

Plan Of Learning For The Year (Unit/Topic/Project Context)

<p>Half Term 1</p> <ul style="list-style-type: none"> • Introduction to Elements of Crime and Unseen Crime practice • English Literature Paper 2: <i>Atonement</i> • English Literature Paper 2: <i>Hamlet</i> • Poetry Coursework continued • Assessment – Paper 2 Section A – Unseen Crime <p>Half Term 2</p> <ul style="list-style-type: none"> • English Literature Paper 2: <i>Atonement</i> • English Literature Paper 2: <i>Hamlet</i> • Assessment – Paper 2 Section B – Atonement/Hamlet <p>Half Term 3</p> <ul style="list-style-type: none"> • English Literature Paper 2: Unseen Crime practice • English Literature Paper 2: <i>The Rime of the Ancient Mariner</i> • Assessment – Paper 2 Section C – Atonement/Hamlet/Mariner 	<p>Half Term 4</p> <ul style="list-style-type: none"> • English Literature Paper 1: Shakespeare Revision (Section A and B) • English Literature Paper 1: <i>Death of a Salesman</i> and Keats Revision (Section C) • Assessment – Full Paper 1 <p>Half Term 5</p> <ul style="list-style-type: none"> • English Literature Paper 2: Unseen Crime Revision (Section A) • English Literature Paper 2: <i>Atonement</i> Revision (Section B and C) • English Literature Paper 2: <i>Hamlet</i> Revision (Section B and C) • English Literature Paper 2: <i>The Rime of the Ancient Mariner</i> Revision (Section B and C) • Assessment – Full Paper 2 <p>Half Term 6</p> <ul style="list-style-type: none"> • Final Exams
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Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Half-termly teacher assessed tasks and formal assessment • Regular independent work 	<ul style="list-style-type: none"> • Watch TV and film productions of the literature texts • Complete the wider reading booklets • Attend after school revision/ holiday revision sessions • Attend theatre group visits • Attend screenings of film adaptations of texts studied 	<ul style="list-style-type: none"> • Learning about other cultures and traditions • Learning about society- past and present • Working independently, in pairs and in groups. • Empathising and understanding • Exploring and debating differing viewpoints and perspectives

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Assessment objectives cross over between the different papers • Linking critical theories and social/political/historical context to arguments 	<ul style="list-style-type: none"> • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of student action to make progress • Whole class feedback delivered

