



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Prose: Ghost Boys</b> How does Parker Rhodes present the 'Ghost Boys' and Jerome's reaction to them?</p> <p>Creative Writing: How do establish a cyclical link in my opening and closing paragraph?</p>	<p><b>Prose: Ghost Boys</b> How does Parker-Rhodes show Jerome's journey in the novel?</p> <p>Creative Writing: How do create an effective opening to a story?</p>	<p><b>Shakespeare: Romeo and Juliet</b> How does Shakespeare present Romeo as a Petrarchan lover?</p> <p>Creative Writing: How can I use simile and metaphor to describe a setting?</p>	<p><b>Shakespeare: Romeo and Juliet</b> How does Shakespeare present the theme of power in the play?</p> <p>Creative Writing: How can I use the 5 senses to establish a scene?</p>	<p><b>Literature through the ages Reading</b> How have literary relationships developed through different time periods?</p> <p>Non-Fiction reading: How do writers establish form and formality for an audience?</p>	<p><b>Evolution of Spoken Language</b> What linguistic factors affect spoken language?</p> <p>Non-Fiction writing: How can I use the 5W's to establish purpose, audience, form and formality in an article?</p>
8	<p><b>Prose: Animal Farm</b> How does Orwell use language to present Old Major's dream?</p> <p>Non-Fiction Reading: How do I establish pathos, logos and ethos?</p>	<p><b>Prose: Animal Farm</b> How is Boxer presented by Orwell, and why is his character so important?</p> <p>Non-Fiction writing: How do I use pathos, logos and ethos to structure a speech?</p>	<p><b>Shakespeare: Hamlet</b> How is Hamlet's state of mind shown to deteriorate through the course of the play?</p> <p>Creative Writing: How do I use alliteration and personification to develop a setting?</p>	<p><b>Shakespeare: Hamlet</b> How is the theme of revenge developed in the play?</p> <p>Creative Writing: How can I use drop/shift/zoom in to develop a setting?</p>	<p><b>Poetry: Conflict</b> How is the impact of war presented?</p> <p>Creative writing: How can in media res enhance a description?</p>	<p><b>Theatre in Education:</b> How are play scripts developed to provide a moral message?</p> <p>Creative writing: How can I use theatre and staging to deliver a dramatic monologue</p>
9	<p><b>Drama: The Crucible</b> How is the relationship between John, Elizabeth and Abigail developed?</p> <p>Creative Writing: How can I use extended metaphor to enhance description?</p>	<p><b>Drama: The Crucible</b> How is fear and hysteria developed across the play?</p> <p>Creative Writing: How can I use the drop/shift/zoom in method to structure my writing?</p>	<p><b>Prose: Frankenstein</b> How does Mary Shelley present Frankenstein's monster?</p> <p>Non-Fiction Reading: How do writers establish gothic conventions in their writing?</p>	<p><b>Prose: Frankenstein</b> How is Frankenstein presented as a 'monster' in the novel?</p> <p>Non-Fiction Writing: How can I use gothic conventions to write a genre piece?</p>	<p><b>Poetry: Different Cultures</b> How is the theme of inequality presented across a series of poems?</p> <p>Non-Fiction reading: How do writers highlight societal issues for minorities?</p>	<p><b>Poetry: Different Cultures</b> How is the theme of identity presented across a series of poems?</p> <p>Non-Fiction writing: How do I use rhetorical devices to impact a reader?</p>
10	<p><b>Shakespeare: Macbeth</b> How is the relationship between Macbeth and Lady Macbeth presented?</p> <p>English Language Paper 1: How are texts structures to interest a reader?</p>	<p><b>Shakespeare: Macbeth</b> How is order and disorder developed across the play?</p> <p>English Language Paper 1: How do I successfully evaluate a statement of intent in a text?</p>	<p><b>Modern Drama: An Inspector Calls</b> How are the character of Sheila and Mr Birling shown to be different from one another?</p> <p>How are generational conflicts established by Priestly?</p>	<p><b>Poetry</b> Anthology: How is the conflict of war presented in two poems?</p> <p>Unseen: How do I develop analysis of a theme?</p>	<p><b>Poetry</b> Anthology: How is the conflict of identity presented in two poems?</p> <p>Unseen: How do I compare similarities and differences in two poems?</p>	<p><b>English Language Paper 1</b> How do I plan for a narrative or descriptive piece of creative writing?</p> <p><b>Spoken Language: My Hero</b> How do I use spoken language features to articulate a point of view?</p>
11	<p><b>Prose: Jekyll and Hyde</b> How does Stevenson present sympathy for Jekyll?</p> <p><b>English Language Paper 2</b> How do I effectively summarise similarities and differences between texts?</p>	<p><b>Prose: Jekyll and Hyde</b> How are the effects of science presented in the novel?</p> <p><b>English Language Paper 2</b> How do I evaluate and compare writers intention across two texts?</p>	<p><b>Literature Revision + Interleaved Language Lessons</b> How do I level up my analysis of form, structure and language?</p>	<p><b>Literature Revision + Interleaved Language Lessons</b> How can I effectively improve my essay writing skills?</p>	<p><b>Personalised Revision</b></p>	<p><b>Personalised Revision</b></p>



12	<p><b>The Great Gatsby + Pre-1900 Poetry Comparison</b> In what way is selfishness in love shown?</p> <p><b>Othello</b> How is Othello and Desdemona's love shown as idealistic?</p>	<p><b>The Great Gatsby + Pre-1900 Poetry Comparison</b> How is passion presented compared across two texts?</p> <p><b>Othello</b> In what way are the women of the play subjugated?</p>	<p><b>The Great Gatsby + Pre-1900 Poetry Comparison</b> How is loss of love presented compared across two texts?</p> <p><b>Othello</b> In what way are the women of the play subjugated?</p>	<p><b>Unseen Poetry (Love Through the Ages)</b> How do I critically compare a theme across two texts?</p> <p><b>Unseen Prose (Love Through the Ages)</b> How do societal beliefs and attitudes affect authorial intent?</p>	<p><b>NEA: Goblin Market</b> In what way do a Feminist/Marxist/Postcolonial/Psychoanalytical reading affect our interpretation of Rosetti's Goblin Market?</p> <p><b>Unseen Prose (Love Through the Ages)</b> In what way do a Feminist/Marxist/Postcolonial/Psychoanalytical reading affect our interpretation of a text?</p>	Personalised Revision
	<p><b>The Handmaid's Tale</b> How are micro and macro rebellions presented and developed across the text?</p> <p><b>A Streetcar Named Desire/Duffy's Feminine Gospel</b> How do writers present issues of gender and class?</p> <p><b>NEA Coursework: Student's own composition</b></p>	<p><b>The Handmaid's Tale</b> How is the concept of freedom used to shape the novel?</p> <p><b>A Streetcar Named Desire/Duffy's Feminine Gospel</b> How do writers present issues of sex and identity?</p> <p><b>NEA Coursework: Student's own composition</b></p>	<p><b>A Streetcar Named Desire/Duffy's Feminine Gospel</b> How do writers present the theme of culture and relationships?</p> <p><b>Unseen Poetry + Prose Revision</b> How do I level up my critical analysis?</p>	<p><b>Gatsby/Pre-1900 Poetry Revision</b> How do I level up my analysis of form, structure and language?</p> <p><b>Othello</b> How do I level up my context and critical theory?</p>	Revision – Paper 1	

**Curriculum Intent: To teach an inspiring and broad curriculum that exposes students to a rich cultural bed of literature and language that will empower their voices, allowing them to succeed in functional English and as English academics.**