

# Curriculum (Subject) Overview



*Believe, Succeed, Together*

2018

Year 7 ENGLISH

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>19<sup>th</sup> Century Literature:</b></p> <ul style="list-style-type: none"> <li>• Conventions of Gothic literature</li> <li>• Writing for purpose – creating tension and atmosphere.</li> <li>• Identify key features of a gothic story</li> <li>• Identify and use writing techniques that create tension.</li> <li>• Social and historical context.</li> <li>• Writing for purpose.</li> <li>• Analysing gothic literature.</li> <li>• Selecting appropriate language and structure forms.</li> <li>• Read and interpret explicit and implicit information and ideas.</li> <li>• Explain, comment on and analyse how writers’ use language and structure to achieve effects.</li> <li>• Understanding writers’ intentions</li> <li>• Analysing the language and methods of the playwright.</li> </ul> <p><b>Shakespeare:</b></p> <ul style="list-style-type: none"> <li>• Explore effects of social and Historic context focussing on gender roles and expectations, patriarchy and religion.</li> <li>• Watch a play and film adaptation looking at similarities and</li> </ul>	<p><b>Modern Texts:</b></p> <ul style="list-style-type: none"> <li>• Introduction to subject context, author, writing style, structure and the use of humour</li> <li>• Character analysis of the main character and the techniques used to explore his condition.</li> <li>• Character profiles of the other characters and their relationships.</li> <li>• Language and structural techniques used to move the plot forward and explore the themes.</li> </ul> <p><b>English Language Paper 1:</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret implicit and explicit information and ideas.</li> <li>• Analyse how writers use language and structure to achieve effects.</li> <li>• Comment on writers’ ideas and perspectives across two texts.</li> <li>• Evaluate texts critically.</li> <li>• Analysing articles and the language of the press</li> <li>• Analyse how writers use language and structure to achieve effects</li> <li>• Comment on ideas and perspectives across texts</li> </ul>	<p><b>English Language Paper 2:</b></p> <ul style="list-style-type: none"> <li>• Arguing and persuading:</li> <li>• Skills and characteristics of writing to persuade and writing to argue</li> <li>• Use these techniques to construct speeches, blogs, magazine articles and/or letters.</li> <li>• Spoken language/ Speaking and listening. Using presentational skills and correct use of spoken language to improve verbal communication.</li> </ul> <p><b>Poetry – Contemporary &amp; Classical:</b></p> <ul style="list-style-type: none"> <li>• Exploration of effects of language and imagery on the reader.</li> <li>• Exploring alternative perspectives and connotations of key words.</li> <li>• How to compare and contrast two separate poems and how to write a comparison essay.</li> <li>• Exploration of the poems and comparison of themes, ideas, language and structural features.</li> <li>• Exploration of how to tackle unseen poetry.</li> <li>• How to compare and contrast two unseen poems.</li> </ul>

	<p>differences and the main themes in the play. Focus on character, theme and structure</p> <ul style="list-style-type: none"> <li>• Explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent.</li> <li>• Explore, understand and analyse key quotations looking at word play, stage craft and characterisation.</li> <li>• In depth study of key monologues and soliloquies in the play. Language analysis, connotations and key quotations. How do these reflect character, theme and Shakespeare's ideas and attitudes?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the social and historical background to the 19th century to be able to link this with the writing style and content of the letters and the effective use of language in them.</li> <li>• Writing in Gothic and other creative styles. Students will focus on the Gothic genre, staple characteristics and how to use language to create effects.</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Novel</li> <li>• Play</li> <li>• CGP Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Articles</li> <li>• Extracts</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Poetry Anthologies</li> </ul>

