

## Curriculum Sequencing Grid: English

Year 7	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Representations of Social Class: A <i>Kestrel for a Knave</i>	Myths and Legends: Epic Poetry	Exploring Love and Conflict: Shakespeare's <i>Romeo and Juliet</i>
<b>Key Retainable Knowledge</b>	<ul style="list-style-type: none"> <li>Representations of social class (<i>An Inspector Calls</i>).</li> <li>Representations of family (<i>An Inspector Calls</i>, <i>A Christmas Carol</i>).</li> <li>Descriptive writing (<i>English Language, Paper 1</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Representations of heroes and villains (<i>Macbeth</i>).</li> <li>Study of poetry – conventions of form, language and structure (<i>Poetry Anthology</i> and <i>Unseen Poetry</i>).</li> <li>Transactional writing (<i>English Language, Paper 2</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Representations of conflict (<i>An Inspector Calls</i>, <i>Macbeth</i>).</li> <li>Study of a tragedy – conventions of form, language and structure (<i>Macbeth</i>).</li> <li>Conventions of Elizabethan/Jacobean theatre (<i>Macbeth</i>).</li> <li>Narrative writing (<i>English Language, Paper 1</i>).</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Social class, socioeconomic status, Thatcherism, stereotypes, education, family, neglect, inequality. See Y7 A <i>Kestrel for a Knave</i> vocabulary list for further vocabulary.	Myths, epic poetry, oral tradition, mythical beasts, Greek myths, Norse myths, British folklore, idioms. See Y7 Epic Poetry vocabulary list for further vocabulary.	Elizabethan era, arranged marriage, civil war, celestial imagery, tragedy, relationships. See Y7 <i>Romeo and Juliet</i> vocabulary list for further vocabulary.
<b>Opportunities for Reading</b>	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides students with an experience of a canonical, rich literary text that is important to their own cultural setting, prior to exploring texts beyond their personal contexts. Exploration of social class is a theme that runs throughout the curriculum ( <i>Blood Brothers</i> , <i>The Great Gatsby</i> , <i>An Inspector Calls</i> ).	Offers students a rich experience of story-telling and language, as well as the role of story-telling throughout history. Establishes an essential foundation that is necessary for accessing challenging works of literature, including idioms that are derived from Greek myths, Norse myths and British folklore.	Exposes students to Elizabethan context, including attitudes towards women and viewpoints towards marriage. Opportunity to explore issues around marriage and arranged marriage across time and cultures. Students to study and explore the conventions of an Elizabethan tragedy.

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	Secondary Texts: <i>Animal Farm</i> , <i>Life of Pi</i> , <i>The Boke of St Albans</i> , <i>The Lion, the Witch and the Wardrobe</i> .	Key texts: <i>The Iliad</i> , <i>Mythology</i> , <i>Beowulf</i> .	Secondary texts: <i>The Fault in Our Stars</i> , <i>Matilda</i> .
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>History: Y8, Term 1 – Civil Rights.</li> <li>History: GCSE Content – Cold War.</li> <li>Drama: Y7, Term – <i>Blood Brothers</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Drama: Year 8, Term 1 – Contemporary Dance through <i>Hansel and Gretel</i>.</li> </ul>	<ul style="list-style-type: none"> <li>History: Y7, Term 2 – Tudor Life. Y9, Term 3 – Elizabethan England.</li> <li>Drama: Y7, Term 2 – <i>Macbeth</i>.</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Creative writing: description of Billy's journey into the woods.</li> <li>Thematic Essay: Why is ... important to the novel as a whole?</li> </ul>	<ul style="list-style-type: none"> <li>Essay: Analysis of Epic Poem.</li> <li>Transactional writing: Writing and delivering a heroic speech.</li> </ul>	<ul style="list-style-type: none"> <li>Creative writing</li> <li>Character Essay: whole text response.</li> </ul>

