

English Curriculum Sequence – Key Stage 4

	KS3 National Curriculum (prior learning)		<u>Year 10: Weeks 1-9</u> Romeo and Juliet	<u>Year 10: Weeks 10-16</u> A Christmas Carol	<u>Year 10: Weeks 17-23</u> Poetry	<u>Year 10: Weeks 24-31</u> An Inspector Calls	<u>Year 10: Weeks 32-36</u> Spoken Language	<u>Year 11 Term 1A</u> Language Paper 1	<u>Year 11 Term 1B</u> Literature Paper 1	<u>Year 11 Term 2A</u> Language Paper 2	<u>Year 11 Term 2B</u> Literature Paper 2
What we want our students to know and remember	<p>Pupils should be expected to:</p> <ul style="list-style-type: none">- Read whole books, to read in depth and to read for pleasure and information.- Re-reading books or sections of key novels/plays, encountered earlier, to increase familiarity with them and provide a basis for making comparisons.- Understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.	Define the key tier 3 vocabulary:	<ul style="list-style-type: none">- Stage Direction- Dramatic Irony- Context- Sonnet- Iambic Pentameter- Hierarchy- Juxtaposition- Honour- Gender- Stereotype- Prejudice- Soliloquy- Patriarchal- Foreshadowing- Fate	<ul style="list-style-type: none">- Novella- Miser- Genre- Inequality- Cyclical Structure- Allegory- Proletariat- Bourgeoise- Catalyst- Supernatural- Redemption- Philanthropist- Caricature	<ul style="list-style-type: none">- Stanza- Iambic Pentameter- Dramatic Monologue- Sonnet- Free Verse- Blank Verse- Perspective- Enjambment- Caesura- Form- Dialect	<ul style="list-style-type: none">- Polemic- Socialism- Capitalism- Suffragette- Microcosm- Symbolism- Euphemism- Platitude- Monologue- Caricature- Patriarchal	<ul style="list-style-type: none">- Perspective- Ethos- Logos- Pathos- Standard English- Audience- Purpose- Accent- Dialect- Structure- Counter Argument	<ul style="list-style-type: none">- Analysis- Connotation- Evaluate- Language: Simile, Metaphor, Personification, Onomatopoeia, Alliteration (Sibilance, Fricative, Consonance, Assonance), Semantic Field, Word Class (Noun, Verb, Adjective, Adverb) and Juxtaposition- Structure: Narrative Perspective, Foreshadowing, Flashback, Flashforward, Chronological/ Non, Cyclical, Cliff-hanger, Dramatic Irony, Shift in Focus- Sentence Types: Simple, Compound, Complex	<ul style="list-style-type: none">- Genre- Dramatic Irony- Characterisation- Theme- Cyclical Structure- Foreshadowing- Allegory- Philanthropist- Caricature- Sonnet- Iambic Pentameter- Soliloquy- Patriarchal	<ul style="list-style-type: none">- Non-Fiction- Summarise- Compare- Viewpoint- Language: Simile, Metaphor, Personification, Onomatopoeia, Alliteration (Sibilance, Fricative, Consonance, Assonance), Semantic Field, Word Class (Noun, Verb, Adjective, Adverb) Juxtaposition, Direct Address, Facts, Statistics, Anecdote, Repetition, Rhetorical Question, Emotive Language, Flashforward, Chronological/ Non, Cyclical, Cliff-hanger, Shift in Focus- Genre: Journalism, Articles, Reports, Essays, Travel Writing, Accounts, Sketches, Letters, Diaries, Autobiography and Biographical passages or other appropriate Non-Fiction and Literary Non-Fiction Forms.- Sentence Types: Simple, Compound, Complex	<ul style="list-style-type: none">- Dramatic Irony- Polemic- Socialism- Capitalism- Microcosm- Caricature- Iambic Pentameter- Dramatic Monologue- Sonnet- Enjambment- Caesura- Dialect
		Recall the knowledge:	<u>Year 10: Weeks 1-9</u> Romeo and Juliet	<u>Year 10: Weeks 10-16</u> A Christmas Carol	<u>Year 10: Weeks 17-23</u> Poetry	<u>Year 10: Weeks 24-31</u> An Inspector Calls	<u>Year 10: Weeks 32-36</u> Spoken Language	<u>Year 11 Term 1A</u> Language Paper 1	<u>Year 11 Term 1B</u> Literature Paper 1	<u>Year 11 Term 2A</u> Language Paper 2	<u>Year 11 Term 2B</u> Literature Paper 2
