English Literature & Language at Samuel Whitbread Academy
Curriculum Sequencing

Year 12:

Year	Term	Big ideas	Topics	Key skills
12	Autumn 1	Voices Anthology	• Reading texts • Reviewing and developing terminology • Relating texts to GAP • Linguistic features • Structural features • Establishing themes	Read and understand texts to develop arguments Use linguistic terminology accurately Analyse writers' intentions to explore meaning Consider how context shapes meaning and understanding
Assessment Question: Evaluate how _____ creates a sense of voice in _____ (single text analysis)				
12	Autumn 1	*The Great Gatsby*	• Reading novel • Relating novel to American literary tradition • Linguistic features • Structural features • Establishing themes • Exploring characters • Social, historical and authorial context	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context.
Assessment Question: How does Fitzgerald use settings to present ideas about American society?				
12	Autumn 2	Voices Anthology	• Reading texts • Reviewing and developing terminology • Relating texts to GAP • Linguistic features • Structural features • Establishing themes • Examining unseen texts	Read and understand texts to develop arguments Use linguistic terminology accurately Analyse writers' intentions to explore meaning Consider how context shapes meaning and understanding Make connections between texts, considering similarities and differences
Assessment Question: Compare how _____ and _____ present _____ (comparative text analysis)				
12	Autumn 2	*The Great Gatsby*	• Reading novel • Relating novel to American literary tradition • Linguistic features • Structural features • Establishing themes • Exploring characters • Social, historical and authorial context	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context.
Assessment Question: How does Fitzgerald present ideas about the social outsider in *The Great Gatsby*?				

12	Spring 1	Voices Anthology	• Reading texts • Reviewing and developing terminology • Relating texts to GAP • Linguistic features • Structural features • Establishing themes • Examining unseen texts	Read and understand texts to develop arguments Use linguistic terminology accurately Analyse writers' intentions to explore meaning Consider how context shapes meaning and understanding Make connections between texts, considering similarities and differences
Assessment Question: Compare how _____ and _____ present _____ (comparative text analysis using an unseen text)				
12	Spring 1	*Othello*	• Reading play • Relating novel to Shakespearean conventions • Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context • Drawing comparisons with Gatsby via plot, character and theme	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context. Explore connections between texts, looking at both similarities and differences
Assessment Question: How does Shakespeare present Othello as an outsider to society in the play?				
12	Spring 2	Voices Anthology	• Reading texts • Reviewing and developing terminology • Relating texts to GAP • Linguistic features • Structural features • Establishing themes • Examining unseen texts • Transforming texts using a stimulus	Read and understand texts to develop arguments Use linguistic terminology accurately Analyse writers' intentions to explore meaning Consider how context shapes meaning and understanding Make connections between texts, considering similarities and differences Craft creative and original writing
Assessment Question: Creative Non-Fiction Writing using a stimulus from the anthology				
12	Spring 2	*Othello*	• Reading play • Relating novel to Shakespearean conventions • Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context • Drawing comparisons with Gatsby via plot, character and theme	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context. Explore connections between texts, looking at both similarities and differences
Assessment Question: Evaluate how the writers of your two chosen texts present female figures and their role in society.				

12	Summer 1	Lang/Lit Non-Fiction Coursework	• Selecting stimulus text • Selecting genre • Researching style • Planning ideas • Writing creatively • Evaluating creative choices	Write with a consideration of genre, mode, audience and function Create an individual voice through written choices
Assessment: Lang/Lit coursework drafting				
12	Summer 1	Lang/Lit Fiction Coursework	• Selecting stimulus text • Selecting genre • Researching style • Planning ideas • Writing creatively • Evaluating creative choices	Write with a consideration of genre, mode, audience and function Create an individual voice through written choices
Assessment: Lang/Lit coursework drafting				
12	Summer 2	Lang/Lit Coursework and IPE revision	• Selecting stimulus text • Selecting genre • Researching style • Planning ideas • Writing creatively • Evaluating creative choices • Practising example essay questions • Time management and planning	Write with a consideration of genre, mode, audience and function Create an individual voice through written choices
Assessment Question: Voices Anthology IPE				
12	Summer 2	Lang/Lit Coursework and IPE revision	• Selecting stimulus text • Selecting genre • Researching style • Planning ideas • Writing creatively • Evaluating creative choices • Practising example essay questions • Time management and planning	Write with a consideration of genre, mode, audience and function Create an individual voice through written choices
Assessment Question: *Gatsby* and *Othello* IPE				