## YEAR 8 ENGLISH

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>19<sup>th</sup> Century Novel</b></p> <ul style="list-style-type: none"> <li>To understand the social and historical context of the novel and gain insight into Dickens' ideas and attitudes. Explore genre and themes in the novel.</li> <li>To understand main character, plot structure and how setting is used with gothic effects and to establish tone.</li> <li>To explore the importance of the character of Oliver and his symbolism.</li> <li>Explore and understand how characters change and the effect of this.</li> <li>Explore how class and inequality is portrayed.</li> <li>Explore and understand how the story develops.</li> <li>Explore the importance of the character of Nancy.</li> <li>Explore how the various characters overcome obstacles and learn to accept their place in society. What was Dickens trying to convey to his readership?</li> </ul>	<p><b>Modern Texts:</b></p> <ul style="list-style-type: none"> <li>Introduction to subject context, author, writing style, structure and the use of humour</li> <li>Character analysis of the main character and the techniques used to explore his condition.</li> <li>Character profiles of the other characters and their relationships.</li> <li>Language and structural techniques used to move the plot forward and explore the themes.</li> <li>Exploration of how the author reflects the characters' emotional states and how he deals with this.</li> </ul> <p><b>Language Paper 1:</b></p> <ul style="list-style-type: none"> <li>How to analyse descriptive language effectively. How does a writer use language to create imagery? 19th Century texts and modern texts to be reviewed.</li> <li>How to analyse writers' views and methods.</li> <li>How to communicate your ideas effectively using tone, style and</li> </ul>	<p><b>Language Paper 2:</b></p> <ul style="list-style-type: none"> <li>How to analyse persuasive language effectively.</li> <li>How does a writer use language to express a viewpoint?</li> <li>19th Century texts and modern texts to be reviewed.</li> <li>How to compare and contrast writers' view points and methods.</li> <li>How to communicate your ideas effectively using tone, style and register and how to organise your writing for coherency and effect.</li> <li>How to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect.</li> </ul> <p><b>Poetry – Contemporary &amp; Classical:</b></p> <ul style="list-style-type: none"> <li>Exploration of how to study poetry focussing on meaning, structure, language and imagery.</li> <li>Exploration of effects of language and imagery on the reader.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the many plot twists and turns and action at the denouement of the novel and why Dickens did this. Explore Dickens use of style, language and structure.</li> </ul> <p><b>Shakespeare:</b></p> <ul style="list-style-type: none"> <li>• Explore effects of social and historical context focussing on gender roles and expectations, patriarchy and religion.</li> <li>• Watch a play and film adaptation looking at similarities and differences and the main themes in the play. Focus on character, theme and structure.</li> <li>• Explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent.</li> <li>• Explore, understand and analyse key quotations looking at word play, stage craft and characterisation.</li> <li>• In depth study of key monologues and soliloquies in the play.</li> <li>• Language analysis, connotations and key quotations.</li> </ul>	<p>register and how to organise your writing for coherency and effect.</p> <ul style="list-style-type: none"> <li>• How to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect.</li> <li>• How to write to describe effectively and improve your sentence structure and grammar.</li> <li>• How to narrate and write a story effectively such as the start of a novel. How to write a speech, letter or article to express a particular view point (writing to argue and persuade).</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring alternative perspectives and connotations of key words.</li> <li>• How to compare and contrast two separate poems and how to write a comparison essay.</li> <li>• Exploration of the poems and comparison of themes, ideas, language and structural features.</li> <li>• Exploration of how to tackle the unseen poetry question on the literature paper 2.</li> </ul>
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	<ul style="list-style-type: none"> <li>• How do these reflect character, theme and Shakespeare's ideas and attitudes?</li> <li>• Explore the ending of the play and how the conflicts have been resolved. How have the key characters changed and why?</li> </ul>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Novel</li> <li>• Play</li> <li>• CGP Workbook</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Articles</li> <li>• Extracts</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Poetry Anthologies</li> </ul>

