

Subject: English Language and Literature Curriculum Map 2024 -25			
Year 7	Content	Skills and knowledge	Assessments/Checkpoints
<b>Autumn 1</b>	The Village Project  Library lesson: 1 per fortnight	Improved vocabulary. Understanding different writing styles and appropriate register. Linking paragraphs. Writing skills Persuasive techniques. Understanding characterisation & writing using an analytical paragraph – introduce What? How? Why? Introduction to the Romantic. Understanding of Victorian inequality <u>Spoken Language</u> – how to create understanding through delivery of a poem. GCSE Link to the power of nature and common themes in Wordsworth’s poetry.	<u>Assessment:</u> <u>Vocabulary / Writing.</u> <ul style="list-style-type: none"> <li>15 definitions of Tier 2/3 vocabulary</li> <li>Write a persuasive speech on??</li> </ul> <u>Spoken Language:</u> <ul style="list-style-type: none"> <li>Poetry Recital: <i>Daffodils</i> by W. Wordsworth OR</li> <li>deliver persuasive speech.</li> </ul>
<b>Autumn 2</b>	Myths and legends  Library lesson: 1 per fortnight	Improved vocabulary. Interpret texts, using understanding of myths Structure mythic stories and create characters worthy of mythical status Use a range of language techniques to make own myths exciting <u>Spoken Language:</u> <i>The Kraken</i> has imagery/context (hellmouth etc.) that links to COTLB by Tennyson. Link to GCSE poem and common themes/ideas/context There is a PPT (monster drawing etc.) on the shared drive and more detail about the poem.	<u>Assessment:</u> <u>Vocabulary/Writing</u> <ul style="list-style-type: none"> <li>15 definitions of Tier 2/3 vocabulary</li> <li>Write the opening of a hero’s quest</li> </ul> <u>Spoken Language:</u> <ul style="list-style-type: none"> <li>Poetry recital: <i>The Kraken</i> By Tennyson</li> </ul>
<b>Spring 1</b>	Development of the English Language/Chaucer  Library lesson: 1 per fortnight	Improved vocabulary. Understand the development of the English Language. Introduction To Chaucer. Understanding characterisation & writing using an analytical paragraph – What? How? Why? <u>Spoken Language:</u> Creating mood and atmosphere through description of setting in a poem.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>15 definitions of Tier 2/3 vocabulary</li> <li>Analyse an extract: ‘Compare how Chaucer presents the character of the Miller and the Knight in these extracts from the <i>Canterbury Tales</i>?’</li> </ul> <u>Spoken Language</u> <ul style="list-style-type: none"> <li>Poetry recital: First 18 lines of <i>The General Prologue of the Canterbury Tales</i> by Chaucer.</li> </ul>

Year 7	Content	Skills and knowledge	Assessments/Checkpoints
<b>Spring 2</b>	Introduction to Shakespeare Library lesson: 1 per fortnight	Improved vocabulary. Contextual understanding Focus on plot, tropes and genres Analysis of language	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>15 definitions of Tier 2/3 vocabulary</li> </ul> <u>Reading:</u> <ul style="list-style-type: none"> <li>An analytical task based on a Shakespeare extract(s)</li> </ul>
<b>Summer 1</b>	The Breadwinner  Library lesson: 1 per fortnight	Improved vocabulary. Understand the contextual factors connected to this text – e.g. the war in Afghanistan Whole text structure The features of a story: characterisation, setting, plot, mood and atmosphere. How to analyse Ellis’ use of language and write in an academic style. Oracy.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>Match 15 definitions of Tier 2/3 vocabulary</li> <li>Analyse a short section of text for mood and atmosphere.</li> </ul> <u>Spoken Language:</u> <ul style="list-style-type: none"> <li>Poetry Recital: <i>Refugee</i> by Brian Bilston</li> </ul>
<b>Summer 2</b>	Poetry Poetry Anthology and/or Lady of Shalott  Library lesson: 1 per fortnight	Improved vocabulary. Understand the different forms and use of 1 <sup>st</sup> /3 <sup>rd</sup> person: Ballad – Frankie and Jonny/Ode to Hillsborough Haiku - Sonnet – link to Ozymandias Dramatic monologue – link to London/MLD Limerick - Blank verse – Link to Shakespeare Kennings - link to Beowulf Analysis of use of language and form	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>Match 15 definitions of Tier 2/3 vocabulary</li> </ul> <u>Spoken Language:</u> <ul style="list-style-type: none"> <li>Poetry recitals and memorisation</li> </ul> <u>Reading:</u> <ul style="list-style-type: none"> <li>Analysis of 2 poems or one long narrative poem</li> </ul>

