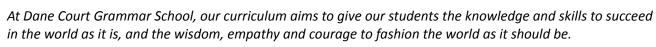


Department curriculum aim/vision:

Our studies in **English language and literature** allow students to analyse and explore complex methods of creating meaning, while fostering a love of reading and knowledge of our literary heritage. The course encourages self expression, articulation and an understanding of differing perspectives, whilst seeking to create effective communicators, with the confidence to craft powerful and open-minded ideas. Our curriculum consciously seeks to build students' cultural capital by exploring global issues through the medium of literary texts, thus allowing them to take their place in a multicultural, globalised world.

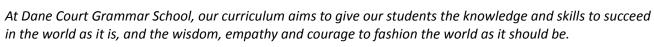
Year 7	Knowledg	e and Skills
	Malorie Blackman, Noughts	and Crosses (Playscript, 2008)
Term 1	a	nd
&	Poetry Anthology: Segregation and Marg	inalisation (Poetry, range of time periods)
Term 2		
	Library Lessons - Student Enrichment	
-	"Where did discrimination come from and it is still an issue?"	
	Knowledge	Skills
	Global issues: marginalisation and prejudice.	Developing a critical response to reading.
	Study of language, structure and form in poetry	Authentic creative responses to extended
	and prose, and how they create meaning.	metaphor.
	Understanding of extended metaphors.	Comparison of writers' choices across a range of
	Contextual research: poets and places.	poems.
		Debating: merits of language and literature in
		prompting change in society. Weekly SPAG blitzes, focusing on common errors.
-	Assessment	weekly SPAG biltzes, locusing oil confinion errors.
	1 .Language Paper 1, Q2 using corresponding novel (Noughts and Crosses)
	2. Language Paper 2, Question 5 persuasive writing -	•
	2. Language Faper 2, Question 3 persuasive writing	based on a theme linked to the anthology.
Term 3	Geoffrey Chaucer, 7	The Canterbury Tales
&	and linked no	on-fiction texts
Term 4	•	tudent Enrichment
		k beyond our own values and beliefs?"
	Knowledge	Skills
	Critical evaluation of language, structure,	Development of a critical response to the work and
	presentation of character, symbolism, settings and	finding evidence to support this reading.
	narrative devices within the text.	Debates/discussions about significant themes and
	Investigation into the context of writing and	characters, including transformation of characters,
	consideration of related values and beliefs across	discussion about characters' motivations and use
	time.	of characters as functions.
	Exploration of non-fiction texts, identifying	Discussion around non-fiction texts.
	differences/similarities in content.	Repetition of SPAG blitz quizzes.
	Assessment	
	1. Language Paper 1, Q2-3 using extract from the no	vel.
	2. Language Paper 1, Q4 evaluating a statement abo	





Term 5	William Shakespeare	
&	Introduction to Shakespeare's Villains	
Term 6	Library Lessons - Student Enrichment	
	"What marks a ho	ero and a villain?"
	Knowledge	Skills
	Introduction to Shakespeare's England, context and	Analysis of characters and their impact on an
	the Elizabethan stagecraft.	audience.
	Exploration of Iago (Othello), Don John (Much	Comparison of characters across plays.
	Ado), Lady Macbeth (Macbeth) and Regan and	Using images to inspire creative writing.
	Goneril (King Lear): are they the true villains of the	Persuasive writing techniques, for use in writing
	plays?	and delivering speeches.
	Introduction to hamartia, manipulation, dramatic	SPAG exercises to improve writing speech, usage of
	irony.	high level punctuation.
	Machiavellian influence.	Word level stimuli/timed writing/slow writing and
	Representation of witchcraft, sorcery, family, greed.	self-editing skills.
	Assessment	
	1. Language Paper 1 Q5: Language Analysis	
	2. Persuasive presentation based on a statement reg	arding the villains studied.

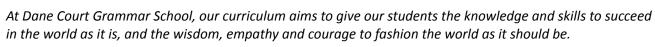
Year 8	Knowledge and Skills		
Term 1 & Term 2	Jamila Gavin/Helen Edmundson, <i>Coram Boy</i> (Playscript, 2000) and Romantic Poetry Anthology (Poetry, 18th Century)		
	Library Lessons - Student Enrichment		
	"What influenced	Victorian Writers?"	
	Knowledge	Skills	
	Contextual research: the foundations of the Romantic Movement, key Romantic figures and their purposes for writing, as well as conditions and society in the 18th Century. Understanding of narrative structure and techniques to build a connection with the audience. A thorough command of poetic devices to apply to poetry.	Developing a critical response to reading a play and analysis of stagecraft as well as language. Close language and structure analysis of unseen prose. Focus on a poet's use of visual imagery and other techniques as a form of social commentary. Emerging ability to create thesis statements linking the form/structure/language to wider society. Weekly SPAG blitzes, focusing on common errors.	
	Assessment 1 Language Paper 1, Q2 language analysis (from cor 2. Language Paper 1, Q5 Creative writing based on 'F		
Term 3 &	Mark Haddon, The Curious Incident of the Dog in the Night-time (Novel, 2003)		
Term 4	Library Lessons - Student Enrichment		





