

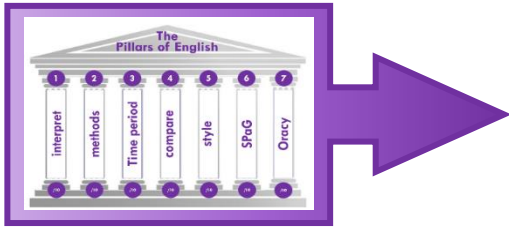
# English

## Year 10: Literature Paper 1 [R&J] + J&H

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>HTO1: <i>Romeo and Juliet</i> essay. Marked /34 [Lit. AO1,2,3,4]:</p> <p>How does Shakespeare present love in <i>Romeo and Juliet</i>?</p> <p>HTO2: Literature Paper upon completion of <i>Jekyll and Hyde</i> study. Marked /64 [Lit. AO1,2,3,4]:</p> <p>How does Shakespeare present conflict in <i>Romeo and Juliet</i>?</p> <p>How does Stevenson present Hyde as a threatening figure?</p> <p>This will provide students with a raw score and a completed English Literature 1 Paper.</p>	<p>The full play, <i>Romeo &amp; Juliet</i>. The full novella, <i>The Strange Case of Dr Jekyll &amp; Mr Hyde</i>.</p> <p>Wider reading material linked to R&amp;J: 'Elizabethan Society'; 'Women in Shakespeare's Time', 'Courtly Love', 'Religion and the Elizabethan Era'.</p> <p>Wider reading material linked to J&amp;H: 'Edwardian England'; 'The Victorian Gentleman', 'Darwin's Theory of Evolution', 'Lombroso's Theory of Criminality'.</p> <p>Students will have opportunity to read model essays as well as their own written work aloud to aid in clarity and understanding.</p>	<ul style="list-style-type: none"> <li>• Historian</li> <li>• Journalism</li> <li>• Confidence in reading, writing and speaking.</li> <li>• Research</li> <li>• Actor</li> <li>• Political links</li> </ul>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



## Building from the KS3 Pillars, KS4 is assessed using the following AOs.

GCSE English Language

GCSE English Literature

KS3 Pillar connection:	AO:	Explanation:	KS3 Pillar connection:	AO:	Explanation:
1: Interpret	AO1	identify and interpret explicit and implicit information and ideas	1: Interpret	AO1	Students should be able to maintain a critical style and develop an informed personal response
		select and synthesise evidence from different texts			use textual references, including quotations, to support and illustrate interpretations.
2: Methods	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	2: Methods	AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
3: Time period	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	3: Time period	AO3	Show understanding of the relationships between texts and the contexts in which they were written.
4: Compare	AO4	Evaluate texts critically and support this with appropriate textual references			
5: Style	AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts			
6: SPaG	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	6: SPaG	AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
7: Oracy	AO7	Demonstrate presentation skills in a formal setting			
	AO8	Listen and respond appropriately to spoken language, including to questions and feedback on presentations			
	AO9	Use spoken Standard English effectively in speeches and presentations.			

Assessment tasks	Career Links	Tier 2 Vocabulary	Additional information
<p>Half Term 1: Romeo and Juliet essay marked out of 34:</p> <p><i>‘How does Shakespeare present love in Romeo and Juliet?’</i></p> <p>Half 2: Literature Paper /64 upon completion of Jekyll and Hyde.</p> <p><i>How does Shakespeare present conflict in Romeo and Juliet?</i></p> <p><i>How does Stevenson present Hyde as a threatening figure?</i></p> <p>This will provide students with a raw score and a completed English Literature 1 Paper.</p> <p>Students will study an Anthology Poem every Friday.</p>	<ul style="list-style-type: none"> <li>- Historian</li> <li>- Journalism</li> <li>- Confidence in reading, writing and speaking.</li> <li>- Research</li> <li>- Actor</li> <li>- Political links</li> </ul>	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>deceptive</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>pretence</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>societal expectations</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>façade</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>duality</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>idealise</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>unrequited</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>tension</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>conventions</b></div> <div style="border: 1px solid black; padding: 5px;"><b>courtly love</b></div> </div>	<p>The following grammatical terms are used and applied in this unit:</p> <ul style="list-style-type: none"> <li>• Stanza</li> <li>• Enjambment</li> <li>• Caesura</li> <li>• Couplets</li> <li>• Oxymorons</li> <li>• Sonnet form</li> <li>• Puns</li> <li>• Hyperbolic language double entendre</li> <li>• foreshadowing</li> <li>• Conventions of tragedy</li> <li>• Supernatural in 1500s</li> <li>• Metaphorical language</li> <li>• Shakespearean context</li> <li>• Play conventions.</li> <li>• Tragedy conventions</li> <li>• Writing to persuade</li> <li>• Speech conventions</li> </ul>

