



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

Autumn Year 10	Spring Year 10	Summer Year 10
<p><b>A Christmas Carol</b></p> <p><b>Language Paper 2</b></p>	<p><b>Macbeth</b></p> <p><b>Language Paper 1</b></p>	<p><b>P&amp;C</b></p>
<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• Why does Scrooge need to change his attitude and behaviour?</li> <li>• How are Scrooge's memories a catalyst for change?</li> <li>• How is Scrooge shown Christmas is a time of celebration?</li> <li>• How does The Ghost of Christmas Yet To Come instil a sense of fear in Scrooge?</li> <li>• How does Dickens show Scrooge's Redemption?</li> </ul>	<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• How does Shakespeare establish the theme of ambition?</li> <li>• How does Shakespeare portray the consequences of ambition?</li> <li>• How does Shakespeare portray the effects of Macbeth's unchecked ambition?</li> <li>• How does Shakespeare portray Macbeth's descent into tyranny?</li> <li>• How does Shakespeare portray the corrosive consequences of ambition?</li> </ul>	<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• <b>How do Establishments misuse power?</b></li> <li>• <b>How do poets convey ideas about power and control?</b></li> <li>• <b>How do poets present the reality of war?</b></li> <li>• How do poets present the power of the natural world?</li> <li>• How do poets present the power of place?</li> <li>• How do poets present internal conflict?</li> <li>• How do poets present human power?</li> </ul>
<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>	<p><b>Knowledge</b></p>
<ul style="list-style-type: none"> <li>• Who is Scrooge?</li> <li>• How does Fred heighten Scrooge's deplorable ways?</li> </ul>	<ul style="list-style-type: none"> <li>• How does Shakespeare create a mood of foreboding in A1, S1?</li> </ul>	<ul style="list-style-type: none"> <li>• What are Blake's attitudes towards Establishments in London?</li> </ul>

