

English Key Stage 4

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS4 English is formed of 19 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Macbeth	Year 10	20
2 Romeo and Juliet	Year 10	20
3 An Inspector Calls	Year 10	20
4 Blood Brothers	Year 10	20
5 Revisiting: Macbeth	Year 10	12
6 Revisiting: Romeo and Juliet	Year 10	12
7 Revisiting: An Inspector Calls	Year 10	12
8 Revisiting: Blood Brothers	Year 10	12
9 A Christmas Carol	Year 11	20



10 Jekyll and Hyde	Year 11	20
11 AQA Power and Conflict Poetry	Year 11	18
12 Revisiting: A Christmas Carol	Year 11	12
13 Revisiting: Jekyll and Hyde	Year 11	12
14 AQA Love and Relationships Poetry	Year 11	18
15 Edexcel Conflict Poetry	Year 11	12
16 Edexcel Time and Place Poetry	Year 11	12
17 Edexcel Relationships Poetry	Year 11	12
18 Eduqas Poetry	Year 11	12
19 OCR Conflict Poetry	Year 11	6



3. Lessons

Unit 1 Macbeth

20 Lessons

Lesson number	Lesson question	Pupils will learn
1.	Historical Context: James I, Witchcraft and Regicide	<ul style="list-style-type: none">In this lesson, we will begin to explore the context behind 'Macbeth', focussing on the attitudes towards kingship and the supernatural in the Jacobean period.
2.	The Witches	<ul style="list-style-type: none">In this lesson, we will begin to explore the witches and how Shakespeare presents them in Act One, Scene One. We will look at some of the language the witches use and why.
3.	Shakespeare, tragedy and the tragic hero	<ul style="list-style-type: none">In this lesson, we will explore what is meant by a Shakespearean tragedy and how that links to the play 'Macbeth'. We will also look at what is meant by the term 'tragic' hero and how much the character Macbeth fits this role at the start of the play.



4. The witches and the tragic hero

- In this lesson, we will explore the link between Macbeth and the witches. We will also examine why Shakespeare decided to start the play with the witches and not the protagonist Macbeth himself.
-

5. Meeting Macbeth

- In this lesson, we will explore how Shakespeare presents Macbeth at the start of the play. We will explore how he interacts with the witches and consider how ambitious he is. We will then analyse how Shakespeare shapes the audience's view of Macbeth at the start of the play.
-

6. Macbeth meets the witches

- In this lesson, Macbeth meets the witches who share their prophecies. We will explore in detail the contrasting reactions of Macbeth and Banquo to the predictions made by the witches.
-

7. Lady Macbeth

- In this lesson, we will explore how Lady Macbeth is introduced and how Shakespeare shapes the audience's view of her.
-

8. Plotting murder

- In this lesson, we will explore how Lady Macbeth drives Macbeth towards committing regicide. We will explore how Lady Macbeth belittles and manipulates Macbeth during Act 1, Scene 7, and we will consider how is the most powerful person in their relationship.
-



9. Anticipating the death of King Duncan

- In this lesson, we will explore how Shakespeare presents Macbeth's state of mind prior to the murder of King Duncan. We will look at his state of mind across Act 1, as well as his state of mind in the famous 'dagger' vision in Act 2, Scene 1.
-

10. Duncan dies

- In this lesson, we will explore how Shakespeare presents Macbeth and Lady Macbeth's reaction to the murder of King Duncan. We will consider how they react differently and what this reveals about their characters.
-

11. Reactions to the murder

- In this lesson, we will explore how the different characters react when they learn that Duncan is dead. We will look at the reactions of Banquo, Macduff, Donalbain and Malcolm, and contrast them to Macbeth and Lady Macbeth's reactions. We will also learn about dramatic irony.
-

12. Macbeth considers Banquo

- In this lesson, we will explore how Macbeth is presented as a tragic hero in Act 3, Scene 1. We will start by recapping what a tragic hero is. We will then look at how Macbeth could be considered a tragic hero in Act 3, Scene 1 as he thinks about Banquo's role and position.
-



13. Plotting more murder

- In this lesson, we will continue to explore the characterisation of Macbeth and Lady Macbeth and how their roles have changed over the course of the play.
-

14. Banquo's murder

- In this lesson, we will explore how Shakespeare presents Banquo's death to highlight Macbeth's disturbed state of mind.
-

15. The Ghost of Banquo

- In this lesson, we will explore how Shakespeare presents Banquo's ghost to further highlight the disturbed nature of Macbeth's state of mind.
-

16. The Second Prophecies

- In this lesson, we will explore the significance of the reappearance of the witches. We will look at the details of their second prophecy in Act 4, Scene 1 before analysing the significance of their reappearance.
-

17. Macduff and Malcolm

- In this lesson, we will explore how Shakespeare presents kingship in Act 4, Scene 3. We will do this by learning the word 'tyranny' and then looking at the interreaction between Macduff and Malcolm in England in Act 4, Scene 3.
-

18. Guilt and Lady Macbeth

- In this lesson, we will look at the transformation of Lady Macbeth across the play. We will consider how she starts to feel guilty before exploring and analysing what Shakespeare suggests about the impact of Lady Macbeth's guilt in Act 5, Scene 1.



19. The Tragedy of Macbeth

- In this lesson, we will look at Macbeth's transformation across the play before exploring how Shakespeare presents Macbeth as a tragic hero in Act 5, Scene 3.

20. The ending

- In this lesson, we will look at what happens in the final Act of Macbeth. We will then explore what is significant about the ending of the play.
-



**Lesson
number**

Lesson question

About the lesson

1.

Shakespeare's Romeo and Juliet: The Prologue

Pupils will learn

- In this lesson, we will be introduced to the play 'Romeo and Juliet' and we will begin to explore the central themes within this text. Our focus for the lesson will be engaging closely with the opening of the play, starting with the Prologue.

Guidance warnings

- Contains distressing content.

2.

Feuding Families

Pupils will learn

- In this lesson, we will start to explore Act 1 of Romeo and Juliet. We will focus on the methods that Shakespeare uses to establish conflict right at the start of the play.

Guidance warnings

- Contains distressing content.

3. Introducing Romeo

Pupils will learn

- In this lesson, we will explore the characterisation of Romeo. We will investigate his initial appearance on stage and consider the methods used by Shakespeare to present him to the audience.



4. Courtly love

Pupils will learn

- In this lesson, we will explore the contextual concept of courtly love. Using Romeo's early speeches in the play, we will evaluate the extent to which Romeo could be considered a typical courtly lover.

5. Introducing Juliet

Pupils will learn

- In this lesson, we will explore the characterisation of Juliet. We will explore her first appearance on stage and consider the methods used by Shakespeare to present her to the audience.

6. The lovers meet

Pupils will learn

- In this lesson, we will explore the meeting of the two lovers: Romeo and Juliet. We will consider how Shakespeare uses imagery in order to emphasise the strong passionate feelings of love that are expressed by the 'star-crossed' pair.
-

7. The balcony scene (Part 1)

Pupils will learn

- In this lesson, we will tackle the famous 'balcony scene'. We will read Act 2, Scene 2 and explore the presentation of our two protagonists as they continue to develop their relationship.



8. The balcony scene (Part 2)

Pupils will learn

- In this lesson, we will continue to explore the famous 'balcony scene'. This time we will focus on the ways in which Shakespeare employs and manipulates staging in order to help us understand and interpret Romeo and Juliet's relationship.

9. The Wedding Scene

Pupils will learn

- In this lesson, we will explore the rest of Act 2 and witness the wedding between Romeo and Juliet. We will focus on the methods of foreshadowing and dramatic irony, and the ways in which Shakespeare purposefully creates audience tension in this part of the play.
-

10. A Plague O' Both your Houses'

Pupils will learn

- In this lesson, we will explore the beginning of Act 3 and witness a terrible, violent conflict between our main characters. We will focus on the ways in which Shakespeare emphasises this conflict and how he presents the consequences that it has.

Guidance warnings

- Contains conflict or violence. Contains subject matter which individuals may find upsetting.



11. Juliet's Soliloquy

Pupils will learn

- In this lesson, we will be exploring the soliloquy performed by Juliet in Act 3, Scene 2 in detail. Considering Juliet's characterisation across the play, we will unpack and explore the methods used by Shakespeare in this key speech to present the emotional development of her character.

12. Banishment

Pupils will learn

- In this lesson, we will explore the presentation of Romeo in Act 3, Scene 3 as well as unpacking his developing characterisation within the play overall. We will focus on the ways in which Shakespeare emphasises the emotional and melodramatic aspects of his nature and why he might do this.
-

13. The morning after the wedding Night

Pupils will learn

- In this lesson, we return to the method of foreshadowing and explore how Shakespeare manipulates this method in Act 3, Scene 5. We will read the scene in detail and consider the intended impact that Shakespeare wishes this dialogue to have on his audience at this point in the play.



