

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
Year 10 September – November 2021	Conflict Poetry Students will have studied poetry throughout Key Stage 3 in Year 7 especially, where they have focused on Conflict Poetry. Conflict as a theme has been taught explicitly throughout KS3 and Year 10, in The Outsiders (Year 7), Hamlet (Year 8), Romeo and Juliet (Year 9) and Macbeth (Year 10). Develop contextual links with history.	Conflict Poetry <ul style="list-style-type: none"> Conflict can take many different forms and be presented in a variety of ways within literature. A stanza is a group of lines in a poem. A poetic persona is a character voice adopted for a poem by a poet. It is reflected in the language choices made by the poet. The Romantic Movement (late 18th/early 19th century) describes developments in literature, art and music with a focus on the power and beauty of nature, imagination, revolution, the world of children, and the lives of people marginalised in society. TERMINOLOGY: <ol style="list-style-type: none"> Exposure was written by Wilfred Owen in WW1 and is based on his first-hand experience. He is angry at the government for leaving soldiers without proper equipment. In the poem, the soldiers are not killed by the enemy, but freeze to death. His poetry was censored during the war. He died at the very end of WW1. It is a free verse poem. Key Quotes: 'Our brains ache, in the merciless iced east winds that knife us' 'Dawn massing in the east her melancholy army' 'Pause over half-known faces. All their eyes are ice. But nothing happens' Compare with: Belfast Confetti, What were they like, War Photographer, Poppies, The Man He Killed, The Poison Tree Belfast Confetti was written by Ciaran Carson about the Trouble in Northern Ireland. He grew up in NI, so this is a first-hand account based on his childhood. In the poem, he recalls a nail bomb attack, and how as a civilian, he felt trapped. 'Belfast Confetti' is a colloquial term for a nail bomb. The poem is set out to look like machine guns – a reminder of the presence of the British Army in Northern Ireland at this time. Key Quotes: 'It was raining exclamation marks' 'Why can't I escape? Every move is punctuated. Crimea street. Dead end again'/ 'What am I going? A fusillade of question marks' Compare with: War Photographer, Exposure What Were They Like? was written by Denise Levertov. It is a protest poem against the US involvement in the Vietnam War. It is split into two stanzas. The first stanza is made up of questions by an authoritative speaker, possibly a journalist, and the second stanza is made up of answers to the questions. It shows the loss of Vietnamese culture 	Conflict Poetry <ul style="list-style-type: none"> Make a range of comparisons between two texts. Comment on a poet's use of language. Comment on a poet's use of structure. Comment on the impact on the reader. Comment on how contextual factors have influenced a text. Write about a poem from memory. Annotate a poem effectively and efficiently. Structure a response to a GCSE question appropriately. AIC: <ul style="list-style-type: none"> Comment on the context of 	Conflict Poetry <ul style="list-style-type: none"> Confusing a stanza with a paragraph. Over-annotating and making poem inaccessible for revision. Confusing Benjamin Zephaniah and John Agard as they both write about racial prejudice. Understand that comparisons can include similarities and differences. AIC: <ul style="list-style-type: none"> Understanding the format of a play and the implied audience. Only writing about the quotations given in the question and not understanding they can write about anything 	Conflict Poetry <ol style="list-style-type: none"> What is a stanza? What is a poetic persona? What conflict is 'Exposure' by Wilfred Owen based on? Why was Wilfred Owen angry at the British government? What conflict is 'Belfast Confetti' based on? Why is it important that 'War Photographer' could be about any modern conflict? What conflict is the poem 'What Were They Like?' based on? Why is 'A Poison Tree' written in simplistic language? What happens in the poem 'A Poison Tree'? Describe the experience the poetic persona has in 'The Prelude'. How do Zephaniah, Casey and Agard show they are proud of their heritage? Where is John Agard from? What is a free verse poem? How do you identify the rhyme scheme of a poem? 	Mock Assessment Year 11 e.g.Re-read Half-caste. Choose one other poem from the Conflict anthology. Compare how different ideas about identity are presented in the two poems. In your answer, you should consider the: • poets' use of language, form and structure • influence of the contexts in which the poems were written. (Total for Question 9 = 20 marks)

