

Year 10	Specification/ Topic Area	Key Learning/Assessment Objectives	Recommended teaching activities and resources	Assessment/homework	Links to wider curriculum
Autumn Term 1	Component 02 Section A Part a) and Part b) <i>Conflict</i> poetry cluster	Introduction to poetry at GCSE: <ul style="list-style-type: none"> • How to read and annotate a poem • Making useful annotations • Approaching an unseen poem and developing a personal response Introduction to conflict: <ul style="list-style-type: none"> • Explore and interpret a key theme Study of individual poems: <ul style="list-style-type: none"> • Develop personal responses and critical reading skills • Explain and analysis how language, structure and form create effects • Use relevant subject terminology 	OUP English Literature Textbook Chapter 3: Poetry Allowing pupils to approach each of the Conflict poems as an unseen facilitates development of examination skills Delivery guide: Responding to unseen texts	Exam-style analysis of a single poem (part b) Ongoing homework: pupils complete a grid for each poem, once studied, summarising the important content (including types of conflict), quotations and features of language, structure and form to encourage regular consolidation and independent revision	Reading unseen texts (link to Language 01 and 02) Skills focus: AO1 and AO2
Autumn half term					
Autumn Term 2	Component 02 Section A Part a) and Part b) <i>Conflict</i> poetry cluster	Continuation of study of individual poems: <ul style="list-style-type: none"> • Develop personal responses and critical reading skills • Explain and analysis how language, structure and form create effects • Use relevant subject terminology Comparing poems: <ul style="list-style-type: none"> • Develop comparative understanding of texts • Engage with thematic links between texts • Compare ways in which writers explore and present themes • Learn how to structure a comparison essay and develop writing skills 	Delivery Guide: Comparing texts	Exam-style comparative essay (part a) Ongoing homework: pupils complete a grid for each poem, once studied, summarising the important content (including types of conflict), quotations and features of language, structure and form to encourage regular consolidation and independent revision	Reading unseen texts; comparing texts (link to Language 01 and 02) Skills focus: AO1 and AO2; comparison of texts

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Spring Term 1	Component 02 Section B Shakespeare, <i>Macbeth</i>	<p>Introduction to the play/plot and concepts of tragedy:</p> <ul style="list-style-type: none"> • Understand themes, ideas, issues, plot development • Pay closer attention to the structure of the play by understanding typical structure of a tragedy • Introduction to characterisation of the tragic hero <p>Working through the play:</p> <ul style="list-style-type: none"> • Act 1 / Act 2 / Act 3 • Reflect critically on key scenes and characters/relationship • Analyse how Shakespeare uses language, structure and form by focussing on key soliloquies • Learn/revise relevant subject terminology specific to studying Shakespearean text • Evaluate a variety of different valid responses to a text by exploring different film versions or productions • Use relevant contexts to inform reading and personal response • Structuring a written response to an extract from the play 	<p><i>Macbeth</i> film [2015] dir. Justin Kurzel</p> <p><i>Macbeth</i> film [1971] dir. Roman Polanski</p> <p><i>Macbeth</i> film version of Chichester Festival Theatre production starring Patrick Stewart/Kate Fleetwood [2011] dir. Rupert Goold</p> <p>Ben Crystal, <i>Springboard Shakespeare: Macbeth</i>, Arden Shakespeare (2013)</p> <p>Creative approaches, e.g. Lady Macbeth's monologue following the events of Act 1 Scene 7, Act 2 Scene 2 or Act 3 Scene 2</p> <p>Focus on the presentation of the supernatural/witches; character development of Macbeth and Lady Macbeth; relationships between Macbeth/Lady Macbeth and Macbeth/Banquo</p> <p>Explore different productions/interpretations of specific scenes, e.g. comparing presentations of Act 2 Scene 3 and the discovery of Duncan)</p> <p>Teach contexts as they arise, linked into specific scenes to avoid contextual research/knowledge being used as a "bolt on"</p>	<p>Working towards the extract question: close analysis of a speech or specific moment</p> <p>Ongoing homework (continues into Spring Term 2): complete consolidation grid of development of Macbeth's character after each Act, including key quotations/ aspects of language, structure and form, as well as development of relationship with other characters</p>	<p>Skills focus: AO1 and AO2</p> <p>Introduction to using context (AO3)</p> <p>Creative writing links to Language 02</p>

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Spring half term					
Spring Term 2	Component 02 Section B Shakespeare, <i>Macbeth</i>	Continue working through the play: <ul style="list-style-type: none"> • Act 4 / Act 5 • Continue to develop key skills as above • Extending written responses to texts • Structuring a written response to the discursive question; developing a critical style in a personal response to whole text/task 	More developed focus on other characters, e.g. Macduff, Malcolm, Lady Macduff	Exam style assessment: choice of question Easter holiday homework: students read Kazuo Ishiguro's <i>Never Let Me Go</i> and answer comprehension questions on each chapter	Skills focus: AO1 and AO2 Introduction to using context (AO3)

