

Mastery:
EV, AV,
AP

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



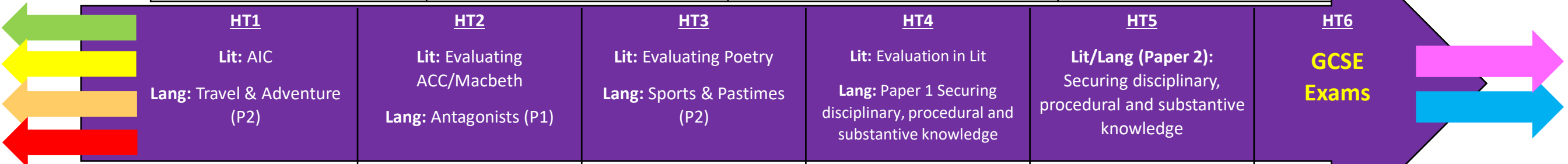
Year 11 English Curriculum Sequence

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.

Literature Evaluation covers:

- Evaluation of characters
- Evaluation of narrative
- Evaluation of evidence
- Critical arguments

<p>AIC 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>ACC 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) ▪ Banned Lit in Y9 ▪ Dystopian Study in Y9 ▪ Science & Tech in Y9 ▪ Initial study of J&H in Y10 	<p>Macbeth feeds from:</p> <ul style="list-style-type: none"> ▪ KS2: Word types, etymology, etc. ▪ Introduction to Shakespeare in Y7 ▪ Romeo and Juliet in Y9 ▪ Gothic Genre in Y8 ▪ Drama: Macbeth in Y8 ▪ Initial study of Macbeth in Y10 	<p>Power & Conflict feeds from:</p> <ul style="list-style-type: none"> ▪ Our School in Y7 (poetry) ▪ AIC in Y9 ▪ Dystopian in Y9 ▪ Initial study of poetry in Y9 ▪ Initial study of poetry 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 ACC 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 	<p>Teaching Macbeth here supports:</p> <ul style="list-style-type: none"> ▪ Prep for GCSE exam ▪ Hamlet in Y12/Y13 ▪ Language Change in Y13 ▪ English Literature NEA in Y12/Y13 ▪ Drama: History of Theatre in Y12 	<p>Teaching Power & Conflict Poetry/Unseen here supports:</p> <ul style="list-style-type: none"> ▪ Prep for GCSE exam ▪ All poetry in Y10/Y11 ▪ Romanticism in Y12/Y13 ▪ English Literature NEA in Y12/Y13 ▪ History: WW1 at Qualifications Phase
<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, 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>Through examining consequences of abusing power and responsibility, AIC makes students question their own behaviour and morality.</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 Macbeth?</p> <p>A step up in complexity from Romeo and Juliet, Macbeth demonstrates how ambition and the pursuit of power can lead to corruption and the downfall of flawed individuals.</p>	<p>Why teach Power & Conflict poetry?</p> <p>The poetry anthology centres around the consequences of human ambition and abuse of power, forcing students to reflect on human responsibility. This also contextually supports other GCSE Literature texts.</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 a 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 teach Sports & Pastimes?</p> <p>The comparative nature of this unit enables students to compare the impact of human ambition, power and responsibility across time periods. This comparative analysis provides excellent examples of various types of texts, which students can then synthesise to produce their own creative pieces.</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>
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<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 extended literary 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 ▪ 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 			
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<p>Teaching Hard Times here supports:</p> <ul style="list-style-type: none"> ▪ Prep for GCSE exam ▪ Ties in well to Lit (J&H) in Y10/Y11 ▪ Dorian Gray in Y12/Y13 ▪ Language Change in Y13 ▪ English Language NEA in Y12/Y13 	<p>Teaching Monsters here supports:</p> <ul style="list-style-type: none"> ▪ Prep for GCSE exam ▪ Ties in well to Lit (J&H) in Y10/Y11 ▪ Dorian Gray in Y12/Y13 ▪ English Language NEA in Y12/Y13 	<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 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
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<p>Hard Times feeds from:</p> <ul style="list-style-type: none"> ▪ KS2, Transition Phase and Qualifications Phase analytical skills ▪ Crime & Detection in Y7 (context) ▪ Banned Literature in Y9 ▪ Dystopian Study in Y9 ▪ J&H in Y10/Y11 ▪ Transition Phase and Qualifications Phase substantive knowledge around English Language 	<p>Monsters feeds from:</p> <ul style="list-style-type: none"> ▪ KS2, Transition Phase and Qualifications Phase analytical skills ▪ Crime & Detection in Y7 (context) ▪ Myths and Legends in Y8 ▪ Banned Literature in Y9 ▪ Dystopian Study in Y9 ▪ J&H in Y10/Y11 ▪ Transition Phase and Qualifications Phase substantive knowledge around English Language 	<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 ▪ Geography: Map Skills in Transition Phase 	<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
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