



KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<i>Telling Tales - an introduction to literature</i>	<i>Telling Tales – Poetry and narrative and descriptive writing</i>	<i>‘Animal Farm’ by George Orwell</i>		<i>Shakespeare - ‘A Midsummer Night’s Dream’</i>	
Core Knowledge: ANNOTATING EXTRACTS ANALYTICAL WRITING - WHAT, HOW, WHY NARRATIVE/ DESCRIPTIVE WRITING UNDERSTANDING FORM, STRUCTURE AND GENRE Core skills: <ul style="list-style-type: none"> Analysing language, form and structure (extracts) Creative writing Re-creative writing Analysing language, form and structure (poetry) Applying knowledge of language, form and structure in own writing Comparison Accurate spelling, punctuation and grammar 	<u>Term 1a - TELLING TALES</u> <ul style="list-style-type: none"> How the telling of stories has changed and developed over time - origins of storytelling through to modern times <ul style="list-style-type: none"> Prehistoric art - The Chauvet Cave Paintings Greek mythology - moral, creation/ explanation, hero/ journey myths The Epic of Gilgamesh The Tale of Mighty Beowulf The Canterbury Tales The Renaissance - Shakespeare Fairy tales/ Grimm’s Tales Gothic literature Modern Literature The concept of the literary canon and evaluating its merit Explicit teaching of creative writing skills/ techniques using the texts as inspiration <ul style="list-style-type: none"> Storyboards Symbolism Imagery 		<u>ANIMAL FARM</u> General Knowledge for novels <ul style="list-style-type: none"> Characterisation Narrative Structure Narrative Voice Themes - equality, inequality, power, corruption, control Setting Symbolism Contexts of production Writer’s intentions What a well structured piece of writing looks like <u>Animal Farm specific</u> <ul style="list-style-type: none"> Plot of each chapter Character constructs Author intention Key features of an allegory and how Animal Farm conforms to these conventions (Russian Revolution) How it links to contexts of Orwell’s time - social and historical context Orwell’s methods - including DAFORREST 		<u>A MIDSUMMER NIGHT’S DREAM</u> <ul style="list-style-type: none"> Shakespeare’s life and times Characterisation/ character development Narrative Structure Character voice Themes - love, imagination, magic, marriage, appearance Vs reality, order and disorder, revenge Setting Writer’s intentions Conventions of comedy Gender stereotypes Patriarchal society Dramatic form (Staging, rhyme, blank verse, prose and why Shakespeare might switch between these) <u>Conventions of a Shakespearean Comedy</u> <ul style="list-style-type: none"> Young lovers overcoming obstacles Mistaken identity Clever plot twists Puns Stock characters Happy endings 	

<ul style="list-style-type: none"> ● Recognising and analysing features of form and genre ● Tracking a theme ● Applying social and historical context to understanding of text ● Analytical writing ● Applying knowledge of language, form and structure in own writing ● Understanding and application of contextual knowledge - social and historical context ● Exploring theme and characterisation ● Identifying and analysing characteristics of a genre 	<ul style="list-style-type: none"> - Colour imagery/ symbolism - Pathetic fallacy - Show don't tell - Emotive language - Upgrading sentences (simile start, triple noun colon etc) - Creating a hero - Semantic field - Allegory - Byronic hero - Bildungsroman - Starting stories - media res, setting focuses, memory - Recreative writing - Narrative hook - Protagonist Vs antagonist <p><u>Term 1b - POETRY</u></p> <ul style="list-style-type: none"> ● A study of poetic forms ● How meaning is created ● Influence of context ● Analysis of language, form and structure ● Comparison of poems <p><u>NARRATIVE AND DESCRIPTIVE WRITING</u></p> <p>Using texts as prompts with exploration of genre, characterisation, structure, language, themes.</p> <ul style="list-style-type: none"> - Drop, shift, zoom in, zoom out - Exposition, rising action, climax, falling action, resolution 		
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	<u>ARK MASTERY</u>					
	<ul style="list-style-type: none"> • 7G - Mastery 1 • Rest of the year group - Mastery 2 					
Departmental Assessment:	50 Question Quiz, Reading analysis of extract	50 Question Quiz Extended writing / creative writing/ SPAG Analysis/ comparison of language, form and structure in poems	50 question quiz extract analysis / extended writing	50 question quiz extract analysis / extended writing	50 question quiz extract analysis / extended writing	50 question quiz extract analysis / extended writing
Resources:	Booklet (inc Glossary) Knowledge Organiser 50 question quiz	Booklet (inc Glossary) Knowledge Organiser 50 question quiz	Booklet (inc Glossary) Knowledge Organiser Animal Farm text 50 question quiz	Booklet (inc Glossary) Knowledge Organiser Animal Farm text 50 question quiz	Booklet (inc glossary) Knowledge organiser AMND text 50 question quiz	Booklet (inc glossary) Knowledge organiser AMND text 50 question quiz
Learning Cycles		Learning Cycle 1 - November CREATIVE WRITING ASSESSMENT - 10 knowledg e questions - Descriptiv e OR narrative writing task Walking Talking Mock provided (completed in the 2 lessons prior to the LC)	-		Learning Cycle 2 - May READING AND WRITING ASSESSMENT - Animal Farm - 10 knowledg e questions - Extract annotatio ns Walking Talking Mock provided (completed in the 2 lessons prior to the LC)	

