

	<b>Theme</b>	<b>Topics</b>	<b>Knowledge</b>
<b>Autumn 1</b>	<b>Macbeth</b>	Students will understand the key moments in the play. Students will understand why Shakespeare wrote Macbeth and the impact it had on the Jacobean audience.	<b>Assessment and DIRT Marking Response:</b> <b>Focus A01, A02, A03</b> <ul style="list-style-type: none"> <li>- Students will understand the plot, key characters, theme, quotes of the play</li> <li>- Students will understand the concept of treason, regicide, hamartia, and tragic hero</li> <li>- Students will focus on key moments of the play and will revise key quotes</li> <li>- Students will understand the structure of the play: cyclical structure</li> </ul>
<b>Literacy Focus</b>	Words: <ul style="list-style-type: none"> <li>• Malevolent</li> <li>• Treacherous</li> <li>• Tragic hero</li> <li>• Duplicitous</li> <li>• Cyclical structure</li> <li>• Hamartia</li> <li>• Unbridled ambition</li> <li>• Corrupt/corrupted</li> </ul>		
<b>Autumn 2</b>	<b>EDUQAS poetry and complete language paper 1</b>	Students will complete the rest of the poetry booklet and focus on recent past exam papers.	<b>Assessment and DIRT Marking Response:</b> <b>Focus A01, A02, A03, A05 and A06</b> <ul style="list-style-type: none"> <li>-students will understand the poet's intent, message and provide a personal response to the poem</li> <li>-students will practice completing a full EDUQAS language paper with live modelling from the teacher</li> <li>- students will recap narrative writing</li> </ul>

<b>Spring 1</b>	<b>Language component 2 and literature revision</b>	<p>Students will begin comparing different texts. They will begin by short extracts and increase the text length with a past exam paper.</p> <p>Resources are on the EDUQAS exam board and AQA can be used but questions need to be altered to suite the EDUQAS exam board.</p>	<p><b>Assessment and DIRT Marking Response:</b>  <b>Focus A01, A02, A03, A05 and A06 – Content, organisation and punctuation</b></p> <ul style="list-style-type: none"> <li>- Students will focus on their impression of the poems and identify techniques but explain the effect of it.</li> <li>- Key techniques, simile, metaphor, personification, imagery, extended metaphor, hyperbole</li> <li>- Key techniques (structure) enjambment, caesura, rhythm, rhyme scheme, cyclical structure</li> <li>- Students will respond to the question providing a personal response supported with evidence (quotes from the text) and explanation</li> <li>- Students write in either PEEI- Intent for the EDUQAS poems only or PEE for the unseen poetry</li> </ul>
<b>Spring 2</b>	<b>Revision</b>	<p>Students will focus on annotating 6 poems from the EDUQAS anthology and work on the unseen poetry section of the exam.</p> <p>For the unseen poetry, students will focus on poems from different poets and the teacher will use the AQA past exam questions to begin teaching and use as a reference.</p>	<p><b>Assessment and DIRT Marking Response:</b>  <b>Focus on A01, A02 and A03</b></p> <ul style="list-style-type: none"> <li>- Students will understand the different connectives to explain the differences and similarities</li> <li>- Students will understand the layout of the second language paper</li> <li>- Students will be provided revision booklets for the both literature and language</li> <li>- Teacher will model how to write a grade 4+ response</li> </ul>
<b>Summer 1</b>	<b>Revision</b>		