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| --- | --- | --- | --- |
| **Lesson** | **Learning Focus** | **Assessment** | **Image result for htcsKey Words** |
| **Poetry Anthology** |  |  | InferioritySuperiorityOpulenceIndustrialisationBourgeoisieProletariatMarxismSocialismCapitalismIdyllicTaintedInternecine ComparativeMicrocosmEdifyingElucidatingEnlighteningDepictDictatorshipTyrantMalevolentEraSocialVastCondescendingVitriolicBludgeonColonialismPatriarchalContextualSub-textual |
| **1-2** | Romantic cluster of poems- revise all, choose one to focus on in detail MITSL | Revision |
| **3&4** | War and conflict cluster - revise all, choose one to focus on in detail MITSL | Revision |
| **5** | Extended Write: Compare two poems from the anthology in terms of how they use power. [30 marks]  | Extended Write |
| **Paper 2 Language** |  |  |
| **1** | Revisit mock and question-by-question performance. Identify strengths and targets. Set personal targets to improve. | Green pen |
| **2-3** | READING: Focus on a problem question for one lesson. Probably 3 and 4 initially with some Q2 if needed. | Analysis – teacher led/self |
| **4-5** | WRITING: One lesson on writing theory and skills, one on a scaffolded planning and writing of a Q5. | Analysis – teacher led/self |
| **6-7** | Extended Write: ‘cold’ paper 2 mock done in class in exam conditions. Peer marked and teacher checked.  | Extended Writing |
| **Unseen** |  |  |
| **1** | Unseen poetry skills, techniques and exam strategy | Analysis – teacher led |
| **2-3** | Unseen poetry exam practise. Scaffolding is progressively removed to promote independence.  | Analysis-teacher led/self  |
| **4** | Extended write: ‘cold’ unseen poem exam question. Done in class in exam conditions. Peer marked and teacher checked. | Extended Writing |
| **5** | Unseen poetry comparison: ‘cold’ unseen poem exam question. Done in class in exam conditions. Peer marked and teacher checked. | Extended Writing |
| **An Inspector calls** |  |  |
| **1-2** | Revision lesson: Plot/character/themesCornell notes page for each. | Revision/ meta-cognition  |
| **3-4** | Extract analysis skills. Extracts chosen from text to analyse and plan answers. | Analysis- teacher led |
| **5** | Mind map- whole play with quotes | Revision  |
| **6** | Extended write: ‘cold’ AIC exam question. Done in class in exam conditions. Peer marked and teacher checked. | Extended Writing |

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| **R****Communications Faculty- KS4 GCSE Curriculum Intent - Year 11 Unit: Language and Literature****E****V****I****S****I****O****N****I****S****T****H****E****K****E****Y****T****O****S****U****C****C****E****S****S** |

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| **R** | **A** | **G** | **Please RAG all the AOs above and below as you complete each bank of lessons** |



**GCSE ENGLISH LITERATURE AO Grid**

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| --- | --- | --- | --- | --- |
|  |  | **R** | **A** | **G** |
| **A01** | Read, understand and respond to texts.  Students should be able to: -maintain a critical style and develop an informed personal response  -use textual references, including quotations, to support and illustrate interpretations.  |  |  |  |
| **A02** | Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. |  |  |  |
| **A03** | Show understanding of the relationships between texts and the contexts in which they were written. |  |  |  |
| **A04** | Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |  |  |  |