

| Curriculum Cycle                                                                       | Cycle One                                                                                                                                                                                                                                                                  |  | Cycle Two                                                                                                                                                                                                                                                                                                                                                                                      | Cycle Three                                                                                                                                                                                                                                                                                                                                                                    |  |
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| Unit                                                                                   | <b><i>What is being studied in this cycle?</i></b><br>1. An Inspector Calls (revision to act as a bridge from Yr 9 into 10)<br>2. A Christmas Carol (Charles Dickens)                                                                                                      |  | <b><i>What is being studied in this cycle?</i></b><br>1. Language Paper 1, section B<br>2. The play <i>Macbeth</i> by William Shakespeare                                                                                                                                                                                                                                                      | <b><i>What is being studied in this cycle?</i></b><br>1. English Language Paper 2<br>2. Spoken Language Presentations                                                                                                                                                                                                                                                          |  |
| Key Concepts                                                                           | <b><i>What are the key concepts in this unit?</i></b><br>Reading: context, analysis of writer's methods, characterisation, themes, setting, use of symbolism, pathetic fallacy, form.                                                                                      |  | <b><i>What are the key concepts in this unit?</i></b><br>Writing: Creative language devices (simile, metaphor...)           Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Understanding of the structure of texts.                                                                                                                                  | <b><i>What are the key concepts in this unit?</i></b><br>Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Understanding of the structure of texts.<br>Spoken: How to use rhetorical devices for effect. How to clearly and effectively structure a spoken language task.<br>Adapting form and language to fit the audience and purpose |  |
| Substantive Knowledge (inc' Core / Declarative)                                        | <b><i>What are the key pieces of knowledge in this unit?</i></b><br>Context of the novel (Victorian London, gentlemen, wealth, injustice), terminology associated with writer's methods, use of motif and symbolism. Comprehension and analysis of writer's methods.       |  | <b><i>What are the key pieces of knowledge in this unit?</i></b><br>Context of the play (role of women, Jacobean England, the Shakespearean Stage and stagecraft, feudal Scotland, Divine Right of Kings, Chain of Being, superstition, kingship), terminology associated with theatre and play scripts<br><br>Language devices (simile, metaphor...)                                          | <b><i>What are the key pieces of knowledge in this unit?</i></b><br>Comprehension and analysis of writer's methods in non-fiction.<br>Rhetorical devices (repetition, anecdotes, emotive language...)                                                                                                                                                                          |  |
| Hinterland - (Enrich / Cultural Capital)                                               | <b><i>What wider ideas will this unit lead us to consider?</i></b><br>Current affairs – links to socialism and charity. Social and personal responsibility- self-reflection.                                                                                               |  | <b><i>What wider ideas will this unit lead us to consider?</i></b><br>Current affairs – role of leaders/politicians/monarchy. Gender roles and stereotypes. Destiny and fate vs self determination                                                                                                                                                                                             | <b><i>What wider ideas will this unit lead us to consider?</i></b><br>Current affairs – role of leaders/politics/conflict. Interpreting different viewpoints and perspectives.                                                                                                                                                                                                 |  |
| 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><br>Link to social protest writing; understanding of literature as a social commentary.<br>Literary criticism – wealth and injustice                                           |  | <b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b><br>Study of canonical theatre and discussion of politics. Consideration of morality and ethics. Understanding of how Shakespearean literature has shaped the English Canon and modern literature. Literary criticism – Feminism, symbolism, new historicist. Context of production and reception. | <b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b><br>Consideration of morality and ethics. Context of production and reception. Ability to develop and articulate own viewpoint from a given perspective.                                                                                                                           |  |
| Procedural (granular - how to do something in your subject)                            | <b><i>What key processes will this unit address?</i></b><br>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 ? |  | <b><i>What key processes will this unit address?</i></b><br>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 ?<br>How to use language and structural devices to produce creative writing pieces.                                   | <b><i>What key processes will this unit address?</i></b><br>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 ?<br>How to speak critically and argue a perspective clearly.                                         |  |
| Assessment Approach<br><br>*Assessments may alter, depending upon needs of the cohort. | <b><i>What are the formal assessments for this unit?</i></b><br><b>MC:</b> ACC essay question (/30)<br><br><b>PPE:</b> Literature paper 1 (ACC)                                                                                                                            |  | <b><i>What are the formal assessments for this unit?</i></b><br><b>MC:</b> Language paper 1, Section B (/40)<br><b>EOC:</b> Shakespeare essay marked against GCSE criteria (Lit 1) (/30)                                                                                                                                                                                                       | <b><i>What are the formal assessments for this unit?</i></b><br><b>MC:</b> TBC<br><br><b>EOC:</b> PPE (Language Paper 2 and Literature 2: AIC)<br><i>Write a speech on a topic of your choice. Present formally for GCSE Spoken Language Qualification (P/M/D)</i>                                                                                                             |  |

