

English Curriculum Sequence – Key Stage 5

	KS3 National Curriculum (prior learning)		<u>Year 12: Term 1</u> Hamlet	<u>Year 12: Term 2</u> Drama and Poetry Pre-1900: Rosetti	<u>Year 12: Term 2</u> Drama and Poetry Pre-1900: Wilde	<u>Year 12: Term 1 - Coursework</u> Half of the Yellow Sun	<u>Year 12: Term 1 - Coursework</u> Owen and Journey's End	<u>Year 13: Term 1</u> Comparative and Contextual Study: Sense and Sensibility	<u>Year 13: Term 2</u> Comparative and Contextual Study: Tess of the D'Urbervilles	<u>Year 13: Term 3</u> Women in Literature: Unseen
What we want our students to know and remember	<ul style="list-style-type: none"><li>- How are you supporting transition of knowledge from KS5 FE/HE?</li></ul>	Define the key tier 3 vocabulary:	<ul style="list-style-type: none"><li>- Genre</li><li>- Supernatural</li><li>- Blank Verse</li><li>- Caesura</li><li>- Dramatic Irony</li><li>- Enjambment</li><li>- Genre</li><li>- Hyperbole</li><li>- Iambic Pentameter</li><li>- Idiolect</li><li>- Imagery</li><li>- In Medias Res</li><li>- Metaphor</li><li>- Oxymoron</li><li>- Paradox</li><li>- Rhetoric</li><li>- Simile</li><li>- Soliloquy</li><li>- Everyman</li><li>- Hubris</li><li>- Microcosm</li><li>- Oedipus Complex</li><li>- Seven Deadly Sins</li><li>- Symbolism</li></ul>	<ul style="list-style-type: none"><li>- Suffragette</li><li>- Pre-Raphaelite Brotherhood</li><li>- High Anglican Church</li><li>- Fallen Woman</li><li>- Literary Criticism: biographical, historical, gender, psychological, sociological</li><li>- Angel in the House</li><li>- Symbolism</li><li>- Poetic terminology: sonnet, octave. quatrain, stanza, volta, sestet, iambic pentameter, caesura, in medias res, syndetic and asyndetic listing, hyperbaton, refrain anaphora</li><li>- Allegory</li></ul>	<ul style="list-style-type: none"><li>- Genre</li><li>- Epigram</li><li>- Satire</li><li>- Melodrama</li><li>- Problem Play</li><li>- Farce</li><li>- Archetype</li><li>- Context</li><li>- Stage Direction</li><li>- Juxtaposition</li><li>- Plot</li></ul>	<ul style="list-style-type: none"><li>- Context: civil war, Igbo and Hausa tribe</li><li>- Expatriate</li><li>- Genocide</li><li>- Narrative Perspective</li><li>- Biafran War</li><li>- Coup</li><li>- Colonialism</li><li>- Analysis</li><li>- Structure</li><li>- Inference</li><li>- Deduction</li><li>- Connotation</li><li>- Evaluate</li><li>- Perceptive</li><li>- Language: simile, metaphor, personification, onomatopoeia, alliteration (sibilance, fricative, consonance, assonance), semantic field, word class (noun, verb, adjective, adverb), juxtaposition</li><li>- Structure: narrative perspective, foreshadowing, flashback, flashforward, chronological/ non, cyclical, cliff-hanger, dramatic irony, shift in focus, dramatic irony</li></ul>	<ul style="list-style-type: none"><li>- Propaganda</li><li>- Conflict</li><li>- Realism</li><li>- Naturalism</li><li>- PTSD</li><li>- Exposure</li><li>- Psychosis</li><li>- Narrative perspective</li><li>- Connotation</li><li>- Language: simile, metaphor, personification, onomatopoeia, alliteration (sibilance, fricative, consonance, assonance), semantic field, word class (noun, verb, adjective, adverb), juxtaposition</li><li>- Structure: narrative perspective, foreshadowing, flashback, flashforward, chronological/ non, cyclical, cliff-hanger, dramatic irony, shift in focus, dramatic irony</li><li>- Literary Criticism: biographical, historical, gender, psychological, sociological symbolism</li><li>- Poetic terminology: sonnet, octave. quatrain, stanza, volta, sestet, iambic pentameter, caesura, in medias res, syndetic and asyndetic listing, hyperbaton, refrain anaphora</li></ul>	<ul style="list-style-type: none"><li>- Realist Novel</li><li>- Regency</li><li>- Landed gentry</li><li>- Satire</li><li>- Classicism</li><li>- Romanticism</li><li>- Epistolary</li><li>- Didactic</li></ul>	<ul style="list-style-type: none"><li>- Symbolism</li><li>- Tragedy</li><li>- Melodrama</li><li>- Fallen Woman</li><li>- Bildungsroman</li><li>- Dialect</li><li>- Omniscient Narrator</li><li>- Realism</li><li>- Morality</li><li>- Capital Punishment</li><li>- Darwinism</li><li>- Biblical Allusions</li></ul>	<ul style="list-style-type: none"><li>- Modal</li><li>- Auxiliary</li><li>- Connotation</li><li>- Idiolect</li><li>- Gender</li><li>- Stereotype</li><li>- Language</li><li>- Form</li><li>- Structure</li><li>- Narrative Perspective</li><li>- Simile</li><li>- Metaphor</li><li>- Alliteration</li><li>- Personification</li><li>- Word Classes</li><li>- Flashback</li><li>- Flashforward</li><li>- Chronological</li><li>- Non-chronological</li><li>- Semantic field</li></ul>