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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8	19th Century Lit	'A Christmas Carol' by Charles Dickens	All Around the World + 'The Bone Sparrow' by Zana Fraillon	Shakespeare - 'Much Ado About Nothing'
<p>Core Knowledge:</p> <p>UNDERSTANDING CONTEXTS AND THEIR INFLUENCE</p>	<p><u>19th Century Literature</u></p> <ul style="list-style-type: none"> Victorian life and society Gender roles and representations in 19th England Gothic conventions Crime and punishment Presentations of class and poor/undeserving poor. Political messages 		<p><u>Content:</u></p> <ul style="list-style-type: none"> Understanding cultures and traditions John Agard - 'Half-Caste' Sujata Bhatt - 'Search For My Tongue' Tom Leonard - 'Unrelated Incidents' Benjamin Zephaniah - 'The British' The Windrush Scandal - Baroness Floella Benjamin OBE (A Windrush Story) Theopina Gabriel - 'Back Home' Maya Angelou - 'Phenomenal Woman' Moniza Alvi - 'Letters From My Aunt in Pakistan' My Polish Teacher's Tie Sam Selvon - 'The Lonely Londoners' Malorie Blackman - 'Noughts and Crosses' 	<ul style="list-style-type: none"> Shakespeare's life and times Characterisation Narrative Structure Character voice Themes Setting Writer's intentions Conventions of comedy Dramatic form (Staging, rhyme, blank verse, prose and why Shakespeare might switch between these)
<p>Core skills:</p> <ul style="list-style-type: none"> Inference skills Selecting judicious quotations Analysis of writers methods Evaluation of texts Comparison skills Creative writing 	<p><u>A Christmas Carol</u></p> <ul style="list-style-type: none"> Characterisation Narrative Structure Narrative Voice Themes Setting Contexts of production Writer's intentions What a well structured piece of writing looks like <p><u>Skills:</u></p> <ul style="list-style-type: none"> Inference skills Selecting judicious quotations Analysis of writers methods Evaluation of texts Comparison skills Creative writing 		<p><u>Skills</u></p> <ul style="list-style-type: none"> Awareness of different cultures/ diversity Issues around immigration Poetic forms Narrative (non-fiction) forms and text types Representations of events in non-fiction Awareness of bias and what can influence perspectives Comparison skills <p><u>The Bone Sparrow - Class Reader</u></p> <ul style="list-style-type: none"> Promoting reading for pleasure Class discussion/ debate - hinge questions 	<p><u>Much Ado specific knowledge:</u></p> <ul style="list-style-type: none"> Conventions of comedy Gender stereotypes Elizabethan context Presentation of love and misunderstandings Shakespeare deliberate use of names How Shakespeare's audience would have found different elements of humour compared to modern audiences. <p><u>Conventions of a Shakespearean Comedy</u></p> <ul style="list-style-type: none"> Young lovers overcoming obstacles Mistaken identity Clever plot twists Puns Stock characters Happy endings