13	Autumn 1	*A Streetcar Named Desire* and Lang/Lit coursework (one lesson per cycle)	• Reading play • Relating play to Southern Gothic/post-war/American dramatic traditions • Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context.
Assessment Question: Using the given extract as a starting point, explore how Williams presents conflict between Blanche and Stanley in the play.				
Secondary Assessment: Lang/Lit Non-Fiction coursework drafting plus commentary				
13	Autumn 1	Unseen Non-Fiction text and Lang/Lit coursework (one lesson per cycle)	• Reading texts • Reviewing and developing terminology • Relating texts to GAP • Linguistic features • Structural features • Establishing themes • Examining unseen texts	Read and understand texts to develop arguments Use linguistic terminology accurately Analyse writers' intentions to explore meaning Consider how context shapes meaning and understanding
Assessment Question: Critically evaluate how the writer presents his/her attitude to _____ (single unseen text analysis)				
13	Autumn 2	*A Streetcar Named Desire* and Lang/Lit coursework (one lesson per cycle)	• Reading play • Relating play to Southern Gothic/post-war/American dramatic traditions • Linguistic features	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context.

			• Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context	

Assessment Question: Using the given extract as a starting point, explore how Williams presents the relationship between illusion and reality in the play.

13	Autumn 2	Unseen Non-Fiction text and Lang/Lit coursework (one lesson per cycle)	• Reading texts • Reviewing and developing terminology • Relating texts to GAP • Linguistic features • Structural features • Establishing themes • Examining unseen texts	Read and understand texts to develop arguments Use linguistic terminology accurately Analyse writers' intentions to explore meaning Consider how context shapes meaning and understanding

Assessment Question: Critically evaluate how the writer presents his/her attitude towards _____ (single unseen text analysis)

13	Spring 1	Finishing *Streetcar* and reviewing Voices Anthology	• Reading play • Relating play to Southern Gothic/post-war/American dramatic traditions • Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context.

Assessment Question: Paper 1 IPE
Secondary Assessment: Lang/Lit Non-Fiction coursework final draft plus commentary

13	Spring 1	Unseen Non-Fiction text and Lang/Lit	• Reading texts	Read and understand texts to develop arguments Use linguistic terminology accurately Analyse writers' intentions to explore meaning

		coursework (one lesson per cycle)	• Reviewing and developing terminology • Relating texts to GAP • Linguistic features • Structural features • Establishing themes • Examining unseen texts	Consider how context shapes meaning and understanding
Assessment Question: Paper 2 IPE				
Secondary Assessment: Lang/Lit Fiction coursework final draft plus commentary				
13	Spring 2	Reviewing texts (led by student need)	• Reading texts • Relating texts to generic conventions • Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context. Explore connections between texts, looking at both similarities and differences
Assessment Question: Past paper question based on student need				
13	Spring 2	Reviewing texts (led by student need)	• Reading texts • Relating poem to generic conventions • Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context. Explore connections between texts, looking at both similarities and differences
Assessment Question: Past paper question based on student need				
13	Summer 1	Reviewing texts (led by student need)	• Reading texts • Relating texts to generic conventions	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning

				Apply contextual detail to ideas and arguments. Consider texts in context.
			• Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context • Critical readings	Explore connections between texts, looking at both similarities and differences Using critical readings and theories to evaluate texts
Assessment Question: Past paper question based on student need				
13	Summer 1	Reviewing texts (led by student need)	• Reading texts • Relating poem to generic conventions • Linguistic features • Structural features • Dramatic features • Establishing themes • Exploring characters • Social, historical and authorial context	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Apply contextual detail to ideas and arguments. Consider texts in context. Explore connections between texts, looking at both similarities and differences
Assessment Question: Past paper question based on student need				