Week	Activities	Resources	Skills	AO Focus
01	<p><b>1. Introduction</b></p> <ul style="list-style-type: none"> <li>• Half-term breakdown for students</li> <li>• Explaining the coverage of content</li> <li>• Clarifying AQA GCSE exams PPT</li> <li>• Introduction to R&amp;J Context</li> </ul> <p><b>2. Prologue</b> Explore the prologue and the introduction of themes.</p> <ul style="list-style-type: none"> <li>• AO1 focus on textual references.</li> </ul> <p><b>3. Lovesick Romeo</b></p> <ul style="list-style-type: none"> <li>• Analysing Romeo's language</li> <li>• <i>How is love presented in 1.1?</i></li> <li>• This question can initially be teacher led, as a means of building a strong opening.</li> </ul> <p><b>4. Lord Capulet</b></p> <ul style="list-style-type: none"> <li>• Patriarchal nature of Elizabethan society</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>- Evidence of homework glued into book.</li> <li>- Evidence of using Science of Learning 5 a day low stake quiz</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding of the text as presented through their work</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text.</p> <p><b>AO4:</b> Spelling, grammar and presentation.</p>
02	<p><b>1. Introduction to the Nurse</b></p> <ul style="list-style-type: none"> <li>• Mothers</li> <li>• Lady Capulet and the Nurse</li> <li>• 1.3</li> </ul> <p><b>2. Queen Mab Speech</b></p> <ul style="list-style-type: none"> <li>• Examine meaning behind language choice 1.4.</li> </ul> <p><b>3. Romeo meets Juliet</b></p> <ul style="list-style-type: none"> <li>• Evaluate their first meet.</li> <li>• Make links to prologue.</li> <li>• Contextual links</li> </ul> <p><b>4. Religious Imagery</b></p>	<p><u>Resource</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u> <b>Add to Knowledge Organiser to include content covered to date.</b></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text. <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology. <b>AO3</b> – making contextual links. <b>AO4:</b> Spelling, grammar and presentation.</p>

	<ul style="list-style-type: none"> <li>Evaluate the religious language used in their exchange.</li> <li>Work on Elizabethan England's religious context.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> <li>Evidence of using Science of Learning 5 a day low stake quiz</li> <li>Evidence of student engagement in text</li> </ul> <p>Evidence of students understanding of the text as presented through their work</p>			
03	<ol style="list-style-type: none"> <li><b>Classical Illusions</b> <ul style="list-style-type: none"> <li>Read and explore 2.1 and the illusions presented.</li> </ul> </li> <li><b>The Balcony Scene</b> <ul style="list-style-type: none"> <li>Metaphor and imagery in the scene</li> <li>How does Shakespeare present Romeo's view of Juliet?</li> </ul> </li> <li><b>Friar Lawrence</b> <ul style="list-style-type: none"> <li>Analyse their exchange and their relationship.</li> <li>Refer to <b>foreshadowing</b>.</li> <li>Contextual links</li> </ul> </li> <li><b>Mercutio</b> <ul style="list-style-type: none"> <li>Focus on Shakespeare's use of humour in 2.4.</li> </ul> </li> </ol> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> <li>Evidence of using Science of Learning 5 a day low stake quiz</li> <li>Evidence of student engagement in text</li> </ul> <p>Evidence of students understanding of the text as presented through their work</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>R&amp;J Text</li> <li>R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text. <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology. <b>AO3</b> – making contextual links. <b>AO4:</b> Spelling, grammar and presentation.</p>
04	<ol style="list-style-type: none"> <li><b>Return to the Nurse</b> <ul style="list-style-type: none"> <li>Argue for or against the importance of the character of the nurse.</li> </ul> </li> <li><b>The theme of Conflict</b> <ul style="list-style-type: none"> <li>Detail broader concepts of conflict.</li> <li>How is conflict presented so far?</li> </ul> </li> <li><b>Juliet's Monologue</b> <ul style="list-style-type: none"> <li>Explore emotional language used by Juliet.</li> <li>Contextual links</li> </ul> </li> <li><b>Mercutio's death/Romeo's banishment</b></li> </ol>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>R&amp;J Text</li> <li>R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text. <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology. <b>AO3</b> – making contextual links.</p>