<ul style="list-style-type: none"> <li>• What is Scrooge's attitude towards the poor?</li> <li>• How does Marley's Ghost highlight Scrooge's need for change?</li>   <li>• What is the symbolic significance of The Ghost of Christmas Past?</li> <li>• How is Scrooge's memory of childhood a catalyst for change?</li> <li>• How is Scrooge's memory of Fezziwig a catalyst for change?</li> <li>• How is Scrooge's memory of Belle a catalyst for change?</li>   <li>• How does economic status affect how Christmas is celebrated?</li> <li>• What do the Cratchits teach Scrooge about the celebration of Christmas?</li> <li>• What does Fred teach Scrooge about the celebration of Christmas?</li> <li>• What is the symbolic importance of ignorance and want?</li>   <li>• What is the symbolic significance of The Ghost of Christmas Yet To Come?</li> <li>• What is Scrooge fearful of if he doesn't change his ways?</li>   <li>• What becomes of Scrooge?</li> </ul>	<ul style="list-style-type: none"> <li>• How does Shakespeare introduce Macbeth as valiant in A1,S2?</li> <li>• How does Shakespeare juxtapose Macbeth and Banquo's reaction to the supernatural? A1, S3</li> <li>• What is Macbeth's emerging ambition? A1, S4.</li> <li>• What is Lady Macbeth's ambition? A1, S5</li> <li>• What do we learn about Lady Macbeth's deceptive nature? A1, S6</li> <li>• What internal conflict does Macbeth face? A1, S7</li> <li>• How does Lady Macbeth manipulate Macbeth? A1,S7</li>   <li>• What internal conflict does Macbeth face? A2, S1</li> <li>• What are the consequences of regicide? A2,S2</li> <li>• How does Shakespeare foreshadow the consequences of regicide? A2, S3</li> <li>• How has the natural order been disturbed? A2, S4</li>   <li>• How does Shakespeare illustrate Macbeth's Machiavellian nature? A3, S1</li> <li>• How does Macbeth and Lady Macbeth's relationship begin to change? A3,S2</li> <li>• How does Shakespeare demonstrate the escalating nature of Macbeth's ambition? A3, S3</li> <li>• How do we see Macbeth's deep seated guilt? A3. S4</li> </ul>	<ul style="list-style-type: none"> <li>• What is Agard's attitude towards Establishments in Checking Out Me History?</li> <li>• How does Shelley present the fallibility of power in Ozymandias?</li> <li>• How is the Duke a powerful figure?</li> <li>• How does Owen use language to convey the horrors of war?</li> <li>• How does Hughes use language to convey the horrors of war?</li> <li>• How does Tennyson use language to convey the horrors of war?</li> <li>• How does Weir use language to convey ideas of grief and loss in Poppies?</li> <li>• How does Armitage use language to convey ideas of guilt in Remains?</li> <li>• How does Duffy use language to convey internal conflict in War Photographer?</li> <li>• How does Wordsworth use language to present the power of the natural world?</li> <li>• How does Heaney use language to present the power of the natural world?</li> <li>• How does Rumens use language to portray the power of place?</li> <li>• How does Garland use language to demonstrate internal conflict?</li> <li>• How does Darker present the fragility of human power?</li> </ul>
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	<ul style="list-style-type: none"> <li>● How does Shakespeare foreshadow Macbeth's downfall in A3.S5?</li> <li>● How is Macbeth Duncan's literary foil? A3, S6</li> <li>● How are we shown the changing nature of Macbeth's character in A4,S1?</li> <li>● How is Lady Macduff, Lady Macbeth's literary foil? A4 S2</li> <li>● How is the stage set for Macbeth's downfall? A4, S3</li> <li>● How is unchecked ambition destructive? A5, S1</li> <li>● What are the consequences of unchecked ambition? A5 S2 - 4</li> <li>● How does Macbeth's ambition lead to a sense of nihilism? A5, S5</li> <li>● How does Shakespeare create dramatic tension? A5, S6 - A5, S7</li> <li>● To what extent is Macduff the real hero of the play? A5, S8</li> <li>● How does Malcolm restore order? A5, S9</li> </ul>	
<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>
<ul style="list-style-type: none"> <li>● Why does Scrooge need to change his attitude and behaviour?</li> <li>● How are Scrooge's memories a catalyst for change?</li> <li>● How is Scrooge shown Christmas is a time of celebration?</li> </ul>	<ul style="list-style-type: none"> <li>● How does Shakespeare establish the theme of ambition?</li> <li>● How does Shakespeare portray the consequences of ambition?</li> <li>● How does Shakespeare portray the effects of Macbeth's unchecked ambition?</li> </ul>	<ul style="list-style-type: none"> <li>● How do poets present ideas about power in London and Checking Out Me History?</li> <li>● How do poets present ideas about power and control in Ozymandias and My Last Duchess?</li> <li>● Compare how poets present ideas about the reality of war in 'Exposure' and in one other poem from 'Power and conflict'.</li> </ul>

<ul style="list-style-type: none"> <li>● How does The Ghost of Christmas Yet To Come instil a sense of fear in Scrooge?</li> <li>● How does Dickens show Scrooge's Redemption?</li> </ul>	<ul style="list-style-type: none"> <li>● How does Shakespeare portray Macbeth's descent into tyranny?</li> <li>● How does Shakespeare portray the corrosive consequences of ambition?</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Compare how poets present ideas about memories in 'Poppies' and in one other poem from 'Power and conflict'.</li> <li>● How do poets present memories of war?</li> <li>● Compare how poets present the power of the natural world in 'Storm on the Island' and 'The Prelude.'</li> <li>● Compare how poets present the power of place in 'Emigree' and 'London.'</li> <li>● Compare how poets present internal conflict in 'Kamikaze' and one other poem from 'Power and Conflict.'</li> <li>● How do poets present the fragility of human power?</li> </ul>
<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>	<p><b>Key Assessment Task (KAT)</b></p>
<p>An essay response to either a character or thematic question - unseen.</p> <p>Paper 2 Language - Writers' viewpoints and Perspectives</p>	<p>An essay response to either a character or thematic question - unseen.</p>	<p>A comparative essay response to a question - unseen.</p> <p>Paper 1 Language - Explorations in creative reading and writing</p>

