

# Year 10 GCSE English Learning Journey

Combining analysis skills by looking at deep unpacking of methods for Macbeth and also the perceptive level of analysis required for Paper 1 Language – the reading section.

## Shakespeare's Macbeth

Weekly:  
Power and  
Conflict  
poems

Macbeth

Term  
6

Understanding the key ideas of Macbeth and Shakespeare's use of language and dramatic structures. Consolidating full coverage of Power and Conflict poems.

## Shakespeare's Macbeth

Weekly:  
Power and  
Conflict Poems

Macbeth

Term  
5

Term  
3

Unseen Poetry/  
Power and  
Conflict Poems  
\*3 weeks each

Weekly:  
Lang Paper  
1 Skills

Term  
4

Power  
and  
Conflict  
Poems

Weekly:  
Lang  
Paper 1  
skills

## Understanding the Key Themes of Poetry

Demystifying poetry and working carefully on skills of interpretation and analysis. Using the same principles to prepare for unseen poetry.

## Comparison

Honing comparison skills for poetry; supported by comparison skills required for the reading section of paper 2 language.

Weekly:  
Lang P1  
Section A

Lord of  
the Flies

Term  
2

## Literature Analysis and writing for the exam

Forming arguments for literature while also honing viewpoint by crafting discursive Writing and preparing for the writing section of Paper 2.

Weekly:  
Lang P1  
Section B

Lord of  
the  
Flies

Term  
1

## The wider ideas of literature

Looking at the key ideas of Golding and his intentions. Becoming familiar with the processes of Paper 1 Reading and the requirements of each task.

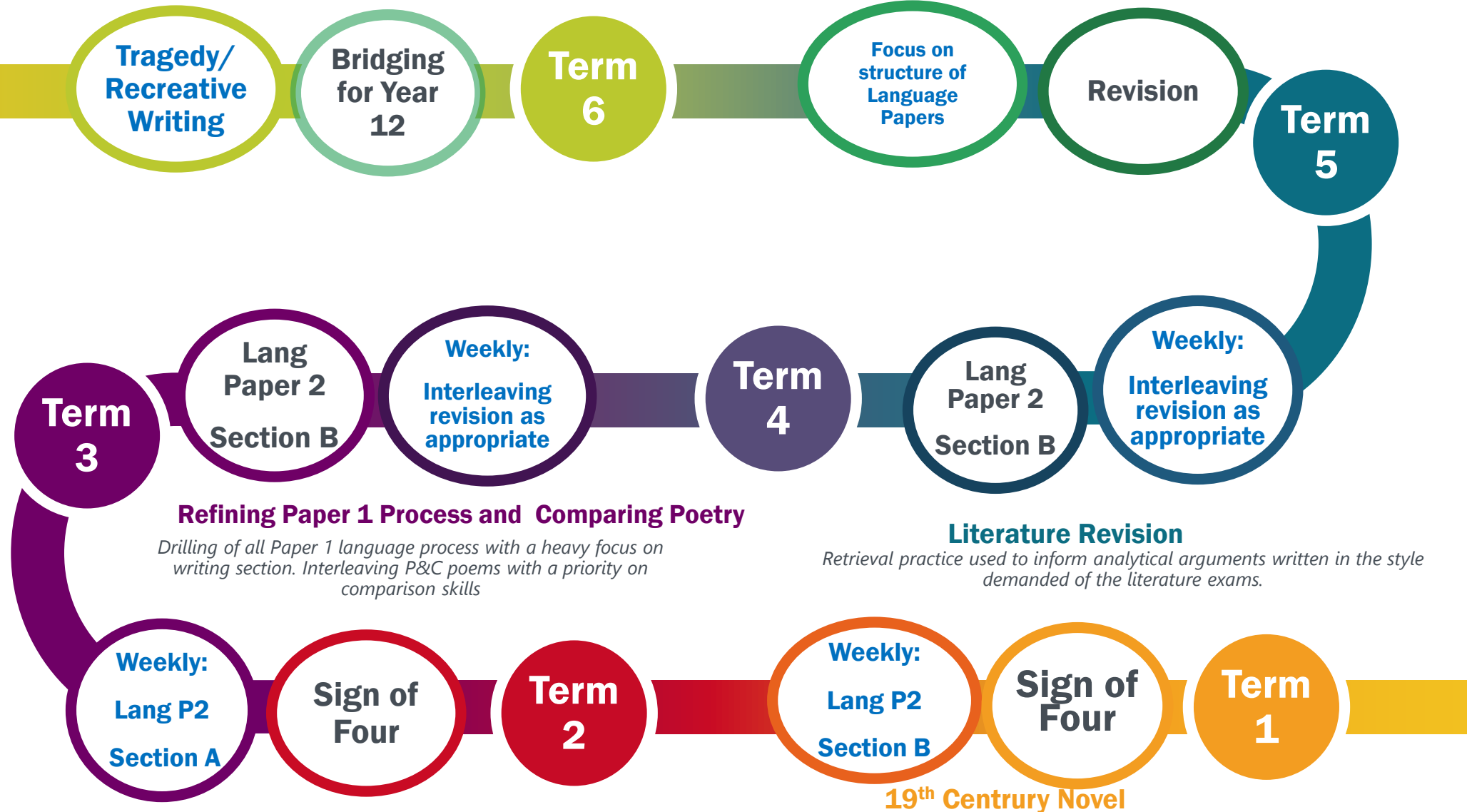
# Year 11 GCSE English Learning Journey

Using familiar skills that students possess as a stepping stone to the sophisticated nature of A level English Literature and English Language and Literature.

Tailored revision and feedback session led by applying knowledge of literature texts and understanding the precise process for language papers.

## Developing Skills for A Level

## Revision Processes



## Contexts and Literature

Completing coverage of 19<sup>th</sup> Century novel and exploiting transferrable skills by focusing on pre-1900 extracts in comparison to modern ones for reading section of paper 2.

Drilling of the processes required for Paper 1 alongside the study of 19<sup>th</sup> century literature