

SUBJECT Curriculum Map






St. Cuthbert's Curriculum Vision



Here at St. Cuthbert's, our curriculum is rooted in our Catholic faith and the principles laid out in Catholic Social Teaching. Our goal is to help every child shine, feel valued, and make a positive mark in the world. With our core CARE values - Catholicity, Aspiration, Respect, and Excellence - guiding us, we aim to nurture each child's academic, social, emotional, and spiritual growth. We strive to foster an environment where every student feels secure, included, and supported, both inside the classroom and out.

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Curriculum Icons Key

Catholic Mission	Careers (CEIAG)	Cultural Capital and Enrichment Opportunities	Preparing for life in modern Britain	Skills for Life
				

SUBJECT 'at a glance'

AUTUMN	SPRING	SUMMER
Literary Heritage: Oliver Twist by Charles Dickens Reading for Pleasure: Stone Cold by Robert Swindells Creative Writing 1.1 - The foundations of short stories Structure, ingredients, action, focus, character, ending of CW writing scheme in the last	Literary Heritage: A Midsummer Night's Dream by William Shakespeare Reading for Pleasure: The Colour of The Sun by David Almond Creative Writing 1.2 - Creating Coherence in short stories Action, challenge, struggle, coherence, set up, pay off of CW writing	Literary Heritage: Poetry Anthology Ancient Tales Reading for Pleasure: Private Peaceful by Michael Morpurgo A Street Dog Named Pup

two weeks of Autumn 1 in place of writing mastery/ LH Writing Mastery	scheme in the last two weeks of Spring 1 in place of writing mastery/ LH Writing Mastery	Creative Writing 1.3 – Writing a full story Apply knowledge: plan, draft, write, edit of CW writing scheme in the last two weeks of Summer 1 in place of writing mastery/ LH Oracy: Re-tell a story clearly and fluently, choosing appropriate vocabulary, facial and tonal expression, gesture and posture. Writing Mastery
Literary Heritage: Sherlock Holmes by Arthur Conan Doyle Reading for Pleasure: Refugee Boy by Benjamin Zephaniah Tamar by Mal Pee Kes by Barry Hines Writing Mastery	Literary Heritage: The Tempest by William Shakespeare Reading for Pleasure: Refugee Boy by Benjamin Zephaniah Tamar by Mal Pee Kes by Barry Hines Writing Mastery	Literary Heritage: Animal Farm by George Orwell Rhetoric writing and poetry Oracy: delivery of a speech Reading for Pleasure: Refugee Boy by Benjamin Zephaniah Tamar by Mal Pee Kes by Barry Hines Writing Mastery
Literary Heritage: Jane Eyre by Charlotte Brontë Reading for Pleasure: Things Fall Apart by Chinua Achebe Life of Pi by Yann Martel The Hobbit by J. R. R. Tolkien Roll of Thunder- Mildred Taylor Writing Mastery	Literary Heritage: Titus Andronicus by William Shakespeare Reading for Pleasure: Things Fall Apart by Chinua Achebe Life of Pi by Yann Martel The Hobbit by J. R. R. Tolkien Roll of Thunder- Mildred Taylor Writing Mastery	Literary Heritage: Poetry Reading for study Reading for Pleasure: Things Fall Apart by Chinua Achebe Life of Pi by Yann Martel The Hobbit by J. R. R. Tolkien Oracy: Opportunities to read, share and perform student work. Writing Mastery
A Christmas Carol by Charles Dickens English Language Paper 2, Question 5 Conflict Poetry	Macbeth by William Shakespeare English Language Paper 1, Question 5 An Inspector Calls by J. B Priestly	Conflict Poetry Language Paper 1 and Language Paper 2, Question 5 Spoken Language
An Inspector Calls by J. B Priestly	Revision of all texts & Language papers	Revision of all texts & Language papers

