

English Curriculum Sequence – Key Stage 4

KS3 National Curriculum		Year 10: Term 1A	<u>Year 10: Term 1B</u>	Year 10: Term 2A	<u>Year 10: Term 2B</u>	<u>Year 10: 3A</u>	<u>Year 10: Term 3B</u>	Year 11: Term 1A	<u>Year 11: Term 1B</u>	<u>Year 11: Term 2-Term 3</u>
(prior learning)		Romeo and Juliet	A Christmas Carol	An Inspector Calls	Power and Conflict Poetry	Unseen Poetry	Spoken Language	Language Paper 1	Language Paper 2	Exam Preparation
Pupils should be expected to: 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:	- Stage Direction - Dramatic Irony - Context - Sonnet - Iambic Pentameter - Hierarchy - Juxtaposition - Honour - Gender - Stereotype - Prejudice - Soliloquy - Patriarchal - Foreshadowing - Fate	- Novella - Miser - Genre - Inequality - Cyclical Structure - Allegory - Proletariat - Bourgeoise - Catalyst - Supernatural - Redemption - Philanthropist - Caricature	- Polemic - Socialism - Capitalism - Suffragette - Microcosm - Symbolism - Euphemism - Platitude - Monologue - Caricature - Patriarchal	- Stanza - Iambic Pentameter - Dramatic Monologue - Sonnet - Free Verse - Blank Verse - Perspective - Enjambment - Caesura - Form - Dialect	- Free verse - Connotations - Dramatic Monologue - Narrative Poem - Second Person - Nostalgia - Enjambment - Colloquial - Sombre - Caesura - Anaphora - Contradiction - Epigraph	- Perspective - Ethos - Logos - Pathos - Standard English - Audience - Purpose - Accent - Dialect - Structure - Counter Argument	- 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	- 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	- Genre - Tragedy - Allegory - Dramatic Monologue - Sonnet - Free Verse - Blank Verse - Analysis - Connotation - Evaluate - Non-Fiction - Summarise - Compare - Viewpoint
		Year 10: Term 1A	Year 10: Term 1B	Year 10: Term 2A	Year 10: Term 2B	Year 10: 3A	Year 10: Term 3B	Year 11: Term 1A	Year 11: Term 1B	Year 11: Term 2-Term 3
	Recall the knowledge	Romeo and Juliet - 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)	A Christmas Carol 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)	An Inspector Calls - 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	Power and Conflict Poetry 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	Unseen Poetry - Writers' methods: language, structure and form - Compare writers' thoughts, feelings and ideas	Spoken Language 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	Language Paper 1 - 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	Language Paper 2 - 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	Exam Preparation 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

ор	ills:	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
What we want our students to do	se sk	- Explore Contextual	- Explore Contextual	- Explore Contextual	- Explore Contextual	- Examination of Writer's	- Explore Rhetorical	- Identify and interpret	- Identify and interpret	Students should be able to:
, den	thes	Factors including	Factors including Social	Factors including	Factors including	Methods	Devices	explicit and implicit	explicit and implicit	- Maintain a critical style
stu	-⊆	Hierarchy, Religion and	Class, Gender, Role of	Hierarchy, Class, Gender	Hierarchy, Religions,	- Examination of Themes	- Show an understanding	information and ideas	information and ideas	and develop an
onr	nce	Gender	the Family, Marriage,	- Examination of Writer's	Gender, Power and Conflict	- Read, understand and	of strategies used to	- Select and synthesise	- Select and synthesise	informed personal
int c	cellen	 Examination of Writer's Methods: Language, 	Education, Religion and Prejudice	Methods: Language, Structure and Dramatic	- Examination of Writer's	respond to texts. Students should be able to:	engage an audienceApplication of effective	evidence from different texts	evidence from different texts	response - Use textual references,
8	exc	Structure and Dramatic	- Examination of Writer's	Conventions	Methods	- Maintain a critical style	structural devices:	- Explain, comment on	- Explain, comment on	including quotations, to
, γ. (Θ	ate	Conventions	Methods: Language,	- Characterisation: Mr	- Examination of Themes	and develop an	discourse markers,	and analyse how writers	and analyse how writers	support and illustrate
'hat	Demonstrate	- Characterisation:	Structure and Dramatic	Birling, Mrs Birling,	- Read, understand and	informed personal	paragraphs, cyclical	use language and	use language and	interpretations.
