Autumn 1 (7 weeks)		Autumn 2 (7 Weeks)		Spring 1 (6 Weeks) Spring 2 (6 weeks)		2 (6 weeks)	Summe	r 1 (6 weeks)	Summer 2 (7 weeks) SPAG Focus for this half-term		
SPAG Focus f	or this half-term	SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term		SPAG Focus for this half-term			
Full stops and Capital letters Syllables, vowels and consonants Commas	Nouns, verbs, adjectives Adverbs Definite / indefinite article	Question Marks Exclamation Marks Brackets	Apostrophes Conjunctions (coordinating /subordinating)	Colons Ellipses Semi-colons	Clauses Simple sentences Mixing dependent and independent clauses Relative clauses Adverbial clauses	Speech marks Paragraphs	Modal verbs infinitives	Root Words Prefixes Suffixes	Past tense Present tense Future tense	Regular verbs Irregular verbs	Prepositions Pronouns Double negatives
Modern Novel		Poetry		Non-Fiction	Advertisational	Modern Drama	1	Fiction Writing		Shakespeare	
	e Nowhere per the Stars. n a modern novel to	explore the them in life. Moving onto poer	thology of poetry to e of the major stages try to reinforce the		s have studied how	Our Day Out, D The Amazing N Educated Rode Once the groun	nts ndwork is in place	By Summer 2, s	e Moor Crime Unit	MSND Sonnets By the summer	*
gauge students' reading interests and capabilities as well as introducing the fundamental paragraph structure used in the department throughout the year groups: what, how, why? Developing knowledge of grammar constructions into a focus on figurative language and imagery through fiction texts, in order to set the grounding for the study of all key areas at Key stage 3 and 4.		study of language and imagery. Students will begin to explore structural and rhythmic features in order to explore the deliberate choices of the writer. The aim of the entire first term is to introduce the idea of texts as a construct, and that there is a writer who is manipulating language and structure for effect at the heart of these texts.		other writers create characters, drama and tension, we move onto the study and production of nonfiction texts. Using the Universe of "Fantastic Beasts," students create non-fiction texts which enable them to explore the key rhetorical devices in a variety of forms. Students will learn to inform, persuade, advise, argue and describe through the formats of letters, speeches, newspapers, leaflets and essays.  with familiar literary forms, with familiar literary forms and succession of writing forms and success with familiar literary forms and success with familiar literary forms and success with familiar literary forms and success		na and scriptwriting and students' writing forms and idents will begin to ledge of language to the dramatic yed by dramatists to udiences. We will in in particular and	presents them to craft and de- knowledge of li- own writing. Si faced with a co- have to presen a tense story w key features of structure. Stud	anguage into their tudents will be nundrum, and will t this conundrum as hich uses all of the narrative lents are be ambitious in	texts. Students Shakespeare tex whole text and awareness of th	fiction and are, is to more comp will explore a xt, looking at a merging their use of languagith the dramatic	
Personal Development: Texts dealing with sense of identity, belonging, dealing with death and loss and coming of age. Relationships and parent and child relationships covered in the year 7 novels such as A Monster Calls, Holes etc. Millions deal with trust in relationships and covers trustworthy and untrustworthy people and situations.		d mental wellbeing is	Personal Deve Exploring bein persecuted co	elopment:	relation to the d and how beliefs developed. Th gothic genre, s	opment: cultural changes in contexts of the texts is have changed and ese range from the chool bullies, and ading on the text	Personal Development of the control	es the concept of equences, as well	Personal Develor Looking at a var explore relations own relationship decisions based	riety of texts whi ships. Exploring os and moral	
Assessment window 1 Assessment deadline		Assessment w	rindow 2		Data Deadline	Assessment wi	ndow 3		Data Deadline		
Reading assessment for novel- Extract based (Lit 1 style)  Reading assessment for poetry (single poem)  ### End of autumn 1		Writing assessment – <u>Non Fiction</u> Modern Drama – Reading assessment.		½ term 2 End of Spring 2			1/2 term 3 End of Summe 2				
	Hom	ework			Home	ework			Home	ework	
PAG and skills b	poklets to reflect on si	kills taught across te	erm	SPAG and skill	ls booklets to reflect or	ect on skills taught across term SPAG and skills booklets to reflect on skills taught across ter			oss term		

