

PRIMARY

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

Curriculum Intent

It is our intention that young people leave KBA with a passion for and understanding of English Language and Literature. We are proud of our ambitious, challenging and diverse curriculum that inspires young minds to be creative, critical readers and writers. Through the rigorous and carefully sequenced curriculum, we equip our young people with the confidence to communicate effectively in life beyond school.

1. How do you ensure consistent delivery of the subject across all key stages?

- KS5 curriculum is split per teacher and term and specific text/contexts assigned
- KS4 curriculum is broken down into lesson by lesson topics to be covered.
- KS3 curriculum is broken down into weekly map.
- KS2 curriculum is broken down into topic genres and taught through a sequence of lessons with an assessment piece at the end.
- Assessment plans are in place at KS3 and KS4
- Use of knowledge organisers
- Marking policy and stickers
- Collaborative planning at KS3 and KS4
- T & L drop-ins
- CPD sessions
- Moderation and standardisation at all key stages
- KS5 online training sessions
- UL advisor support visits – lessons are observed and feedback acted upon

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

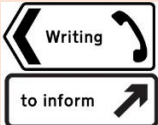

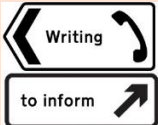

- Inclusive curriculum which is differentiated and includes scaffolded tasks
- Use of models and live modelling
- Use of provision maps to inform planning
- Use of targeted questioning during discussions

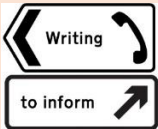


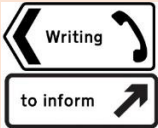


- Writing frames
- Use of topic sentences
- Key vocabulary on PPTs
- Use of knowledge organisers in lessons and for homework
- KS3 effective articulation booklets
- KS4 and KS5 literature texts are purchased for students so that they can annotate on them and read them at home
- A KS5 literary library and study space is now available
- KS5 lesson ppts are shared with students and students with needs or no internet access can use school laptops





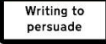





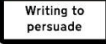

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

- 7-10 knowledge organisers
- KS3 weekly tasks
- KS3 end of unit KO quiz
- KS4 assessment plan – ‘Exam Friday’ tasks for Years 10 and 11
- KS5 essays, mocks and knowledge tests
- KS5 texts/authors/contexts revisited throughout the year
- Mid-year and end of year tests
- ‘Do Now’ quizzes
- Lessons include recap tasks
- Interleaving Lang and Literature revision weeks – KS4
- Progressive KS4 curriculum – extracts become more challenging as skills are revisited
- Skills and topics delivered in year 7 are revisited throughout KS3, KS4 and KS5.
- Skills and topics are covered in KS1 and 2 – revisited throughout the year.
- KS5 lecture days with TTP at Warwick university




PRIMARY Writing




Year	Term 1/Term 2	Term 3/Term 4	Term 5/Term 6
EYFS	<p>Invitations Writing about experiences we have had Letters to Santa/mum/dad/uncles etc Writing sheets linked to topics in the area Letter practising sheets Story maps</p>	<p>Invitations Writing about experiences we have had Letters to mum/dad/uncles etc Writing sheets linked to topics in the area Letter practising sheets Story maps</p>	<p>Invitations Writing about experiences we have had Letters to mum/dad/uncles etc Writing sheets linked to topics in the area Letter practising sheets Story maps</p>
<p>1</p>  	<p>Stories Jack and the beanstalk (actions) Retell of JATB Description Description of LLRH or Wolf Wanted poster – Rama/ Sita Instructions Gingerbread man story (actions) Gingerbread man Non-chronological report Castles Recount of trip Letters Write to Santa</p>	<p>Stories Traditional Stories Australia – retell Possum Magic Non-chronological report Chinese New Year Recount Trip Postcard</p>	<p>Story Adventure story Harry and the dinosaurs – retell Description Description of a dinosaur Non-chronological report Dinosaur Diary entry Newspaper report Weather (end of term) Recount Trip</p>
<p>2</p>  	<p>Descriptions Detailed description of the Great Fire of London (5 senses – alliteration/adjectives etc) Stories Vlad and the Great Fire of London Toby and the Great Fire of London Poetry Fire Biography Samuel Pepys/Florence Nightingale Letter Write a letter to Thomas Farriner – stop the fire Instructions Write instructions on how to bake bread. Recount</p>	<p>Story (to find) Time-travelling journey – model based on the book. A street through time. Letter Write to KBC on how to improve Kettering. Non –Chronological Report Kettering Town Biography Thomas Tresham/Charles Wicksteed/ Beatrix Potter.</p>	<p>Poetry Hooray – Let’s go on holiday. Story – retell The seaside family Description Beaches Wanted – Naughty Pirate Information Text Rutland Water Biography Black Beard</p>