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Unit (Tablet in 39 week plan)	The Problem with the American Dream: <i>Death of a Salesman</i>	Looking to the Past: Short Stories Across the Ages	Social and Political Issues: <i>Blood Brothers</i>
<b>Key Retainable Knowledge</b>	<ul style="list-style-type: none"> <li>Representations of social class (<i>An Inspector Calls</i>).</li> <li>Representations of family (<i>An Inspector Calls</i>, <i>A Christmas Carol</i>).</li> <li>Analytical Essay (English Literature).</li> </ul>	<ul style="list-style-type: none"> <li>Representations of heroes and villains (<i>Macbeth</i>).</li> <li>Study of poetry – conventions of form, language and structure (<i>Poetry Anthology and Unseen Poetry</i>).</li> <li>Narrative writing (English Language Paper 1).</li> </ul>	<ul style="list-style-type: none"> <li>Representations of conflict (<i>An Inspector Calls</i>, <i>Macbeth</i>).</li> <li>Study of a tragedy – conventions of form, language and structure (<i>Macbeth</i>).</li> <li>Conventions of Elizabethan/Jacobean theatre (<i>Macbeth</i>).</li> <li>Narrative writing (English Language Paper 1).</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	American Dream, socioeconomic status, discontent, familial relationships, parenting. See Y8 <i>Death of a Salesman</i> vocabulary list for further vocabulary.	TBC alongside texts. See Y8 Short Stories vocabulary list for further vocabulary.	Neoliberalism, Thatcherism, social class, inequality, family. See Y8 <i>Blood Brothers</i> vocabulary list for further vocabulary.
<b>Opportunities for Reading</b>	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides students with an experience of a canonical, rich literary text, as well as building students' cultural capital through additional literary texts. Exploration of social class is a theme that runs throughout the curriculum ( <i>Blood Brothers</i> , <i>The Great Gatsby</i> , <i>An Inspector Calls</i> ). Secondary Texts: <i>Jane Eyre</i> , <i>Fight Club</i> , <i>Hitcher</i> by Simon Armitage, <i>The Bell Jar</i> .	Offers students the opportunity to study a range of canonical texts, while covering the genre conventions of a short story. Establishes vital contextual knowledge relating to the 19 <sup>th</sup> and 20 <sup>th</sup> centuries that will act as a framework for the study of further texts. Key texts: <i>The Tell-Tale Heart</i> , <i>The Yellow Wallpaper</i> , <i>The Miner at Home</i> , <i>A Sound of Thunder</i> , <i>Lamb to the Slaughter</i> , <i>The Speckled Band</i> .	Provides students with an experience of a canonical, rich literary text, while offering students the opportunity to study a modern drama text and the conventions of this genre. Exploration of social class is a theme that runs throughout the curriculum ( <i>A Kestrel for a Knave</i> , <i>The Great Gatsby</i> , <i>An Inspector Calls</i> ).

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	<i>Of Mice and Men, Digging by Seamus Heaney, The Kite Runner, King Lear.</i>		
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>Drama: Year 7, Term 3 – Missing Dan Nolan (thematic links).</li> <li>Drama: Year 8, Term 2 – Black Out (thematic linking).</li> <li>History: GCSE Content – Cold War – capitalism.</li> </ul>	<ul style="list-style-type: none"> <li>Drama: Drama: Year 8, Term 1 – Contemporary Dance through <i>Hansel and Gretel</i>.</li> </ul>	<ul style="list-style-type: none"> <li>History: GCSE Content- analytical narrative links.</li> <li>History: Year 8, Term 1- Women and Protest.</li> <li>Drama: Year 9/10/11- Drama and Performing Arts- Social and Political Context.</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li><i>Thematic essay: male characters.</i></li> <li><i>Writing: TBC.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Writing: TBC.</i></li> <li><i>Essay: TBC.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Writing: TBC.</i></li> <li><i>Essay: TBC.</i></li> </ul>

