

COMPARATIVE ← CRITICAL ← EVALUATIVE ← ANALYTICAL ← COMPREHENSIBLE

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**Term 3**  
**Literature: Poetry**  
**Language: Paper 2 writing skills**

<p><u>Ozymandias- Shelly</u> <b>Themes:</b> Power of Man Power of legacy  <b>Key contexts:</b> Romanticism Ramases II</p>	<p><u>London- Blake</u> <b>Themes:</b> Conflict and Corruption Power of man  <b>Key contexts:</b> Romanticism and anti-establishment</p>	<p><u>My Last Duchess- Browning</u> <b>Themes:</b> Power and gender Power of legacy  <b>Key contexts:</b> Patriarchy</p>	<p><u>Extract from The Prelude- Wordsworth</u> <b>Themes:</b> Power of nature and the sublime Power of man  <b>Key contexts:</b> Romantic poet</p>	<p><u>The Charge of The Light Brigade- Tennyson</u> <b>Themes:</b> Conflict in war Patriotism  <b>Key contexts:</b> Crimean War</p>	<p><u>Exposure- Owen</u> <b>Themes:</b> Attitudes to war and conflict Power of nature  <b>Key contexts:</b> Personal experience as a Soldier</p>
<p><b>Language P2 – Writing skills</b> Write non-fiction with clarity and apply terminology and methods</p>	<p><b>Language P2 – Writing skills</b> Variety of vocabulary used for conscious crafting of linguistic devices</p>	<p><b>Language P2 – Writing skills</b> Adapting tone, style and register to match appropriate purpose and audience in writing</p>	<p><b>Language P1 &amp; P2 – Reading skills</b> Re-visit active reading strategies - how to read for meaning</p>	<p><b>Language P1 &amp; P2 – Reading skills</b> Reading to analyse and evaluate language and structure</p>	<p><b>Language P1 &amp; P2 – Reading skills</b> Be able to compare, synthesis and form judgements with evidence</p>

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<p><u>Chapter 9-10</u> Aristotle’s virtue ethics Human nature Addiction The natural order and the consequences of transcendentalism</p>	<p><u>Chapter 7-8</u> Mystery and secrecy Terror and fear Deterioration of character and relationships Uttersson’s narrative voice/characterisation</p>	<p><u>Chapter 4-6</u> Epistolary novella and narrative voice Degeneration and violence Transcendental science vs Rational science Mystery and suspense</p>	<p><u>Chapter 1-3</u> Victorian contexts: social class; reputation; fin de siècle; Darwin’s Theory of Evolution; duality and setting. Gothic genre Characterisation</p>
	<p><b>Language P1 – Writing skills</b> Adapting tone, style and register to match appropriate purpose and audience in writing</p>	<p><b>Language P1 – Writing skills</b> Variety of vocabulary used for conscious crafting of linguistic devices</p>	<p><b>Language P1 – Writing skills</b> Write fiction with clarity and apply terminology and methods</p>

**Term 2**  
**Literature: Jekyll and Hyde**  
**Language: Paper 1 writing skills**

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**Term 1**  
**Literature: Macbeth**  
**Language: Paper 1 and Paper 2**

<p><b>ACT 1</b> Narrative arch structure Witchcraft and the supernatural Aristotelean tragedies James I as a ruler and king</p>	<p><b>ACT 2</b> Climactic part of the play Macbeth as an ambitious character Introduce the idea of toxic masculinity Natural order and chaos</p>	<p><b>ACT 3</b> Explore the theme of kingship and guilt Macbeth as a dynamic character Aristotle’s Virtue Ethics Discuss ideas around psychological torment</p>	<p><b>ACT 4</b> Witchcraft fears Consequence of hamartia Concept of corruption an evil War, violence and conflict</p>	<p><b>ACT 5</b> Ending of the play Bloodbath Gender expectations Re-visit natural order</p>	
<p><b>Language P1</b> To be able to effectively comprehend texts and retell events</p>	<p><b>Language P1</b> To be able to effectively evaluate and analyse Language &amp; structure for meaning</p>	<p><b>Language P1</b> Write fiction and apply terminology and methods – ambitious use of vocabulary</p>	<p><b>Language P2</b> Revisit effective active reading strategies for comprehension</p>	<p><b>Language P2</b> Understand how to synthesise, make judgements and inferences and revisit analysis.</p>	<p><b>Language P2</b> Re-visit effective writing methods and apply it to writing non-fiction ambitiously</p>

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