

Year 11 (2025/6 sequencing for reference)				
Curriculum Cycle	Cycle 1: Language Paper 1		Cycle 2: 19th Century Fiction (A Christmas Carol)	
Unit	<i>What is being studied in this cycle?</i> 1. Explorations in creative reading and writing (Lang Paper 1)		<i>What is being studied in this cycle?</i> 1. A Christmas Carol (Charles Dickens)	
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> Reading: context, analysis of writer’s methods, characterisation, themes, setting, use of symbolism, pathetic fallacy, form.	
Substantive Knowledge (inc’ Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Terminology associated with writer’s methods, use of motif and symbolism. Comprehension and análisis of writer’s methods. Methods used in creative writing.		<i>What are the key pieces of knowledge in this unit?</i> Context of the novel (Victorian London, gentlemen, wealth, injustice), terminology associated with writer’s methods, use of motif and symbolism. Comprehension and análisis of writer’s methods.	
Hinterland - (Enrich / Cultural Capital)	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – the fiction texts that appear in examinations often link to debates/ideas in the real world. The structure of narratives.		<i>What wider ideas will this unit lead us to consider?</i> Current affairs – links to socialism and charity. Social and personal responsibility- self-reflection.	
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 texts of the same or similar genres.		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Link to social protest writing, understanding of literature as a social commentary. Literary criticism – wealth and injustice	
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? How to write creatively.		<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> Mid Cycle: Literature Essay as per cohort needs PPE: Literature 2 (AIC, Poetry Comparison), Language Paper 1		<i>What are the formal assessments for this unit?</i> Mid Cycle: As per cohort needs (Language 2) PPE: Literature Paper 1 (Shakespeare and ACC)	
Homework	Weekly KO test, Seneca and 3 weekly written homeworks			Weekly KO test, Seneca and 3 weekly written

Curriculum Cycle	Cycle 1: Language Paper 1	Cycle 2: Power and conflict Poetry and Unseen Poetry
Unit	<i>What is being studied in this cycle?</i> 1. Explorations in creative reading and writing (Lang Paper 1)	<i>What is being studied in this cycle?</i> 1. Power and Conflict Poetry 2. Unseen poetry
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> Reading: context, analysis of writer's methods, characterisation, themes, setting, use of symbolism, pathetic fallacy, rhythm, rhyme, form.
Substantive Knowledge (inc' Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Terminology associated with writer's methods, use of motif and symbolism. Comprehension and analysis of writer's methods. Methods used in creative writing.	<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.
Hinterland - (Enrich / Cultural Capital)	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – the fiction texts that appear in examinations often link to debates/ideas in the real world. The structure of narratives.	<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
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 texts of the same or similar genres.	<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Link to social protest writing, 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
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? How to write creatively.	<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.
Assessment Approach	<i>What are the formal assessments for this unit?</i> Mid Cycle: TBC as per cohort needs PPE: Language Paper 1 and Literature 2 (AIC and Poetry comparison)	<i>What are the formal assessments for this unit?</i> Mid Cycle: TBC as per cohort needs PPE: Literature Paper 1, Language Paper 2
Homework	Weekly KO test, Seneca and 3 weekly written homeworks	
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