English Language Paper 1 and English Language
Paper 2

Y7 Map

YEAR 7		AUTUMN		SPRING		SUMMER	
Year 7	Theme	Poverty		Magic		Natural world	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		Victorian England	How Dickens structures a whole novel.	Elizabethan England	Exploring how Shakespeare uses comedy to explore serious themes like love and identity.	Biography of the poets	Exploring how structure and form affect the poem's meaning or mood.
		Dickens' biography/ Workhouses	How Dickens uses language and tone.	Shakespeare's biography	Understanding how the structure of the play (a play within a play) affects meaning	Ground/ tenor and vehicle in metaphorical language	Why does the poet use this metaphor? What deeper meaning does it suggest?
		Attitudes to the poor and orphans.	How the novel reflects Victorian Society.	Attitudes to men and women during this time	Analysing how Shakespeare uses the love potion	Recognising key themes within poetry	How Shakespeare uses the themes to reflect society at the time
	Texts to be studied	Oliver Twist		A Midsummer Night's Dream		Animal Poetry/ Ancient Tales	
	Rationale	<p>Previous Links: Previous learning includes how a writer shapes a story; writing for purpose; how to edit work effectively.</p> <p>Future Links: Students will build foundational knowledge of themes such poverty, social class</p>		<p>Previous Links: Students have studied a full text in the Autumn term and will already have formed ideas about right and wrong through their study of Bill Sykes' character. Students have had experience of editing their work. Encountered themes about power through the previous unit. How to use topic</p>		<p>Previous Links: Students have encountered themes about power through the previous units. Students have been learning how to respond to texts. How to use topic sentences in writing. Students will have encountered poetry, to a</p>	

		<p>and greed which will inform their study of later Victorian texts and allow pupils to build a rich and valuable knowledge of Victorian society and expectations. Pupils will develop skills towards forming opinions of characters and recalling plot points through whole text study: how to use topic sentences in writing and quotations.</p> <p>Why this: Students will be introduced to our English Lesson structure whilst building links from primary to secondary, through a text that continues to engage students and allows them to understand that themes in literature can transcend time. Poverty in the 21st century is a pertinent issue. The text allows students to build their empathy by viewing poverty through the eyes of a child. Build personal character and reflect on their role in our world as well as exposing students to themes such as charity, religious diversity, morality and sacrifice.</p>	<p>sentences in writing. Students may have encountered Shakespeare in primary school, to varying degrees.</p> <p>Future Links: Students will build foundational skills and knowledge of themes such as supernatural which will inform their study of later Shakespearean texts and allow pupils to build a rich and valuable knowledge of Elizabethan society and expectations. Pupils will develop skills towards forming opinions of characters and recalling plot points through whole text study: how to use topic sentences in writing and quotations.</p> <p>Why this: Students will have the opportunity to explore contrasting Shakespeare plays, as previously studied plays and those students will study later are Shakespeare's tragedies. Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. Build personal character through discussions about honesty and right vs wrong, as well as exploring free will, marriage and hope.</p>	<p>varying degree, in primary school. Victorian era studied in unit 1.</p> <p>Future Links: Students will build foundational skills and knowledge of comparison between texts, exploring differing narratives and build a rich knowledge bank of social and historical events prevalent to the poems. Pupils will work towards forming opinions of characters, recalling plot points through poetry study, and how to use topic sentences in writing and quotations.</p> <p>Why this: Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. An experience of poems from a range of perspectives, which will boost resilience and enhance creativity. Students will explore the idea of how being close to nature is being close to God. Students will reflect on their role in the world and explore the ephemeral nature of humans compared to the eternal power of nature, art and religion.</p>
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Catholic Social Teaching

Students explore how poverty can affect people and our responsibility to help others in need. They will explore what religious diversity in an area looks like and ideas about accepting the faith of others. They will explore









Preparing for Life in Modern Britain: We will cover themes and ideas such as crime and punishment; free will; power; equality; vulnerability of females. Through this, female voices can be heard and explored, building empathy through class discussion.