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Year 9	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	An Age of Disillusionment: <i>The Great Gatsby</i>	Re-Thinking Shakespeare: <i>Hamlet</i>	The Power of the British Empire: <i>The Sign of Four</i>
<b>Key Retainable Knowledge</b>	<ul style="list-style-type: none"> <li>• Representations of social class (<i>An Inspector Calls</i>).</li> <li>• Representations of family (<i>An Inspector Calls</i>, <i>A Christmas Carol</i>).</li> <li>• Role of narrators (<i>English Literature/English Language Paper 1</i>).</li> <li>• Analytical Essay (<i>English Literature</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Representations of conflict (<i>An Inspector Calls</i>, <i>Macbeth</i>).</li> <li>• Study of a tragedy – conventions of form, language and structure (<i>Macbeth</i>).</li> <li>• Conventions of Elizabethan/Jacobean theatre (<i>Macbeth</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Representations of conflict (<i>An Inspector Calls</i>, <i>Macbeth</i>).</li> <li>• 19<sup>th</sup> century social, historical and political context (<i>A Christmas Carol</i>).</li> <li>• Study of poetry – conventions of form, language and structure (<i>Poetry Anthology and Unseen Poetry</i>).</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Wealth, social class, ostentatiousness, American Dream, unrestrained materialism, capitalism, prohibition. See Y9 <i>The Great Gatsby</i> vocabulary list for further vocabulary.	Revenge, tragedy, mental instability, antic disposition, misogyny, feminism. See Y9 <i>Hamlet</i> vocabulary list for further vocabulary.	Empire, imperialism, colonialism, inequality. See Y9 <i>The Sign of Four</i> vocabulary list for further vocabulary.
<b>Opportunities for Reading</b>	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human	Provides students with an experience of a canonical, rich literary text that is challenging in terms of its vocabulary. Further extends students' knowledge and understanding of the American Dream through the study of poetry and	Exposes students to Elizabethan context, building on their study of <i>Romeo and Juliet</i> and the conventions of drama, as well as revenge tragedies. Opportunity to explore issues around familial relationships,	Provides students with an experience of a canonical, rich literary text that is challenging in terms of its vocabulary. Develops students' knowledge and understanding of the British Empire and its continuing effects through the

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creativity and achievement.)	more recent fiction, in addition to previously studied texts ( <i>Death of a Salesman</i> ). Secondary Texts: <i>Romeo and Juliet</i> , non-fiction extracts.	as well as relationships between men and women. Secondary Texts: <i>Rosencrantz and Guildenstern are Dead</i> , <i>Ophelia Thinks Harder</i> .	study of additional texts, including non-fiction and poetry. Secondary Texts: poetry (Benjamin Zephaniah, John Agard), <i>Half of a Yellow Sun</i> .
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>History</li> <li>Life Skills</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>History: Y7, Term 2 – Tudor Life. Y9, Term 3 – Elizabethan England.</li> <li>Life Skills</li> <li>Drama: Y7, Term 2 – <i>Macbeth</i>.</li> </ul>	<ul style="list-style-type: none"> <li>History: Year 8, Term 1- British Empire.</li> <li>Life Skills</li> <li>Drama</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Transactional writing – response to a viewpoint about <i>Gatsby's</i> parties.</li> <li>Essay: character focus across whole text.</li> </ul>	<ul style="list-style-type: none"> <li>Creative Writing: beginning to develop narrative voice.</li> <li>Essay: extract focus.</li> </ul>	<ul style="list-style-type: none"> <li>Writing; transactional writing.</li> <li>Essay: whole text question.</li> </ul>

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Unit (Tablet in 39 week plan)	Ambition and Deceit: Macbeth.	Writer's Viewpoints and Perspectives: post-apocalyptic worlds, power, marriage, outsiders, struggle for identity and violence.	Social Criticism: A Christmas Carol & Unseen Poetry.
<b>Key Retainable Knowledge</b> (Required for Y11/13)	<ul style="list-style-type: none"> <li>Study of poetry – conventions of form, language and structure (Unseen Poetry). Study of prose–conventions of form, language and structure.</li> <li>Creative writing structures and devices.</li> <li>Transactional writing structures and devices.</li> <li>(English Language Component 1). Macbeth - Key quotations, themes, characters.</li> <li>Analytical Essay (English Literature).</li> <li>Representations of violence.</li> <li>Representations of ambition.</li> <li>Representations of masculinity</li> </ul>	<ul style="list-style-type: none"> <li>Study of poetry – conventions of form, language and structure (Poetry Anthology and Unseen Poetry).</li> <li>Analytical Essay (English Literature).</li> <li>Representations of inequality (An Inspector Calls).</li> <li>Representations of violence (An Inspector Calls, Macbeth).</li> </ul>	<ul style="list-style-type: none"> <li>19th century social and historical context.</li> <li>A Christmas Carol - Key quotations, themes, characters.</li> <li>Study of poetry – conventions of form, language and structure (Poetry Anthology and Unseen Poetry).</li> <li>Creative writing structures and devices.</li> <li>Transactional writing structures and devices.</li> <li>Study of prose–conventions of form, language and structure.</li> <li>Study of non-fiction texts–conventions of form, language and tone.</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Power, violence, deceit, marriage, equality, betrayal, supernatural. See vocabulary list for Y10.	Power, violence, struggle for identity, marriage, equality, post-apocalyptic, outsiders. See vocabulary list for Y10.	Power, social class, struggle for identity, family, equality, poverty, redemption. See vocabulary list for Y10.
<b>Opportunities for Reading</b>	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.	A broad range of fiction and non-fiction texts will be read, beyond the set text.
<b>Developing Cultural Capital</b> (exposure to very best- essential	Provides students with an experience of a canonical, rich literary text that is challenging in terms of its vocabulary.	Provides students with an experience of a canonical, rich literary text that is challenging in terms of its vocabulary.	Provides students with an experience of a canonical, rich literary text that is challenging in terms of its vocabulary.