YEAR 9 ENGLISH

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>19<sup>th</sup> Century Literature:</b></p> <ul style="list-style-type: none"> <li>• Social and historical context.</li> <li>• The Victorian Gentleman. Gothic Genre characteristics.</li> <li>• Character analysis of Utterson/Enfield and Hyde and the significance of key symbols such as the door.</li> <li>• Reading and understanding the plot devices and structure to chapters 2-4</li> <li>• In depth analysis of key themes, ideas and techniques.</li> <li>• How setting, weather and descriptions are used to reflect tone and the gothic genre.</li> <li>• In depth character analysis of Jekyll and Hyde.</li> </ul> <p><b>Shakespeare:</b></p> <ul style="list-style-type: none"> <li>• Shakespeare in Time:</li> <li>• Social and historical context</li> <li>• Elizabethan Era</li> <li>• Influences and considerations</li> <li>• 15th century (when the play was set) Show understanding of the relationships between texts and</li> </ul>	<p><b>Modern Texts:</b></p> <ul style="list-style-type: none"> <li>• Introduction to subject context, author, writing style, structure and the use of humour</li> <li>• Character analysis of the main character and the techniques used to explore his condition.</li> <li>• Character profiles of the other characters in the novel and their relationship with protagonist.</li> <li>• Language and structural techniques used to move the plot forward and explore the themes.</li> <li>• Exploring how the author reflects the characters’ emotional states and how he deals with this and presents them as characters.</li> </ul> <p><b>English Language Paper 2:</b></p> <ul style="list-style-type: none"> <li>• Inspirational Voices. Speeches that changed the world.</li> <li>• Identify and interpret implicit and explicit information and ideas.</li> <li>• Select and synthesise evidence from different texts.</li> <li>• Analyse how writers use language and structure to achieve effects.</li> </ul>	<p><b>English Language Paper 1:</b></p> <ul style="list-style-type: none"> <li>• Writing in a variety of creative styles. Focus on the narrative and descriptive, staple characteristics and how to use language to create effects.</li> <li>• Spoken language/ Speaking and listening. Using presentational skills and correct use of spoken language to improve verbal communication.</li> </ul> <p><b>Poetry: Contemporary &amp; Classical:</b></p> <ul style="list-style-type: none"> <li>• How to study and analyse poetry at GCSE. Terminology and language techniques.</li> <li>• What are poems about on the surface (literal meaning) and what are their deeper more meaningful hidden messages about? How do we identify this successfully?</li> <li>• How do poets use language and imagery to create effects? In depth analysis of poetry from the old GCSE cluster</li> <li>• How do poets use structure to reflect meaning?</li> </ul>

	<p>the contexts in which they were written</p> <ul style="list-style-type: none"> <li>• Focus on language, imagery and effect.</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology</li> <li>• Read, understand and respond to texts:</li> <li>• Maintain a critical style and develop an informed personal response</li> <li>• Use textual references, including quotations to support and illustrate interpretations</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on speakers' ideas and perspectives across two texts.</li> <li>• Evaluate texts critically.</li> <li>• What's in the news? Analysing articles and the language of the press</li> <li>• Select and synthesise evidence from different texts.</li> <li>• Analyse how writers use language and structure to achieve effects.</li> <li>• Comment on speakers' ideas and perspectives across two texts.</li> <li>• Arguing and persuading. Students will learn the main skills and characteristics of writing to persuade and writing to argue and be able to use these techniques to construct their own speeches, blogs, magazine articles and/or letters</li> </ul>	<ul style="list-style-type: none"> <li>• How to compare and contrast language, imagery and structure of two poems successfully.</li> <li>• How to investigate and analyse an unseen poem.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Novel</li> <li>• Play</li> <li>• CGP Workbook</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Articles</li> <li>• Extracts</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Poetry Anthologies</li> </ul>



YEAR 10  
ENGLISH

	Autumn Term	Spring Term	Summer Term
Topics	<p><b>19<sup>th</sup> Century Literature: A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>To understand the social and historical context of the novel and gain insight into Dickens’ ideas and attitudes. Explore genre and themes in the novel.</li> <li>To understand main character, plot structure and how setting is used with gothic effects and to establish tone.</li> <li>To explore the importance of the character of Scrooge and the symbolism of his tight-fistedness.</li> <li>Explore and understand how Scrooge changes and the effect of the ghost has on him. Explore how class and inequality is portrayed.</li> <li>Explore and understand how the story develops.</li> <li>Explore the importance of the character of Scrooge.</li> <li>Explore how the Cratchits overcome obstacles and learns to accept their place in society.</li> </ul>	<p><b>Modern Texts: An Inspector Calls:</b></p> <ul style="list-style-type: none"> <li>An exploration into the contextual background and setting of the play. Pupils will gain an understanding of the structure of Act 1 and the main characters.</li> <li>A thorough study of Act 2 focussing on character analysis and writer’s attitude and ideas. An understanding of dramatic techniques and how tension is created will be explored also.</li> <li>An exploration of themes, plot, character development and social message in Act 3.</li> <li>A close reading of Act 4 focussing on the three major climaxes and The Inspector’s monologue. How does the playwright use suggestions of the supernatural and what is the effect.</li> <li>Review of all characters.</li> <li>Review of all major themes, possible essay questions and how to tackle them. These could include portrayal of characters</li> </ul>	<p><b>English Language Paper 2:</b></p> <ul style="list-style-type: none"> <li>How to analyse persuasive language effectively.</li> <li>How does a writer use language to express a view point?</li> <li>19th Century texts and modern texts to be reviewed.</li> <li>How to compare and contrast writers’ viewpoints and methods.</li> <li>Comparisons explored in terms of content and methods.</li> <li>How to communicate your ideas effectively using tone, style and register and how to organise your writing for coherency and effect.</li> <li>How to use effective vocabulary to craft your writing successfully and use effective punctuation to maximum effect.</li> <li>How to write a speech, letter or article to express a particular view point (writing to argue and persuade).</li> </ul>