Year view Subject: English Language and Literature Curriculum Map 2024 -25			
Year 8	Content	Skills and knowledge	Assessments/Checkpoints
<b>Autumn 1</b>	<p>Noughts and Crosses:</p> <p>Library lesson: 1 per fortnight.</p>	<p>Improved vocabulary.</p> <p>Building on skills learned in year 7 The Breadwinner: character, setting, plot</p> <p>Building on skills learned about how to write about a character from Year 7 Chaucer</p> <p>Identify the features of a dystopian novel</p> <p>Develop an understanding of ideas about race in society</p> <p>Develop an understanding of the Dystopian genre</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading:</u></p> <ul style="list-style-type: none"> <li>• 15 definitions of Tier 2/3 vocabulary</li> <li>• Extract: How Does the writer present the characters of Sephy and Callum?</li> </ul> <p><u>Spoken Language:</u></p> <p>Poetry recital: 'The Horses' by Edwin Muir.</p> <p>There is a PPT on the drive if you want to look at this poem in more detail. This poem could be learnt over the whole term or learnt up to a suitable halfway point and then do <i>Hawk Roosting</i> in the 2<sup>nd</sup> half term</p>
<b>Autumn 2</b>	<p>Finish reading Noughts and Crosses And Dystopian Fiction</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Look at extracts from dystopian literature and analyse for conventions, techniques, structure</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> <li>• 15 definitions of Tier 2/3 vocabulary</li> <li>• Creative Writing - Create the opening to a dystopian story.</li> </ul> <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> <li>• Poetry recital: 'The Horses' by Edwin Muir.</li> </ul> <p>There is a PPT on the drive if you want to look at this poem in more detail. This poem could be learnt over the whole term or learnt up to a suitable halfway point and then do <i>Hawk Roosting</i> in the 2<sup>nd</sup> half term</p>
<b>Spring 1</b>	<p>Victorian childhood Non-fiction reading and writing Persuasive speech</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Links to Charles Dickens' A Christmas Carol/ Pre 1914 GCSE Literature.</p> <p>Understanding context.</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> <li>• 15 definitions of Tier 2/3 vocabulary</li> <li>•</li> </ul> <p><u>Spoken Language:</u></p> <p><i>Chimney Sweep</i> by William Blake</p>

Year 8	Content	Skills and knowledge	Assessments/Checkpoints
<b>Spring 2</b>	Shakespeare: <i>Merchant of Venice</i>  Library lesson: 1 per fortnight	Improved vocabulary. Build on skills learned in year 7 Julius Caesar Study Shakespeare's dramatic methods Analyse stagecraft and apply it to a production Consider how the play fits the tragic genre Practise how to perform a scene	<u>Assessment:</u> <u>Vocabulary/Writing</u> <ul style="list-style-type: none"> <li>• 15 definitions of Tier 2/3 vocabulary</li> <li>• Analysis of small sections</li> </ul> <u>Spoken Language</u> Perform a scene from the play and write up an analysis of the stagecraft choices which you made
<b>Summer 1</b>	Rhetorical Writing Library lesson: 1 per fortnight	Improved vocabulary. Understanding Pathos, ethos, logos and applying it to writing.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>• 15 definitions of Tier 2/3 vocabulary</li> </ul> <u>Spoken Language:</u> <ul style="list-style-type: none"> <li>• Speaking in a debate with confidence.</li> </ul>
<b>Summer 2</b>	Arthur Conan Doyle Sherlock Holmes The Speckled Band  Library lesson: 1 per fortnight	Improved vocabulary.  Understanding how to write about character and how a writer creates atmosphere.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>• 15 definitions of Tier 2/3 vocabulary</li> <li>• Analytical piece on authorial methods and effect.</li> </ul>