	<ul style="list-style-type: none"> <li>Read and explain the consequences of characters actions.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> <li>Evidence of using Science of Learning 5 a day low stake quiz</li> <li>Evidence of student engagement in text</li> </ul> <p>Evidence of students understanding of the text as presented through their work</p>			<b>AO4:</b> Spelling, grammar and presentation.
<b>05</b>	<p><b>1. Assessment Q</b> <i>'How does Shakespeare present love in Romeo and Juliet?'</i></p> <p><b>2. Further foreshadowing</b></p> <ul style="list-style-type: none"> <li>Examine 3.5</li> <li>The relationship of R&amp;J</li> </ul> <p><b>3. Juliet's predicament</b></p> <ul style="list-style-type: none"> <li>Read and discuss Juliet's language choice and how it can be interpreted.</li> <li>Contextual links</li> </ul> <p><b>4. Lord Capulet's Anger</b></p> <ul style="list-style-type: none"> <li>Evaluate the changes in Lord Capulet</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> <li>Evidence of using Science of Learning 5 a day low stake quiz</li> <li>Evidence of student engagement in text</li> </ul> <p>Evidence of students understanding of the text as presented through their work</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>R&amp;J Text</li> <li>R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text. <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology. <b>AO3</b> – making contextual links. <b>AO4:</b> Spelling, grammar and presentation.</p>
<b>06</b>	<p><b>1. Juliet meets Paris</b></p> <ul style="list-style-type: none"> <li>Make references to Juliet's language when meeting Paris.</li> <li>Persuasion and manipulation</li> </ul> <p><b>2. Friar Lawrence</b></p> <ul style="list-style-type: none"> <li>Read the ways in which Friar presents his plan.</li> <li>Explore 4.1</li> </ul> <p><b>3. The theme of Secrecy</b></p> <ul style="list-style-type: none"> <li>Evaluate the theme of secrecy in R&amp;J</li> <li>Think about forming opinions on blame.</li> <li>Contextual links</li> </ul> <p><b>4. Juliet's fears</b></p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>R&amp;J Text</li> <li>R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text. <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology. <b>AO3</b> – making contextual links. <b>AO4:</b> Spelling, grammar and presentation.</p>

	<ul style="list-style-type: none"> <li>Evaluate Juliet's emotions.</li> <li>Craft how you think the Nurse would feel.</li> <li>Work on Elizabethan England's religious context.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> <li>Evidence of using Science of Learning 5 a day low stake quiz</li> <li>Evidence of student engagement in text</li> </ul> <p>Evidence of students understanding of the text as presented through their work</p>			
07	<p><b>1. The Nurse finds Juliet</b></p> <ul style="list-style-type: none"> <li>Lord Capulet's reactions</li> <li>Examine different reactions from each character 4.5.</li> </ul> <p><b>2. The theme of Fate</b></p> <ul style="list-style-type: none"> <li>Develop ideas around the role of fate in R&amp;J</li> </ul> <p><b>3. Continuation of fate as a theme</b></p> <ul style="list-style-type: none"> <li>Craft response to theme focus Q.</li> <li>Make links to wider play.</li> <li>Contextual links</li> </ul> <p><b>4. The play's Ending</b></p> <ul style="list-style-type: none"> <li>Evaluate conventions of a tragedy</li> <li>Explore Shakespeare's use on convention in his play.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> <li>Evidence of using Science of Learning 5 a day low stake quiz</li> <li>Evidence of student engagement in text</li> </ul> <p>Evidence of students understanding of the text as presented through their work</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>R&amp;J Text</li> <li>R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text. <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology. <b>AO3</b> – making contextual links. <b>AO4:</b> Spelling, grammar and presentation.</p>
<p><b>HALF TERM</b></p>				

Assessment tasks	Career Links	<h2 style="text-align: center;">Tier 2 Vocabulary</h2> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>deceptive</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>pretence</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>societal expectations</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>façade</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>duality</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>idealise</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>unrequited</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>tension</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 2px;"><b>conventions</b></div> <div style="border: 1px solid black; padding: 5px;"><b>courtly love</b></div> </div>	Additional information
<p>Half Term 1: Romeo and Juliet essay marked out of 34:</p> <p style="text-align: center;"><i>'How does Shakespeare present love in Romeo and Juliet?'</i></p> <p>Half 2: Literature Paper /64 upon completion of Jekyll and Hyde.</p> <p style="text-align: center;"><i>How does Shakespeare present conflict in Romeo and Juliet?</i></p> <p style="text-align: center;"><i>How does Stevenson present Hyde as a threatening figure?</i></p> <p>This will provide students with a raw score and a completed English Literature 1 Paper.</p>	<ul style="list-style-type: none"> <li>- Historian</li> <li>- Journalism</li> <li>- Confidence in reading, writing and speaking.</li> <li>- Research</li> <li>- Actor</li> <li>- Political links</li> </ul>		<p>The following grammatical terms are used and applied in this unit:</p> <ul style="list-style-type: none"> <li>• Stanza</li> <li>• Enjambment</li> <li>• Caesura</li> <li>• Couplets</li> <li>• Oxymorons</li> <li>• Sonnet form</li> <li>• Puns</li> <li>• Hyperbolic language</li> <li>• double entendre</li> <li>• foreshadowing</li> <li>• Conventions of tragedy</li> <li>• Supernatural in 1500s</li> <li>• Metaphorical language</li> <li>• Shakespearean context</li> <li>• Play conventions.</li> <li>• Tragedy conventions</li> <li>• Writing to persuade</li> <li>• Speech conventions</li> </ul>



