Subject: English Year Group:

	Half term 1	Half term 1	Half term 2-3	Half term 3-4	Half term 4-5	Half term 5	Half term 5-6	Half term 5-6
	Paper 1 - Pre-1900 Love Poetry	Paper 2- The Penguin Book of First World War Poetry	Paper 1 - Wuthering Heights	Paper 2 - Life Class	Paper 1 - Othello	Paper 2 - Journey's End	Paper 1 - Unseen Poetry	Paper 2 - Unseen Extract
Scheme title								
Knowledge in sequence	**Bindestraid subject matter and themes of individual and shared popens." Individual and shared contexts. **Browth the different literary eral/movements the poems were produced in and analyse the impact of these on meaning: **Bicobian different literary eral/movements the poems of meaning: **Bicobian different literary eral/movements the poems different poets **Bicobian different literary eral/movement different literary	**Rinovidege* of the individual poets and their lives **The movement of Poets spike related to WWI **Rinovidege* of the aims, content and structure of George Walter's (ed) poetry antihology.	*Bindestraining of the whole plot of the novel *Definition of fram enarative and the impact of this *Definition of fram analysis of the narative perspective of the novel (charater of help) feath *Rimovledge of how characters in the text are introduced and developed *Bindestoad and explored the development of themes in the novel: social class, gender/women, choice, death, the supernatural, look, obesision, urrequired love, familial love, friendstips *Rimovledge of the social class, religion, women, *Rimovledge of the cottin gener and nahysis of Bronte's use of Gothic conventions in the novel: the supernatural, pather fallow, setting, unreliable narrator, frame narrative, appearance of ghosts, madness, the outsider	- Ranalysis of how WW has been fictionalised and viewed from a modern perspective - Rapication of the chronology of war (pre-druing) afterments) Ranalysis of narrative perspective Ranalysis of narrative perspective Ranalysis of narrative perspective Ranalysis of narrative perspective Ranalysis of marrative perspective Ranalysis of person in oth till Class and the poems e.g. shellshock/dehumanisation/effects of war	**Enderstood and explored the development of themes in the play jealousy, race, treatment of women, reputation in the play jealousy. The play jealousy is a strong the play jealousy is a strong the play that the play t	**Bindesstand of the whole piot of the play **Bindesstand of the whole piot of the play **Bindesstand and eceloped **Bindesstand and eceloped the development of themes in the play shellshood, alcoholism, heroism, repression, herarchy, class, trenh wafrae, camandesstand **Bindesstand and period shell play shellshood, alcoholism, theroism, repression, herarchy, class tracture in obselve, dass structure of the amy, class structure of the amy, class structure obselve, trench conditions for soldiers. **Bindesstand shell play genre and analysis of Sheriff's use of tragedy controls and dramatic realism, versimitative. **Analyse decis about how war is presented and explored in the play **Bindesstand how to structure an exam answer **Bindesstand how to structure an exam answer	Understanding content and contexts of a range of unseen poems about love across different time periods	Understanding content and contexts of the unseen tests (fip Away Peter, Birdsong, Regeneration, Goodbye To All That)
	*Develop existing knowledge of poetic forms: somet, tyric, balled, dramate mondeque, satire, song, allegory, *Binderstand the term metaphysical concest and analyse *Develop knowledge of literary read/movements (see above). *Analyse the meaning of poems using a historicist approach. *Birtie about the texts in an appropriate academic style.	**Genomicage of the structure how the somet form is used in way note;" **Genomicage of poetry terminology **Genomicage of poetry terminology **Genomicage of the structure of	«Ranlysis of Jest, Character and theme development homoglocal an anzierte text «Ranlysis of form, structure and language and writer's specific choices -Bevelop knowledge of literary eras/movements -Ranlyse the mensing of prose, poetry and drama using a historicist approach "Brite about the texts in an appropriate academic style -Being able to use wider context to enhance analysis of a text.	*#Involvelege of narrative perspective **anguage terminogy **Empayartive analysis **Application of Iterary Nistoricism **Writing in an academic style	specific choices •Bevelop knowledge of literary forms/eras/movements	**Sanalysis of Joict, character and theme development throughout a text ** **Analysis of form, structure and language and writer's specific choices ** **Bevelop knowledge of literary forms/eras/movements ** **Analyse the mensing of prose, poetry and dama using a historicist approach ** **Sirke about text sin an appropriate a cademic style ** **Being able to use wider context to enhance analysis of a text ** **Comparison of themes, ideas and context a cross text ** **Applying critical theories/reading to literature texts	-Bevelop involvedge of literary forms/erar/movements -Rahaybe the meaning of prose, portly and diama using a historicit approach -Write about texts in an appropriate audemic style -Being able to use wider context to embanes analysis of a text -Comparison of themes, ideas and context across texts -Raphyring critical theories/reading to literature texts	-Manlayis of plot, character and theme development throughout a text -Manlayis of form, structure and language and write? -Manlayis of form, structure and language and write? -Bevelop knowledge of literary forms/eras/movement -Manlayis the meaning of pross, postry and drama usin a historicist approach "Shift about text sin an appropriate academic style—Being able to use winder context to enhance analysis of a text -Manlayism of themes, ideas and context across text -Manpaing critical theories/reading to literature texts
Skills								
Key Words	Petrarchan sonnet Makesperiera sonnet Metaphylical conceit lyric Dramatic monologue Ballad Salire Song Allegory Narrative poetry	Dominant narratve Owenesque Patricistin Propaganda Pastoral Imagism Satire Historicism	Frame narratve The Other Transgressive Bymorie Hero Doubling Romanticism Unreliable narrator	Novel Epistolary Naurative perspective Figurative language Symbolism Irony Model Protagonist	Tragic hero Hamartia Machiavellian Domandia trory Moolf Symbol Allusion	Realism Stage directions Post-traumatic stress disorder Repression Public School Patinistin Tragic Hero Cowardice Censorship	Narrative perspective Figurative language Typical / atypical Sonnet Free verse Blank verse	Narrative perspective Figurative language Typical / atypical Protagonist Structure
	Students can analyse the presentation of love and its	Students can analyse the presentation of WW1 and its	Students can analyse the presentation of love and its	Students can analyse the presentation of the First	Students can analyse the presentation of love and its	Students can analyse the presentation of WW1 and its	Students can compare how love and its themes has	Students can analyse the presentation of WW1 and its
	themes in poetry from the Renaissance period to the		themes in a classic English novel and compare this with	World war in the novel including changing attitudes to	themes in an English Renaissance tragedy play.	themes in a modern drama play.	been presented in poetry across time.	aftermath in prose extracts.
	late Victorian period.	Front Line and the Home Front.	the poems in the pre-1900 love poetry anthology.	war and the differing roles of men and women.				
End Point								
Assessment	Formative assessment will take the form of two	Formative assessment will take the form of two	Formative assessment will take the form of two	Formative assessment will take the form of two	Formative assessment will take the form of two	Formative assessment will take the form of two	Formative assessment will take the form of two	Formative assessment will take the form of two
method	Progress Points and sumative assessment will be an	Progress Points and sumative assessment will be an	Progress Points and sumative assessment will be an	Progress Points and sumative assessment will be an	Progress Points and sumative assessment will be an	Progress Points and sumative assessment will be an	Progress Points and sumative assessment will be an	Progress Points and sumative assessment will be an
	exam-style response.	exam-style response.	exam-style response.	exam-style response.	exam-style response.	exam-style response.	exam-style response.	exam-style response.