Year 9	Content	Skills and knowledge	Assessments/Checkpoints
<b>Autumn 1</b>	<p>Introduction to the Gothic</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <ul style="list-style-type: none"> <li>○ Read a wide range of texts and discuss how writers use and adapt gothic conventions.</li> <li>○ Learn that the gothic genre reflects fears common to society at the time.</li> </ul> <p>Develop their understanding of the concept of ‘otherness’ in relation to contemporary views.</p> <ul style="list-style-type: none"> <li>○ Creating fear and suspense in written texts through the use of structural techniques.</li> </ul> <p>Dance of Death- there is a link to a gothic LEGO animation of the reading of the poem on the drive. <a href="#">LEGO-Animation: Goethe: "Dance of Death" (english version) (youtube.com)</a></p> <p>Create a factsheet outlining gothic conventions</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Writing:</u></p> <ul style="list-style-type: none"> <li>● 15 definitions of Tier 2/3 vocabular</li> <li>● Creating a beginning to a gothic story (mood and atmosphere, characterisation, gothic conventions)</li> </ul> <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> <li>● Poetry Recital: <i>The Dance of Death</i> Goethe</li> </ul>
<b>Autumn 2</b>	<p>Frankenstein The Play</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>An understanding of the marginalisation of those considered ‘other’.</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> <li>● 15 definitions of Tier 2/3 vocabulary</li> <li>● Analysing the birth scene – chp 5 of the <b>novel</b>.</li> </ul> <p><u>Spoken Language:</u></p> <p>Poetry Recital: <i>The Raven</i></p>
<b>Spring 1</b>	<p>Animal Farm.</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Improve analysis of language skills linking to GCSE.</p> <p>Improve understanding of context and how to incorporate it into an essay.</p> <p>Improve academic writing style</p> <p>Understand the idea of concepts in more detail</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> <li>● 15 definitions of Tier 2/3 vocabulary</li> </ul> <p><u>Spoken Language:</u></p>
<b>Spring 2</b>	<p>Animal Farm</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Improve analysis of language skills linking to GCSE.</p> <p>Improve understanding of context and how to incorporate it into an essay.</p> <p>Improve academic writing style</p> <p>Understand the idea of concepts in more detail</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> <li>● 15 definitions of Tier 2/3 vocabulary</li> <li>● Analytical piece on writer’s aims and method</li> </ul>

Year 9	Content	Skills and knowledge	Assessments/Checkpoints
<b>Summer 1</b>	Shakespeare.: <i>Romeo and Juliet</i>  Library lesson: 1 per fortnight	Improved vocabulary. Build on skills learned in <i>Introduction to Shakespeare</i> (y7) and <i>Merchant of Venice</i> (y8) Apply knowledge of the tragic genre and key tragedy vocabulary to the play Watch a full play version – analyse stagecraft and apply it to a production Analyse key scenes, learning how to make links to the text as a whole	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>• 15 definitions of Tier 2/3 vocabulary</li> <li>•</li> </ul> <u>Reading:</u> <u>Spoken Language:</u> Pilgrim sonnet.
<b>Summer 2</b>	GCSE Poetry – Cluster 1 War or transition unit on AIC.  Library lesson: 1 per fortnight	Improved vocabulary. Build on knowledge of poetry learned in years 7 + 8 Study each of the 4 poems in detail, understanding the poet’s choices and their intentions Make connections between the poems Learn how to write a comparative essay	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> <li>• 15 definitions of tier 2/3 vocabulary</li> <li>• Poetry comparison – Dulce and The Soldier</li> </ul> <u>Spoken Language:</u> <i>London</i> By Blake

