

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	Main focus Paper 2 section A <b>English Literature</b> GCSE 19 <sup>th</sup> C text- Jekyll and Hyde	Main focus Paper 2 section B <b>English Literature</b> GCSE Poetry unseen and anthology	Main foci REVISION of: Paper 1 <b>English Language</b> GCSE 19th-century fiction extracts and imaginative writing  AND  Paper 1 <b>English Literature</b> revision of Shakespeare (R&J) / post 1914 texts (Animal Farm or An Inspector Calls)	Main focus REVISION of: Paper 2 <b>English Language</b> GCSE 20 <sup>th</sup> C/ 21 <sup>st</sup> C Non- Fiction Reading and Transactional writing  AND  Paper 2 <b>English Literature</b> revision of Jekyll and Hyde and Poetry	Main foci <b>English Language</b> GCSE  Revision <b>Paper 1 Language</b> including review of previous assessments and teacher feedback (2 weeks)  Revision <b>Paper 2 Language</b> including review of previous assessments and teacher feedback (2 weeks)  Revision <b>Paper 1 Literature</b> including review of previous assessments and teacher feedback (1 week)  Revision <b>Paper 2 Literature</b> including review of previous assessments and teacher feedback (1 week)	<b>Language</b> Examinations Paper 1: Fiction and Imaginative writing:1ENO/01  Paper 2: Non-fiction and Transactional Writing: 1ENO/02  <b>Literature</b> Examinations Paper 1 Shakespeare and Post 1914- Literature: 1ETO/01 Paper 2: 19thC Novel and Poetry since 1789: 1ETO/02
Topic Objectives	<b>AO1:</b> Read, understand and respond to texts	<b>AO1:</b> Read, understand and respond to texts	<b>Lang AO 1,2,4,5,6</b>  <b>Lit AO 1,2,3,4</b>	<b>Lang AO 1,2,3, 4,5,6</b>  <b>Lit AO 1,2,3</b>	<b>All AOs</b>	<b>All AOs</b>

	<ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> </ul> <p><b>AO3:</b></p> <p>Show understanding of the relationship between texts and the contexts in which they were written</p>				
<p>Acquired Knowledge / Skills</p>	<ul style="list-style-type: none"> <li>Read in class</li> <li>Make the link that Jekyll and Hyde 3a and 3b uses the same skills as Romeo and Juliet 3a and 3b</li> <li>Continue to develop 'critical style' (link to Language P1 Q3)</li> </ul>	<ul style="list-style-type: none"> <li>Link comparison focus to language P2 Q6 and 7.</li> <li>Develop exam technique for approaching unseen poetry to cover all aspects of L/F/S.</li> <li>Introduce large variety of poetic styles/genres/forms</li> </ul>	<p>Unseen 19<sup>th</sup> C revision Imaginative writing revision Timed exam practice Worked examples</p> <p>Animal Farm or AIC revision</p>			

	<p>and 4 Lang P2 (Q3, Q6, Q7)</p> <ul style="list-style-type: none"> <li>Develop bank of key quotations/ textual references for A01.</li> </ul> <p>Make link with Language GCSE skills/AOs covered in Spring 1, particularly terminology for A02.</p>	<p>to build confidence.</p> <ul style="list-style-type: none"> <li>Develop comparison skills using appropriate terminology.</li> </ul>	<p>Romeo and Juliet revision Timed exam practice Worked examples</p>			
Assessment	<p>In class assessment of Q3a (extract) and Q3b (whole text)</p>	<p>Literature mock exam P2</p>	<p>Regular marking of in class tasks with feedback actions.</p>			