

Long-term planning

English - Year 10 & Year 11

Year 10 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In year 10, we begin our study of AQA English Literature and AQA English Language GCSEs. We study the bulk of the literature texts this year, building on the analytical skills and contextual knowledge developed over KS3.</p> <p>The curriculum is carefully sequenced to enable students to study the language and literature papers as cohesive wholes, whilst also allowing us to make links between the different units.</p>	Overview and sequencing:					
	<p><i>We begin the study of KS4 English with a short unit on the reading section of Language Paper 1. This uses short fiction extracts to remind students of the comprehension, analysis and evaluation skills developed over the course of KS3. It also prepares students for the study of the longer literature texts by exploring setting, characters and narrative structure.</i></p> <p><i>We continue to practise language analysis, structural analysis and evaluation skills with language exam-style questions on “A Christmas Carol” and through regular language lessons looking at actual exam papers.</i></p> <p><i>Dickens’ novella is a good introduction to GCSE literature. Whilst the language is challenging, the story is familiar, the focus is on one character, and the text builds on students’ study of “Oliver Twist”, gothic fiction and issues of social justice at KS3.</i></p>	<p><i>For the Spring term we focus on developing descriptive and narrative writing skills for the writing section of Language Paper 1. This works well with our study of poetry and “Macbeth”: imaginative writing tasks deepen students’ empathy and understanding of characters and themes; whilst the literature provides inspiration and models for developing students’ own writing.</i></p> <p><i>We begin our study of poetry with the 5 most accessible poems in the collection – the poems exploring the effects of war. These allow us to practise student’s imaginative writing skills through interleaved language lessons. They also explore themes such as the effects of trauma and guilt which feed forward into our study of Shakespeare’s tragedy “Macbeth”.</i></p> <p><i>In the second half of the Spring term, we also begin our study of Shakespeare’s “Macbeth”. For reasons of brevity, this is outlined in more detail in the next column.</i></p>	<p><i>Our study of Shakespeare’s “Macbeth” stretches across the Spring and Summer terms. This is the most challenging literary text students will study for GCSE, but they are well prepared through the themes explore and the analytical skills developed earlier in the year, and through their study of “Romeo and Juliet” and Shakespearean tragedy in KS3.</i></p> <p><i>In the Summer term, we also begin our study of Language Paper 2 by studying transactional writing. This is writing that presents an opinion or argument, often with persuasive intent. By this point in Year 10, students are well-practised in constructing literature responses that develop a thesis, and they are ready to transfer these skills to a greater range of topics.</i></p> <p><i>Students can draw directly upon the topics they have written about, and the rhetorical techniques they have been taught, in their Spoken Language NEA. This is an important part of the English Language GCSE in which students speak formally on a topic of their choice before answering questions from the audience.</i></p>			
	Students will learn:					
<p>Language Paper 1 (8700/1) – Reading Section (3 weeks then interleaved for the remainder of the term) Students will be taught:</p> <ul style="list-style-type: none"> • The structure of the paper, the assessment objectives (AO1,2,4) and the requirements of each question. • The differences between language and structure, and a range of linguistic and structural methods to look for. • Freytag’s narrative pyramid and the 4 key narrative conflicts (revisited from KS3). <p>Students will learn <u>how to</u>:</p> <ul style="list-style-type: none"> • AO1: read and annotate texts effectively. • AO2: analyse the effects of writers’ language choices in detail using the QME paragraph structure. 	<p>Language Paper 1 (8700/1) – Writing Section (2 full weeks, and interleaved across the term) Students will be taught:</p> <ul style="list-style-type: none"> • The assessment objectives (AO5,6) and requirements of the questions. • The features of effective description – sensory language, semantic fields and extended metaphors, shifting focus. • A range of linear and non-linear narrative structures. • The features of effective narratives – showing not telling, pathetic fallacy, symbolism and motifs. • Sophisticated sentence structures and the full range of punctuation. <p>Students will learn <u>how to</u>:</p>	<p>Literature Paper 1 (8702/1) – Macbeth by William Shakespeare (Further 5 weeks) Students will be taught:</p> <ul style="list-style-type: none"> • Plot, characters, themes, key extracts and soliloquies, rich quotations (AO1). • Symbolism and motifs, character development and contrasts, features of tragedy/the tragic hero (AO2).. • Universal themes – Shakespeare’s messages about: ambition; leadership; gender roles; the supernatural; loyalty, betrayal and guilt (AO3). • Jacobean context – James I, the Divine Right of Kings and the Great Chain of Being, witchcraft, patriarchy (AO3). 				