14. Lord Capulet and the Patriarchy

Pupils will learn

- In this lesson, we will explore the characterisation of Lord Capulet (Juliet's father) and consider how he reflects social and historical ideas around patriarchy in the Elizabethan period. We will spend some time unpacking the language used in Act 3, Scene 5 and the intended impressions of his character created by Shakespeare.

15. The Friar's plan

Pupils will learn

- In this lesson, we will explore the characterisation of Friar Laurence and consider how Shakespeare presents his character to reflect the Elizabethan social and historical context. We will review the Friar's role in the play so far and consider his particular importance in Act 4.
-

16. Juliet's 'Death'

Pupils will learn

- In this lesson, we will explore another extended soliloquy performed by Juliet's character in Act 4, Scene 3. At this stage in the play, we will closely consider the methods that Shakespeare is using to exaggerate and emphasise elements of Juliet's characterisation, and his potential reasons for doing so.



17. I Defy Thee, Stars!

Pupils will learn

- In this lesson, we will explore the theme of fate as it is presented in Act 5, Scene 1. We will look closely at Shakespeare's presentation of this theme, with reference to social and contextual ideas and intended impact on the audience.

18. The Lovers' Tragic End

Pupils will learn

- In this lesson, we will explore one of the final moments of the play - the tragic deaths of Romeo and Juliet. We will consider the language used to present the tragic nature of the two 'star-crossed' lovers and comment on the audience's sympathetic response.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-

19. The Reconciliation

Pupils will learn

- In this lesson, we will explore the final part of the tragedy of Romeo and Juliet. We will consider the significance of the ending and consider the didactic message of the play. What was Shakespeare's ultimate intention in ending his text in this way?



20. Love and conflict

Pupils will learn

- In this lesson, we will look carefully at the two central themes of Romeo and Juliet: love and conflict. By reviewing the key events of the play, from the Prologue to the final reconciliation, we will further explore Shakespeare's intended impact on the audience and what he wanted them to learn about these enduring themes.
-



Lesson number	Lesson question	Pupils will learn
1.	Class, Capitalism and Socialism: 1912-1946	<ul style="list-style-type: none">In this lesson, we will explore the political changes and the class changes that occurred between 1912 and 1946. We also begin to explore political and social class in the play 'An Inspector Calls'.
2.	Priestley's background	<ul style="list-style-type: none">In this lesson, we will focus on Priestley's own experiences and how these experiences influenced his writing.
3.	Staging the Play: Set design and stage directions	<ul style="list-style-type: none">In this lesson, we will focus on Priestley's use of set design, props and lighting to reveal the key traits of the Birling family.
4.	Character introductions	<ul style="list-style-type: none">In this lesson, we will explore the relationship dynamics that are presented in the early stages of the play. We will look at key terms, such as supremacy, hostility and patriarchy, and then look at various key character pairs. Within those pairs, we will consider what the dynamic is of each relationship.



5. Mr Birling's perspective

- In this lesson, we will focus on the character of Mr. Birling and explore what Priestley suggests about capitalism by looking at Mr. Birling's speeches.
-

6. Introduction of the Inspector

- In this lesson, we will explore the ways in which Priestley establishes the authority of the Inspector. We will also look at stage directions and the Inspector's early interactions with the Birling family.
-

7. Mr Birling's interrogation

- In this lesson, we will explore how Priestley uses Mr. Birling to convey capitalist ideology. We will then consider what this reveals about Priestley's views about the attitudes of the bourgeoisie.
-

8. Sheila's interrogation

- In this lesson, we will explore Sheila's reaction to the Inspector's interrogation. We will also learn the words 'dehumanise' and 'morality' before exploring the role of women within early twentieth century capitalism.
-

9. Sheila reflects and changes

- In this lesson, we will explore how the character of Sheila changes during the play. We will learn the key words 'impressionable' and 'assertive', and continue to explore contextual information about the position of women in the early twentieth century.
-



10. Mrs Birling and her children

- In this lesson, we will explore the character of Mrs. Birling and the relationship that she has with her children throughout the play.
-

11. Gerald's interrogation

- In this lesson, we will explore Gerald's involvement with Eva Smith and how Priestley presents his character throughout the play.
-

12. Mrs Birling's interrogation

- In this lesson, we will explore the Inspector's interrogation of Mrs. Birling and her reaction to this.
-

13. Mrs Birling blames the father

- In this lesson, we will explore how Mrs. Birling rejects any responsibility for Eva Smith's death and blames the father of her child.
-

14. Eric's interrogation

- In this lesson, we will explore the Inspector's interrogation of Eric towards the end of the play. We will look at key aspects of Eric's character, such as his objectification of women, and then consider how his character develops during the play.
-



15. The Inspector's final speech

- In this lesson, we will explore Inspector Goole's final speech and analyse how Priestley presents his key messages to the audience.
-

16. The family look to blame

- In this lesson, we will explore the impact that the Inspector has on the Birlings, focussing on the deterioration of the relationships within the family. We will understand how this is used in order to convey a message about societal change.
-

17. The generational divide

- In this lesson, we will explore the way in which the different generations within society are embodied by members of the Birling family. We will understand the manner in which Priestley portrays this in order to encourage his audience to reject outdated traditional attitudes in favour of his progressive social agenda.
-

18. The Inspector's identity

- In this lesson, we will explore the significance of the true identity of the Inspector, and how this is cast into doubt in the final exchanges of the play. We will understand the significance of this in terms of the resistance of certain groups in society to the change envisioned by Priestley.
-

19. Hope for change and the younger generation

- In this lesson, we will explore the way in which Priestley presents the transformation of the characters of the younger generation and the older generation. We will understand the significance of the character arcs of Mr. Birling and Sheila in terms of creating a sense of optimism for the future in the form of the younger generation.



20. Collective social responsibility and class

- In this lesson, we will explore the way in which Priestley conveys his socialist agenda. We will focus on three key moments which are crucial in conveying this message and gain an understanding of the way in which Priestley seeks to use the play to enact systemic change.
-



**Lesson
number**

Lesson question

About the lesson

1.

Britain in the 1980s

Pupils will learn

- In this lesson, we will begin to explore the context behind 'Blood Brothers', focussing on the time period of the 1980s and the challenges this decade brought to working class people.

2.

Russell's background

Pupils will learn

- In this lesson, we will begin to explore Russell's background and how this influenced his writing of the play 'Blood Brothers'.

3.

The musical form & staging

Pupils will learn

- In this lesson, we will gain an understanding of the musical as an art form and how this form is significant to the play 'Blood Brothers'.



4. The Prologue

Pupils will learn

- In this lesson, we will gain an understanding of the key information learned within the prologue, as well as its importance in establishing the tragic structure of the play.
-

5. Mrs. Johnstone

Pupils will learn

- In this lesson, we will be introduced to the character of Mrs. Johnstone. We will focus on how Russell chooses to characterise Mrs. Johnstone in the opening of the play.
-

6. Mrs. Lyons

Pupils will learn

- In this lesson, we will be introduced to the character of Mrs. Lyons. We will explore how Mrs. Lyons is characterised in the opening of the play, and consider how and why Russell contrasts this character with Mrs. Johnstone.
-

7. The Pact is made

Pupils will learn

- In this lesson, we will build on our understanding of the characters of Mrs. Lyons and Mrs. Johnstone by gaining an understanding of the pact they make and their motivations for doing this.
-



8. Class & power

Pupils will learn

- In this lesson, we will be seeking to gain an understanding of the factors that give Mrs. Lyons power over Mrs. Johnstone, and how she uses this power to manipulate Mrs. Johnstone.
-

9. The twins meet

Pupils will learn

- In this lesson, we will learn about the first meeting between Mickey and Edward. We will focus closely on how Russell creates a clear sense of difference between these characters through his use of characterisation.
-

10. Friendship across the divide

Pupils will learn

- In this lesson, we will explore the reasons why Mrs. Lyons and Mrs. Johnstone seek to keep the twins apart, focussing specifically on the importance of fate.
-

11. Social class & authority

Pupils will learn

- In this lesson, we will gain a greater understanding of the concept of social class, and will seek to understand how class may shape an individual's treatment by authority figures.
-

12. Sammy

Pupils will learn

- In this lesson, we will be introduced to the character of Sammy. We will explore how this character is used by Russell to present ideas about violence.

