

CODA Curriculum

ENGLISH 2026-27



English Curriculum Intent

We aim to deliver a curriculum that will give students the confidence, knowledge and skills that they will need in order to:

- Be able to use English to communicate with different audiences, in a range of situations, in any written or spoken form.
- To have the confidence and ability to question and evaluate the world as it is presented to them.
- To have an appreciation of literature that allows students to see the world through the eyes of others and to use literature as a way to explore their own experiences and emotions.
- To have an understanding, appreciation and ability to analyse the craft of the writer.
- Ensure all students leave CODA with proficiency in reading, writing and spoken language and through these, they develop communication skills for education and for working with others: in school, in training and at work.

At Key Stage 4 students will follow the specifications:

AQA, Level 2, Subject

GCSE ENGLISH LANGUAGE will encourage and enable students to:

- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language
- Use spoken Standard English effectively

Students will be taught and assessed on their ability to:

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
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
AO9	Use spoken Standard English effectively in speeches and presentations

GCSE ENGLISH LITERATURE will encourage and enable students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas

- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

Students will be taught and assessed on their ability to:

AO1	Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response - use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English - Year 7

	<u>TERM ONE</u>		<u>TERM TWO</u>		<u>TERM THREE</u>	
<u>Topic</u>	<u>Island Project – Descriptive Writing (5 weeks)</u>	<u>Historical Novel + non-fiction context (Once) (11 weeks)</u>	<u>Myths and Legends (6 weeks)</u>	<u>Dickens / Oliver + non-fiction context Presentation/ research (5 weeks)</u>	<u>Survivor stories (8 weeks)</u>	<u>Poetry From Around the World (5/6 weeks)</u>
End Points (Knowledge and Skills)	WRITING TO DESCRIBE - Written in sentences using capitals and full stops. Spelt accurately. - Written in complete sentences. - Used a range of connectives. - Used a variety of noun phrases. - You have used sensory imagery to describe the island/plane crash. - Used sensory imagery. - Used similes in description. - Used ambitious vocab. - Used paragraphing.	READING FOR MEANING / EFFECT - Understanding of plot - Selecting quotes - Explain quotes - Inference - Identifying nouns + verbs - Language / structure - Writer's surname - Introduce Quotes	WRITING TO DESCRIBE - Sentence accuracy and use of commas - Sentence length / clauses - Variety of sentence openings - Variety of verbs - Sensory Imagery - Descriptive techniques - Ambitious vocabulary - Paragraphing - Clear beginning / middle / end	ORACY (speeches) - Volume and pronunciation - Expression - Body language - Vocabulary - Structure - Formality - Interesting - Active listening - Confident	WRITING TO PERSUADE - Sentence accuracy - Sentence openings - Variety of punctuation - Persuasive devices - Appropriate tone / form - Interesting details - Ambitious vocabulary - Paragraphing - Discourse markers READING FOR UNDERSTANDING / EFFECT (non-fiction) - Finding information - Selecting quotes - Explain quotes - Inference - Identify language techniques - Comment on effect of language	READING FOR MEANING / EFFECT - You show that you have ideas about the thoughts/feelings in the poem. - You have explained your thoughts. - Selecting quotes - Identified some poetic techniques. - Commented on effect of language. - Commented on structure of the poem. ORACY - Reading with fluency. - Pronounce the words in your poem. - Use body language to perform your poem. - Tell someone about the poem you've performed.