Year 10	Content	Skills and knowledge	Assessments/Checkpoints
<b>GCSE Language: AQA GCSE Literature: AQA</b>			
<b>Autumn 1</b>	<p><u>Literature:</u> 19<sup>th</sup> Century Novel: <i>A Christmas Carol</i></p> <p><u>Language:</u> Paper 1. Q5</p>	<p>Build on knowledge of 19<sup>th</sup> Century Literature and extract/ whole text analysis Read the text and study each chapter in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Understand and build on knowledge of descriptive and narrative writing. Broaden vocabulary. File of vocabulary will be on the Drive.</p>	<p><u>Literature</u> Summative <i>How does Dickens present the character of Scrooge at the beginning of the novella?</i></p> <p><u>Language:</u> Completed Q5 task.</p>
<b>Autumn 2</b>	<p><u>Literature:</u> 19<sup>th</sup> Century Novel: <i>A Christmas Carol.</i> Unseen poetry</p> <p><u>Language:</u> Paper 1 Q1-4</p>	<p>Build on knowledge of 19<sup>th</sup> Century Literature and extract/ whole text analysis Read the text and study each chapter in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Understand and build on knowledge of descriptive and narrative writing. Broaden vocabulary. File of vocabulary will be on the Drive.</p>	<p><u>Literature</u> Summative <i>A Christmas Carol</i> – past paper question</p> <p><u>Language:</u> Paper 1 Q1-4</p>
<b>Spring 1</b>	<p><u>Literature:</u> Poetry Anthology: Cluster 2</p> <p>Unseen poetry</p> <p><u>Language:</u> Paper 2 Reading</p>	<p>Improved vocabulary. Knowledge of poetic techniques. Study each of the 5 poems in detail, understanding the poet's choices and their intentions. Make connections between the poems and the 5 poems taught in Summer 2 (Year 9). Study the contexts of the poems including when they were written and any events in the poet's life which influenced their writing Interleaved revision: quotations analysis from <i>A Christmas Carol</i></p> <p>Apply knowledge of how to analyse poetry to unseen texts How to analyse writers' methods Learn how to craft a response</p> <p>Teach inference skills (Q2) and synthesis, how to analyse language (Q3) and how to compare writers' perspectives (Q4)</p>	<p><u>Literature:</u> Summative: <i>How Does ? present power/conflict? in this poem and one other from poems you have studied?</i></p> <p><u>Language</u> Formative Paper 2 reading Q1-4 (Summative will be mocks)</p>

Year 10	Content	Skills and knowledge	Assessments/Checkpoints
<b>Spring 2</b>	<p><u>Literature:</u> <i>An Inspector Calls</i></p> <p><u>Language:</u> Paper 2 Writing Prep for Spoken Language NEA</p>	<p>Improved vocabulary. Read the text and study play in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Interleaved revision: quotations analysis from <i>A Christmas Carol</i> Build on knowledge of non-fiction texts - discuss the articles which have been sent home every week – have they been reading them and what have they learned about non-fiction writing? Build on knowledge from year 9 of the art of rhetoric Build up a bank of forceful and positive vocabulary Practise how to write forcefully in order to convey a viewpoint</p>	<p><u>Literature:</u> Formative: Analytical responses on character and plot devices.</p> <p><u>Language:</u> Formative Q5 (Summative will be mocks)</p>
<b>Summer 1</b>	<p><i>An Inspector Calls</i></p> <p><u>Language:</u> Mock Revision Paper 2</p>	<p>Improved vocabulary. Read the text and study play in detail Make connections to contextual knowledge of the texts (this is tested on in the exam) Consider authorial intention Learn how to respond to the exam-based questions Interleaved revision: quotations analysis from <i>A Christmas Carol</i>. Preparation for the mock exams - Teach how to revise for English Interleaved revision: quotations analysis from <i>A Christmas Carol</i></p>	<p><u>Literature:</u> Summative: Past question paper</p> <p><u>Language:</u> Mock Revision</p> <p><u>Mock Exams:</u> <b>Summative</b> <b>Language</b>-Paper 2: Reading Q1-4 <b>Literature</b>- <i>A Christmas Carol</i></p>
<b>Mocks</b>	Spoken Language NEA after mocks		
<b>Summer 2</b>	<p><u>Literature:</u> Unseen Poetry</p> <p><u>Language:</u> Spoken Language NEA</p>	<p>Improved vocabulary. Apply knowledge of how to analyse poetry to unseen texts How to analyse writers' methods Learn how to craft a response</p>	<p><u>Literature</u> <u>Language:</u> Formative Unseen poetry analysis (Summative will be mocks)</p> <p><u>Spoken Language</u> videos to be assessed</p>



