

Subject	English
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<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>The purpose of the English curriculum at The John Roan School is to equip students with the skills and knowledge to become confident thinkers, readers, speakers, and writers. Our students are prepared for each stage of their academic journey and the world beyond the classroom. Through the study of a range of texts written by diverse voices, students are encouraged to discuss, debate, and explore universal ideas. This curriculum has been built to inspire the young people of Greenwich. Our curriculum is revised each year to ensure the quality of our provision is challenging and built upon. It is knowledge rich and carefully sequenced so that knowledge is interleaved and mastered. Through the English curriculum, we ensure that our students are confident, passionate, articulate young people who think critically.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes. • Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration. • Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart. 	<p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: All will study a range of challenging and inspiring texts and writing forms such as pre and post 19th century drama, novels, poems. We present the ‘whole text’ to the student, so their experience is holistic. • Coherence: The curriculum is carefully sequenced according to themes, ideas, and concepts. There is opportunity for cross-curricular links such as History, Art, Drama and Geography in our curriculum. Our department shares a common curriculum to ensure all students receive high quality outcomes, the learning journey is clear and builds on skills and knowledge in each year. • Mastery: Our curriculum is designed such that knowledge is at the core of our teaching. The knowledge of our students is secured through interleaving and spaced practise. Students have opportunities to review and refine their work. • Adaptability: Our teachers carefully reflect on what scaffolding is necessary so that all students can access the learning and meet our high expectations. • Representation: All will encounter high quality texts which offer both a mirror and a window to the rich and multi-layered experiences of the world we live in. • Education with character: Through the English curriculum, we develop the whole child. Students are given many opportunities to share, reflect and learn about each other's experiences whilst recognising our shared experiences. We will empower our students to debate, discuss, be open and express themselves with confidence which will enable them to be successful members of the community.

Curriculum Overview

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
<p>Year 7</p> <p>Theme of conflict (internal/external) and coming of age</p>	<p>The Girl of Ink and Stars</p> <p>&</p> <p>Creative writing</p>	<p>To introduce the theme of conflict & coming of age in Year 7, <i>The Girl of Ink and Stars</i> is a novel which excites the imagination of the young reader. This text draws upon all the conventions of an alluring adventure novel which would have been studied at KS2 but introduces students to more complex narrative conventions such as hero/heroine, archetypes, characterisation, first-person narrative, foreshadowing, and internal/external conflict. This unit also introduces critical verbs to support analytical writing which is one of the key challenges for students in the transition from KS2 to KS3. Students also work on their creative writing skills starting with the fundamentals of creating a setting and moving on to characterisation.</p>	<p>Wolves of Willoughby Chase</p> <p>&</p> <p>Creative writing</p>	<p>Students continue with their Coming of Age and Conflict unit by reading <i>Wolves of Willoughby Chase</i> by Joan Aiken. Students will read the original text in its entirety, tracking and discussing the development of key themes, symbolism and characters across the novel. This half term is about mastery of those concepts started in the first half term such as characterisation and consolidating these in a new context. Students are taught to write more evaluatively than in the first half term. With regards to creative writing, students move from descriptive writing to creating the start of a narrative.</p>	<p>Opportunity for mastery of Autumn</p> <p>&</p> <p>Shakespeare - A Midsummer Night's Dream</p>	<p>Year 7 students spend the beginning of this half term mastering core reading and writing skills learned in the Autumn term. A bespoke refinement period is built in where teachers precisely identify and address areas that require further revision. Next, students are introduced to Shakespearean comedy through <i>A Midsummer Night's Dream</i>. Pupils will begin this unit focusing on core knowledge such as the history of Shakespeare, plot, characters and conventions of comedy before applying and analysing the play in relation to the theme of conflict.