

Mastery:
EV, AV,
AP

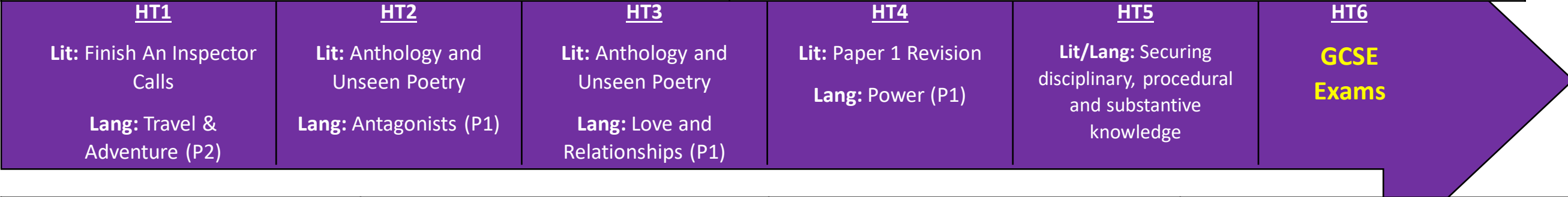
Sandbach School English Curriculum: A story of human ambition, power and responsibility.



24/25 Year 11 English Curriculum Sequence

Intent: To encourage students to draw together the range of analytical skills, enabling them to evaluate language use. In turn, students will then adopt ambitious examples of language, structure and punctuation use in their own creative writing.

<p>An Inspector Calls feeds from:</p> <ul style="list-style-type: none">▪ Crime & Detection in Y7 (context)▪ Banned Lit in Y9▪ Initial study of AIC in Y9	<p>Poetry feeds from:</p> <ul style="list-style-type: none">▪ KS2: Word types, etymology, etc.▪ Crime & Detection in Y7 (context)▪ Gothic Genre in Y8 (Eng and Art)▪ Challenging Representations in Y8▪ Dystopian Study in Y9▪ War in Y9▪ Initial study of J&H in Y10
<p>Teaching An Inspector Calls here supports:</p> <ul style="list-style-type: none">▪ Prep for GCSE exam▪ Context of R&J (patriarchy)▪ Context of anthology poetry in Y11▪ The Little Stranger in Y12/Y13▪ English Literature NEA in Y12/Y13▪ A Streetcar Named Desire in Y12/Y13	<p>Teaching Poetry here supports:</p> <ul style="list-style-type: none">▪ Prep for GCSE exam▪ Language Change in Y13▪ Dorian Gray in Y12/Y13▪ English Literature NEA in Y12/Y13
<ul style="list-style-type: none">▪ National Curriculum Links▪ Pupils will:<ul style="list-style-type: none">▪ read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature, including works from the 19th, 20th and 21st centuries, one Shakespeare text, and poetry since 1789▪ draw 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▪ identify and interpret themes, ideas and information▪ explore aspects of plot, characterisation, events and settings, the relationships between them and their effects▪ seek evidence in the text to support a point of view, including justifying inferences with evidence▪ analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact▪ make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these	
<p>Why An Inspector Calls?</p> <p>An Inspector Calls is a thought-provoking play that challenges students to examine social responsibility, class inequality, and the impact of individual actions on society. Through its suspenseful plot and multifaceted characters, it encourages critical thinking about moral choices and the interconnectedness of community, making it highly relevant to contemporary discussions of social justice.</p>	<p>Why teach A Christmas Carol?</p> <p>A Christmas Carol causes students to question human morality and the dangers of utilitarianism, which continues to be a wider life theme, even today. The novella also examines the potential consequences of an abuse of power and encourages students to demonstrate empathy.</p>



<p>Why teach Travel & Adventure?</p> <p>The focus on travel and adventure supports a range of potential topics for paper 2 writing skills. Students use texts to explore a variety of situations in a number of different countries, allowing them to immerse themselves in na assortment of cultures. Students then synthesise these non-fiction texts to create their own pieces.</p>	<p>Why teach Antagonists?</p> <p>With a focus on monstrous characters, this unit exposes students to C19th texts, encouraging discussions on substantive knowledge of the historical era (linking to Literature context). Students also examine the language used to create such characters, and then use this ambitious lexis to develop their own creative writing.</p>	<p>Why Love and Relationships?</p> <p>The *Love and Relationships* language scheme explores how writers use language to depict the complexities of human connections, from passion and intimacy to heartbreak and conflict. By analysing a variety of texts on this theme, students refine their skills in interpreting and comparing different perspectives on love, while developing their ability to evaluate how language shapes emotional depth and character relationships.</p>	<p>Why teach Power?</p> <p>The final unit before the GCSE exams, Power encompasses a key theme of all of our GCSE English Literature texts, encouraging students to consider the importance of power, ambition and responsibility in both Literature and Language. This acts as a contextual reminder for Literature, as well as revision for Language.</p>
<p>National Curriculum Links</p> <p>Pupils will:</p> <ul style="list-style-type: none">▪ read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extendedliterary non-fiction, such as essays, reviews and journalism.▪ understand and critically evaluate texts through reading in different ways for different purposes, summarising and synthesizing ideas and information, and evaluating their usefulness for particular purposes.▪ draw on knowledge of the purpose, audience for and context of the writing to inform evaluation▪ identify and interpret themes, ideas and information▪ seek evidence in the text to support a point of view, including justifying inferences with evidence▪ analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact▪ make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading		<ul style="list-style-type: none">▪ make an informed personal response, recognising that other responses to a text are possible and evaluating these▪ write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences▪ 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▪ revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling▪ consolidate and build on their knowledge of grammar and vocabulary through 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▪ use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language	
<p>Teaching Travel & Adventure here supports:</p> <ul style="list-style-type: none">▪ Prep for GCSE exam▪ English Language NEA in Y12/Y13▪ World Englishes in Y13:	<p>Teaching Antagonists here supports</p> <ul style="list-style-type: none">• Preparation for GCSE exams• Ties in well with GCSE Literature texts• Language and Power in Y12/13• Engagement in KS4	<p>Teaching Love and Relationships here supports:</p> <ul style="list-style-type: none">• Preparation for GCSE exams• Language and Power in Y12/13• Engagement in KS4	<p>Teaching Power here supports:</p> <ul style="list-style-type: none">▪ Prep for GCSE exam▪ Ties in well to all GCSE Lit texts in Y10/Y11▪ All Literature texts in Y12/Y13▪ Language and Power in Y12/Y13▪ English Language NEA in Y12/Y13
<p>Travel and Adventure feeds from:</p> <ul style="list-style-type: none">▪ KS2, Transition Phase and Qualifications Phase analytical skills▪ Sports in Y10▪ Transition Phase and Qualifications Phase substantive knowledge around English Language	<p>Antagonists feeds from:</p> <ul style="list-style-type: none">• Myths and Legends in Y7• Villains in Y7• Gothic in Y8• The Woman in Black in Y9• War in Y9• Monsters in Y10• Protest and Prejudice in Y10	<p>Love and Relationships feeds from:</p> <ul style="list-style-type: none">• The Boy in The Striped Pyjamas in Y8• Protest and Prejudice in Y10• Antagonists in Y11	<p>Power feeds from:</p> <ul style="list-style-type: none">▪ KS2, Transition Phase and Qualifications Phase analytical skills▪ Crime & Detection in Y7 (context)▪ J&H in Y10/Y11▪ Banned Literature in Y9▪ Dystopian Study in Y9▪ Transition Phase and Qualifications Phase substantive knowledge around English Language