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knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Further extends students' knowledge and understanding of social class through the study of poetry and more recent fiction, in addition to previously studied texts. Secondary Texts: <i>Doctor Who</i> , <i>The Woman in Black</i> , <i>'The Not Dead'</i> , <i>The Fault In Our Stars</i> , <i>How to be a Woman</i> , <i>The Taming of the Shrew</i> , Carol Ann Duffy's <i>'Disgrace'</i> , <i>A Monster Calls</i> , Wordsworth's <i>'The Power of Armies is a Visible Thing'</i> , Jameela Jamil and toxic masculinity.	Alongside this, students will be exploring a wide range of non-fiction texts, rich in Cultural Capital. Further extends students' knowledge and understanding of key themes through the study of poetry and more recent fiction and non-fiction, in addition to previously studied texts. Secondary Texts: <i>The Hate U Give</i> , <i>The Power</i> , <i>The Notebook</i> , <i>Big Little Lies</i> , <i>The Godfather</i> , <i>Miss Peregrine's Home for Peculiar Children</i> , <i>Everyone's Talking About Jamie</i> , <i>The Danish Girl</i> , <i>Birdbox</i> , <i>I am Legend</i> , <i>The Handmaid's Tale</i> , <i>The Hunger Games</i> .	Further extends students' knowledge and understanding of social class through the study of poetry and more recent fiction, in addition to previously studied texts. Secondary Texts: <i>Oliver Twist</i> , <i>'Something rotten in the town in Rotherham'</i> , <i>Looking for JJ</i> , <i>Finding Jennifer Jones</i> , <i>My Sister's Keeper</i> , <i>The Hunger Games</i> , <i>Harry Potter and the Chamber of Secrets</i> , <i>'The Tale of the Three Brothers'</i> . A variety of 19th Century and 21st Century non-fiction texts.
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>History: Jacobean England</li> <li>Life Skills</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>Drama</li> <li>History</li> <li>Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>History: Year 7, Term 3 – Industrial Revolution and Victorian England.</li> <li>Life Skills</li> <li>Drama</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Component 1 English Language: Language/structure.</li> <li>Essay: Macbeth Part a. English Literature: Component 1.</li> <li>Essay: Macbeth Part b. English Literature: Component 1.</li> <li>Component 1 English Language: Narrative Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Component 2 English Language: Transactional Writing.</li> <li>Essay: Poetry Clusters Part a. English Literature: Component 1.</li> <li>Component 1 English Language: Language/structure.</li> <li>Essay: Poetry Clusters Part b. English Literature: Component 1.</li> </ul>	<ul style="list-style-type: none"> <li>Essay: <i>Unseen Poetry, Part a. and Part b. English Literature Component 2.</i></li> <li>Component 1 English Language: Evaluation.</li> <li>Essay: <i>A Christmas Carol. English Literature Component 2.</i></li> </ul>



