

Long Term Plan – Key Stage 4 - English Literature

The intent of English Literature is to build a love of English through knowledge rich understanding of themes and narratives across the English Heritage, whilst simultaneously building core skills in language analysis, developing transferable and employable critical thinking skills. Our progressive and challenging curriculum will allow pupils develop their ability to use textual references, quotations, and literary devices to make bespoke interpretations and arguments across a variety of genres. Students will be supported in developing knowledge recall, through bespoke knowledge organisers and revision resources. Students will be supported in their own personal development through a variety of extra-curricular activities such as trips to Shakespeare’s Globe, as well as discussing social, moral, cultural, and spiritual concepts found within the texts such as gender and social class.

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Poetry Anthology</p> <ul style="list-style-type: none"> • AO1 Read, understand and respond to core poetry texts by identifying the key themes and narratives. • AO1 Begin to use textual references, including quotations to support and illustrate interpretations. • AO2 Analyse the basics of language, form, and structure used by the poets to create meanings and effects. • AO2 Begin to use relevant subject terminology where appropriate. • AO3 Show an understanding of the relationships between poetry texts and the contexts in which they were written. • AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Prose: A Christmas Carol</p> <ul style="list-style-type: none"> • AO1 Demonstrate an increasing focus on the reading, understanding, and responding to “A Christmas Carol” by demonstrating understanding of key themes and aspects of narrative • AO1 Demonstrate the usage of textual references, including quotations, to support and illustrate interpretations. • AO2 Analyse the language, form and structure used by Dickens to create meanings and effects • AO2 Begin to use subject terminology where appropriate • AO3 Show understanding of the context of Victorian England and aspects from which the text was written. 	<p>Drama: An Inspector Calls</p> <ul style="list-style-type: none"> • AO1 Demonstrate an increasing focus on reading, understanding, and responding to Inspector Calls • AO1 Begin to develop an informed personal response using textual references, including quotations, to support and illustrate interpretations from the play. • AO2 Analyse the language, form and structure used by a playwright to create meanings and effects on the audience. • AO2 Use sustained relevant subject terminology where appropriate. • AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Poetry Anthology II and Unseen Poetry</p> <ul style="list-style-type: none"> • AO1 Read, understand and respond to remaining poetry from the anthology in order to master critical style and create informed personal responses. • AO1 Clearly demonstrate the understanding of themes across texts. Embed knowledge by using a wide range of textual references, including quotations, to support and illustrate interpretations. • AO2 Show assurance in the analysis of language, form and structure used by poets across all anthology texts to create meanings, effects and personal interpretations. • AO2 Demonstrate mastery of understanding by using relevant subject terminology where appropriate. • AO3 Show an understanding of the relationships between all poems, including the contexts in which they were written. 	<p>Shakespeare: Macbeth</p> <ul style="list-style-type: none"> • AO1 Demonstrate an increasing focus on the reading, understanding and responding to Macbeth by identifying and explaining key themes as well as an overview of the play • AO1 Read, understand and respond to extracts from the play in order to maintain a critical style and develop an informed personal response. This includes the use of textual references, including appropriate quotations, to support and illustrate interpretations. • AO2 Analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate. • AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with increasing accurate spelling and punctuation. 	<p>Shakespeare II: Macbeth</p> <ul style="list-style-type: none"> • AO1 Demonstrate a more sustained focus on the reading, understanding and responding to Macbeth by understanding of key themes and overview of the play • AO1 Read, understand and respond to extracts from the play in order to maintain a critical style and develop an informed personal response using textual references, including pertinent and direct quotations, to support and illustrate interpretations. • AO2 Demonstrate assurance in Shakespeare’s use of language, form and structure, meanings and effects, including personal interpretations. • AO2 Demonstrate mastery of understanding by using a wide range of relevant subject terminology where appropriate. • AO4 Use a wide range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Revision Poetry Anthology and Unseen Poetry</p> <ul style="list-style-type: none"> • AO1 Demonstrate a sustained focus on all poetry texts which show full understanding of critical style and informed personal responses. • AO1 Clearly demonstrate the understanding of themes across all poetry texts. Embed knowledge by using a wide range of textual references, including quotations, to support and illustrate interpretations. • AO2 Identify and analyse the language, form and structure used by the poets across all anthology texts to create meanings and effects. Demonstrate mastery in using relevant subject terminology where appropriate. • AO3 Show understanding of the relationships between texts and the contexts in which they were written. 	<p style="text-align: center;">Revision A Christmas Carol / Inspector Calls</p> <ul style="list-style-type: none"> • AO1 Have a sustained focus on reading, understanding, and responding to “Inspector Calls” and “Christmas Carol” by demonstrating understanding the key themes and aspects of narrative • AO1 Demonstrate assurance by using textual references, including quotations, to support and illustrate creative and original interpretations. • AO2 Analyse the language, form and structure used by Dickens and Priestly to create meanings and effects on the audience • AO2 Use a wide range of relevant subject terminology where appropriate. • AO3 Show understanding of the context of Victorian and Jacobean England and aspects from which the texts was written. 	<p style="text-align: center;">Revision Macbeth</p> <ul style="list-style-type: none"> • AO1 Demonstrate a sustained focus on reading, understanding and responding to Macbeth through perceptive understanding of key themes and overview of narrative. • AO1 Read, understand and respond to texts in order to maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. • AO2 Analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate. • AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p style="text-align: center;">Revision Examination Preparation</p>	<p style="text-align: center;">Revision & Final Exam</p>	