	River trip		
<p>3</p>   	<p>Fiction Work based on 'There's a Pharaoh in our Bath' Non-chronological Report Life in Egyptian times How our lives are different or how things from Egyptian times continue to impact our lives today Holiday Brochure Egypt generally Cruise down the Nile</p>	<p>Fiction Romulus and Remus Genre TBC Non-chronological Report Life as a Roman soldier How our lives are different or how things from Egyptian times continue to impact our lives today Leaflet Roman's to come to the UK Independent write TBC</p>	<p>Fiction Iron Man Genre TBC Newspaper Invention of ... Independent write TBC Persuasive Advert Persuade to buy an invention already created Persuade to buy invention they have created</p>
<p>4</p>   	<p>Fiction Based on Anglo-Saxon boy Description of an Anglo-Saxon Battle Description of a Viking village Instructions How to make honey-spiced cakes How to make Viking bread Persuasive Brochures Anglo-Saxon's – come to Britain! Come to Britain – modern day.</p>	<p>Fiction Moving on the story – different chapters. Genre TBC Recount Modelled recount – day at school Trip to Cadbury World Persuasive Letter Palm oil – write to Nestle Write to catering department to ban palm oil at school</p>	<p>Fiction My Friend Walter Different relative Biography Elizabeth I Henry VIII Explanation text – how circuits work</p>
<p>5</p>	<p>Fiction Descriptive Writing – Black History Newspaper Article Tull's football career Tull's death Diary Entry Walter Tull's brother Walter Tull Non-Chronological Report Lions</p>	<p>Fiction Write the next chapter of the story Escapes from the barge Synopsis Modelled synopsis of familiar story Synopsis of Street Child Biography Thomas Barnardo Instructions How to run away from a workhouse</p>	<p>Recount Not sure of model yet Trip to planetarium Advice Leaflet How to be the perfect friend How to be the perfect Dad Non-Chronological Report Planets in the solar system Persuasive Advertisement Sweets advertisement</p>

     	<p>Discussion Text Boarding schools Should Bertie's family keep the lion cub</p>	<p>How to escape from Nick Non-Chronological Report Life for poor Victorian children Letter to persuade Letter to Nick to persuade him to let Jim go Letter to Dr. Barnardo to ask for a place a ragged school. Discussion Text – Should Victorian children have been sent to the workhouse?</p>	<p>Fairground attraction with 'cosmic' name Discussion Text – Is Liam's dad a good dad?</p>
<p>6</p>      	<p>Flashback story Piano Beyond Enemy Lines Letters To find out about being an evacuee To year 5 about evacuation Diary WW1 Soldier Poetry Remembrance Day Instruction Make do and Mend Dig for victory Soup Non-Chronological Report Evacuation of Dunkirk Letters to encourage to dig for victory Leaflet – how to safe at home during the Blitz (persuade and inform)</p>	<p>Adventure Story Beowulf – story of Beowulf and Grendel Sea Hag – story of Grendel's mother and her desire for revenge Newspaper Twelve Labours of Hercules – reporting his successful attack on the Lion of Nemea Twelve Labours of Hercules – reporting on his successful attack of the Hydra of Lerna Instructions Dragon Slayer – how to slay a dragon Create own mythical creature – how to care for/slay etc. Biography Mary Anning/Charles Darwin Non-Chronological Report About own mythical creatures Discussion Text Elgin's Marbles – discussing whether they should stay in Britain or be returned to Greece Sparta or Athens – discussing the pros and cons of living in either.</p>	<p>Diary/ Fiction Kensuke's Kingdom Range of genre collection for moderation and fits in in the build up to SATs. Explanation Why do Earthquakes happen? https://www.bbc.com/bitesize/guides/zc39q6f/revision/1 Why do tsunamis occur? Discussion Text Chinese New Year Story – did they cheat? Fiction Journey of a piece of food through the digestive system Non-Chronological Report Animal Classification</p>