	Jor	Romeo, Juliet, Tybalt,	Conventions	Sheila, Eric, Gerald,	respond to texts.	response	structure, effective	structure to achieve	structure to achieve	- Analyse the language,
	Der	Lord Capulet, the Prince,	- Characterisation:	Inspector, Eva	Students should be able to:	- Use textual references,	openings and endings	effects and influence	effects and influence	form and structure used
		Nurse, Friar	Marley, Scrooge, Fred,	- Characterisation:	- Maintain a critical style	including quotations, to	- Use a range of	readers, using relevant	readers, using relevant	by a writer to create
		 Characterisation: Connections between 	Ghost of Christmas Past, Present, Yet to Come,	Connections between Characters and	and develop an	support and illustrate	vocabulary and sentence structures for	subject terminology to support their views	subject terminology to support their views	meanings and effects, using relevant subject
		Characters and	Cratchits, Ignorance and	Character Development	informed personal response	interpretations Analyse the language,	clarity, purpose and	- Evaluate texts critically	- Evaluate texts critically	terminology where
		Character Development	Want, Fezziwig	- Explore Impact on	- Use textual references,	form and structure used	effect	and support this with	and support this with	appropriate.
		- Explore Impact on	- Characterisation:	Audience	including quotations, to	by a writer to create		appropriate textual	appropriate textual	- Show understanding of
		Audience	Connections between	- Examination of Themes	support and illustrate	meanings and effects,		references	references	the relationships
		 Examination of Themes 	Characters and	- Read, understand and	interpretations.	using relevant subject		- Communicate clearly,	- Communicate clearly,	between texts and the
		- Read, understand and	Character Development	respond to texts.	- Analyse the language,	terminology where		effectively and	effectively and	contexts in which they
		respond to texts. Students should be able to:	 Explore Impact on Reader 	Students should be able to:	form and structure used by a writer to create	appropriate.Show understanding of		imaginatively, selecting and adapting tone, style	imaginatively, selecting and adapting tone, style	were written Use a range of
		- Maintain a critical style	- Read, understand and	Maintain a critical style and develop an	meanings and effects,	the relationships		and register for	and register for	vocabulary and
		and develop an	respond to texts.	informed personal	using relevant subject	between texts and the		different forms,	different forms,	sentence structures for
		informed personal	Students should be able to:	response	terminology where	contexts in which they		purposes and	purposes and	clarity, purpose and
		response	- Maintain a critical style	- Use textual references,	appropriate.	were written.		audiences.	audiences.	effect, with accurate
		 Use textual references, 	and develop an	including quotations, to	- Show understanding of	- Use a range of		- Organise information	- Organise information	spelling and
		including quotations, to	informed personal	support and illustrate	the relationships	vocabulary and		and ideas, using	and ideas, using	punctuation
		support and illustrate	response - Use textual references,	interpretations.	between texts and the	sentence structures for		structural and grammatical features to	structural and grammatical features to	 Identify and interpret explicit and implicit
		interpretations.Analyse the language,	including quotations, to	 Analyse the language, form and structure used 	contexts in which they were written.	clarity, purpose and effect, with accurate		support coherence and	support coherence and	information and ideas
		form and structure used	support and illustrate	by a writer to create	- Use a range of	spelling and		cohesion of texts	cohesion of texts	- Select and synthesise
		by a writer to create	interpretations.	meanings and effects,	vocabulary and	punctuation		- Candidates must use a	- Candidates must use a	evidence from different
		meanings and effects,	- Analyse the language,	using relevant subject	sentence structures for			range of vocabulary and	range of vocabulary and	texts
		using relevant subject	form and structure used	terminology where	clarity, purpose and			sentence structures for	sentence structures for	 Evaluate texts critically
		terminology where	by a writer to create	appropriate.	effect, with accurate			clarity, purpose and effect, with accurate	clarity, purpose and effect, with accurate	and support this with
		appropriate.	meanings and effects,	- Show understanding of	spelling and			spelling and	spelling and	appropriate textual references
		 Show understanding of the relationships 	using relevant subject terminology where	the relationships between texts and the	punctuation			punctuation.	punctuation.	- Communicate clearly,
		between texts and the	appropriate.	contexts in which they				-	p arrestant arrest	effectively and
		contexts in which they	- Show understanding of	were written.						imaginatively, selecting
		were written.	the relationships	- Use a range of						and adapting tone, style
		 Use a range of 	between texts and the	vocabulary and						and register for
		vocabulary and	contexts in which they	sentence structures for						different forms,
		sentence structures for	were written. - Use a range of	clarity, purpose and						purposes and audiences.
