

**English Literature at Samuel Whitbread Academy**  
**Curriculum Sequencing**

**Year 12:**

Year	Term	Big ideas	Topics	Key skills
12	Autumn 1	Modern Poetry Anthology	<ul style="list-style-type: none"> <li>• Reading poems</li> <li>• Reviewing and developing terminology</li> <li>• Relating modern poetry to literary movements</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Establishing themes</li> <li>• Poetic voice</li> </ul>	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning
<b>Assessment Question: How does _____ present ideas about _____? (single poem analysis)</b>				
12	Autumn 1	<i>Dracula</i>	<ul style="list-style-type: none"> <li>• Reading novel</li> <li>• Relating novel to Gothic tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> </ul>	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.
<b>Assessment Question: How do the opening chapters of <i>Dracula</i> generate fear?</b>				
12	Autumn 2	Modern Poetry Anthology	<ul style="list-style-type: none"> <li>• Reading poems</li> <li>• Reviewing and developing terminology</li> <li>• Relating modern poetry to literary movements</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Establishing themes</li> <li>• Poetic voice</li> <li>• Comparing poems via themes</li> <li>• Developing unseen poetry skills</li> </ul>	Read and understand texts to develop arguments Use literary terminology accurately Analyse writers' intentions to explore meaning Explore connections between texts, looking at both similarities and differences
<b>Assessment Question: Compare how _____ and _____ present ideas about _____. (comparative poem analysis)</b>				
12	Autumn 2	<i>Dracula</i>	<ul style="list-style-type: none"> <li>• Reading novel</li> <li>• Relating novel to Gothic tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Establishing themes</li> </ul>	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.

			<ul style="list-style-type: none"> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> </ul>	
<b>Assessment Question: How does Stoker explore modes of sexuality in the novel?</b>				
12	Spring 1	<i>A Streetcar Named Desire</i>	<ul style="list-style-type: none"> <li>• Reading play</li> <li>• Relating play to Southern Gothic/post-war/American dramatic tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Dramatic features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p>
<b>Assessment Question: How does Williams use the opening scenes of the play to present dramatic conflict?</b>				
12	Spring 1	<i>The Picture of Dorian Gray</i>	<ul style="list-style-type: none"> <li>• Reading novel</li> <li>• Relating novel to Gothic tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> <li>• Drawing comparisons with Dracula via plot, character and theme</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p>
<b>Assessment Question: Compare how the writers of your two chosen texts present significant settings and their impact on the individual.</b>				
12	Spring 2	<i>A Streetcar Named Desire</i>	<ul style="list-style-type: none"> <li>• Reading play</li> <li>• Relating play to Southern Gothic/post-war/American dramatic tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Dramatic features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p>
<b>Assessment Question: Explore how Williams presents illusion and reality in the play.</b>				
12	Spring 2	<i>The Picture of Dorian Gray</i> and <i>Dracula</i>	<ul style="list-style-type: none"> <li>• Reading novel</li> <li>• Relating novel to Gothic tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p>

			<ul style="list-style-type: none"> <li>• Drawing comparisons with Dracula via plot, character and theme</li> <li>• Using critical readings and theories to enhance arguments</li> </ul>	
<b>Assessment Question: Compare how the writers of your two chosen texts present violence and death.</b>				
12	Summer 1	Literature Coursework	<ul style="list-style-type: none"> <li>• Selecting texts</li> <li>• Selecting questions</li> <li>• Researching context</li> <li>• Compiling quotations banks</li> <li>• Planning arguments</li> <li>• Linguistic analysis</li> <li>• Structural analysis</li> <li>• Incorporating critical readings</li> <li>• Comparing ideas</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p> <p>Using critical readings and theories to evaluate texts</p>
<b>Assessment: Literature coursework drafting</b>				
12	Summer 1	Literature Coursework	<ul style="list-style-type: none"> <li>• Selecting texts</li> <li>• Selecting questions</li> <li>• Researching context</li> <li>• Compiling quotations banks</li> <li>• Planning arguments</li> <li>• Linguistic analysis</li> <li>• Structural analysis</li> <li>• Incorporating critical readings</li> <li>• Comparing ideas</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p> <p>Using critical readings and theories to evaluate texts</p>
<b>Assessment: Literature coursework drafting</b>				
12	Summer 2	Literature Coursework and IPE revision	<ul style="list-style-type: none"> <li>• Planning arguments</li> <li>• Linguistic analysis</li> <li>• Structural analysis</li> <li>• Incorporating critical readings</li> <li>• Comparing ideas</li> <li>• Reviewing notes</li> <li>• Practising example essay questions</li> <li>• Time management and planning</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p> <p>Using critical readings and theories to evaluate texts</p>
<b>Assessment Question: Modern Poetry IPE</b>				
12	Summer 2	Literature Coursework and IPE revision	<ul style="list-style-type: none"> <li>• Planning arguments</li> <li>• Linguistic analysis</li> <li>• Structural analysis</li> <li>• Incorporating critical readings</li> <li>• Comparing ideas</li> <li>• Reviewing notes</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p> <p>Using critical readings and theories to evaluate texts</p>

			<ul style="list-style-type: none"><li>• Practising example essay questions</li><li>• Time management and planning</li></ul>	
Assessment Question: <i>Dracula</i> and <i>Dorian</i> IPE				