PRIMARY Reading

Year	Term 1/Term 2	Term 3/Term 4	Term 5/Term 6
EYFS	Phonics books a range of fiction, non-fiction and poetry.	Phonics books a range of fiction, non-fiction and poetry.	Phonics books a range of fiction, non-fiction and poetry.
1 	<p>Fiction Little Red Riding Hood Gingerbread Man Jack and the Beanstalk Rama and Sita</p> <p>Non-Fiction Castles Jolly Postman (letters)</p> <p>Poetry <i>Poppy, poppy</i></p> <p>Phonics books a range of fiction, non-fiction and poetry.</p>	<p>Fiction Possum Magic Meercat Mail</p> <p>Non-Fiction Festival and Celebrations Special Occasions Wake up world</p>	<p>Fiction Tyrannosaurus Drip</p> <p>Non-Fiction Dinosaurs Recycling</p> <p>Poetry Julia Donaldson (comparison)</p>
2 	<p>Fiction Great Fire of London Rama and Sita The poppy story. The Christian Story of the First Christmas</p> <p>Non-Fiction No means No!</p> <p>Poetry <i>My Many Coloured Days</i></p>	<p>Fiction Hooray for Hat</p> <p>Non-Fiction Street through Time Rosa Parks Biography Florence Nightingale Biography Patricks Day Fact File</p> <p>Poetry <i>What I Like About Me!</i></p>	<p>Fiction The seaside family</p> <p>Non-Fiction Where is the seaside? Money</p>
3 	<p>Fiction Pharaoh's bathroom Night at the Museum</p> <p>Non-Fiction Egyptian Gods All about Wolves Nintendo (history)</p>	<p>Fiction Roman Diary of Iliona</p> <p>Non-Fiction Who were The Romans? Roman Gladiators Boudicca</p> <p>Poetry Julia Donaldson study</p>	<p>Fiction Iron man</p> <p>Non-Fiction Inventors History of inventions VE day</p>

<p style="text-align: center;">4</p> 	<p>Fiction Anglo Saxon Boy Non-Fiction Anglo Saxon Capture at York What is sound? Poetry <i>Flanders Field</i> (WWI)</p>	<p>Fiction Journey to the river sea Non-Fiction Chinese New Year Robert Burns Poetry Burns Night</p>	<p>Fiction Lost diary of an executioner Non-Fiction Ramadan Recycling Tudors Poetry Kings and Queen</p>
<p style="text-align: center;">5</p> 	<p>Fiction Butterfly Lion Non-Fiction Diwali Christmas Around the World Walter Tull</p>	<p>Fiction Street Child Non-Fiction Chinese New Year Victorians Poetry <i>Burns night</i></p>	<p>Fiction Cosmic Non-Fiction Space Planets Olympics Poetry Space poetry – Pie Corbett</p>
<p style="text-align: center;">6</p> 	<p>Fiction Letters From the Lighthouse (Up to Christmas) Non-Fiction WW2 Causes D-Day Landings Diwali Anne Frank's Diary Christmas Around the World Poetry <i>Flanders Field</i> (WWI) <i>Christmas Truce</i> (WWI)</p>	<p>Fiction Lion Witch and the Wardrobe Non-Fiction Ancient Greece International Women's day Democracy Poetry <i>If</i> by Rudyard Kipling</p>	<p>Fiction Kensuke's Kingdom The firework makers daughter Non-Fiction Shang Dynasty Rule of Law Poetry <i>Firework</i></p>