			<ul style="list-style-type: none">- Contextual Factors: Social, Historical, Cultural and Religious- Characterisation- Plot- Theme- Writer's methods incl. Dramatic Devices- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Recall of Key Quotations (Character and Theme)	<ul style="list-style-type: none">- Contextual Factors: Social, Historical, Cultural, Political and Religious- Characterisation- Plot- Theme- Writer's methods incl. Structural and Literacy Devices- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Recall of Key Quotations (Character and Theme)	<ul style="list-style-type: none">- Contextual factors: social, historical, cultural, political and religious- Writers' methods: language, structure and form- Retrieval of key quotations: Remains, War Photographer, Bayonet Charge, Charge of the Light Brigade- Storm on the Island, Ozymandias, Exposure, Prelude, Kamikaze, Poppies, London, Checking Out Me History	<ul style="list-style-type: none">- Explore Contextual Factors including Hierarchy, Class, Gender- Examination of Writer's Methods: Language, Structure and Dramatic Conventions- Characterisation: Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Inspector, Eva- Characterisation: Connections between Characters and Character Development- Explore Impact on Audience- Examination of Themes	<ul style="list-style-type: none">- Writing for an Audience and Purpose: Understanding and Application of Sophisticated Vocabulary- Use a range of vocabulary and sentence structures for clarity, purpose and effect- Adapt writing styles, considering purpose, audience and form- Demonstrate an appreciation of rhetoric: DAFOREST and apply to both written and spoken contexts	<ul style="list-style-type: none">- Identification and Analysis of Writers' Methods: Language: Simile, Metaphor, Personification, Onomatopoeia, Alliteration (Sibilance, Fricative, Consonance, Assonance), Semantic Field, Word Class (Noun, Verb, Adjective, Adverb) and Juxtaposition- Identification and Analysis of Writers' Methods: Structure: Narrative Perspective, Foreshadowing, Flashback, Flashforward, Chronological/ Non, Cyclical, Cliff-hanger, Dramatic Irony, Shift in Focus- Writing for an Audience and Purpose:- Understanding and Application of Sophisticated Vocabulary	<ul style="list-style-type: none">- Explore Contextual Factors including Hierarchy, Class, Gender- Examination of Writer's Methods: Language, Structure and Dramatic Conventions- Characterisation: Character Development- Explore Impact on Audience- Examination of Themes	<ul style="list-style-type: none">- Identification and Analysis of Writers' Methods in Non-Fiction Texts from Two Time Periods: Language: Simile, Metaphor, Personification, Onomatopoeia, Alliteration (Sibilance, Fricative, Consonance, Assonance), Semantic Field, Word Class (Noun, Verb, Adjective, Adverb), Juxtaposition and DAFOREST features- Examination of Writers' Viewpoints- Comparing Writers' Viewpoints- Writing for an Audience and Purpose- Understanding and Application of Sophisticated Vocabulary	<ul style="list-style-type: none">- Explore Contextual Factors including Hierarchy, Class, Gender- Examination of Writer's Methods: Language, Structure and Dramatic Conventions- Characterisation: Character Development- Explore Impact on Audience- Examination of Themes- Retrieval of Key Quotations- Comparison of Themes: Emigree, Tissue, My Last Duchess – Power of Memory

What we want our students to do		Demonstrate excellence in these skills:	Year 10: Weeks 1-9 Romeo and Juliet <ul style="list-style-type: none"> - Explore Contextual Factors including Hierarchy, Religion and Gender - Examination of Writer's Methods: Language, Structure and Dramatic Conventions - Characterisation: Romeo, Juliet, Tybalt, Lord Capulet, the Prince, Nurse, Friar - Characterisation: Connections between Characters and Character Development - Explore Impact on Audience - Examination of Themes - Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations. - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. - Show understanding of the relationships between texts and the contexts in which they were written. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	Year 10: Weeks 10-16 A Christmas Carol <ul style="list-style-type: none"> - Explore Contextual Factors including Social Class, Gender, Role of the Family, Marriage, Education, Religion and Prejudice - Examination of Writer's Methods: Language, Structure and Dramatic Conventions - Characterisation: Marley, Scrooge, Fred, Ghost of Christmas Past, Present, Yet to Come, Cratchits, Ignorance and Want, Fezziwig - Characterisation: Connections between Characters and Character Development - Explore Impact on Reader - Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations. - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. - Show understanding of the relationships between texts and the contexts in which they were written. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	Year 10: Weeks 17-23 Poetry <ul style="list-style-type: none"> - Explore Contextual Factors including Hierarchy, Religions, Gender, Power and Conflict - Examination of Writer's Methods - Examination of Themes - Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations. - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. - Show understanding of the relationships between texts and the contexts in which they were written. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	Year 10: Weeks 24-31 An Inspector Calls <ul style="list-style-type: none"> - Explore Contextual Factors including Hierarchy, Class, Gender - Examination of Writer's Methods: Language, Structure and Dramatic Conventions - Characterisation: Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Inspector, Eva - Characterisation: Connections between Characters and Character Development - Explore Impact on Audience - Examination of Themes - Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations. - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. - Show understanding of the relationships between texts and the contexts in which they were written. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	Year 10: Weeks 32-36 Spoken Language <ul style="list-style-type: none"> - Explore Rhetorical Devices - Show an understanding of strategies used to engage an audience - Application of effective structural devices: discourse markers, paragraphs, cyclical structure, effective openings and endings - Use a range of vocabulary and sentence structures for clarity, purpose and effect 	Year 11 Term 1A Language Paper 1 <ul style="list-style-type: none"> - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views - Evaluate texts critically and support this with appropriate textual references - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. - 	Year 11 Term 1B Literature Paper 1 <p>Students should be able to:</p> <ul style="list-style-type: none"> - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations. - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. - Show understanding of the relationships between texts and the contexts in which they were written. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	Year 11 Term 2A Language Paper 2 <ul style="list-style-type: none"> - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views - Evaluate texts critically and support this with appropriate textual references - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	Year 11 Term 2B Literature Paper 2 <p>Students should be able to:</p> <ul style="list-style-type: none"> - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations. - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. - Show understanding of the relationships between texts and the contexts in which they were written. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Assessment questions: Deeply marked pieces			Year 10: Weeks 1-9 Romeo and Juliet <ul style="list-style-type: none"> - How is conflict presented in the opening of the play? (Act 1 Sc1) - How does Shakespeare present Romeo's feeling towards Juliet in Act 2 Sc2? - How does Shakespeare present Tybalt as a villain? (Act 3 Sc1) - How does Shakespeare present the relationship between 	Year 10: Weeks 10-16 A Christmas Carol <ul style="list-style-type: none"> - How is Scrooge presented in the opening of the novella? - Stave 3: Descriptive Writing - How does Dickens present the theme of redemption in the novella? - Curriculum Assessment: Literature Paper 1 	Year 10: Weeks 17-23 Poetry <ul style="list-style-type: none"> - Compare how the writers present the reality of war in Remains and one other poem - Compare how the writers present the power of nature in Storm on the Island and one other poem - Compare how the writers present conflict in London and one other poem 	Year 10: Weeks 24-31 An Inspector Calls <ul style="list-style-type: none"> - How does Priestley present the character of Mr Birling in the beginning of the play? - How does Priestley use Inspector Goole to explore ideas about responsibility in the play? - Curriculum Assessment: Literature Paper 2 	