

## Forensic Learning Points at Kineton High School: English Department - revised

	Key Stage 3			Key Stage 4 – Year 11 (2024-5) only	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn 1</b>	<p style="text-align: center;"><b>Topic: Myths</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Learn how to use context and a variety of writing skills to create a mythological character.</li> <li>2) Learn how to use a range of genre-specific texts, and theories, as inspiration to write a mythological narrative.</li> </ol> <p><b>Vocab:</b> Myth, hamartia, hubris, quest, Campbell's narrative structure.</p> <p><b>Main Assessments:</b></p> <ol style="list-style-type: none"> <li>1) <b>Baseline – comprehension (AO1, AO2)</b></li> <li>2) <b>Creative writing: character (AO5, AO6)</b></li> <li>3) <b>Creative writing: narrative (AO5, AO6)</b></li> </ol>	<p style="text-align: center;"><b>Topic: Conflict Poetry</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Explore how poetry can be used for multiple purposes, including protestations.</li> <li>2) Understand the relevance of poetry across time.</li> <li>3) Learn how to analyse and evaluate poetic methods and how these support poets' messages.</li> </ol> <p><b>Vocab:</b> Poetic terminology (including enjambment, rhyme scheme, caesura etc.) propaganda, refugee, asylum seeker.</p> <p><b>Main Assessments:</b></p> <ol style="list-style-type: none"> <li>1) <b>Poetry analysis: modern poem (AO1, AO2, AO3)</b></li> <li>2) <b>Poetry analysis: 'Dulce Et Decorum Est' (AO1, AO2, AO3)</b></li> </ol>	<p style="text-align: center;"><b>Topic: Crime and Punishment through the ages</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Explore the contextual factors of Victorian England.</li> <li>2) Apply contextual understanding to interpretations of texts (fiction and non-fiction).</li> <li>3) Understand fundamental differences between fiction and non-fiction sources, evaluating writers' viewpoints and perspectives (as linked to L2Q4).</li> </ol> <p><b>Vocab:</b> Judicial systems, punitive, capital, vengeance</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Comparison of writers' viewpoints and perspectives</b></li> </ul>	<p style="text-align: center;"><b>Topic: Introduction to AQA Poetry anthology: Power and Conflict</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1. Explore and evaluate the contextual influences surrounding poetry/poets from varying time periods.</li> <li>2. Develop essay skills through analytical writing.</li> <li>3. Explore poetic methods and learn how to approach poetry from an unseen perspective.</li> </ol> <p><b>Vocab:</b> Poetic terminology (including enjambment, rhyme scheme, caesura etc.)</p> <p><b>Main Assessments:</b></p> <p><b>Fortnightly essay practice, encompassing:</b></p> <ul style="list-style-type: none"> <li>• <b>Poetry analysis of one poem (style of the Unseen).</b></li> <li>• <b>Poetry comparison of two named poems (closed book).</b></li> </ul>	<p style="text-align: center;"><b>Topic: 'Pigeon English'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Explore and evaluate the contextual influences surrounding Knife crime and Damilola Taylor, prejudice and immigration.</li> <li>2) Develop essay skills through analytical writing.</li> <li>3) Have a clear understanding of the plot, characters, themes of the novel.</li> <li>4) Analyse the novel exploring Kelman's purpose and evaluate the way a strong voice is created.</li> </ol> <p><b>Vocab:</b> homicide, gentrification, creole, pidgin English, assimilation, immigration, diaspora, marinalization; literary devices, e.g. narrative perspective, colloquialisms, dialect, idioms.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)</b></li> </ul>

			<b>(Wilde and Dickens)</b> <b>(AO1, AO2)</b>		
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- **Prison reform speech**  
– **BLM (AO5, AO6)**

	Key Stage 3			Key Stage 4			
Time	Year 7	Year 8	Year 9	Year 10	Year 11		
