

Year 12

Curriculum Cycle	Cycle 1:		Cycle 2:		Cycle 3:	
Unit	<i>What is being studied in this cycle?</i> - Bridging unit- spoken language discourse / grammatical terms. - Paris anthology: focus on spoken and historical texts		<i>What is being studied in this cycle?</i> - Recreations – The Great Gatsby. - Telling Stories – The Handmaid’s Tale		<i>What is being studied in this cycle?</i> NEA Component – Making connections	
Key Concepts	<i>What are the key concepts in this unit?</i> Linguistic knowledge: spoken discourse, lexis and semantics, sentences and clauses, figurative language. Reading: meanings and contexts (modes, genre, purposes, audiences) Writing: analysis and comparison of non-fiction texts		<i>What are the key concepts in this unit?</i> Reading: context, analysis of writer’s craft, valid interpretations Conventions of the genre. Writing: Recreations, register and style.		<i>What are the key concepts in this unit?</i> Reading for meaning. Applying secondary literary and linguistic research. Planning and executing an independent piece of extended writing.	
Substantive Knowledge (inc’ Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Language Contexts of production and reception		<i>What are the key pieces of knowledge in this unit?</i> Synthesising ideas across a text re how story worlds are created and recreated.		<i>What are the key pieces of knowledge in this unit?</i> Research skills Referencing skills	
Hinterland - (Enrich / Cultural Capital)	<i>What wider ideas will this unit lead us to consider?</i> Social, historical and cultural contexts of France and French history, tourism, ex-pats, influences of film, art and modernism. Literary background – key literary figures		<i>What wider ideas will this unit lead us to consider?</i> Text dependent: The American Dream 1920S historical context: The lost generation/prohibition Feminism Dystopia		<i>What wider ideas will this unit lead us to consider?</i> Academic approach to understanding literary and non literary texts.	
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> Influence of social, historical and cultural contexts on writers’ language choices. Key essay skills: analytical writing / comparative writing.		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Social and historical context of the 20th Century; democracies. The writer's Craft: voice construction and analytical commentary.		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Critical interpretations of texts through the lens of secondary research.	
Procedural (granular - how to do something in your subject)	<i>What key processes will this unit address?</i> Textual analysis Extended essay planning / shaping a coherent response Building skills towards the independent NEA unit in cycle 3.		<i>What key processes will this unit address?</i> Crafting a narrative voice. Synthesis of ideas.		<i>What key processes will this unit address?</i> Independent research skills. Drafting, redrafting and editing skills. Developing a personal interpretation to new texts; developing a critical voice.	
Assessment Approach	<i>What are the formal assessments for this unit?</i> Formal assessments will take place termly and for Cycle 1, this will mirror the external assessment examination from Paper 1, Section A and Section B, Paper 2, Section B		<i>What are the formal assessments for this unit?</i> Formal assessments will mirror the external assessment examinations from Paper 1 Section B and Paper 2 Section A.		<i>What are the formal assessments for this unit?</i> The formal assessment for the NEA unit is in in line with JCQ guidance: students will redraft following feedback of a initial draft.	
Homework	Various forms meeting the needs of the course including reading (flipped classroom approach), independent research, independent essays, coursework drafting.					

Year 13

Curriculum Cycle	Cycle 1:		Cycle 2:		Cycle 3:	
Unit	<i>What is being studied in this cycle?</i> 1. Poetry- Heaney 2. Modern drama - A Streetcar Named Desire		<i>What is being studied in this cycle?</i> Cycle 2 will see completion of studies from the Cycle 1 unit and study of the remainder anthology texts.		<i>What is being studied in this cycle?</i> 1. Revision 2. Exam skills	
Key Concepts	<i>What are the key concepts in this unit?</i> Reading: social / historical contexts, interpretations through genre specific lenses Writing: analysis of poetic / dramatic methods		<i>What are the key concepts in this unit?</i> Application of linguistic knowledge: spoken discourse, lexis and semantics, sentences and clauses, figurative language. Reading: social / historical contexts, interpretations through genre specific lenses Writing: analysis of poetic / dramatic methods		<i>What are the key concepts in this unit?</i> Review of key concepts studied across the two year course.	
Substantive Knowledge (inc’ Core / Declarative)	<i>What are the key pieces of knowledge in this unit?</i> Contexts of aspects of tragedy Social and historical contexts of 1940s America Irish contexts		<i>What are the key pieces of knowledge in this unit?</i> Reading: context, analysis of writer’s craft, valid interpretations. Conventions of the genre. Writing: Synthesis, application of linguistic and literary concepts.		<i>What are the key pieces of knowledge in this unit?</i> Revision of key knowledge studied across the two year course.	
Hinterland - (Enrich / Cultural Capital)	<i>What wider ideas will this unit lead us to consider?</i> Current affairs – immigration / gender rights Understanding of the Irish voice in poetry		<i>What wider ideas will this unit lead us to consider?</i> Representations of place Current affairs – immigration / gender rights Understanding of the Irish voice in poetry		<i>What wider ideas will this unit lead us to consider?</i> Review of ideas learned across the two year course.	
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> Influence of social, historical and cultural contexts on writers’ Language choices – subject specific terms Key essay skills: analytical writing / comparative writing.		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Inference Conventions of the genre Constructing a voice		<i>What knowledge in this unit relates to the study of English to KS5 and beyond?</i> Synthesis of learning / relevant selection of key ideas / essay construction.	
Procedural (granular - how to do something in your subject)	<i>What key processes will this unit address?</i> How to use wider contextual knowledge to inform analysis of a text		<i>What key processes will this unit address?</i> Crafting a narrative voice. Effective annotations for idea generation.		<i>What key processes will this unit address?</i> Skills based: effective note making and note taking. Reflecting on feedback.	
Assessment Approach	<i>What are the formal assessments for this unit?</i> Formal assessments will take place termly and for Cycle 1, this will mirror the external assessment examination from Paper 1, Section C and Paper 2 Section A.		<i>What are the formal assessments for this unit?</i> Formal assessments will take place termly and for Cycle 2, this will mirror the external assessment examination from Paper 1, Section A and Section B and C.		<i>What are the formal assessments for this unit?</i> Regular assessments to hone exam skills will take place during Cycle 3, covering all aspects of both exams.	
Homework	Various forms meeting the needs of the course including reading (flipped classroom approach), independent research, independent essays.					