## Key Learning Constructs to be developed over the academic year

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify and Explain (Lit AO1,2; Lang AO1-4)</td>
<td>English Literature Unit 1: Shakespeare’s ‘Macbeth’</td>
<td>English Literature Unit 2: Poetry Anthology and Unseen Poetry</td>
<td>English Literature Unit 2: The Modern Text (Teacher choice of An Inspector Calls, The History Boys or Animal Farm)</td>
</tr>
<tr>
<td>- Interpret and Analyse (Lit AO1, AO2; Lang AO1-4)</td>
<td>- Dramatic construction of the play - Conventions of tragedy - Characterisation, plot and thematic concerns of the play - Social and historical context of life in Jacobean England.</td>
<td>- How to analyse and respond to an unseen poem - To develop critical views and analyse poetry in a perceptive and critical way - To analyse the impact of poetic methods for different readers, over time - To understand the relevance of social, political and literary contexts of texts</td>
<td>- Investigating plot, character, theme and structure of a modern text - To investigate the range of methods used by authors to engage and structure a purposeful and interesting narrative - To recognise the importance of social, cultural and historical contexts of the production of a text - To recognise how meanings of texts can shift over time and to</td>
</tr>
<tr>
<td>- Compare, Contrast and Evaluate (Lit AO1, AO2, AO3; Language AO1-4)</td>
<td>English Language Unit 2: Transactional Writing &amp; Spoken Language Endorsement</td>
<td>- How to engage readers and audience members - Crafting language, sentences and texts to suit purpose, audience and form - Writing engaging texts in a range of forms</td>
<td>- Understanding, interpreting and analysing language, form and structure of an unseen C19th text</td>
</tr>
<tr>
<td>- Communicate and Relate (Lit AO1, Lang AO5 &amp;6)</td>
<td>English Language Unit 2: Poetry Anthology and Unseen Poetry</td>
<td>- How to analyse and respond to an unseen poem - To develop critical views and analyse poetry in a perceptive and critical way - To analyse the impact of poetic methods for different readers, over time - To understand the relevance of social, political and literary contexts of texts</td>
<td>- Investigating plot, character, theme and structure of a modern text - To investigate the range of methods used by authors to engage and structure a purposeful and interesting narrative - To recognise the importance of social, cultural and historical contexts of the production of a text - To recognise how meanings of texts can shift over time and to</td>
</tr>
<tr>
<td>- Organise and Structure (Lit AO1, AO4, Lang AO5 and AO6)</td>
<td>English Language Unit 2: Poetry Anthology and Unseen Poetry</td>
<td>- How to analyse and respond to an unseen poem - To develop critical views and analyse poetry in a perceptive and critical way - To analyse the impact of poetic methods for different readers, over time - To understand the relevance of social, political and literary contexts of texts</td>
<td>- Investigating plot, character, theme and structure of a modern text - To investigate the range of methods used by authors to engage and structure a purposeful and interesting narrative - To recognise the importance of social, cultural and historical contexts of the production of a text - To recognise how meanings of texts can shift over time and to</td>
</tr>
<tr>
<td>- Explore and Imagine (Lit AO1, AO3 and Lang AO2-6)</td>
<td>English Language Unit 2: Transactional Writing &amp; Spoken Language Endorsement</td>
<td>- How to engage readers and audience members - Crafting language, sentences and texts to suit purpose, audience and form - Writing engaging texts in a range of forms</td>
<td>- Understanding, interpreting and analysing language, form and structure of an unseen C19th text</td>
</tr>
</tbody>
</table>

- **English Literature Unit 1: Shakespeare’s ‘Macbeth’**
  - Dramatic construction of the play
  - Conventions of tragedy
  - Characterisation, plot and thematic concerns of the play

- **English Literature Unit 2: Poetry Anthology and Unseen Poetry**
  - How to analyse and respond to an unseen poem
  - To develop critical views and analyse poetry in a perceptive and critical way
  - To analyse the impact of poetic methods for different readers, over time
  - To understand the relevance of social, political and literary contexts of texts

- **English Literature Unit 2: The Modern Text** (Teacher choice of An Inspector Calls, The History Boys or Animal Farm)
  - Investigating plot, character, theme and structure of a modern text
  - To investigate the range of methods used by authors to engage and structure a purposeful and interesting narrative
  - To recognise the importance of social, cultural and historical contexts of the production of a text
  - To recognise how meanings of texts can shift over time and to
<table>
<thead>
<tr>
<th>- Conventions of a range of text types - Presenting informed opinions, in line with the purpose of a text</th>
<th>- Developing understanding the literary canon and texts produced during the C19th - To evaluate settings, ideas, themes and events in an unseen extract - To plan and write original narratives that are interesting and engaging</th>
<th>investigate these meanings in the context of this text - To be able to draw conclusions about authorial intent, making purposeful links between authorial methods and outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Pieces</strong> Macbeth is assessed during the Year 11 mock examination session, where students will sit a full English Literature Paper 1 (1 hour 45 minutes) Transactional Writing Examination and Spoken Language formal examination (December) (45 minutes Transactional Writing assessment)</td>
<td><strong>Assessment Pieces</strong> The above is assessed during the end of Year 10 examination series</td>
<td><strong>Assessment Pieces</strong> This module is assessed in the Autumn term of Year 11. Students will complete a timed essay question.</td>
</tr>
</tbody>
</table>
| **Logos (an appeal to logic)**  
| **Pathos (an appeal to emotion)**  
| **Ethos (an appeal to ethics) or,**  
| **Kairos (an appeal to time)**  
| **alliteration**  
| **assonance**  
| **sibilance**  
| **connotation/ denotation**  
| **imperatives/ comparative/ interrogative**  
| **irony**  
| **metaphor**  
| **Narration, first person**  
| **Narration, third person**  
| **Objective information**  
| **Stream of Consciousness**  
| **Subjective information**  
| **symbolism**  
| **tone**  
| **hyperbole**  
| **personification**  
| **antithesis**  
| **rhetorical question**  
| **triad**  
| **imagery**  
| **auditory (sound)**  
| **visual (sight)**  
| **kinaesthetic (movement),olfactory (smell),tactile (touch/ feeling)** |
| **Outside the taught curriculum** | **Students have opportunities to extend their public speaking during the weekly Senior Debate Society (Thursday lunchtimes in Room 11)**  
| | **Students can get involved in Creative Writing club (Monday lunchtime in Room 10)**  
| | **Students are given opportunities to debate and speak on behalf of the school in Youth Speaks and MACE competitions**  
| | **Attend Film Club/ GCSE Film Screenings which are held at regular intervals by the department.**  
| | **Students can take part in other scheduled events (Future Voices, Celebration of the Arts evening)**  
| | **Students are advised to keep a writing journal to hone their creative writing skills.** |
| **Suggested reading** | **Suggested [Key Stage 4 Reading List](#)**  
| | **Resources to support Literature study can be found on the British Library website, in the ‘Discovering Literature’ section.** |