

Term	Topic(s) and links to other subjects	Core knowledge	Core vocabulary	Assessment	Resources
Y10 Autumn 1					
Y10 Autumn 2	Romeo and Juliet	<p>Study of Acts 4–5 and full-play interpretation:</p> <ul style="list-style-type: none"> <li>- Juliet’s increasing autonomy and bravery</li> <li>- Role of Friar Laurence as a plot device and moral commentator</li> <li>- Fate, coincidence, and inevitability as tragic forces</li> <li>- Tragic structure: climax, resolution, catharsis</li> <li>- Understanding Shakespeare’s message and audience reaction</li> </ul> <p>Key scenes:</p> <ul style="list-style-type: none"> <li>- Act 3 Scene 5 (Capulet’s ultimatum)</li> <li>- Act 4 Scene 3 (Juliet’s fear before taking the potion)</li> <li>- Act 5 Scene 3 (double suicide in the tomb)</li> </ul>	<p>Tier 2: Rebellious, courageous, isolated, manipulative, desperate, doomed, submissive</p> <p>Tier 3: Monologue, hubris, catharsis, nemesis, denouement, pathos, soliloquy</p>	Two whole class feedback essay tasks per half term	Departmental booklet. Text of the play. Seneca.
Y10 Spring	Anthology Poetry - Conflict	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• <b>Contextual backgrounds</b> of each poem: <ul style="list-style-type: none"> <li>○ Hughes’s depiction of the individual soldier in <i>Bayonet Charge</i>;</li> <li>○ Tennyson’s patriotic commemoration of the Crimean War in <i>Light Brigade</i>;</li> <li>○ Heaney’s political metaphor of conflict in <i>Storm on the Island</i>;</li> <li>○ Owen’s exposure to trench warfare and the power of nature in <i>Exposure</i>;</li> <li>○ Armitage’s representation of PTSD in <i>Remains</i>;</li> <li>○ Weir’s maternal perspective and emotional conflict in <i>Poppies</i>;</li> <li>○ Duffy’s critique of Western indifference in <i>War Photographer</i>;</li> <li>○ Garland’s exploration of honour, shame and family in <i>Kamikaze</i>.</li> </ul> </li> <li>• <b>Key themes</b> across poems: patriotism vs reality of war, trauma, memory, power of nature, loss, propaganda, duty, identity, community.</li> <li>• <b>Writer’s methods</b>: imagery (simile, metaphor, extended metaphor), structure (in medias res, enjambment, caesura, refrains,</li> </ul>	<p>Verisimilitude Harrowing Glorification Patriotism Ostracised Patriotism Existential Nihilism Mechanistic Visceral Ritualistic Torturous Interminable</p>		<p>Anthology Poetry Lesson booklet</p>

		<p>volta), form (free verse, ballad, dramatic monologue, regular/irregular rhyme).</p> <ul style="list-style-type: none"> <li>• <b>Comparison skills:</b> how to compare language, structure, form and context across poems; applying the AQA comparative question framework.</li> </ul>			
Y11 Autumn 1	Power in AQA Conflict Poetry	<p>Focus poems:</p> <ul style="list-style-type: none"> <li>- Ozymandias (Shelley)</li> <li>- London (Blake)</li> <li>- My Last Duchess (Browning)</li> <li>- The Prelude (Wordsworth – stealing the boat extract)</li> </ul> <p>Core knowledge:</p> <ul style="list-style-type: none"> <li>- Concepts of political power, tyranny, control</li> <li>- Conflict between individual and authority</li> <li>- Nature’s overwhelming power vs man’s pride</li> <li>- Voice and form (e.g. dramatic monologue, sonnet, blank verse)</li> <li>- Historical and Romantic contexts</li> </ul>	<p>Tier 2: Oppression, corruption, pride, legacy, fear, hubris, submission</p> <p>Tier 3: Dramatic monologue, enjambment, iambic pentameter, caesura, allusion, volta, semantic field</p>	Two whole class feedback essay tasks per half term	Departmental booklet. Anthology of poems. Seneca.
Y11 Autumn 2	Continued focus on <b>Power in Conflict</b> Focus poems: - <i>Tissue</i> (Dharker) - <i>The Emigree</i> (Rumens) - <i>Storm on the Island</i> (Heaney) - <i>Checking Out Me History</i> (Agard)	<p>Core knowledge:</p> <ul style="list-style-type: none"> <li>- Power of culture, heritage, and identity</li> <li>- Tension between imposed history and personal memory</li> <li>- Power of nature, instability of structures (physical and political)</li> <li>- Use of imagery, free verse, enjambment, and symbolism</li> <li>- Comparison of abstract vs literal representations of power</li> </ul>	<p>Tier 2: Displacement, instability, fragility, resilience, resistance, identity</p> <p>Tier 3: Free verse, enjambment, metaphor, symbol, cyclical structure</p>	Two whole class feedback essay tasks per half term	Departmental booklet. Anthology of poems. Seneca.
Y11 Spring	Revision for PPE 2				