

## Skills

### Year 11 "Becoming KSS Ready"

- Thoughtfully connecting close, critical analysis to holistic analysis of a whole text to explore conceptual ideas about society and human nature
- Thoughtful analysis of elements of the novel form
- Critical engagement with writers' depiction of themes to form a social commentary
- Confident construction of a critical, academic argument
- Thoughtful exploration of how literature has evolved to reflect changing social structures
- Conscious crafting of language for consistent and compelling writing.

### Year 10 "Developing into Independent Learners"

- Confidently connecting close, critical analysis to holistic analysis of a whole text
- Confident analysis of elements of the dramatic form e.g. realism/minimalism
- Confident and detailed comparison, analysis and evaluation of challenging unseen sources.
- Thoughtful analysis of poetry with confident application of critical ideas (e.g. Socrates philosophy on happiness) and broader knowledge (e.g. evolution of the sonnet form)
- Thoughtful analysis of 'Macbeth' with confident application of critical ideas across time
- Establishing a hypothesis
- Conscious and consistent crafting of language and structure to engage the reader in a variety of forms

### Year 9 "Developing Skills to Enhance Learning"

- Confident analysis of language
- Analysing the effect of writer's structural choices on the reader
- Beginning to critically evaluate texts
- Independently analysing a challenging unseen text
- Consistently applying context to develop interpretation of authorial intent
- Identifying, analysing and comparing writers' perspectives
- Confident use of poetic terminology to analyse poetry
- Developed comparisons between texts
- Knowledge of Aristotle's Theory of Tragedy and applying it to a text
- Carefully crafting both language and structure to engage audience

### Year 8 "Taking Responsibility for Learning"

- Beginning to engage with 'thoughtful' and conceptual interpretations of a text (E.g. Corruption of human power)
- Development of close analysis of linguistic and structural devices
- Developed analysis of key quotations, making links to writer's intentions
- Developing an awareness of holistic interpretations of a text e.g. character transitions
- Understanding how to use historical and social context to inform interpretations of a text
- Exploration and analysis of a complete Shakespearean tragedy
- Broadening knowledge of a wider range of important figures who utilise language and literature as a social tool
- Applying knowledge/skills to make their own writing engaging

### Year 7 "Transition to High School"

- Understanding and interpreting a text
- Inferring information from a text.
- Identifying effective quotations
- Understanding how to analyse
- Identifying language techniques and starting to explain the effects
- Exploring the connotations of words
- Knowledge of a range of culturally significant writers, poets and playwrights including Shakespeare
- Knowledge of range of text types (including pre-1914 and purposes).
- Accurate use of subordinate clauses.

## Knowledge

Future Education, Employment & Training

KSS Study

#### Interleaved Literature Paper Two / Language Paper One Revision:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Revising the papers with focus on higher order engagement and GCSE+ content.

#### Interleaved Revision to Prepare for Summer examinations

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24, 27

#### Unseen Poetry

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Applying analytical skills developed throughout their school careers to unseen poems.

#### Interleaved Literature Paper One / Language Paper Two Revision:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Revising the papers with focus on higher order engagement and GCSE+ content.

#### Macbeth:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Building on last year's study to consolidate, then build high order interpretations and analysis of the text.

**Year 11**

#### 19th Century Novel:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Sets 1&2: 'Jekyll and Hyde', Sets 3-5: 'A Christmas Carol' Exploration of character and themes to explore elements of human nature in a challenging, Victorian text.

#### Language Paper One:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Developing skills learned in Year 9 to confidently analyse and evaluate a range of high-quality fiction texts.

#### Conflict and Power Poetry:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Study of a range of powerful poems, from Romanticism to contemporary, that explore profound ideas about power and conflict, both between humans and with the natural world. Applies philosophical and critical ideas for extensive exploration.

#### Language Paper Two:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Developing confident comparison, analysis, evaluation and creation of non-fiction using a diverse range of topics and perspectives as a stimulus.

#### Spoken Language:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Students use skills developed through study of Language Paper Two to research, write, re-draft and perform their Spoken Language assessment.

#### Modern Text: Priestley's 'An Inspector Calls'

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Developing close critical analysis to support a range of interpretations of Priestley's timeless play including exploration of elements of form.

**Year 10**

#### Intro to Conflict and Power Poetry:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 22, 23, 24

Exploration of some of the key themes and poets of the GCSE anthology, with a focus on learning more complex poetic techniques and conceptual ideas.

#### Shakespeare: 'Macbeth'

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Reading, interpreting and analyzing the tragedy in its entirety, and learning and applying Aristotle's Theory of Tragedy.

#### Incredible Stories

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Learning the skills needed for AQA Language Paper Two: Section A and B through studying a diverse range of perspectives.

#### Rants:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Exploring humorous non-fiction opinion pieces to develop and perform our own spoken language 'rant'.

#### Dystopian Novel: Teaching Language Through Literature

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 22, 23, 24

Set 1-4: 'Never Let Me Go', Set 5-6: 'The Giver' Learning the skills needed for AQA Language Paper One through a high-quality, dystopian novel.

#### Ancient Myths:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Applying skills to a new genre to explore important literary allusions and as a stimulus for our own writing.

#### Speeches that Changed the World:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 22, 23, 24

Exploring non-fiction to understand how language is pivotal in national or global movements.