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		<p>due to the war and emphasises how they were peasants. Levertov was arrested for protesting against the war.</p> <p>Key Quotes: ‘Did the people of Viet Nam use lanterns of stone?’ ‘Sir, their light hearts turned to stone’ ‘When bombs smashed those mirrors there was time only to scream’ ‘Who can say? It is silent now’</p> <p>Compare with: War Photographer, Destruction of Sennacherib, Poppies</p> <p>4. <u>No Problem</u> was written by Benjamin Zephaniah as an autobiographical poem about his experience of racism in Britain. Zephaniah was born to parents of Jamaican descent, so writes his poem to reflect Jamaican Patois. He describes how at school the racism was downplayed as ‘silly’, but that actually as he grew up this had a massive impact on his life as people didn’t view him as an ‘academic’. It is a free verse poem.</p> <p>Key Quotes: ‘I am no de problem’ ‘Yu put me in a pigeon hole but I am versatile’ ‘Black is not de problem, mother country get it right’</p> <p>Compare with: Half-Caste, The Class Game, What were they like?</p> <p>5. <u>Half-caste</u> was written by John Agard. It is a poem that questions the use of the racist term ‘half-caste’ (coming from the Latin meaning half-pure). He challenges those who are ignorant enough to use it by asking what they mean. This is a free verse poem. Agard was born in Guyana, where he experienced a British education as it was a British colony. He moved to Britain as an adult.</p> <p>Key Quotes: ‘Explain yuself wha yu mean’ ‘you mean when Picasso mix red and green is a half-caste canvas’ ‘you mean when light an shadow mix in de sky is a half-caste weather’ ‘an mix a black key wid a white key is a half-caste symphony’</p> <p>Compare with: A Poison tree, Class Game, No Problem, Catrin</p> <p>6. <u>War Photographer</u> was written by Carole Satyamurti. In the poem she adopts the persona of a war photographer. The persona describes how he took a photograph, in a warzone, of a child carrying a baby. This image was published in a newspaper to show the goodness of humanity. However, just after the image was taken, a bomb went off and in fear, the child dropped the baby and ran. Satyamurti doesn’t specify a conflict this is based on – it could be based on any modern conflict – but shows the horrific impact that conflict has on all civilians, including children and babies. The poem also questions the role of war photographers in our society and the truth of the images we see.</p> <p>Key Quotes: ‘the reassurance of the frame is flexible’ ‘peach, sun-gilded girls rolling, silk-crumpled, on the grass in champagne giggles’ ‘small girl staggering down some devastated street, hip thrust out under a baby’s weight’ ‘she dropped her burden and, mouth too small for her dark scream, began to run...’ ‘Even in hell the human spirit triumphs over all’</p> <p>Compare with: The Man He Killed, What were they like, Belfast Confetti, Exposure</p> <p>An Inspector Calls</p>	<p>the play, including the author’s intentions.</p> <ul style="list-style-type: none"> • Produce a well-structured essay that includes a thesis statement to find clear ideas that link different parts of the essay. • Write in an academic style: using appropriate vocabulary and a variety of sentence structures. • Explain Priestley’s microcosm and which group of society each character represents. 			

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		<p><u>Focus on Key Themes:</u></p> <ul style="list-style-type: none">• The older generation do not change their attitude, whereas the younger generation adopt a more socialist perspective by the end, which shows hope for the future.• Priestley adds a twist at the end, that shows the older generation do not change.• It is questioned whether the Inspector was real or not. Priestley does this to show that when it comes to morals, it doesn't matter whether something is illegal or immoral.• The play is a construct and Priestley creates a microcosm of society with each character representing a group of people.• Eva is never seen/heard in the play and Edna has four lines to reflect the marginalisation of the working class in society.#				

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Year 10 September – November 2021	Students will have studied poetry throughout Key Stage 3 in Year 7 especially, where they have focused on Conflict Poetry.	<ul style="list-style-type: none"> Conflict can take many different forms and be presented in a variety of ways within literature. A stanza is a group of lines in a poem. A poetic persona is a character voice adopted for a poem by a poet. It is reflected in the language choices made by the poet. The Romantic Movement (late 18th/early 19th century) describes developments in literature, art and music with a focus on the power and beauty of nature, imagination, revolution, the world of children, and the lives of people marginalised in society. 	<ul style="list-style-type: none"> Make a range of comparisons between two texts. Comment on a poet's use of language. Comment on a poet's use of structure. Comment on the impact on the reader. Comment on how contextual factors have influenced a text. Write about a poem from memory. 	<ul style="list-style-type: none"> Confusing a stanza with a paragraph. The Destruction of Sennacherib can be a confusing poem with full contextual understanding, worth spending the time. Understand that comparisons can include similarities and differences. 	<ol style="list-style-type: none"> What is a stanza? What is a poetic persona? Which three poems were written as part of the Romantic Movement? What were the characteristics of the Romantic Movement? What conflict is 'The Charge of the Light Brigade' based on? What did Tennyson use to help him write his poem? Why did the soldiers die in 'The Charge of the Light Brigade'? Describe what happens in the Bible story that 'The Destruction of Sennacherib' is based on. What conflict was 'The Man He Killed' written about? Why is it important that what happens to the persona's son in 'Poppies' can be interpreted in different ways? Why is 'A Poison Tree' written in simplistic language? What happens in the poem 'A Poison Tree'? Describe the experience the poetic persona has in 'The Prelude'. 	MOCK EXAMINATION
	<p>Conflict as a theme has been taught explicitly throughout KS3 and Year 10, in <i>The Outsiders</i> (Year 7), <i>Hamlet</i> (Year 8), <i>Romeo and Juliet</i> (Year 9) and <i>Macbeth</i> (Year 10).</p> <p>Develop contextual links with history.</p>	<ol style="list-style-type: none"> The Destruction of Sennacherib was written by Lord Byron. It is based on a story from the Old Testament, where the King of Assyria (Sennacherib) attacks Judah. The last city to fall is Jerusalem. But, the King of Judah, Hezekiah, prays to God and God sends down the Angel of Death and destroys the Assyrian army. Byron draws parallels between Sennacherib and Napoleon, and Hezekiah and the British, as it looked unlikely that Napoleon's invasion of Europe would be stopped. The poem has a consistent rhythm and rhyme. It is a second-generation Romantic poem. Extract from The Prelude was written by William Wordsworth. It is part of a much longer poem, that is autobiographical in content. This is known as the 'boat-stealing scene'. The narrator steals a rowing boat and rows out on to a lake (in the Lake District) and then becomes overwhelmed by the power of nature. He is then disturbed by this thought. Whilst nature can be extremely beautiful, it can also be extremely dangerous. This is a free verse poem. It is a first-generation Romantic poem. The Man He Killed was written by Thomas Hardy. Hardy utilises the persona of a soldier who has just returned from fighting in the Boer War. The persona questions how strange war is that you would kill a man, that otherwise you might buy a drink for in a pub. It is clear the persona doesn't really understand why the war was being fought, but simply enlisted because he was out of work and had no other option. Poppies was written by Jane Weir. It was commissioned by Carol Ann Duffy, who was Poet Laureate at the time. It describes a mother reflecting on Remembrance Day. It is ambiguous what has happened to her son. He may be going to school or joining the army or has died at war. This ambiguity makes it relevant to all mothers. It is a free verse poem. It also uses lots of imagery linked to textiles as this is Weir's original background. The Charge of the Light Brigade was written by Lord Tennyson, when he was Poet Laureate. It is based on a newspaper article about the Battle of Balaclava and the Crimean War. It has a rhythm (dactylic tetrameter) that represents horses galloping. The light brigade attack the Russian army and try to regain cannons, but they only have swords against cannons, so many died. This was due to a mistake made by the commander. There are six stanzas, one for each one hundred men who began the battle. 				