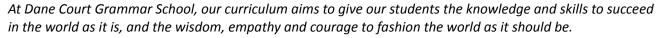
	"How is neurodiversity presented in	n literature, and how should it be?"
	Knowledge	Skills
	Global Issue: How is neurodiversity presented and understood in the modern world? Understanding the effects of a central narrator – considering different perspectives and their impact on tension, humour and other effects.	Use of statements to generate interesting debates about significant themes and characters, including: transformation of characters, discussion about characters' motivations and use of characters as functions. Development of a critical response to the work and finding evidence to support this reading. Structural analysis of changes in tone and focus as well as creating tension. Close language analysis of key passages.
	Assessment 1 Language Paper 1, Q2-3 using passage from <i>The Cu</i> 2.Language P.1 Qu.4 (To what extent do you agree? Enovel.	
Term 5		nakespeare
&		omedy and Tragedy
Term 6		tudent Enrichment
		ed in Literature and the Media?" Skills
	Knowledge	SKIIIS
	Retrieval of knowledge of Shakespeare's England. Introduction to use of rhetoric, wordplay, monologue, soliloquy, malapropisms, physical comedy, metaplay in Julius Caesar, Hamlet, Much Ado About Nothing and A Midsummer Night's Dream.	Analysis of different language styles used across the plays, and comparison of impact on audience. Using images to inspire creative writing. Recap of devices for delivering effective speeches. SPAG exercises to improve writing speech, usage of high level punctuation. Word level stimuli/timed writing/slow writing and self-editing skills.
	Assessment 1. Language Paper 1, Q2 Language Analysis 2. Persuasive speech linked to a style, character, the	me or plot point in the play.

Year 9	Knowledge and Skills	
Term 1	Pre-GCSE Poetry Anthology	
	Library Lessons - Student Enrichment	
	"What happens when society breaks down	?" (Term 1 and 2 - start of Lord of the Flies)
	Knowledge	Skills
	Global Issues: Conflict, Human Nature	Reviewing the usage and effect of an array of poetic devices. Comparing poetry via
	Continuing to develop a critical response to	form/language usage/meaning/tone etc. Practise
	reading poetry (analysing writer's intentions).	writing a comparison between two poems from