By the end of the year, students will have sat full mock examinations in Language Paper 1 and Literature Paper 1, and further exam questions on A Christmas Carol, Macbeth, Power and Conflict Poetry, and Language Paper 2 writing.

- AO2: analyse the effects of writers’ structural choices, including: how they establish setting and character, how they use repetition and contrasts for specific effects, and how they link endings to beginnings.
- AO4: evaluate texts and interpretations critically, using evidence and analysis to support their evaluations.

Literature Paper 1 (8702/1) – A Christmas Carol by Charles Dickens (12 weeks)

Students will be taught:

- Plot, characters, themes, rich quotations (AO1).
- Symbolism and motifs, character types, cyclical structure and contrasts, genre – morality tale, ghost story (AO2).
- Universal themes – Dickens’ messages about redemption, mortality and legacy, the importance of family (AO3).
- Victorian context – poverty and class division, Dickens’ childhood, Thomas Malthus, the Poor Law, philanthropy (AO3).

Students will learn how to:

- AO1: write effective introductions that set out a critical or evaluative thesis; plan full responses using the SPO planning method.
- AO2: analyse layers of meaning, zooming in on writer’s choices from method to word level; explore genre conventions, structural choices, motifs and symbolism.
- AO3: make judicious use of a range of contextual details to develop interpretations.

- AO5: plan, draft and revise a simple 4-part story structure that can be adapted for different tasks:
 1. Establish a setting
 2. Describe a character/characters
 3. Flashback to a contrasting time
 4. Return to present and link ending to beginning.
- AO5: adapt the simple story structure to a range of different tasks.
- AO5: use a “golden thread” such as pathetic fallacy to add cohesion to a response.
- AO6: edit writing for accuracy, vocabulary and sentence variety.

Literature Paper 2 (8702/2) – Power and Conflict Poetry – first group of 5 poems (3 weeks)

Students will be taught:

- The poems – Charge of the Light Brigade, Bayonet Charge, Remains, War Photographer, Poppies (AO1).
- Features of poetic form, structure, language and sound (AO2).
- The effects of war on combatants and non-combatants during and after conflict – exploring ideas about patriotism, duty, courage, guilt, PTSD, grief and loss (AO3).
- Relevant contextual information on the Crimean War, WW1 and the Gulf War (AO3).

Students will learn how to:

- AO1: annotate poems effectively, producing notes that are effective revision resources; construct responses to single poems that explore a thesis about the poet’s message.
- AO2: zoom in on rich quotations, with an emphasis on exploring poetic imagery in detail; develop interpretations with supporting quotations and analysis of a range of poetic methods – exploring how poets’ choices work together to achieve effects.
- AO3: explore the messages of poems and appreciate how poetry enriches understanding of social issues and the human condition.

Students will learn how to:

- AO1: develop critical interpretations by writing adaptable essays that explore:
 - Macbeth’s rise and fall as a tragic hero.
 - Lady Macbeth’s decline as a female character who challenges patriarchal limits.
- AO1: make links between extracts and supporting evidence across a text.
- AO2: track and analyse the use of key symbols such as blood, sleep and nature across a text; explore the use of dramatic methods such as soliloquies and asides; explore structural choices and genre conventions.
- AO3: make judicious use of a range of contextual details to develop interpretations.

Language Paper 2 (8700/2) – Writing Section (3 weeks)

Students will be taught:

- The assessment objectives (AO5,6) and requirements of the question.
- The formal features of letters, speeches, essays, leaflets and articles.
- Planning structures such as MESI (moral, economic, social, individual) to develop arguments and ideas.
- Aristotle’s triad of logos, ethos and pathos, and a range of rhetorical techniques.
- A range of effective “hooks” to start pieces and ways to conclude them.

Students will learn how to:

- AO5: plan, draft and revise arguments that move effectively between specific examples and more general points.
- AO5: adapt writing to suit a range of different forms, audiences and purposes – crafting language to achieve specific effects.
- AO5: control tone and register through effective vocabulary choices.
- AO6: edit writing for accuracy, vocabulary and sentence variety.