<p>ideas about morality and whether people are born good. They will look at what sacrifice is and moral conscience. A Midsummer Night's Dream: Students will explore ideas about right and wrong/free will and the role of marriage. Poetry Anthology: Students will explore ideas about creation; free will and the beauty of nature. Ancient Tales: Students will explore ideas about looking after those who have less than you. They will explore ideas linked to repentance and consequence. They will explore how building relationships can be hard but rewarding. They will explore how good triumphs over evil</p>	<p>By exploring how society has changed since the Victorian Era, and what changes we still need to see in society, students will be prepared for life in modern Britain.</p>
<div data-bbox="107 557 190 635" data-label="Image"></div> <p>Careers:</p> <ul style="list-style-type: none"> • Oliver Twist – exploration of links to policing/healthcare/social care and journalism. • A Midsummer Night's Dream – exploration of links to event planning/roles in the theatre/trades. • Poetry Anthology – exploration of links to poetry/editors/publishing • Ancient Tales – exploration of links to public speaking and communication/travel. 	<div data-bbox="1137 557 1243 662" data-label="Image"></div> <p>Skills for Life</p> <p>Allows pupils to build foundational skills and knowledge of texts taught later. Students can explore how vulnerable people in society were exploited in the past and discuss whether society has improved.</p>
<p>Cultural Capital and Enrichment Opportunities</p> <div data-bbox="107 1093 224 1197" data-label="Image"></div> <p>Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Ancient Greece/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely.</p> <div data-bbox="107 1284 190 1362" data-label="Image"></div> <p>Enrichment Opportunities: Students will be able to watch plays (live or recorded). Students will be able to listen to authors discuss their work through video interviews.</p>	







YEAR 8		AUTUMN		SPRING		SUMMER	
Year 8	Theme	Crime and Justice		Power and Justice		Language as power	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		Expanding knowledge of Victorian England. Attitudes to women during 19 th Century	Understanding how narrative voice (Watson as narrator) shapes our perception of Holmes.	The History of Colonialism/ attitudes towards Race in the Elizabethan period	Considering the play's themes in historical context, like European colonization and attitudes toward indigenous peoples (Caliban).	Allegory and how the events of the novel mirror the events of The Russian Revolution	Analysing how Orwell uses allegory to criticise totalitarian regimes.
		The introduction of the Police Force	Investigating the dual character of Holmes.	Conventions of Shakespearean comedy vs tragedy/ multiple plots	Analysing the structure of the play: effect of multiple plot points/ effect of the 'happy ending'	Symbols: The farm represents a country (specifically the Soviet Union); characters symbolise historical figures (Napoleon = Stalin).	Exploring rhetoric and how language and propaganda (like Squealer's speeches) manipulate the animals.
		Increasing knowledge of metaphorical language	How Doyle uses Language to present Holmes' character and relationships	Themes: Power and control, forgiveness and reconciliation, colonisation, nature vs. nurture, magic.	Examining how Shakespeare uses magic and supernatural elements to develop themes and character.	Themes: Power and corruption, equality and inequality, propaganda, betrayal, totalitarianism.	
	Texts to be studied	Sherlock Holmes		The Tempest		Animal Farm	