<u>ARK MASTERY</u>						
<ul style="list-style-type: none"> • 8G - Mastery 2 • Rest of the year group - Mastery 3 						
Departmental Assessment:	50 x quiz questions 1 x reading 1x writing	50 x quiz questions Extract analysis - writer's methods.	50 x quiz questions 1 x writing 1 x reading	50 x quiz questions 1 x reading 1x writing	50 x quiz questions Extract analysis/ extended writing	
Resources:	Booklet (inc Glossary) Knowledge Organiser 50 question quiz	Booklet (inc Glossary) Knowledge Organiser 50 question quiz A Christmas Carol text	Booklet (inc Glossary) Knowledge Organiser 50 question quiz The Bone Sparrow text	Booklet (inc Glossary) Knowledge Organiser 50 question quiz The Bone Sparrow text	Booklet (inc Glossary) Knowledge organiser 50 question quiz Much Ado About Nothing text	Booklet (inc Glossary) Knowledge organiser 50 question quiz Much Ado About Nothing text
Learning Cycles		Learning Cycle 3 – November READING AND WRITING ASSESSMENT – 19th Century Literature - 10 knowledge questions - Extract annotations - Analytical writing Walking Talking Mock provided (completed in the 2 lessons prior to the LC)			Learning Cycle 4 – May READING AND WRITING ASSESSMENT - All Around the World - 10 knowledge questions - Extract annotations - Analytical writing Walking Talking Mock provided (completed in the 2 lessons prior to the LC)	

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<i>'All Quiet on the Western Front' by Eric Remarque</i>		<i>Protest</i>	<i>Protest + Spoken Language</i>	<i>Power and Conflict Poetry Anthology</i>	

<p>Core Knowledge:</p> <p>UNDERSTANDING PERSPECTIVE AND INVESTIGATING INTERPRETATIONS</p>	<p><u>ALL QUIET ON THE WESTERN FRONT</u></p> <ul style="list-style-type: none"> ● Context of WWI ● Narrative viewpoint (German perspective) ● Viewpoint and perspective ● Censorship ● Propaganda ● Exploration of the theme of conflict, futility and empathy ● Character development ● Language analysis and application of contextual understanding ● Analytical writing - What, How, Why responses 	<p><u>PROTEST</u></p> <ul style="list-style-type: none"> ● Peaceful Vs Violent Protest ● Martin Luther King - 'I Have a Dream' ● Malcolm X - 'Ballot or the Bullet' ● Modern perspective - Black Lives Matter <ul style="list-style-type: none"> - 'The Hate U Give' - Angie Thomas - John Boyega ● Niyi Osundare - 'Not My Business' ● London riots ● March4Women Rally ● School strike for climate action ● Michelle Obama - Letter to her younger self ● Naomi Shihab Nye - 'Famous' ● Taylor Swift - 'Only the Young' ● Greta Thunberg ● Adora Svitak - What we can learn from kids ● Marcus Rashford - Letter to PM ● Emma Watson - HeForShe Campaign 	<p><u>GCSE study begins</u></p> <ul style="list-style-type: none"> ● Understanding of theme - power and conflict and associated ideas ● Poetic form/ structure ● Poetic voice ● Analysis of language, form and structure ● Exploring contexts ● Contextual knowledge - social and historical ● Comparison of poems
<p>Core skills:</p> <ul style="list-style-type: none"> ● Comparing viewpoints ● DAFOREST (rhetoric devices) ● Ethos, Pathos, Logos ● Speech planning and writing ● Article planning and writing ● Language analysis ● Inference skills ● Selecting judicious quotations ● Analysis of writers methods ● Evaluation of texts ● Creative writing 	<p><u>Links to Term 3 - Power and Conflict poetry</u></p> <ul style="list-style-type: none"> ● The Soldier - Rupert Brooke (patriotism) ● Mamez Wood - Owen Sheers (effects of war) ● A Wife in London - Thomas Hardy (effects of war on the homefront) ● The Manhunt - Simon Armitage (effects of war on the homefront - modern perspective) ● Dulce et Decorum Est - Wilfred Owen (brutality of war) <p><u>Key Themes:</u></p> <ul style="list-style-type: none"> ● The Horror of Modern War ● Conflict ● Abuse of Power ● Family/ relationships ● Love and affection ● Survival ● The Lost Generation ● Comradeship 	<p><u>Speaking and Listening assessment</u></p> <p>Speech planning, writing and performing using the curriculum as inspiration for developing viewpoint and perspective</p>	<p><u>Poems:</u></p> <ul style="list-style-type: none"> ● Percy Bysshe Shelley, Ozymandias (1818) ● William Blake, London (1794) ● William Wordsworth, Extract from The Prelude (1798-1850) ● Robert Browning, My Last Duchess (1842) ● Alfred Lord Tennyson, The Charge of the Light Brigade (1854) ● Wilfred Owen, Exposure (1917) ● Seamus Heaney, Storm on the Island (1966) ● Ted Hughes, Bayonet Charge (1957) ● Simon Armitage, Remains (2008) ● Jane Weir, Poppies (2009) ● Carol Ann Duffy, War Photographer (1985) ● Imtiaz Dharker, Tissue (2006) ● Carol Rumens, The Émigrée (1993) ● Beatrice Garland, Kamikaze (2013) ● John Agard, Checking Out Me History (2007) <p><u>Key Themes:</u></p> <ul style="list-style-type: none"> ● Power of humans ● Power of nature ● Effects of conflict ● Reality of conflict ● Power of loss and absence