		Recall the knowledge:	<u>Year 12: Term 1</u> Hamlet	<u>Year 12: Term 2</u> Drama and Poetry Pre-1900: Rosetti	<u>Year 12: Term 2</u> Drama and Poetry Pre-1900: Wilde	<u>Year 12: Term 1</u> Half of the Yellow Sun	<u>Year 12: Term 1</u> Owen and Journey's End	<u>Year 13: Term 1</u> Comparative and Contextual Study: Sense and Sensibility	<u>Year 13: Term 2</u> Comparative and Contextual Study: Tess of the D'Urbervilles	<u>Year 13: Term 3</u> Women in Literature: Unseen
			<ul style="list-style-type: none"><li>- Learners are required to analyse the text in close detail, exploring Shakespeare's use of language and dramatic effects.</li><li>- Consider issues raised in a specific extract in relation to their understanding of the play as a whole.</li><li>- Explore ways in which the chosen play is/has been interpreted by different audiences, including over time</li></ul>	<ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between literary texts</li><li>- Explore ways in which texts relate to each other and to literary traditions, movements and genres</li><li>- Understand the significance of cultural and contextual influences on readers and writers.</li><li>- Identify and consider how attitudes and values are expressed in texts.</li></ul>	<ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between literary texts</li><li>- Explore ways in which texts relate to each other and to literary traditions, movements and genres</li><li>- Understand the significance of cultural and contextual influences on readers and writers.</li><li>- Identify and consider how attitudes and values are expressed in texts.</li></ul>	<ul style="list-style-type: none"><li>- Demonstrate close reading skills.</li><li>- Identify and consider how attitudes and values are expressed in the chosen text.</li><li>- Communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.</li></ul>	<ul style="list-style-type: none"><li>- Learners are required to explore the contexts of the texts they are reading and others' interpretations of them.</li><li>- Learners are required to explore connections across the texts. Learners are required to identify and consider how values are expressed in texts.</li><li>- Learners are required to draw on their understanding of different interpretations in responding to and evaluating the chosen texts.</li><li>- Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.</li></ul>	<ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li><li>- Explore ways in which texts relate to one another and to literary traditions, movements and genres.</li><li>- Explore ways in which texts are interpreted by different readers, including over time.</li><li>- Use literary critical concepts and terminology with understanding</li></ul>	<ul style="list-style-type: none"><li>- Explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li><li>- Explore ways in which texts relate to one another and to literary traditions, movements and genres.</li><li>- Explore ways in which texts are interpreted by different readers, including over time.</li><li>- Use literary critical concepts and terminology with understanding</li></ul>	<ul style="list-style-type: none"><li>- Read widely and independently in their chosen topic of study.</li><li>- Demonstrate close reading skills in analysing unseen prose extracts.</li><li>- Identify and consider how attitudes and values are expressed in unseen extracts.</li><li>- Communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts</li></ul>

What we want our students to do	How are you supporting transition of skills from KS4 to KS5?	Demonstrate excellence in these skills:	<a href="#">Year 12: Term 1</a> Hamlet	<a href="#">Year 12: Term 2</a> Drama and Poetry Pre-1900: Rosetti	<a href="#">Year 12: Term 2</a> Drama and Poetry Pre-1900: Wilde	<a href="#">Year 12: Term 1</a> Half of the Yellow Sun	<a href="#">Year 12: Term 1</a> Owen and Journey’s End	<a href="#">Year 13: Term 1</a> Comparative and Contextual Study: Sense and Sensibility	<a href="#">Year 13: Term 2</a> Comparative and Contextual Study: Tess of the D'Urbervilles	<a href="#">Year 13: Term 3</a> Women in Literature: Unseen
			<ul style="list-style-type: none"><li>- Analyse ways in which Shakespeare shapes meanings in Hamlet including the function and effects of structure, form and language</li><li>- Articulate informed, personal and creative responses to Hamlet using associated concepts and terminology, and coherent, accurate written expression</li><li>- Explore the play informed by different interpretations</li><li>- Consider different interpretations across time.</li></ul>	<ul style="list-style-type: none"><li>- Demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li><li>- Explore connections across the texts</li><li>- Articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression</li><li>- Explore the texts informed by different interpretations.