

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

Half Term 1

- Introduction to Elements of Crime and Unseen Crime practice
- English Literature Paper 2: *Atonement*
- English Literature Paper 2: *Hamlet*
- Poetry Coursework continued
- **Assessment – Paper 2 Section A – Unseen Crime**

Half Term 2

- English Literature Paper 2: *Atonement*
- English Literature Paper 2: *Hamlet*
- **Mock – Paper 2 Section A and B**

Half Term 3

- English Literature Paper 2: Unseen Crime practice
- English Literature Paper 2: *The Rime of the Ancient Mariner*
- **Assessment – Paper 2 Section C – Atonement/Hamlet/Mariner**

Half Term 4

- English Literature Paper 1: Shakespeare Revision (Section A and B)
- English Literature Paper 1: *Death of a Salesman* and Keats Revision (Section C)
- **Assessment – Full Paper 1**

Half Term 5

- English Literature Paper 2: Unseen Crime Revision (Section A)
- English Literature Paper 2: *Atonement* Revision (Section B and C)
- English Literature Paper 2: *Hamlet* Revision (Section B and C)
- English Literature Paper 2: *The Rime of the Ancient Mariner* Revision (Section B and C)
- **Assessment – Full Paper 2**

Half Term 6

- Final Exams

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