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		<p>In addition, students will need to learn the 15 set quotations from ‘The Class Game’, ‘No Problem’, ‘Cousin Kate’, ‘Exposure’ and ‘Belfast Confetti’. There are 3 from each of the 5 poems. It is from one of these poems that students should use to make their comparisons from memory.</p> <p><u>A Christmas Carol</u></p> <ul style="list-style-type: none"> • To recall the plot and characters of the novella correctly, using the A Christmas Carol LTP to determine the key knowledge needed. • To explore the complexity of character and theme and the purpose of Dicken’s writing when responding to both questions on the GCSE. • To use the vocabulary practiced effectively in Year 10 to answer questions and explore the characters and themes in the novella. 			<p>14. What is a free verse poem?</p> <p>15. How do you identify the rhyme scheme of a poem?</p>	

Long Term Curriculum Map

Subject and Year: English Literature

Specification (KS4/5 only): GCSE English Literature (Edexcel)

VOCABULARY

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	<p>UNSEEN POETRY: Conflict poetry – students will have developed their understanding of poetry as a text type.</p> <p>AO2 – extract questions and commenting on language.</p>	<ul style="list-style-type: none"> Poems can take many different forms and convey different meanings. A stanza is a section of poetry marked by a line break. A poetic persona is a character voice that a poet adopts for the poem. A free verse poem is a poem that has no consistent structure. You identify a rhyme scheme by looking at the words that end each line. If it is two adjacent lines, then this is called rhyming couplets. The title of a poem is significant as it usually reflects the content of a poem. Enjambment is where there is no punctuation at the end of a line of poetry. This often suggests the persona feels like they lack control. Caesura is where there is punctuation in the middle of a line of poetry. It often disrupts the rhythm. 	<ul style="list-style-type: none"> Read an unseen poem confidently. Write a comparative essay. Comment on the language in a poem. Comment on the structure of the poem. Comment on the impact on the reader. 	<ul style="list-style-type: none"> Confusing a stanza with a paragraph. Not reading the punctuation of the poem e.g. only reading until the end of a line. This is the last question on the paper and students often miss it. 	<ol style="list-style-type: none"> What is a stanza? What is a poetic persona? What is a free verse poem? How do you identify the rhyme scheme of a poem? Why is the title of a poem? What is enjambment? What effect does enjambment have? What is a caesura? What effect does the use of caesura have on a poem? What is the difference between first and third person? 	<p>Comparison of two unseen poems.</p> <p>e.g. Compare the ways the writers present snails in The Killer Snails and Considering the Snail. In your answer, you should compare: • the ideas in the poems • the poets' use of language • the poets' use of form and structure. Use evidence from the poems to support your comparison. (Total for Question 11 = 20 marks)</p>
	<p>MACBETH: Students have already studied the play before. However, much of this was done via remote learning and the last mock shows that there are some significant knowledge gaps and students lack confidence with the text.</p> <p>Current Year 9 onwards, will have studied 'A Midsummer Night's Dream', 'Hamlet', and 'Romeo and Juliet' in Key Stage 3.</p>	<p>Context:</p> <ul style="list-style-type: none"> Macbeth was written in 1606. Macbeth is based on real events. Shakespeare used the Holinshed Chronicles to inform the play. King James 1st was King when Macbeth was published, so it is Jacobean. King James was descended from the real Banquo. The Gunpowder Plot occurred in 1605. A failed assassination attempt against King James. Disgruntled Catholics planned to blow up the House of Lords. King James wrote a book called Daemonologie about witchcraft. People in Shakespeare's time believed in witches and the supernatural. The Great Chain of Being- hierarchy with the monarch chosen by God. Written in a patriarchal society; men in control. <p>Key Terminology:</p> <ul style="list-style-type: none"> Regicide – killing of the monarch/ against the natural order. Link to the unnatural events after Duncan's death. Equivocation – inversion of values, false appearance. (How the witches use this in their language) Hamartia- fatal flaw. Macbeth's fatal flaw is his ambition. External and Internal conflict Catharsis- the process of releasing, and thereby providing relief from, strong or repressed emotions. Audience response to a tragedy. Supernatural- representation of the witches, Banquo's ghost, floating dagger. <p>Plot:</p> <p>Act1:</p> <ul style="list-style-type: none"> Macbeth saves Scotland from invasion by the Norwegians. On his way back, with Banquo, he meets the witches. They announce three prophecies. Macbeth informs his wife of these prophecies. The Macbeths plot to kill Duncan. <p>Act 2:</p> <ul style="list-style-type: none"> Duncan is murdered. A servant is blamed. Macbeth becomes King of Scotland. Banquo and Macduff suspect Macbeth. <p>Act 3:</p> <ul style="list-style-type: none"> Macbeth kills Banquo. Fleance, Banquo's son escapes. 	<ul style="list-style-type: none"> Comment on how Shakespeare conveys meaning through his language choices. Write in an academic style. Comment on the effect individual words. Comment on the effect of techniques. Comment on the structure of the play. Comment on the structure of the dialogue. Comment on how themes and ideas are presented throughout the entire play. Comment on contextual factors linked to the play. Comment on the impact on the audience. 	<ul style="list-style-type: none"> Not answering part a and part b. Not commenting on language in the extract, and getting capped in Band 2 (descriptive). Context for part b. Characters who's who (particularly minor characters). Confusion over characters that begin with M – Macduff/Malcolm. Confusing King Duncan and King James I. It is a Jacobean play – not an Elizabethan play. This is important to emphasise as students have studied plays written by Shakespeare in the Elizabethan era. 	<ol style="list-style-type: none"> What is required for Part A on the exam paper? What is required for Part B on the exam paper? Why did Shakespeare write the play? What era was the play written in? What was the Gunpowder Plot and how does it link to the play? What was the Great Chain of Being? What book did King James write about witches? What was expected of women at this time? How does regicide link to the play? How do the witches use equivocation? What is Macbeth's hamartia? What happens in Act 1? What happens in Act 2? What happens in Act 3? What happens in Act 4? What happens in Act 5? How is guilt presented in the play? How is the supernatural presented in the play? How is conflict presented in the play? How is death presented in the play? How is ambition presented in the play? What is Scotland like under King Duncan's rule? What is Scotland like under Macbeth's rule? Why is it important that Malcolm becomes King at the end? Who is the Porter and why is he significant? Who kills Macbeth? 	