		clarity, purpose and effect, with accurate	vocabulary and	effect, with accurate spelling and						- Organise information
		spelling and	sentence structures for	punctuation						and ideas, using
		punctuation	clarity, purpose and	F						structural and
			effect, with accurate							grammatical features to
			spelling and							support coherence and
		Year 10: Term 1A	punctuation Year 10: Term 1B	Year 10: Term 2A	Year 10: Term 2B	Year 10: Term 3A	Year 10: Term 3A/Term 3B	Year 11: Term 1A	Year 11: Term 1B	cohesion of texts Year 11: Term 2-Term 3
pieces		Romeo and Juliet	A Christmas Carol	An Inspector Calls	Power and Conflict Poetry	Unseen Poetry [4 weeks]	Spoken Language [2 weeks]	Language Paper 1	Language Paper 2	Exam Preparation
id		- How is conflict	- How is Scrooge	- DP Assessment:	- Compare how the	- How does the poet	- DP Assessment:	- (P1Q2) How does the	- (LP2Q5) 'Cars are noisy,	Year 11 MOCK:
rkec		presented in the	presented in the	Literature Paper 1 -	writers present the	present the choices we	Literature Paper 1 and	writer use language	dirty, smelly and	- Language Paper 1
Deeply marked		opening of the play?	opening of the novella?	WEEK 1	reality of war in	take and don't take?	<u>Literature Paper 2-</u>	here to describe the	downright dangerous.	- Language Paper 2
λld		(Act 1 Sc1)	- Stave 3: Descriptive	- How does Priestley	Remains and one other	- In 'In Mrs Tilscher's	WEEK 2	Tyrannosaurus Rex?	They should be banned	- <u>Literature Paper 1</u>
) See		- How does Shakespeare	Writing	present the character of	poem	Class,' how does the	- Spoken Language	- Describe life as you	from all town and city	- <u>Literature Paper 2</u>
		present Romeo's feeling towards Juliet in Act 2	 How does Dickens present the theme of 	Mr Birling in the beginning of the play?	- Compare how the writers present the	poet present ideas about childhood	Assessment: Draft and Presentation	imagine it in 200 years' time	centres, allowing people to walk and cycle in	
tion		Sc2?	redemption in the	- How does Priestley use	power of nature in	memories?	Tresentation	- (P1Q3) How has the	peace.' Write a letter to	
nes		- How does Shakespeare	novella?	Inspector Goole to	Storm on the Island and			writer structured the	the Minister for	
Assessment questions:		present Tybalt as a	-	explore ideas about	one other poem			text to interest you as a	Transport arguing your	
mer		villain? (Act 3 Sc1)		responsibility in the	- Compare how the			reader?	point of view on this	
essi		- How does Shakespeare		play?	writers present conflict			- (P1Q4) A student said,	statement. (LP2Q4) For	
Ass		present the relationship			in London and one other			'This part of the story,	this question, you need	
		between Juliet and Lord	i .	i .	poem	1	i .	where the men	to refer to the whole of	1
		Capulet in Act 3 Sc5?			poem			encounter the	Source A, together with	

	presen conseq	juences of t in Act 5 Scene	<u>Year 10: Term 1B</u>	Year 10: Term 2A	<u>Year 10: Term 2B</u>	Year 10: Term 3A	Year 10: Term 3A/Term 3B	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. - (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. Year 11: Term 1B	Year 11: Term 2-Term 3