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)		Spring 1 (6 Weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
SPAG Focus for this half-term  I before e Viewpoint Range of Personal opinion accurate Characters punctuation Structure	SPAG Focus fo Connectives Time connectives References Implicit meaning	r this half-term Purpose, audience format Paragraphs Topic sentences	SPAG Focus Dictionary skills Skimming Scanning Vocabulary	s for this half-term Sentences Correct grammar	SPAG Focus Homophone s Language devices	for this half-term Comparatives Superlatives Varied sentences	SPAG Focus f Ce / se spellings Using the right word Improving vocab	or this half-term Extending vocab Verb agreement	SPAG Focus t Range of accurate punctuation	or this half-term Proofreading
Poetry  Department poetry anthology about people	Modern Novel  Storm breaker, Str Number Four, Sho Weight of Water, Coraline, Flowers	rt Stories, The The Book Thief	Pre 1914 Short The Tell Tale H The Withered A The Signalman The Ghost Wal	leart Arm	The Tragic Fat Brother in the	rt The Valley of Fear e of Humpty	Shakespeare Richard III The Tempest The Merchant Twelfth Night	of Venice		
In year 7 students are presented with the concept of texts as a construct, and this year they will move on to explore how the context of poetry informs the study of it. They will explore how to make connections between texts and their time periods as well as the effect of the methods employed by poets to convey their meaning and central themes.  During this opening ur revisit the skills studer in year 7. Now that the grounding in writing response paragraphs, to develop their analyses well as the effect of the methods are those into structure language. We develop their analyse methods into structure development of extra the assessment to creative assessment to		udents developed at they have a ng reading shs, they will move nasysis of writer's cture as well as welop work on nd look at the etting and his culminates in a	modern narrat move on to exp narratives as a study at GCSE. only the develo through the m the influence o Victorian perio students emula	rom the study of tive texts, students plore Victorian precursor to their They explore not opment of meaning ethods used, but also of the context of the id. This culminates in ating the conventions in their own piece of	methods used their readers, performance a conventions. modern dram	and dramatic They work with a texts to develop ge of dramatic forms	writers' metho forms, student complex Shake They bring tog skills from ear order to comb methods with connect this to	ether all their lier in the term, <u>in</u> ine knowledge of context and o their study of a of Shakespeare er term	unit weaving in Si racism, disability gender inequality unit, students are complex and chal require thoughthe responses, which spoken language they explore and	culminates in a assessment where express their own he conventions of
Personal Development:  Explores own traditions in contrast to other cultures. Exploring the meaning of culture and the traditions embedded within cultures. Identity poetry in year 8 deals with how people are viewed, and unsafe relationships, as well as loving and secure relationships and the dynamics within them. They also deal with concepts such as pass pressure, and recognising dangerous situations.  Personal Development:  Weight of Water – exploring race and inmigration as a topic. Stone Cold – exploring homelessness and social responsibilities.  The Book Thief explores death and the Holocaust. Relationships and parent and child relationships are covered in the year 7 novels. Weight of Water looks at online abuse and recognising healthy and unhealthy relationships.			re cultural tales and wn creative ability in	All these texts deal with relationships and explore both healthy and unhealthy elements of dile		the Kindertran etc. All texts of	orality in terms of sport / Richard III leal with moral working through	look for trustworth how to form own of confusing mes Shakespeare text relationships can explore both pare relationships as v relationships and	me explores where to ny messaging and opinions in the light sages. The s all look at how become toxic. They nt and child rell as marital	
Assessment window 1 Poetry Reading Assessment Novel extract-based assessment End of autumn 1		Assessment window 2 Pre-1914 writing assessment – Own story following the gothic generic conventions.  Modern drama Reading assessment  Data Deadline % term 2 End of Spring 2			Shakespeare Reading assessment % term 3		Data Deadline % term 3 End of Summer 2			
