



# ENGLISH

# CURRICULUM SEQUENCING

## EXAM BOARD RATIONALE

We use the AQA exam board at KS4 and KS5. This choice is TCAT-wide, allowing for more opportunities to standardise, share and work together to ensure the best possible outcomes for students.

**English Language (KS4)- The assessments and texts used are accessible to a full range of students while ensuring appropriate stretch and challenge. The specification enables students of all abilities to develop the skills they need to read, understand, and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently, and accurately using a range of vocabulary and sentence structures.**

There are two equally- balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper.

**English Literature (KS4)- The choice of texts studied are engaging and inspiring as well as challenging. The specification takes a skills-based approach to the study of English literature that is consistent across the genres. The nature of the questions is supportive and all students to achieve their best.**

The specification is fully co-teachable with GCSE English Language. Students who study both will greatly benefit from the transferable skills learnt across the two subjects. It also offers excellent preparation for A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

**English Language and Literature (KS5) - Designed with a focus on the integration of language and literature, this specification enables students to see how linguistic and literary methods are related and to explore these links in their work.**

Offering clear skills progression from GCSE, this course allows students to build on the skills and knowledge already gained and prepare for their next steps. The variety of assessment styles used, such as re-creative writing, commentary writing, discursive essays and research-based investigative writing, allows students to develop a wide range of skills. These include the ability to read critically, analyse, evaluate and undertake independent research, which are invaluable for both further study and future employment.

## KEY SUBJECT SKILLS – ENGLISH LANGUAGE

Assessment Objective	Descriptor
A01 (10%)	Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts
A02(17.5%)	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
A03 (10%)	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
A04 (12.5%)	Evaluate texts critically and support this with appropriate textual references
A05 (30%)	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
A06 (20%)	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
A07	Demonstrate presentation skills in a formal setting
A08	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
A09	Use spoken Standard English effectively in speeches and presentations.

## KEY SUBJECT SKILLS – ENGLISH LITERATURE

Assessment Objective	Descriptor
A01 37.5%	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• information and ideas</li> <li>• select and synthesise evidence from different texts</li> </ul>
A02 42.5%	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
A03 15%	Show understanding of the relationships between texts and the contexts in which they were written.
A04 5%	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## BASELINE EXPECTATIONS

### Knowledge and Skills Expectations

#### Key Stage 3

#### Reading:

Learners will be taught to:

- an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
    - seminal world literature
    - choosing and reading books independently for challenge, interest and enjoyment.
    - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
  - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  - checking their understanding to make sure that what they have read makes sense.
  - read critically through:
    - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
    - recognising a range of poetic conventions and understanding how these have been used
    - studying setting, plot, and characterisation, and the effects of these
    - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
    - making critical comparisons across texts
    - studying a range of authors, including at least two authors in depth each year

#### Writing:

Learners will be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
- well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

	<ul style="list-style-type: none"> <li>• drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>• plan, draft, edit and proof-read through:</li> <li>• considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>• paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns</li> </ul>
<b>Grammar and Vocabulary:</b>	<p>Learners will be taught to:</p> <ul style="list-style-type: none"> <li>• consolidate and build on their knowledge of grammar and vocabulary through:</li> <li>• extending and applying the grammatical knowledge</li> <li>• studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>• 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</li> <li>• knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>• using Standard English confidently in their own writing and speech</li> </ul>
<b>Key Stage 4</b>	
<b>Reading:</b>	<p>Learners will be taught to:</p> <ul style="list-style-type: none"> <li>• read and appreciate the depth and power of the English literary heritage through:</li> <li>• reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: <ul style="list-style-type: none"> <li>• at least one play by Shakespeare</li> <li>• works from the 19th, 20th and 21st centuries</li> <li>• poetry since 1789, including representative Romantic poetry</li> </ul> </li> <li>• re-reading literature and other writing as a basis for making comparisons</li> <li>• choosing and reading books independently for challenge, interest and enjoyment.</li> <li>• understand and critically evaluate texts through:</li> <li>• reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>• drawing 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</li> <li>• identifying and interpreting themes, ideas and information</li> <li>• exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>• seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>• distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence</li> <li>• analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>• making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li> <li>• make an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul>