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Summer Term 1	Component 01 Section A Part a) and Part b) Kazuo Ishiguro, <i>Never Let Me Go</i>	<p>Introduction to studying a modern novel:</p> <ul style="list-style-type: none"> Respond to conventions of narrative and characterisation; explore deeper implications of narrative voice in the novel <p>Introduce context:</p> <ul style="list-style-type: none"> Social/cultural; common situations and experiences Reflect critically on these experiences in the novel <p>Develop critical reading and personal response to the novel:</p> <ul style="list-style-type: none"> Part One and Part Two Pay particular attention to the details of the text: very heavy word/sentence-level focus by looking at key moments over the first two parts of the novel <p>Develop prose comparison skills:</p> <ul style="list-style-type: none"> Understand how to structure a part a) response (comparison of novel extract with unseen prose extract) 	<p>Close analysis of the opening section of the novel offers opportunity to introduce range of features and ideas about the text</p> <p>Close analysis of key moments; mind-mapping of each moment to consolidate key quotations and significant words/phrases/sentences</p> <p>Delivery Guide: Never Let Me Go</p>	Exam-style comparison question (part a)	<p>Reading unseen literary prose; comparing prose texts (link to Language 02)</p> <p>Key skills: AO1 and AO2</p>
Summer half term					
Summer Term 2	<p>Revision: Component 2 Section A and Section B</p> <p>Component 01</p>	<p>Secure essay writing technique:</p> <ul style="list-style-type: none"> Component 2 Section A Part a) Component 2 Section A Part b) Component 2 Section B (extract-based and discursive) 	<p>OCR Specimen Paper (Component 02): http://www.ocr.org.uk/Images/169189-unit-j352-02-exploring-poetry-and-shakespeare-sample-assessment-materials.pdf</p>	<p>Mock examination: Component 02</p> <p>Summer holiday homework: students read Charlotte Brontë's <i>Jane Eyre</i> and</p>	Key skills: AO1 and AO2

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	Section A Part a) and Part b) Kazuo Ishiguro, <i>Never Let Me Go</i>	Work on developing effective revision strategies for the set texts. End of Year 10 Mock Examination: Component 02 (2 hours) Develop critical reading and personal response by completing the modern novel: <ul style="list-style-type: none"> • Part Three • Pay particular attention to the details of the text: very heavy word/sentence-level focus by looking at key moments over the first two parts of the novel 		complete active reading activities in reading comprehension pack	

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Year 11	Specification/ Topic Area	Key Learning/Assessment Objectives	Recommended teaching activities and resources	Assessment/homework	Links to wider curriculum
Autumn Term 1	Component 01 Section B Charlotte Brontë, <i>Jane Eyre</i>	<p>Work through the novel, with a close focus on key moments. Through study of key moments, students will engage with key assessment strands below.</p> <p>Develop critical reading skills with exploration of genre:</p> <ul style="list-style-type: none"> • Bildungsroman • Gothic novel • Romance <p>Respond to setting and atmosphere:</p> <ul style="list-style-type: none"> • Evaluate significance of settings in relation to Jane's developing character • Analyse words, sentences and techniques used to convey setting <p>Develop personal responses to ideas, themes, characters and relationships</p> <p>Evaluate the significance of context, discovering contexts through study of each moment</p>	<p>Women in the Nineteenth Century: research and production of an academic poster – key contextual element for understanding the novel as a social commentary: www.victorianweb.org is a very useful resource for this</p> <p>The Brontë Parsonage Museum: https://www.bronte.org.uk/</p> <p>Quotation banks and lists of key moments</p> <p>Delivery Guide: Jane Eyre</p> <p>Creative approaches: Jane's childhood diary; descriptions of a place</p>	<p>Extract-based essay</p> <p>Ongoing homework: consolidation grids of key moments (OCR <i>Let's Take A Moment</i> resource)</p>	<p>19th Century texts and contexts (link to Language 01)</p> <p>Skills focus: AO1, AO2, AO3</p> <p>Creative writing (link to Language 02)</p>
Autumn half term					
Autumn Term 2	Component 01 Section B Charlotte Brontë, <i>Jane Eyre</i> Revision: Component 01 Section A	<p>Consolidation of the novel through tracking of:</p> <ul style="list-style-type: none"> • Themes • Relationships • Settings/episodes in Jane's life journey • Language patterns • Symbolism (e.g. Bertha, fire, etc.) <p>Revision of extract-based and discursive essay responses</p> <p>Year 11 December Mock Examination: Component 01 (2 hours)</p>	<p>See above</p> <p>Revision: timed mind maps of key moments from both novels; quotations quizzes (e.g. "fill in the blank")</p> <p>OCR Specimen Paper (Component 01): http://www.ocr.org.uk/Images/169188-unit-j352-01-exploring-modern-and-literary-heritage-texts-sample-assessment-materials.pdf</p>	<p>Mock examination: Component 01</p>	<p>Skills focus: AO1, AO2, AO3</p>

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Year 11	Specification/ Topic Area	Key Learning/Assessment Objectives	Recommended teaching activities and resources	Assessment/ homework	Links to wider curriculum
Spring Term 1	Revision: Component 02 Section A Part a)	Revise approaches to unseen poetry Make sustained and developed comparisons between unseen poetry and anthology poems	Exam-style questions; conflict clusters from previous specifications and other current specifications make useful resources	Exam-style poetry part a) responses (timed)	Comparison skills (link to Language 01 and 02) Approaches to unseen texts (Language 01 and 02 / Literature 01)
Spring half term					
Spring Term 2	Revision: Component 02 Section B	Revision of key moments of <i>Macbeth</i> ; focus on refining essay/planning techniques for both types of question Year 11 March Mock Examination: Component 02 (2 hours)	OCR Practice Paper Set 1 (Component 02)	Mock examination: Component 02	Essay techniques refined here support Component 01 Section B
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Summer Term 1	Revision: Component 01 (ALL) Component 02 (ALL)	Revision of all set texts and final exam preparation	OCR Practice Papers Set 2, either to be used as extra mock questions (personalised to take into account students' weaker sections) or "talking" mock to refine timing, planning and essay techniques	Exam practice	
Summer half term					

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