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Year 11	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Detecting Inequality: <i>An Inspector Calls</i> . Exploring Texts: War & Conflict	Exploring Texts: Love and Relationships & Exploring Texts: Nature & Bespoke Consolidation & Deliberate Practice.	Bespoke Consolidation & Deliberate Practice.
<b>Key Retainable Knowledge</b>	<ul style="list-style-type: none"> <li>• Representations of inequality.</li> <li>• 20th century social and historical context.</li> <li>• Key quotations, themes, characters.</li> <li>• Genre conventions of modern drama.</li> </ul>	<ul style="list-style-type: none"> <li>• 19<sup>th</sup> century social and historical context.</li> <li>• 20<sup>th</sup> century social and historical context.</li> <li>• <i>Macbeth</i> - Key quotations, themes, characters.</li> </ul>	<ul style="list-style-type: none"> <li>• 19<sup>th</sup> century social and historical context.</li> <li>• 20<sup>th</sup> century social and historical context.</li> <li>• <i>Macbeth</i> - Key quotations, themes, characters.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 20<sup>th</sup> century social and historical context.</li> <li>• Representations of War and Conflict.</li> <li>• Creative writing structures and devices.</li> <li>• Transactional writing structures and devices.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Poetry Anthology</i> - Key quotations, themes.</li> <li>• <i>Blood Brothers</i> - Key quotations, themes, characters.</li> <li>• <i>A Christmas Carol</i> - Key quotations, themes, characters.</li> <li>• <i>Creative writing structures and devices</i>.</li> <li>• <i>Transactional writing structures and devices</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Poetry Anthology</i> - Key quotations, themes.</li> <li>• <i>Blood Brothers</i> - Key quotations, themes, characters.</li> <li>• <i>A Christmas Carol</i> - Key quotations, themes, characters.</li> <li>• <i>Creative writing structures and devices</i>.</li> <li>• <i>Transactional writing structures and devices</i>.</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Edwardian era, social class, capitalism, socialism, morality, social responsibility. See Y11 <i>An Inspector Calls</i> vocabulary list. See Y11 Vocabulary Lists: <i>Macbeth</i> , <i>Poetry Anthology</i> , <i>Blood Brothers</i> , <i>A Christmas Carol</i> .	See Y11 Vocabulary Lists: <i>Macbeth</i> , <i>Poetry Anthology</i> , <i>Blood Brothers</i> , <i>A Christmas Carol</i> .	See Y11 Vocabulary Lists: <i>Macbeth</i> , <i>Poetry Anthology</i> , <i>Blood Brothers</i> , <i>A Christmas Carol</i> .
<b>Opportunities for Reading</b>	A broad range of fiction and non-fiction texts will be read, beyond the set texts.	A broad range of fiction and non-fiction texts will be read, beyond the set texts.	A broad range of fiction and non-fiction texts will be read, beyond the set texts.
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides students with an experience of a canonical, rich literary text that is challenging in terms of its vocabulary. Further extends students' knowledge and understanding of social class through the study of poetry and more recent fiction, in addition to previously studied texts ( <i>Macbeth</i> & <i>Blood Brothers</i> ). <i>Secondary Texts: Jarhead, The Devils' Wife, Little Red Cap.</i> A variety of 19 <sup>th</sup>	Students explore a range of canonical and culturally rich texts, including plays, novels and poems. This is complemented by a range of non-fiction texts, as well as the opportunities to craft both creative and transactional writing, which is informed by students' reading and experience of high-quality texts. <i>Secondary Texts: TBC.</i>	Students explore a range of canonical and culturally rich texts, including plays, novels and poems. This is complemented by a range of non-fiction texts, as well as the opportunities to craft both creative and transactional writing, which is informed by students' reading and experience of high-quality texts. <i>Secondary Texts: TBC.</i>

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	Century and 21st Century non-fiction texts. Extracts from <i>Sherlock Holmes</i> . <i>The Strange case of Dr Jekyll and Mr Hyde</i>		
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>History: Year 7, Term 3 – Industrial Revolution and Victorian England.</li> <li>Life Skills</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Life Skills</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Life Skills</li> <li>Drama</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Essay: <i>An Inspector Calls</i></li> <li>Reading &amp; Writing Responses: <i>Walking-Talking Mocks</i>.</li> <li>English Language Trial Examination: Paper 1 and Paper 2.</li> <li>English Literature Trial Examination: Component 1 and Paper 2.</li> </ul>	<ul style="list-style-type: none"> <li>Literature Essay: TBC following QLA of trial examinations.</li> <li>Language Response: TBC following QLA of trial examinations.</li> <li>English Language Trial Examination: Paper 1 and Paper 2.</li> <li>English Literature Trial Examination: Component 1 and Paper 2.</li> </ul>	<ul style="list-style-type: none"> <li>Literature Essay: TBC following QLA of trial examinations.</li> <li>Language Response: TBC following QLA of trial examinations.</li> </ul>

Year 12 Literature	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Love and Relationships: Poetry Anthology & <i>The Great Gatsby</i> .	Love and Relationships: <i>The Taming of the Shrew</i> .	Shared Contexts: <i>The Handmaid's Tale</i> .