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		<ul style="list-style-type: none">Banquo’s ghost haunts Macbeth. <p>Act 4:</p> <ul style="list-style-type: none">Witches warn Macbeth about Macduff.Macbeth kills Macduff’s wife and son.Witches tell two more prophesies. <p>Act 5:</p> <ul style="list-style-type: none">Lady Macbeth goes mad.Malcolm gathers an army and moves towards the wood.Macbeth is left alone.Macduff kills Macbeth.Malcolm becomes King of Scotland. <p>Themes:</p> <ul style="list-style-type: none">Guilt- manifestation of guilt in Lady Macbeth’s sleepwalking scene.Supernatural- witches, Banquo’s ghost, floating dagger.Conflict- internal vs external (battle in scene 1, emotional state of characters) <p>Characters:</p> <ul style="list-style-type: none">Macbeth: Thane of Glamis before becoming Thane of Cawdor and King. Described as brave and loyal at the start. Becomes a tyrant.Lady Macbeth: Wife of Macbeth. Plans the murder of Duncan. Feels guilt and goes mad. Commits suicide.Banquo: Macbeth’s friend and fellow soldier. Told by witches that children will be Kings. Is murdered.Fleance: son of Banquo.Duncan: King of Scotland who is murdered by Macbeth.Malcolm: eldest son of Duncan who flees to England after his murder.Donalbain: son of Duncan who flees to Ireland.Macduff: Thane of Fife. Born by c section. Kills Macbeth.Lady Macduff: Wife of Macduff and is killed under orders by Macbeth.Ross: Messenger who brings the news to Macduff when his family are murdered. <p>The Porter: gate-keeper who is drunk.</p>				