KEY STAGE 3

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	<ul style="list-style-type: none"> • Prose: <i>Treasure Island</i> • Prose: <i>Wolves of Willoughby Chase</i> • Non-Fiction: <i>War & Conflict</i> Anchor text: <i>The Diary of Anne Frank</i> 	<ul style="list-style-type: none"> • Poetry: <i>War & Conflict</i> • Shakespeare: <i>Midsummer Night's Dream</i> • Prose: <i>Short stories anthology</i>
	<p style="text-align: center;">Mid-Year Assessment</p> <ul style="list-style-type: none"> • Prose: <i>Wolves of Willoughby Chase</i> • Writing: Narrative/descriptive 	<p style="text-align: center;">End of Year Assessment</p> <ul style="list-style-type: none"> • Prose: Another question on same mid-year text • Poetry: <i>War & Conflict poetry</i> (four from cluster) • Writing: Narrative/descriptive
8	<ul style="list-style-type: none"> • Prose: <i>Dracula</i> • Shakespeare: <i>Richard III</i> • Non-Fiction: <i>Social Justice</i> Anchor text: <i>I am Malala</i> 	<ul style="list-style-type: none"> • Prose: <i>Dystopian short stories</i> • Poetry: <i>Social Justice</i> • Drama: <i>Pygmalion</i>
	<p style="text-align: center;">Mid-Year Assessment</p> <ul style="list-style-type: none"> • Shakespeare: <i>Richard III</i> • Writing: Narrative/descriptive 	<p style="text-align: center;">End of Year Assessment</p> <ul style="list-style-type: none"> • Shakespeare: Another question on same mid-year text • Prose: <i>Dystopian stories</i> (two from cluster) • Writing: Narrative/descriptive
9	<ul style="list-style-type: none"> • Prose: <i>Of Mice and Men</i> • Drama: <i>The Crucible</i> • Non-Fiction: <i>Relationships</i> Anchor text: <i>We Should All Be Feminists</i> 	<ul style="list-style-type: none"> • Prose: <i>Sherlock Holmes</i> • Poetry: <i>Relationships</i> • Shakespeare: <i>Romeo and Juliet</i>
	<p style="text-align: center;">Mid-Year Assessment</p> <ul style="list-style-type: none"> • Drama: <i>The Crucible</i> • Writing: Non-Fiction 	<p style="text-align: center;">End of Year Assessment</p> <ul style="list-style-type: none"> • Play: Another question on same mid-year text • Prose: <i>The Adventure of the Speckled Band</i> • Writing: Non-Fiction

KEY STAGE 4

Language	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> Language Paper 2 – <i>Writer’s Viewpoints and Perspectives</i>	Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> Language Paper 2 – <i>Writer’s Viewpoints and Perspectives</i> Spoken Language Endorsement
	Mid-Year Assessment Language Paper 1 – <i>Explorations in Creative Reading and Writing</i>	End of Year Assessment Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> Language Paper 2 – <i>Writer’s Viewpoints and Perspectives</i>
11	Language Paper 1 – <i>Explorations in Creative Reading and Writing (T1)</i> Language Paper 2 – <i>Writer’s Viewpoints and Perspectives (T2)</i>	Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> Language Paper 2 – <i>Writer’s Viewpoints and Perspectives</i> Term 3: Paper 1 & 2 revision based on QLA from November mocks Paper 1 & 2 revision of extended writing skills – narrative, descriptive, expressing a viewpoint
		Feb/March Mock Exams Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> Language Paper 2 – <i>Writer’s Viewpoints and Perspectives</i>
		<ul style="list-style-type: none"> • Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> • Language Paper 2 – <i>Writer’s Viewpoints and Perspectives</i> Term 4: Paper 1 & 2 revision based on QLA from Feb/March mocks Term 5: Paper 1 & 2 revision of high tariff reading questions and extended writing skills– narrative, descriptive, expressing a viewpoint
November Mock Exams Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> Language Paper 2 – <i>Writer’s Viewpoints and Perspectives</i>	ACTUAL GCSE EXAMS.	