	<ul style="list-style-type: none"> ● The Hypocrisy of the Older Generation 			<ul style="list-style-type: none"> ● Power of memory ● Anger ● Guilt ● Fear ● Pride ● Identity ● Death ● Society ● Individual 		
	<p><u>ARK MASTERY</u></p> <ul style="list-style-type: none"> ● 9G - Mastery 2 ● Rest of the year group - No Mastery 					
Departmental Assessment:	50 x quiz questions extended analysis (reading) Writing for purpose	50 x quiz questions Extended analysis of extract (literature)	50 x quiz questions Extended analysis reading	50 x quiz questions Extended analysis reading	50 x quiz questions Knowledge quizzes	50 x quiz questions
Resources:	Booklet (inc Glossary) Knowledge organiser 50 quiz question Booklet AQOTWF text	Booklet (inc Glossary) Knowledge organiser 50 quiz question Booklet AQOTWF text	Booklet (inc Glossary) Knowledge organiser 50 quiz questions	Booklet (inc Glossary) Knowledge organiser 50 quiz questions	Booklet (inc Glossary) Knowledge Organiser Poetry anthology 50 quiz questions	Booklet (inc Glossary) Knowledge Organiser Poetry Anthology 50 quiz questions
Learning Cycles			Learning Cycle 5 – January ENGLISH LIT - AQOTWF - 10 knowledge questions - Extract annotations - Analytical writing Walking Talking Mock provided (completed in the 2	SPOKEN LANGUAGE ASSESSMENT		Learning Cycle 6 – June ENG LIT ASSESSMENT - Poetry anthology - 10 knowledge questions - Analytical writing Walking Talking Mock provided (completed in the 2 lessons prior to the LC)

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KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<i>Jekyll and Hyde (Chapters 1 -5)</i>	<i>Jekyll and Hyde (Chapters 5 – 10)</i>	<i>Macbeth (Acts I-III)</i>	<i>Macbeth (Acts III-V)</i>	<i>Language Paper 1 (Section A)</i>	<i>Language Paper 1 (Section B)</i>
Core Knowledge:	<p>Plot Summary: Students should be familiar with the main events and overall plot of the novel: the central mystery surrounding the relationship between Dr. Jekyll and Mr. Hyde.</p> <p>Characters: Students should have a good understanding of the main characters: Dr. Jekyll, Mr. Hyde, Utterson, and Lanyon. They should be able to discuss their personalities, motivations, and roles in the narrative.</p> <p>Setting: Students should be aware of the Victorian London setting and its significance to the story. They should understand how the setting contributes to the atmosphere and themes explored in the novel.</p>	<p>Students will be building on the same knowledge as Term 1a, but also should begin to develop a greater understanding of:</p> <p>Style and Language: Students should be able to analyse Stevenson's writing style and the use of language in the novel. They should be able to identify and discuss literary devices such as symbolism, foreshadowing, and irony.</p> <p>Context: It is important for students to understand the social and historical context in which "Jekyll and Hyde" was written. This includes knowledge of the Victorian era, the scientific and medical developments of the time, and the prevalent moral and social</p>	<p>Plot summary: Understand the main events and plot structure.</p> <p>Characters: Analyse the motivations and relationships of Macbeth, Lady Macbeth, Banquo, and others.</p> <p>Themes: Identify and explore themes of ambition, power, guilt, fate, and appearance versus reality.</p> <p>Key quotations: Familiarize yourself with significant quotations and analyse their importance.</p> <p>Dr Jekyll and Mr Hyde Revision</p> <p>All students will also be undertaking lesson-by-lesson interleaving revision of Dr Jekyll and</p>	<p>Students will be building on the same knowledge as Term 2a, but also should begin to develop a greater understanding of:</p> <p>Critical interpretations: Examine different interpretations and develop your own supported by textual evidence.</p> <p>Language and style: Analyse Shakespeare's language, dramatic techniques, and use of iambic pentameter.</p> <p>Setting: Recognize the medieval Scottish setting and its contribution to</p>	<ul style="list-style-type: none"> · understanding of the paper · reading for meaning · analysis of language and structure · evaluating an opinion · writing for purpose <p>Macbeth Revision</p> <p>All students will also be undertaking lesson-by-lesson interleaving revision of Macbeth as part of their Do Now Activities (DNA). Each week will focus on a</p>	<ul style="list-style-type: none"> · understanding of the paper · reading for meaning · comparison of viewpoints and perspectives · summarising ideas · analysis of language and structure · writing for purpose <p>Macbeth Revision</p> <p>All students will also be undertaking lesson-by-lesson interleaving revision of Macbeth as part of their Do Now</p>