	<p>What was Dickens trying to convey to his readership?</p> <ul style="list-style-type: none"> <li>• Explore the many plot twists and turns and action at the denouement of the novel and why Dickens did this.</li> <li>• Explore Dickens' use of style, language and structure.</li> </ul> <p><b>Shakespeare: Much Ado About Nothing:</b></p> <ul style="list-style-type: none"> <li>• Explore effects of social and historical context focussing on gender roles and expectations, patriarchy and religion.</li> <li>• Focus on character, theme and structure</li> <li>• Explore and understand the personalities and roles of the main characters with supporting quotations and themes that they represent.</li> <li>• Explore, understand and analyse key quotations looking at word play, stage craft and characterisation.</li> <li>• In depth study of key monologues and soliloquies in the play. Language analysis, connotations and key quotations. How do these reflect character, theme and Shakespeare's ideas and attitudes?</li> </ul>	<p>and different themes such as the difference between the generations or how family is explored.</p> <p><b>English Language Paper 1:</b></p> <ul style="list-style-type: none"> <li>• How to use evidence to support your ideas using quotations from sources. This will help to prepare students for section A in both language papers</li> <li>• How to write about language in literature. Exploration into how writers use language to achieve effects.</li> <li>• What are structural techniques and how should you analyse them? Focussing on structural devices and the effect on the reader.</li> <li>• How writers use language to convey ideas about characters, relationships, themes or settings.</li> <li>• How to evaluate sources critically and support with textual references.</li> <li>• How to identify implicit and explicit information.</li> <li>• How to write to describe effectively and improve your sentence structure and grammar.</li> </ul>	<p><b>Poetry: AQA Anthology:</b></p> <ul style="list-style-type: none"> <li>• Exploration of how to study poetry at GCSE focussing on meaning, structure, language and imagery.</li> <li>• Start exploring, studying and annotating the poems from the GCSE anthology.</li> <li>• Exploration of effects of language and imagery on the reader.</li> <li>• Exploring alternative perspectives and connotations of key words.</li> <li>• How to compare and contrast two separate poems and how to write a GCSE comparison essay.</li> <li>• Exploration of the poems in the GCSE anthology and comparison of themes, ideas, language and structural features.</li> <li>• Exploration of how to tackle the unseen poetry question on the Literature Paper 2.</li> <li>• How to compare and contrast two unseen poems on Literature Paper 2.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Continue to explore how Shakespeare uses language, form and structure to convey meaning and how this reflects the social and historic context of the Elizabethan era.</li> <li>• Explore the ending of the play and how the conflicts have been resolved. How have the key characters changed and why?</li> </ul>	<ul style="list-style-type: none"> <li>• How to narrate and write a story effectively such as the start of a novel.</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Novel</li> <li>• Play</li> <li>• CGP Workbook</li> <li>• Practice papers</li> <li>• Worksheets</li> <li>• GCSE assessment criteria and mark scheme</li> <li>• Model answers</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Articles</li> <li>• Extracts</li> <li>• Practice papers</li> <li>• Worksheets</li> <li>• GCSE assessment criteria and mark scheme</li> <li>• Model answers</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Workbooks</li> <li>• Poetry Anthologies</li> <li>• Practice papers</li> <li>• Worksheets</li> <li>• GCSE assessment criteria and mark scheme</li> <li>• Model answers</li> </ul>

