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| **10** | **Half term points** | | | | | |
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| **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **A Christmas Carol**  **Reading: How does Dickens create sympathy for Scrooge (Belle and Scrooge extract) - AO1/2/3** | ***Paper 1, Section B***  **Explorations in Creative Writing**  **Writing: Write a description of a mysterious place, as suggested by a chosen picture** | **Explorations in Writer’s Viewpoints and Perspectives**  **Reading:** Q1,2,3 of English Language P2 | *An analysis of…*  **Power Cluster**  **Reading: Single analysis of a poem with the theme of ‘Power’ from ‘Power and Conflict’.** | *An analysis of…*  **Macbeth**  **Act 1, Scene 5 – Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman** | |
| **Key skills and knowledge assessed:**   * *Context of the novella* * *Plot* * *Key characters (personality traits/ how they change etc)* * *Themes* * *Deep analysis of key quotes for characters/ themes* * *Writer’s intentions/ context* | **Key skills and knowledge assessed:**   * exploration of a range of narrative/ descriptive texts * producing texts which are appropriate to task * varying and constructing sentences; write with technical accuracy * selecting appropriate and effective vocabulary | **Key skills and knowledge assessed:**   * *Reading a range of non- fictional texts* * *Understanding and summarising key points* * *Explore and comment on the writer’s use of language and structure* * *Compare texts and writer’s POV* | **Key skills and knowledge assessed:**   * *Deep analysis of key quotes for themes/ key ideas* * *Poet’s intentions/ context* * *Subject terminology* * *Impact on reader* * *Constructing a response to a GCSE question* | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding * Exploration of dramatic devices * Plot * Key characters (personality traits/ how they change etc) * Themes * Playwright’s intentions * Themes | |
| **Writing: Write a description based on Hogarth’s image of Gin Lane (Assessment Objective 5 and 6)** | **Writing: Write a story about an event that cannot be explained** | **Reading:** Q1,2,3 of English Language P2 | **Reading: Compare the ways negative emotions are shown in London and one other poem** | **Reading: Act 5, Scene 5 – Starting with this extract, write about how Shakespeare presents Macbeth’s state of mind** | |
| **Key skills and knowledge assessed:**   * Writer’s intentions/ context * exploration of a range of narrative/ descriptive texts * producing texts which are appropriate to task * varying and constructing sentences; write with technical accuracy * selecting appropriate and effective vocabulary | **Key skills and knowledge assessed:**   * exploration of a range of narrative/ descriptive texts * producing texts which are appropriate to task * varying and constructing sentences; write with technical accuracy * selecting appropriate and effective vocabulary | **Key skills and knowledge assessed:**   * Reading a range of non- fictional texts * Understanding and summarising key points * Explore and comment on the writer’s use of language and structure * Compare texts and writer’s POV | **Key skills and knowledge assessed:**   * Deep analysis of key quotes for themes/ key ideas * Subject terminology * Poet’s intentions/ context * Make links between poems * Compare and contrast poetic devices * Impact on reader * Constructing a response to a GCSE question | **Key skills and knowledge assessed:**   * Contextual (historical, social and political backdrops) understanding * Exploration of dramatic devices and other relevant methods * Deep analysis of key quotes for characters/ themes * Playwright’s intentions/ context * Analysis of structure * Impact on audience * Constructing a response to a GCSE question | |
| **Meaningful homeworks:**   * Single-word analysis based on an extract from the text, linking to relevant subject terminology and contextual information   Extension: Choose two of the words. Link your ‘reasons’ together as to why Dickens uses these specific words. Remember, consider what Dickens wants to achieve in this part of the story and what he needs his reader to think, feel or question in order to achieve it. | **Meaningful homeworks:**   * Using the theme of “guilt” as the stimulus, and the quotation provided, complete the quotation drill/ in-depth analysis, linking to other parts of the text | **Meaningful homeworks:**   * Using the extract provided, identify and explain how the writer uses language to describe the power of the sea. | **Meaningful homeworks:**   * Complete the ‘poetic devices’ crib sheet revising and exploring a range of poetic techniques and examples from the Power and Conflict anthology. | **Meaningful homeworks:**   * Write a monologue from the perspective of King Duncan from heaven. What can he see? How does he feel? What does he say to the fellow angels about Macbeth? | **Meaningful homeworks:**   * Create a visual revision guide/storyboard for Macbeth using a minimum of 6-12 "frames" or scenes. |