Autumn 2	<p><b>Topic: Short Stories</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Understand what makes a good story.</li> <li>2) Explore stories from diverse cultures.</li> <li>3) Develop comparative skills to analyse and compare stories.</li> </ol> <p><b>Vocab:</b> Diversity, vocab specific to each story, e.g. weaver's loom; poverty; subject-specific terminology (e.g. narrative voice, metaphor)</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading assessment – analysis of short story (AO1, AO2, AO3)</li> <li>• Reading assessment – comparison of short stories (AO1, AO2, AO3)</li> </ul>	<p><b>Topic: Satire – representing &amp; critiquing society</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Understand what satire is &amp; how/why it is used in society.</li> <li>2) Explore satirical publications, focusing on the conventions of satire.</li> <li>3) Examine the role of satire and how it can be used in protestation and politics.</li> <li>4) Use satirical methods to create own satirical article.</li> </ol> <p><b>Vocab:</b> Subversion, reversal, satire, mockery, sarcasm, hyperbole, diminution.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• Writing: create satirical article (AO5, AO6)</li> </ul>	<p><b>Topic: Gothic</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Explore the conventions of the Gothic genre, including its influence on works by Poe, Grimm, Stoker, Shelley.</li> <li>2) Analyse the effects of writers' methods (AO2).</li> <li>3) Develop creative writing skills inspired by the Gothic.</li> </ol> <p><b>Vocab:</b> Gothic, the Uncanny, subversion, protagonist, antagonist, subject terminology (e.g. pathetic fallacy).</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• Analysis: 'The Raven' (AO1, AO2, AO3)</li> <li>• Writing: Subverted fairy tales (AO5, AO6).</li> </ul>	<p><b>Topic: Jekyll &amp; Hyde</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Explore and evaluate the contextual influences surrounding the writing of the novella.</li> <li>2) Develop essay skills through analytical writing.</li> <li>3) Explore writers' methods, evaluating writers' choices.</li> <li>4) Foster a critical and exploratory approach to develop lines of argument.</li> </ol> <p><b>Vocab:</b> Freud, Id, Ego, Superego, Queer theory,</p>	<p><b>Topic: A Christmas Carol</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>1) Explore and evaluate the contextual influences surrounding the writing of the novella.</li> <li>2) Develop essay skills through analytical writing.</li> <li>3) Explore writers' methods, evaluating writers' choices.</li> <li>4) Form coherent and critical lines of argument.</li> </ol> <p><b>Vocab:</b> Poverty, class, charity, Thomas Malthus, greed, cautionary tale.</p>	<p><b>Topic: 'Macbeth' (recap.) and Spoken Language endorsement (style of Lang 2 Q5 – can be about 'Macbeth')</b></p> <p><b>Curriculum end points:</b></p> <ul style="list-style-type: none"> <li>• Recap/essay practice linking to previous 'Macbeth' unit.</li> <li>• Explore the conventions of transactional writing, as well as speeches.</li> <li>• Develop presentational skills, e.g. projection of voice, pace, eye contact.</li> <li>• Use standard English to articulate opinions clearly and appropriate to genre, audience and purpose.</li> </ul> <p><b>Vocab:</b> Language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• Spoken language presentation.</li> <li>• Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers.</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b>Writing: create satirical article (AO5, AO6)</b></li> </ul>		<p>repression, Victorian Underworld, Charles Darwin</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)</b></li> </ul>	<p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mock exam</b></li> </ul>
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	Key Stage 3			Key Stage 4		
Time	Year 7	Year 8	Year 9	Year 10	Year 11	
Spring 1	<p><b>Topic: 'The Last Paper Crane'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the contextual factors of the bombing of Hiroshima.</li> <li>Learn how writers' methods shape meanings, e.g. the use of the haiku in Japanese culture.</li> <li>Explore how writers influence readers evoking sympathy.</li> </ol> <p><b>Vocab:</b> Haiku, radiation; moral dilemma; literary methods, e.g. dual narrative, metaphors, juxtaposition.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li><b>Analysis: extract based (AO1,2,3)</b></li> <li><b>Analysis: thematic approach (AO1,2,3)</b></li> <li><b>Writing: Haikus (AO5, AO6)</b></li> </ul>	<p><b>Topic: 'Don't Stop Thinking About Tomorrow'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the contextual factors of modern-day conflict, refugees and asylum seekers, critically evaluating their presentation in the media.</li> <li>Learn how writers' methods shape meanings, e.g. dual narrative.</li> <li>Form a personal response to a text.