Guidance warnings

- Contains conflict or violence.
-

13. Education

Pupils will learn

- In this lesson, we will explore the different experiences of education that the twins Mickey and Edward have and the ways in which this education influences their adult lives. We will also look in detail at the context of education at the time the play was written.
-

14. Mrs Lyons confronts Mrs Johnstone

Pupils will learn

- In this lesson, we will focus on the part of the text in which Mrs. Lyons angrily confronts Mrs. Johnstone. We will explore Mrs. Lyons' growing paranoia and how this is linked to her loss of power.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-



15. Different paths

Pupils will learn

- In this lesson, we will explore the differences arising in the lives of the two boys as they leave school and enter the adult world. We will focus on the struggles experienced by Mickey as he loses his job, as well as the manner in which Edward is sheltered from those struggles.



16. Mickey's frustration rises

Pupils will learn

- In this lesson, we will explore Mickey's growing frustration with his life and how this dissatisfaction results in the destruction of his relationship with Edward.

17. Mickey's life spirals out of control

Pupils will learn

- In this lesson, we will focus on the part of the text where Mickey's life begins to spiral out of control. We will focus on the choices he makes which lead to this and whether he really has any power to make choices at all.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-

18. Linda, Eddie & Mickey

Pupils will learn

- In this lesson, we will focus on the part of the text where details of the affair between Edward and Linda are revealed. We will explore how this affects Mickey, and how it influences him to give up in his futile efforts to resist the tragic fate which awaits him.

Guidance warnings

- Contains distressing content.



19. A tragic end

Pupils will learn

- In this lesson, we will focus on the ending of the play. We will explore the extent to which Mickey and Edward can be interpreted as being tragic heroes as well as the message communicated by Russell through this.

Guidance warnings

- Contains conflict or violence. Contains distressing content.

20. Russell's intentions

Pupils will learn

- In this lesson, we will reflect on Russell's intention in writing the play. We will further explore the central message that he outlines in the play and the vision he has for society.
-



Lesson
number

Lesson question

Pupils will learn

1.	The natural order (Part 1)of 2	<ul style="list-style-type: none">• In this lesson, we will examine Act 1, Scene 1 and Act 2, Scene 4 in detail and examine how they highlight the importance of the natural order. We will finish the lesson by analysing and writing about how Shakespeare presents the consequences of disrupting the natural order.
2.	The natural order (Part 2/2)	<ul style="list-style-type: none">• In this lesson, we will continue to focus on how Shakespeare presents the consequences of disrupting the natural order. We will consider how Lady Macbeth disrupted the natural order and examine Act 1, Scene 5 and Act 5, Scene 9 in detail.
3.	The Supernatural (Part 1/2)	<ul style="list-style-type: none">• In this lesson, we will focus on how Shakespeare presents the consequences of engaging with the supernatural. We will examine Act 1, Scene 1 and Act 1, Scene 3 in detail.



4. The Supernatural (Part 2/2)

- In this lesson, we will continue to focus on how Shakespeare presents the consequences of engaging with the supernatural. We will look at how Act 2, Scene 1, Act 3 Scene 2, Act 3 Scene 4 and Act 5 Scene 3 all highlight the consequences of engaging with the supernatural.
-

5. The tragic hero (Part 1/2)

- In this lesson, we will focus on how Shakespeare presents Macbeth as a tragic hero and how he is contrasted with Macduff. We will look at Act 1, Scene 2 and Act 1, Scene 5 and consider how they introduce Macbeth as a tragic hero.
-

6. The tragic hero (Part 2/2)

- In this lesson, we will explore further how Shakespeare presents Macbeth as a tragic hero. We will also look at how he is presented in contrast to Malcolm. We will then look at Act 4, Scene 2 and Act 5, Scene 9 to explore how Macbeth is presented as a tragic hero.
-

7. Macbeth and Lady Macbeth (Part 1/2)

- In this lesson, we will explore how Shakespeare presents the changes in Macbeth's and Lady Macbeth's characters over the course of the play by looking in detail at Act 1, Scene 5 and Act 2, Scene 2.
-



8. Macbeth and Lady Macbeth (Part 2/2)

- In this lesson, we will continue to explore how Shakespeare presents the changes in Macbeth's and Lady Macbeth's characters over the course of the play by looking in detail at Act 1, Scene 5 and Act 3, Scene 4.
-

9. Banquo and Macduff (Part 1/2)

- Over two lessons, we will explore how Shakespeare presents Banquo, Macduff and King Duncan as contrasts to Macbeth. In the first lesson we will examine Banquo and his role in the play by looking at Act 1, Scene 3, Act 2, Scene 1, Act 3, Scene 1 and Act 3 Scene 4.
-

10. Banquo and Macduff (Part 2/2)

- This is the second lesson where we will explore how Shakespeare presents Banquo, Macduff and King Duncan in contrast to Macbeth. In this lesson, we will examine King Duncan and Macduff and how they expose weaknesses in Macbeth's character. We will look at a five key moments to help us to explore the contrast between the characters in depth.
-

11. The witches (Part 1/2)

- In this lesson, we will explore the purpose of the witches and the many roles they play in 'Macbeth'. In addition to this, we will examine Act 1, Scene 1 and Act 3, Scene 5 in detail to help us explore the witches' role in the play.
-

12.

The witches (Part 2/2)

- In this lesson, we will continue to explore the purpose of the witches by looking at Act 4, Scene 1 and Act 5, Scene 8.
-





Lesson number	Lesson question	Pupils will learn
1.	Romeo (Part 1)	<ul style="list-style-type: none">In this lesson, we will revisit the character of Romeo and consider how Shakespeare presents his character across the whole play. We will explore some of his key relationships in the text and consider some of the most important moments of his character's development.
2.	Romeo (Part 2)	<ul style="list-style-type: none">In this lesson, we will continue to explore Romeo's characterisation across the play. We will learn about the 'tragic hero' and consider the extent to which Shakespeare has presented Romeo as a typical tragic hero.
3.	Juliet (Part 1)	<ul style="list-style-type: none">In this lesson, we will revisit Juliet's character and consider how Shakespeare presents her across the play. We will explore key contextual ideas and consider to what extent Juliet can be considered to be a 'typical' Elizabethan woman.



4. Juliet (Part 2)

- In this lesson, we continue to explore Juliet's characterisation across the play. We will consider her relationships with other key characters and comment on the development and metamorphosis of her character from Act 1 to Act 5.
-

5. Benvolio and Tybalt (Part 1)

- In this lesson, we will explore the characterisation of Benvolio. We will consider Shakespeare's use of flat characterisation, and how he purposefully constructs Benvolio's character in order to create a sense of contrast within the narrative.
-

6. Benvolio and Tybalt (Part 2)

- In this lesson, we will continue to explore flat characterisation used by Shakespeare, this time considering the character of Tybalt. We will comment on the central character traits that Tybalt demonstrates in the narrative, and consider the lesson that an audience can learn from this.
-

7. Love (Part 1)

- In this lesson, we will explore how Shakespeare presents the theme of love in Romeo and Juliet. We will consider the literary method of motif, and examine how this is used by Shakespeare to demonstrate his message about love to an audience.
-



8. Love (Part 2)

- In this lesson, we will continue to explore how Shakespeare presents the theme of love in Romeo and Juliet. We will revisit the contextual Elizabethan attitudes towards love and re-examine some of the most interesting interpretations of love that Shakespeare presents across his narrative.
-

9. Conflict (Part 1)

- In this lesson, we will explore how Shakespeare presents the theme of conflict in Romeo and Juliet. We will again consider the literary method of motif, and examine how this is used by Shakespeare to demonstrate his message about conflict to an audience.
-

10. Conflict (Part 2)

- In this lesson, we will continue to explore how Shakespeare presents the theme of conflict in Romeo and Juliet. We will revisit the contextual Elizabethan attitudes towards conflict and re-examine some of the most interesting interpretations of conflict that Shakespeare presents across his narrative.
-

11. Fate (Part 1)

- In this lesson, we will explore how Shakespeare presents the theme of fate in Romeo and Juliet. We will again revisit the literary method of motif, and examine how this is used by Shakespeare to demonstrate his message about fate to an audience.
-

12.

Fate (Part 2)

- In this lesson, we will continue to explore how Shakespeare presents the theme of fate in *Romeo and Juliet*. We will revisit the contextual Elizabethan attitudes towards fate and re-examine some of the most interesting interpretations of fate that Shakespeare presents across his narrative.
-





Lesson
number

Lesson question

About the lesson

1.

The Inspector (Part 1)

Pupils will learn

- In this lesson, we will explore how Priestley uses the Inspector as a catalyst designed to engineer change in the play, as well as revisiting Priestley's core message of socialism. We will also analyse Priestley's use of stagecraft and how it is used at the start and end of the play to create dramatic moments.

Guidance warnings

- Contains conflict or violence. Contains distressing content.

2.