</p>	<p>Shakespeare - A Midsummer Night's Dream</p> <p>&</p> <p>Creative writing</p>	<p>Students will move on to a more in-depth study of AMND through the ideas of rule and order, patriarchy, the portrayal of women, love and types of conflict. These ideas are subsequently developed through the Social Justice theme in Year 8 and built upon by applying these to the world we live in today such as 'I am Malala' & Agard. These are important foundational concepts which will be necessary to access more complex Shakespearean texts in the rest of KS3, KS4 & KS5. Furthermore, students will continue their creative writing skills, for example, mastering the use of dialogue</p>	<p>Conflict poetry</p> <p>&</p> <p>Creative writing</p>	<p>Within this unit, students are taught key poetic terminology as a foundational basis for accessing more complex poetry later in KS3, KS4 & KS5. The concept of internal/external conflict is continued through themes such as identity. Furthermore, forms such as sonnet and monologue which were introduced prior in AMND are consolidated by looking at these explicitly in the context of poetry. Students will continue to consolidate creative writing skills learnt at the beginning of the year.</p>	<p>Anne Frank</p> <p>&</p> <p>Transactional writing</p>	<p>The text choice fulfils the English Departments vision to develop students' appreciation and love of reading. The purpose of reading this text is to widen students understanding of Non-Fiction texts and gain a wider understanding of the experiences of people both historically and currently. The scheme of work ensures students develop their skills of inference, analysis and evaluation. Students will also begin to</p>

												master their knowledge of transactional writing using the extracts as models.
Year 8 Theme of social justice	Blood Brothers & Transactional writing	As an introduction of the theme of Relationships and Social Justice, Year 8 study <i>Blood Brothers</i> by Willy Russell. Students will read the original text in its entirety, tracking, and discussing the development of key themes and characters across the play. They will be identifying and critically examining the methods used by the playwright and evaluating the impact of these methods on the audience. They will understand the contextual links and ideas around social justice based on the themes of the play. This unit links to prior learning through characterisation but builds on characterisation by exploring how this is done in a play through stage directions etc. The study of Blood Brothers has clear links to future learning of the GCSE unit An Inspector Calls, namely, how post 19 th century writers use drama to give justice a voice, and a voice to female characters. Through this idea of justice, students will begin to learn how to write persuasive speeches about related topics.	Richard III & Transactional writing	Year 8 students build on their understanding of Shakespeare from their study of <i>A Midsummer Night's Dream</i> through <i>Richard III</i> with an emphasis on the idea of justice. This unit builds on study in Year 7 with regards to the themes of power and characterisation but also consolidates literary devices taught in Year 7 such as blank verse, soliloquy, imagery etc. New knowledge that this unit focuses on is Kingship/authority, The Great Chain of Being, features of tragedy, fate vs free will and structural features which are important in building a critical foundation of Shakespeare at KS4 & KS5. Students will also continue to redraft and craft effective speeches, looking more closely at sentence structure.	Opportunity for mastery of Autumn & Social Justice Poetry	Year 8 students spend the beginning of this half term mastering core reading and writing skills learned in the Autumn term. A bespoke refinement period is built in where teachers precisely identify and address areas that require further revision. Next, students are introduced to Poetry based the theme of social justice. Pupils will begin this unit focusing on core knowledge such as establishing the meaning of the poem. Next, students will look closely at the importance, form, structure, and literary devices in a poem and how these devices help to inform meaning.	Social Justice Poetry & Creative writing	Year 8 continue to build on their knowledge of poetry and the key theme of social justice, while focusing on the theme of social justice. Students will read the poems, discussing key themes, symbolism, and context across the poems. They will be identifying and critically examining the methods used by the poets and evaluating the impact of these methods on the reader. This unit develops poetry analysis skills from Yr7 Poetry on Conflict and Power. What is great about this unit is that students study a range of poetry, contemporary and traditional and a range of forms such as sonnets and free verse. In the future, this links thematically and contextually to the Non-Fiction: Social Justice unit in Summer 2 based around <i>I Am Malala</i> . Longer term, the unit will prepare the students to analyse a broad range of poetry for GCSE Literature Paper 2 in Yr10-11 and beyond if they choose A Level English. Later, students will be introduced to forming creative writing descriptions based on settings.	