Week	Activities	Resources	Skills	AO Focus
01	<p><b>1. Introduction</b></p> <ul style="list-style-type: none"> <li>- Half-term breakdown for students</li> <li>- Explaining the coverage of content</li> <li>- Clarifying AQA GCSE exams PPT</li> <li>- Introduction to J&amp;H context</li> </ul> <p><b>2. Class guided exemplar</b></p> <ul style="list-style-type: none"> <li>- <i>'Explore how Stevenson presents Utterson as a Victorian Gentleman'</i>.</li> </ul> <p><b>3. Contextual Information</b></p> <ul style="list-style-type: none"> <li>- Explore what context actually is, and how it helps shape understanding.</li> </ul> <p><b>4. Chapter 1 – Story of the Door</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapter one.</li> <li>• Begin to build a character quotation bank for Utterson and Hyde.</li> <li>• Discuss the role of reputation in Victorian England.</li> </ul> <p><b>5. Chapter 2 – Search for Mr. Hyde</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapter two.</li> <li>• Explore the conventions of Gothic genre.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>- Evidence of homework glued into book.</li> <li>- Evidence of using Science of Learning Do Nows.</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding of the text as presented through their work</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- J&amp;H Text</li> <li>- J&amp;H KO</li> </ul> <p><u>Homework</u></p> <p>Research -Context</p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	AO1 – AO3
02	<p><b>1. Chapter 2 – Search for Mr. Hyde</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapter two.</li> <li>• Explore the conventions of Gothic genre.</li> </ul> <p><b>2. Chapter 3 - Dr Jekyll was Quite at Ease</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapter three.</li> <li>• Find Language that shows Jekyll's character.</li> <li>• Add to character quotation bank for Utterson and Hyde.</li> </ul> <p><b>3. Chapter 4 – The Carew Murder Case</b></p> <ul style="list-style-type: none"> <li>• Read and discuss chapter four.</li> <li>• Setting and language</li> </ul> <p><b>4. Character focus – Mr. Hyde</b></p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- J&amp;H Text</li> <li>- J&amp;H KO</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>- <i>'Dreams'</i> in chapter 2</li> </ul>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	AO1 - AO2

	<ul style="list-style-type: none"> <li>• Importance of names</li> <li>• Darwin's 'Origin of the Species'</li> <li>• Discuss the role of reputation in Victorian England.</li> </ul> <p><b>5. Character focus – Mr. Hyde continued.</b></p> <ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Model answer analysis.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>• Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>• Evidence of homework glued into book.</li> <li>• Evidence of using Science of Learning Do Nows</li> <li>• Evidence of student engagement in text</li> <li>• Evidence of understanding of the text as presented through their work</li> </ul>			
03	<p><b>1. Chapter 5 – Incident of the Letter</b></p> <ul style="list-style-type: none"> <li>• Focus on Stevenson's presentation of Victorian setting.</li> </ul> <p><b>2. Character focus – Mr Utterson</b></p> <ul style="list-style-type: none"> <li>• Metaphor and imagery in the scene</li> <li>• Refer to <b>foreshadowing</b>.</li> <li>• Contextual links.</li> </ul> <p><b>3. Chapter 6 – Remarkable Incident of Dr Lanyon</b></p> <ul style="list-style-type: none"> <li>• Examining notions of responsibility, both thematically and as character trait.</li> <li>• Contextual links</li> </ul> <p><b>4. Chapter 7 – Incident at the Window</b></p> <ul style="list-style-type: none"> <li>• Analyse science v religion.</li> <li>• How much do you agree?</li> <li>• Contextual links</li> </ul> <p><b>5. Text analysis.</b></p> <ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Model answer analysis.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>• Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>• Evidence of homework glued into book.</li> <li>• Evidence of using Science of Learning Do Nows.</li> <li>• Evidence of student engagement in text</li> <li>• Evidence of students understanding of the text as presented through their work.</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- J&amp;H Text</li> <li>- J&amp;H KO</li> <li>-</li> </ul> <p><u>Homework</u></p> <p>Mystery in chapter 4</p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1-3</b></p>