	Myat audien contex includii historia contex tradition belong evaluar lideas a lideas	ng on knowledge purpose, ce for and t of the writing, ng its social, cal and cultural t and the literary on to which it so, to inform tion ying and reting themes, and information ng aspects of naracterisation, and settings, the nships between and their effects g evidence in the support a point and information in g aspects of naracterisation, and settings, the nships between and their effects g evidence in the support a point and informatical and irral features, and ting their veness and	- 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	- 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	- 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	Unseen Poetry [4 weeks] - 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	- 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.	- 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	- 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	- 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

Link to Catholic Virtues	Year 10: Term 1A Romeo and Juliet - Compassionate and Loving - Curious and Active - Intentional and Prophetic	Year 10: Term 1B A Christmas Carol - Grateful and Generous - Compassionate and Loving - Intentional and Prophetic	Year 10: Term 2A An Inspector Calls - Attentive and Discerning - Curious and Active	Year 10: Term 2B Power and Conflict Poetry - Curious and Active - Compassionate and Loving	Year 10: Term 3A Unseen Poetry [4 weeks] - Curious and Active	Year 10: Term 3A/Term 3B Spoken Language [2 weeks] - Curious and Active - Compassionate and Loving	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 Year 11: Term 1A Language Paper 1 Curious and Active Compassionate and Loving	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 Year 11: Term 1B Language Paper 2 Curious and Active Compassionate and Loving Curious and Active	- 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 Year 11: Term 2-Term 3 Exam Preparation -
World of Work Links	Year 10: Term 1A Romeo and Juliet	Year 10: Term 1B A Christmas Carol - Examination of the Role of the Employer Poor Law Act	Year 10: Term 2A An Inspector Calls - Socialism and Capitalism Exploitation	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] - Topical issues/ controversial viewpoints explored	Year 11: Term 1A Language Paper 1	Year 11: Term 1B Language Paper 2	Year 11: Term 2-Term 3 Exam Preparation
Home Learning	Year 10: Term 1A Romeo and Juliet - GCSE Pod	Year 10: Term 1B A Christmas Carol - GCSE Pod	Year 10: Term 2A An Inspector Calls - GCSE Pod	Year 10: Term 2B Power and Conflict Poetry - GCSE Pod	Year 10: Term 3A Unseen Poetry [4 weeks] - GCSE Pod	Year 10: Term 3A/Term 3B Spoken Language [2 weeks]	Year 11: Term 1A Language Paper 1 - GCSE Pod	Year 11: Term 1B Language Paper 2 - GCSE Pod	Year 11: Term 2-Term 3 Exam Preparation - GCSE Pod
Cultural Capital	Year 10: Term 1A Romeo and Juliet - 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	Year 10: Term 1B A Christmas Carol - Understanding of the consequences of their behaviour and actions	Year 10: Term 2A An Inspector Calls - Understanding of the consequences of their behaviour and actions	Year 10: Term 2B Power and Conflict Poetry - Understanding the literary canon and exploring changing perspectives across time	Year 10: Term 3A Unseen Poetry [4 weeks]	Year 10: Term 3A/Term 3B Spoken Language [2 weeks] - Understanding the world around us and wider issues	Year 11: Term 1A Language Paper 1	Year 11: Term 1B Language Paper 2	Year 11: Term 2-Term 3 Exam Preparation