Spoken Language Non-Examination Assessment

	Literature Paper 1 (8702/1) – <i>Macbeth</i> by William Shakespeare (5 weeks) See next column for details.	(2 weeks) Students will learn <u>how to</u> : <ul style="list-style-type: none"> • AO7: use voice, tone and body language to effectively present ideas 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.
Vocabulary and the concepts they link to		
Language Paper 1 Reading <ul style="list-style-type: none"> • Tier 3: analepsis/prolepsis, analysis, connotations, evaluation, focaliser, juxtaposition, linear/non-linear narrative, metaphor, narrative pyramid, pathetic fallacy, personification, perspective, semantic field, setting, simile, structure, verb A Christmas Carol <ul style="list-style-type: none"> • Tier 2: miser, callous, humanise/dehumanise, empathy, legacy, Malthusian, misanthropy/philanthropy, redemption, repentance, social responsibility. • Tier 3: asyndetic list, cyclical narrative, direct/indirect characterisation, foil character, foreshadowing, juxtaposition, motif, morality tale, pathetic fallacy, symbolism. 	Language Paper 1 Writing <ul style="list-style-type: none"> • Tier 3: characterisation, extended metaphor, in media res, linear/non-linear narrative, motif, narrative perspective, pathetic fallacy, semantic field, sensory language, setting, symbolism Poetry <ul style="list-style-type: none"> • Tier 2: idealism, patriotism, propaganda, PTSD, remembrance, trauma. • Tier 3: caesura, enjambment, metaphor, metre, refrain, speaker, stanza 	Macbeth <ul style="list-style-type: none"> • Tier 2: chivalric code, duplicity, emasculate, equivocate, Machiavellian, malevolent, patriarchy, regicide, status quo, tyrant • Tier 3: aside/soliloquy, anagnorisis, chiasmus, dramatic irony, foreshadowing, hamartia, motif, peripeteia, subversion/containment, symbolism Language Paper 2 Writing <ul style="list-style-type: none"> • Tier 3: anaphora, anecdote, antithesis, counterargument, emotive language, hyperbole, imperative, logos/ethos/pathos, register, rhetoric, tone Spoken Language <ul style="list-style-type: none"> • Tier 3: kinesics, paralanguage, pitch, posture, tone
Assessment		
Summative Assessment Period 1 <ul style="list-style-type: none"> • A Christmas Carol exam question (50 mins) • Language Paper 1 Section A: reading (60 mins) 	<ul style="list-style-type: none"> • Power and Conflict Poetry question on one poem (30 mins) • Language Paper 1 full mock examination (1 hour 45 minutes) 	Summative Assessment Period 2 <ul style="list-style-type: none"> • Language Paper 2 Section B: writing (45 mins) • Literature Paper 1 full mock examination (1 hour 45 minutes)
Diversity & development of cultural capital		
Studying English Language Paper 1 helps build cultural capital by giving students access to important stories, language, and ways of thinking that are valued in education and beyond. Students learn how writers use language to shape meaning and viewpoints, helping them to think critically about the world around them.	GCSE imaginative writing builds cultural capital by exposing students to diverse ideas, perspectives, and experiences. It encourages empathy, moral understanding, creativity, and cultural awareness, helping students reflect on human values, identity, and society while strengthening communication and imagination skills.	Studying <i>Macbeth</i> builds cultural capital by exposing students to universal themes such as ambition, power, guilt, violence, loyalty, and the struggle between good and evil, which remain relevant across cultures and time periods. It encourages moral reflection, empathy, and social understanding. Shakespeare's work shaped the English language, storytelling, and dramatic tradition.

Studying *A Christmas Carol* builds cultural capital by introducing students to a well-known classic and its key themes of kindness, poverty, and social responsibility. It helps students understand different life experiences, develop empathy, and appreciate diversity, while encouraging them to think about fairness and their role in society.

Studying war poetry at GCSE builds cultural capital by developing students' historical knowledge, academic language, and analytical skills. It also develops SMSC by encouraging moral reflection on war, spiritual understanding of human suffering, social empathy, and cultural awareness of different perspectives on conflict and identity.

Both transactional writing and the spoken language assessment build cultural capital by immersing students in ideas and debate. They expose students to different viewpoints and develop communication skills, empathy, critical thinking, and respect for diverse perspectives. Public speaking is a highly prized, transferable skill.

Cross-curricular opportunities and enrichment

Links to other subjects:

- **A Christmas Carol** links to History units on The Industrial Revolution and Manchester; links to IDP unit on citizenship.