	<p>Rationale</p>	<p>Previous Links: Students have encountered ideas about life in Victorian England.</p> <p>Future Links: Students will build foundational knowledge of themes such as poverty, social class and greed which will inform their study of later Victorian texts and allow pupils to build a rich and valuable knowledge of Victorian society and expectations.</p> <p>Why this: Students will be intrigued by the complicated mysteries and learn to use inference skills in their own lives. This text will help students to understand the importance of friendship and celebrating differences. Build personal character, sense of morality and understanding what is right and what is wrong in order to reflect on their role in our world, for example- do we have a personal responsibility to report crime?</p>	<p>Previous Links: Students have encountered themes about power through the previous units. Students have been learning how to personally respond to texts. How to use topic sentences in writing. Students have studied a Shakespeare text in Y7 and have explored life in Elizabethan England.</p> <p>Future Links: Students will build foundational knowledge of themes such as power and treason, and which will inform their study of later Shakespearean texts and allow pupils to build a rich and valuable knowledge of Shakespearean society.</p> <p>Why this: Developing opinions about morality. Students will build on their understanding of how we can learn about our history through studying texts from our past. Discover more about how playwrights engage audiences. A focus on how belief is important to people. Build personal character and reflect on their role in our world.</p>	<p>Previous Links: Students have encountered themes about power and corruption through the previous units. Students have been learning how to personally respond to texts. How to use topic sentences in writing.</p> <p>Future Links: Students will build foundational skills and knowledge of corruption and power, which will inform their study of later war focussed, modern texts and allow pupils to build a rich and valuable knowledge of Soviet Russia and the Revolution.</p> <p>Why this: Developing opinions about morality and control: students will build on their understanding of how we can learn about our history through studying texts from our past. Students will explore how government works and how important it is to establish the truth. Build personal character and reflect on their role in our world, through discussions about justice and whether this is achieved by the end of the novel and offering suggestions or alternative outcomes.</p>
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<p>Catholic Social Teaching:</p>  <p>Sherlock Holmes: Students will explore ideas about judgement and freedom. They will explore traditions of marriage and Christmas.</p> <p>The Tempest: Students will explore how a quest for power can corrupt people. They will explore ideas about false idols, forgiveness and the treating others with respect.</p> <p>Animal Farm: Students will explore ideas linked to morality and how too much power can corrupt a person. They will look at the Ten Commandments and how their importance.</p>	 <p>Preparing for Life in Modern Britain: We will cover themes and ideas such as crime and punishment/corruption/governments/how humans interact with the natural world.</p>
 <p>Careers:</p> <p>The Adventures of Sherlock Holmes – exploration of links to policing/scientific roles/healthcare/social care and journalism.</p> <p>The Tempest – exploration of links to overseas trade/roles in the theatre/politics.</p> <p>Animal Farm – exploration of links to agriculture/editors/publishing</p>	 <p>Skills for Life:</p> <p>Animal Farm – we will explore how studying rhetoric is essential to think logically, to discover wrong or weak arguments which will enable our learners to make key decisions as adults.</p>
<p>Cultural Capital and Enrichment Opportunities</p>  <p>Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely. Opportunity to pose questions to a local councillor/member of Rochdale's MYP.</p>  <p>Enrichment Opportunities: Book Club/Podcast Group/Advance English Group/Debate Team</p>	

YEAR 9		AUTUMN		SPRING		SUMMER	
Year 9	Theme	Oppression and poverty		Love		Journeys	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		Expanding knowledge of Victorian England. Attitudes to the poor, children and orphans in the Victorian Era	(Jane as an adult) shapes our perception of her childhood experiences.	Storyline, characters, and key events Themes: love, fate, conflict, family, tragedy Shakespeare's language: imagery, sonnets, dramatic irony Context: Elizabethan views on family, marriage, honour Genre: tragedy and its conventions	Close reading and language analysis Building interpretations and arguments with evidence Considering audience perspectives (then vs. now) Exploring themes through debate and critical viewpoints Evaluating Shakespeare's dramatic choices	Knowledge and biography of the poets and their experiences/ journeys. - Immigration - Slavery - Parent vs child relationships - Identity	Considering historical or cultural context:
		Victorian Education and religion.	Investigating the relationships between religion and education and how this relates to	Attitudes to women during Shakespearean England.	Considering the play's historical and cultural context	Physical vs Metaphorical, spiritual journeys.	Comparing multiple poems:

			Bronte's own upbringing	Attitudes to family and honour			
		Increasing knowledge of metaphorical language	How Bronte uses language to present Jane Eyre	Themes: Revenge, violence and brutality, justice and injustice, family loyalty, power struggles.	Examining language and dramatic techniques, like soliloquies and graphic imagery, to create mood and tension.	Language features: Imagery of landscapes, travel, weather, or time Narrative voice/ tone and dialect	Exploring how language and structure reflect movement or transformation.
	Texts to be studied	Jane Eyre		Romeo & Juliet		Journey Poetry Anthology	
	Rationale	<p>Previous Links: Students have encountered themes about power, corruption and relationships through the previous units. Students have been learning how to personally respond to texts. How to use topic sentences in writing and develop an opinion to texts. Students have had previous experience of studying two Victorian texts.</p> <p>Future Links: Students will build on and further develop their knowledge and understanding of Victorian society, social class and treatment of the poor. Students will learn how to respond to texts in a personal way.</p> <p>Why this: Students will have experience of reading about a relatable female</p>		<p>Previous Links: Students have encountered themes about power and control through the previous units. Students have had previously studied two Shakespeare plays and learnt about drama and life in the Elizabethan era.</p> <p>Future Links: Students will build on and further develop their knowledge and understanding of Shakespearean society, monarchy and gender roles and expectations and additional themes in this play, such as violence/masculinity/revenge, will be revisited when they study Macbeth.</p> <p>Why this: Studying <i>Romeo and Juliet</i> is important because it consolidates students' understanding of Shakespeare's language and dramatic techniques,</p>		<p>Previous Links: Students have studied poetry in Y7 and Y8. They have explored how literary techniques shape meaning. Students have been developing their ability to personally respond to texts.</p> <p>Future Links: Students study literary techniques in all future units. Students will build foundational skills, knowledge and understanding of complex poetry techniques and comparison across texts</p> <p>Why this: In the movie Dead Poets Society, Robin Williams' character insists, "Poetry, beauty, romance, love, these are what we stay alive for...That you are here - that life exists, and identity; that the powerful play goes on and you may contribute a verse." Build personal</p>	

		protagonist and explore gender constraints and mistreatments of the ‘other’ in the past and today. Students will explore empathy by sharing the main protagonist’s personal experiences and feelings with her, thus enabling students to reflect on their own behaviours and its impact on others.	explores universal themes like love, conflict, fate, and family, develops skills in analysis and critical thinking, and builds cultural knowledge of one of the most influential works in English literature.	character and reflect on their role in our world.
<p>Catholic Social Teaching:</p> <div></div> <p>Jane Eyre: Students will explore ideas about how we spread The Word and celebrating our faith. Students will explore Christian traditions.</p> <p>Romeo and Juliet: Students will explore ideas about the importance forgiving others</p> <p>Poetry: Students will explore ideas about sin and faith</p>			<div></div> <p>Preparing for Life in Modern Britain: We will cover themes and ideas such as education/multi-cultural Britain/justice/ sexual harassment and assault.</p> <p>Exploring the female experience in Elizabethan society will allow for discussions about what needed to change about society then, and whether society is fair for women now.</p>	
<div></div> <p>Careers: Careers: Jane Eyre – explorations of links to teaching/healthcare/childcare.</p> <p>Romeo and Juliet – explorations of links to politics/armed forces/ crisis workers and family liaison officers/ sexual abuse support workers.</p> <p>Reading for Study – explorations of links to journalism/HR/business/further education</p>			<div></div> <p>Skills for Life: Reading For Study: Allows pupils to build foundational skills and knowledge of texts taught later.</p>	
Cultural Capital and Enrichment Opportunities				

 Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Elizabethan era.
Experience watching a performance of poetry and plays, either live or remotely. Visit from a local poet. Opportunity to visit Stratford Upon Avon (May 2021)





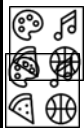

 **Enrichment Opportunities:**

YEAR 10		AUTUMN		SPRING		SUMMER	
Year 10	Theme	19 th century		Shakespeare		Poetry	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		Historical context: 19th-century attitudes toward the poor; industrialisation; Dickens's own views on social inequality. Setting: Victorian London during Christmas time.	Analysing how Dickens uses language (e.g. imagery, rhetorical questions) to criticise society or create sympathy.	Written in the early 1600s for King James I. Reflects beliefs about kingship, the Divine Right of Kings, The Great Chain of Being, and witchcraft.	Exploring how Lady Macbeth challenges gender roles — is she a villain or a victim? Analysing the role of the supernatural — how much power do the witches really have?	Biography of the poets, Romanticism, WW1, WW2 Modern wars, Immigration, Jingoism/ Propaganda	How does the social and historical context of the poet or poem influence the readers perception of the events.
		Themes: Redemption, poverty, generosity, social responsibility,	Exploring character development- <i>How does Scrooge's transformation</i>	Themes: Ambition, power, guilt, fate vs free will, the supernatural,	To what extent does Macbeth have his own freewill, be easily influenced by	Themes: <ul style="list-style-type: none"> War Emotional conflict 	Comparing poems How do different poets represent conflict?