Year 10: Weeks 32-36 Spoken Language <ul style="list-style-type: none"> - Spoken Language Assessment: Draft and Presentation 	Year 11 Term 1A Language Paper 1 <ul style="list-style-type: none"> - (P1Q2) How does the writer use language here to describe the Tyrannosaurus Rex? - Describe life as you imagine it in 200 years' time - (P1Q3) How has the writer structured the text to interest you as a reader? - (P1Q4) A student said, 'This part of the story, where the men encounter the 	Year 11 Term 1B Literature Paper 1 <ul style="list-style-type: none"> - How does Shakespeare present the effects of conflict in Act 3, Scene 1? - How does Dickens present Scrooge's redemption in the novella? - Mock 1: Language Paper 1 & Literature Paper 1 	Year 11 Term 2A Language Paper 2 <ul style="list-style-type: none"> - (LP2Q5) 'Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.' Write a letter to the Minister for Transport arguing your point of view on this statement. (LP2Q4) For this question, you need to refer to the whole of Source A, together with 	Year 11 Term 2B Literature Paper 2 <ul style="list-style-type: none"> - Mock 2: Language Paper 2 & Literature Paper 2 - Unseen Poetry

			<ul style="list-style-type: none"> Juliet and Lord Capulet in Act 3 Sc5? How does Shakespeare present the consequences of conflict in Act 5 Scene 3? 					<p>Tyrannosaurus Rex, shows Eckels is right to panic. The Monster is terrifying!</p> <p>To what extent do you agree?</p>		<p>the whole of Source B. Compare how the writers convey their similar perspectives on cycling in the city.</p> <p>(LP2Q2) You need to refer to Source A and Source B for this question. Both sources describe the similar ways in which drivers behave. Use details from both sources to write a summary of what you understand about the similar behaviour of the drivers.</p>	
Disciplinary Rigour		What makes your subject different to other subjects?	<p><u>Year 10: Weeks 1-9</u></p> <p>Romeo and Juliet</p> <ul style="list-style-type: none"> - Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - Identifying and interpreting themes, ideas and information - Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	<p><u>Year 10: Weeks 10-16</u></p> <p>A Christmas Carol</p> <ul style="list-style-type: none"> - Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - Identifying and interpreting themes, ideas and information - Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	<p><u>Year 10: Weeks 17-23</u></p> <p>Poetry</p> <ul style="list-style-type: none"> - Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - Identifying and interpreting themes, ideas and information - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	<p><u>Year 10: Weeks 24-31</u></p> <p>An Inspector Calls</p> <ul style="list-style-type: none"> - Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - Identifying and interpreting themes, ideas and information - Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	<p><u>Year 10: Weeks 32-36</u></p> <p>Spoken Language</p> <ul style="list-style-type: none"> - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. - Demonstrate presentation skills in a formal setting - Listen and respond appropriately to spoken language, including to questions and feedback on presentations - Use spoken Standard English effectively in speeches and presentations. 	<p><u>Year 11 Term 1A</u></p> <p>Language Paper 1</p> <ul style="list-style-type: none"> - Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - Make an informed personal response, recognising that other responses to a text are possible and evaluating these. - Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue - Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using - Standard English where appropriate consolidate and build on their knowledge of grammar and vocabulary through: studying their effectiveness and impact in the texts they read - Drawing on new vocabulary and grammatical constructions from their 	<p><u>Year 11 Term 1B</u></p> <p>Literature Paper 1</p> <p><u>Romeo and Juliet & A Christmas Carol</u></p> <ul style="list-style-type: none"> - Identifying and interpreting themes, ideas and information - Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	<p><u>Year 11 Term 2A</u></p> <p>Language Paper 2</p> <ul style="list-style-type: none"> - Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - Make an informed personal response, recognising that other responses to a text are possible and evaluating these. Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue - Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using - Standard English where appropriate consolidate and build on their knowledge of grammar and vocabulary through: studying their effectiveness and impact in the texts they read - Drawing on new vocabulary and grammatical constructions from their reading and listening, 	<p><u>Year 11 Term 2B</u></p> <p>Literature Paper 2</p> <p><u>An Inspector Calls</u></p> <ul style="list-style-type: none"> - Identifying and interpreting themes, ideas and information - Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact <p><u>Poetry:</u></p> <ul style="list-style-type: none"> - Identifying and interpreting themes, ideas and information - Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - Seeking evidence in the text to support a point of view, including justifying inferences with evidence - Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

								reading and listening, and using these consciously in their writing and speech to achieve particular effects		and using these consciously in their writing and speech to achieve particular effects	
Link to Catholic Virtues			Year 10: Weeks 1-9 Romeo and Juliet	Year 10: Weeks 10-16 A Christmas Carol	Year 10: Weeks 17-23 Poetry	Year 10: Weeks 24-31 An Inspector Calls	Year 10: Weeks 32-36 Spoken Language	Year 11 Term 1A Language Paper 1	Year 11 Term 1B Literature Paper 1	Year 11 Term 2A Language Paper 2	Year 11 Term 2B Literature Paper 2
			<ul style="list-style-type: none">- Compassionate and Loving- Curious and Active- Intentional and Prophetic	<ul style="list-style-type: none">- Grateful and Generous- Compassionate and Loving- Intentional and Prophetic	<ul style="list-style-type: none">- Curious and Active- Compassionate and Loving	<ul style="list-style-type: none">- Attentive and Discerning- Curious and Active	<ul style="list-style-type: none">- Curious and Active- Compassionate and Loving	<ul style="list-style-type: none">- Curious and Active- Compassionate and Loving	<ul style="list-style-type: none">- Grateful and Generous- Attentive and discerning- Intentional and Prophetic	<ul style="list-style-type: none">- Curious and Active- Compassionate and Loving- Curious and Active	Attentive and discerning Curious and active
World of Work Links			Year 10: Weeks 1-9 Romeo and Juliet	Year 10: Weeks 10-16 A Christmas Carol	Year 10: Weeks 17-23 Poetry	Year 10: Weeks 24-31 An Inspector Calls	Year 10: Weeks 32-36 Spoken Language	Year 11 Term 1A Language Paper 1	Year 11 Term 1B Literature Paper 1	Year 11 Term 2A Language Paper 2	Year 11 Term 2B Literature Paper 2
				<ul style="list-style-type: none">- Examination of the Role of the Employer.- Poor Law Act		<ul style="list-style-type: none">- Socialism and Capitalism.- Exploitation	<ul style="list-style-type: none">- Topical issues/ controversial viewpoints explored				
Home Learning			Year 10: Weeks 1-9 Romeo and Juliet	Year 10: Weeks 10-16 A Christmas Carol	Year 10: Weeks 17-23 Poetry	Year 10: Weeks 24-31 An Inspector Calls	Year 10: Weeks 32-36 Spoken Language	Year 11 Term 1A Language Paper 1	Year 11 Term 1B Literature Paper 1	Year 11 Term 2A Language Paper 2	Year 11 Term 2B Literature Paper 2
Cultural Capital			Year 10: Weeks 1-9 Romeo and Juliet	Year 10: Weeks 10-16 A Christmas Carol	Year 10: Weeks 17-23 Poetry	Year 10: Weeks 24-31 An Inspector Calls	Year 10: Weeks 32-36 Spoken Language	Year 11 Term 1A Language Paper 1	Year 11 Term 1B Literature Paper 1	Year 11 Term 2A Language Paper 2	Year 11 Term 2B Literature Paper 2
			<ul style="list-style-type: none">- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	<ul style="list-style-type: none">- Understanding of the consequences of their behaviour and actions	<ul style="list-style-type: none">- Understanding the literary canon and exploring changing perspectives across time	<ul style="list-style-type: none">- Understanding of the consequences of their behaviour and actions	<ul style="list-style-type: none">- Understanding the world around us and wider issues				