

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	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