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	<p>Love and Relationships: <i>The Taming of the Shrew</i>.</p> <p>Critical Study: <i>The Picture of Dorian Gray</i>.</p>	<p>Shared Contexts: Unseen Prose.</p> <p>Critical Study: <i>King Lear</i>.</p> <p>Independent Critical Study: NEA.</p>	<p>Shared Contexts: <i>A Streetcar Named Desire</i>.</p> <p>Independent Critical Study: NEA.</p>
<b>Key Retainable Knowledge</b>	<ul style="list-style-type: none"> <li>• <i>The Great Gatsby</i> - Key quotations, themes, characters.</li> <li>• Poetry Anthology – Key quotations and themes.</li> <li>• <i>The Taming of the Shrew</i> – Key quotations, characters and themes.</li> <li>• Social and historical context: 1920s America, Pre-1900 Poetry, 16<sup>th</sup> Century, Victorian Period.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Taming of the Shrew</i> – Key quotations, characters and themes.</li> <li>• Social and historical context: 16<sup>th</sup> century, Post 1945.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Handmaid's Tale</i> - Key quotations, characters and themes.</li> <li>• <i>A Streetcar Named Desire</i> - Key quotations, characters and themes.</li> <li>• Social and historical context: 1940s America and Post-Modern.</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	See set text Knowledge Organisers.	See set text Knowledge Organisers.	See set text Knowledge Organisers.
<b>Opportunities for Reading</b>	Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both pre and post 1900 – in readiness for their independent critical study (NEA).	Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both pre and post 1900 – in readiness for their independent critical study (NEA).	Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both pre and post 1900 – in readiness for their independent critical study (NEA).

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<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.
<b>Cross Curricular Links</b> (Authentic Connections)	History English Language Psychology Drama	History English Language Psychology Drama	History English Language Psychology Drama
<b>Key Assessment</b>	Paper 1, Section C extended essays. Paper 1, Section A extended essays. Critical Study essay.	Paper 1, Section A extended essays. Paper 2, Section B, Q1, extended essays. Critical Study essay. Independent Critical Study (NEA).	Paper 2, Section B, Q2, extended essays. Independent Critical Study (NEA).

Year 13 Literature	Term 1	Term 2	Term 3
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## Curriculum Sequencing Grid: English

<b>Unit</b> (Tablet in 39 week plan)	<p>Love Through the Ages: Unseen Poetry.</p> <p>Shared Contexts: <i>Feminine Gospels</i>.</p> <p>Consolidation and Deliberate Practice: Poetry Anthology &amp; <i>The Great Gatsby</i>.</p> <p>Consolidation and Deliberate Practice: Unseen Prose.</p>	<p>Consolidation and Deliberate Practice: <i>The Taming of the Shrew</i>.</p> <p>Consolidation and Deliberate Practice: Unseen Prose.</p> <p>Consolidation and Deliberate Practice: <i>Feminine Gospels</i>.</p> <p>Consolidation and Deliberate Practice: Unseen Poetry.</p>	<p>Consolidation and Deliberate Practice: <i>A Streetcar Named Desire</i> and <i>The Handmaid's Tale</i>.</p>
<b>Key Retainable Knowledge</b>	<ul style="list-style-type: none"> <li>• Essay writing techniques.</li> <li>• <i>Feminine Gospels</i> – Key quotations and themes.</li> <li>• <i>The Great Gatsby</i> - Key quotations, themes, characters.</li> <li>• Poetry Anthology – Key quotations and themes.</li> <li>• Social, historical, political and biographical context.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Taming of the Shrew</i> – Key quotations, themes and characters.</li> <li>• Essay writing techniques.</li> <li>• <i>Feminine Gospels</i> – Key quotations and themes.</li> <li>• Social, historical, political and biographical context.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Handmaid's Tale</i> - Key quotations, characters and themes.</li> <li>• <i>A Streetcar Named Desire</i> - Key quotations, characters and themes.</li> <li>• Essay writing techniques.</li> <li>• Social, historical, political and biographical context.</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	<p>See set text Knowledge Organisers.</p>	<p>See set text Knowledge Organisers.</p>	<p>See set text Knowledge Organisers.</p>
<b>Opportunities for Reading</b>	<p>Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both pre and post 1900</p>	<p>Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both pre and post 1900 – in support of their independent critical study (NEA).</p>	<p>Students are encouraged to read around their set texts – in respect of the writers and time periods.</p>