<b>Writing:</b>	Learners will be taught to: <ul style="list-style-type: none"><li>• write accurately, fluently, effectively and at length for pleasure and information through:</li><li>• adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</li><li>• selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li><li>• 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</li><li>• make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li><li>• revise, edit and proof-read through:</li><li>• reflecting on whether their draft achieves the intended impact</li><li>• restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness</li><li>• paying attention to the accuracy and effectiveness of grammar, punctuation and spelling</li></ul>
<b>Grammar and Vocabulary:</b>	Learners will be taught to: <ul style="list-style-type: none"><li>• consolidate and build on their knowledge of grammar and vocabulary through:</li><li>• studying their effectiveness and impact in the texts they read</li><li>• 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</li><li>• analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li><li>• using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language</li></ul>

## ASSESSMENT

Year	Formative	Summative	Calendared Term	Core Topics to be assessed – All assessments to feature retrieval
7	Checkpoints – mid term	End of term assessment	1	Community Writing (Writing Skills: <b>AO5 and AO6</b> )
			1	Trash Novel Study (Reading Skills: <b>AO1, AO2, AO3</b> )
			2	Mythology (Reading: <b>AO4</b> )
			2	Cultures Poetry (Reading: <b>AO1, AO2, AO3</b> )
			3	Take Action Writing (Writing Skills: <b>AO5 and AO6</b> /Speaking: <b>AO7, AO8, AO9</b> )
			3	Shakespeare’s Villains (Reading: <b>AO1, AO2, AO3</b> )
8	Checkpoints – mid term	End of term assessment	1	The Tempest (Reading: <b>AO1, AO2, AO3</b> )
			1	Dickens Extracts (Reading: <b>AO1, AO2, AO3</b> )
			2	Editorial Writing (Writing Skills: <b>AO5 and AO6</b> )
			2	War Poetry ((Reading: <b>AO1, AO2, AO3</b> )
			3	Short Stories (Reading: <b>AO1, AO2, AO3</b> )
			3	Narrative Writing (Writing Skills: <b>AO5 and AO6</b> )
9	Checkpoints – mid term	End of term assessment	1	Romeo and Juliet (Reading: <b>AO1, AO2, AO3</b> )
			1	Dystopian Fiction – Reading (Reading: <b>AO1, AO2, AO3 and AO4</b> )
			2	Noughts and Crosses – Novel Study (Reading: <b>AO1, AO2, AO3</b> )
			3	Speeches - (Writing Skills: <b>AO5 and AO6</b> /Speaking: <b>AO7, AO8, AO9</b> )
			3	Dystopian Fiction – Writing (Writing Skills: <b>AO5 and AO6</b> )
10	Checkpoints – mid term	End of term assessment and PPEs	1	An Inspector Calls (Reading: <b>AO1, AO2, AO3 and AO4</b> )
			1	English Language Paper 1 (Reading: <b>AO1, AO2, AO3 and AO4</b> and Writing Skills: <b>AO5 and AO6</b> )
			2	Dr Jekyll and Mr Hyde (Reading: <b>AO1, AO2, AO3</b> )
			2	Power Conflict Poetry (Reading: <b>AO1, AO2, AO3</b> )
			3	Macbeth (Reading: <b>AO1, AO2, AO3 and AO4</b> )
			3	English Language Paper 1 (Reading: <b>AO1, AO2, AO3 and AO4</b> and Writing Skills: <b>AO5 and AO6</b> )
11	Checkpoints – mid term	End of term assessment And PPEs	1	English Language Paper 2 (Reading: <b>AO1, AO2, AO3 and AO4</b> and Writing Skills: <b>AO5 and AO6</b> )
			1	Unseen Poetry (Reading: <b>AO1, AO2, AO3</b> )
			2/3	English Literature Paper 1 and 2 Revision (Reading: <b>AO1, AO2, AO3 and AO4</b> )
			2/3	English Language Paper 1 and 2 Revision (Reading: <b>AO1, AO2, AO3 and AO4</b> and Writing Skills: <b>AO5 and AO6</b> )

## BRIEF VISION BEHIND SEQUENCING

### KEY STAGE 3

Key Stage 3 builds on the principle of **BELIEVE** as in KS3 students learn and develop the key skills needed to be successful in the subject and beyond the classroom. The curriculum is designed so that students revisit topics and skills while the level of challenge is increased. For example, they will look at extracts of Shakespeare before studying a whole play. Writing and reading skills are dispersed across the year to ensure these skills are proportionately weighted to the final outcomes.