					7) Zoomed in on individual word 8) Academic verb 9) Topic sentence 10) Introduced quote	
What is assessed	Short crafted descriptive writing about an island.	Reading assessment based on an extract from Once assessing inference skills.	Writing assessment- mythical creature destroying a village.	Spoken presentations / group discussions Oracy in English. Skills for talking about the subject. Use of formal English. Research skills	Non-fiction reading assessment and writing assessment. Reading: Jaws article. Writing: Writing to argue (should people take part in dangerous activities?)	NOT ASSESSED- Analyse a poem and analyse the language of the poem (in class).
Key Vocabulary	1. Location 2. Remote 3. Noun Phrase 4. Stranded 5. Catastrophe 6. Loneliness 7. Connective 8. Anxiety 9. Isolation 10. Stranded 11. Sensory	1. Conflict 2. Protagonist 3. Inference 4. Society 5. empathy 6. Compassion 7. Epiphany 8. Pathetic Fallacy 9. Displacement 10. Context 11. Career 12. Moral	1. Heroic 2. Villain 3. Realm 4. Ancient 5. Glory 6. Chaotic 7. Tentatively 8. Tinged 9. Metaphor 10. Simile 11. Onomatopoeia 12. Alliteration	1. Society 2. Hierarchy 3. Social-Class 4. Poverty 5. Reform 6. Charity 7. Industrialisation 8. Workhouse 9. Pace 10. Audible 11. Presentation 12. Tone 13. Fluency	1. Bias 2. Perspective 3. Exaggeration 4. Anecdote 5. Facts 6. Opinion 7. Rhetorical Question 8. Emotive Language 9. Inference 10. Triplets 11. Repetition 12. Direct Address	1. Stanza 1. Rhyme 2. Rhythm 3. Imagery 4. Diversity 5. Heritage 6. Identity 7. Dialect
Literacy Skills Developed (Writing/Oracy)	Writing - Descriptive	Writing – Academic Writing	Writing - Descriptive	Oracy – Presentation Skills	Writing – Academic Writing Writing to argue skills	Oracy – Presentation skills Reading- Analysing poems
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Travel and Tourism (link to H/W project)	Career Pathway – Law, historian Employability Skills – Independence/Creativity	Career Pathway – Author, artist, writer Employability Skills – Independence/Creativity	Career Pathway- Presenter, researcher Employability Skills – Teamwork/Communication/Resilience	Career Pathway – Journalism Employability Skills – Independence	Career – Travel journalism / diplomat / translator Employability skills - Resilience

	Employability Skills – Independence/Creativity					
SMSC Links (Spiritual, Moral, Social and Cultural)	Social – the values and ethics a society needs to function.	Moral – War Discussion and Holocaust	Cultural – Myths and Legends within different cultures. Spiritual – Importance of Gods in different mythologies.	Moral – Social Justice Social – Discussion about class Cultural – Impact of Dickens on English Literature	Social – Learning about news/fake news. Cultural- Where do we find out true news.	Cultural – Learning about identity and stereotypes

English Year 8

Topic	<u>Modern Societal Issues: Novel Ghost Boys (11-12 weeks)</u>		<u>Short Stories (6 Weeks)</u>	<u>Much Ado About Nothing (8 weeks)</u>	<u>Frankenstein/Gothic (8 weeks)</u>	<u>Voices of Youth in Poetry (4/5 Weeks)</u>
End Points (Knowledge and Skills)	WRITING TO PERSUADE 1) Sentence accuracy 2) Sentence openings 3) Variety of punctuation 4) Letter writing 5) Appropriate tone / form 6) Persuasive devices 7) Modal verbs 8) Ambitious vocabulary 9) Paragraphing 10) Discourse markers	READING FOR MEANING / EFFECT 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Identifying language techniques 5) Commenting on effect of words 6) Comment on structure 7) Explore theme of racism 8) Academic verb 9) Writer's surname 10) Topic sentence 11) Embedded quote	WRITING TO DESCRIBE 1) Accurate sentences 2) Variety of sentence openings 3) Variety of punctuation 4) Show not tell 5) Sensory imagery 6) Descriptive techniques 7) Ambitious vocabulary 8) Accurate paragraphing 9) Paragraphs for effect 10) Included a climax	READING FOR MEANING / EFFECT / ANALYSIS 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Character development 5) Effect of language techniques 6) Explore themes of marriage, love, gender 7) Academic verb 8) Writer's surname 9) Topic sentence 10) Embedded quote	READING FOR MEANING / EFFECT / ANALYSIS- Not Assessed (moved to poetry HT6) 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Effect of language techniques 5) Effect of structure 6) Explore themes of responsibility / treatment of others 7) Academic verb 8) Writer's surname 9) Topic sentence 10) Embedded quote WRITING TO DESCRIBE- ASSESSED 1) Accurate sentences 2) Variety of sentence openings 3) Variety of punctuation 4) Show not tell 5) Sensory imagery 6) Descriptive techniques 7) Ambitious vocabulary 8) Accurate paragraphing 9) Paragraphs for effect 10) Included a motif	ORACY (speeches) 1) Volume and pronunciation 2) Expression 3) Body language 4) Pace + pauses 5) Vocabulary 6) Structure 7) Formality 8) Rhetorical devices 9) Interesting ideas 10) Supported ideas 11) Audience awareness 12) Active listening 13) Confident