Dystopian short stories & Creative writing	Students will read four dystopian short stories: <i>Examination Day</i> , <i>The Pedestrian</i> , <i>Sound of Thunder</i> and <i>The Lottery</i> . Pupils will develop their reading skills throughout the unit and then focus on developing their writing skills at the end of the unit by writing their own dystopian narrative. Follows on from key literary themes studied in the Year 8 units: Identity and Social Justice looking at characterisation, themes, and narrative structures. Develops on and re-establishes how to read and study texts practising skills such as inference, language & structural analysis, and evaluation.	Non-fiction social justice 'I am Malala' & Transactional writing	Continuing the theme of social justice in Year 8, this unit explores themes such as activism, civil rights, gender, identity in a modern context. This unit is essential in understanding the modern world that we live in outside of the literary canon. Knowledge that is being revisited is imagery but built upon to analyse how imagery can convey a particular perspective. Other new knowledge that is being introduced is autobiographical writing. It is important for students to be exposed to this at KS3 as this type of writing is prevalent in

												GCSE Language Paper 2.
Year 9	Dear Martin & Creative writing	To introduce the theme of identity & relationships, Year 9 will study <i>Dear Martin</i> . This novel is a valuable read and is a progression from their Year 8 curriculum which covered issues around themes of relationships and social justice. This novel raises political, social, and human issues that are important and relevant in society today. The novel is engaging with relevant and relatable characters, exposes students to a range of different narrative forms, which will support students in preparation for their GCSEs. Furthermore, students use the novel as a stimulus to create a story opening which focuses on foreshadowing, combining their study in Year 7 of foreshadowing and story openings in Year 8.	Romeo & Juliet & Transactional writing	Students will continue with the theme of 'identity & relationships' through the study of <i>Romeo and Juliet</i> by William Shakespeare. Students will draw upon their knowledge of the themes of power, gender, and social pressure in the Elizabethan context. The understanding of gender roles is an important basis for understanding Shakespeare at KS4 & 5. Pupils will have an opportunity to consolidate their learning around the conventions of a Shakespearean play from Year 7 and build on their knowledge and skills through the theme of tragedy. Furthermore, students will be encouraged to empathise with the voice of the characters through speech writing.	Opportunity for mastery of Autumn & Poetry identity & relationships	Year 9 students spend the beginning of this half term mastering core reading and writing skills learned in the Autumn term. A bespoke refinement period is built in where teachers precisely identify and address areas that require further revision. Next, students are introduced to Poetry based the theme of identity. Pupils will begin this unit focusing on core knowledge such as establishing the meaning of the poem. Next, students will look closely at the importance, form, structure, and literary devices in a poem and how these devices help to inform meaning through more abstract concepts such as allegory.	Poetry identity & relationships & Transactional writing	This vibrant anthology of relationship poetry provides a detailed consolidation of poetry skills taught across KS3, while rigorously providing challenge to ensure all students are ready to study poetry at KS4. This unit focuses on reading poetry for meaning through big ideas and poetic devices such as extended metaphor and semantic field. It focuses on relationships and identity such as diaspora, love, death, loss. The unit builds on cultural capital by alluding to powerful women in history such as Medusa & Cleopatra. Within this unit, students will focus on the skill of comparison of poetry as a bridge to GCSE & A level. Furthermore, students will consolidate their learning of letter writing and expressing viewpoints.	Sherlock Holmes & Transactional writing	Students will read a series of short stories from Sherlock Holmes to allow students to explore Pre 1914 language in more detail. The short stories teach students about the infamous detective Holmes whilst explicitly exploring and discussing the themes of identity, remorse, crime, detection, responsibility and human nature. This follows on from key literary themes studied in Y8 on identity and social justice. Specifically looking at characterisation and short story structures as they did in Y8 Contemporary Prose – Dystopian Fiction. Furthermore, they will continue to practise their non-fiction writing skills.	Iridescent Adolescent Short stories	Continuing the theme of identity & relationships, students will delve into more complex short stories from the collection 'Iridescent Adolescent.' This unit draws upon knowledge and skills from previous units such as gender, narrative voice, characterisation, hierarchy, and dystopian conventions. New knowledge that is introduced is the concept of 'speculative fiction,' and developing a line of argument. Students will practise their

												speaking and listening skills by expressing their viewpoint on what identity means to them.