Homework SPAG and skills booklets to reflect on skills taught across term			Homework  SPAG and skills booklets to reflect on skills taught across term			Homework  SPAG and skills booklets to reflect on skills taught across term				

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Modern Novel  Lord of the Flies Anita and Me Animal Farm Of Mice and Men If This is a Man To Kill a Mockingbird	Poetry  Department poetry anthology based on the theme of "Battles"	Shakespeare  Romeo and Juliet  Hamlet  Titus Andronicus  Othello	Reading for Meaning and Narrative Writing	Modern Drama  Educating Rita Blood Brothers DNA Talking Heads The Crucible Running on the Cracks	Non-Fiction (Speaking and Listening)
In the same way as Key Stage Three, students commence the year with a modern novel; to consolidate and build on the skills they have learned in relation to identifying and analysing both the context of the text and the methods used by the writer to engage their readers. Students develop their analysis in response to GCSE style questions to gear up for the "terminal exam" nature of the GCSE Literature qualifications.	The department has compiled an anthology of poetry which crosses genres and time periods in order to aid engagement with a variety of themes and ideas. The poetry and poets reflect the style of poetry at GCSE and ensure students are introduced to the concept of conflict from a human and international level.	Students move onto exploring the concepts of tragedy and villainy in the Shakespeare unit in year 9. They study Macbeth for GCSE, so this gives them an insight into the genre as well as an introduction to the concept driven essay, where students not only explore the language of the writer, but also attach the big themes and ideas that drive the texts into their explorations.	This unit introduces the GCSE Language Paper 1 through the horror genre and explores the concept of reading for meaning as well as Narrative writing in an exam context. All these build on the studies of novels in key stage three but are geared up to the specific questions on the paper pertaining to language, structure, opinion and information retrieval. Students complete a sample exam paper under timed conditions. The horror genre feeds into the gothic novels of the Victorian genre.	This unit builds on the study of Shakespeare but also develops their understanding of characterisation, themes and context, in preparation for their study of An Inspector Calls at GCSE. Students will complete tasks which will help them to explore the structural decisions made as well as the dramatic devices employed.	This unit of work explores non-fiction texts in a wide variety of contexts and styles. Students explore the 5 key texts studied at GCSE: Essays, speeches, leaflets, letters and newspaper articles. The unit explores the art of rhetoric and culminates in the GCSE English language spoken language endorsement at the end of the academic year, which sets students on the trajectory to complete their GCSE English Language at the end of year 10.
Personal Development: Exploring the development of characters and their interactions. The Modern novel texts all deal with complex relationship dynamics. Lord of the Flies looks at coercive control as well as questioning messages. Animal Farm, Mockingbird etc are the same. Anita and Me deals with racism and coercive relationships.	Personal Development: Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.	Personal Development: Exploring the development of characters and their interactions. Exploring moral decisions of abhorrent characters from Shakespeare. Debating the motivations and actions and exploring the morality and mystery plays. The chosen Shakespeare texts deal with unhealthy relationships specifically. Titus Andronicus deals with Rape and Mental Health; Othello deals with Jealousy and manipulation and Romeo and Juliet deals with the concept of risks and consent.	Personal Development: Students explore the key elements of the horror genre and develop an understanding of groups which exist outside of society's norms and are persecuted for this. Links are made to contextual factors as we study these texts.	Personal Development: Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored. Modern Drama texts deal with mass hysteria (Crucible) and trustworthy / untrustworthy messages. Blood Brothers deals with pregnancy and poverty, as well as grief and loss. Running on the Cracks deals with abuse and Parental relationships.	Personal Development: Speaking and listening engages students with moral / social issues and encourages them to form and present their own opinions.