What is assessed	Writing to argue letter to President Trump about racism in America.	Reading assessment on chapter one of Ghost Boys.	Writing to describe (Showing not telling) – Last Woman on Earth.	Scaffolded essay: Change in Beatrice + Benedict's relationship- using extracts from the beginning and end of the play.	Reading + Writing Writing- Description of haunted house. Reading- Frankenstein extract and analysis.	NOT FORMALLY ASSESSED- Spoken language on challenges of being a teenager (either in presentation form or written poem form).
Key Vocabulary	- Empathy - Discrimination - Injustice - Inequality - Racial tensions - Fairness - Solidarity - Factual - Statistics - Address - Respectful - Influential	- Civil rights - Preliminary - Tone - Segregation - Celebration - Society - Afterword	- Culture - Desolation - Isolation - Daunted - Exposition - Rising Action - Climax - Falling Action - Resolution - Dialogue - Sinister	- Stagecraft - Insults - Conflict - Plot - Hierarchy - Argumentative - Presents - Analyse - Yoke - Dramatic Irony - Deception - Explore - Manipulate - Gender - Develop	- Gothic - Motif - Uncanny - Pathetic Fallacy - Isolation - Supernatural - Imagery - Tension - Cemetery - Grotesque - Monstrosity - Pursuit - Consequence - Creation	- Stanza - Rhyme - Rhythm - Metaphor - Challenges - Stereotypes
Literacy Skills Developed (Writing/Oracy)	Writing – Writing a formal letter	Writing – Academic writing	Writing – creative (structure)	Oracy – speaking Shakespeare out loud Writing - Academic	Writing – Creative (building atmosphere). Writing – Academic	Oracy – Presentation skills
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Law, Journalist, Social Activist Employability Skills – Independence/Creativity	Career Pathway – Writer / careers that involve knowledge of other cultures Employability Skills – Independence/Creativity	Career Pathway – Theatre	Employability skills -	Career – Explorer / pathologist / scientist	Advocate for issues for young people Public Speaker Poet- Using Steven Camden as inspiration
SMSC Links	Moral – Social Justice		Social – coping with changes in society Moral – support others	Social – roles of women / stereotypes	Moral – Do we judge too quickly? Spiritual – What makes a human?	Learning about identity and perspectives of a young person.