KEY STAGE 4

Literature	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	Literature Paper 1 – <i>English Literature & the Nineteenth Century Novel</i> Terms 1-2 = <i>Macbeth</i> Term 3 = <i>A Christmas Carol</i>	Literature Paper 1 – <i>English Literature & the Nineteenth Century Novel</i> Term 4 = <i>A Christmas Carol</i> Literature Paper 2 – <i>Modern texts and Poetry</i> Terms 5-6 = <i>An Inspector Calls</i> 4 x Unseen poems a term
		End of Year Assessment Literature Paper 1 – <i>English Literature & the Nineteenth Century Novel</i>
11	Literature Paper 2 – <i>Modern texts and Poetry</i> Term 1 = <i>Power & Conflict Poetry & Unseen</i> Literature Paper 1 – <i>English Literature & the Nineteenth Century Novel</i> Rotation of examination texts for revision throughout the year. <ol style="list-style-type: none"> 1. <i>Macbeth</i> 2. <i>A Christmas Carol</i> 3. <i>An Inspector Calls</i> 4. <i>Power & Conflict poetry & Unseen</i> 	Literature Paper 1 – <i>English Literature & the Nineteenth Century Novel</i> Literature Paper 2 – <i>Modern texts and Poetry</i> Rotation of examination texts for revision throughout the year. <ol style="list-style-type: none"> 5. <i>Macbeth</i> 6. <i>A Christmas Carol</i> 7. <i>An Inspector Calls</i> 8. <i>Power & Conflict poetry & Unseen</i>
	November Mock Exams Literature Paper 1 – <i>English Literature & the Nineteenth Century Novel</i>	Feb/March Mock Exams Language Paper 2 – <i>Modern texts and Poetry</i> Literature Paper 1 – <i>English Literature & the Nineteenth Century Novel</i> Literature Paper 2 – <i>Modern texts and Poetry</i>
		ACTUAL GCSE EXAMS.

KEY STAGE 5

Language and Literature	September – November	December – March	March - June
<p style="text-align: center;">12</p>	<p>Introduction to narrative fiction, poetic voice and essay writing.</p> <p><i>The Handmaid's Tale</i> – Margaret Atwood</p> <ul style="list-style-type: none"> Reading the novel, dominant focus is narratology <p>Poetic Voices. Reading John Donne through the lenses of:</p> <ul style="list-style-type: none"> Place Relationships Events Time <p>Reading the poetry, dominant focus is poetics</p>	<p>Imagined Worlds. Reading Margaret Atwood through the lenses of:</p> <ul style="list-style-type: none"> point of view characterisation presentation of time and space/place narrative structure <p>Introduction to stylistics, spoken language, genre and essay writing.</p> <p>Remembered Places.</p> <ul style="list-style-type: none"> Reading texts 1-15 in anthology <p>Regular spoken presentations and essays to support exam readiness</p>	<p>Poetic Voices and Imagined Worlds. Revision and exam preparation</p> <p>Remembered Places.</p> <ul style="list-style-type: none"> Developing essay skills in response to texts 1-15 in anthology <p>Regular essays to support exam readiness</p> <p>Start NEA – Complete process of choosing texts, selecting secondary reading and writing draft of introduction, research and analysis sections</p>
	<p style="text-align: center;">November Mock Exam</p> <p>1 x Imagined Worlds essay 1x Poetic Voices essay</p>	<p style="text-align: center;">March Mock Exam</p> <p>1x Imagined Worlds essay 1x Remembered Places essay</p>	<p style="text-align: center;">End of Year Exam complete A-Level Paper 1</p>
<p style="text-align: center;">13</p>	<p>Remembered Places</p> <ul style="list-style-type: none"> Reading texts 16-30 in Paris anthology – regular assessment and exam practice <p>Reading <i>The Kite Runner</i> by Khaled Hosseini through the lenses of:</p> <ul style="list-style-type: none"> Narrative perspective Narrative structure Representing conflict <p>Writing re-creative pieces in response to Hosseini's text through:</p> <ul style="list-style-type: none"> The nature of monologue and dialogue 	<p>Reading <i>The Herd</i> by Rory Kinnear through the lenses of:</p> <ul style="list-style-type: none"> Representation of speech Characterisation through language Power through language and behaviour Conflict through narrative and themes <p>Remembered Places and Imagined Worlds. Revisit, revise, enhance understanding of Paris and Atwood</p> <p>Writing about Society and Dramatic Encounters Continuing work on Kinnear and Hosseini</p>	