	Specific discussion about authorial choices and analysing its impact on meaning. Investigation into the poet's background and perspectives to inform a reading of their poems.	the anthology based on GCSE assessment objectives.
	Assessment - Lit P.1 Qu. 2 (Poetry Anthology Compa	rison - one blank copy provided)
Term 2	_	of the Flies (novel, 1954) on-fiction texts
Term 3	Knowledge	Skills
	Kilowieuge	Skiiis
	Introduction to the principle of a microcosm and how society is reflected and presented. Introduction to AO3 and how to use context to inform understanding of plot and purpose. Focus on the use of motifs and specific characters to drive plot, theme and purpose. Close language analysis and use of multiple, tentative interpretations. Exploration of non-fiction texts.	Teaching of successful organisation of persuasive essays. Sharing of good examples of persuasive writing (both written and recorded). Possibly focusing on WW2 Recruitment materials. Comparing and discussing what makes a persuasive text effective. Analysing instances of persuasion in the media using private research. Development of a critical response to the work and finding evidence to support this reading. Discussion about power, hierarchy, impulse and group dynamics. Debating the novel's relevance to our own society. Discussion around non-fiction texts, focusing on differences in content and perspectives.
	Assessment	differences in content and perspectives.
Term 4	 Extract Analysis (Lit P.2 Qu. 1 - Thematic Approach Persuasive Writing based on a theme common t 	ch)
Term 4	Extract Analysis (Lit P.2 Qu. 1 - Thematic Approach Persuasive Writing based on a theme common thematic Approach Greek Myt Library Lessons - S	ch) o the text. h Anthology Student Enrichment
Term 4	Extract Analysis (Lit P.2 Qu. 1 - Thematic Approad) Persuasive Writing based on a theme common to Greek Myt Library Lessons - S "Are Hamartia and Hubris essons"	ch) o the text. h Anthology
Term 4	Extract Analysis (Lit P.2 Qu. 1 - Thematic Approach Persuasive Writing based on a theme common to Greek Myt Library Lessons - S "Are Hamartia and Hubris estimates."	ch) o the text. h Anthology Student Enrichment ssential to a good character?"
Term 4	1. Extract Analysis (Lit P.2 Qu. 1 - Thematic Approach 2. Persuasive Writing based on a theme common to Greek Myt Library Lessons - S "Are Hamartia and Hubris es Knowledge Understanding tier three vocabulary (including Greek etymology). Understanding of narrative structure, archetypes found in myths and their	ch) o the text. h Anthology Student Enrichment ssential to a good character?" Skills Analysing language and structure in myths. Using contextual information to develop an understanding of the representation of deities/women/heroes in the stories. Understanding and beginning to analyse writer's
Term 4	1. Extract Analysis (Lit P.2 Qu. 1 - Thematic Approach 2. Persuasive Writing based on a theme common to Greek Myt Library Lessons - S "Are Hamartia and Hubris es Knowledge Understanding tier three vocabulary (including Greek etymology). Understanding of narrative structure, archetypes found in myths and their purpose in society.	ch) o the text. h Anthology Student Enrichment ssential to a good character?" Skills Analysing language and structure in myths. Using contextual information to develop an understanding of the representation of deities/women/heroes in the stories. Understanding and beginning to analyse writer's
Term 4	1. Extract Analysis (Lit P.2 Qu. 1 - Thematic Approach 2. Persuasive Writing based on a theme common to Greek Myt Library Lessons - S "Are Hamartia and Hubris es Knowledge Understanding tier three vocabulary (including Greek etymology). Understanding of narrative structure, archetypes found in myths and their purpose in society. Assessment Language P.1 Qu. 1 – 3 based on unseen Greek Myth.	ch) o the text. h Anthology Student Enrichment ssential to a good character?" Skills Analysing language and structure in myths. Using contextual information to develop an understanding of the representation of deities/women/heroes in the stories. Understanding and beginning to analyse writer's





Knowledge

Recap and add depth to a reading of Shakespeare's life Focus on key themes in the play and how they are explored through dialogue and stagecraft.

Conduct a close reading of characters and analyse changing motivations and relationships.

Explore Shakespeare's techniques for building tension and eliciting sympathy from the audience.

Discuss the use of prose/verse/blank verse in the play and what it tells us about characters and attitudes.

Researching the Renaissance era and how that impacted on the story and its progression.

Skills

Discuss concepts surrounding fate/tragedy/religion/love and family ideals in Elizabethan England. Conducting private research into creative approaches to themes/ideas/perspectives shown in the play. Practising a delivery of a presentation based on

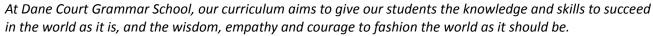
the above research.

Practise and introduction of the exam AOs for literature that will be used in GCSE.

Assessment

- 1. Literature P.1 Part A (thematic question with extract).
- 2. Oral Presentation (Creative or Persuasive) based on a theme or idea presented in the play.

Year 10	Knowledge and Skills	
	J B Priestley, <i>Aı</i>	ı Inspector Calls
Term 1 & Term 2	Knowledge Develop an understanding of, and informed personal response to, the play, which encourages the use of textual references, including quotations, to support and illustrate interpretations.	Skills Analysis of the language, form and structure used by Priestley to create meanings and effects, using relevant subject terminology where appropriate.
	Ensure understanding of the relationships between the play and events of 1912 (when it is set), 1946 (when it was performed) and the years in between, as well as relevant contextual information for a modern day audience. Develop knowledge and understanding of Priestley's purpose and intention in constructing	Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling. Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.
	the play and its characters in order to explore key themes and ideas. Assessment	
	Literature Paper 2 Part A: choice of two questions on the play (one thematic, one character based).	
	English Language Paper 1 (Reading and Writing)	
	Knowledge	Skills
	Introduce a range of unseen fiction texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning.	Identify and interpret explicit and implicit information and ideas. Explain, comment on and analyse how writers use language and structure to achieve effects and





Use fiction texts to inspire creative responses, building skills in narrative and descriptive writing.

influence readers, using relevant subject terminology to support their views.

Evaluate texts critically and support this with appropriate textual references.