Year 10	A Christmas Carol	Year 10 students draw upon their KS3 study of Victorian context and social justice to study the pre-19 th century component of their GCSE exams.	Power and Conflict Poetry Anthology & Unseen Poetry	Year 10 students draw upon their KS3 study of war and conflict, social justice, and relationships poetry to study their GCSE anthology poetry - Power and Conflict and Unseen Poetry.	Essay writing Macbeth & A Christmas Carol	Year 10 students spend the beginning of this half term mastering core knowledge and skills learned in the Autumn term. A bespoke refinement period is built in where teachers precisely identify and address areas that require further revision. Next, Year 10 students consolidate their analytical abilities through an essay writing focus of A Christmas Carol in preparation for their full text study of Macbeth.	Macbeth	Year 10 students complete their full-text study of Macbeth and develop their analytical fluency as they build their essay writing abilities. Students will consolidate their learning of tragedy, gender, patriarchy, and power through their study of Shakespeare.	Language Paper 1	In this half-term Year 10 students also apply the language skills developed across KS3 for the study of their English Language Paper 1. Students will consolidate their learning of characterisation and narrative.	An Inspector Calls	Year 10 students consolidate their KS3 understanding of authorial intent through their study of the GCSE text An Inspector Calls. Students will consolidate their knowledge of the conventions of drama and justice as they study this play as part of their modern drama component.
Year 11	An Inspector Calls Language Paper 2	Year 11 students will revise their study of An Inspector Calls. They will go on to apply complex analytical lenses such as feminism, Marxism, and political theory to advance their understanding of the play. Students will consolidate their knowledge of the conventions of drama and justice as they study this play as part of their modern drama component. In this half-term Year 11 students also apply the language skills developed	Power & Conflict Poetry Anthology Revision	Year 11 students will revise their study of the Power & Conflict Anthology. They will go on to apply complex analytical lenses drawn upon in KS3 such as identity, relationships, power, gender & conflict to advance their understanding of the poems. Students will consolidate their knowledge of the conventions of poetry as	Macbeth & Language Paper 1	Year 11 students return to their study of Macbeth and revise the play through many of its key themes. Year 11 students also return to their study of English Language Paper 1 to hone their analysis and evaluation.	A Christmas Carol & Language Paper 2	Year 11 students return to Dickens to revise their GCSE set text A Christmas Carol and continue revision of Language Paper 1 and Paper 2. After mocks, students will return to studying Power + Conflict poetry.	Targeted revision	Revision cycles for the Literature set texts and Language papers are formulated using mock data to target areas of development.	Public examinations	

		across KS3 for the study of their English Language Paper 2.		they study this anthology as part of their Literature GCSE.								