English - Year 9

Topic	<u>Homeless Writing (3 weeks)</u>	<u>Of Mice and Men (11 weeks) (Up to Christmas)</u>	<u>Macbeth (9 weeks)</u>	<u>Social Justice Non-fiction (9 weeks)</u>		<u>Troubled Times (6 weeks)</u>	
End Points (Knowledge and Skills)	WRITING TO ARGUE 1) Sentence accuracy 2) Sentence openings 3) Variety of punctuation 4) Article Writing 5) Appropriate tone / form 6) Rhetorical devices 7) Modal verbs 8) Ambitious vocabulary 9) Paragraphing for effect 10) Clear intro / conclusion 11) Discourse markers	READING TO EVALUATE 1) Decide opinion 2) Select quotes 3) Inference 4) Comment on language techniques 5) Zoom in on key words 6) Comment on structure 7) Evaluated reader response 8) Writer's surname 9) Academic verb 10) Embedded quote 11) Tentative language	READING FOR ANALYSIS 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Character development 5) Effect of language techniques 6) Explore themes of gender 7) Writer's purpose 8) Writer's surname 9) Academic verb 10) Topic sentence 11) Embedded quote	ORACY (speeches) 1) Volume and pronunciation 2) Expression + tone 3) Body language + eye contact 4) Pace + pauses 5) Vocabulary 6) Structure 7) Formality + grammar 8) Rhetorical devices 9) Interesting 10) Supported ideas 11) Audience awareness 12) Time management 13) Active listening + responding 14) Confidence + flair	WRITING TO ARGUE 1) Sentence accuracy 2) Sentence opening 3) Sentence types 4) Variety of punctuation 5) Speech Writing 6) Balanced emotion / logic/facts 7) Considered audience 8) Rhetorical devices 9) Ambitious vocabulary 10) 5 part structure	WRITING TO DESCRIBE 1) Accurate sentences 2) Variety of sentence openings 3) Sentence types for effect 4) Variety of punctuation 5) Show not tell: nouns 6) Sensory imagery 7) Descriptive techniques 8) Ambitious vocabulary 9) Accurate paragraphing for effect 10) Narrative hooks 11) Included a motif	Approaching an Unseen poem 1) Predict 2) Clarify / understand 3) Identify methods 4) Explore themes

						11) Discourse markers 12) Paragraphing for effect		
What is assessed	Article writing all about homelessness.	Crooks evaluative response to statement.	Curley’s wife response as fix it (WCF)	Lady Macbeth –Essay style about her development across the play.	-Writing to argue “Is the UK safe, fair and equal”? Spoken Lang speech- Students choose topic.		Descriptive Writing- Based on a war video.	Reading (NOT ASSESSED) Class analytical skills formatively assessed.
Key Vocabulary	1. Homelessness 2.Squalor 3.Refuge 4.Slum 5.Desolation 6. Vulnerable	1. Foreshadowing 2. Connotation 3. Symbol 4. Migrant 5. Ranch 6. Discrimination 7. Companionship 8. Isolation 9. Depression 10. American Dream (+ vocabulary addressed from text using reciprocal reader / AfL approach)	1. Context (recap) 2. Patriarchy 3. Connotation (recap) 4. Ambitious 5. Stereotype 6. Manipulative 7. Controlling 8. Soliloquy 9. Guilt 10. usurp 11. Evoke 12. Tyrant 13. Insanity 14. Performance 15. Conscience	1. Inequality 2. Selfish 3. Advocacy 4. Empathy 5. Discrimination 6. Injustice 7. Prejudice 8. Activism 9. Pace 10. Fluency 11. Audible 12. Ethos 13. Pathos 14. Logos			1) Characterisation 2) Protagonist 3) Chronological 4) In media res 5) Stanza 6) Narrative voice	1. Patriotism 2. Futility 3. Connotation 4. Semantic field 5. Rhythm 6. Monologue
Literacy Skills Developed (Writing/Oracy)	Writing – journalism / articles	Writing – Evaluative writing Oracy - Discussion		Writing – Academic writing Oracy – speaking Shakespeare aloud	Writing – Persuasive Writing Oracy – Persuasive speech		Oracy – discussion / debate / role play Writing – Descriptive / characterisation	Writing – Academic Writing / Comparison
Career Links (Employability Skills, Career Opportunities)	Careers – Journalist / Activist	Careers – Law / Estate agent, writer		Careers – Actor, playwright	Careers – politician / activist / public speaker / journalist		Careers – Poet/writer/journalist	Careers – Poet/writer/journalist
SMSC Links	Social / Moral – What can society do to help homeless people?	Social – loneliness, racism, isolation Moral – What is justice?		Social – Role of women Moral – When does ambition become problematic?	Social – Is society fair and just? Moral – What can we do to improve society?		Society – Does war help or hinder society?	Cultural – Why do we study poetry? What is the purpose to conflict?

