

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	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"> • Misuse of key terminology or techniques • Forgetting to focus on all five assessment objectives in essays 	<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

