

Curriculum Cycle	Cycle One		Cycle Two	Cycle Three	
Unit	<i>What is being studied in this cycle?</i> 1. Power and Conflict Poetry Anthology 2. Unseen Poetry		<i>What is being studied in this cycle?</i> 1. The play <i>Macbeth</i> by William Shakespeare	<i>What is being studied in this cycle?</i> 1. English Language Paper 2 2. Spoken Language Presentations	
Key Concepts	<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer's methods, characterisation, themes, setting, use of symbolism, pathetic fallacy, rhythm, rhyme, form.		<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Understanding of the structure of texts.	<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Understanding of the structure of texts. Spoken: How to use rhetorical devices for effect. How to clearly and effectively structure a spoken language task. Adapting form and language to fit the audience and purpose	
Substantive Knowledge (inc' Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Context of global conflict poetry (WW1, WW2, Boer war, Vietnam war, romantic/renaissance period) Key poetic terms (form, structure, methods) Cyclical structure in descriptive and narrative writing.		<i>What are the key pieces of knowledge in this unit?</i> 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 Rhetorical devices (repetition, anecdotes, emotive language.	<i>What are the key pieces of knowledge in this unit?</i> Comprehension and analysis of writer's methods in non-fiction. Rhetorical devices (repetition, anecdotes, emotive language...)	
Hinterland - (Enrich / Cultural Capital)	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – authoritative versions of events – perspective vs truth vs propaganda. Expressions of identity, Wind Rush generation, Britishness, national pride		<i>What wider ideas will this unit lead us to consider?</i> Current affairs – role of leaders/politicians/monarchy. Gender roles and stereotypes. Destiny and fate vs self determination	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – role of leaders/politics/conflict. Interpreting different viewpoints and perspectives.	
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> Link to social protest writing (KS5 Lit), understanding of British colonialism/imperialism and personal/national identity. Question canonical ideas surrounding Literature/poetry (what is poetry?) Literary criticism – post-colonial, new historicist, feminism		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> 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.	<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> 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)	<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 ? To analyse how the theme of conflict is presented in poetry, as well considering the reasons for their similarities and differences of perspective.		<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 ?	<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 ? How to speak critically and argue a perspective clearly.	
Assessment Approach	<i>What are the formal assessments for this unit?</i> MC: Unseen essay question (How does the writer present the theme of...?) (/24) EOC: Compare the way poets present a theme in two poems from the anthology. (Lit Paper 2) (/30)		<i>What are the formal assessments for this unit?</i> MC: Shakespeare essay marked against GCSE criteria (/30) EOC: Shakespeare essay marked against GCSE criteria (/30)	<i>What are the formal assessments for this unit?</i> MC: TBC by CDL EOC: PPE (An Inspector Calls essay and Language Paper 2) <i>Write a speech on a topic of your choice. Present formally for GCSE Spoken Language Qualification (P/M/D)</i>	

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Unit	<i>What is being studied in this cycle?</i> 1. The novella <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson 2. Language Paper 1 Section A		<i>What is being studied in this cycle?</i> 1. Language Paper 1 Section B 2. Power and Conflict Poetry anthology	<i>What is being studied in this cycle?</i> 1. The play <i>Macbeth</i> by William Shakespeare 2. Language Paper 2, Section A 3. Spoken Language	
Key Concepts	<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Writing: analysis of fiction extracts, descriptive writing. Language analysis, structural analysis (focus and shifts, narrative perspective, tenses, anaphora, flashbacks)		<i>What are the key concepts in this unit?</i> Writing: Descriptive/narrative writing Reading: context, analysis of writer's methods, characterisation, themes, setting, use of symbolism, pathetic fallacy, rhythm, rhyme, form.	<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer's methods, plot, characterisation, themes, setting. Understanding of the structure of texts. Spoken: How to use rhetorical devices for effect. How to clearly and effectively structure a spoken language task. Adapting form and language to fit the audience and purpose	
Substantive Knowledge (inc' Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Context of the novel (Victorian London, gentlemen, science vs religion, technological advances, fin de siècle, gothic), terminology associated with writer's methods, use of motif and symbolism. Comprehension and analysis of writer's methods.		<i>What are the key pieces of knowledge in this unit?</i> Context of global conflict poetry (WW1, WW2, Boer war, Vietnam war, romantic/renaissance period) Key poetic terms (form, structure, methods) Cyclical structure in descriptive and narrative writing.	<i>What are the key pieces of knowledge in this unit?</i> 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 Comprehension and analysis of writer's methods in non-fiction. Rhetorical devices (repetition, anecdotes, emotive language...)	
Hinterland - (Enrich / Cultural Capital)	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – gender roles, fears surrounding changing technology, the danger technology poses (genetic modification)		<i>What wider ideas will this unit lead us to consider?</i> Current affairs – authoritative versions of events – perspective vs truth vs propaganda. Expressions of identity, Wind Rush generation, Britishness, national pride	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – role of leaders/politicians/monarchy. Gender roles and stereotypes. Destiny and fate vs self determination	
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 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, queer theory, feminism (absence of female characters).		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Link to social protest writing (KS5 Lit), understanding of British colonialism/imperialism and personal/national identity. Question canonical ideas surrounding Literature/poetry (what is poetry?) Literary criticism – post-colonial, new historicist, feminism	<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> 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.	
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 ?		<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 ? To analyse how the theme of conflict is presented in poetry, as well considering the reasons for their similarities and differences of perspective. What can be included in descriptive and narrative writing to make it compelling?	<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 ? How to speak critically and argue a perspective clearly.	
Assessment Approach	<i>What are the formal assessments for this unit?</i> MC: To what extent do you agree... (Language Paper 1, Q4) (/20)		<i>What are the formal assessments for this unit?</i> MC: Big Write Q5 (/40)	<i>What are the formal assessments for this unit?</i> MC: Literature paper 1 Q1 – Starting with the extract, how does Shakespeare present the relationship between Macbeth and	