</li> </ol>	<p><b>Topic: 'The Hunger Games'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore conventions of the dystopian genre.</li> <li>Analyse and evaluate writers' choices of methods and how these shape meanings.</li> <li>Explore the role of rebellion in modern society.</li> </ol> <p><b>Vocab:</b> Dystopia, subversion, rebellion, uprising.</p> <p><b>Main Assessments:</b></p>	<p><b>Topic: 'When the World Was Ours'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the contextual factors of the Holocaust.</li> <li>Evaluate writer bias, exploring controversy and public response to stereotypes/ stereotypical texts.</li> <li>Explore how methods shape meaning, evaluating writers' choices.</li> <li>Understand the gravity of the Holocaust and how we must not allow it to happen again – modern examples of segregation, genocide, racism, hatred.</li> </ol> <p><b>Vocab:</b> Segregation, ghettoization, all language/structural techniques; multiple narrative voices.</p>	<p><b>Topic: Language Paper 2 – section A and B</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the conventions of transactional writing, focusing on analysing the language and structural features employed by writers.</li> <li>Explore the format of section A of the Language Paper 2 exam. Particular focus on the exploration of viewpoints and perspectives, and the skills of summarising.</li> <li>Develop precise skills for answering each question - including analysis, evaluation, criticism, comparison.</li> <li>Explore the conventions of transactional writing: articles, speeches, essays, letters.</li> <li>Employ a variety of language and structural devices to shape a piece of transactional writing, expressing ideas clearly and articulately.</li> <li>Use standard English to articulate opinions clearly and appropriate to genre, audience and purpose.</li> </ol>	<p><b>Topic: Interleaved revision – Lang and Lit papers 1 and 2</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component.</li> <li>Develop essay skills through analytical writing.</li> <li>Develop creative writing skills through a variety of stimuli and topical statements.</li> </ol> <p><b>Vocab:</b> All language and structural terminology, as listed in previous sections.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li><b>Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers.</b></li> <li><b>Mock exam</b></li> </ul>

		<p><b>Vocab:</b> Refugee, asylum seeker, displaced, xenophobia, dual narrative.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Analysis: extract based (AO1,2,3)</b></li> <li>• <b>Writing: Hafiz's journey (AO5, AO6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analysis: extract based (AO1,2,3)</b></li> <li>• <b>Analysis: thematic approach (AO1,2,3)</b></li> </ul>	<p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Analysis: extract based (AO1,2,3)</b></li> <li>• <b>Analysis: thematic approach (AO1,2,3)</b></li> </ul>	<p><b>Vocab:</b> Language techniques, e.g. similes, metaphors, sibilance; structural techniques, e.g. asyndetic lists, tricolons, repetition, direct address; genre; audience; purpose; register; tone; judicious.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Fortnightly writing practice – marked through self/peer-assessment or FAR-marked by teachers (AO1, AO2; AO5, AO6).</b></li> </ul>	
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	Key Stage 3			Key Stage 4			
Time	Year 7	Year 8	Year 9	Year 10	Year 11		
Spring 2	<p><b>Topic: 'The Last Paper Crane'</b></p> <p><b>Curriculum end points:</b></p> <ul style="list-style-type: none"> <li>Explore the contextual factors of the bombing of Hiroshima.</li> <li>Learn how writers' methods shape meanings, e.g. the use of the haiku in Japanese culture.</li> <li>Explore how writers influence readers evoking sympathy.</li> </ul> <p><b>Vocab:</b> Haiku, radiation; moral dilemma; literary methods, e.g. dual narrative, metaphors, juxtaposition.</p> <p><b>Main Assessments:</b></p>	<p><b>Topic: 'Don't Stop Thinking About Tomorrow'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the contextual factors of modern-day conflict, refugees and asylum seekers, critically evaluating their presentation in the media.</li> <li>Learn how writers' methods shape meanings, e.g. dual narrative.</li> <li>Form a personal response to a text.</li> </ol>	<p><b>Topic: 'The Hunger Games'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore conventions of the dystopian genre.</li> <li>Analyse and evaluate writers' choices of methods and how these shape meanings.