### KEY STAGE 4

KS4 builds on the skills and knowledge learned in KS3 and is focused on the application of these to the new texts and contexts, encouraging mature discussions and exploring viewpoints and perspectives to prepare students to **ACHIEVE** in their examinations but also to learn how to think critically, question ideas and perspectives and develop the ability to analyse and build an argument, so that students can **SUCCEED** in the lives beyond school.

# ENGLISH CURRICULUM SEQUENCING

ENGLISH CURRICULUM SEQUENCING												
Year	Autumn				Spring				Summer			
	Topic & Big Questions	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	Community Writing	GCSE Language inspired writing assessment: describe an image.	AO2	PRIOR LEARNING: Recall devices and skills from KS2 and SATs.	Mythology (Analysis)	GCSE Language inspired reading assessment: Evaluate short story.	AO1	PRIOR LEARNING: Comprehension and analysis skills from Y7 - Trash.	Take Action Writing (Purpose)	GCSE Speaking and Listening style group assessment, followed by a GCSE Question 5 style response where students choose and research their own focus.	AO5	PRIOR LEARNING: Recall devices and skills from KS2 and SATs.
			AO5				AO6					
			AO6	LINKS TO THE FUTURE: Y8: Narrative Writing, Y9: Dystopian Writing KS4 - GCSE Language Paper 1 Q5.			AO3	LINKS TO THE FUTURE: Y8 – Short Story Analysis Y9 – Dystopian Reading KS4 – Language Paper 1 Q1-4			AO7	LINKS TO THE FUTURE: Y8 - Editorial Writing Y9 – Speeches KS4 – English Language Paper 2 Q5
							AO4				AO8	
7	Trash Novel Study	GCSE Literature inspired reading assessment: Analyse the extract.	AO1	PRIOR LEARNING: Comprehension skills in KS2, devices in Y7 Community Writing.	Cultures Poetry	GCSE Literature inspired assessment: Analyse a given poem (unseen style) but with a preparation lesson.	AO1	PRIOR LEARNING: Recall knowledge of poetry from KS2. Devices from Y7 - Community Writing Scheme.	Shakespeare Villains	GCSE Literature inspired reading assessment: Analyse the extract.	AO1	PRIOR LEARNING: Recall context/content from KS1/2. Y7 – Trash Novel Study
			AO2				AO3					
			AO3	LINKS TO THE FUTURE: Y8- Dickens Extracts Y9 – <i>Noughts and Crosses</i> KS4 – <i>Jekyll and Hyde</i>			AO2	LINKS TO THE FUTURE: Y8 – War Poetry KS4 - Power and Conflict			AO3	LINKS TO THE FUTURE: Y8 – <i>The Tempest</i> Y9 – <i>Romeo and Juliet</i> KS4 – <i>Macbeth</i> KS5 – Lit – <i>Othello/King Lear</i>
			AO4								AO4	
8	The Tempest	GCSE Literature inspired play/reading assessment: Analyse the	AO1	PRIOR LEARNING: Y7 -Shakespeare's Villains	Editorial Writing (Purpose)	GCSE Language Paper 2, Q5 style assessments.	AO5	PRIOR LEARNING: Y7: Take Action Writing	Short Stories Analysis	GCSE Language inspired reading assessment: Language	AO1	PRIOR LEARNING: Y7 – Mythology
			AO2				AO6				AO2	

