through their use of language, form and structure.	
YEAR 11 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS											
YEAR 11	WEEK 1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week	
	Reading-Poetry (Unseen)	Reading - Poetry (Conflict)	Reading - Poetry (Relationships)	Reading - Prose	Reading - Prose	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama/ Prose/ Poetry	
	Unseen poetry	War Photographer & The Man He Killed (4)	The Merchant & Love's Labour's Lost (4)	DJAMH	DJAMH	An Inspector Calls	Macbeth	Macbeth-Act 3 Sc 5 & 6	Macbeth		
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	
	To explore theme and distinguish between ideas and support a point of view by referring to evidence in the poem. To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. Diagnostic Assessment	To explore theme and distinguish between ideas and support a point of view by referring to evidence in the poem. To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. To show understanding of the relationships between texts and the contexts in which they were written Comparative study of poems- Practice question(Unseen)	To explore theme and distinguish between ideas and support a point of view by referring to evidence in the poem. To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. To show understanding of the relationships between texts and the contexts in which they were written Comparative study of poems- Practice question(Seen)	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 setting.	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 setting. To show understanding of the relationships between texts and the contexts in which they were written DJAMH- Practice Question (1a and 1b)	To review and critically evaluate the events of Acts 1 and 2, analysing the development of characters, themes, dramatic techniques and contextual influences, and their contribution to Priestley's purpose and audience response. An Inspector Calls Practice Question	To examine the use of writer's craft, literary and linguistic devices, dramatic irony and stage directions. To explore the social historical background and to understand the setting and the main conflict that sets the action. To analyse Shakespeare's presentation of guilt, ambition, paranoia and kingship through the events of Act 3, Scenes 3–4, exploring the development of plot, characters, themes, symbolism and dramatic methods, and evaluating their contribution to the tragedy.	To examine the use of writer's craft, literary and linguistic devices, dramatic irony and stage directions. To explore the social historical background and to understand the setting and the main conflict that sets the action. To explore Shakespeare's development of the plot, conflict and dramatic tension in Act 3, Scenes 5–6, analysing the presentation of key themes, characters and dramatic methods, while evaluating their significance within the tragedy and the play's wider contextual framework. Macbeth Practice questions (1a and 1b)	To examine the use of writer's craft, literary and linguistic devices, dramatic irony and stage directions. To explore the social historical background and to understand the setting and the main conflict that sets the action	To consolidate understanding of thedrama nad prose by critically reviewing the development of plot, characters, themes, dramatic techniques and contextual influences, while refining analytical and evaluative responses through close textual analysis. To consolidate understanding of both seen and unseen poetry by reviewing and analysing themes, ideas, language, form, structure and poetic techniques, while developing comparative, analytical and informed personal responses supported by close textual evidence.	
	YEAR 11	WEEK 11- Dec 1 and 2rd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
	Reading - Prose	Reading - Drama	Reading - Drama	Reading - Poetry (Belonging)	Reading - Poetry (Belonging)	Reading - Prose	Reading - Prose	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama
	DJAMH	An Inspector Calls	An Inspector Calls	Unseen poetry	To My Sister and	DJAMH	DJAMH	Macbeth	Macbeth	Macbeth	Macbeth
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	TERM 2	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. To show understanding of the relationships between texts and the contexts in which they were written	Comment on play wright's style and explore characters and themes. Compare historical perspectives on the Edwardian era. Understand how Pristley demonstrates this in the play. To explore the development and show critical appreciation of the plot,characters and themes.	Comment on Priestley's dramatic style and explore how he develops characters and themes throughout An Inspector Calls. Compare historical and social perspectives on class, responsibility and inequality, and understand how Priestley presents these ideas through the play. Explore the development of the plot and critically appreciate Priestley's presentation of characters, relationships and themes. An Inspector Calls Practice Question	To explore theme and distinguish between ideas and support a point of view by referring to evidence in the poem. To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. Comparative study of poems- Practice question(Unseen)	To explore theme and distinguish between ideas and support a point of view by referring to evidence in the poem. To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. To show understanding of the relationships between texts and the contexts in which they were written Comparative study of poems- Practice question(Seen)	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 setting	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 setting DJAMH- Practice Question (1a and 1b)	To analyse Shakespeare's use of writer's craft in Act 4, Scene 3 of Macbeth, focusing on language, dramatic irony, imagery, characterisation and stage directions, and evaluating how these techniques develop themes, tension and audience response.	To integrate and interpret the development of plot, characters, themes and Shakespeare's dramatic craft in Act 5, Scenes 1–4 of Macbeth, while providing a critical and informed personal response supported by textual evidence. To show understanding of the relationships between texts and the contexts in which they were written Macbeth Practice questions (1a and 1b)	To integrate and interpret the resolution of plot, character arcs, themes and Shakespeare's dramatic craft in Act 5, Scenes 5–9 of Macbeth, evaluating how Shakespeare brings the tragedy to its conclusion and shaping a critical personal response supported by textual evidence.
TERM 2	Reading - Drama/ Prose/ Poetry			MOCK EXAMS followed by BOARD EXAMINATIONS 2027							
	Revision										
	Learning Obj										
TERM 2	To consolidate understanding of thedrama nad prose by critically reviewing the development of plot, characters, themes, dramatic techniques and contextual influences, while refining analytical and evaluative responses through close textual analysis. To consolidate understanding of both seen and unseen poetry by reviewing and analysing themes, ideas, language, form, structure and poetic techniques, while developing comparative, analytical and informed personal responses supported by close textual evidence.										