The Inspector (Part 2)

Pupils will learn

- In this lesson, we will explore how Priestley presents the differences between Mr. Birling and the Inspector. We will revisit some key contextual knowledge about the differences between life in 1912 when the play was set and 1945 when it was written.

Guidance warnings

- Contains conflict or violence. Contains distressing content.

3. Sheila and Eric (Part 1)

Pupils will learn

- In this lesson, we will examine how Priestley presents the upper class Edwardian women by exploring Sheila's character. We will compare Sheila Birling to Eric Birling and explore her transformation as the play develops.

Guidance warnings

- Contains conflict or violence. Contains distressing content.



4. Sheila and Eric (Part 2)

Pupils will learn

- In this lesson, we will explore how Priestley presents the character of Eric Birling. We will explore how our sympathies towards Eric develop in the play, as well as revisiting contextual information about traditional gender roles in the Edwardian era.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-

5. Mr Birling

Pupils will learn

- In this lesson, we will focus on how Priestley presents the character of Mr. Birling. We will explore the character development of Mr. Birling and revise key contextual knowledge that allows us to form a developed interpretation of his character.

Guidance warnings

- Contains conflict or violence. Contains distressing content.



6. Mrs Birling

Pupils will learn

- In this lesson, we will explore Priestley's negative portrayal of Mrs. Birling. We will explore how her character develops in the play and revise key contextual knowledge that allows us to develop a detailed interpretation of her character.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-

7. Responsibility (Part 1)

Pupils will learn

- In this lesson, we will explore the central theme of the play: responsibility. We will explore how the narrative structure conveys Priestley's message of collective responsibility.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-

8. Responsibility (Part 2)

Pupils will learn

- In this lesson, we will explore how Priestley creates empathy for his message of social responsibility through the character of Eva Smith. We will explore how Eva is presented as a victim of capitalist greed.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-



9. The generational divide (Part 1)

Pupils will learn

- In this lesson, we will explore the relationship between the older and younger generations in the play. We will explore the changing dynamics between the characters by contrasting how they are presented in Act 1 and Act 3.

Guidance warnings

- Contains conflict or violence. Contains distressing content.



10. The generational divide (Part 2)

Pupils will learn

- In this lesson, we will explore how the Inspector offers an intellectual and moral authority which influences the younger Birlings as well as creating a more hopeful message for the future of society.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-

11.

Challenging class and gender (Part 1)

Pupils will learn

- In this lesson, we will explore how characters in the play challenge traditional class and gender roles. We will explore key context about gender as well as focus on the characters of Eva and Sheila as examples of women developing independence and breaking away from traditional gender roles.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-

12.

Challenging class and gender (Part 2)

Pupils will learn

- In this lesson, we will explore the rigid class structure and the character of Gerald Croft. We will explore the class structure in more detail to understand why the characters react differently to the Inspector's warning.

Guidance warnings

- Contains conflict or violence. Contains distressing content.
-





Lesson
number

Lesson question

About the lesson

1.

Mickey & Eddie (Part 1)

Pupils will learn

- In this lesson, we will revisit the characters of Mickey and Eddie, exploring three key moments from the text which reveal the different trajectories that their lives take.

2.

Mickey & Eddie (Part 2)

Pupils will learn

- In this lesson, we will continue to revisit the characters of Mickey and Eddie, exploring the significance of the ending and the message about class that these characters are used to convey.

3.

Mrs Johnstone & Mrs Lyons (Part 1)

Pupils will learn

- In this lesson, we will revisit the characters of Mrs. Johnstone and Mrs. Lyons. We will explore the significance of these characters in conveying Russell's message about social class, linking this to three key moments within the text.

Guidance warnings

- Contains conflict or violence. Contains subject matter which individuals may find upsetting.

4. Mrs Johnstone & Mrs Lyons (Part 2)

Pupils will learn

- In this lesson, we will continue to revisit the characters of Mrs. Johnstone and Mrs. Lyons. We will explore the significance of these characters in conveying Russell's message about social class, linking this to one further key moment in the text.

Guidance warnings

- Contains conflict or violence. Contains subject matter which individuals may find upsetting.



5. The Narrator (Part 1)

Pupils will learn

- In this lesson, we will revisit the character of the Narrator. We will begin to explore the primary functions that this character performs within the play.

6. The Narrator (Part 2)

Pupils will learn

- In this lesson, we will continue to revisit the character of the Narrator. We will build upon our understanding of the function that this character has within the play, exploring further how this character links to Russell's message about social class.
-

7. Class (Part 1)

Pupils will learn

- In this lesson, we will revisit the theme of social class. We will gain a clear understanding of the message that Russell conveys about the theme of class and the primary methods he uses in order to achieve this, linking this to three key moments from the play.



8. Class (Part 2)

Pupils will learn

- In this lesson, we will continue to revisit the theme of social class. We will develop our understanding of the message that Russell conveys about the theme of class, considering one further key moment linking to the impact that social class has.

9. Violence (Part 1)

Pupils will learn

- In this lesson, we will revisit the theme of violence. We will gain a clear understanding of the message that Russell communicates about the theme of violence and the manner in which he conveys this message, linking this to three key moments from the play.

Guidance warnings

- Contains conflict or violence. Contains subject matter which individuals may find upsetting.
-

10. Violence (Part 2)

Pupils will learn

- In this lesson, we will continue to revisit the theme of violence. We will develop our understanding of the message that Russell conveys about the theme of violence, linking to one further key moment from the play.

Guidance warnings

- Contains conflict or violence. Contains subject matter which individuals may find upsetting.



11. Power & Powerlessness (Part 1)

Pupils will learn

- In this lesson, we will revisit the theme of power. We will gain a clear understanding of the message that Russell communicates about the theme of power and the manner in which he conveys this message, linking this to three key moments from the play.

12. Power & Powerlessness (Part 2)

Pupils will learn

- In this lesson, we will continue to revisit the theme of power. We will develop our understanding of the message that Russell communicates about the theme of power, linking this to one further key moment from the play.
-



Lesson number	Lesson question	Pupils will learn
1.	Inside Victorian London	<ul style="list-style-type: none">In this lesson, we will begin to explore what life was like living in Victorian London and how this influenced Dickens in writing 'A Christmas Carol'.
2.	Insight into Dickens' life	<ul style="list-style-type: none">In this lesson, we will begin to explore how Dickens' personal life and experiences influenced his writing of 'A Christmas Carol'.
3.	Meeting Scrooge	<ul style="list-style-type: none">In this lesson, we will be introduced to the central character of 'A Christmas Carol', Mr. Ebenezer Scrooge. We will learn the word 'misanthropic', look at the context of poverty and greed during the industrial revolution, and then read and analyse the introduction of Scrooge in Stave 1.
4.	Scrooge, charity & poverty	<ul style="list-style-type: none">In this lesson, we will explore how Scrooge interacts with other characters and his attitudes towards charity and poverty.



5. Scrooge and London

- In this lesson, we will explore the presentation of London and Scrooge's rooms and how they are used to further develop our understanding of the character of Scrooge.
-

6. Marley's Ghost

- In this lesson, we will examine the role Marley's ghost plays in the novella. We will learn the words 'catalyst' and 'remorse' before exploring what a novella is and then analysing key extracts featuring Marley's Ghost.
-

7. The Ghost of Christmas Past

- In this lesson, we will read key extracts featuring the Ghost of Christmas Past before examining the messages conveyed through the Ghost of Christmas Past.
-

8. Scrooge in the past (Part 1)

- In this lesson, we will explore how Dickens presents Scrooge as a younger man. We will look at the concept of a 'foil' in literature, before looking at key extracts from Scrooge's past. We will then consider what Dickens reveals about Scrooge's character through these extracts..
-

9. Scrooge in the past (Part 2)

- In this lesson, we will examine some key moments in the life of Scrooge and how these moments help to shape him in the future.
-



10. The Ghost of Christmas Present

- In this lesson, we examine the messages conveyed through the Ghost of Christmas Present and consider what his role is within the novella. We will learn the words 'humility' and 'philanthropic' before looking at key extracts from Stave 3.
-

11. Scrooge in the present

- In this lesson, we examine the messages Dickens conveys through the Cratchit family. We will read two key extracts involving the Cratchits before answering a question on their role in the novella.
-

12. Family and friendship

- In this lesson, we will examine some of the ways that Dickens presents the virtues of friendship and family.
-

13. Scrooge and The Children

- In this lesson, we will examine how Dickens uses the symbolic children of Ignorance and Want.
-

14. The Ghost of Christmas Yet to Come

- In this lesson, we will examine the messages conveyed through the Ghost of Christmas Yet to Come. We will look at the concept of a moral lesson, before reading two extracts on the the Ghost of Christmas Yet to Come from Stave 4 and then we will consider what the character symbolises in the novella.
-



15. The vices of Victorian society

- In this lesson, we will examine how Dickens highlights some of the darker aspects of Victorian society. We will look in particular at the beetling shop and its occupants, before considering what they highlight about Victorian society.
-

16. The redemption of Scrooge

- In this lesson, we will learn about the concept of redemption. We will read key extracts from the future, which show different people's reactions to Scrooge's death, and then examine how these potential future events change Scrooge and move him closer to redemption.
-

17. Scrooge: A changed man

- In this lesson, we will examine how Scrooge has changed and the role the Ghost of Christmas Yet to Come has in bringing this change about.
-

18. Scrooge: A new life

- In this lesson, we will explore how Dickens shows the benefits of Scrooge's redemption in the final chapter of the novella. We will also recap our learning with respect to the literary concepts of rebirth and allegory.
-

19. Scrooge and You

- In this lesson, we will consider the ending of the novella and Dickens' messages about an individual's role in society. We will finish the lesson by writing about how the ending of the novella emphasises Dickens' message about an individual's role in society.