		family, transformation.	<i>reflect Dickens's moral message?</i>	masculinity, deception.	the women of the play.	<ul style="list-style-type: none"> • Identity • Power of nature • Power and corruption 	
		Literary features: Use of symbolism (chains, light/dark), metaphor and structure (five staves).	Evaluating the structure (five staves) — Why might Dickens have used a musical metaphor for the structure? Connecting the text to wider literary traditions (e.g. allegory, morality tales, ghost stories).	Literary devices: Symbolism (blood, water, birds, sleep), Dramatic irony, Soliloquies.	How are symbols used to present guilt/ madness?	Language and form: Common poetic devices used in conflict poetry (imagery, similes, metaphors, repetition, enjambment, rhyme schemes).	Evaluating the use of form and structure—e.g. how a regular rhyme scheme might mimic marching, or broken structure might reflect chaos.
	Texts to be studied	A Christmas Carol		Macbeth		Conflict poetry anthology	
	Rationale	<p>Previous Links: Students have had the opportunity to study 3 Victorian texts in KS3 and explore contextual and thematic links to the novels.</p> <p>Future links: Students will continue to build upon, and solidify skills, knowledge and understanding of Victorian society,</p>		<p>Previous Links: Students have had the opportunity to study 3 Shakespearean plays in KS3 and explore contextual and thematic links to this play.</p> <p>Future links: Students will continue to build upon, and solidify skills, knowledge and understanding of Shakespearean</p>		<p>Previous Links: Students have had the opportunity to study a range of poems in KS3 and have had experience exploring how writers create meaning through their language and structural choices.</p> <p>Future links: Students will continue to build upon, and solidify skills, knowledge</p>	



		<p>social class and treatment of the poor. Students will learn how to respond to texts in a personal way and develop this to build an understanding of how to respond to a text critically.</p> <p>Why this text: The key messages are as relevant today as they were in the Victorian era. We want students to explore ideas about humanity and the responsibility humanitarians and those in power have to society. Build personal character and reflect on their role in our world, in terms of social responsibility, charity, empathy and compassion. Links to the parable of the Prodigal Son could be used to make links between real relationships and those founded on money/ wealth.</p>	<p>society, expectations and beliefs, exploring another Shakespearean play and building a rich knowledge bank of important Jacobean context. Students will learn how to respond to texts in a personal way, and develop this to build an understanding of how to respond to a text critically.</p> <p>Why this text: Shakespeare's works are a part of British culture and this text asks students to question those who are in a privileged position and their treatment of others. This text allows students to reflect on their responsibility to others and promote equality in our changing world. Students will also look at links between the passage from Romans 13:1 '<i>For there is no authority except from God, and the authorities that exist are appointed by God'</i>'_making links between their role in the world and how that compares to the role of God. Students will also reflect on their own morality, conscience and forgiveness and how these attributes are what govern an eternal life. Links to bible passages about Mary Magdalen and repentance could be used to strengthen student reflection on this.</p>	<p>and understanding of comparison between texts, exploring differing narratives and build a rich knowledge bank of social and historical events prevalent to the poems. Students will learn how to respond to texts in a personal way, and develop this to build an understanding of how to respond to a text critically.</p> <p>Why this text: The poems study allows students to reflect of the experiences of life through many different lenses. They will promote and develop creativity and support the students' spiritual journey of reflection and personal responsibility, demonstrating empathy, compassion towards refugees and asylum seekers.</p>
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<p>Catholic Social Teaching:</p>  <p>Students will explore ideas about our role in the society we live in and the importance of taking care of others. They will explore the impact of conflict on humanity and ways to heal wounds in our world. They will explore ideas about good and evil; morality and repentance.</p>	<p> Preparing for Life in Modern Britain: We will cover themes and ideas such as justice/social responsibility/governments/The Royal Family/how previous wars have shaped Britain.</p>
<p> Careers: Explorations of what A-Level English Language and Literature entails and how these qualifications can support progression and other careers.</p>	<p> Skills for Life: We will focus on how to make revision notes and revision strategies to prepare students for further education. Focus on organisation.</p>
<p>Cultural Capital and Enrichment Opportunities</p> <p> Rich texts from our Literary Heritage: from a range of times, places and forms. An understanding of life in the Victorian Era/Elizabethan era. Experience watching a performance of poetry and plays, either live or remotely. Opportunity to visit Poetry Live.</p> <p> Enrichment Opportunities: Revision support/Podcast Group/Advance English Group/Debate Team</p>	