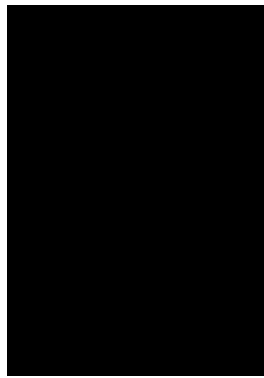
	<p>Themes: Students should be familiar with the major themes explored including: duality of human nature, the nature of evil, the suppression of desires, the consequences of scientific experimentation, and the role of appearances in society.</p> <p>interpretations and be able to support their ideas with evidence from the text.</p> <p>Key Quotations: Students should be familiar with key quotations from the novel that are significant in terms of themes, character development, or the author's message. They should be able to analyse these quotations and explain their importance.</p>	<p>concerns.</p> <p>Critical Interpretations: Students should be introduced to various critical interpretations of the novel. They should be encouraged to develop their own interpretations.</p> <p>Power and Conflict Revision</p> <p>All students will also be undertaking lesson-by-lesson interleaving revision of the Power and Conflict anthology as part of their Do Now Activities (DNA). Each week will focus on a specific poem from the anthology.</p>	<p>Mr Hyde as part of their Do Now Activities (DNA). Each week will focus on a specific theme/character from the novel.</p>	<p>the play's atmosphere and themes.</p> <p>- Context: Understand the historical and social context of the Elizabethan era and Shakespeare's inspirations.</p> <p>Dr Jekyll and Mr Hyde Revision</p> <p>All students will also be undertaking lesson-by-lesson interleaving revision of Dr Jekyll and Mr Hyde as part of their Do Now Activities (DNA). Each week will focus on a specific theme/character from the novel.</p>	<p>specific theme/character from the play</p>	<p>Activities (DNA). Each week will focus on a specific theme/character from the play</p>
Core skills:	<p>Lit AO1, AO2, AO3</p> <ul style="list-style-type: none"> ● analysis of language, form and structure ● exploration of context of production and reception 		<p>Lit AO1, AO2, AO3</p> <ul style="list-style-type: none"> ● analysis of language, form and structure ● exploration of context of production and reception 		<p>Lang AO1, AO2, AO4, AO5, AO6</p> <ul style="list-style-type: none"> ● analysis of language, structure ● evaluation of writer's methods ● writing creatively to 	<p>Lang AO1, AO2, AO3, AO5, AO6</p> <ul style="list-style-type: none"> ● analysis of language ● summarising the writer's ideas ● comparing writer's