**Year 9**

#### Shakespeare: 'Romeo and Juliet'

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Building on knowledge of Shakespeare and whole-text study to studying a central Shakespearean tragedy.

#### Voices Poetry:

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 22, 23, 24

Celebrating poetry from different cultures to explore poetry as a mode to convey suffering and explore thoughtful ideas about identity and power.

#### 'Then and Now': Literary Perspectives across Time

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Exploring and analysing extracts to understand how writers across time used literature as a mode to express ideas about society.

**Year 8**

#### The Novel:

Set 1: 'Animal Farm', Sets 2&3: 'Lord of the Flies', Sets 4-6: 'Refugee Boy'

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 22, 23, 24 Building on interpretation and analysis skills to explore more complex and conceptual ideas

#### Detective Fiction - Sherlock Holmes: 'Boscombe Valley Mystery' as stimulus for creative writing

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Applying analytical skills to a challenging influence

#### Shakespeare: The Tempest

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 23, 24

Introduction to and building on knowledge of Shakespeare and whole-text study with a focus on power, freedom, servitude & character development.

Year 6 Induction

**Year 7**

#### Introduction to Gothic Fiction: The Gothic Text

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Set 1: 'A Christmas Carol', Set 2: 'Ruby in the Smoke', Sets 3&4: 'Coraline', Sets 5&6: 'My Swordhand is Singing' Teaching analysis through study of one central text

#### Revolutionary Poetry

PD: 2, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 24

Applying analytical skills to poetry to explore how poets from the Romantics to contemporary poems use poetry as a powerful social tool

## Skills

### Year 13

#### "Are you Fit for FEET?"

- ✓ Construct and develop a assured comparative argument.
- ✓ Assured and perceptive use of a wide range of complex literary concepts to critically engage with increasingly challenging texts.
- ✓ Assured critical engagement of the changes in literature over time arising out of comparative study.
- ✓ Assured evaluation of the connection between key contexts and their writers arising out of historicist study.
- ✓ Assured independent evaluation of the impact of poetic meter.
- ✓ Engage and evaluate wider critical and literary interpretations to develop perceptive and sophisticated hypotheses.
- ✓ Utilise knowledge acquired across both units to sensitively and perceptively analyse and critique studied literature.



### Year 12

#### "Introduction to A-Level Mindset"

- ✓ Construct and develop a consistent comparative argument.
- ✓ Securely use a range of complex literary concepts to critically engage with increasingly challenging texts.
- ✓ Secure knowledge and critical engagement of the changes in literature over time arising out of comparative study.
- ✓ Assured understanding of the typical features of key literary periods and assured application to evaluate poems from pivotal figures in the literary canon.
- ✓ Secure understanding and analysis of poetic meter.
- ✓ Independent research and exploration of wider critical and literary interpretations of text.



## Knowledge

### Interleaved Revision to prepare for National Examinations

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Future Education, Employment & Training

### Interleaved Love through the Ages Revision:

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Revision of Y12 content with a focus of developing perceptive analysis and applying critical interpretations to establish high order engagement.

### Interleaved WW1 and its Aftermath Revision:

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Revision of Y12 Autumn 1 content with a focus of developing perceptive analysis and applying critical interpretations to establish high order engagement.

### Unseen Prose:

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Apply knowledge of WW1 Literature to independently critically interpret, analyse and evaluate.

### 'Regeneration':

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Critical interpretation, analysis of evaluation of Barker's contemporary war novel including sensitive engagement with a range of societal issues that transcend eras.

### NEA: Independent Critical Comparison:

PD: 2, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 22, 24, 27

Constructing a comparative argument and applying critical perspective to a question of pupils' own design.

Year 13

### 'A Woman of No Importance':

PD: 2, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20

Explore, analyse and critically research Wilde's Victorian play for a potential comparison with a text of pupils' own choice.

### 'A Doll's House':

PD: 2, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 22

Explore, analyse and critically research Ibsen's Victorian play for a potential comparison with a text of pupils' own choice.

### Unseen Poetry:

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Pupils utilise their analytical skills and knowledge of literary periods and poetic form to construct a coherent argument comparing two unseen poems.

### Love Through the Ages: Pre-1900 Poetry

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Critically exploring a range of key poets ranging from Renaissance to Decadents to provide a firm knowledge of different literary periods and how changing attitudes to love were explored through the poetic form to establish a comparison with 'The Great Gatsby'.

### 'The Great Gatsby'

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

Critical interpretation, analysis and evaluation of the quintessential American novel to explore Fitzgerald's indictment of the Roaring 20s and the failure of the American Dream.

### 'Othello'

PD: 2, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 22

Critical interpretation, analysis and evaluation of the Shakespearean tragedy, building on GCSE work on the tragedy form.

### 'The Wipers Times'

PD: 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 20

Exploring of a contemporary satirical war play to form a comparison with Owen's poetry to understand how contrasting perspectives and forms explore the impact of war.

Year 12

### Assessment of prior knowledge and skills accumulated during KS3 & KS4.

Introduction to A level course and new Aos  
PD: 3, 8, 9, 10, 14, 16, 17, 19, 20, 23, 24, 27

### Wilfred Owen's War Poems

PD: 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 20

Studying a GCSE poet in more detail by closely analysing a selection of his poetry to inform a holistic understanding of his work.