Year 12	W1- Aug last week/Sep 1st Week	WEEK 2- Sep 2nd Week	WEEK 3- Sep 3rd Week	WEEK 4- Sep 4th Week	WEEK 5-Sep 5th/Oct 1st Week	WEEK 6 - Oct 2st Week	WEEK 7 - Oct 4th Week	WEEK 8- Oct 5th Week	WEEK 9- Nov 1st Week	WEEK 10- Nov 2nd Week	
Term1 Unit1	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry & Prose	
	Kite Runner Background & Ch. 1 (3)	Kite Runner Ch. 2-4 (3)	Kite Runner Ch. 5-7 (3)	Kite Runner Ch.8-9 (3)	Eat Me & Chainsaw Versus the Pampas Grass (3)	Material & On Her Blindness (3)	History & The Lammas Hireling (3)	Ode on a Grayson Perry Urn &	Ode on a Grayson Perry Urn & An	Review Study (3)	
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	
Term1 Unit1	To introduce setting and the socio-cultural background;to explore characters & themes DIAGNOSTIC ASSESSMENT	To explore the development and show critical appreciation of the plot,characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations, providing critical viewpoints	

MOCK EXAMS FOLLOWED BY BOARD EXAMINATIONS 2027

YEAR 13	WEEK 11- Dec 1 and 2nd Week	WEEK 12- Jan 1st Week	WEEK 13- Jan 2nd Week	WEEK 14- Jan 3rd Week	WEEK 15- Jan 4th Week	WEEK 16- Feb 1st Week	WEEK 17 - Feb 2nd Week	WEEK 18- Feb 3rd Week	Week 19- Feb 4th Week	WEEK 20- March 1st Week
TERM 2	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry
	Hamlet – Act 3 Scenes 1–2 Learning Obj	Hamlet – Act 3 Scenes 3–4 Learning Obj	Hamlet – Act 4 Scenes 1–3 Learning Obj	Hamlet – Act 4 Scenes 4–7 Learning Obj	Hamlet – Act 5 Scenes 1 Learning Obj	Hamlet – Act 5 Scenes 2 Learning Obj	The Cold Earth Slept Below & Learning Obj	Ode to the West Wind & The Learning Obj	Ode to a Nightingale & Ode on a Learning Obj	Ode on Melancholy & Sonnet on the Sea Learning Obj
	•To analyse the turning point of the tragedy and Hamlet’s internal conflict. Examine “To be or not to be” soliloquy. • Analyse Hamlet and Ophelia’s relationship. • Explore dramatic irony and performance within the play.	•To examine revenge, morality and consequences. Analyse Claudius’ guilt and inner conflict. • Explore Hamlet’s confrontation with Gertrude. • Evaluate Hamlet’s actions and tragic development.	• To examine the consequences of Hamlet’s actions and the movement towards tragedy. Analyse Ophelia’s decline and significance. • Explore Laertes as a foil to Hamlet. • Examine themes of madness, revenge and fate.	• To analyse the themes of madness, revenge and loss while the tragedy heads towards its climax. Analyse Claudius’ response to Hamlet’s actions and his increasing use of manipulation and control. • Examine the development of the conflict between personal grief and political responsibility. • Evaluate Shakespeare’s use of dramatic tension, foreshadowing and plot progression in preparing for the tragic ending.	• To analyse the resolution and Shakespeare’s tragic structure. Examine the graveyard scene and attitudes towards death. • Analyse the final duel and tragic ending. • Evaluate Shakespeare’s presentation of justice and revenge.	• To examine Shakespeare’s exploration of fate, justice and the consequences of human actions. Analyse Hamlet’s transformation and his acceptance of fate, mortality and the uncertainty of human existence. • Examine how the final confrontation reveals the consequences of revenge, betrayal and ambition. • Evaluate Shakespeare’s use of dramatic irony, symbolism and the restoration of order at the conclusion of the tragedy.	• To examine Shelley’s exploration of emotion, nature and isolation. Analyse imagery and emotional expression. • Explore Romantic ideals and personal struggle. • Evaluate Shelley’s poetic techniques.	• To analyse Shelley’s revolutionary imagination and symbolism. Explore symbolism of nature and transformation. • Analyse form, structure and imagery. • Practise AO2-focused poetry analysis.	• To explore Keats’ treatment of beauty, mortality and imagination. Analyse contrasts between reality and permanence. • Examine ode structure and language. • Develop critical interpretations.	•To explore Keats’ presentation of beauty, sadness and nature. Analyse imagery and emotional complexity. • Explore poetic form and rhythm. • Compare Keats with other Romantic poets
	YEAR 13	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week
TERM 2	Reading - Prose- Colonisation and After/Poetry Revision HOD, Lonely Londoners and UnseenPoems (3) Learning Obj									
	Discuss Exam Style Questions - Interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations, providing critical comments.									
YEAR 13	WEEK 21- March 3 nd Week	WEEK 22- March 4th and 5th and April 1st Week	WEEK 23- April 3rd Week	WEEK 24 -April 4th Week	WEEK 25 April -5th Week	Week 26-May 1st Week	Week 27 - May 2nd Week	WEEK 28 -May 3rd Week	WEEK 29 -May 4th Week	WEEK 30 -June 1st Week
TERM 2	To prepare students for Section B essay responses. (3) Learning Obj									
	• Practise unseen-style essay planning. • Strengthen AO1, AO2, AO3 and AO5 responses. • Develop comparison of themes and methods.									
MOCK EXAMS followed by BOARD EXAMINATIONS 2027										