Year 10 Curriculum- 2026-27 Cohort

Topic	P1 Reading (Baseline) 4 Weeks	Romeo and Juliet (10 weeks up to Christmas)	An Inspector Calls (9 weeks) 3 P&C poems (COTLB, Exposure and Bayonet Charge)		Paper 1 Writing Let's Write (2 weeks)	Paper 1 Reading (6 weeks)	MOCKS (2 weeks pre mocks)	Power and Conflict (5 poems) (4 weeks)
End Points (Knowledge and Skills)	<u>P1 Reading:</u> READING TO EVALUATE 1) Decide opinion 2) Select quotes 3) Inference 4) Comment on language techniques 5) Zoom in on key words 6) Comment on structure 7) Evaluated reader response 8) Writer's surname 9) Academic verb 10) Embedded quote 11) Tentative language	- Core knowledge of character / plot - + AO1/2/3 - + Academic writing (SEE RAG) (Focus is on students getting it right – knowing what an essay looks like and being supported to construct one) -	- Core knowledge of character / plot - + AO1/2/3 - + Academic writing (SEE RAG) (Focus now shifting to students knowing how to plan an essay and being able to write in timed conditions)	<u>Poetry:</u> Approaching an Unseen poem 1) Predict 2) Clarify / understand 3) Identify methods 4) Explore themes	<u>AO5:</u> - Organisation - Paragraphing - Zoom in - Zoom out Motif <u>AO6:</u> - Sentence punctuation - Sentence forms - Punctuation marks - Accurate spelling AO5: Content - Clarity - Sensory Imagery - Techniques - Vocabulary - Showing not telling -	<u>Paper 1:</u> AO6: 1) Sentence punctuation 2) Sentence forms 3) Punctuation marks 4) Accurate spelling <u>AO5: Content</u> 5) Clarity 6) Sensory Imagery 7) Techniques 8) Vocabulary 9) Showing not telling AO5: Organisation 10) Paragraphing 11) Developed structure (e.g. 6 part) 12) Motif Reading: 1) Decide opinion 2) Select quotes 3) Inference 4) Comment on language techniques 5) Zoom in on key words 6) Comment on structure 7) Evaluated reader response 8) Writer's surname 9) Academic verb 10) Embedded quote 11) Tentative language	Preparation for the literature mocks (revising literature texts and skills) and recapping lang 1 skills.	<u>Poetry:</u> Approaching a poem 1) Predict 2) Clarify / understand 3) Identify methods 4) Explore themes Exploring how to compare poems from the cluster and essay writing skills. <u>Poetry:</u> Approaching an Unseen poem 1. Predict 2. Clarify / understand 3. Identify methods 4. Explore themes

What is assessed	P1 Reading (not assessed)- Q4 practice in books using Little Match Girl. Poetry- only content of poems taught (not assessed)	Romeo and Juliet in class- Male aggression in Act 3 Scene 1.	Lang Paper 1 Q4- with Inspector Calls extract about Mr Birling. In class essay on Mr Birling or social class.	No Assessment	Baseline creative writing.	Paper 1 Lang Mock Lit Mock- R&J	MOCKS- Paper 1 Lang Mock R&J Essay 21st-25th June Deadline- 5th July	In class comparison practice (single poem Q) NOT FORMALLY ASSESSED