YEAR 11		AUTUMN		SPRING	SUMMER
Year 11	Theme	Modern Play- AIC		Revision	Revision
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		Knowledge of life in 1912, Edwardian Britain and	How does Socialism / Capitalism inform the events of the play.	<ul style="list-style-type: none"> Poverty Childhood and Ragged Schools Class Inequality 	1. Interpreting Meaning <ul style="list-style-type: none"> Learning to find deeper meanings beyond the surface plot.

		<p>Priestley's views of social injustice.</p> <p>Expectations of men and women, rich vs poor.</p> <p>WW1/WW2</p>	<p>Which characters are symbolic of socialism/ capitalism.</p>	<ul style="list-style-type: none"> Industrial Revolution and Victorian London The Workhouse and the 1834 poor Law Amendment Act Capitalism Victorian Gentleman Scientific discoveries Romantic poetry Victorian England Biographical information about the poets Conflict in Northern Ireland Crimean War First World War Second World War Conflict in Iraq Guyanese education system King James I Assassination Attempts Divine Right of Kings The Great Chain of Being Patriarchal Society and Gender Roles King James I and Witchcraft Women's rights Socialism Capitalism Class inequality 	<ul style="list-style-type: none"> Asking questions like: <i>What is the author really trying to say? What themes or ideas are hidden?</i> <p>2. Analysing Language and Style</p> <ul style="list-style-type: none"> Examining how poets and authors use literary devices (metaphor, imagery, symbolism, tone, irony, etc.). Understanding how language creates mood, builds characters, or develops themes. <p>3. Understanding Structure and Form</p> <ul style="list-style-type: none"> Looking at how a text's structure (e.g. chapters, stanzas, narrative perspective) shapes meaning. Considering how form influences reader experience (like the use of a sonnet form or a first-person narrator). <p>4. Contextualising the Text</p> <ul style="list-style-type: none"> Linking the text to its historical, social, or cultural context. Understanding how the time and place of writing influence themes, characters, and language <p>5. Engaging Critically</p> <ul style="list-style-type: none"> Questioning the author's choices and biases. Comparing texts or viewpoints to develop nuanced understandings.
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				<ul style="list-style-type: none"> • The Titanic • Industrial Revolution • WW1&WW2 Women's' rights • Socialism • Capitalism • Class inequality • The Titanic • Industrial Revolution • WW1&WW2 	<ul style="list-style-type: none"> • Debating different interpretations and supporting ideas with evidence. 6. Making Connections <ul style="list-style-type: none"> • Relating themes or ideas in literature to other texts, genres, or real-world issues. • Recognising how literature reflects or challenges society and human experience.
		Knowledge of cyclical structure of the play	Why is the ending of the play effective?		
		Symbolism: doorbell/ ring/ lighting/ phone.	How does symbolism move the plot of the play along/ emphasise growing differences in character relationships?		
	Texts to be studied	AIC		Revision	
	Rationale	Previous Links: Students have had experience of a range of texts linking to some of the key ideas in these texts, for example power, corruption and responsibility. Students have an understand of Victorian society and will		Previous Links: Students have had the opportunity to study all of their GCSE texts in Y10 and the beginning of year 11. Future links: Students will have a rich knowledge and understanding of a post-	Previous Links: Students have had the opportunity to study all of their GCSE texts in Y10 and the beginning of year 11. Future links: Students will have a rich knowledge and understanding of a post-