Year view Subject: English Literature		Curriculum Map 2024 -25	
Year 11	Content	Skills and knowledge	Assessments/Checkpoints
<b>GCSE Language and Literature: AQA</b>			
<b>Autumn 1</b>	<u>Literature</u> <i>Macbeth</i>	Apply knowledge of the tragic genre and key tragedy vocabulary to the play Watch a full play version – analyse stagecraft and apply it to a production Analyse each key, learning how to make links to the text as a whole Consider contextual factors including kingship, the supernatural, the gunpowder plot, dual context Understand Shakespeare’s intentions in writing the play  Improved vocabulary. Knowledge of poetic techniques. Study each of the 5 poems in detail, understanding the poet’s choices and their intentions. Make connections between the poems and the other 10 poems from the anthology Study the contexts of the poems including when they were written and any events in the poet’s life which influenced their writing Explicitly teach how to write a comparative poetry essay.	<u>Literature</u> Formative (summative will be mocks) <i>Macbeth</i>
	Poetry Anthology Cluster 3  <u>Language (AQA)</u> Paper 1 Reading Q1-4	Build on skills of retrieving information from a text How to analyse language (Q2), whole text structure (Q3) and evaluation of a statement (Q4)	<u>Formative</u> <i>How does the poet present the power of??In this poem and one other from the anthology?</i>  <u>Language</u> Formative (Summative will be mocks) Paper 1 Reading Q1-4
<b>Autumn 2</b>	<i>Macbeth</i>  Poetry Anthology Cluster 3  Revision  <u>After mocks – Literature</u> Unseen poetry	Revision of poetry and Macbeth ready for the mocks  Build on knowledge of studying plays Understand what is meant by stagecraft and dramatic methods, applying both to An Inspector Calls Read and watch the play Understand the concepts of socialism, Marxism, which are both key to Priestley’s intention	<u>Mock Exams:</u> <u>Literature</u> Summative: <i>Macbeth</i> Poetry comparison  <u>Language:</u> Summative: Language Paper 1 Reading  <u>Literature</u> Formative: 24 mark Question

Year 11	Content	Skills and knowledge	Assessments/Checkpoints
<b>Spring 1</b>	<u>Language</u> Paper 1 Writing  <u>Literature</u> Poetry Anthology Unseen poetry	Build on knowledge of descriptive and narrative writing, broaden vocabulary  Make connections between the poems and the 10 poems taught in year 10 Teach 8 mark question.	<u>Language:</u> <u>Writing question</u> Formative + summative –past paper  <u>Literature</u> Formative + summative – nature question comparing 2 poems 8 mark question unseen
<b>Spring 2</b>	Revision of Language Paper 2  Revision of all Literature texts (An Inspector Calls, Poetry, A Christmas Carol, Macbeth)	Completing past papers to perfect exam technique  Learning quotations Completing past papers to perfect exam technique	Practice papers
<b>Summer 1</b>	Revision	Revision	Practice papers
	Study Leave	Study Leave	Study Leave