</li> <li>Explore the role of rebellion in modern society.</li> </ol> <p><b>Vocab:</b> Dystopia, subversion, rebellion, uprising.</p> <p><b>Main Assessments:</b></p>	<p><b>Topic: 'When the World Was Ours'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the contextual factors of the Holocaust.</li> <li>Evaluate writer bias, exploring controversy and public response to stereotypes/ stereotypical texts.</li> <li>Explore how methods shape meaning, evaluating writers' choices.</li> <li>Understand the gravity of the Holocaust and how we must not allow it to happen again – modern examples of segregation, genocide, racism, hatred.</li> </ol> <p><b>Vocab:</b> Segregation, ghettoization, all language/structural techniques; multiple narrative voices.</p>			<p><b>Topic: Interleaved revision – Lang and Lit papers 1 and 2</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component.</li> <li>Develop essay skills through analytical writing.</li> <li>Develop creative writing skills through a variety of stimuli and topical statements.</li> </ol> <p><b>Vocab:</b> All language and structural terminology, as listed in previous sections.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li><b>Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers.</b></li> <li><b>GCSE exam</b></li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Analysis: extract based (AO1,2,3)</b></li> <li>• <b>Analysis: thematic approach (AO1,2,3)</b></li> <li>• <b>Writing: Haikus (AO5, AO6)</b></li> </ul>	<p><b>Vocab:</b> Refugee, asylum seeker, displaced, xenophobia, dual narrative.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Analysis: extract based (AO1,2,3)</b></li> <li>• <b>Writing: Hafiz's journey (AO5, AO6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analysis: extract based (AO1,2,3)</b></li> <li>• <b>Analysis: thematic approach (AO1,2,3)</b></li> </ul>	<p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Analysis: extract based (AO1,2,3)</b></li> <li>• <b>Analysis: thematic approach (AO1,2,3)</b></li> </ul>			
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	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
Summer 1	<p><b>Topic: Poetry from diverse cultures</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore a variety of cultures and how these have influenced poets and their work.</li> <li>Explore how writers' methods shape the meanings of texts.</li> <li>Understand the conventions of poetry and apply these to own writing.</li> </ol> <p><b>Vocab:</b> Persona; poetic devices, e.g. semantic field, form, stanza, etc.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Analysis of poem (AO1,2,3)</li> <li>Own poem writing (AO5, AO6)</li> </ul>	<p><b>Topic: The Power of Rhetoric</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Understand what is meant by 'rhetoric,' as well as its role in fiction and non-fiction pieces of writing, especially speeches.</li> <li>Consider a diverse range of fictitious speeches, from Shakespeare to 'A Bug's Life,' exploring what they have in common and how they achieve their purposes.</li> <li>Explore a variety of speeches over time – ranging from Elizabeth I to Barack Obama – analysing how they achieve their purpose.</li> </ol> <p><b>Vocab:</b> Literary devices, e.g. emotive language, rhetorical questions, tricolon.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Non-fiction speech (AO5, AO6)</li> <li>Fiction speech (AO5, AO6)</li> </ul>	<p><b>Topic: Poetry across the ages</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore a variety of poems across multiple eras and consider how these eras have influenced poets and their work.</li> <li>Explore how writers' methods shape the meanings of texts.</li> <li>Understand the conventions of poetry and apply these to own writing.</li> </ol> <p><b>Vocab:</b> Persona; poetic devices, e.g. semantic field, form, stanza, etc.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Analysis of poem (AO1,2,3)</li> <li>Own poem writing (AO5, AO6) and commentary of influences</li> </ul>	<p><b>Topic: 'Macbeth'</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore and evaluate the contextual influences surrounding Shakespeare in his writing of <i>Macbeth</i>.</li> <li>Develop essay skills through analytical writing.</li> <li>Have a clear understanding of the plot, characters, themes of the play as well as its genre as a tragedy.</li> <li>Analyse how methods support and shape meanings.