## Curriculum Sequencing Grid: *English*

	– in support of their independent critical study (NEA).		
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.
<b>Cross Curricular Links</b> (Authentic Connections)	History English Language Psychology Drama	History English Language Psychology Drama	History English Language Psychology Drama
<b>Key Assessment</b>	Paper 1, Section B extended essays Paper 2, Section A extended essays. Paper 1 Trial Examination.	Paper 1, Section A extended essays. Paper 2, Section B, Q1 extended essays. Paper 2, Section A extended essays. Paper 1, Section B extended essays. Paper 2 Trial Examination. Paper 1 Trial Examination.	Paper 2, Section B, Q2 extended essays.  Paper 2 Trial Examination.

# Curriculum Sequencing Grid: English

Year 13 Language and Literature	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Exploring Conflict: <i>A Streetcar Named Desire</i>  Exploring Conflict: <i>The Kite Runner</i>	Consolidation and Deliberate Practice: Seamus Heaney: Poetry.  Consolidation and Deliberate Practice: <i>The Handmaid's Tale</i> .  Consolidation and Deliberate Practice: <i>A Streetcar Named Desire</i> .  Consolidation and Deliberate Practice: <i>The Kite Runner</i> .  Consolidation and Deliberate Practice: Paris Anthology.	Consolidation and Deliberate Practice: Seamus Heaney: Poetry.  Consolidation and Deliberate Practice: <i>The Handmaid's Tale</i> .  Consolidation and Deliberate Practice: Paris Anthology.
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>What... How.... Why....</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing techniques.</li> <li><i>The Kite Runner</i> – Key quotations and themes.</li> <li><i>A Streetcar Named Desire</i> - Key quotations, themes, characters.</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing techniques.</li> <li>Seamus Heaney: Poetry Anthology – Key quotations and themes.</li> <li><i>The Handmaid's Tale</i> - Key quotations, themes, characters.</li> <li>Paris Anthology – Key quotations and themes.</li> <li><i>The Kite Runner</i> – Key quotations and themes.</li> <li><i>A Streetcar Named Desire</i> - Key quotations, themes, characters</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing techniques.</li> <li>Seamus Heaney: Poetry Anthology – Key quotations and themes.</li> <li><i>The Handmaid's Tale</i> - Key quotations, themes, characters.</li> <li>Paris Anthology – Key quotations and themes.</li> <li><i>The Kite Runner</i> – Key quotations and themes.</li> <li><i>A Streetcar Named Desire</i> - Key quotations, themes, characters</li> </ul>



## Curriculum Sequencing Grid: *English*

<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	See set text Knowledge Organisers.	See set text Knowledge Organisers.	See set text Knowledge Organisers.
<b>Opportunities for Reading</b>	Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both literary and non-literary – in support of their independent critical study (NEA).	Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both literary and non-literary – in support of their independent critical study (NEA).	Students are encouraged to read around their set texts – in respect of the writers and time periods - as well as explore texts – both literary and non-literary – in support of their independent critical study (NEA).
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.	Provides students with an experience of canonical, rich literary texts that are challenging in terms of vocabulary, themes and ideas. Extends students' knowledge and understanding of social, historical, biographical and political contextual influences.
<b>Cross Curricular Links</b> (Authentic Connections)	History English Literature English Language Psychology Sociology Drama	History English Literature English Language Psychology Sociology Drama	History English Literature English Language Psychology Sociology Drama

Curriculum Sequencing Grid: *English*

<b>Key Assessment</b>	Paper 2, Section A Recast. Paper 2, Section B extended essay. Paper 2 Trial Examination.	Paper 1, Section A extended essay. Paper 1, Section B extended essay. Paper 2 Trial Examination. Paper 1 Trial Examination.	To be planned in response to Trial Exam feedback. Paper 1 Trial Examination.
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