



#### Golden Threads

- Continue to consolidate reading for meaning strategies in preparation for tackling unseen prose in an exam.
- Apply poetry analysis skills to engage with a diverse range of poets and examine how their language and structural choices reflect ideas about power and conflict.
- Critically engaging with a Shakespearean play to examine how its context influenced the methods Shakespeare used to influence his audience.
- Continue to apply and develop literacy skills to create a well crafted and effective piece of writing.

#### Enrichment

Performance of 'Macbeth'

#### Review and Evaluation

June 2026

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
01/09 – 21/11 (11 weeks)	English Literature Paper 2 Section B -  Poetry Anthology: Power and Conflict  Fortnightly Language lessons	Reading for meaning  Inferring and deducing  Writing a comparison of two poems  Developing a personal response  Applying contextual knowledge	Assessment on 'Macbeth' content (sample question from Literature Paper 1 Section A)  Assessment on Language skills (sample Language Paper 1)  Continuing formative assessment in class, including some of the following strategies: <ul style="list-style-type: none"><li>• Book sampling</li><li>• Live marking</li><li>• Whole Class Feedback</li><li>• Hinge questioning</li><li>• Cold Calling</li><li>• Peer and self assessment/DIRT</li></ul>	Misunderstanding the poems  Confusing the speaker's voice in the poem with that of the writer  Not selecting appropriate evidence  Not commenting on writers' methods  Not commenting on the impact of context	<b>Tier 2</b>  Colloquial, atrocity  confessional  patriotism  desentitise  monotonous  futility  authentic  apathy  trivialise  institution  patriarchy  Eurocentric  domestic  regular  irregular  symbolic	<b>Tier 3</b>  Form  free verse  imagery  metaphor  simile  extended metaphor  personification  casesura  enjambment  semantic field  syntactical pattern  rhyme  rhythm  plosives  cacophony  euphony  sibilance  iambic pentameter  dramatic monologue  sonnet  Romanticism  Creole	<ul style="list-style-type: none"> <li>• Year 7, terms 3 and 4 (Survival of the fittest)</li> <li>• Year 8, term 4 (Childhood poetry)</li> <li>• Year 9, term 6 (Poetry: A sense of place)</li> <li>• Year 10, term 6 (Unseen poetry)</li> </ul>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
24/11 – 27/03 (11 weeks)	<p>English Literature Paper 1 Section B – 19th Century Novel: 'The Strange Case of Dr Jekyll and Hyde'</p> <p>Fortnightly Language lessons</p> <p><b>'Jekyll and Hyde':</b></p> <ul style="list-style-type: none"> <li>Plot events of the text</li> <li>Gothic novella conventions</li> <li>Context: Stevenson's life and creative influences, socio-historical context of 19th Century</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>See Language Paper 2</li> </ul>	<p>Reading for meaning</p> <p>Inference</p> <p>Selecting evidence to support ideas about each theme</p> <p>Analysis of effects of writers' methods</p> <p><b>Spoken Language:</b></p> <p>See Language Paper 2</p> <p>Oracy skills</p>	<p>Assessment on poetry content, including Power and Conflict poems from earlier in year (sample Literature Paper 2 Sections B and C)</p> <p>Assessment on Language skills (sample Language Paper 2)</p> <p>Continuing formative assessment in class, including some of the following strategies:</p> <ul style="list-style-type: none"> <li>Book sampling</li> <li>Live marking</li> <li>Whole Class Feedback</li> <li>Hinge questioning</li> <li>Cold Calling</li> <li>Peer and self assessment/DIRT</li> </ul>	<p><b>'Jekyll and Hyde'</b></p> <p>Misunderstanding