

Subject: English Language and Literature Curriculum Map 2025-2026			
Year 7	Content	Skills and knowledge	Assessments/Checkpoints
Autumn 1	<p>The Village Project</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Understanding different writing styles and appropriate register.</p> <p>Linking paragraphs. Writing skills</p> <p>Persuasive techniques.</p> <p>Understanding characterisation & writing using an analytical paragraph – introduce What? How? Why?</p> <p>Introduction to the Romantic. Understanding of Victorian inequality</p> <p><u>Spoken Language/oracy</u> – how to create understanding through delivery of a poem. GCSE Link to the power of nature and common themes in Wordsworth’s poetry.</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary / Writing.</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Write a persuasive speech applying for the job of mayor. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Poetry Recital: <i>Daffodils</i> by W. Wordsworth (HWK task) • Deliver persuasive speech. <p>CAREERS: English leading to a fulfilling career. Politics Local Government Leadership roles</p>
Autumn 2	<p>Myths and legends</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Interpret texts, using understanding of myths</p> <p>Structure mythic stories and create characters worthy of mythical status</p> <p>Use a range of language techniques to make own myths exciting</p> <p><u>Spoken Language/oracy:</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.</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Write the opening of a hero’s quest <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Poetry recital: <i>The Kraken</i> By Tennyson. (HWK task)
Spring 1	<p>Development of the English Language/Chaucer</p>	<p>Improved vocabulary.</p> <p>Understand the development of the English Language.</p> <p>Introduction To Chaucer.</p> <p>Understanding characterisation & writing using an analytical paragraph – What? How? Why?</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Analyse an extract: ‘<i>Compare how Chaucer presents the character of the Miller and the Knight in these extracts from the Canterbury Tales?</i>’

	Library lesson: 1 per fortnight	<u>Spoken Language/oracy:</u> Creating mood and atmosphere through description of setting in a poem.	<u>Spoken Language</u> <ul style="list-style-type: none"> Poetry recital: First 18 lines of <i>The General Prologue of the Canterbury Tales</i> by Chaucer. CAREERS: Museum curator Playwright or author Podcasts and radio production. Researcher/producer
Spring 2	Introduction to Shakespeare Library lesson: 1 per fortnight	Improved vocabulary. Knowledge of and understanding of Shakespeare's world and improve knowledge of early modern English. Link to AO3/AO1 Begin to understand and analyse Shakespeare's use of language and structure. Link to AO2 Non-fiction writing: Begin to understand purpose, tone and register. Link to GCSE English Language Paper 2 Q5.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary <u>Reading:</u> How does Shakespeare use language to present Hamlet's character during this scene? <u>Spoken Language:</u> <i>Sonnet 18</i> by William Shakespeare.
Summer 1	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. Spoken language/Oracy.	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> Match 15 definitions of Tier 2/3 vocabulary Analyse a short section of text for mood and atmosphere. EoY exam will be the assessment. <u>Spoken Language:</u> <ul style="list-style-type: none"> Poetry Recital: <i>Refugee</i> by Brian Bilston

Autumn 2	<p>The Speckled Band</p> <p>Library lesson: 1 per fortnight</p>	<p>Builds on what makes a hero and Villain from Y7</p> <p>Elements of the gothic</p> <p>Conventions of detective fiction</p> <p>Links to 19th Century novel at GCSE</p> <p>Links to AIC at GCSE (detective genre)</p> <p>Victorian England</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Starting with this extract, explore how Conan Doyle presents Dr. Roylott as a typical villain in <i>The Speckled Band</i>. • Spoken Language: POEM NEEDED
Spring 1	<p><i>Heroes</i> by Robert Cormier</p> <p>Library lesson: 1 per fortnight</p>	<p>Themes and concepts: Identity, Heroism, Trauma, Reputation, Masculinity, Public. V. Private identity.</p> <p>Link to GCSE texts: Macbeth (hero/trauma/reputation/I.D, app V Reality), AIC (reputation, identity, masculinity, power and corruption), P and C poetry anthology (Power and Conflict). ACC (reputation, trauma of poverty, I.D.).</p> <p>Context: WW11, Post-war USA. Women in the 20th century.</p> <p>Key Knowledge:</p> <p>Improved Vocabulary. Improved understanding of how to write about a text and analyse language, theme, structure and character.</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Reading:</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Extract: How Does the writer present the character of... <p><u>Spoken Language:</u></p> <p>Poetry recital: <i>Drummer Hodge</i> by Thomas Hardy.</p>
Spring 2	<p><i>Heroes</i> by Robert Cormier.</p> <p>Dystopian Fiction Short Stories</p> <p>Library lesson: 1 per fortnight.</p>	<p>Finish reading if needed.</p> <p>Identify the features of a dystopian novel using a range of short stories.</p> <p>Develop an understanding of ideas about dystopian societies</p> <p>Develop an understanding of how to create an interesting story that follows the conventions of dystopian fiction. Build on Y7 skills: create a character, setting, plot etc.</p>	<p><u>Spoken Language:</u> The Museum of Obsolescence by Tracy. K. Smith</p> <p><u>Assessment:</u></p> <p><u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Creative Writing - Create the opening to a dystopian story. <p><u>Spoken Language:</u></p> <p>Poetry recital: The Museum of Obsolescence by Tracy. K Smith</p> <p>The Museum of Obsolescence by Tracy K. Smith - Poem Analysis</p>