Year 12	Baseline Test & Prose & Poetry	<p><u>Baseline test</u> Year 12 students will complete an Introduction to Prose and Poetry Unit which allows the bridging between GCSE and A Level Literature and eases students into the course. Students would have been familiar with Unseen Poetry and comparison in AQA GCSE and unseen Fiction texts in Language Paper 1. Year 12 will be given the fundamental skills (E.g analytical reading) with which to assess all literature texts they will face throughout the course.</p> <p><u>Poetry (Poems of the Decade)</u> Then, students complete a range of exam style responses to foster independent writing and are introduced to a range of critical approaches. This unit links to poetry study at GCSE as students explore a range of themes such a violence and illness in contemporary poetry. This unit builds on prior and future learning as students will advance their skills in providing relevant responses to texts, examining contextual influences, integrating evidence, evaluating a writer’s craft, developing their own critical voice, planning, and writing extended essays.</p> <p><u>Prose</u> The first Prose text that students will explore is Heart of Darkness and how it represents pre-1900 colonialism. Students draw upon their KS3/KS3 study of Victorian context and social justice. HoD comes first chronologically and thematically in the 2 prose texts, but it also allows students to focus on research into the</p>	Drama & Prose	<p><u>Drama (A Streetcar Named Desire)</u> This unit builds on skills developed in GCSE and KS3 drama texts with focus on context and place the text within the genre of a tragedy. Students focus on dramatic techniques and are taught key vocabulary alongside the reading. The text is read in class across 3 lessons to stop at key points for analysis and understanding. Seneca unit is used to consolidate knowledge weekly during the reading. Students complete two in class assessments, one on character and one on theme.</p> <p><u>Prose</u> Students continue with their in-depth study of HoD for the remainder of the Autumn term. Students consolidate their understanding of the novel context and content by developing their own critical interpretations of the text e.g. Is Marlow’s ambivalence a sign of Conrad’s changing views? Students will increasingly focus on AO2 analysis of character, theme and narrative style extended responses as this practice will allow them to apply it in the Mocks. As well as looking at colonisation and its aftermath.</p>	Drama & Prose	<p><u>Drama (A Streetcar Named Desire)</u> Firstly, they will have the opportunity for bespoke mastery based on data gathered mock data. Students re read the play to add to their initial understanding and focus on its structure. Revision of appropriate dramatic terminology: e.g. soliloquy, dramatic irony, tragedy, tragic hero, realism, symbolism. Lessons will increasingly focus on more complex essay skills and analytical writing for their final set of mocks in Spring 2.</p> <p><u>Prose</u> Firstly, they will have the opportunity for bespoke mastery based on data gathered from mock data. This is to allow for refinement of skills and correction of any misconceptions.</p> <p>The second Prose text studied is The Lonely Londoners where students will explore how it represents the aftermath of colonialism. Students draw upon their understanding of context covered in HoD and focus on research into the contexts in which this novel was produced e.g., Windrush. Students will increasingly focus on AO2 analysis of character, theme and narrative style</p>	Poetry & Prose	<p><u>Poetry (Poems of the Decade)</u> Like Autumn 1, Students will continue to critically analyse the writer's method increasingly focusing on analysing the writers' craft. However, they will work specifically on the skill of comparison. Students will work more independently in this section of the unit and continue to develop knowledge and application of critical approaches in nine poems which explore various themes such as, death, illness, and violence. Students will continue to build essay writing skills, showing a development in their critical voice.</p> <p><u>Prose</u> Students continue with their in-depth study of LL for the remainder of the Spring term. Students consolidate their understanding of the novel context and content by developing their own critical interpretations of the text e.g Do we agree that Selvon uses the novel as a tool to voice the voiceless immigrants? Students will increasingly focus on AO2 analysis of character, theme and narrative style extended responses. Students will start explicitly draw links [AO4 skills] between the two Prose texts in context,</p>	Coursework & Targeted revision	<p><u>Coursework</u> Students will use all the knowledge and skills gained to begin the coursework component for the course. Students will be introduced to models, strategies for planning and begin to write their title and thesis in order to have the summer holiday to craft their first draft.</p> <p><u>Poetry & Prose</u> Furthermore, they will enter a period of bespoke revision for drama and prose based on data gathered so far this year.</p>	Coursework & Targeted revision continued	Coursework & Targeted revision

		contexts in which the novel was produced. While reading, students are taught strategies such as the Cornell note taking format which will empower our students to be more independent in their studies.				extended responses to form their critical voice.		character, theme and form using comparison as a form of evaluation.				