or misremembering the plot</p> <p>Not understanding that Hyde and Jekyll share one physical form</p> <p>Not understanding that Hyde's entrance is connected to Jekyll's house</p> <p>Not understanding the narrative perspective of the final two chapters (Lanyon &amp; Jekyll)</p> <p><b>Spoken Language:</b></p> <p>See Language Paper 2</p>	<p><b>Tier 2</b></p> <p>Acquaintance</p> <p>blasphemy</p> <p>degeneracy</p> <p>duality</p> <p>duplicitous</p> <p>evolution</p> <p>gentleman</p> <p>god-fearing</p> <p>Gothic</p> <p>isolated</p> <p>primitive</p> <p>pseudo-science</p> <p>psychology</p> <p>rational</p> <p>reputation</p> <p>respectable</p> <p>rational</p> <p>curious</p> <p>loyal</p> <p>duplicitous</p> <p>fanciful</p> <p>erratic</p> <p>sinister</p> <p>animalistic</p> <p>dominant</p> <p>conventional</p> <p>foil</p> <p>disturbed</p>	<p><b>Tier 3</b></p> <p>3rd person limited perspective</p> <p>Foil</p> <p>fin de siècle</p> <p>Victorian</p> <p>Darwinism</p> <p>physiognomy</p> <p>urban terror</p> <p>Lombroso</p> <p>repression</p> <p><b>Spoken Language:</b></p> <p>See Language Paper 2</p>	<p><b>'Jekyll and Hyde'</b></p> <p><b>Links to prior knowledge:</b></p> <ul style="list-style-type: none"> <li>Year 7, term 2 (memorable characters)</li> <li>Year 8, term 3 (Gothic writing)</li> <li>Year 9, term 4 (short stories)</li> <li>Year 10, terms 1 and 2 ('An Inspector Calls')</li> </ul> <p><b>Future Curriculum:</b></p> <ul style="list-style-type: none"> <li>Year 11, terms 1 and 2 (power and conflict poetry)</li> <li>Year 11, terms 3 and 4 ('Macbeth')</li> <li>Year 11 revision</li> </ul>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
02/03 – 22/05 (10 weeks)	<p>Revision of English Language</p> <p>‘An Inspector Calls’ revision</p> <p>‘Jekyll and Hyde’ revision</p> <p>‘Macbeth’ revision</p> <p>‘Power and Conflict’ poetry revision</p> <p>Unseen poetry revision</p> <p><b>English Language:</b></p> <ul style="list-style-type: none"> <li>How to approach Language Paper 1</li> <li>How to approach Language Paper 2</li> </ul> <p><b>Literature texts:</b></p> <ul style="list-style-type: none"> <li>context</li> <li>plot</li> <li>writers’ messages</li> <li>quotations for characters, themes and poems</li> </ul>	<p><b>English Language:</b></p> <ul style="list-style-type: none"> <li>Exam timings</li> <li>Requirements for each question</li> <li>How to structure a response for each question</li> </ul> <p><b>English Literature:</b></p> <ul style="list-style-type: none"> <li>Exam timings</li> <li>How to plan an extract based question</li> <li>How to plan a non extract based question</li> <li>How to plan a comparison</li> <li>How to elevate a response</li> <li>How to improve analysis</li> <li>How to tackle an unseen poem</li> </ul>	<p>Continuing formative assessment in class, including some of the following strategies:</p> <ul style="list-style-type: none"> <li>Book sampling</li> <li>Live marking</li> <li>Whole Class Feedback</li> <li>Hinge questioning</li> <li>Cold Calling</li> <li>Peer and self assessment/DIRT</li> </ul>	<p><b>English Language:</b></p> <ul style="list-style-type: none"> <li>Not sticking to timings</li> <li>Not reading for meaning closely enough</li> <li>Responses not meeting the requirements of the specific question and mark scheme</li> </ul> <p><b>English Literature:</b></p> <ul style="list-style-type: none"> <li>Not sticking to timings</li> <li>Not knowing the plot of the texts</li> <li>Not being able to make references to the text (with or without quotes)</li> </ul> <p>Not knowing the social and historical context of texts</p>	See individual unit vocabulary	All of Year 10 and Year 11