Assessment 1 End of Autumn 1	Assessment 2 End of Autumn 2	Assessment 3 End of Spring 1	Assessment 4 End of Spring 2	Assessment 5 End of Summer 1	Assessment 6 End of Summer 2
Extract Question Character / Theme	Poetry comparison question	Shakespeare extract question	Language Paper 1	Character theme question without extract. (Lit Paper 2 Section A Style)	Spoken Language endorsement

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Fiction: Reading for Meaning	Fiction: Descriptive and Narrative Writing	Non-Fiction: Writers' viewpoints and perspectives.	Non-Fiction: Transactional Writing	Revision and preparation for the exam.	Power and Confilct Poetry.
Students commence working towards their GCSE course in this term. Students have developed an understanding of reading for meaning throughout their time at SHS and here, they begin to direct their skills towards their terminal examination. They will study a variety of extracts and explore both the language and structural elements used in those texts in order to respond to them in a developed fashion.	Students develop their understanding of the structure and language of texts, and begin to put this into their own written work. We explore how to write engaging texts in response to a variety of stimuli as well as developing our own use of structural and linguistic devices to engage and maintain the interest of the reader.	Students then move to the Non- Fiction paper, and build on their knowledge gleaned from their speaking and listening preparations as well as the Words against discrimination unit in Y8, to begin to explore perspectives and how opinions are conveyed through language. They explore the differences between fiction language features, and non-fiction language features.	Students again begin to put their own experience of non-fiction into practice in this unit of work. They explore how to use the devices that they have seen in action, in their own writing. They are encouraged to explore a variety of different writing styles and to develop a knowledge of current affairs and the wider world, to take an informed viewpoint.	Students then begin the final preparations for their exam in June. Here they are trained to practice and revise their skills and knowledge and to develop their answers in order to really show off their understanding of the texts they see in an unseen scenario.	Once students have completed their exam, they immediately start their literature course, and we commence this with the poetry. By this point students have been working with language and structural devices for some time, and so can take these and move them into a different context and apply them to the study of poetry. We also develop their understanding of context from lower down the school, to explore the poetry from all angles.
Personal Development: Exploring the cultural developments in extracts and discussing the exploration of self in identity driven texts. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.	Personal Development: Students explore cultural tales and develop their own creative ability in responding to a stimulus.	Personal Development: Exploring moral issues through paper 2 stimuli – looking at issues of gender inequality / gun crime / social responsibility / social media etc. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.	Personal Development: Non- Fiction texts deal with messaging and how to explore what people mean and what their viewpoint is from the language they use. Students are taught to examine perspective, and how to develop their own in their own writing in a manner which is both respectful and balanced.	Personal Development: Development of coping mechanisms in the runup to their first terminal exam, students are trained in revision techniques and stress-management techniques.	Personal Development: Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems
Assessment 1 End of Autumn 1 Paper 1 Reading  Reading (40 marks) (25%) - one single text - 1 short form question (1 x 4 marks) - 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks)	Assessment 2 End of Autumn 2 Paper 1 Descriptive and Narrative Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	Assessment 3 End of Spring 1 Paper 2 Reading  Reading (40 marks) (25%) -1w0 linked texts • 1 short form question (1 x 4 marks) • 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks)	Assessment 4 End of Spring 2 Paper 2 Non- Fiction Writing Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)  (Mock Exam Scheduled Here)	Assessment 5 End of Summer 1 Terminal Exam	Assessment 6 End of Summer 2 Power and Conflict Poetry cluster Section 8 Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

# Long Term Planning Year 11 2025 Onwards

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Novel	Shakespeare	Power and Conflict Poetry cluster revision and unseen poetry preparation	Modern Drama	Revision and exam preparation	
All students will study The Strange Case of Dr Jekyll and Me Hyde, which builds on their study of the Gothic from years 7 and 8. Students have already begun to apply context to their novel study in year 9 and this will revise and develop their ability to apply meaning to the contextual features of the text. This is taught in the same term as Shakespeare, as the themes crossover between the two texts. Students can also appreciate the difference in time, and how Victorian texts explore the themes of duality and duplicity in different ways to Renaissance texts.	All students will study Macbeth, and this builds on the study of Villains and Villainous characters in lower years. Students have a knowledge of where the concepts of good and evil have been represented in previous texts, and they will be able to apply these to Macbeth as they study the key ideas of ambition, greed, good and evil, witchcraft etc. Students will need to apply their contextual knowledge and understanding in the same way as they do with the modern play.	Students will begin by independently refreshing their knowledge, and then move on to develop their written responses to the texts and develop their comparison skills when writing about them together.  Building on the study of poetry in the anthology, students are presented with new poetry that they have not seen before, and we work on their interpretation skills to ensure that they can respond to this and show the best of their knowledge of language and structure. They have encountered poetry every year through their school career, so have an arsenal of skills to respond to these, and this unit helps them to develop these.	Students will all study "An Inspector Calls" by J.B. Priestley. They will build on their awareness of dramatic techniques and develop their understanding of how context impacts on both production and reception of these key texts. They will explore issues of social responsibility, class, gender, politics, and poverty.	Students then begin the final preparations for their exam in June. Here they are trained to practice and revise their skills and knowledge and to develop their answers to really show off their understanding of the texts they see in an unseen scenario.	