	<ul style="list-style-type: none"> Developing undeveloped elements of narrative and character <p>The importance of specific moments of time and place</p> <p>Finish NEA – write conclusion and complete detailed redrafting process</p>		
	<p>November Mock Exam Exam – Full paper 1 & Partial paper 2</p>	<p>March Mock Exam Full exam – papers 1 & 2</p>	<p>ACTUAL A LEVEL EXAMINATION</p>

KEY STAGE 5

Literature	September – November	December – March	March - June
12	<p>Unit 1 -Love through the Ages . This unit takes a historicist approach to the study of literature. Love Through the Ages takes a diachronic approach to the given theme.</p> <ul style="list-style-type: none"> • Pre 1900 Poetry Anthology taught initially as unseen • The Great Gatsby by Fitzgerald (novel, post 1900) <i>Focus: representations of love across time, poetic form and methods, typicality and relevant context, making links.</i> Thematic essays and presentations to prepare for exams <p>Unit 2- Texts in Shared Contexts: Modern Identity Texts. This unit takes a synchronic approach to literature produced since 1945.</p> <ul style="list-style-type: none"> • Introduction to unseen prose extracts (post 1945) Booklet of extracts to annotate and write essays <i>Focus: narrative perspective, genre, representations of identity and methods used to convey this theme. Includes essays and oral presentations on texts</i> • Skirrid Hill by Sheers (post 2000 poetry) Guided annotation <i>Focus: themes of separation, identity, nature, masculinity and relationships also poetic form, methods, typicality and relevant context, making links. Includes oral presentations and essays.</i> 	<p>Unit 1 -Love through the Ages</p> <ul style="list-style-type: none"> • Othello by Shakespeare (Tragedy, pre 1900) Detailed reading of play and annotation of pivotal scenes <i>Focus: representations of love across time, tragedy form, methods, typicality in relation to context and Shakespeare’s oeuvre, making links and alternate interpretations.</i> Essays based on extract to whole text and presentations to prepare for exams <p>Unit 2 Texts in Shared Contexts: Modern Identity Texts.</p> <ul style="list-style-type: none"> • Cat on a Hot Tin Roof by Williams (play, post 1900) <i>Focus: modernism and post war society, play genre, setting, representations of identity and methods used to convey this theme.</i> Thematic essays and presentations to prepare for exams <p>Unit 1 -Love through the Ages Revision</p> <ul style="list-style-type: none"> • Pre 1900 Poetry Anthology taught initially as unseen • The Great Gatsby by Fitzgerald (novel, post 1900) 	<p>Unit 2 -Texts in Shared Contexts: Modern Identity</p> <ul style="list-style-type: none"> • Additional Sheers poetry yet to be covered (post 2000) <i>Focus: themes of separation, family, nature, growing up and relationships also poetic form, methods, typicality and relevant context, making links to previously studied poems.</i> Thematic essays and presentations to prepare for exams <p>Unit 2 Texts in Shared Contexts: Modern Identity Texts.</p> <ul style="list-style-type: none"> • Introduction to NEA (one pre 1900 and one post 1900 text) Core text teaching based around theme, genre and character Students work independently, negotiating their own text and question Focus: Detailed annotations, notes and group work to prepare for NEA topic focus and other text choice <p>Unit 1 -Love through the Ages Revision</p> <p>Unit 2 -Texts in Shared Contexts: Modern Identity Texts Revision</p> <ul style="list-style-type: none"> • Revise all texts- prioritise based on student need • Creation of revision resources
	<p>November Mock Exam (open book) Paper 1 (Comparison : Pre 1900 Poetry Anthology and The Great Gatsby) Paper 2 (Sheers poetry)</p>	<p>March Mock Exam Full Paper 1 for unit 1 (open book-section C only) Paper 2 for unit 2 (Sheers, Unseen Prose and Cat on a Hot Tin Roof- open book)</p>	<p>End of Year Exam Full Paper 1 for unit 1 (open book-section C only) Paper 2 for unit 2 (Sheers, Unseen Prose and Cat on a Hot Tin Roof- open book)</p>

