

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2
Theme	Tragedy	Identity	GCSE Knowledge Revision	Bespoke Revision/GCSE Exam Prep'
Literary Heritage	Shakespeare	Poetry Anthology		
Text(s)	'Macbeth	Checking out Me History' 'Tissue' 'The Emigree' 'Ozymandias'	Unseen poetry (war conflict on young men): 'Arms and the Boy' by Wilfred Owen 'The Hurt Locker' by Brian Turner Revisiting: 'An Inspector Calls' 'A Christmas Carol'	Revisiting: Poetry Anthology Language Paper 1 Language Paper 2 'Macbeth
Literary Studies	CORE READING SKILLS: analysing language, applying context, embedding literary theory into essays, considering more than one perspective, comparison. CORE KNOWLEDGE: Roman mythology, classical and biblical allusion, Elizabethan era, Shakespearean tragedy, dramatic conventions, foreshadowing, façade and flaw, character development, patriarchy, Simone De Beauvoir (feminism).	CORE READING SKILLS: analysing language, applying context, embedding literary theory into essays, considering more than one perspective, comparison. CORE KNOWLEDGE: British history, diversity and Caribbean heritage, the oral tradition, nostalgia and identity, humanity and freedom, culture and racial identity, racism, discrimination, Carl Jung (analytical psychology).	Revisit: The art of Rhetoric How PAF shapes texts How all text types are different, yet similarly linked How texts have evolved over time How language shapes meaning How to plan, draft and edit composition How context informs meaning Why not analysing through a lens of modern values is important How to link personal, aesthetic appreciation to texts Why having a voice is important How to communicate effectively Using imitation from reading to writing Context over time The difference between narrative, narrator and writer Applying literary theory across all literature texts.	Revisit: Language skills Literature skills SPaG
Writing: Composition and Rhetoric	CORE SKILLS: essay writing of character/theme. MAIN FOCUS OF SKILL: analysing an extract and whole text, selecting and embedding textual evidence, embedding literary theory into essay, applying context, analysing extract and whole text.	CORE SKILLS: comparative essay, memorising key quotations and context. MAIN FOCUS OF SKILL: comparing the perspectives of two texts and organising material using factual detail.		
Grammar and Vocab	GRAMMAR KNOWLEDGE: stage directions and theme, possessive pronouns, tense, sentence demarcation. Apostrophe in omission. Thee, thou and thy. KEY TERMINOLOGY: prologue, tragedy, foreshadowing, dramatic irony, patriarchy, submissive, motif, symbolism, prose, sonnet, soliloquy, conflict, iambic pentameter.	GRAMMAR KNOWLEDGE: organisation: lines, stanzas, enjambment and rhythm Form and meter, rhyme, caesura. KEY TERMINOLOGY: identity, diversity, phonetics, tradition, Standard English, paradox, oppression, Petrarchan, synecdoche, myotomy.		
Oracy	Pedagogical session AIM: teaching peers.	Poem recital AIM: moving and motivating an audience.		