20. Scrooge: The messenger of Dickens

- In this lesson, we will consider how Dickens uses the structure of the novella to highlight Scrooge's redemption.
-



Lesson
number

Lesson question

About the lesson

1.

Context of the Novella

Pupils will learn

- In this lesson, we will consider some of the key contextual factors that influenced Stevenson when he was writing 'The Strange Case of Dr. Jekyll and Mr. Hyde'.

2.

Story of the Door (Part 1)

Pupils will learn

- In this lesson, we will meet the character of Mr. Utterson and consider in what ways he is a typical Victorian gentleman.

3.

Story of the Door (Part 2)

Pupils will learn

- In this lesson, we will look at how Stevenson uses language and characterisation to build tension and apprehension. In the 'Story of the Door' chapter, Mr. Enfield tells a disturbing story about a mysterious and uncivilised man who seems to have a connection with a respectable Victorian gentleman.

4. The Introduction of Hyde

Pupils will learn

- In this lesson, we will see how Utterson grows concerned about the connection between his friend Dr. Henry Jekyll and the mysterious Mr. Hyde. We will look at Stevenson's characterisation of Hyde and use of language.



5. Dr. Jekyll was quite at ease

Pupils will learn

- In this lesson, we will look at how Stevenson uses language to suggest that Jekyll is concealing the truth. In this chapter, the reader is introduced to the character of Dr. Jekyll and learns that he does not want to tell Utterson about the connection between himself and Hyde.

6. The Carew Murder Case

Pupils will learn

- In this lesson, we will look at the imagery used by Stevenson to describe a brutal attack. We will discover more about the character of Hyde and consider how Stevenson develops his mystery.

Guidance warnings

- Contains conflict or violence.
-

7. Soho and Setting

Pupils will learn

- In this lesson, we will look at how Stevenson uses the setting of Victorian London, as well as the weather, to help convey important ideas about the text.



8. Hyde's Letter

Pupils will learn

- In this lesson, we will look at one of the key themes of duality and explore how Stevenson develops some of the key characters, such as Jekyll and Hyde. We will finish by answering a question on how Jekyll's feelings about Hyde have changed following the murder.

9. Incident of Dr. Lanyon

Pupils will learn

- In this lesson, we will look at how Stevenson presents the character Dr. Lanyon. We will also look at how Stevenson builds tension and consider how he creates a sense of mystery and terror in the 'Remarkable Incident of Dr. Lanyon' chapter.

10. The Incident at the window

Pupils will learn

- In this lesson, we will look at how Stevenson builds tension through his use of language in the chapter, 'The Incident at the Window'. In this chapter, Utterson chances upon Jekyll and is horrified by what he witnesses.
-



11. The Last Night (Part 1)

Pupils will learn

- In this lesson, we will learn more about the strange goings on at Jekyll's home. We will look at how Stevenson develops mystery and tension through his use of language and characterisation.

12. The Last Night (Part 2)

Pupils will learn

- In this lesson, we will take a closer look at the characters of Poole and Utterson and we will see how Stevenson uses them to illustrate key themes and move the action forward.

Guidance warnings

- Contains distressing content.

13. Dr Lanyon's Narrative (Part 1)

Pupils will learn

- In this lesson, we look at how Stevenson uses the narrative of Dr. Lanyon to explore his character. We will learn the words 'composure' and 'decorum' before reading sections from 'The Last Night' and 'Dr. Lanyon's Narrative'.

14. Dr Lanyon's Narrative (Part 2)

Pupils will learn

- In this lesson, we will discover the true nature of Dr. Jekyll's experiments and explore what they reveal both about his character and the character of Hyde.
-



15. Henry Jekyll's Full Statement of the Case (Part 1)

Pupils will learn

- In this lesson, Stevenson gives us an insight into Jekyll's thoughts on the case. We will explore the theme of the duality of man and look at the character of Jekyll.

16. Henry Jekyll's Full Statement of the Case (Part 2)

Pupils will learn

- In this lesson, we will explore the character of Hyde and how Stevenson presents him as an individual that is free from normal social constraints.

17. Repression and Duality

Pupils will learn

- In this lesson, we will look at how Stevenson explores ideas of repression and duality through the setting and the characters.

18. Science and Religion

Pupils will learn

- In this lesson, we will look at how Stevenson explores the themes of science and religion through the characters and the plot.

19. Setting and Symbolism

Pupils will learn

- In this lesson, we will look at the importance of the settings in the novella and consider how Stevenson uses symbolism to help convey his main themes.
-

20.

Reputation and Hypocrisy

Pupils will learn

- In this lesson, we will consider how Stevenson explores ideas relating to repression and hypocrisy through the characters and language of the novella.
-





Lesson
number

Lesson question

Pupils will learn

1.

London' by William Blake

- In this lesson, we will explore the meaning and key ideas presented in William Blake's poem 'London'. You will be provided with key information about the context of the poem to help you understand Blake's motivations for writing it.

2.

London': Language, Form and Structure

- In this lesson, we are going to examine some of the ways Blake uses language, form and structure to create meaning within the poem. We will be focusing specifically on Blake's ideas about power.

3.

Ozymandias' by Percy Bysshe Shelley

- In this lesson, we will explore the meaning and key ideas of Percy Bysshe Shelley's poem 'Ozymandias' (1818). You will be provided with key information about the context of the poem to help understand Shelley's motivations for writing it.



4. Ozymandias': Language, Form and Structure

- In this lesson, we will examine some of the ways Shelley uses language and form to create meaning within the poem. We will be focusing specifically on how the theme of power is presented by Shelley.
-

5. My Last Duchess' by Robert Browning

- In this lesson, we will explore the meaning and key ideas presented in Robert Browning's poem 'My Last Duchess' (1842). You will be provided with key information about the meaning of the poem to help develop your understanding of this 19th century text.
-

6. My Last Duchess': Language, Form and Structure

- In this lesson, we will examine some of the ways Browning uses language and form to present the Duke. We will be focusing specifically on how Browning presents ideas about control.
-

7. The Charge of the Light Brigade' by Alfred Lord Tennyson

- In this lesson, we will explore how the soldiers are presented in Alfred Lord Tennyson's poem 'The Charge of the Light Brigade'. You will be provided with key contextual information to help you to understand Tennyson's motivations for writing it.
-

8. The Charge of the Light Brigade': Language, Form and Structure

- In this lesson, we will examine the ways Tennyson uses language, form and structural features to present the theme of heroism in the poem.
-



9. Exposure (Part 1)

- In this lesson, we will explore the key ideas in Wilfred Owen's poem 'Exposure' (1918). You will be provided with key contextual information about the poem to help to develop your understanding about its meaning. This poem depicts the harsh conditions of trench warfare in the First World War.

10. Exposure': Language, Form and Structure

- In this lesson, we will examine some of the ways Owen uses language, form and structural features to present the themes of suffering, and present ideas about the power of nature in the poem.

11. Poppies' by Jane Weir

- In this lesson, we will explore the key ideas in Jane Weir's poem 'Poppies' (2009). Weir presents the deep suffering experienced by a mother who has lost her son to war. You will be provided with key information about the meaning of the poem to help to develop your understanding of this text.