<p>Unit 2- Texts in Shared Contexts: Modern Identity Texts.</p> <ul style="list-style-type: none"> • NEA planning/writing Students work independently, negotiating their own text and task focus with teacher Structured planning based on negotiated essay Focus: theme, character, genre, method First draft of comparative critical study NEA <p>Unit 2 -Texts in Shared Contexts: Modern Identity Texts.</p> <ul style="list-style-type: none"> • <i>The Help</i> by Stockett Focus: narrative perspective, context and setting 1960s USA, representations of identity and segregation methods used to convey this theme. Thematic essays and presentations to prepare for exams <p>Unit 1 -Love through the Ages Revision</p> <ul style="list-style-type: none"> • <i>Othello</i> by Shakespeare (Tragedy, pre 1900) Detailed rereading of pivotal scenes, essay planning and thesis statements Focus: representations of love across time, tragedy form, methods, typicality in relation to context and Shakespeare's oeuvre, making links and alternate interpretations. Essays on extract to whole text and presentations to prepare for exams 	<p>Unit 2- Texts in Shared Contexts: Modern Identity Texts.</p> <ul style="list-style-type: none"> • Complete NEA • <i>The Help</i> by Stockett compared to <i>Cat on a Hot Tin Roof</i> by Williams Focus: Making links between texts on key aspects- narrative perspective, exposition, characters and themes: isolation, class, conflict, cultural difference, difference, identity etc. Comparative essays to prepare for exams • Additional Sheers poetry yet to be covered (post 2000) Focus: themes of: separation, family, nature, growing up and relationships and poetic form, methods, typicality and relevant context, making links to previously studied poems. Thematic essays and presentations to prepare for exams <p>Unit 1 -Love through the Ages Revision</p> <ul style="list-style-type: none"> • Pre 1900 Poetry Anthology • <i>The Great Gatsby</i> by Fitzgerald (novel, post 1900) Focus: representations of love across time, poetic form and methods, typicality and relevant context, making links Comparative, thematic essays and presentations to prepare for exams 	<p>Unit 2 -Texts in Shared Contexts: Modern Identity Revision</p> <ul style="list-style-type: none"> • Unseen prose Focus: narrative perspective, genre, representations of identity and methods used to convey this theme. Includes oral presentations on texts <p>Unit 1 -Love through the Ages Revision</p> <ul style="list-style-type: none"> • Unseen poetry about love through the ages Focus: representations of love across time, poetic form and methods, typicality and relevant context, making links. Thematic essays and presentations to prepare for exams <p>Unit 1 -Love through the Ages Revision Unit 2 -Texts in Shared Contexts: Modern Identity Texts Revision</p> <ul style="list-style-type: none"> • Revise all texts- prioritise based on student need • Creation of revision resources • Exam technique
<p align="center">November Mock Exam Complete Paper 1 and Paper 2</p>	<p align="center">March Mock Exam Complete Paper 1 and Paper 2</p>	<p align="center">ACTUAL A LEVEL EXAMINATION</p>