	<ul style="list-style-type: none"> ● essay answer responses 		<ul style="list-style-type: none"> ● essay answer responses 		describe and narrate	<p>methods and ideas</p> <ul style="list-style-type: none"> ● writing for viewpoint and perspective in various forms
Departmental Assessment:	<p>GCSE English Literature Paper 1: Extended analysis of extract</p> <p>Quiz questions</p>	<p>GCSE English Literature Paper 1: Extended analysis of extract</p> <p>Quiz questions</p>	<p>GCSE English Literature Paper 1: Extended analysis of extract</p> <p>Quiz questions</p>	<p>GCSE English Literature Paper 1: Extended analysis of extract</p> <p>Quiz questions</p>	<ul style="list-style-type: none"> ● GCSE English Language Paper 1: Section A (Q1-4) ● Quiz questions 	<ul style="list-style-type: none"> ● GCSE English Language Paper 1: Section B (Q5) ● Quiz questions
Resources:	<p>Jekyll and Hyde text</p> <p>Jekyll and Hyde booklet of key extracts and information</p>	<p>Jekyll and Hyde text</p> <p>Jekyll and Hyde booklet of key extracts and information</p>	<p>Macbeth text</p> <p>Macbeth booklet of key extracts and information</p>	<p>Macbeth text</p> <p>Macbeth booklet of key extracts and information</p>	Language Paper 1 booklet of extracts	Language Paper 1 booklet of extracts
Learning Cycles		<p>Learning Cycle 1 – October</p> <p>ENGLISH LITERATURE – J&H</p>		<p>Learning Cycle 2 – February</p> <p>ENGLISH LITERATURE - MACBETH</p>		<p>Learning Cycle 3 – June</p> <p>ENGLISH LANGUAGE</p>

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 11	An Inspector Calls	An Inspector Calls	Language Paper 1 (Section A)	Language Paper 2 (Section B and Revision)	Revision	Public Examinations
Core Knowledge	<p>Plot summary: Understand the main events and structure of the play, including the mysterious visit of Inspector Goole to the Birling family.</p> <p>Characters: Analyse the personalities, relationships, and character development of characters such as Arthur Birling, Sheila Birling, Eric Birling, Gerald Croft, and Inspector Goole.</p> <p>Themes: Identify and explore themes of social responsibility, class conflict, guilt, hypocrisy, and the consequences of one's actions.</p> <p>Social and historical context: Understand the setting of the play in pre-World War I England and the social climate of the time, including the issues of social inequality and the impending war.</p> <p>Dramatic techniques: Analyse Priestley's use of dramatic devices, such as dramatic irony, tension, and the concept of the</p>	<p>Students will be building on the same knowledge as Term 1a, but also should begin to develop a greater understanding of:</p> <p>Critical interpretations: Explore different interpretations and perspectives on the play's message and social critique.</p> <p>Power and Conflict Revision</p> <p>All students will also be undertaking lesson-by-lesson interleaving revision of the Power and Conflict anthology as part of their Do Now Activities (DNA). Each week will focus on a specific poem from the anthology.</p>	<ul style="list-style-type: none"> · understanding of the paper · reading for meaning · analysis of Language and comparison skills · evaluating an opinion · writing for purpose 	<ul style="list-style-type: none"> · understanding of the paper · reading for meaning · analysis of Language and comparison skills · evaluating an opinion · writing for purpose 		

	<p>"well-made play." Structure: Examine the structure of the play, including the use of time and the cyclical nature of events.</p> <p>Key quotations: Familiarize yourself with significant quotations that highlight important themes and character traits.</p>					
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Core skills:	<p>Lit AO1, AO2, AO3</p> <ul style="list-style-type: none"> ● analysis of language, form and structure ● exploration of context of production and reception ● essay answer responses 	<p>Lit AO1, AO2, AO3</p> <ul style="list-style-type: none"> ● analysis of language, form and structure ● exploration of context of production and reception ● essay answer responses 	All AOs Lit and Lang		All AOs Lit and Lang	
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Resources:	<p>AIC Text</p> <p>AIC Booklet</p> <p>Overview of GCSE Examinations</p>	<p>AIC Text</p> <p>AIC Booklet</p> <p>Revision Resources for Mock Examinations</p>	<p>Language Paper 2</p> <p>Extract Booklet</p> <p>Fortnightly booster sessions</p>	<p>Language Paper 2</p> <p>Extract Booklet</p> <p>Easter Revision Pack</p> <p>Fortnightly booster sessions</p>		
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Learning Cycles and Department Assessment	GCSE English Literature Paper 2: Extended analysis of extract (An Inspector Calls) Quiz questions	Learning Cycle 4 – Dec School Mock exams	Learning Cycle 5 – February mock exams	GCSE English Literature Paper 2: Poetry knowledge test	Public Examinations	
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