<p>Summer 1</p>	<p>Shakespeare: Merchant of Venice</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Build on skills learned in year 7: <i>Julius Caesar</i></p> <p>Study Shakespeare's dramatic methods</p> <p>Analyse stagecraft and apply it to a production</p> <p>Consider how the play fits the tragic genre</p> <p>Practise how to perform a scene</p>	<p><u>Assessment/Reading:</u></p> <ul style="list-style-type: none"> • <i>Act 1 sc3. Explore how far is Shylock presented as a Jewish person in Venice in two scenes?</i> • EoY exam will be the assessment <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary <p>Spoken Language: Perform a scene from the play and write up an analysis of the stagecraft choices which you made.</p>
<p>Summer 2</p>	<p>The Art of Rhetoric + <i>Relationship poetry</i></p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary.</p> <p>Understanding of pathos, logos, ethos and persuasive techniques and how to use them effectively in a piece of writing. link to GCSE English Language Paper 2 Q5.</p> <p>Cultural capital.</p>	<p><u>Assessment:</u></p> <p><u>Vocabulary/Writing</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • Speech persuading people to support a charity of students' choice <p><u>Spoken Language:</u> <i>If</i> by Rudyard Kipling</p> <p>CAREERS: Advertising Politics and speech writing Charity worker.</p>

Year view Subject: English Language and Literature		Curriculum Map 2025-2026	
Year 9	Content	Skills and knowledge	Assessments/Checkpoints
Autumn 1	Introduction to the Gothic Library lesson: 1 per fortnight	Improved vocabulary. <ul style="list-style-type: none"> Read a wide range of texts and discuss how writers use and adapt gothic conventions. Learn that the gothic genre reflects fears common to society at the time. Develop understanding of the concept of 'otherness' in relation to contemporary views. <ul style="list-style-type: none"> Creating fear and suspense in written texts through the use of structural techniques. Create a factsheet outlining gothic conventions Cross curricular: German.	<u>Assessment:</u> <u>Vocabulary/Writing:</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Creating a beginning to a gothic story (mood and atmosphere, characterisation, gothic conventions) <u>Spoken Language:</u> <ul style="list-style-type: none"> Poetry Recital: <i>The Dance of Death</i> Goethe: LEGO-Animation: Goethe: "Dance of Death" (english version) (youtube.com)
Autumn 2	Frankenstein The Play Library lesson: 1 per fortnight	Improved vocabulary. An understanding of the marginalisation of those considered 'other'. Using an anonymous assessment from Autumn 1, pupils annotate it using their factsheet from Autumn 1 and write a paragraph analysing it for gothic conventions - link to GCSE	<u>Assessment:</u> <u>Vocabulary/Reading</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Analysing the birth scene – chp 5 of the novel. <u>Spoken Language:</u> Poetry Recital: <i>The Raven</i> CAREERS: IT Robotics AI development
Spring 1	Animal Farm. Library lesson: 1 per fortnight	Improved vocabulary. Improve analysis of language skills linking to GCSE. Improve understanding of context and how to incorporate it into an essay. Improve academic writing style Understand the idea of concepts in more detail	<u>Assessment:</u> <u>Vocabulary/Writing/Spoken language</u> <ul style="list-style-type: none"> 15 definitions of Tier 2/3 vocabulary Write a persuasive speech based on analysis of Old Major's speech (peer assess) Delivery of the ideas in the speech (teacher assess) <u>Spoken Language:</u> <i>View of a Pig</i> by Ted Hughes