</li> </ol> <p><b>Vocab:</b> Literary devices, e.g. hamartia, hubris, dramatic irony; Jacobean, patriarchy, ontological security, moral panic, Gunpowder Plot, Catholicism, motif, determinism, 'Daemonologie'.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Fortnightly essay writing – marked through peer/self-assessment, and FAR marked by teachers. (AO1, AO2, AO3)</li> </ul>	<p><b>Topic: Interleaved revision – Lang and Lit papers 1 and 2</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component.</li> <li>Develop essay skills through analytical writing.</li> <li>Develop creative writing skills through a variety of stimuli and topical statements.</li> </ol> <p><b>Vocab:</b> All language and structural terminology, as listed in previous sections.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Fortnightly writing – marked through peer/self-assessment, and FAR marked by teachers.</li> <li>GCSE exam</li> </ul>

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	Key Stage 3			Key Stage 4	
Time	Year 7	Year 8	Year 9	Year 10	Year 11
Summer 2	<p><b>Topic: Shakespeare – Love and Death</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the conventions of Shakespearean tragedies.</li> <li>Explore the restrictions of the time period – context, e.g. honour, reputation.</li> <li>Understand the devices used in drama, e.g. dramatic irony, soliloquy.</li> </ol> <p><b>Vocab:</b> Literary devices, e.g. dramatic irony, soliloquy; patriarchy, asides, irony, malignity, toxic masculinity.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Socratic discussion.</li> <li>Writing in role: Othello.</li> </ul>	<p><b>Topic: Frankenstein – the play (Pulman)</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore the context surrounding the Romantic era of writing, e.g. discovery of electricity, progression of science.</li> <li>Consider the original text, in comparison with its modern counterpart (and its form as a play).</li> <li>Explore how Pulman presents characters and how these presentations influence an audience’s reaction.</li> </ol> <p><b>Vocab:</b> Romanticism; all literary devices, e.g. stage directions.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Analysis of extract (AO1, AO2, AO3)</li> <li>Essay question: thematic (AO1, AO2, AO3)</li> </ul>	<p><b>Topic: Shakespeare</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore and evaluate the contextual influences surrounding Shakespeare, e.g. patriarchal society, restrictions of expression.</li> <li>Develop analytical skills through close analysis.</li> <li>Have a clear understanding of the plot, characters, themes of the play as well as its genre (comedy/tragedy/history).</li> <li>Analyse how methods support and shape meanings.</li> </ol> <p><b>Vocab:</b> Literary devices, e.g. dramatic irony, soliloquy; patriarchy, metafiction.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading assessment - extract based (AO1, AO2, AO3).</li> <li>Re-creative writing: Voice of Hero (and commentary).</li> </ul>	<p><b>Topic: AQA Poetry anthology: Power and Conflict AND UNSEEN</b></p> <p><b>Curriculum end points:</b></p> <ol style="list-style-type: none"> <li>Explore and evaluate the contextual influences surrounding poetry/poets from varying time periods.</li> <li>Develop essay skills through analytical writing.</li> <li>Explore poetic methods and learn how to approach poetry from an unseen perspective.</li> <li>Explore a wide range of unseen poems, considering their forms and structures.</li> </ol> <p><b>Vocab:</b> Poetic terminology (including enjambment, rhyme scheme, caesura etc.)</p> <p><b>Fortnightly essay practice, encompassing:</b></p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>Poetry analysis of one poem (style of the Unseen).</li> <li>Unseen analysis (24 marks) and comparison of two unseen poems (8 marks).</li> </ul>	<p><b>Topic: Interleaved revision – Lang and Lit papers 1 and 2</b></p> <p><b>Curriculum end points:</b></p> <ul style="list-style-type: none"> <li>Have a clear understanding of the structures of both qualifications and all exams and the different approaches to writing for each component.</li> <li>Develop essay skills through analytical writing.</li> <li>Develop creative writing skills through a variety of stimuli and topical statements.</li> </ul> <p><b>Vocab:</b> All language and structural terminology, as listed in previous sections.</p> <p><b>Main Assessments:</b></p> <ul style="list-style-type: none"> <li>GCSE exam</li> </ul>