

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

Half Term 1

- Introduction to Tragedy and tragic features
- **Introduction writing task: Convergence of the Twain - September**
- English Literature Paper 1: King Lear/ Othello
- English Literature Paper 1: Death of a Salesman
- **Teacher assessment – Death of a Salesman essay**

Half Term 2

- English Literature Paper 1: King Lear/ Othello
- English Literature Paper 1: Death of a Salesman
- **Teacher assessment – Paper 1 Section A – Othello**

Half Term 3

- Coursework – Literary Canon
- John Keats poetry
- **Teacher assessment – Keats essay**

Half Term 4

- Coursework – Literary Canon redraft
- Exam prep – Paper 1 Section C
- King Lear/ Othello revision
- **Teacher assessment – Paper 1 Section B and C response**

Half Term 5

- Exam prep – Paper 1, Section A
- Poetry Coursework introduction
- **Revision for mock exams**

Half Term 6

- Mock Preparation
- Mock feedback
- Introduction to Crime Genre
- Poetry Coursework
- **Mock Paper – Paper 1 Section A and Section C**

Feedback, Retrieval & Assessment

- 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

Super curriculum opportunities / extra-curricular activities

- 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

Cultural Capital, SMSC, Careers and Futures

- 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

- Misuse of key terminology or techniques
- Forgetting to focus on all five assessment objectives in essays

Connecting New Knowledge

- Assessment objectives cross over between the different papers
- Linking critical theories and social/political/historical context to arguments

Challenge for all

- Regular use of scaffolds and structured practice
- Clearly defined success criteria and use of student action to make progress
- Whole class feedback delivered