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Year 10 September – November 2021	<p>Conflict Poetry</p> <p>Students will have studied poetry throughout Key Stage 3 in Year 7 especially, where they have focused on Conflict Poetry. (This is only relevant to current cohort of Year 7's, previous years have done a general poetry topic).</p> <p>Conflict as a theme has been taught explicitly throughout KS3 and Year 10, in The Outsiders (Year 7), Hamlet (Year 8), Romeo and Juliet (Year 9) and Macbeth (Year 10).</p> <p>Develop contextual links with history.</p> <p>An Inspector Calls</p> <p>See AIC LTP.</p>	<p>Conflict Poetry Week 1 – 5 HT1 and Week 5 – 7 HT2</p> <ul style="list-style-type: none"> Conflict can take many different forms and be presented in a variety of ways within literature. A stanza is a group of lines in a poem. A poetic persona is a character voice adopted for a poem by a poet. It is reflected in the language choices made by the poet. The Romantic Movement (late 18th/early 19th century) describes developments in literature, art and music with a focus on the power and beauty of nature, imagination, revolution, the world of children, and the lives of people marginalised in society. <ol style="list-style-type: none"> A Poison Tree was written by William Blake. It is a moral poem about how to deal with anger. The message is that you must tell someone you are angry with them, to prevent it building into something more deadly. It has a consistent rhythm and rhyme scheme and uses simple language as it is intended to be accessible to all. It would have originally been published as a colourful illustration. The tree is an extended metaphor for the persona's anger. It is a first-generation Romantic poem. The Destruction of Sennacherib was written by Lord Byron. It is based on a story from the Old Testament, where the King of Assyria (Sennacherib) attacks Judah. The last city to fall is Jerusalem. But, the King of Judah, Hezekiah, prays to God and God sends down the Angel of Death and destroys the Assyrian army. Byron draws parallels between Sennacherib and Napoleon, and Hezekiah and the British, as it looked unlikely that Napoleon's invasion of Europe would be stopped. The poem has a consistent rhythm and rhyme. It is a second-generation Romantic poem. Extract from The Prelude was written by William Wordsworth. It is part of a much longer poem, that is autobiographical in content. This is known as the 'boat-stealing scene'. The narrator steals a rowing boat and rows out on to a lake (in the Lake District) and then becomes overwhelmed by the power of nature. He is then disturbed by this thought. Whilst nature can be extremely beautiful, it can also be extremely dangerous. This is a free verse poem. It is a first-generation Romantic poem. The Man He Killed was written by Thomas Hardy. Hardy utilises the persona of a soldier who has just returned from fighting in the Boer War. The persona questions how strange war is that you would kill a man, that otherwise you might buy a drink for in a pub. It is clear the persona doesn't really understand why the war was being fought, but simply enlisted because he was out of work and had no other option. Exposure was written by Wilfred Owen in WW1 and is based on his first-hand experience. He is angry at the government for leaving soldiers without proper equipment. In the poem, the soldiers are not killed by the enemy, but freeze to death. His poetry was censored during the war. He died at the very end of WW1. It is a free verse poem. Belfast Confetti was written by Ciaran Carson about the Trouble in Northern Ireland. He grew up in NI, so this is a first-hand account based on his childhood. In the poem, he recalls a nail bomb attack, and how as a civilian, he felt trapped. 'Belfast Confetti' is a colloquial term for a nail bomb. The poem is set out to look like machine guns – a reminder of the presence of the British Army in Northern Ireland at this time. Cousin Kate was written by Christina Rossetti. In the poem, a poetic persona is used of a woman, who was tricked by a Lord into having sex outside of wedlock, and this resulted in the birth of a son. As this was considered immoral at the time, she is shunned by the others where she lives. Meanwhile, the Lord, suffering no backlash due to his status, marries the persona's cousin, Kate. However, the twist is that Kate cannot have children. This is a ballad poem that questions the patriarchal society. Rossetti spent time supporting women in 'reduced circumstances' so understood their plight. Catrin was written by Gillian Clarke. It is about Clarke's own daughter, Catrin, and she once questioned why her beautiful baby had to grow into a teenager. This is a free verse poem. The first stanza focuses on the birth of Catrin, and then second focuses on Catrin seeking more independence as a teenager. What Were They Like? was written by Denise Levertov. It is a protest poem against the US involvement in the Vietnam War. It is split into two stanzas. The first stanza is made up of questions by an authoritative speaker, possibly a journalist, and the second stanza is made up of answers to the questions. It shows the loss of Vietnamese culture due to the war and emphasises how they were peasants. Levertov was arrested for protesting against the war. Poppies was written by Jane Weir. It was commissioned by Carol Ann Duffy, who was Poet Laureate at the time. It describes a mother reflecting on Remembrance Day. It is ambiguous what has happened to her son. He may be going to school or joining the army or has died at war. This ambiguity makes it relevant to all mothers. It is a free verse poem. It also uses lots of imagery linked to textiles as this is Weir's original background. The Charge of the Light Brigade was written by Lord Tennyson, when he was Poet Laureate. It is based on a newspaper article about the Battle of Balaclava and the Crimean War. It has a rhythm (dactylic tetrameter) that represents horses galloping. The light brigade attack the Russian army and try to regain cannons, but they only have swords against cannons, so many died. This was due to a mistake made by the commander. There are six stanzas, one for each one hundred men who began the battle. 	<p>Conflict Poetry</p> <ul style="list-style-type: none"> Make a range of comparisons between two texts. Comment on a poet's use of language. Comment on a poet's use of structure. Comment on the impact on the reader. Comment on how contextual factors have influenced a text. Write about a poem from memory. Annotate a poem effectively and efficiently. Structure a response to a GCSE question appropriately. 	<p>Conflict Poetry</p> <ul style="list-style-type: none"> Confusing a stanza with a paragraph. Confusing Benjamin Zephaniah and John Agard as they both write about racial prejudice. Understand that comparisons can include similarities and differences. 	<p>Conflict Poetry</p> <ol style="list-style-type: none"> What is a stanza? What is a poetic persona? Which three poems were written as part of the Romantic Movement? What were the characteristics of the Romantic Movement? What conflict is 'Exposure' by Wilfred Owen based on? Why was Wilfred Owen angry at the British government? What conflict is 'The Charge of the Light Brigade' based on? What did Tennyson use to help him write his poem? Why did the soldiers die in 'The Charge of the Light Brigade'? What conflict is 'Belfast Confetti' based on? Describe what happens in the Bible story that 'The Destruction of Sennacherib is based on'. What conflict was 'The Man He Killed' written about? Why is it important that 'War Photographer' could be about any modern conflict? What conflict is the poem 'What Were They Like?' based on? Why is it important that what happens to the persona's son in 'Poppies' can be interpreted in different ways? Why is 'A Poison Tree' written in simplistic language? What happens in the poem 'A Poison Tree'? Describe the experience the poetic persona has in 'The Prelude'. How do Zephaniah, Casey and Agard show they are proud of their heritage? Where is John Agard from? How does Clarke present her daughter in 'Catrin'? How does 'Cousin Kate' reflect the patriarchal society? Where is Mary Casey ('The Class Game') from? What is a free verse poem? How do you identify the rhyme scheme of a poem? 	<p>Mock Assessment Year 11</p> <p>e.g. Re-read Half-caste. Choose one other poem from the Conflict anthology. Compare how different ideas about identity are presented in the two poems. In your answer, you should consider the: • poets' use of language, form and structure • influence of the contexts in which the poems were written. (Total for Question 9 = 20 marks)</p>