		extract with links to whole text.	AO3 AO4	<b>LINKS TO THE FUTURE:</b> Y9 – Romeo and Juliet KS4 – Macbeth KS4 – AIC (stagecraft) KS5 – Lit – King Lear/Othello		Students get an option of 2 purpose writing questions.	AO7 AO8 AO9	<b>LINKS TO THE FUTURE:</b> Y9 - Speeches KS4 - Language Paper 2, Q5		and structure in short story.	AO3 AO4	<b>LINKS TO THE FUTURE:</b> Y8 – Narrative Writing (knowledge of genre conventions) Y9 – Dystopian Reading KS4 – Language Paper 1, Q1-4
Dickens Extracts (Analysis)	GCSE Literature inspired novel/reading assessment: Analyse the extract with links to whole text.	AO1	<b>PRIOR LEARNING:</b> Y7 – Trash Novel Study Y8 – Shakespeare’s Villains (antisemitism context)	War Poetry (Comparison)	GCSE Literature inspired poetry assessment: Comparison.	AO1	<b>PRIOR LEARNING:</b> Y7 – Cultures Poetry	Narrative Writing (creative)	GCSE Language inspired writing assessment: create a narrative from given stimulus.	AO5	<b>PRIOR LEARNING:</b> Y7 – Community Writing Y8 – Short Story Analysis (knowledge of genre conventions)	
		AO2 AO3	<b>LINKS TO THE FUTURE:</b> Y8 – Short Stories Reading Y9 – Noughts and Crosses KS4 – Jekyll and Hyde KS5 – Lit/Lang Lovely Bones			AO2 AO3	<b>LINKS TO THE FUTURE:</b> KS4 - Power and Conflict KS4 – AIC (context on pre/post war Britain) KS5 – Lit/Lang - Heaney			AO6	<b>LINKS TO THE FUTURE:</b> Y9 - Dystopian Writing KS4 – Language Paper 1, Q5 KS5 – Lit/Lang - Recast	
9	Romeo and Juliet	GCSE Literature inspired play/reading assessment: Analyse the extract with links to whole text.	AO1	<b>PRIOR LEARNING:</b> Y7 - Shakespeare’s Villains Y8 - Tempest	Noughts & Crosses Novel Study	GCSE Literature inspired reading assessment: Analyse the extract with links to whole text.	AO1	<b>PRIOR LEARNING:</b> Y7 – Trash Novel Study/ Mythology Y8 - Dickens Extracts/Short Stories	Speeches (Writing and Presentations)	GCSE Question 5 style response where students choose and research their own focus.	AO5 AO6 AO7 AO8 AO9	<b>PRIOR LEARNING:</b> Y7: Take Action Writing Y8: Editorial Writing
			AO2 AO3	<b>LINKS TO THE FUTURE:</b>			AO2 AO3	<b>LINKS TO THE FUTURE:</b>			AO5	<b>LINKS TO THE FUTURE:</b>
			AO4	KS4 – Macbeth KS4 – AIC (stagecraft) KS5 – Lit – King Lear/Othello				KS4 – Jekyll and Hyde KS5 – Lit/Lang Lovely Bones			AO6 AO9	KS4 - Language Paper 2, Q5 KS5 – English Language/ Lit/Lang – Paris Anthology
Dystopian Reading (analysis)	GCSE Language inspired reading assessment: Evaluate extract	AO1	<b>PRIOR LEARNING:</b> Y7 – Mythology Y8 – Short Stories Analysis					Dystopian Writing (Creative)	GCSE Language inspired writing assessment: create a description	AO5	<b>PRIOR LEARNING:</b> Y7 – Community Writing Y8 – Narrative Writing	
		AO2				AO1	<b>LINKS TO THE FUTURE:</b>					

