

English Curriculum Sequence – Key Stage 4

	KS3 National Curriculum (prior learning)		<u>Year 10: Term 1A</u> Romeo and Juliet	<u>Year 10: Term 1B</u> A Christmas Carol	<u>Year 10: Term 2A</u> An Inspector Calls	<u>Year 10: Term 2B</u> Power and Conflict Poetry	<u>Year 10: 3A</u> Unseen Poetry	<u>Year 10: Term 3B</u> Spoken Language	<u>Year 11: Term 1A</u> Language Paper 1	<u>Year 11: Term 1B</u> Language Paper 2	<u>Year 11: Term 2-Term 3</u> Exam Preparation
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"> - Polemic - Socialism - Capitalism - Suffragette - Microcosm - Symbolism - Euphemism - Platitude - Monologue - Caricature - Patriarchal 	<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"> - Free verse - Connotations - Dramatic Monologue - Narrative Poem - Second Person - Nostalgia - Enjambment - Colloquial - Sombre - Caesura - Anaphora - Contradiction - Epigraph 	<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"> - 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"> - Genre - Tragedy - Allegory - Dramatic Monologue - Sonnet - Free Verse - Blank Verse - Analysis - Connotation - Evaluate - Non-Fiction - Summarise - Compare - Viewpoint
		Recall the knowledge:	<u>Year 10: Term 1A</u> Romeo and Juliet <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) 	<u>Year 10: Term 1B</u> A Christmas Carol <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) 	<u>Year 10: Term 2A</u> 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 	<u>Year 10: Term 2B</u> Power and Conflict Poetry <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 	<u>Year 10: 3A</u> Unseen Poetry <ul style="list-style-type: none"> - Writers' methods: language, structure and form - Compare writers' thoughts, feelings and ideas 	<u>Year 10: Term 3B</u> Spoken Language <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 	<u>Year 11: Term 1A</u> Language Paper 1 <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 	<u>Year 11: Term 1B</u> Language Paper 2 <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 	<u>Year 11: Term 2-Term 3</u> Exam Preparation <ul style="list-style-type: none"> - Contextual Factors: Social, Historical, Cultural and Religious - Characterisation - Plot - Theme - Writer's methods incl. Dramatic Devices - Figurative Language - Recall of Key Quotations (Character and Theme) - Identification and Analysis of Writers' Methods: - Writing for an Audience and Purpose: - Understanding and Application of Sophisticated Vocabulary

What we want our students to do		Demonstrate excellence in these skills:	Year 10: Term 1A 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: Term 1B 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: Term 2A 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: Term 2B Power and Conflict 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: Term 3A Unseen Poetry [4 weeks] <ul style="list-style-type: none"> - 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: Term 3A/Term 3B Spoken Language [2 weeks] <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 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 2-Term 3 Exam Preparation <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 - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts - 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
Assessment questions: Deeply marked pieces			Year 10: Term 1A 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 Juliet and Lord Capulet in Act 3 Sc5? 	Year 10: Term 1B 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? 	Year 10: Term 2A An Inspector Calls <ul style="list-style-type: none"> - DP Assessment: Literature Paper 1 - WEEK 1 - 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? 	Year 10: Term 2B Power and Conflict 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: Term 3A Unseen Poetry [4 weeks] <ul style="list-style-type: none"> - How does the poet present the choices we take... and don't take? - In 'In Mrs Tilscher's Class,' how does the poet present ideas about childhood memories? 	Year 10: Term 3A/Term 3B Spoken Language [2 weeks] <ul style="list-style-type: none"> - DP Assessment: Literature Paper 1 and Literature Paper 2- WEEK 2 - 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 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 2-Term 3 Exam Preparation <p>Year 11 MOCK:</p> <ul style="list-style-type: none"> - Language Paper 1 - Language Paper 2 - Literature Paper 1 - Literature Paper 2