Links to celebration days:

- November – Remembrance Day
- November – Anti-bullying Week

Enrichment opportunities:

- KS4 drop-in
- Creative Writing Club
- Theatre visits when appropriate productions of set texts can be found.

Links to other subjects:

- **War poetry** links to History units on WW1 and WW2.
- **Macbeth** links to History units on the Early Modern and Elizabethan periods.

Links to celebration days:

- February – Holocaust Memorial Day
- February - National Storytelling Week
- March - World Book Day
- March - World Poetry Day

Enrichment opportunities:

- KS4 drop-in
- Creative Writing Club
- Theatre visits when appropriate productions of set texts can be found.

Links to other subjects:

- **Language Paper 2 Writing/Speaking & Listening** links to IDP units on conflict and communication, and parliamentary democracy; links to RE units on Crime and Punishment; skills links to RE for textual analysis and forming arguments.

Enrichment opportunities:

- KS4 drop-in
- Poetry Club
- Theatre visits when appropriate productions of set texts can be found.

Year 11 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In year 11, we complete our study of the content for both GCSEs by studying the reading section of Language Paper 2, and the modern text and remaining poetry for Literature Paper 2.</p> <p>In the new year, we revisit all previous units and we focus more closely on exam preparation, giving students plenty of practice assessment experience – indeed, students will sit mock examinations of all 4 GCSE papers in year 11.</p> <p>This intensifies after the Spring</p>	Overview and sequencing:					
	<p>We start year 11 with a short unit on the reading section of Language Paper 2. This involves answering questions on two non-fiction texts on a related topic – one text from the 19th century and the other from the 20th or 21st century. Often these texts concern issues of social justice, which fits well with study of “Animal Farm” later in the term. The unit also introduces comparison skills which are developed further through the poetry questions in Literature Paper 2.</p> <p>We continue to practise inference, language analysis, and comparison skills with language exam-style questions on the remaining literature texts and through regular language lessons looking at actual exam papers.</p> <p>George Orwell’s “Animal Farm” explores themes such as inequality, injustice, manipulation and the abuse of power, which students have already encountered through their study of “A Christmas Carol” and “Macbeth”. The absence of an extract makes this aspect of Literature Paper 2 more challenging, but students should be well-versed by this point in learning rich quotations and methods such as the use of symbolism and motifs.</p> <p>We then continue our study of Literature Paper 2 by studying the second group of 5 poems, which explore the power of nature. At this point, we bring in the comparison skills introduced at the start of the term.</p>	<p>We begin the Spring term with a short unit on unseen poetry – the final section of Literature Paper 2 and the one which many students find the most challenging. Students use the same inference, analysis and comparison skills they have developed through previous poetry study, but they apply them more independently to poems they have not seen before.</p> <p>This allows students to sit a full Literature Paper 2 in the January mock examinations, along with Literature Paper 1 and Language Paper 1. Students experience something of the intensity of the real GCSE examination schedule, and we have a full set of marked papers to inform predictions about grades and next steps or intervention in the remaining weeks before the GCSEs begin.</p> <p>Following the mock exams, we study the final group of 5 poems, which explore conflicts between individuals and society. These are the most challenging poems, which explore more abstract concepts such as ideology and alienation, so it is appropriate that they are studied last.</p> <p>In Spring 2 and Summer 1, we cycle more rapidly through the topics for both Language and Literature – following a weekly schedule that ensures effective and well-spaced revision of all units</p>	<p>In the weeks leading up to GCSE examinations, we follow a weekly schedule that revisits all topics for Language and Literature.</p> <p>This schedule can be adapted according to the needs of different classes and classes can also be reformed according to needs or gaps identified by assessment.</p>			
	Students will learn:					
<p>Language Paper 2 (8700/2) – Reading Section (3 weeks then interleaved for the remainder of the term)</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> The structure of the paper, the assessment objectives (AO1,2,3) and the requirements of each question. A greater range of language methods, including rhetorical techniques (AO2). The links between context, perspective, attitudes and bias. The differences between Victorian and modern attitudes towards topics such as crime and punishment, religion, animals and the environment, sexuality, gender equality, poverty, and other cultures (AO3). 	<p>Literature Paper 2 (8702/2) – Unseen Poetry (2 weeks)</p> <p>Students will learn <u>how to</u>:</p> <ul style="list-style-type: none"> AO1: identify the speaker, addressee and main message of unseen poems; explore the links between a poem’s message and its title. AO2: select and analyse rich quotations that encapsulate the main messages of a poem; develop interpretations with supporting evidence and analysis; compare poets’ use of methods to achieve different effects or meanings. 	<p>Revision – all units</p> <ul style="list-style-type: none"> More emphasis is given to examination practice – planning and writing exam responses under timed conditions. Students are encouraged to reflect on their own areas for development – tailoring their revision and independent practice. <p>GCSE examinations</p> <p>GCSE examinations for English Literature tend to be in mid-May.</p>				

half-term break, when we cycle more rapidly through the units and adapt teaching schedules to the needs or gaps identified through assessment.

