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		<p>How is this unit being assessed?</p> <p>Reading assessment: How does Priestley present theme/character in An Inspector Calls?</p>
		<p>Knowledge Organiser</p> <p>An Inspector Calls - KO.pptx</p>
<p>UNIT 2: A Christmas Carol</p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> - To understand the social, historical context of Victorian England, Dickens' life, issues surrounding poverty and charity, Industrial Revolution, history of Christmas and the importance of Christianity. - To know that the novella is a microcosm for this period in history - To recall the plot of the novella - To understand the Dickens' key messages and intentions through the text - To identify writers' methods such as symbolism and analyse their effect - To develop their understanding of characterisation (physical attributes, behaviour, dialogue, interactions with other characters) focusing on the power dynamics between characters and character development 		<p>Redemption Miserly Isolation Allegory Juxtaposition / foils</p>
		<p>How is this unit being assessed?</p> <p>Reading assessment: How does Dickens present theme/character in A Christmas Carol?</p>
		<p>Knowledge Organiser Link</p> <p>A Christmas Carol - KO.pptx</p>

<ul style="list-style-type: none"> - To know what is meant by the term 'construct' and to understand what each character is a construct for - To understand the key themes in the novella: class, poverty, social responsibility, morality, supernatural. - To identify Dickens' use of symbolism and be able to explain what these motifs symbolise - To develop students' ability to construct an academic Literature essay about a character or theme: writing a good introduction, main body – topic sentences / thesis statements, conclusions – summarising the writers' intention 		
<p>UNIT 3: Language Paper 2</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. - AO2: 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. - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. - AO4: Evaluate texts critically and support this with appropriate textual references. - AO5: 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. - AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole). 		<p>Viewpoint Perspective Methods & rhetorical devices Archaic / contemporary</p>
		<p>How is this unit being assessed?</p> <p>Q1. True or false – identify explicit and implicit info. Q2. Synthesise and summarise info from both texts. Q3. Explain, comment on and analyse language/structure. Q4. Compare ideas and attitudes in both texts. Q5. Write a non-fiction text using the appropriate features</p>
		<p>Knowledge Organiser Link Language Paper 2 - Knowledge Organiser.pptx</p>
<p>UNIT 4: Macbeth</p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> - To understand the social, historical context of Jacobean England including beliefs about the supernatural, Shakespeare's life, Gunpowder plot, James I, Divine Right of Kings. - To recall the plot of the play - To understand the Shakespeare's key messages and intentions through the text 		<p>Ambition Manipulation Subvert gender norms (masculinity / femininity) Hamartia Regicide and kingship</p>
		<p>How is this unit being assessed?</p> <p>Reading assessment: How does Shakespeare present theme/character in Macbeth?</p>

<ul style="list-style-type: none"> - To identify writers' methods such as symbolism and analyse their effect - To develop their understanding of characterisation (physical attributes, behaviour, dialogue, interactions with other characters) focusing on the power dynamics between characters and character development - To know what is meant by the term 'construct' and to understand what each character is a construct for - To understand the key themes in the novella: morality, supernatural, power, kingship, fate, loyalty, guilt, gender. - To identify Shakespeare's use of symbolism and be able to explain what these motifs symbolise - To develop students' ability to construct an academic Literature essay about a character or theme: writing a good introduction, main body – topic sentences / thesis statements, conclusions – summarising the writers' intention - To understand and explain the features of a play and how Shakespeare uses this to imply meaning in the text. 		<p>Knowledge Organiser Link</p> <p>Macbeth - KO.pptx</p>
<p>UNIT 5: Language Paper 1</p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. - AO2: 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. - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. - AO4: Evaluate texts critically and support this with appropriate textual references. - AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. - AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole) 		<p>Language Structure Narrative Description Evaluation</p>
		<p>How is this unit being assessed?</p> <p>Q1- List 4 things Q2- How has the writer used language to describe ... ? Q3- How has the writer structured the text to interest you as a reader? Q4- To what extent do you agree? Q5. Write a narrative or description using creative writing devices</p>
		<p>Knowledge Organiser Link</p> <p>Language Paper 1 - Knowledge Organiser.pptx</p>

<p>UNIT 6: Power and Conflict</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - To understand how the theme of Power and Conflict are presented in the different poems - To develop students' understanding of social, historical context of the poets and poems. - To develop students' ability to identify poetic methods (language and structural devices) and explain the effect of these 'Must Know Methods'. - To build students' confidence with selecting relevant quotations to support their points about themes. - To understand how to write a developed essay-style response including an introduction, main body and conclusion about the theme of Power and Conflict. 		<p>Power Conflict Nature Humans Culture</p>
		<p>How is this unit being assessed?</p> <p>Compare how poets present ideas about power/conflict in 'XXX' and in one other poem from the 'Power and Conflict' anthology.</p>
		<p>Knowledge Organiser Link</p> <p>Power and Conflict - Knowledge Organiser.pptx</p>
<p>UNIT 7: Unseen Poetry</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - To be able to use RARE (Read the poem, And the Question, Read the Title, Evidence) to approach an unseen poem. - To develop students' ability to identify poetic methods (language and structural devices) and explain the effect. - To build students' confidence with selecting relevant quotations to support their points. - To understand how to write a developed essay-style response including an introduction, main body and conclusion - To be able to compare the ideas in two poems and write a comparative essay 		<p>RARE Poetic devices (Language and structure)</p>
		<p>How is this unit being assessed?</p> <p>a). In POEM A, how does the poet present the speaker's attitudes about XXX?</p> <p>b). In both POEM A and POEM B, the speakers describe their attitudes about XXX.</p> <p>What are the similarities and/or differences between the ways the poets present these attitudes?</p>
		<p>Knowledge Organiser Link</p> <p>Unseen poetry knowledge organiser.docx</p>