			<p>CAREERS: Spoken language skills Public relations Environment and ecology.</p>
<p>Spring 2</p>	<p>Animal Farm</p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary. Introduction to Orwell. Improve analysis and application of language skills linking to GCSE English Literature and Language. Improve understanding of context. Link to GCSE English Literature. Understand the idea of concepts in more detail linking to GCSE. Assessment in GCSE extract -style.</p>	<p><u>Assessment:</u> <u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary. • How does Orwell present Napoleon to explore ideas about power and corruption? [20 marks]. <p><u>Spoken Language:</u> <i>The Tyger</i> by William Blake</p>
<p>Summer 1</p>	<p>Shakespeare.: <i>Romeo and Juliet</i></p> <p>Library lesson: 1 per fortnight</p>	<p>Improved vocabulary. Build on skills learned in <i>Introduction to Shakespeare</i> (y7) and <i>Merchant of Venice</i> (y8). Understanding and improving knowledge of Shakespeare and how he uses language and structure to discuss themes. 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. How to write about Shakespeare for GCSE.</p>	<p><u>Assessment:</u> <u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> • 15 definitions of Tier 2/3 vocabulary • <u>Reading:</u> How is Romeo presented in Act 1 scene 1? Using the Soliloquy, 'Alas that love whose view is muffled still...' <p><u>Spoken Language:</u> <i>Pilgrim</i> sonnet.</p>
<p>Summer 2</p>	<p>Shakespeare.: <i>Romeo and Juliet</i></p> <p>One lesson per week on unseen poetry</p> <p>An Inspector Calls.</p>	<p>Finish reading R and J: Improved vocabulary. Build on knowledge of poetry learned in years 7 + 8 towards GCSE level poetry analysis Writing descriptively for English Language P1 Q5.</p> <p>An Inspector Calls. Read the play, watch the production.</p>	<p><u>Assessment:</u> <u>Vocabulary/Reading</u></p> <ul style="list-style-type: none"> • 15 definitions of tier 2/3 vocabulary • Poetry to Prose: Pick a poem and rewrite as a piece of prose/diary entry (<i>Dulce et Decorum Est</i> or <i>Drummer Hodge</i> are good choices for this). Link to

English Language: P1, Q5. Link to English Literature P2. <u>Spoken Language:</u> any poem from cluster 1.

	English	Curriculum Map 2025-2026	
Year 10	Content	Skills and knowledge	Assessments/Checkpoints
GCSE Language: AQA GCSE Literature: AQA			
Autumn 1	<u>Literature:</u> 19 th Century Novel: <i>A Christmas Carol</i> <u>Language:</u> Paper 1. Q5	-Build on knowledge of 19 th 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 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.	<u>Literature</u> Formative <i>How does Dickens present the character of Scrooge at the beginning of the novella?</i> <u>Language:</u> Completed Q5 task.
Autumn 2	<u>Literature:</u> 19 th Century Novel: <i>A Christmas Carol.</i> Unseen poetry <u>Language:</u> Paper 1 Q1-4	Build on knowledge of 19 th 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 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.	<u>Literature</u> Summative <i>A Christmas Carol – past paper question</i> <u>Language:</u> Paper 1 Q1-4
Spring 1	<u>Literature:</u> Poetry Anthology: Cluster 1 Unseen poetry <u>Language:</u> Paper 2 Reading	-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. 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> -Apply knowledge of how to analyse poetry to unseen texts How to analyse writers’ methods Learn how to craft a response -Teach inference skills (Q2) and synthesis, how to analyse language (Q3) and how to compare writers’ perspectives (Q4)	<u>Literature:</u> Summative: <i>Compare how Agard presents power in ‘Checkin out mi History’ and in one other poem you have studied?</i> <u>Language</u> Summative: Paper 2 reading Q1-4
Spring 2	<u>Literature:</u> <i>An Inspector Calls</i>	-Improved vocabulary. Read the text and study play in detail Make connections to contextual knowledge of the texts (this is tested in the exam) Consider authorial intention	<u>Literature:</u> Formative (summative will be Mocks)