YEAR 11 ENGLISH

	Autumn Term	Spring Term	Summer Term
<b>Topics</b>	<p><b>English Language Paper 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>Using practice papers to revise assessment objectives, mark scheme and individual question requirements. Practising writing to time and understanding what the question is asking them to do.</li> <li>Revision of reading section of the Language Paper 1.</li> <li>Revision of writing section of Paper 1. Writing to describe and creative writing.</li> <li>Using practice papers to revise assessment objectives, mark scheme and individual question requirements. Practising writing to time and understanding what the question is asking them to do.</li> <li>Revising reading section of Language Paper 2.</li> </ul> <p><b>19<sup>th</sup> Century Literature: A Christmas Carol:</b></p> <ul style="list-style-type: none"> <li>Revise key aspects of the Victorian era, social and historical context, Dickens’ ideas and attitudes and why he wrote the novel. Key themes and ideas</li> <li>Plot overview of first half of the novel. Explore the symbolism of</li> </ul>	<p><b>Shakespeare: Much Ado About Nothing:</b></p> <ul style="list-style-type: none"> <li>Revise key aspects of the Elizabethan era, social and historical context, Shakespeare’s ideas and attitudes and why he wrote the play.</li> <li>Key themes and ideas.</li> <li>Plot overview of first half of the novel. Explore the symbolism of the setting and how key themes and ideas link to social and historic context.</li> <li>Revise main plot, characters and key themes in the play</li> <li>Revise all Character profiles, key speeches and quotations</li> <li>Detailed analysis of key speeches from beginning of play.</li> <li>Detailed analysis of key speeches in middle of play</li> <li>Detailed analysis of key speeches towards end of the play.</li> <li>In depth exploration of key themes in the play such as: role of women, social class, deception, love, comedy and relationships with supporting quotations.</li> <li>Exploration of Shakespeare’s motivations, intentions and contextual links.</li> </ul>	<p><b>Poetry: AQA Anthology:</b></p> <ul style="list-style-type: none"> <li>Revise all aspects of studying poetry at GCSE.</li> <li>What is the poem about?</li> <li>What are the deeper meanings?</li> <li>What language and structural techniques have been used?</li> <li>What reoccurring themes have been introduced?</li> <li>Focus on how to write an essay. How to structure an essay. Key poetic techniques, language, structure and meaning. How to compare and contrast.</li> <li>Look at key moments in poems and how to memorise the key quotations</li> <li>Revise how to study the unseen poems and practise analysing unseen poems. Use the mark scheme and practise writing to time.</li> <li>Revise the difference between the two unseen poem questions. How to link, compare, contrast and analyse to time. How to use subject terminology and use key analytical skills.</li> <li>What to focus on and what the mark scheme focusses on.</li> </ul>

	<p>the setting and how key themes and ideas link to social and historic context. Explore Key characters.</p> <ul style="list-style-type: none"> <li>• How to memorise and use key quotations. Link these to social and historical context, themes, language analysis, connotations and ideas and attitudes</li> <li>• Focus on 2nd half of the novel and how the character of Scrooge changes, adapts and overcomes obstacles and problems in his life. Explore the relationship between Cratchit and Scrooge and other key characters.</li> <li>• In depth exploration of key themes in the novel such as: crime and punishment, social class, wealth and poverty, love, dreams, hopes and plans and ambition and self-improvement with supporting quotations.</li> <li>• Exploration of the pivotal moments in the novel and focus on excerpt analysis of language, form and structure with wider views on themes, quotations and examples from the rest of the novel as a whole.</li> </ul>	<p><b>Modern Texts: An Inspector Calls:</b></p> <ul style="list-style-type: none"> <li>• Revise key aspects of the pre &amp; post First World War and the social and historical context.</li> <li>• Priestley's ideas and attitudes and why he wrote the play. Key themes and ideas</li> <li>• Plot overview of first half of the play. Explore the symbolism of the characters and how key themes and ideas link to social and historical context.</li> <li>• Explore Key characters.</li> <li>• How to memorise and use key quotations. Link these to social and historical context, themes, language analysis, connotations and ideas and attitudes</li> <li>• Focus on 2nd half of the play and how some of the characters begin to change. Explore the relationships between key characters.</li> <li>• In depth exploration of key themes in the play such as: social class, social responsibility, wealth and poverty, dreams with supporting quotations.</li> <li>• Exploration of the pivotal moments in the play and focus on analysis of language, form and structure with wider views on</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on comparing and contrasting key themes, ideas and techniques.</li> </ul>
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		themes, quotations and examples from the rest of the play as a whole.	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Self/Peer</li> <li>• SPAG</li> <li>• Formative</li> <li>• Summative</li> <li>• DRAFT</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Practice papers</li> <li>• Worksheets</li> <li>• GCSE assessment criteria and mark scheme</li> <li>• Model answers</li> </ul>	<ul style="list-style-type: none"> <li>• Practice papers</li> <li>• Worksheets</li> <li>• GCSE assessment criteria and mark scheme</li> <li>• Model answers</li> </ul>	<ul style="list-style-type: none"> <li>• Practice papers</li> <li>• Worksheets</li> <li>• GCSE assessment criteria and mark scheme</li> <li>• Model answers</li> </ul>