			<ul style="list-style-type: none">- How does Shakespeare present the consequences of conflict in Act 5 Scene 3?						Tyrannosaurus Rex, shows Eckels is right to panic. The Monster is terrifying!’ To what extent do you agree?	the whole of Source B. Compare how the writers convey their similar perspectives on cycling in the city. <ul style="list-style-type: none">- (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.	
Disciplinary Rigour		What makes your subject different to other subjects?	<u>Year 10: Term 1A</u> Romeo and Juliet	<u>Year 10: Term 1B</u> A Christmas Carol	<u>Year 10: Term 2A</u> An Inspector Calls	<u>Year 10: Term 2B</u> Power and Conflict Poetry	<u>Year 10: Term 3A</u> Unseen Poetry [4 weeks]	<u>Year 10: Term 3A/Term 3B</u> Spoken Language [2 weeks]	<u>Year 11: Term 1A</u> Language Paper 1	<u>Year 11: Term 1B</u> Language Paper 2	<u>Year 11: Term 2-Term 3</u> Exam Preparation
			<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	<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	<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	<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	<ul style="list-style-type: none">- 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	<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.	<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	<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	<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, and using these consciously in their writing and speech to achieve particular effects	- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	
Link to Catholic Virtues			Year 10: Term 1A Romeo and Juliet	Year 10: Term 1B A Christmas Carol	Year 10: Term 2A An Inspector Calls	Year 10: Term 2B Power and Conflict Poetry	Year 10: Term 3A Unseen Poetry [4 weeks]	Year 10: Term 3A/Term 3B Spoken Language [2 weeks]	Year 11: Term 1A Language Paper 1	Year 11: Term 1B Language Paper 2	Year 11: Term 2-Term 3 Exam Preparation
			<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">- 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	<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">- Curious and Active- Compassionate and Loving- Curious and Active	<ul style="list-style-type: none">-
World of Work Links			Year 10: Term 1A Romeo and Juliet	Year 10: Term 1B A Christmas Carol	Year 10: Term 2A An Inspector Calls	Year 10: Term 2B Power and Conflict Poetry	Year 10: Term 3A Unseen Poetry [4 weeks]	Year 10: Term 3A/Term 3B Spoken Language [2 weeks]	Year 11: Term 1A Language Paper 1	Year 11: Term 1B Language Paper 2	Year 11: Term 2-Term 3 Exam Preparation
				<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">-		<ul style="list-style-type: none">- Topical issues/ controversial viewpoints explored			
Home Learning			Year 10: Term 1A Romeo and Juliet	Year 10: Term 1B A Christmas Carol	Year 10: Term 2A An Inspector Calls	Year 10: Term 2B Power and Conflict Poetry	Year 10: Term 3A Unseen Poetry [4 weeks]	Year 10: Term 3A/Term 3B Spoken Language [2 weeks]	Year 11: Term 1A Language Paper 1	Year 11: Term 1B Language Paper 2	Year 11: Term 2-Term 3 Exam Preparation
			<ul style="list-style-type: none">- GCSE Pod	<ul style="list-style-type: none">- GCSE Pod	<ul style="list-style-type: none">- GCSE Pod	<ul style="list-style-type: none">- GCSE Pod	<ul style="list-style-type: none">- GCSE Pod		<ul style="list-style-type: none">- GCSE Pod	<ul style="list-style-type: none">- GCSE Pod	<ul style="list-style-type: none">- GCSE Pod
Cultural Capital			Year 10: Term 1A Romeo and Juliet	Year 10: Term 1B A Christmas Carol	Year 10: Term 2A An Inspector Calls	Year 10: Term 2B Power and Conflict Poetry	Year 10: Term 3A Unseen Poetry [4 weeks]	Year 10: Term 3A/Term 3B Spoken Language [2 weeks]	Year 11: Term 1A Language Paper 1	Year 11: Term 1B Language Paper 2	Year 11: Term 2-Term 3 Exam Preparation
			<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 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 the world around us and wider issues			