12. Poppies (Part 2)

- In this lesson, we will examine some of the ways Weir uses language, form and structural features to present the idea of loss in 'Poppies'.
-



- 13. Tissue' by Imtiaz Dharker**
- In this lesson, we will explore the meaning and key ideas of Imtiaz Dharker's poem 'Tissue' (2006). You will be provided with key information about the meaning of the poem to help to develop your understanding of the text.
-
- 14. Tissue': Language, Form and Structure**
- In this lesson, we will examine some of the choices of language, form and structure Dharker has made to convey ideas about power in the poem 'Tissue'.
-
- 15. The Emigrée' by Carol Rumens**
- In this lesson, we will explore the meaning and key ideas of Carol Rumens' poem 'The Emigrée' (1993). You will be provided with key information on the poem to help to develop your understanding of the meaning of it.
-
- 16. The Emigrée': Language, Form and Structure**
- In this lesson, we will examine some of the choices of language, form and structure which Rumens has used to convey ideas about identity in the poem 'The Emigrée'.
-
- 17. Checking Out Me History' by John Agard**
- In this lesson, we will explore the meaning and key ideas in John Agard's poem 'Checking Out Me History'. You will be provided with key information to help to develop your understanding of the meaning of the poem.
-

18.

Checking Out Me History': Language, Form and Structure

- In this lesson, we will examine some of the choices of language, form and structure Agard has made to convey his ideas about identity in the poem 'Checking Out Me History'.
-





Lesson
number

Lesson question

Pupils will learn

1.

Redemption (Part 1)

- In this lesson, we will revisit Stave 1 of 'A Christmas Carol'. We will understand how Dickens structures the text to show Scrooge's transformation and present the theme of redemption.

2.

Redemption (Part 2)

- In this lesson, we will look at Stave 5 to understand how Dickens shows the impact of redemption on Scrooge's life. We will explore Dickens' characterisation of Scrooge in Stave 5 and how he has changed from being miserly and callous to being kind and generous.

3.

Social responsibility and charity (Part 1)

- In this lesson, we will explore why Dickens believed that social responsibility and charity were essential to improving society. We will explore how Dickens portrays Scrooge as ignorant and in need of education at the start of the novella.



- 4. Social responsibility and charity (Part 2)**
- In this lesson, we will look at how Dickens uses the characters of Ignorance and Want to symbolise the suffering of the poor. We will understand how Dickens creates a stark warning for wealthy members of society to take responsibility for those in most need of help and support.
-

- 5. Family and friendship (Part 1)**
- In this lesson, we will explore how Dickens shows the importance of the Christian values of generosity and goodwill. We will understand how Dickens shows that family and friendship is central to the Christian message of Christmas.
-

- 6. Family and friendship (Part 2)**
- In this lesson, we will explore how Dickens shows the importance of the Christian values of forgiveness and kindness. We will understand how Dickens uses Fred's character to show how relationships and family are more valuable than wealth and profit.
-

- 7. Scrooge (Part 1)**
- In this lesson, we will explore how Dickens uses Scrooge to present ideas about the need for change. We will explore how avarice is presented as a damaging and destructive force.
-



8. Scrooge (Part 2)

- In this lesson, we will explore how Dickens shows us the consequences of Scrooge's materialistic and avaricious pursuits in life. We will glimpse into the future with the Ghost of Christmas Yet to Come and we will finally see Scrooge fully recognise the error of his ways.
-

9. The Spirits (Part 1)

- In this lesson, we will explore the function of the ghosts in the novella. We will learn how Dickens uses the theme of the supernatural to create tension and suspense, as well as to teach Scrooge important moral lessons.
-

10. The Spirits (Part 2)

- In this lesson, we will explore how Dickens uses the Ghost of Christmas Present to teach Scrooge about the importance of generosity and Christmas spirit. We learn how Dickens creates an uplifting and positive message about the importance of Christmas.
-

11. The Cratchits (Part 1)

- In this lesson, we will understand how Dickens challenges society's views of the poor through his sympathetic portrayal of the Cratchits. We will explore how Dickens uses the Cratchit family to gain support for the plight of the poor.
-

12.

The Cratchits (Part 2)

- In this lesson, we will understand how Dickens criticises the Poor Laws through the character of Scrooge. We will learn about the importance of Tiny Tim and how the end of the novella gives hope to all Victorians that society can be improved through the Christmas message of charity and benevolence.
-





Lesson
number

Lesson question

Pupils will learn

-
- | | | |
|-----------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Repression and duality (Part 1) | <ul style="list-style-type: none">• In this lesson, we will revisit the theme of repression and duality in the novel, considering how Stevenson uses Jekyll's downfall to present his message that mankind has a dual nature and people should accept their inner evil. |
| 2. | Repression and duality (Part 2) | <ul style="list-style-type: none">• In this lesson, we will revisit the theme of repression and duality in the novel, considering how Stevenson uses Utterson's repression to represent the pressure put on Victorian gentlemen and the setting of Victorian London to reflect the duality across the novella. |
| 3. | Science and religion (Part 1) | <ul style="list-style-type: none">• In this lesson, we will revisit the theme of science and religion in the novel, considering how Stevenson uses Dr. Lanyon to present the conflict between religion and scientific advancements in the Victorian era. |
-



4. Science and religion (Part 2)

- In this lesson, we will revisit the theme of science and religion in the novel, considering how Stevenson uses Hyde's creation to play on Victorian readers' fears about new scientific advancement.
-

5. Settings and the Gothic (Part 1)

- In this lesson, we will revisit how Stevenson uses elements of the Gothic in his setting to evoke fear.
-

6. Settings and the Gothic (Part 2)

- In this lesson, we will revisit how the setting is presented and how Stevenson uses the setting to comment on the repressive society.
-

7. Dr Jekyll (Part 1)

- In this lesson, we will revisit the character of Dr. Jekyll in the first half of the novella, considering how Stevenson uses him to demonstrate the pressures placed on Victorian gentlemen to conform.
-

8. Dr Jekyll (Part 2)

- In this lesson, we will revisit the character of Dr. Jekyll, specifically focusing on his downfall in chapters 7-10. We will consider how Stevenson uses this downfall to comment on Victorian society and human nature.
-



9. Mr Hyde (Part 1)

- In this lesson, we will revisit the character of Mr. Hyde, considering how Stevenson presents him as primitive and merciless, using him to spark fears of scientific advancement.
-

10. Mr Hyde (Part 2)

- In this lesson, we will revisit the character of Mr. Hyde, considering how Stevenson presents him as an embodiment of mankind's innate evil and uses him to demonstrate that we should all accept our duality.
-

11. Mr Utterson and Dr Lanyon (Part 1/2)

- In this lesson, we will revisit the character of Utterson and analysing how Stevenson presents him as a representative of all Victorian gentlemen.
-

12. Mr Utterson and Dr Lanyon (Part 2/2)

- In this lesson, we will revisit the character of Dr. Lanyon, considering how Stevenson uses him to present the conflict between religion and scientific advancements in the Victorian era.
-



Lesson
number

Lesson question

About the lesson

1.

'When We Two Parted' (1816) Lord Byron (1788 - 1824)

Pupils will learn

- In this lesson, we will explore the key messages and meanings in Lord Byron's poem 'When We Two Parted'. The lesson will cover key context linked to Lord Byron and the poem.

2.

'When We Two Parted' Language, Form, and Structure

Pupils will learn

- In this lesson, we will explore how Byron used language, form and structure to convey ideas about love in the poem 'When We Two Parted'.

3.

'Love's Philosophy' (1819) Percy Bysshe Shelley (1792 - 1822)

Pupils will learn

- In this lesson, will explore the key messages and meanings in the poem 'Love's Philosophy.' It will cover key contexts linked to the era in which it was written and key information about Shelley's life and his motivations for writing the poem.



4.	Love's Philosophy' Language, Form, and Structure	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will explore the language, form and structure within the poem 'Love's Philosophy' by Percy Shelley.
<hr/>			
5.	Sonnet 29' or 'I think of thee!' (1846) Elizabeth Barrett Browning (1806 - 1861)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will explore the key messages and meanings in 'Sonnet 29' or 'I think of thee!' by Elizabeth Barrett Browning. We will cover key context linked to Barrett Browning and the poem.
<hr/>			
6.	Sonnet 29' or 'I think of thee!' (1846) Elizabeth Barrett Browning (1806 - 1861)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will explore how Barrett Browning has used language, form and structure to explore ideas about love in 'Sonnet 29' or 'I think of thee!'
<hr/>			
7.	Porphyria's Lover' (1836) Robert Browning (1812 - 1889)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will explore the key messages and meanings in Robert Browning's poem 'Porphyria's Lover'. We will examine the key context linked to Browning and the poem to help to develop our understanding of the text.
			Guidance warnings
			<ul style="list-style-type: none">• Contains conflict or violence.