Personal Development: The idea of repression, concealment and coercive control is explored in Jekyll and Hyde, as is the criminature of Hyde's behaviour. Morality is a huge theme as is the debate between good and evil and nature vs Nurture.	Personal Development: Coercion is dealt with in Macbeth in the relationship in their marriage. Criminal behaviour is explored in Macbeth, Jekyll and Hyde and Sign of Four.	Personal Development: Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems	Personal Development: Consent is explored in An Inspector Calls and the concept of Rape is covered in detail. Trustworthy and untrustworthy partners and exploitation is also covered. This text also deals with the roles and responsibilities of parents in relation to their children.	Personal Development: Development of coping mechanisms in the runup to their first terminal exam, students are trained in revision techniques and stress-management techniques. Personal Development: Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems	
Assessment 1: End of Autumn 1	Assessment 2 End of Autumn 2	Assessment 3 End of Spring 1	Assessment 1 End of Autumn 1	Assessment 4 Beginning of Summer 1	
Section B Novel: Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.	Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.	Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. An Inspector Calls	Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.  Assessment 5 End of Summer 1  Terminal exam	
	Macbeth			Terminal CAGIII	

Y12 Autumn Teacher 1 (7 weeks)	Y12 Autumn Teacher 2 (7 Weeks)	Y12 Spring Teacher 1 (6 Weeks)	Y12 Spring Teacher 2 (6 weeks)	Y12 Summer 1 Teacher 2 (6 weeks)	Y12 Summer 2 Teacher 1 (7 weeks)
Paper 1: 19 <sup>th</sup> Century Novel Wuthering Heights	Paper 1: Shakespeare Text Winter's Tale / Othello Closed book element of the paper 1 exam.	Paper 1: Post 1900 Poetry	NEA: Core text teaching The Importance Of Being Earnest	NEA Coursework tutorials	Unseen Poetry
Students build on their knowledge of relationships from their GCSE course and their awareness of the Gothic Genre further down the school, to develop their understanding of the theme of Love through the Ages and the Key text Wuthering Heights. We introduce a new objective "typicality of time and genre" to their study, to assist them in placing the text in its time and its movement.	Students develop their prior knowledge of Shakespearean comedy and tragedy to tackle this late play which is both. Students develop their knowledge of context and authorial methods, to begin to engage with the text from a conceptual stance, and to explore the development of the various types and themes of love.	Students build on their study of poetry throughout school, in order to tackle some more complex texts and concepts. They then link these to the novel and this is an entirely new skill for them, as they need to explore the two texts in the light of a concept rather than at a textual level.	Building on their understanding of texts in time, and texts in comparison, we explore this Jacobean Revenge Tragedy as the core course work stimulus text. This complements their study of the opening acts of the Winter's Tale, and also supports their development of comparison skills.	Once students have been introduced to the concept of texts in comparison, students are set the task of choosing, studying and comparing their own text to the core stimulus text. They are supported through the process and are encouraged to develop their own independent study skills in preparation for university.	Once students have been guided through the main texts for paper 1, and have developed skills to decode texts independently, they are introduced to the unseen element of this exam, and use their key skills and knowledge to cope with texts they have not seen before. They are taken through the canon of literature and all key movements to boost their knowledge of the subject as a whole prior to the final year of the course.