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		Learn that...	Learn how to...			
		<p>12. <u>No Problem</u> was written by Benjamin Zephaniah as an autobiographical poem about his experience of racism in Britain. Zephaniah was born to parents of Jamaican descent, so writes his poem to reflect Jamaican Patois. He describes how at school the racism was downplayed as ‘silly’, but that actually as he grew up this had a massive impact on his life as people didn’t view him as an ‘academic’. It is a free verse poem.</p> <p>13. <u>Half-caste</u> was written by John Agard. It is a poem that questions the use of the racist term ‘half-caste’ (coming from the Latin meaning half-pure). He challenges those who are ignorant enough to use it by asking what they mean. This is a free verse poem. Agard was born in Guyana, where he experienced a British education as it was a British colony. He moved to Britain as an adult.</p> <p>14. <u>The Class Game</u> was written by Mary Casey, a working-class housewife. It was originally published in a working-class magazine and was looked down on by English academics. In the poem she challenges why people are bothered about class, and uses lexis from her working-class background to emphasise her pride in her class. There is a consistent rhyme scheme throughout.</p> <p>15. <u>War Photographer</u> was written by Carole Satyamurti. In the poem she adopts the persona of a war photographer. The persona describes how he took a photograph, in a warzone, of a child carrying a baby. This image was published in a newspaper to show the goodness of humanity. However, just after the image was taken, a bomb went off and in fear, the child dropped the baby and ran. Satyamurti doesn’t specify a conflict this is based on – it could be based on any modern conflict – but shows the horrific impact that conflict has on all civilians, including children and babies. The poem also questions the role of war photographers in our society and the truth of the images we see.</p> <p><u>An Inspector Calls Revision</u></p> <p>To recall the plot and characters of the play correctly, using the AIC LTP from Y10 to determine the key knowledge needed.</p> <p>To explore the complexity of character and theme and the purpose of Priestley’s writing when responding to the essay questions on the GCSE.</p> <p>To use the vocabulary practiced effectively in Year 10 to answer questions and explore the characters and themes.</p> <p>To focus on stagecraft, audience reaction and context extensively to push students into higher bands.</p>				

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<p>WC 15th Nov-11th Feb – 13 weeks – 2.5 hours per week</p> <p>“An Inspector Calls” by J. B. Priestley</p>	<p>Understanding of social class and disparity between upper and working class in The Outsiders (Year 7), Animal Farm (Year 9), A Small Island (Year 9) and A Christmas Carol (Year 10).</p> <p>Exploration of the effects of a patriarchal society in Sherlock Holmes (Year 8), Hamlet (Year 8), Romeo and Juliet (Year 9) and Macbeth (Year 10).</p>	<p>Context</p> <ul style="list-style-type: none"> Life in 1945 was very different to 1912. It was immediately after WW2 and a time of immense change. Life in 1912 was organised by a strict class system. The working class were treated very unfairly. Capitalism is an economic system that favours profit over people. The government adopt a laissez-faire approach to business. Socialism is an economic system that ensures that everyone has an acceptable basic standard of living. The NHS and benefit system are elements of socialism. Priestley wrote the play to encourage people to adopt socialist values. <p>Characters</p> <ul style="list-style-type: none"> Eva Smith and Daisy Renton are the same person. Mr Birling fired Eva Smith for causing a strike at his work. Sheila Birling asked the manager of Millwards to sack Eva as Sheila thought she had been rude to her. Gerald Croft had an affair with Daisy Renton whilst engaged to Sheila. Eric got Daisy pregnant and was stealing money from his father. Daisy/Eva asked Mrs Birling's charity for money as she didn't want to accept stolen money. Mrs Birling refused. Eva/Daisy committed suicide by drinking disinfectant. <p>Key Themes/Ideas</p> <ul style="list-style-type: none"> The older generation do not change their attitude, whereas the younger generation adopt a more socialist perspective by the end, which shows hope for the future. Priestley adds a twist at the end, that shows the older generation do not change. It is questioned whether the Inspector was real or not. Priestley does this to show that when it comes to morals, it doesn't matter whether something is illegal or immoral. The play is a construct and Priestley creates a microcosm of society with each character representing a group of people. Eva is never seen/heard in the play and Edna has four lines to reflect the marginalisation of the working class in society. 	<ul style="list-style-type: none"> Comment on the plot and characters within the play. Explain how all the characters contributed to the death of Eva Smith. Comment on the context of the play, including the author's intentions. Produce a well-structured essay that includes a thesis statement to find clear ideas that link different parts of the essay. Write in an academic style: using appropriate vocabulary and a variety of sentence structures. Explain Priestley's microcosm and which group of society each character represents. 	<ul style="list-style-type: none"> Eva's relationship with Eric/Gerald was prostitution. Confusing the characters of Eric and Gerald Not understanding how WW1 and WW2 fit around events in the play. A lack of empathy for Eva's situation – what life was really like prior to the NHS/benefit system safety net. Understanding the format of a play and the implied audience. Only writing about the quotations given in the question and not understanding they can write about anything. 	<ol style="list-style-type: none"> What was life like in 1945? What was life like in 1912? Why is the play set in 1912? How did Mr Birling contribute to the death of Eva Smith? How did Mrs Birling contribute to the death of Eva Smith? How did Sheila Birling contribute to the death of Eva Smith? How did Eric Birling contribute to the death of Eva Smith? How did Gerald Croft contribute to the death of Eva Smith? Why do the younger generation change their views, whereas the older generation do not? How does the Inspector represent Priestley's socialist views? How does the audience know the play is set at a time where there is a patriarchal society? What is dramatic irony? Why doesn't it matter whether Inspector Goole is real or not? How are the working-class presented in the play? How does Inspector Goole behave when interrogating The Birlings & Gerald? How does Priestley use the character of Inspector Goole to reflect his socialist views? 	<p>Exam style -essay question: Eric: Because you're not the kind of father a chap could go to when he's in trouble.</p> <p>Explore the importance of the Birling family relationships in An Inspector Calls.</p> <p>You must refer to the context of the play in your answer. (includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation) (Total for Question 7 = 40 marks)</p>