Year view Subject: English Literature Curriculum Map 2024 -25				
NB Students have 5 lessons per week in Year 13				
Year 12/13	Content	Skills and knowledge	Assessments/Checkpoints	Comments *
<b>Autumn Term 1</b>	Introduction to Political and Social Protest Literature  <b>Teacher 1:</b> <i>The Handmaid's Tale</i>  <b>Teacher 2:</b> William Blake's <i>Songs of Innocence and Experience</i>	Understand the genre and its origins Learn key terminology and how to apply it to the genre Detailed study texts Connection to contextual factors and how this impacts the writing of these texts. Connect to elements of PSPL	<b>Year 13</b> only NEA essays to be marked and redrafted for final deadline (December)  Paper 2 Section A extract question	
<b>Autumn Term 2</b>	<b>Year 13 only</b> Interleave revision of Tragedy unit	Detailed study of the poems Connection to contextual factors and how this impacts Blake's writing	Paper 2 Section B debate response for <i>HMT</i> and Blake <i>SOIAE</i> .  Mock Examination	
<b>Spring Term 1</b>	<i>The Kite Runner</i> Teacher 1 <i>Unseen</i> response Teacher 2	Detailed study of the text Connection to contextual factors and how this impacts the writing of these texts Connect to elements of PSPL	Paper 2 Section C debate response essay (on two texts)	
<b>Spring Term 2</b>	<b>Year 13 Revision of all texts</b> Year 12 – Teaching of Critical Theory and prep for NEA		<b>Practice papers – Year 13</b>	
<b>Summer Term 1</b>	<b>Year 13 Revision of all texts</b> Year 12 Critical theory and NEA; Introduction to Tragedy and Othello	Exam technique Year 13 Taught element – using critical anthology teach the 6 theories Marxism / Feminism / Post-Colonial / Narrative / Eco-critical / The Literary Canon	<b>Practice papers – Year 13</b> Submission of detailed essay plan And first draft	
<b>Summer Term 2</b>	<b>Study Leave Year 13</b> Year 12 – NEA essay 1 Othello	Application of these elements to their own texts. Analysis of stagecraft, language and tragic genre <b>Study Leave Year 13</b>	<b>Study Leave Year 13</b> Draft NEA Copy	<b>Study Leave Year 13</b>

Year view Subject: English Language Curriculum Map 2025 -26				
Students have 5 lessons per week in year 12				
Year 12/13	Content	Skills and knowledge	Assessments/Checkpoints	Comments *
<b>Autumn Term 1</b>	Introduction to tragedy  Teacher 1: Othello Teacher 2: Death of a Salesman	Understand the history of the Tragic genre  Understand the history of the Tragic genre Begin to apply the genre to a range of texts Learn key terminology and how to apply it Detailed study of Othello Acts 1 and 2 Detailed study of Death of a Salesman	Paper 1 Section A Othello extract essay  Paper 1 section C <i>DOAS</i> and Aspects of Tragedy essay. Focus on writing an introduction.	If they have studied at EGS in Y7-11 they will have good knowledge of the Tragedy Genre
<b>Autumn Term 2</b>	Teacher 1: Othello Teacher 2: Death of a Salesman	Begin to apply the genre to a range of texts Learn key terminology and how to apply it Detailed study of Othello Acts 1 and 2 Detailed study of Death of a Salesman	Paper 1 section B <i>Othello</i> essay Paper 1 Section C <i>Death of a Salesman</i> debate essay	
<b>Spring Term 1</b>	Teacher 1: Othello	Detailed study of Othello Acts 3-5 with application of tragedy	Paper 1 Section B <i>Othello</i> debate question	
<b>Spring Term 2</b>	Teacher 2: Keats – Lamia, The Eve of St. Agnes, La Belle Dame sans Mercy, Isabella	Detailed study of Keats Poetry with application of tragedy	Paper 1 Section C <i>Death of a Salesman</i> and <i>Keats</i> debate question	
<b>Summer Term 1</b>	Non-Examined Assessment	Taught element – using critical anthology teach the 6 theories Marxism / Feminism / Post-Colonial / Narrative / Eco-critical / The Literary Canon Application of these elements to their own texts	Mock examination Paper 1 Section A and C	
<b>Summer Term 2</b>	NEA	Application of above elements to their own texts	Submission of detailed essay plan And first draft	