</li></ul>	<ul style="list-style-type: none"><li>- Demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li><li>- Explore connections across the texts</li><li>- Articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression</li><li>- Explore the texts informed by different interpretations.</li></ul>	<ul style="list-style-type: none"><li>- Analyse ways in which meanings are shaped in the chosen literary text</li><li>- Articulate informed, personal and creative responses to the chosen literary text, using associated concepts and terminology, and coherent accurate written expression.</li></ul>	<ul style="list-style-type: none"><li>- Articulate informed, personal and creative responses to the chosen literary texts, using associated concepts and terminology, and coherent, accurate written expression</li><li>- Analyse ways in which meanings are shaped in the chosen literary texts</li><li>- Demonstrate understanding of the significance and influence of the contexts in which the chosen literary texts are written and received</li><li>- Explore connections across the chosen literary texts</li><li>- Explore the chosen literary texts informed by different interpretations.</li></ul>	<ul style="list-style-type: none"><li>- Demonstrate understanding of the significance and influence of contexts in which the chosen texts were written and received</li><li>- Explore connections across the texts</li><li>- Articulate informed, personal and creative responses to the chosen texts, using associated concepts and terminology, and coherent, accurate written expression</li><li>- Explore the texts informed by different interpretations.</li></ul>	<ul style="list-style-type: none"><li>- Analyse ways in which writers shape meanings</li><li>- Demonstrate understanding of the significance and influence of contexts in which literary texts are written and received</li><li>- Articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression.</li></ul>	
Assessment questions: Deeply marked pieces			<a href="#">Year 12: Term 1</a> Hamlet	<a href="#">Year 12: Term 2</a> Drama and Poetry Pre-1900: Rosetti	<a href="#">Year 12: Term 2</a> Drama and Poetry Pre-1900: Wilde	<a href="#">Year 12: Term 1</a> Half of the Yellow Sun	<a href="#">Year 12: Term 1</a> Owen and Journey’s End	<a href="#">Year 13: Term 1</a> Comparative and Contextual Study: Sense and Sensibility	<a href="#">Year 13: Term 2</a> Comparative and Contextual Study: Tess of the D'Urbervilles	<a href="#">Year 13: Term 3</a> Women in Literature: Unseen
	<ul style="list-style-type: none"><li>- Discuss the passage from Act 1, Scene 1 exploring Shakespeare’s use of language and its dramatic effects</li><li>- Discuss the following passage from Act 3 (lines 92-162), Scene 1 exploring Shakespeare’s use of language and its dramatic effects.</li><li>- Discuss the following passage from Act2,2 exploring Shakespeare’s use of language and its dramatic effects.</li><li>- ‘Hamlet’s fate is sealed from the moment he reflects upon the morality of suicide.’ Using your knowledge of the play as a whole, show how far you agree with this view of the character Hamlet.</li><li>- Hamlet... not as the problem of an individual at all, but as something greater and even more mysterious, as a condition for which the individual himself is apparently not responsible...” Caroline Spurgeon. Using your knowledge of the play as a whole, show how far you agree with this view of the character Hamlet.</li><li>- Claudius ‘is a good king, but a bad man.’ Using your knowledge of the play as a whole, show how far you agree with this view.</li></ul>	<ul style="list-style-type: none"><li>- 'Literature often presents characters in a state of reflection'. In light of this view, consider how Rossetti explores the significance of thought and reflection</li><li>- 'Stereotypes about gender in literature are as inappropriate in literature as they are in life'. In light of this view, consider how Rossetti explores gender roles.</li><li>- 'Literature often undervalues qualities of kindness and compassion'. In light of this view, consider how Rossetti explores kind and compassionate behaviour</li></ul>	<ul style="list-style-type: none"><li>- 'Literature often celebrates the strong bonds between human beings'. In light of this view, consider ways in which writers explore the strength of human relationships. In your answer, compare one drama text and one poetry text.</li><li>- 'Loss and suffering are familiar conditions in human experience' In light of this view, consider ways in which writers explore loss and suffering. In your answer, compare one drama text and one poetry text.</li><li>- 'Hidden truths will always be revealed in the end. In light of this view, consider ways in which writers explore the strength of human relationships. In your answer, compare one drama text and one poetry text.