Students will learn how to:

- AO1: summarise and synthesise information from two texts, using the SQI paragraph structure.
- AO2: analyse how writers' language choices reveal or present their attitudes towards a given topic – either intentionally or subconsciously.
- AO3: compare writers' ideas and perspectives, and how these are conveyed through linguistic and structural choices.

Literature Paper 2 (8702/1) – *Animal Farm* by George Orwell (8 weeks)

Students will be taught:

- Plot, characters, themes, rich quotations (AO1).
- Allegory, symbolism, juxtaposition, cyclical structure, dramatic irony, satire (AO2).
- Universal themes – Orwell's messages about equality, exploitation, hierarchy, manipulation, oppression and totalitarianism (AO3).
- Historical context – the Russian Revolution, Tsar Nicholas II, Marx, Lenin, Trotsky, Stalin, Molotov, Stakhanov, and relevant historical events (AO3).

Students will learn how to:

- AO1: develop critical interpretations by writing an adaptable essay that explores how revolutionary ideals can become corrupted, leading to manipulation and tyranny.
- AO2: track and analyse the use of key symbols such as food and drink, the windmill, ribbons and medals, and whips across a text; explore the use of methods such as dramatic irony and narrative perspective; explore structural choices including juxtaposition and circular narrative.
- AO3: make links between specific contextual details and more general messages about universal themes such as corruption, propaganda, manipulation and tyranny.

Literature Paper 2 (8702/2) – Power and Conflict Poetry – third group of 5 poems (2 weeks)

Students will be taught:

- The poems – London, The Emigrée, Checking out me history, Kamikaze, Tissue (AO1).
- Features of poetic form, structure, language and sound (AO2).
- The ways in which individuals can find themselves in conflict with society – exploring ideas about freedom and control, identity, alienation, ideology and the power of society (AO3).
- Relevant contextual information on the Industrial Revolution, colonialism and WW2 (AO3).

Students will learn how to:

- AO1: construct comparative responses that explore theses on more challenging and abstract ideas (AO1).
- AO2: analyse a greater range of poetic methods – including how poetic structure and form contributes to meanings and messages (AO2).
- AO3: compare poets' messages on universal themes and abstract concepts, linking specific examples to bigger ideas (AO3).

Revision – all units (Spring 2 onwards)

In Spring 2 and Summer 1, we cycle more rapidly through the topics for both Language and Literature.

We follow a weekly schedule, but this can be adapted according to the needs of different classes. Classes can also be reformed according to needs or gaps identified by assessment.

GCSE examinations for English Language tend to be in late May and early June – often straddling the Summer half-term break.

GCSE dates for 2026:

- Monday 11 May (am) – GCSE Literature Paper 1
- Tuesday 19 May (am) GCSE Literature Paper 2
- Thursday 21 May (am) – GCSE Language Paper 1
- Friday 5 June (am) – GCSE Language Paper 2

Literature Paper 2 (8702/2) – Power and Conflict Poetry – second group of 5 poems (3 weeks)

Students will be taught:

- The poems – Exposure, Storm on the Island, the Prelude, Ozymandias, My Last Duchess (AO1).
- Further features of poetic form, structure, language and sound (AO2).
- Concepts about the power of nature versus the power of humans – exploring ideas about hubris and the sublime (AO3).
- Relevant context about Romantic poetry and its ongoing literary influence (AO3).

Students will learn how to:

- AO1: identify and learn rich quotations that encapsulate the key moments or messages of a poem; construct responses that compare and contrast the presentation of a given theme in two poems.
- AO2: compare poets’ use of imagery and a range of poetic methods, linking effects of language to meanings.
- AO3: explore how poets present similar or different messages on the same theme, making relevant links to contexts.

