

Curriculum Cycle				
Cycle One		Cycle Two		Cycle Three
Unit	<b><i>What is being studied in this cycle?</i></b> 1. The novel Lord of the Flies by William Golding 2. The creative writing process (descriptive)	<b><i>What is being studied in this cycle?</i></b> 1. Extracts from Dystopian literature 2. Persuasive writing/ spoken language		<b><i>What is being studied in this cycle?</i></b> 1. The play An Inspector Calls by J B Priestly 2. Power and Conflict poetry
Key Concepts	<b><i>What are the key concepts in this unit?</i></b> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Writing: what methods do I use to produce a piece of compelling descriptive writing?	<b><i>What are the key concepts in this unit?</i></b> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Analysis of poetry, thematic links to dystopian literature, use of symbolism Writing: what methods do I use to produce a piece of compelling narrative writing?		<b><i>What are the key concepts in this unit?</i></b> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Key themes in Power and Conflict poems. Context, writer's methods.
Substantive Knowledge (inc' Core / Declarative)	<b><i>What are the key pieces of knowledge in this unit?</i></b> Context of the novel (post-war Britain, human nature, cold war), terminology associated with writer's methods, use of motif and symbolism. Methods you can use to approach your own creative writing (descriptive).	<b><i>What are the key pieces of knowledge in this unit?</i></b> Context of dystopian literature		<b><i>What are the key pieces of knowledge in this unit?</i></b> Context of the play (role of women, socialism, capitalism, post-war Britain) ), terminology associated with theatre and play scripts Writer's methods and thematic analysis (simile, metaphor, personification...)
Hinterland - (Enrich / Cultural Capital)	<b><i>What wider ideas will this unit lead us to consider?</i></b> Current affairs – gang culture	<b><i>What wider ideas will this unit lead us to consider?</i></b> Current affairs – government control/ individual autonomy, Black Lives Matters, links to other dystopian texts		<b><i>What wider ideas will this unit lead us to consider?</i></b> Current affairs – Labour rights, politics, NHS, social equality, working conditions across the globe, war conditions, the cause and effect of different types of conflict
Disciplinary Knowledge (the way the subject accumulates the knowledge)	<b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b> To share works of great literary merit and significance, to understand the universal nature of literature, to link to other dystopian texts (introduction to KS5 lit) Literary criticism – Freudian theory of personality, queer theory	<b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b> Link to social protest writing (KS5 Lit), understanding of British colonialism/imperialism and personal/national identity Literary criticism – Marxism, feminism, symbolism, microcosm of society. Context of production and reception		<b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b> Study of modern theatre and discussion of politics. Consideration of morality and ethics. Question of British identity in the modern age and what is “society”? Literary criticism – Marxism, feminism, symbolism, microcosm of society. Context of production and reception
Procedural (granular - how to do something in your subject)	<b><i>What key processes will this unit address?</i></b> How to construct a piece of analytical writing based around considering <b>What</b> ideas are being explored, <b>How</b> does the writer present them and <b>Why</b> does the writer want us to explore them ? What can be included in <b>descriptive and narrative</b> writing to make it compelling? To understand how to answer a “To what extent” question	<b><i>What key processes will this unit address?</i></b> How to construct a piece of analytical writing based around considering <b>What</b> ideas are being explored, <b>How</b> does the writer present them and <b>Why</b> does the writer want us to explore them ? To analyse how the theme of conflict is presented in poetry, as well considering the reasons for their similarities and differences of perspective.		<b><i>What key processes will this unit address?</i></b> How to construct a piece of analytical writing based around considering <b>What</b> ideas are being explored, <b>How</b> does the writer present them and <b>Why</b> does the writer want us to explore them ? Studying Blake- thematic analysis of <i>Songs of Power and Innocence</i> - links to GCSE anthology.
Assessment Approach	<b><i>What are the formal assessments for this unit?</i></b> <b>MC:</b> Language Paper 1 Q5 – You find yourself washed up on a desert island. Write a description suggested by this image (/40) <b>EOC:</b> Language Paper 1 Q4 – To what extent do you agree with the	<b><i>What are the formal assessments for this unit?</i></b> <b>MC:</b> Language Paper 2 Q3 – How does the writer use language to present the world in McCarthy's 'The Road'? (/12) <b>EOC:</b> Language Paper 2 Q5 – 'A perfect society is an impossible		<b><i>What are the formal assessments for this unit?</i></b> <b>MC:</b> Literature paper 2 – How does Priestley use the character of Mr Birling to explore ideas about society? (/30) <b>EOC:</b> Literature paper 2 – How does the poet present ideas