		<p>make links between Victorian and Edwardian societal expectations.</p> <p>Future links: Students will build, and solidify skills, knowledge and understanding of a post- Victorian/ Edwardian society, social class and treatment of the poor. Students build upon and solidify their knowledge of how to respond to texts or ideas in a personal critical way, which is a skill transferable to further education and life in work. Students interested in further education will have built up a comprehensive knowledge bank of key societal, cultural and academic skill knowledge transferable to Further and Higher education.</p> <p>Why this text: JB Priestley said that we should 'begin thinking in terms of community and creation.' An inspector Calls allows students to recognise their importance in society and that all humans should have a voice. Lord of the Flies investigates human behaviour in a way that will challenge the students to recognise their ability to impact others in a positive way, as well as understand the idea of collective responsibility, morality and following rules.</p>	<p>Victorian/ Edwardian society, social class and treatment of the poor as well as revising taught skills in poetry comparison and knowledge of Shakespearean society, which will inform their opinions after school. Students build upon and solidify their knowledge of how to respond to texts in a personal way and critical way, which will apply to any chosen academic pathways such as further and higher education, but also prepares pupils for work with many key literacy skills secured at this point. Students interested in further education will have built up a comprehensive knowledge bank of key societal, cultural and academic skill and knowledge transferable to Further and Higher education. Students will have spoken language assessments which will promote excellent oracy skills preparing students for work and higher and further education, and the communication skills required later in life.</p> <p>Why this text: The key messages are as relevant today as they were in the Victorian era. We want students to explore ideas about humanity and the responsibility scientists and those in power have to society. Build personal character and reflect on their role in our</p>	<p>Victorian/ Edwardian society, social class and treatment of the poor as well as revising taught skills in poetry comparison and knowledge of Shakespearean society, which will inform their opinions after school. Students build upon and solidify their knowledge of how to respond to texts in a personal and critical way, which will apply to any chosen academic pathways such as further and higher education, but also prepares pupils for work with many key literacy skills secured at this point. Students interested in further education will have built up a comprehensive knowledge bank of key societal, cultural and academic skill and knowledge transferable to Further and Higher education. Students will have spoken language assessments which will promote excellent oracy skills preparing students for work and higher and further education, and the communication skills required later in life.</p> <p>Why this text: The key messages are as relevant today as they were in the Victorian era. We want students to explore ideas about humanity and the responsibility scientists and those in</p>
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			<p>world. The poem study allows students to reflect of the experiences of life through many different lenses. They will promote and develop creativity and support the students' spiritual journey of reflection and personal responsibility. Shakespeare's works are a part of British culture and this text asks students to question those who are in a privileged position and their treatment of others. This text allows students to reflect on their responsibility to others and promote equality in our changing world. JB Priestley said that we should 'begin thinking in terms of community and creation.' An Inspector Calls allows students to recognise their importance in society and that all humans should have a voice. Lord of the Flies investigates human behaviour in a way that will challenge the students to recognise their ability to impact others in a positive way.</p>	<p>power have to society. Build personal character and reflect on their role in our world. The poem study allows students to reflect of the experiences of life through many different lenses. They will promote and develop creativity and support the students' spiritual journey of reflection and personal responsibility. Shakespeare's works are a part of British culture and this text asks students to question those who are in a privileged position and their treatment of others. This text allows students to reflect on their responsibility to others and promote equality in our changing world. JB Priestley said that we should 'begin thinking in terms of community and creation.' An Inspector Calls allows students to recognise their importance in society and that all humans should have a voice.</p>
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