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WC 15 th Nov-11 th Feb – 13 weeks – 2.5 hours per week “An Inspector Calls” by J. B. Priestley	What is a patriarchal society? (Y7 AMSND) NOT COMPLETED.	<ul style="list-style-type: none"> Life in 1945 was very different to 1912. It was immediately after WW2 and a time of immense change. Life in 1912 was organised by a strict class system. The working class were treated very unfairly. Capitalism is an economic system that favours profit over people. The government adopt a laissez-faire approach to business. Socialism is an economic system that ensures that everyone has an acceptable basic standard of living. The NHS and benefit system are elements of socialism. Priestley wrote the play to encourage people to adopt socialist values. Eva Smith and Daisy Renton are the same person. Mr Birling fired Eva Smith for causing a strike at his work. Sheila Birling asked the manager of Millwards to sack Eva as Sheila thought she had been rude to her. Gerald Croft had an affair with Daisy Renton whilst engaged to Sheila. Eric got Daisy pregnant and was stealing money from his father. Daisy/Eva asked Mrs Birling's charity for money as she didn't want to accept stolen money. Mrs Birling refused. Eva/Daisy committed suicide by drinking disinfectant. The older generation do not change their attitude, whereas the younger generation adopt a more socialist perspective by the end, which shows hope for the future. Priestley adds a twist at the end, that shows the older generation do not change. It is questioned whether the Inspector was real or not. Priestley does this to show that when it comes to morals, it doesn't matter whether something is illegal or immoral. The play is a construct and Priestley creates a microcosm of society with each character representing a group of people. Eva is never seen/heard in the play and Edna has four lines to reflect the marginalisation of the working class in society. 	<ul style="list-style-type: none"> Comment on the plot and characters within the play. Explain how all the characters contributed to the death of Eva Smith. Comment on the context of the play, including the author's intentions. Produce a well-structured essay that includes an introduction and conclusion. Write in an academic style. Explain Priestley's microcosm and which group of society each character represents. 	<ul style="list-style-type: none"> Eva's relationship with Eric/Gerald was prostitution. Confusing the characters of Eric and Gerald Not understanding how WW1 and WW2 fit around events in the play. A lack of empathy for Eva's situation – what life was really like prior to the NHS/benefit system safety net. Understanding the format of a play and the implied audience. Only writing about the quotations given in the question and not understanding they can write about anything. 	<ol style="list-style-type: none"> What was life like in 1945? What was life like in 1912? Why is the play set in 1912? How did Mr Birling contribute to the death of Eva Smith? How did Mrs Birling contribute to the death of Eva Smith? How did Sheila Birling contribute to the death of Eva Smith? How did Eric Birling contribute to the death of Eva Smith? How did Gerald Croft contribute to the death of Eva Smith? Why do the younger generation change their views, whereas the older generation do not? How does the Inspector represent Priestley's socialist views? How does the audience know the play is set at a time where there is a patriarchal society? What is dramatic irony? Why doesn't it matter whether Inspector Goole is real or not? How are the working-class presented in the play? How does Inspector Goole behave when interrogating The Birlings & Gerald? How does Priestley use the character of Inspector Goole to reflect his socialist views? 	<p>Exam style -essay question: Eric: Because you're not the kind of father a chap could go to when he's in trouble.</p> <p>Explore the importance of the Birling family relationships in An Inspector Calls.</p> <p>You must refer to the context of the play in your answer. (includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation) (Total for Question 7 = 40 marks)</p>