| Curriculum Cycle                                                       | Cycle One                                                                                                                                                                                                                                                                                                                                                                                                                      | Cycle Two                                                                                                                                                                                                                                                                                                                                                                                      | Cycle Three                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit                                                                   | <b><i>What is being studied in this cycle?</i></b><br>1. Power and Conflict Poetry Anthology<br>2. Unseen Poetry                                                                                                                                                                                                                                                                                                               | <b><i>What is being studied in this cycle?</i></b><br>1. The play <i>Macbeth</i> by William Shakespeare                                                                                                                                                                                                                                                                                        | <b><i>What is being studied in this cycle?</i></b><br>1. English Language Paper 2<br>2. Spoken Language Presentations                                                                                                                                                                                                                                                          |
| Key Concepts                                                           | <b><i>What are the key concepts in this unit?</i></b><br>Reading: context, analysis of writer's methods, characterisation, themes, setting, use of symbolism, pathetic fallacy, rhythm, rhyme, form.                                                                                                                                                                                                                           | <b><i>What are the key concepts in this unit?</i></b><br>Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Understanding of the structure of texts.                                                                                                                                                                                                     | <b><i>What are the key concepts in this unit?</i></b><br>Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Understanding of the structure of texts.<br>Spoken: How to use rhetorical devices for effect. How to clearly and effectively structure a spoken language task.<br>Adapting form and language to fit the audience and purpose |
| Substantive Knowledge (inc' Core / Declarative)                        | <b><i>What are the key pieces of knowledge in this unit?</i></b><br>Context of global conflict poetry (WW1, WW2, Boer war, Vietnam war, romantic/renaissance period)<br>Key poetic terms (form, structure, methods)<br>Cyclical structure in descriptive and narrative writing.                                                                                                                                                | <b><i>What are the key pieces of knowledge in this unit?</i></b><br>Context of the play (role of women, Jacobean England, the Shakespearean Stage and stagecraft, feudal Scotland, Divine Right of Kings, Chain of Being, superstition, kingship), terminology associated with theatre and play scripts<br><br>Rhetorical devices (repetition, anecdotes, emotive language.                    | <b><i>What are the key pieces of knowledge in this unit?</i></b><br>Comprehension and analysis of writer's methods in non-fiction.<br>Rhetorical devices (repetition, anecdotes, emotive language...)                                                                                                                                                                          |
| Hinterland - (Enrich / Cultural Capital)                               | <b><i>What wider ideas will this unit lead us to consider?</i></b><br>Current affairs – authoritative versions of events – perspective vs truth vs propaganda. Expressions of identity, Wind Rush generation, Britishness, national pride                                                                                                                                                                                      | <b><i>What wider ideas will this unit lead us to consider?</i></b><br>Current affairs – role of leaders/politicians/monarchy. Gender roles and stereotypes. Destiny and fate vs self determination                                                                                                                                                                                             | <b><i>What wider ideas will this unit lead us to consider?</i></b><br>Current affairs – role of leaders/politics/conflict. Interpreting different viewpoints and perspectives.                                                                                                                                                                                                 |
| 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><br>Link to social protest writing, understanding of British colonialism/imperialism and personal/national identity. Question canonical ideas surrounding Literature/poetry (what is poetry?)<br>Literary criticism – post-colonial, new historicist, feminism                                                                     | <b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b><br>Study of canonical theatre and discussion of politics. Consideration of morality and ethics. Understanding of how Shakespearean literature has shaped the English Canon and modern literature. Literary criticism – Feminism, symbolism, new historicist. Context of production and reception. | <b><i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i></b><br>Consideration of morality and ethics. Context of production and reception. Ability to develop and articulate own viewpoint from a given perspective.                                                                                                                           |
| Procedural (granular - how to do something in your subject)            | <b><i>What key processes will this unit address?</i></b><br>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><br>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 ?                                                                                                                     | <b><i>What key processes will this unit address?</i></b><br>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 ?<br>How to speak critically and argue a perspective clearly.                                         |
| Assessment Approach                                                    | <b><i>What are the formal assessments for this unit?</i></b><br><b>MC:</b> Unseen essay question (How does the writer present the theme of...?) (/24)<br><br><b>EOC:</b> Compare the way poets present a theme in two poems from the anthology. (Lit Paper 2) (/30)                                                                                                                                                            | <b><i>What are the formal assessments for this unit?</i></b><br><b>MC:</b> Shakespeare essay marked against GCSE criteria (/30)<br><br><b>EOC:</b> Shakespeare essay marked against GCSE criteria (/30)                                                                                                                                                                                        | <b><i>What are the formal assessments for this unit?</i></b><br><b>MC:</b> TBC by CDL<br><br><b>EOC:</b> PPE (An Inspector Calls essay and Language Paper 2)<br><i>Write a speech on a topic of your choice. Present formally for GCSE Spoken Language Qualification (P/M/D)</i>                                                                                               |