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.

Usa range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment

Language Paper 1 Q1-3 common assessment; Q4 and 5 assessed in class.

Term 3 &

Charles Dickens, A Christmas Carol and linked non-fiction texts

Term 4

Knowledge

Develop an understanding of the novel, encouraging an informed personal response; build on the use of textual references, including quotations, to support and illustrate interpretations.

Ensure understanding of the relationships between the content of the novel and the experiences of Victorian London, and Dickens himself, as well as relevant contextual information for a modern day reader.

Develop knowledge and understanding of Dickens' purpose and intention in constructing the novel and its characters in order to explore key themes and ideas.

Explore/discuss non-fiction texts, focusing on writers' perspectives and methods used to convey them.

Skills

Analysis of the language, form and structure used by Dickens to create meanings and effects, using relevant subject terminology where appropriate.

Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling.

Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.

Comparison of writers' perspectives and methods.

Assessment

Literature Paper 1 Part B: analysis of extract and novel as a whole. Language Paper 2 Q4 (comparison of perspectives and methods used).

Poetry anthology (Power & Conflict)

Knowledge

Study the cluster of poems, developing an understanding and informed personal response, which encourages the use of textual references, including quotations, to support and illustrate interpretations.

Ensure understanding of the relationships between the individual poems and the contexts in which they were

Skills

Analysis of the language, form and structure used by each poet to create meanings and effects, using relevant subject terminology where appropriate.

Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.

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written, as well as relevant contextual information for a modern day reader.

Develop knowledge and understanding of the poets' purposes and intentions in constructing the poems, and compare the representation of common themes and ideas across the cluster.

Comparative essay technique - comparing themes, ideas and techniques across a number of poems within the cluster.

Assessment

Literature Paper 2 Section B: Poetry comparison (end of year Literature exam). Literature Paper 2 Section C: unseen poetry (assessed in class).

Term 5

Language Paper 1 Revision and Language Paper 2 Writing skills (for Spoken Language)

Knowledge

Revise skills with a range of unseen fiction texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning.

Use familiar Literature texts to tackle Language style questions.

Use fiction texts to revise the construction of individual creative responses, developing skills in narrative and descriptive writing.

Skills

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.

Evaluate texts critically and support this with appropriate textual references.

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.

Usa range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment

Language Paper 1 Q1-5 (end of year Language exam).

Term 6

Introduction to William Shakespeare, Much Ado About Nothing

Knowledge

Study the play, developing an understanding and informed personal response, which encourages the use of textual references, including quotations, to support and illustrate interpretations.

Ensure understanding of the relationship between the content of the play and the experiences of Elizabethan England, as well as relevant contextual information for a modern day reader.

Develop knowledge and understanding of Shakespeare's purpose and intention in constructing the play and its characters in order to explore key themes and ideas.

Skills

Analysis of the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate.

Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling.

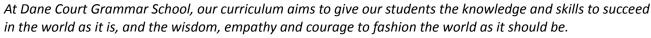
Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.

Assessment

Spoken Language assessment - submission for GCSE.



Year 11	Knowledge	e and Skills
	William Shakespeare, <i>N</i>	luch Ado About Nothing
Term 1 & Term 2	Knowledge Develop an understanding of, and informed personal response to, the play, which encourages the use of textual references, including quotations, to support and illustrate interpretations. Ensure understanding of the relationship between the content of the play and the experiences of Elizabethan England, as well as relevant contextual information for a modern day reader. Develop knowledge and understanding of Shakespeare's purpose and intention in constructing the play and its characters in order to explore key themes and ideas.	Skills Analysis of the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate. Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling. Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.
	Assessment Literature Paper 1 Section A: analysis of extract and play a January). English Language Paper 1 (R	as a whole (common assessment in November; PPE in eading and Writing) Revision
	Revise skills with a range of unseen fiction texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning. Use familiar Literature texts to tackle Language style questions. Use fiction texts to revise the construction of individual creative responses, developing skills in narrative and descriptive writing.	Skills 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. Evaluate texts critically and support this with appropriate textual references. 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. Usa range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
	Assessment Language Paper 1 Q1-5 (assessment in class; PPE in Janua	ry).
Term 3	English Language Paper	2 (Reading and Writing)





Knowledge

Introduce a range of unseen non-fiction texts, including 19th century texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning.

Use non-fiction texts to inspire the construction of individual persuasive responses, developing engaging, compelling writing.

Skills

Identify and interpret explicit and implicit information and ideas.