Vocabulary and the concepts they link to

Language Paper 2 Reading

- Tier 3: advocate, attitudes, bias, context, correlative and comparative conjunctions, direct address, inference, implicit/explicit, perspective, summarise, synthesis

Animal Farm

- Tier 2: corruption, exploitation, ideology, manipulation, maxim, oppression, propaganda, revolution, socialism, totalitarianism
- Tier 3: allegory, cyclical structure, foreshadowing, irony, juxtaposition, limited narrator, microcosm, rhetoric, satire, symbolism

Poetry

- Tier 2: despotism, disillusionment, hubris, narcissism, Romanticism, the sublime

Unseen Poetry

- Tier 2: ambivalence, binary oppositions, contemplation, fulfilment, melancholy, nostalgia,
- Tier 3: assonance, consonance, free verse, juxtaposition, persona, volta,

Poetry

- Tier 2: alienation, ambiguity, colonialism, ideology, indoctrination, transience
- Tier 3: framing narrative, patois, perspective, regular/irregular structure, symbolism, voice

<ul style="list-style-type: none"> Tier 3: dramatic monologue, half-rhyme, onomatopoeia, personification, sibilance, sonnet 		
Assessment		
<p>Summative Assessment Period 1</p> <ul style="list-style-type: none"> Language Paper 2 full mock examination (1 hour 45 minutes) Animal Farm exam question (45 mins) Power and Conflict Poetry comparison exam question (45 mins) 	<p>Summative Assessment Period 2 (January mocks)</p> <ul style="list-style-type: none"> Language Paper 1 full mock examination (1 hour 45 minutes) Literature Paper 1 full mock examination (1 hour 45 minutes) Literature Paper 2 full mock examination (2 hours 15 minutes) 	<ul style="list-style-type: none"> Formative feedback is given every week to students through a combination of marking extended responses produced in class and for home learning, whole-class feedback and live marking in lessons. <p>GCSE Examinations Dates for 2028</p> <ul style="list-style-type: none"> Literature Paper 1 – Monday 11 May Literature Paper 2 – Tuesday 19 May Language Paper 1 – Thursday 21 May Language Paper 2 – Friday 5 June
Diversity & development of cultural capital		
<p>Studying English Language Paper 2 builds cultural capital by exposing students to diverse historical and modern non-fiction texts and viewpoints. It develops students' abilities to evaluate arguments and beliefs, understand society, and appreciate how social attitudes and values change over time across different cultural and historical contexts.</p> <p>Studying "Animal Farm" builds cultural capital by introducing students to allegory, propaganda, and the misuse of political power. Through its links to the Russian Revolution, students develop critical thinking about political systems, leadership, and manipulation, helping them question authority, analyse political messaging, and understand how language can influence public opinion.</p> <p>The poems studied this term encourage students to think about our relationship to our own nature and the world we inhabit. Romantic concepts such as the sublime helped shift culture toward valuing emotion, nature, imagination, and individual experience – ideas that still influence art, environmentalism, and how people engage with the natural world today.</p>	<p>Studying unseen poetry builds cultural capital by broadening students' experience of a wide range of poetic voices, themes, and traditions. It encourages reflection on human experiences and emotions, and encourages discussion and debate of key social issues and values.</p> <p>Poems such as "London", "The Emigrée", "Checking out me history", "Kamikaze", and "Tissue" build cultural capital by allowing students to explore themes of power, identity, oppression, and migration across different contexts. This supports reflection on values and injustice, empathy with different experiences, discussion of social issues, and engagement with varied cultural voices and histories.</p>	
Cross-curricular opportunities and enrichment		
<p>Links to other subjects:</p> <ul style="list-style-type: none"> Animal Farm links to History units on the Russian Revolution, Nazism and the Cold War; links to IDP unit on parliamentary democracy. 	<p>Links to other subjects:</p> <ul style="list-style-type: none"> Poetry about the individual and society links to History units about the slave trade and Britain after 1945. 	<p>Links to celebration days:</p> <ul style="list-style-type: none"> <p>Enrichment opportunities:</p>

- **Poetry and nature** links to History unit on the Industrial Revolution.

Links to celebration days:

- November – Remembrance Day
- November – Anti-bullying Week

Enrichment opportunities:

- KS4 drop-in
- Revision and intervention sessions
- Creative Writing Club
- Theatre visits when appropriate productions of set texts can be found.

Links to celebration days:

- February – Holocaust Memorial Day
- February - National Storytelling Week
- March - World Book Day
- March - World Poetry Day

Enrichment opportunities:

- KS4 drop-in
- Revision and intervention sessions
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