8.	Porphyria's Lover' Language, Form, and Structure	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will explore how Browning has used language, form and structure to present ideas about possession in 'Porphyria's Lover'. Guidance warnings <ul style="list-style-type: none">• Contains conflict or violence.
9.	Neutral Tones (Part 1)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will explore the key meaning and messages in the poem 'Neutral Tones.' We will also explore key contexts linked to Thomas Hardy and the Victorian era.
10.	Neutral Tones' Language, Form, and Structure	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will explore the poem 'Neutral Tones' by Thomas Hardy by focusing on the language, form and structure of the poem.
11.	Winter Swans' (2005) Owen Sheers (1974)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will explore the theme of love in the poem 'Winter Swans' by Owen Sheers. We will focus on exploring the key meanings and messages within the poem.

12. Winter Swans (Part 2)

Pupils will learn

- In this lesson, we will focus on how Owen Sheers explores the theme of love in his poem 'Winter Swans.' We will closely focus on the language, form and structure of the poem.



13. The Farmer's Bride' (1912) Charlotte Mew (1869 - 1928)

Pupils will learn

- In this lesson, we will focus on the poem 'The Farmer's Bride' by Charlotte Mew. We will explore key contextual factors and key meanings within the poem.

Guidance warnings

- Contains depictions of discriminatory behaviour.

14. The Farmer's Bride (Part 2)

Pupils will learn

- In this lesson, we will continue to focus on the poem 'The Farmer's Bride' by Charlotte Mew. We will closely focus on the language, form and structure of the poem.

Guidance warnings

- Contains depictions of discriminatory behaviour.
-



-
- 15.** **'Before You Were Mine' (1993) Carol Ann Duffy (1955)** **Pupils will learn**
- In this lesson, we will explore the meaning of Carol Ann Duffy's poem 'Before you were mine'. You will be provided with key information on the context of the poem and the meanings of important moments within it.
-
- 16.** **'Before You Were Mine' Language, Form, and Structure** **Pupils will learn**
- In this lesson, we are going to take a closer look at the language, form and structure Duffy uses to create meaning within 'Before you were mine'. We will be focusing specifically on the theme of family relationships in our analysis.
-
- 17.** **'Eden Rock' (1988) Charles Causley (1917 - 2003)** **Pupils will learn**
- In this lesson, we will explore the key meanings and messages in the poem 'Eden Rock' by Charles Causley.
-
- 18.** **'Eden Rock' Language, Form, and Structure** **Pupils will learn**
- In this lesson, we will further explore the poem 'Eden Rock' by Charles Causley, focusing on language, form and structure within the poem.
-



Lesson
number

Lesson question

About the lesson

1.

The Charge of the Light Brigade' by Alfred Lord Tennyson

Pupils will learn

- In this lesson, we will explore how the soldiers are presented in Alfred Lord Tennyson's poem 'The Charge of the Light Brigade'. You will be provided with key contextual information to help you to understand Tennyson's motivations for writing it.

2.

The Charge of the Light Brigade': Language, Form and Structure

Pupils will learn

- In this lesson, we will examine the ways Tennyson uses language, form and structural features to present the theme of heroism in the poem.

3.

Exposure (Part 1)

Pupils will learn

- In this lesson, we will explore the key ideas in Wilfred Owen's poem 'Exposure' (1918). You will be provided with key contextual information about the poem to help to develop your understanding about its meaning. This poem depicts the harsh conditions of trench warfare in the First World War.



4. Exposure!: Language, Form and Structure

Pupils will learn

- In this lesson, we will examine some of the ways Owen uses language, form and structural features to present the themes of suffering, and present ideas about the power of nature in the poem.
-

5. The Man He Killed (Part 1)

Pupils will learn

- In this lesson, we will explore the meaning of Thomas Hardy's poem 'The Man He Killed'. You will be provided with key information on the context of the poem and the meanings of important moments within it.
-

6. The Man He Killed (Part 2)

Pupils will learn

- In this lesson, we are going to take a closer look at the language, form and structure Hardy uses to create meaning within the poem 'The Man He Killed'. We will be focusing specifically on the theme of conflict in our analysis.
-

7. Poppies' by Jane Weir

Pupils will learn

- In this lesson, we will explore the key ideas in Jane Weir's poem 'Poppies' (2009). Weir presents the deep suffering experienced by a mother who has lost her son to war. You will be provided with key information about the meaning of the poem to help to develop your understanding of this text.
-



8. Poppies (Part 2)

Pupils will learn

- In this lesson, we will examine some of the ways Weir uses language, form and structural features to present the idea of loss in 'Poppies'.
-

9. A Poison Tree (Part 1)

Pupils will learn

- In this lesson, we will explore the meaning of William Blake's poem 'A Poison Tree'. You will be provided with key information on the context of the poem and the meanings of important moments within it.
-

10. A Poison Tree (Part 2)

Pupils will learn

- In this lesson, we are going to take a closer look at the language, form and structure Blake uses to create meaning within the poem 'A Poison Tree'. We will be focusing specifically on the theme of strong feelings in our analysis.
-

11. What Were They Like? (Part 1)

Pupils will learn

- In this lesson, we will explore the meaning of Levertov's poem 'What were they like?' You will be provided with key information on the context of the poem and the meanings of important moments within it.

Guidance warnings

- Contains conflict or violence.
-

12.

What Were They Like? (Part 2)

Pupils will learn

- In this lesson, we are going to take a closer look at the language, form and structure Levertov uses to create meaning in the poem 'What were they like?'

Guidance warnings

- Contains conflict or violence.
-





Lesson
number

Lesson question

Pupils will learn

-
- | Lesson number | Lesson question | Pupils will learn |
|---------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | London' by William Blake | <ul style="list-style-type: none">• In this lesson, we will explore the meaning and key ideas presented in William Blake's poem 'London'. You will be provided with key information about the context of the poem to help you understand Blake's motivations for writing it. |
| 2. | London': Language, Form and Structure | <ul style="list-style-type: none">• In this lesson, we are going to examine some of the ways Blake uses language, form and structure to create meaning within the poem. We will be focusing specifically on Blake's ideas about power. |
| 3. | Nothing's Changed (Part 1) | <ul style="list-style-type: none">• In this lesson, we will explore how Tatamkhulu Afrika presents his feelings about life in South Africa following the end of apartheid in the poem 'Nothing's Changed'. |
| 4. | Nothing's Changed (Part 2) | <ul style="list-style-type: none">• In this lesson, we will analyse the language, structure and form of 'Nothing's Changed' and consider how the thoughts and feelings of the speaker are presented through the poet's methods. |
-



5. Hurricane Hits England (Part 1)

- In this lesson, we will explore how Grace Nichols presents her thoughts and feelings about experiencing a hurricane in her new home in the poem 'Hurricane Hits England'.
-

6. Hurricane Hits England (Part 2)

- In this lesson, we will analyse the language, structure and form of 'Hurricane Hits England' and consider how the thoughts and feelings of the speaker are presented through the poet's methods.
-

7. Presents From My Aunt in Pakistan (Part 1)

- In this lesson, we will explore how Moniza Alvi presents her thoughts and feelings about receiving gifts from abroad and the ways they reflect aspects of her identity in the poem 'Presents From My Aunt in Pakistan'.
-

8. Presents From My Aunt in Pakistan (Part 2)

- In this lesson, we will analyse the language, structure and form of 'Presents From My Aunt in Pakistan' and consider how the thoughts and feelings of the speaker are presented through the poet's methods.
-

9. Composed Upon Westminster Bridge (Part 1)

- In this lesson, we will explore the meaning of William Wordsworth's poem 'Composed Upon Westminster Bridge'. You will be provided with key information about the context of the poem and the meanings of important moments within it.
-

10. Composed Upon Westminster Bridge (Part 2)

- In this lesson, we will analyse the language, structure and form of 'Composed upon Westminster Bridge', specifically focussing on how London is presented through the poet's methods.



11. To Autumn (Part 1)

- In this lesson, we will explore the meaning of John Keats' poem 'To Autumn'. You will be provided with key information on the context of the poem and the meanings of important moments within it.

12. To Autumn (Part 2)

- In this lesson, we will analyse the language, structure and form of 'To Autumn', specifically focussing on how the theme of nature is presented.
-



Lesson
number

Lesson question

Pupils will learn

1.	My Last Duchess' by Robert Browning	<ul style="list-style-type: none">• In this lesson, we will explore the meaning and key ideas presented in Robert Browning's poem 'My Last Duchess' (1842). You will be provided with key information about the meaning of the poem to help develop your understanding of this 19th century text.
2.	My Last Duchess': Language, Form and Structure	<ul style="list-style-type: none">• In this lesson, we will examine some of the ways Browning uses language and form to present the Duke. We will be focusing specifically on how Browning presents ideas about control.
3.	Neutral Tones (Part 1)	<ul style="list-style-type: none">• In this lesson, we will explore the key meaning and messages in the poem 'Neutral Tones.' We will also explore key contexts linked to Thomas Hardy and the Victorian era.
4.	Neutral Tones' Language, Form, and Structure	<ul style="list-style-type: none">• In this lesson, we will explore the poem 'Neutral Tones' by Thomas Hardy by focusing on the language, form and structure of the poem.