Select and synthesise evidence from different texts.

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.

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. 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.

Usa range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment

Language Paper 2 Q1-5 (common assessment).

Term 4 &

Term 5

REVISION OF LANGUAGE AND LITERATURE

Consolidate learning of all language and literature skills.

Introduce a range of effective revision methods.

Provide frameworks and scaffolds for written responses.

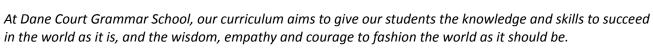
Provide exemplar essay responses from previous cohorts.

Revisit filed work from previous terms, addressing targets and editing previous responses. Complete past and practice papers.

KS5 Overview

2021-22

Term	Year 12 HL	Year 12 SL
	Introduction to concepts and GIs	Introduction to concepts and GIs
	1 English text - one form	1 English text - one form
	1 translation text - different form	1 translation text - different form
Autumn	1 other text	Unseen Commentary preparation
Autumn	Unseen Commentary preparation	Mini check - 20 minute unseen
	Mini check - 20 minute unseen	Mini check - 20 minute analysis of taught text
	Mini check - 20 minute analysis of taught text	Assessment - Paper 1
	Assessment - Paper 1	





	1 English - one form	1 English - one form
	1 translation - different form	1 translation - different form
Spring	1 other text	IO preparation
Spring	Mini check - 20 minute analysis of taught text	Mini check - 20 minute analysis of taught text
	Assessment - Sample IO	Assessment - Unseen Commentary
	Assessment - HL essay sample draft (2 lessons)	Assessment - Sample IO
By now	3 different forms and 2 different centuries	2 different forms and 2 different centuries
	1 English text	1 English text
	1 translation text	1 translation text
	1 other text	Mini check - 20 minute unseen
Summer	HL essay planning	Mini check - 20 minute analysis of taught text
	Mini check - 20 minute unseen	Assessment - Unseen Commentary
	Mini check - 20 minute analysis of taught text	
	Assessment - Unseen Commentary	
By now	3 centuries, 4 forms, 4 countries, 2 continents	3 centuries, 3 forms, 2 countries, 2 continents
Term	Year 13 HL	Year 13 SL
Term	Year 13 HL Review of concepts and GIs across texts studied	Year 13 SL Review of concepts and GIs across texts studied
Term	· ·	-
Term	Review of concepts and GIs across texts studied	Review of concepts and GIs across texts studied
	Review of concepts and GIs across texts studied 3 texts - free choice	Review of concepts and GIs across texts studied 1 English text
Term	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice
	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation
	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation
	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation Mini check - 20 minute unseen	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation Mini check - 20 minute unseen
	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation Mini check - 20 minute unseen PPE - Unseen Commentary	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation Mini check - 20 minute unseen Assessment - Unseen Commentary
Autumn	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation Mini check - 20 minute unseen PPE - Unseen Commentary Assessment - Genres Paper	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation Mini check - 20 minute unseen Assessment - Unseen Commentary Assessment - Genres Paper
Autumn	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation Mini check - 20 minute unseen PPE - Unseen Commentary Assessment - Genres Paper 5 English and 4 translation texts	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation Mini check - 20 minute unseen Assessment - Unseen Commentary Assessment - Genres Paper 4 English and 3 translation texts
Autumn	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation Mini check - 20 minute unseen PPE - Unseen Commentary Assessment - Genres Paper 5 English and 4 translation texts 2 texts - free choice	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation Mini check - 20 minute unseen Assessment - Unseen Commentary Assessment - Genres Paper 4 English and 3 translation texts 1 text - free choice
Autumn	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation Mini check - 20 minute unseen PPE - Unseen Commentary Assessment - Genres Paper 5 English and 4 translation texts 2 texts - free choice IO preparation	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation Mini check - 20 minute unseen Assessment - Unseen Commentary Assessment - Genres Paper 4 English and 3 translation texts 1 text - free choice IO preparation
Autumn	Review of concepts and GIs across texts studied 3 texts - free choice HL essay final draft Paper 2 preparation IO preparation Mini check - 20 minute unseen PPE - Unseen Commentary Assessment - Genres Paper 5 English and 4 translation texts 2 texts - free choice IO preparation IO recordings	Review of concepts and GIs across texts studied 1 English text 1 other text - free choice Paper 2 preparation IO preparation Mini check - 20 minute unseen Assessment - Unseen Commentary Assessment - Genres Paper 4 English and 3 translation texts 1 text - free choice IO preparation IO recordings

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