## Year 13

13	Autumn 1	<i>Othello</i> and Literature coursework (one lesson per cycle)	<ul style="list-style-type: none"> <li>• Reading play</li> <li>• Relating play to Shakespearean conventions</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Dramatic features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> <li>• Critical readings</li> </ul>	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. Using critical readings and theories to evaluate texts
<b>Assessment Question: How does Shakespeare present Othello's identity in the opening acts of the play?</b> <b>Secondary Assessment: Literature coursework drafting (half class)</b>				
13	Autumn 1	<i>Wife of Bath's Prologue and Tale</i> and Literature coursework (one lesson per cycle)	<ul style="list-style-type: none"> <li>• Reading poem</li> <li>• Relating poem to Medieval tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Dramatic features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> </ul>	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.
<b>Assessment Question: Using a given extract, explore how Chaucer presents ideas about marriage.</b> <b>Secondary Assessment: Literature coursework drafting (half class)</b>				
13	Autumn 2	<i>Othello</i> and Literature coursework (one lesson per cycle)	<ul style="list-style-type: none"> <li>• Reading play</li> <li>• Relating play to Shakespearean conventions</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Dramatic features</li> <li>• Establishing themes</li> <li>• Exploring characters</li> <li>• Social, historical and authorial context</li> <li>• Critical readings</li> </ul>	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. Using critical readings and theories to evaluate texts
<b>Assessment Question: How does Shakespeare present female figures in Othello?</b>				
13	Autumn 2	<i>Wife of Bath's Prologue and Tale</i> and Literature coursework (one lesson per cycle)	<ul style="list-style-type: none"> <li>• Reading poem</li> <li>• Relating poem to Medieval tradition</li> <li>• Linguistic features</li> <li>• Structural features</li> <li>• Dramatic features</li> </ul>	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.

			<ul style="list-style-type: none"> <li>Establishing themes</li> <li>Exploring characters</li> <li>Social, historical and authorial context</li> </ul>	
<b>Assessment Question: Using lines _____ and another extract of similar length, explore how Chaucer presents ideas about maistrie.</b>				
13	Spring 1	Finishing <i>Othello</i> and reviewing drama	<ul style="list-style-type: none"> <li>Reading play</li> <li>Relating play to Shakespearean conventions</li> <li>Linguistic features</li> <li>Structural features</li> <li>Dramatic features</li> <li>Establishing themes</li> <li>Exploring characters</li> <li>Social, historical and authorial context</li> <li>Critical readings</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p> <p>Using critical readings and theories to evaluate texts</p>
<b>Assessment Question: Drama IPE</b>				
<b>Secondary Assessment: Literature coursework final draft (half class)</b>				
13	Spring 1	Finishing <i>Wife of Bath's Prologue and Tale</i> and reviewing poetry	<ul style="list-style-type: none"> <li>Reading poem</li> <li>Relating poem to Medieval tradition</li> <li>Linguistic features</li> <li>Structural features</li> <li>Dramatic features</li> <li>Establishing themes</li> <li>Exploring characters</li> <li>Social, historical and authorial context</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p>
<b>Assessment Question: Poetry IPE</b>				
<b>Secondary Assessment: Literature coursework final draft (half class)</b>				
13	Spring 2	Reviewing texts (led by student need)	<ul style="list-style-type: none"> <li>Reading texts</li> <li>Relating texts to generic conventions</li> <li>Linguistic features</li> <li>Structural features</li> <li>Dramatic features</li> <li>Establishing themes</li> <li>Exploring characters</li> <li>Social, historical and authorial context</li> <li>Critical readings</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p> <p>Using critical readings and theories to evaluate texts</p>
<b>Assessment Question: Past paper question based on student need</b>				
13	Spring 2	Reviewing texts (led by student need)	<ul style="list-style-type: none"> <li>Reading texts</li> <li>Relating poem to generic conventions</li> <li>Linguistic features</li> <li>Structural features</li> <li>Dramatic features</li> </ul>	<p>Read and understand texts to develop arguments</p> <p>Use literary terminology accurately</p> <p>Analyse writers' intentions to explore meaning</p> <p>Apply contextual detail to ideas and arguments. Consider texts in context.</p> <p>Explore connections between texts, looking at both similarities and differences</p>

			<ul style="list-style-type: none"> <li>Establishing themes</li> <li>Exploring characters</li> <li>Social, historical and authorial context</li> </ul>	
<b>Assessment Question: Past paper question based on student need</b>				
13	Summer 1	Reviewing texts (led by student need)	<ul style="list-style-type: none"> <li>Reading texts</li> <li>Relating texts to generic conventions</li> <li>Linguistic features</li> <li>Structural features</li> <li>Dramatic features</li> <li>Establishing themes</li> <li>Exploring characters</li> <li>Social, historical and authorial context</li> <li>Critical readings</li> </ul>	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 Using critical readings and theories to evaluate texts
<b>Assessment Question: Past paper question based on student need</b>				
13	Summer 1	Reviewing texts (led by student need)	<ul style="list-style-type: none"> <li>Reading texts</li> <li>Relating poem to generic conventions</li> <li>Linguistic features</li> <li>Structural features</li> <li>Dramatic features</li> <li>Establishing themes</li> <li>Exploring characters</li> <li>Social, historical and authorial context</li> </ul>	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
<b>Assessment Question: Past paper question based on student need</b>				