<p>Spring 2</p>	<p><u>Language:</u> Paper 2 Writing Prep for Spoken Language NEA</p>	<p>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>Language:</u> Formative Q5 leading to NEA in Summer term. CAREERS: slide 1 Lawyer/Barrister – inference Marketing and advertising. Publishing. Summarising, synthesising complex information to communicate with clients. Politics Journalism.</p>
<p>Summer 1</p> <p>End of Year exams</p>	<p><i>An Inspector Calls</i> <i>Unseen poetry</i></p> <p><u>Language:</u> Spoken Language NEA after mocks</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 EOY exams - Teach how to revise for English Prepare unseen poetry for mock examinations Interleaved revision: quotations analysis from <i>A Christmas Carol</i></p>	<p><u>Literature:</u> Summative: Past question paper on AIC and Unseen poetry. <u>Language:</u> Spoken Language NEA <u>End of Year Exams:</u> Summative: Literature:</p> <ul style="list-style-type: none"> • <i>A Christmas Carol</i> • <i>Unseen poetry</i> <p>CAREERS: slide 2 Presentations for most jobs. Clear verbal language skills for informing colleagues/customers. Example: Medicine.</p>
<p>Summer 2</p>	<p><u>Literature:</u></p>	<p>Improved vocabulary. Apply knowledge of how to analyse poetry to unseen texts</p>	<p><u>Literature</u> Formative</p>

	<p>Unseen Poetry and any missing cluster 1 and cluster 2 poems</p> <p><u>Language:</u> Spoken Language NEA And revise Paper 1</p>	<p>How to analyse writers' methods Learn how to craft a response to a poetry question; responses for unseen and Poetry Anthology comparison.</p> <p>Once NEAs are complete, there are some revision lessons for P1 on the drive: KS4/GCSE/English Language/ Revision lang P1</p>	<p>Unseen poetry analysis (Summative will be end of year) <u>Spoken Language NEAs completed</u></p>
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Year view Subject: English Literature		Curriculum Map 2025-2026	
Year 11	Content	Skills and knowledge	Assessments/Checkpoints
GCSE Language and Literature: AQA			
Autumn 1	<p><u>Literature</u> <i>Macbeth</i></p> <p>Poetry-interleaved revision of cluster 1 and 2 as poetry comparative essay is on the mocks.</p>	<p>Apply knowledge of the tragic genre and key tragedy vocabulary to the play. Vocab grid on drive. 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</p>	<p><u>Literature</u> Formative (summative will be mocks) <i>Macbeth</i></p> <p>Formative (summative will be mocks).</p> <p><u>Language</u> Formative: (Summative will be mocks) Paper 1 Reading Q1-4 CAREERS: Performing Arts-See JM Hall-writing for radio, stage and novel</p>

	<u>Language (AQA)</u> Paper 1 Reading Q1-4	Build on skills of retrieving information from a text. Analyse Language (Q2), How a text is structured(Q3) and Evaluation (Q4).	Media and Podcast writing-See Al Riddell Executive Podcast producer
Autumn 2	Macbeth Poetry Anthology Language Paper 1 <u>After mocks –</u> <u>Literature</u> Unseen poetry	Revision of poetry from year 10 and Macbeth ready for the mocks Improved vocabulary. Knowledge of poetic techniques. Revise 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>Mock Exams:</u> <u>Literature</u> Summative: <i>Macbeth</i> Poetry comparative essay <u>Language:</u> Summative: Language Paper 1 <u>Literature</u> Formative: 24 mark Question
Spring 1	<u>Language</u> Paper 2 <u>Literature</u> Poetry Anthology Unseen poetry	Build on knowledge of Paper 2 and writing skills needed for section B, broaden vocabulary Anthology poems completed and connections made between poems. Unseen poetry	<u>Language:</u> <u>Paper 2</u> Formative + summative –past paper Q1-4 <u>Literature</u> Formative + summative – question on an Unseen poem.
Spring 2	Unseen poetry Revision of Language Papers Revision of all Literature texts (An Inspector Calls, Poetry,	Unseen Poetry. Teach 8-mark question reminding pupils of focus on method AO2. Complete past papers to perfect exam technique. P2 Q5. Explicit reteaching of P1: Q3 and P2: Q2 and Q4.	24-mark unseen poetry question 8-mark question unseen Paper 2 Q5

	A Christmas Carol, Macbeth)	Learning quotations, practising examination techniques, discussion of accessing higher level grades.	
Summer 1	Revision	Revision	Practice papers
	Study Leave	Study Leave	Study Leave