04	<p><b>1. Chapter 8 – The Last Night</b></p> <ul style="list-style-type: none"> <li>Focusing on the consequences of character actions.</li> </ul> <p><b>2. The Gothic</b></p> <ul style="list-style-type: none"> <li>Detail broader concepts of gothic conventions, referring to prior learning.</li> <li>How is gothic presented so far?</li> </ul> <p><b>3. Practice Question</b></p> <ul style="list-style-type: none"> <li>Explore emotional language used by Juliet.</li> <li>Contextual links</li> </ul> <p><b>4. Chapter 9 – Dr. Lanyon’s Narrative</b></p> <ul style="list-style-type: none"> <li>Read and explain the consequences of characters actions.</li> </ul> <p><b>5. Character focus – Dr. Lanyon.</b></p> <ul style="list-style-type: none"> <li>Quotation examination aiding in presentation of <b>change</b> in Lanyon.</li> <li>Model answer analysis.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> <li>Evidence of using Science of Learning Do Nows.</li> <li>Evidence of student engagement in text</li> <li>Evidence of students understanding of the text as presented through their work</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>J&amp;H Text</li> <li>J&amp;H KO</li> </ul> <p><u>Homework</u></p> <p>Secrecy in Chapter 7</p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	AO1.2.3
05	<p><b>1. Chapter 10 – Part 1</b></p> <ul style="list-style-type: none"> <li>The ending, and how it completes the narrative journey.</li> <li>What is of focus in this ending? How does Stevenson bring everything to a close?</li> </ul> <p><b>2. Character focus – Dr. Jekyll</b></p> <ul style="list-style-type: none"> <li>Examine the change in Jekyll across the novella, first impressions, character introduction, development of role.</li> <li>The relationship between Jekyll and other characters.</li> </ul> <p><b>3. Chapter 10 – Part 2</b></p> <ul style="list-style-type: none"> <li>Close language analysis of important factors in Henry Jekyll’s confession.</li> <li>Contextual links</li> </ul> <p><b>4. Theme overview and revision preparations</b></p> <ul style="list-style-type: none"> <li>Evaluate the theme of secrecy in J&amp;H</li> </ul> <p><b>5. Character overview and revision preparations</b></p> <ul style="list-style-type: none"> <li>Making links to theme and character as a means of showing understanding of Stevenson’s text.</li> <li>Model answer analysis.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>Evidence of homework glued into book.</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>J&amp;H Text</li> <li>J&amp;H KO</li> </ul> <p><u>Homework</u></p> <p>Drama &amp; Tension in chapter 9</p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	AO1.2.3

	<ul style="list-style-type: none"> <li>- Evidence of using Science of Learning Do Nows.</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding of the text as presented through their work</li> </ul>			
06	<p><b>1. J&amp;H Assessment preparation</b></p> <ul style="list-style-type: none"> <li>• Consolidation of knowledge of J&amp;H context.</li> </ul> <p><b>2. J&amp;H Assessment preparation continued.</b></p> <ul style="list-style-type: none"> <li>• Consolidation of knowledge of J&amp;H characters.</li> </ul> <p><b>3. J&amp;H Assessment Q.</b> Apply knowledge of J&amp;H to a GCSE-style Q: <i>How does Stevenson present Hyde as a threatening figure?</i></p> <p><b>4. R&amp;J Assessment preparation</b></p> <ul style="list-style-type: none"> <li>• Consolidation of knowledge of R&amp;J context.</li> </ul> <p><b>5. R&amp;J Assessment preparation continued.</b></p> <ul style="list-style-type: none"> <li>• Consolidation of knowledge of R&amp;J character.</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>- Evidence of homework glued into book.</li> <li>- Evidence of using Science of Learning Do Nows.</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding of the text as presented through their work</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- J&amp;H Text</li> <li>- J&amp;H KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<b>A01-3</b>
07	<p><b>1. R&amp;J Assessment Q.</b> Apply knowledge of R&amp;J to a GCSE-style Q: <i>How does Shakespeare present conflict in Romeo and Juliet?</i></p> <p><b>2-5 Catch-up on assessments missed, as well as reflection on Lit 1 Qs once marked using KS4 Literature marking stickers.</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>- Evidence of homework glued into book.</li> <li>- Evidence of using Science of Learning Do Nows.</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding of the text as presented through their work</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- J&amp;H Text</li> <li>- J&amp;H KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<b>A01-4</b>
<b>HALF TERM</b>				