

Curriculum Cycle				
Cycle 1: The Art of the Short Story		Cycle Two: Life Through a Lens		Cycle Three: An Inspector Calls
Unit	<i>What is being studied in this cycle?</i> 1. Several short stories from a selected anthology 2. The creative writing process (descriptive)	<i>What is being studied in this cycle?</i> 1. Non-fiction texts 2. Poetry Anthology		<i>What is being studied in this cycle?</i> 1. The play An Inspector Calls by J B Priestley
Key Concepts	<i>What are the key concepts in this unit?</i> 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?	<i>What are the key concepts in this unit?</i> Introduction to key terms such as form, viewpoint, purpose and perspective. Identifying viewpoints and methods in poems. Key themes in Power and Conflict poems. Context, writer's methods.		<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting.
Substantive Knowledge (inc' Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Context of the short stories (diversity, human nature, social messages), terminology associated with writer's methods, use of motif and symbolism. Methods you can use to approach your own creative writing (descriptive).	<i>What are the key pieces of knowledge in this unit?</i> Context of non-fiction (the sublime) Context of the poetry. Methods in poetry Analytical writing skills Studying Owen/Armitage- links to GCSE anthology.		<i>What are the key pieces of knowledge in this unit?</i> 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)	<i>What wider ideas will this unit lead us to consider?</i> Social issues, the influence of a writer's background, dystopia	<i>What wider ideas will this unit lead us to consider?</i> Social issues, the influence of a writer's background		<i>What wider ideas will this unit lead us to consider?</i> 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)	<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> To share works of literary significance, to understand the universal nature of literature, to link to modern reality and the idea of microcosms (introduction to KS5 lit)	<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Analysis of non-fiction texts, using rhetorical devices, understanding texts across different contexts (KS5 lang/lit).		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> 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)	<i>What key processes will this unit address?</i> How to construct a piece of analytical writing based around considering What ideas are being explored, How does the writer present them and Why does the writer want us to explore them ? What can be included in descriptive and narrative writing to make it compelling? To know how to craft a short story using methods analysed previously.	<i>What key processes will this unit address?</i> How to construct a piece of analytical writing based around considering What ideas are being explored, How does the writer present them and Why does the writer want us to explore them ? What can be included in transactional writing to make it compelling and have a clear viewpoint, perspective and purpose.		<i>What key processes will this unit address?</i> How to construct a piece of analytical writing based around considering What ideas are being explored, How does the writer present them and Why does the writer want us to explore them ?
Assessment Approach	<i>What are the formal assessments for this unit?</i> MC: Write a short story about a discovery. EOC: Write a short story based on a mysterious encounter or write a	<i>What are the formal assessments for this unit?</i> MC: Non-fiction reading task that assesses ability to find and comment on methods (includes extended analysis).		<i>What are the formal assessments for this unit?</i> MC: Literature paper 2 – Explore how Priestley presents ideas about society in AIC