5. She Walks in Beauty (Part 1)

- In this lesson, we will explore the meaning of Lord Byron's poem 'She Walks in Beauty'. We will be provided with key information about the historical background of the poem and look at key moments within it.
-

6. She Walks in Beauty (Part 2)

- In this lesson, we are going to take a closer look at the language, form and structure Byron uses to create meaning within the poem 'She Walks in Beauty'. We will be focusing specifically on the theme of attraction in our analysis.
-

7. Sonnet 43 (Part 1)

- In this lesson, we will explore the meaning of Elizabeth Barrett Browning's poem 'Sonnet 43'. We will be provided with key information on the context of the poem and the meanings of important moments within it.
-

8. Sonnet 43 (Part 2)

- In this lesson, we are going to take a closer look at the language, form and structure Barrett Browning uses to create meaning within the poem 'Sonnet 43'. We will be focusing specifically on the theme of love in our analysis.
-



9. Valentine (Part 1)

- In this lesson, we will explore the meaning of Carol Ann Duffy's poem 'Valentine'. We will be provided with key information on the context of the poem and the meanings of important moments within it.
-

10. Valentine (Part 2)

- In this lesson, we are going to take a closer look at the language, form and structure Carol Ann Duffy uses to create meaning within the poem 'Valentine'. We will be focusing specifically on the theme of love in our analysis.
-

11. Nettles (Part 1)

- In this lesson, we will explore the meaning of Vernon Scannell's poem 'Nettles'. We will be provided with key information on the context of the poem and the meanings of important moments within it.
-

12. Nettles (Part 2)

- In this lesson, we are going to take a closer look at the language, form and structure Scannell uses to create meaning within the poem 'Nettles'. We will be focusing specifically on the theme of childhood in our analysis.
-



Lesson number	Lesson question	Pupils will learn
1.	Sonnet 43 (Part 1)	<ul style="list-style-type: none">In this lesson, we will explore the meaning of Elizabeth Barrett Browning's poem 'Sonnet 43'. We will be provided with key information on the context of the poem and the meanings of important moments within it.
2.	Sonnet 43 (Part 2)	<ul style="list-style-type: none">In this lesson, we are going to take a closer look at the language, form and structure Barrett Browning uses to create meaning within the poem 'Sonnet 43'. We will be focusing specifically on the theme of love in our analysis.
3.	Valentine (Part 1)	<ul style="list-style-type: none">In this lesson, we will explore the meaning of Carol Ann Duffy's poem 'Valentine'. We will be provided with key information on the context of the poem and the meanings of important moments within it.
4.	Valentine (Part 2)	<ul style="list-style-type: none">In this lesson, we are going to take a closer look at the language, form and structure Carol Ann Duffy uses to create meaning within the poem 'Valentine'. We will be focusing specifically on the theme of love in our analysis.



5. She Walks in Beauty (Part 1)

- In this lesson, we will explore the meaning of Lord Byron's poem 'She Walks in Beauty'. We will be provided with key information about the historical background of the poem and look at key moments within it.
-

6. She Walks in Beauty (Part 2)

- In this lesson, we are going to take a closer look at the language, form and structure Byron uses to create meaning within the poem 'She Walks in Beauty'. We will be focusing specifically on the theme of attraction in our analysis.
-

7. London' by William Blake

- In this lesson, we will explore the meaning and key ideas presented in William Blake's poem 'London'. You will be provided with key information about the context of the poem to help you understand Blake's motivations for writing it.
-

8. London': Language, Form and Structure

- In this lesson, we are going to examine some of the ways Blake uses language, form and structure to create meaning within the poem. We will be focusing specifically on Blake's ideas about power.
-



9. Ozymandias' by Percy Bysshe Shelley

- In this lesson, we will explore the meaning and key ideas of Percy Bysshe Shelley's poem 'Ozymandias' (1818). You will be provided with key information about the context of the poem to help understand Shelley's motivations for writing it.
-

10. Ozymandias': Language, Form and Structure

- In this lesson, we will examine some of the ways Shelley uses language and form to create meaning within the poem. We will be focusing specifically on how the theme of power is presented by Shelley.
-

11. To Autumn (Part 1)

- In this lesson, we will explore the meaning of John Keats' poem 'To Autumn'. You will be provided with key information on the context of the poem and the meanings of important moments within it.
-

12. To Autumn (Part 2)

- In this lesson, we will analyse the language, structure and form of 'To Autumn', specifically focussing on how the theme of nature is presented.
-



Lesson
number

Lesson question

About the lesson

1.

A Poison Tree (Part 1)

Pupils will learn

- In this lesson, we will explore the meaning of William Blake's poem 'A Poison Tree'. You will be provided with key information on the context of the poem and the meanings of important moments within it.

2.

A Poison Tree (Part 2)

Pupils will learn

- In this lesson, we are going to take a closer look at the language, form and structure Blake uses to create meaning within the poem 'A Poison Tree'. We will be focusing specifically on the theme of strong feelings in our analysis.

3.

What Were They Like? (Part 1)

Pupils will learn

- In this lesson, we will explore the meaning of Levertov's poem 'What were they like?' You will be provided with key information on the context of the poem and the meanings of important moments within it.

Guidance warnings

- Contains conflict or violence.



4. What Were They Like? (Part 2)

Pupils will learn

- In this lesson, we are going to take a closer look at the language, form and structure Levertov uses to create meaning in the poem 'What were they like?'

Guidance warnings

- Contains conflict or violence.
-

5. The Man He Killed (Part 1)

Pupils will learn

- In this lesson, we will explore the meaning of Thomas Hardy's poem 'The Man He Killed'. You will be provided with key information on the context of the poem and the meanings of important moments within it.
-

6. The Man He Killed (Part 2)

Pupils will learn

- In this lesson, we are going to take a closer look at the language, form and structure Hardy uses to create meaning within the poem 'The Man He Killed'. We will be focusing specifically on the theme of conflict in our analysis.
-

4. Learn More



Contents

These are the different sections you will find in the learn more section of the key stage 4 English long curriculum plan.

Section number	__Section content __
1.	Coherence and flexibility
2.	Knowledge organisation
3.	Knowledge selection
4.	Inclusive and ambitious
5.	Pupil engagement
6.	Motivation through learning
7.	A curriculum of quality

1. Coherence and flexibility

We strive to support schools by giving them an online education offer that can be flexible to fit alongside their existing curriculum. The units for each exam text are designed as standalone units to provide flexibility to schools as they can choose

how to sequence the units to best serve their pupils.

2. Knowledge organisation

Due to the unique nature of our online curriculum, pupils' understanding of whole texts is achieved through reading extracts, key moments, and summaries of the text. In English Literature lessons, pupils are guided through each text with 'first-teaching' units, with a focus on character, plot, form, and conventions of genre. These are followed by units which are designed to explore characters, ideas, and themes in greater depth.

Units are carefully planned and sequenced to ensure that content is interleaved: pupils revisit and apply prior education across sequences of lessons, building towards regular extended responses. Lessons follow a consistent structure to support pupils in accessing ambitious and challenging content. Lessons are framed around a 'Key Question' which pupils answer by the end of each lesson. New material is presented in small steps and pupils have opportunities in each lesson to check their work against exemplar answers. In all lessons, there is an opportunity for pupils to complete work which is a product of their own independent thinking.

3. Knowledge selection

The key stage 4 English curriculum provides online lessons for the most popular GCSE Literature texts. Our aim is that our curriculum supports all pupils in achieving success in their public examinations, whilst also preparing them for the challenges and demands of their next stage of education or training. Our knowledge rich curriculum includes the explicit teaching of vocabulary.

4. Inclusive and ambitious

We want Oak to be able to support all children. Our units are pitched so that children with different starting points can access them. Our activities are scaffolded so all children can succeed. At its core, our key stage 4 curriculum supports pupils in understanding, remembering, and applying powerful knowledge.

5. Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons.





6. Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. We seek to motivate children through our subjects. We believe that what we teach is inherently interesting, and that the joy of education is our primary motivator. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we hope to capture this in our video resources.

7. A curriculum of quality

We will judge the quality of our curriculum by its:

- **Scope:** is it appropriately broad, whilst also covering a high proportion of schools' existing curricula?
- **Coherence:** does it come together as a whole to develop a schema of understanding in pupils?
- **Sequencing:** do the lessons within units build on prior education?
- **Rigour:** are the tasks and education of an ambitious enough level?
- **Feedback:** are we open to feedback and improvement?