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Year 11 – Half-term 3	Students have already studied the play before. However, much of this was done via remote learning and the last mock shows that there are some significant knowledge gaps and students lack confidence with the text.	<p>Context:</p> <ul style="list-style-type: none">Macbeth was written in 1606.Macbeth is based on real events. Shakespeare used the Holinshed Chronicles to inform the play.King James 1st was King when Macbeth was published, so it is Jacobean.King James was descended from the real Banquo.The Gunpowder Plot occurred in 1605. A failed assassination attempt against King James. Disgruntled Catholics planned to blow up the House of Lords.King James wrote a book called Daemonologie about witchcraft.People in Shakespeare’s time believed in witches and the supernatural.The Great Chain of Being- hierarchy with the monarch chosen by God.Written in a patriarchal society; men in control. <p>Key Terminology:</p> <ul style="list-style-type: none">Regicide – killing of the monarch/ against the natural order. Link to the unnatural events after Duncan’s death.Equivocation – inversion of values, false appearance. (How the witches use this in their language)Hamartia- fatal flaw. Macbeth’s fatal flaw is his ambition.External and Internal conflictCatharsis- the process of releasing, and thereby providing relief from, strong or repressed emotions. Audience response to a tragedy.Supernatural- representation of the witches, Banquo’s ghost, floating dagger. <p>Plot:</p> <p>Act1:</p> <ul style="list-style-type: none">Macbeth saves Scotland from invasion by the Norwegians.On his way back, with Banquo, he meets the witches.They announce three prophecies.Macbeth informs his wife of these prophecies.The Macbeths plot to kill Duncan. <p>Act 2:</p> <ul style="list-style-type: none">Duncan is murdered.A servant is blamed.Macbeth becomes King of Scotland.Banquo and Macduff suspect Macbeth. <p>Act 3:</p> <ul style="list-style-type: none">Macbeth kills Banquo.Fleance, Banquo’s son escapes.Banquo’s ghost haunts Macbeth. <p>Act 4:</p> <ul style="list-style-type: none">Witches warn Macbeth about Macduff.Macbeth kills Macduff’s wife and son.Witches tell two more prophecies. <p>Act 5:</p> <ul style="list-style-type: none">Lady Macbeth goes mad.Malcolm gathers an army and moves towards the wood.Macbeth is left alone.Macduff kills Macbeth.Malcolm becomes King of Scotland. <p>Themes:</p> <ul style="list-style-type: none">Guilt- manifestation of guilt in Lady Macbeth’s sleepwalking scene.	<ul style="list-style-type: none">Comment on how Shakespeare conveys meaning through his language choices.Write in an academic style.Comment on the effect individual words.Comment on the effect of techniques.Comment on the structure of the play.Comment on the structure of the dialogue.Comment on how themes and ideas are presented throughout the entire play.Comment on contextual factors linked to the play.Comment on the impact on the audience.	<ul style="list-style-type: none">Not answering part a and part b.Not commenting on language in the extract, and getting capped in Band 2 (descriptive).Context for part b.Characterswho’s who (particularly minor characters).Confusion over characters that begin with M – Macduff/Malcolm.Confusing King Duncan and King James I.It is a Jacobean play – not an Elizabethan play. This is important to emphasise as students have studied plays written by Shakespeare in the Elizabethan era.	<ol style="list-style-type: none">What is required for Part A on the exam paper?What is required for Part B on the exam paper?Why did Shakespeare write the play?What era was the play written in?What was the Gunpowder Plot and how does it link to the play?What was the Great Chain of Being?What book did King James write about witches?What was expected of women at this time?How does regicide link to the play?How do the witches use equivocation?What is Macbeth’s hamartia?What happens in Act 1?What happens in Act 2?What happens in Act 3?What happens in Act 4?What happens in Act 5?How is guilt presented in the play?How is the supernatural presented in the play?How is conflict presented in the play?How is death presented in the play?How is ambition presented in the play?What is Scotland like under King Duncan’s rule?What is Scotland like under Macbeth’s rule?Why is it important that Malcolm becomes King at the end?Who is the Porter and why is he significant?Who kills Macbeth?	1 x extract question (AO2) 1 x essay question (AO1 + AO3) (a) Explore how Shakespeare presents the relationship between Banquo and Macbeth. Refer closely to the extract in your answer. (20) (b) In this extract, Macbeth tricks Banquo into revealing his plans. Explain the importance of deceit elsewhere in the play. In your answer, you must consider: • where deceit is shown • how deception affects those involved. You must refer to the context of the play in your answer. (20)
	Current Year 9 onwards, will have studied ‘A Midsummer Night’s Dream’, ‘Hamlet’, and ‘Romeo and Juliet’ in Key Stage 3.					

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		<ul style="list-style-type: none">Supernatural- witches, Banquo’s ghost, floating dagger.Conflict- internal vs external (battle in scene 1, emotional state of characters) <p><u>Characters:</u></p> <ul style="list-style-type: none">Macbeth: Thane of Glamis before becoming Thane of Cawdor and King. Described as brave and loyal at the start. Becomes a tyrant.Lady Macbeth: Wife of Macbeth. Plans the murder of Duncan. Feels guilt and goes mad. Commits suicide.Banquo: Macbeth’s friend and fellow soldier. Told by witches that children will be Kings. Is murdered.Fleance: son of Banquo.Duncan: King of Scotland who is murdered by Macbeth.Malcolm: eldest son of Duncan who flees to England after his murder.Donalbain: son of Duncan who flees to Ireland.Macduff: Thane of Fife. Born by c section. Kills Macbeth.Lady Macduff: Wife of Macduff and is killed under orders by Macbeth.Ross: Messenger who brings the news to Macduff when his family are murdered. <ul style="list-style-type: none">The Porter: gate-keeper who is drunk.				