Key Vocabulary	1 Explicit 2. Implicit 3. Connotations. 4. Symbolise 5. Structure 6. Evaluate	1. Theme 2. Conflict 3. Feud 4. Fate 5. Desire 6. Impulsive 7. Loyalty 8. Dignity 9. Fickle 10. Soliloquy 11. Sonnet 12. Imagery	1. Responsibility 2. Morality 3. Consequences 4. Class divide 5. Social justice 6. Props 7. Social Hierarchy 8. Advocacy 9. Prejudice 10. Socialism 11. Capitalism 12. Stage directions 13. Introduction	1. Conflict 2. Patriotism 3. Futility 4. Power 5. Exposure 6. Stanza	1. Motif 2. Symbolism 3. Symbolism 4. Imagery 5. Metaphorical 6. Structure	1) Narrative Shift 2) Structure 3) Connotations 4) Symbolises 5) Climax 6) Resolution 7) Tension 8) Motif 9) Metaphorical	N/A	1. Conflict 2. Power 3. Ambiguity 4. Emigrant 5. Immigrant
Literacy Skills Developed (Writing/Oracy)	Reading – How to evaluate and analysis language in a story/poem	Writing – Essay skills	Oracy – Debate Writing – Essay skills including academic writing	Analysis and reading skills.	Creative Writing Skills	Reading- Fiction. Writing – Creative Oracy – Evaluation (discussion)	N/A	Oracy – Reading poetry / shared exploration
Career Links (Employability Skills, Career Opportunities)	Career – writer (author + travel writer) Employability - Creativity	Career – lawyer Employability – Resilience / Communication / Independence	Career – Social activist / politician Employability – Resilience / Communication	Poet, photographer, soldier, publisher.	Career- Writer Employability- Creativity	Career – writer (author + travel writer) Employability - Creativity	N/A	Career – Teacher Employability: Teamwork/Communication/Resilience
SMSC Links	Spiritual – How does reading support your mental health? What is the purpose of war and conflict?	Social – How are young people treated in society? What are the issues with violence in society?	Social – What are the issues in different models of society (communist / socialist)?	Moral- Is war justified? How should we treat others? Who is to blame for war?	How can writing support your mental health?	Moral – How should we treat others?	N/A	Spiritual – How can poetry support your mental health?

English - Year 11 (2026-27 Cohort)

Topic	Language Paper 2 (7 Weeks)	NOVEMBER MOCKS	Christmas Carol (9 weeks)	FEBRUARY MOCKS W/C 1 st -5 th February -Full Literature paper 1 -Lang paper 1 and 2 WTM- Lang 1 needed for revision before mocks. Data Deadline- 3 rd March RAG- W/C 22 nd March	Finish Poetry (5) Any Missed Poems (5 weeks) + Fix it (focusing on QLA from Language)	Revision (FOCUSED ON CLASSES TARGETS)
	Poetry (3 poems) Remains, Kamikaze, Ozymandias & Unseen Poetry		Lang 1 Revision		- Poetry – Core knowledge of content + AO1/2/3 - Poetry essay skills	
End Points (Knowledge and Skills)	P2 Writing RAG grid Poetry – Core knowledge of content + AO1/2/3	WTM- Lang 2 needed before mock RAG W/C 23 rd November	- Core knowledge of character / plot - + AO1/2/3 + Academic writing			
What is assessed	MOCKS		MOCKS		Poetry response- practice in class Unseen practice in class	
Key Vocabulary	1. Controversial 2. Detestable 3. Problematic 4. Perspective 5. Emotive 6. Introduction 7. Connotation 8. Anecdote 9. Counter Argument 10. Conclusion		1. Greed 2. Redemption 3. Solitary 4. Isolation 5. Transformation 6. Morose 7. Generosity 8. Ignorance 9. Supernatural 10. Avarice		1.Enjambement 2. Stanza 3. Patriotism 4. PTSD 5. Passive Voice 6. Coercion 7. Monologue	
Literacy Skills Developed (Writing/Oracy)	Writing- Argumentative skills Reading skills- inference, comparison and analysis skills. Poetry- knowledge of content of poems.		Literature paper 1 skills- essay writing skills Lang 1 Revision based on Y10 mock exam QLA.		Essay writing skills Revision strategies	
Career Links (Employability Skills, Career Opportunities)	CAREER- journalist, writer, poet		Career- Reporter, social activist, writer		Career- Poet, Writer	
SMSC Links	Social- Looking at issues in society such as the		Moral- Who are we responsible for?		Moral- What is the purpose of war?	

	environment, education and poverty.		Social- Social issues of the Victorian era.		How can poetry help with your mental health?	
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