			AO3 AO4	<b>LINKS TO THE FUTURE:</b>  KS4 – Language Paper , Q1-4					from a given image, applying genre conventions.	AO2 AO3	KS4 – Language Paper 1, Q5 KS5 – Lit/Lang - Recast	
10	English Literature Paper 2 Modern Drama <i>An Inspector Calls</i>	TCAT assessment 21 <sup>st</sup> /22 <sup>nd</sup> Nov AIC (PPE)	AO1	<b>PRIOR LEARNING:</b> Y7/Y8/Y9 – Shakespeare Play	English Literature Paper 1 19 <sup>th</sup> Century Novel <i>Dr Jekyll and Mr Hyde</i>	Exam Question: Extract Question	AO1	<b>PRIOR LEARNING:</b> Y7 – <i>Trash</i> Y8- Dickens Extracts Y9 – <i>Noughts and Crosses</i>	English Literature Paper 1 Shakespeare <i>Macbeth</i>	Mat Assessment Literature Paper 1 (PPE)	AO4	<b>PRIOR LEARNING:</b> Y7 – Shakespeare Villains Y8 – <i>The Tempest</i> Y9 – <i>Romeo and Juliet</i>
			AO2				AO2				AO1	
			AO3	<b>LINKS TO THE FUTURE:</b>  Y11 – revisit in Spring term			AO3	<b>LINKS TO THE FUTURE:</b>  Y11 – revisit in Spring term			AO2	<b>LINKS TO THE FUTURE:</b>  Y11 – revisit in Spring term KS5 – Lit – <i>Othello/King Lear</i>
			AO4	KS5 – Lang/Lit – <i>All My Sons</i>			AO4	KS5 – Lang/Lit – <i>Lovely Bones</i>			AO3	
	English Language Paper 1 Q1 to 5	Full English Language Paper 1	AO1	<b>PRIOR LEARNING:</b>	English Literature Paper 2 Power and Conflict Poetry	Exam Question: Power and Conflict	AO1	<b>PRIOR LEARNING:</b>	English Language Paper 1 Q1 to 5 SLS catch up	TCAT Assessment Language Paper 1 (PPE)	AO4	<b>PRIOR LEARNING:</b>
			AO2	Y7 -Mythology			AO2	Y7 – Cultures Poetry			AO5	Y7 -Mythology
			AO3	Y8-Dickens Extracts/Short Stories Y9 – Dystopian Extracts Y7 – Community Writing Y8 - Narrative Writing Y9 - Dystopian Writing			AO3	Y8- War Poetry			AO6	Y8-Dickens Extracts/Short Stories Y9 – Dystopian Extracts Y7 – Community Writing Y8 - Narrative Writing Y9 - Dystopian Writing Y10 – English Language Paper 1
			AO4	<b>LINKS TO THE FUTURE:</b>			AO1	<b>LINKS TO THE FUTURE:</b>			AO1	<b>LINKS TO THE FUTURE:</b>
			AO5	Y10 & Y11 – revisiting at end of term and Spring term in Y11				Y11 – revisit in Spring term			AO2	
			AO6	KS5 – English Language English Lit/Lang – <i>Kite Runner</i>				KS5 – Lang/Lit – <i>Heaney</i>			AO3	
11	English Language Paper 2 Q1 to 5	English Language Paper 2	AO1	<b>PRIOR LEARNING:</b>	English Literature Revision – <i>Macbeth</i> , AIC and <i>Dr Jekyll and Mr Hyde</i>	TCAT Assessment Literature Paper 2	AO1	<b>PRIOR LEARNING:</b>	English Literature Revision		AO1	<b>PRIOR LEARNING:</b>
			AO2	Y7 – Take Action Writing			AO2	Y10 – All content covered			AO4	
			AO3	Y8 - Editorial Writing Y9 - Speeches			AO3				AO3	
			AO4	<b>LINKS TO THE FUTURE:</b>			AO4	<b>LINKS TO THE FUTURE:</b>			AO1	<b>LINKS TO THE FUTURE:</b>
			AO5	Y11 – revisit in spring term and examination				Examination and KS5 English Literature and Lit Lang courses			AO2	
			AO6								AO3	

				KS5 – English Language/ English Lit/Lang								
English Literature Paper 2 Power and Conflict Poetry and Unseen Poetry	Exam Question Unseen Poetry comparison	AO1	<b>PRIOR LEARNING:</b> Y7 – Cultures Poetry Y8- War Photography Y10 – Power and Conflict Poetry	English Language Paper 1 and 2	<b>TCAT Assessment Language Paper 2</b>	AO1	<b>PRIOR LEARNING:</b> Y10&Y11 – Paper 1 and Paper 2	English Language Revision		AO4	<b>PRIOR LEARNING:</b>	
		AO2				AO2				AO5		
		AO3				AO3				AO6		
		AO4	<b>LINKS TO THE FUTURE:</b> Y11 – revisit in Summer term and examination KS5 – Lang/Lit – <i>Heaney</i>			<b>LINKS TO THE FUTURE:</b> Examination and KS5 English Language	<b>LINKS TO THE FUTURE:</b>					