Year 13	Coursework & Drama	<p><u>Coursework:</u> Combining all the knowledge and passion created over their AS level study, students will be researching and writing their coursework which links two texts by theme, movement, author or period. Students will be drawing upon all their knowledge gained over the year to master their research and presentation skills such as extended essay writing style, integrating evidence, avoiding plagiarism, citations and bibliographies, critical analysis, editing and proofreading. Students are explicitly taught how to incorporate AO5 into essay writing through modelling.</p> <p><u>Drama: Streetcar revision & intro to Hamlet</u> Year 13 students start with revision lessons of <i>A Streetcar Named Desire</i> focused on placing that text within the genre of tragedy before starting <i>Hamlet</i>. In this way we use <i>Streetcar</i> as there more accessible modern theatre text in Year 12 that builds students up before encountering the longer and more complex Shakespeare play. We study <i>Hamlet</i> because it is Shakespeare's archetypal tragedy, containing arguably his most vivid language, thought and philosophy. It also enhances cultural capital due to how ubiquitous it is in culture and explores themes of mortality and more that are still relevant today. Students have studied another of</p>	Coursework & Poetry	<p><u>Poetry: Romantic Verse</u> This unit draws upon students' KS4 analytical skills in the study of poetry and KS4 contextual knowledge in the study of Victorian prose. Students will read the 19 prescribed poems, exploring, analysing and evaluating how themes and ideas are presented within, and across, each poem in the collection. Whilst building on KS4 skills in putting forward a thesis that leads their response to essay questions, students will be taught to write more critically. They will be identifying and critically evaluating each poet's craft, examining the influence of contextual factors along with the impact of methods on the reader. Students will advance their knowledge of the conventions of poetry and develop their use of concepts and terminology in evaluating poetry. This unit builds on prior, and links to future, learning as students will advance their skills in providing relevant responses to texts, examining contextual influences, integrating evidence, evaluating a writer's craft, developing their own critical voice, planning, and writing extended essays.</p> <p><u>Drama: Hamlet</u></p>	Drama & Prose	<p><u>Prose: The Lonely Londoners and Heart of Darkness</u> Students revise their knowledge and understanding of the significance and influence of contextual factors to inform their critical evaluative response to the texts. Students practice planning clearly structured essays that respond to the specific focus of questions building their thesis/argument. Students practice the skills for analysis of each writer's craft; structure, form, and language, using precise subject terminology and analysis of meaning and effects. In doing so, students will build a bank of key evidence from each text and build their knowledge of similarities and differences between the texts.</p> <p><u>Drama: Hamlet</u> Students complete their study of the play, including re-reading parts of the play to master plot and character knowledge and responding to analysis from the November mocks. Lessons will increasingly focus on the Critical Anthology, as students have built up their ability to use literary criticism through</p>	Bespoke Revision	Revision of all components of the course	Public examinations			

	<p>Shakespeare's great tragedies <i>Macbeth</i> at GCSE, addressing similar themes of revenge and madness, as well as studying a Shakespearean Tragedy, Comedy and History and KS3 to develop a broad and rich bank of prior knowledge. It then acts as a foundational text for future study of English. Autumn term is used to introduce students to the first Act of the play, reading and watching scenes it in performance to start developing key knowledge for analysis and essay writing (AO1/AO2).</p>	<p>Students continue their in-depth study of the play for the remainder of the Autumn term. The play is Shakespeare's longest, so requires dedicated teaching time in order to read all 5 Acts in class, essential to building up the knowledge and have opportunities to practice in advance of the mock exam in November, where they will sit the full Drama paper. Increasingly, students are exposed to Shakespearean context (AO3), as they develop a more conceptual understanding of the play, while also beginning to apply the arguments in the Critical Anthology to the play (AO5), using the knowledge of plot, character, and themes that they have developed.</p>	<p>completing their coursework so will now be able to practise applying this to the Shakespeare text. By the end of this half term, students will have confidence answering exam questions on Hamlet prior to revision towards their final set of mocks in Spring 2.</p>						