</li></ul>	<ul style="list-style-type: none"><li>- Discuss the ways in which Adichie presents Olanna in this extract and elsewhere in the novel</li><li>- Discuss the ways in which Adichie presents Ugwu in this extract and elsewhere in the novel</li><li>- Discuss the ways in which Adichie presents the views of the expatriate in this extract and elsewhere in the novel</li><li>- Discuss the ways in which Adichie presents the theme of hope in this extract and elsewhere in the novel</li><li>- Discuss the ways in which Adichie presents Richard as an outsider in this extract and elsewhere in the novel</li><li>- Discuss the ways in which Adichie presents Odenigbo in this extract and elsewhere in the novel</li></ul>	<ul style="list-style-type: none"><li>- 'Discuss the ways in which Sherriff presents the reality of war</li><li>- Explore the ways in which Sherriff presents innocence and experience</li><li>- Compare and contrast the ways in which Sherriff and Owen present the horrors of war</li><li>- Compare and contrast the ways in which Sherriff and Owen present the psychological trauma of war</li></ul>	<ul style="list-style-type: none"><li>- 'Women in literature are defined by their relationship with men'. Explore how far you agree with this claim</li><li>- 'All the vast anguish of the time is non-existent to Jane Austen'. Explore how far you agree with this claim</li><li>- 'In Austen's fiction, a ball is the ultimate occasion for a heady kind of courtship'. Explore how far you agree with this claim</li></ul>	<ul style="list-style-type: none"><li>- 'Female characters are shown to be more expressive and emotional than their male counterparts' Comparing two texts, discuss how far you agree with this claim</li><li>- 'Austen portrays women as imprisoned through class'. Comparing two texts, discuss how far you agree with this claim</li><li>- 'Literature by and about women is often very strong in its depiction of the inner life'. Comparing two texts, discuss how far you agree with this claim</li></ul>	<ul style="list-style-type: none"><li>- Write a critical appreciation of the passage from Wuthering Heights relating your discussion to your reading of women in literature</li><li>- Write a critical appreciation of the passage from A Handmaid's Tale relating your discussion to your reading of women in literature</li><li>- Write a critical appreciation of the passage from Jane Eyre relating your discussion to your reading of women in literature</li></ul>		

Disciplinary Rigour		What makes your subject different to other subjects?	<u>Year 12: Term 1</u> Hamlet	<u>Year 12: Term 2</u> Drama and Poetry Pre-1900: Rosetti	<u>Year 12: Term 2</u> Drama and Poetry Pre-1900: Wilde	<u>Year 12: Term 1</u> Half of the Yellow Sun	<u>Year 12: Term 1</u> Owen and Journey's End	<u>Year 13: Term 1</u> Comparative and Contextual Study: Sense and Sensibility	<u>Year 13: Term 2</u> Comparative and Contextual Study: Tess of the D'Urbervilles	<u>Year 13: Term 3</u> Women in Literature: Unseen
			<ul style="list-style-type: none"><li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li><li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li><li>- AO5: Explore literary texts informed by different interpretations</li></ul>	<ul style="list-style-type: none"><li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li><li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li><li>- AO4: Explore connections across literary texts.</li></ul>	<ul style="list-style-type: none"><li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li><li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li><li>- AO4: Explore connections across literary texts.</li></ul>	<ul style="list-style-type: none"><li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li><li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li></ul>	<ul style="list-style-type: none"><li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li><li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li><li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li><li>- AO4: Explore connections across literary texts.</li><li>- AO5: Explore literary texts informed by different interpretations</li></ul>	<ul style="list-style-type: none"><li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li><li>- AO3; Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li><li>- AO4: Explore connections across literary texts.</li><li>- AO5: Explore literary texts informed by different interpretations</li></ul>	<ul style="list-style-type: none"><li>- AO2: Analyse ways in which meanings are shaped in literary texts.</li><li>- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li><li>- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li></ul>	