Personal Development:  Exploring the literary Other and the connotations of the morality of Heathcliff. Exploring the class divide and the harshness of the landscape reflected in the character through pathetic fallacy. Wuthering Heights explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying.	Personal Development:  Winter's Tale – exploring flawed character / suppression of women / inequalities / love and relationships.	Personal Development:  Cultural elements explored in modern poetry and the different representations of love across time.	Personal Development: The Changeling discusses the concept of rape and coercion, and parent and child relationships.	Personal Development:  Exploring societal gaps in the Changeling and partner texts such as Lolita / poetry / A Thousand Splendid Suns / Oranges are not the only Fruit etc. Wide range of social issues explored and developed.	Personal Development:  Cultural elements explored in unseen poetry through the ages.
Assessment 1 End of Autumn 1	Assessment 2 End of Autumn 2	Assessment 3 End of Spring 1	Assessment 4 End of Spring 2	Assessment 5 End of Summer 2	Assessment 6 End of Summer 3
Paper 1 Section C	Paper 1 Section A	Paper 1 Section C	NEA	NEA	Paper 1 Section B

Y13 Autumn Teacher 1 (7 weeks)	Y13 Autumn Teacher 2 (7 Weeks)	Y13 Spring Teacher 1 (6 Weeks)	Y13 Spring Teacher 2 (6 weeks)	Y13 Summer (6 weeks)	Y13 Summer 2 (7 weeks)
Paper 2: Poetry Carol Ann Duffy Feminine Gospels	Paper 2: Modern Novel The Help	Paper 2: Unseen Prose Modern prose	Paper 2: Drama set text Top Girls	Revision and preparation for exams	
Students commence year 13 with a complex poetry anthology and use the skills developed from the first two poetry units, to tackle these poems from both a linguistic and structural perspective, as well as an holistic thematic perspective. Students write about these poems in comparison to the novel The Help, so they build further on their conceptual approach to essays from their study of Wuthering Heights in year 12.	In tandem with the teaching of the poetry, we teach the core novel The Help. Students explore the contexts and themes of the modern period and develop links between the representation of these themes in this text, and the differing representations in the various Duffy poems. Students explore that sense of typicality, based on their understanding of the literary timeline and movements.	Building on their knowledge of modernism and their own independent writing skills, students begin to tackle unseen prose. They take their understanding of the time period and the texts they have studied as well as their knowledge of the movement as a whole, to tackle unseen texts.	Students tackle this play as their final core text, once they have a sound understanding of the movement and the struggle for identity. This is a complex text and so the sound basis of understanding is essential, and students can bring in their entire knowledge base when studying and writing about Top Girls.	In this final half term, we revise and develop knowledge of the entire course and explore the exams in full. We tailor this process to students' own issues and requirements.	
Personal Development: Feminine Gospels – exploring the role of women in society. Feminism / misogyny / sexism / violence against women.	Personal Development: Exploring social divisions / racism / gender / motherhood .	Personal Development: Cultural elements explored in unseen poetry through the ages. The development of the concept of identity in modern literature and an exploration of the concept of the self.	Personal Development: All schemes explore the development of character and the interplay between different ideologies. Top Girls in particular deals with the stark differences in versions of the self in different spheres. Top Girls explores in detail the concept of healthy and unhealthy relationships, domestic abuse, parent and child relationships, stereotypes, bullying.	Personal Development: As we move towards the exams we explore self-reflection, development and identifying and dealing with problem areas. Students focus on resilience and coping strategies.	
Assessment 1 End of Autumn 1 Paper 2 Section C	Assessment 2 End of Autumn 2 Paper 2 Section C	Assessment 3 End of Spring 1 Paper 2 Section B	Assessment 4 End of Spring 2 Paper 2 Section A	Assessment 5 End of Summer Terminal Exam	