Year view Subject: English Literature		Curriculum Map 2025-2026		Students have 5 lessons per week in Year 12	
Year 12	Content	Skills and knowledge	Assessments/Checkpoints	Comments *	
Autumn Term 1	<p>Teacher 1: Component 1 Pre 19th Century Drama and Poetry (40%): Christina Rosetti's poetry</p> <p>Teacher 2: Component 2: comparative and Contextual study; Unseen gothic (40%). Introduction to the gothic. Gothic unseen.</p>	<p>Component 1: An understanding of contexts. Connections between the texts focusing on literary traditions, movements and genres. Exploration of the texts using different interpretations and understanding contextual and cultural influences on both writer and reader.</p> <p>Component 2: An understanding and overview of the gothic genre. Knowledge of the various sub-genres within the gothic using extracts from a variety of texts.</p>	Mini exam-style assessments based on the content being taught this half term	Here is the link to the paper that is being prepared for in Year 12: A Level English Literature H472 Specification	

		Close reading skills of a gothic extract Comparative study of two extracts.		
Autumn Term 2	Teacher 1: Rosetti's poetry. Ibsen's <i>A Doll's House</i> Teacher 2: Bram Stoker's <i>Dracula</i>	Component 2: Comparative gothic. Understanding concepts and terminology related to the gothic. Demonstrate significance and understanding of the influence of the contexts in which texts are written and read.	Mini exam-style assessments based on the content being taught this half term	
Spring Term 1	Teacher 1: A Doll's House Teacher 2: Dracula Teacher 1:	As before	Exam-style assessments based on the content being taught this half term	
Spring Term 2	<i>A Doll's House</i> /exam Preparation. Teacher 2: Angela Carter's <i>The Bloody Chamber</i> .		Exam-style assessments based on the content being taught this half term	
Summer Term 1	Teacher 1: NEA Single text(20%): Gabriela Garcia's <i>Of Women and Salt</i> Teacher 2: <i>Dracula</i>	NEA: An understanding of how writer's shape meaning through language, imagery, form and structure. An understanding of texts formed by an appreciation of different interpretations. Connections between texts such as stylistic, thematic or contextual.	Exam-style assessments based on the content being taught this half term	
Summer Term 2	Teacher 1:	NEA Comparative text: Demonstrate significance and	Year 12 mock exam:	

	<p>NEA Comparative text: Gabriela Garcia's <i>Of Women and Salt</i></p> <p>Teacher 2: NEA Comparative text: Tennessee William's <i>A Streetcar Named Desire</i></p>	<p>understanding of the influence of the contexts in which texts are written and read. An understanding of how writer's shape meaning through language, imagery, form and structure.</p> <p>An understanding of texts formed by an appreciation of different interpretations. Connections between texts such as stylistic, thematic or contextual.</p>	<p>Comparative Gothic/Rosetti/Ibsen comparison.</p>	
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Year view Subject: English Literature Curriculum Map 2025-2026 Students have 5 lessons per week in year 13				
Year 13	Content	Skills and knowledge	Assessments/Checkpoints	Comments *
Autumn Term 1	<p>Teacher 1: Othello</p> <p>Teacher 2: <i>Death of a Salesman</i> and Keats: <i>Lamia, The Eve of St. Agnes, La Belle Dame sans Mercy, Isabella</i></p> <p>NEA</p>	<p>Begin to apply the genre of tragedy to a range of texts</p> <p>Learn key terminology and how to apply it</p> <p>Detailed study of Othello Acts 1 and 2</p> <p>Detailed study of Death of a Salesman</p>	<p>Paper 1 Section A Othello extract essay</p> <p>Paper 1 section C <i>DOAS</i> and Aspects of Tragedy essay. Focus on writing an introduction.</p>	<p>If they have studied at EGS in y7-11 they will have good knowledge of the Tragedy Genre</p>
Autumn Term 2	<p>Teacher 1: Othello</p> <p>Teacher 2:</p>	<p>Begin to apply the genre to a range of texts</p> <p>Learn key terminology and how to apply it</p>	<p>Paper 1 section B <i>Othello</i> essay</p> <p>Paper 1 Section C <i>Death of a Salesman</i> debate essay</p>	

	Keats – <i>Lamia, The Eve of St. Agnes, La Belle Dame sans Mercy, Isabella</i> NEA	Detailed study of Othello Acts 1 and 2 Detailed study of Death of a Salesman		
Spring Term 1	Teacher 1: Revision of <i>THMT</i> Teacher 2: Revision of <i>Blake, The Kite Runner</i> .	Revision using past papers.		
Spring Term 2				
Summer Term 1	Revision			
Summer Term 2	Study Leave			