

Area of
study

Your child will ... (Knowledge)

Your child will be able to...
(Skills)

Summer Term

Jekyll and
Hyde

- Context: 19th Century Britain, Science vs Religion, Theory of Evolution, Writer's intention, events, characters and themes

An Inspector
Calls

- Context: Socialist, Capitalist, 19th Century/ 20th Century class systems, poverty Writer's intention, events, characters and themes

Macbeth

- Context: Witchcraft, James 1, Great Chain of Being/ Divine Right of Kings, Writer's intention, events, characters and themes

Poetry

- *Catrin, The Man he Killed, The Class Game, Exposure, Cousin Kate, The Poison Tree, War Photographer.*

Language

- Evaluative language
- Features of narrative writing, features of descriptive writing.
- Assessment Objectives, what they mean and when they are being assessed.

- Comprehension, annotations, retrieval of quotes for textual references, graze on a phrase, 'What, How, Why?' response, critical thinking, analytical writing. Identifying the writer's intention.
- Extract response and whole text response (LITERATURE)
- Close Reading of unseen texts, annotating for effect. Retrieval of explicit and implicit information, selecting appropriate quotes from an unseen text, creating What How Why using an unseen text. Using evaluative language in a response.
- Planning, revisiting descriptive writing toolbox, dialogue, planning effectively for writing, crafting sentences effectively, using punctuation accurately and for effect.
- To articulate fluently in a group and individually

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study

Your child will ... (Knowledge)

Your child will be able to...
(Skills)

Summer Term

Language
GCSELiterature
GCSE

- Revisit knowledge from Yr10 to ensure that students have confidence with plot, characters and themes of Literature texts.
- **Poetry:** *The Destruction of Sennacherib, Extract from the Prelude, Half-Caste, Charge of the Light Brigade, Belfast Confetti, Poppies, No Problem, What Were They Like?*
- Assessment Objectives, what they mean and when they are being assessed.
- Comparative language

- Unseen Poetry -how to approach and respond.
- Identifying viewpoints and perspectives, how to use comparative language in a response.
- Revisiting skills from Yr10:
- Comprehension, annotations, retrieval of quotes for textual references, graze on a phrase, 'What, How, Why?' response, critical thinking, analytical writing. Identifying the writer's intention.
- Extract response and whole text response (LITERATURE)
- Close Reading of unseen texts, annotating for effect. retrieval of explicit and implicit information, selecting appropriate quotes from an unseen text, creating 'What How Why?' using an unseen text. Using evaluative language in a response.
- Planning, revisiting descriptive writing toolbox, dialogue, planning effectively for writing, crafting sentences effectively, using punctuation accurately and for effect.
- To articulate fluently in a group and individually.