Autumn a Year 11	Autumn b Year 11	Spring a Year 11
<b>Paper 2 Language - Writers' viewpoints and Perspectives</b>	<b>Inspector Calls</b>	<b>Paper 1 Language - Explorations in creative reading and writing</b>
<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● How do I summarise similarities and differences between a text?</li> <li>● How do I comment on the culminating effect of language?</li> <li>● How do I compare writer's perspectives?</li> <li>● How can I effectively plan an argument?</li> </ul>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● How might have Priestley's experiences have influenced his views of social responsibility?</li> <li>● What was the social and historical context of pre and post-War Britain?</li> <li>● How does Priestley characterise Mr Birling?</li> <li>● How does Priestley characterise Inspector Goole?</li> <li>● How does Priestley begin to build dramatic tension?</li> <li>● How does Priestley characterise Sheila Birling?</li> <li>● How does Priestley portray character relationships?</li> <li>● How does Priestley characterise Gerald Croft?</li> <li>● How does Priestley characterise Eva Smith / Daisy Renton?</li> <li>● How does Priestley characterise Mrs Birling?</li> <li>● How does Priestley characterise Eric Birling?</li> <li>● How are women exploited by men in power?</li> <li>● How does Priestley present the theme of gender?</li> <li>● How does Priestley characterise Inspector Goole?</li> <li>● How does Priestley share his message through the themes of the play?</li> </ul>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● How do I comment on the culminating effect of language?</li> <li>● How do I comment on writer's use of structure?</li> <li>● How do I evaluate a text?</li> <li>● How can I effectively craft a descriptive / narrative piece of writing?</li> </ul>

Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> <li>● Summarising similarities and / or differences between a text.</li> <li>● Commenting on writer's choice of language.</li> <li>● Comparing writers' viewpoints and perspectives.</li> <li>● Effectively planning and crafting an argument.</li> </ul>	<ul style="list-style-type: none"> <li>● Who was J.B Priestley?</li> <li>● What is socialism and capitalism?</li> <li>● Why is there a gap in time?</li> <li>● How does Priestley use dramatic irony to make Mr. Birling unlikeable?</li> <li>● How does Priestley use dramatic irony to make Mr. Birling unlikeable?</li> <li>● Who is the Inspector?</li> <li>● How does the arrival of the Inspector affect the atmosphere in the dining room?</li> <li>● How does Mr Birling expose the arrogance of the bourgeoisie?</li> <li>● How does Priestley use Sheila to explore ideas about gender and age?</li> <li>● What is the relationship between Mrs Birling and Sheila?</li> <li>● How does Priestley use Gerald to explore ideas about power?</li> <li>● How is Eva Smith of symbolic importance?</li> <li>● How does Priestley expose the hypocrisy of the bourgeoisie?</li> <li>● How does Priestley use Eric to explore the conflict of the younger generation?</li> <li>● How do Gerald and Eric misuse their power?</li> <li>● How does Priestley present gender stereotypes?</li> <li>● How does Priestley use Inspector Goole as an advocate for change?</li> <li>● What are the key themes in the play?</li> </ul>	<ul style="list-style-type: none"> <li>● Commenting on writer's choice of language.</li> <li>● Commenting on writer's structural choices.</li> <li>● Evaluating a writer's viewpoint.</li> <li>● Effectively planning and crafting an original piece of creative writing.</li> </ul>

Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ol style="list-style-type: none"> <li>1. To be able to compare writers' viewpoints</li> <li>2. To be able to compare writers' perspectives</li> <li>3. To be able to analyse writer's use of language</li> <li>4. To be able to effectively plan and craft an argument expressing a viewpoint.</li> </ol>	<ul style="list-style-type: none"> <li>● How does Priestley present Mr Birling as an unlikeable character?</li> <li>● How does Priestley present the younger generation as a symbol of hope?</li> <li>● How does Priestley present attitudes towards women?</li> <li>● To what extent does Priestley present the older generation as unlikable?</li> <li>● To what extent does Priestley present the older generation as unlikable?</li> <li>● How does Priestley present Eric as a character who changes?</li> <li>● What is the significance of Inspector Goole?</li> </ul>	<ol style="list-style-type: none"> <li>1. To be able to analyse writer's use of language</li> <li>2. To be analyse writer's use of structure</li> <li>3. To be able to evaluate a statement</li> <li>4. To be able to effectively plan and craft an original piece of creative writing.</li> </ol>
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
Paper 2 Language - Writers' viewpoints and Perspectives	An essay response to either a character or thematic question - unseen.	Paper 1 Language - Explorations in creative reading and writing



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Autumn a - Year 11	Autumn a - Year 11	Autumn b – year 11
<b>A Christmas Carol</b>	<b>Jekyll and Hyde</b>	<b>Power and Conflict</b>
<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● What is meant by context?</li> <li>● How does Dickens characterise the character of Scrooge?</li> <li>● How does Dickens characterise the character of Fred?</li> <li>● How does Dickens characterise Marley's Ghost?</li> <li>● <i>How is the Ghost of Christmas Past a catalyst for change?</i></li> <li>● <i>How does Dickens introduce the Ghost of Christmas Present?</i></li> <li>● <i>How does the Ghost of Christmas Yet to Come offer a moral reckoning?</i></li> </ul>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● What contextual factors influenced Stevenson?</li> <li>● How does Stevenson characterise the character of Utterson?</li> <li>● How does Stevenson characterise the character of Mr Hyde?</li> <li>● How does Stevenson characterise the character of Dr Jekyll?</li> <li>● What are the features of the gothic genre?</li> <li>● How does Stevenson characterise the change in Dr Lanyon?</li> <li>● How does Stevenson characterise the change in Dr Jekyll?</li> <li>● How does Stevenson develop ideas of duality?</li> <li>● How does Stevenson characterise Dr Jekyll's dual nature?</li> </ul>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● How do poets present the power of memories?</li> <li>● How do poets present the power of the natural world?</li> <li>● How do poets present human power?</li> </ul>



<ul style="list-style-type: none"> <li>● <i>How does Dickens characterise Scrooge' transformation?</i></li> </ul>		
<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Knowledge</b></p>
<ul style="list-style-type: none"> <li>● What was life like in London in the 19<sup>th</sup> century?</li> <li>● <i>How does Dickens introduce the character of Ebenezer Scrooge?</i></li> <li>● <i>How does Dickens introduce the character of Fred?</i></li> <li>● <i>How does Dickens introduce Marley's Ghost?</i></li> <li>● <i>How does Dickens introduce the Ghost of Christmas Past?</i></li> <li>● <i>What is the importance of Fezziwig?</i></li> <li>● <i>What is the importance of Belle?</i></li> <li>● <i>How does the Ghost of Christmas Present redefine Christmast?</i></li> <li>● <i>How does Dickens characterise the Cratchits?</i></li> <li>● <i>How are ignorance and want a symbol of society's cruelty ?</i></li> <li>● <i>How does Dickens introduce the Ghost of Christmas Yet to Come?</i></li> <li>● <i>How does Dickens juxtapose images of death?</i></li> <li>● <i>How do we see Scrooge's moral redemption?</i></li> </ul>	<ul style="list-style-type: none"> <li>● What initial predictions can you make about the novella?</li> <li>● How does Stevenson introduce Gabriel Utterson?</li> <li>● How does Stevenson introduce Edward Hyde?</li> <li>● How does Stevenson introduce Dr Jekyll?</li> <li>● How does Stevenson create a sense of horror and mystery?</li> <li>● How does Stevenson develop the themes of sin, suffering and forbidden knowledge?</li> <li>● How does Stevenson develop Dr Jekyll's character?</li> <li>● How does Stevenson use character and setting to develop gothic horror?</li> <li>● How does Stevenson create a sense of horror?</li> <li>● What is duality?</li> <li>● How does Stevenson portray Dr Jekyll's dual nature?</li> </ul>	<ul style="list-style-type: none"> <li>● How does Weir use language to convey ideas of grief and loss in Poppies?</li> <li>● How does Armitage use language to convey ideas of guilt in Remains?</li> <li>● How does Duffy use language to convey internal conflict in War Photographer?</li> <li>● How does Wordsworth use language to present the power of the natural world?</li> <li>● How does Heaney use language to present the power of the natural world?</li> <li>● How does Rumens use language to portray the power of place?</li> <li>● How does Garland use language to demonstrate internal conflict?</li> <li>● How does Darker present the fragility of human power?</li> </ul>

Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> <li>● How does Dickens present Scrooge as an outsider to society?</li> <li>● Explore how far Dickens presents Christmas as a joyful time.</li> <li>● How does Dickens present the importance of family?</li> <li>● Explore how Dickens presents Scrooge's fears.</li> </ul>	<ul style="list-style-type: none"> <li>● How does Stevenson present Hyde as a strange and hateful character in this extract and in Chapters 1 and 2 of Dr Jekyll and Mr Hyde?</li> <li>● How does Stevenson create a sense of horror and mystery?</li> <li>● How does Stevenson use character and setting to develop gothic horror?</li> <li>● How does Stevenson build suspense and mystery in chapter 8?</li> <li>● How does Stevenson portray the transformation as horrifying?</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Compare how poets present ideas about memories in 'Poppies' and in one other poem from 'Power and conflict'.</li> <li>● How do poets present memories of war?</li> <li>● Compare how poets present the power of the natural world in 'Storm on the Island' and 'The Prelude.'</li> <li>● How do poets present the fragility of human power?</li> </ul>
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
An essay response to an extract based question - unseen.	An essay response to an extract based question - unseen.	Paper 2 Literature mock exam

Spring a – year 11	Spring b – year 11	Summer a – year 11
<b>Paper 1 Language - Explorations in creative reading and writing</b>  <b>Paper 1 Macbeth Revision</b>	<b>Paper 2 Language - Writers' viewpoints and Perspectives</b>  <b>Paper 2 Inspector Calls</b>	<b>Revision</b>
<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● How do I comment on the culminating effect of language?</li> <li>● How do I comment on writer's use of structure?</li> <li>● How do I evaluate a text?</li> <li>● How can I effectively craft a descriptive / narrative piece of writing?</li> </ul>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>● How do I summarise similarities and differences between a text?</li> <li>● How do I comment on the culminating effect of language?</li> <li>● How do I compare writer's perspectives?</li> <li>● How can I effectively plan an argument?</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Knowledge</b></p>	
<ul style="list-style-type: none"> <li>● Commenting on writer's choice of language.</li> <li>● Commenting on writer's structural choices.</li> <li>● Evaluating a writer's viewpoint.</li> <li>● Effectively planning and crafting an original piece of creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarising similarities and / or differences between a text.</li> <li>● Commenting on writer's choice of language.</li> <li>● Comparing writers' viewpoints and perspectives.</li> <li>● Effectively planning and crafting an argument.</li> </ul>	
<p style="text-align: center;"><b>Skills &amp; Procedural Knowledge</b></p>	<p style="text-align: center;"><b>Skills &amp; Procedural Knowledge</b></p>	<ul style="list-style-type: none"> <li>●</li> </ul>
<ol style="list-style-type: none"> <li>1. To be able to analyse writer's use of language</li> <li>2. To be analyse writer's use of structure</li> <li>3. To be able to evaluate a statement</li> <li>4. To be able to effectively plan and craft an original piece of creative writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to compare writers' viewpoints</li> <li>2. To be able to compare writers' perspectives</li> <li>3. To be able to analyse writer's use of language</li> <li>4. To be able to effectively plan and craft an argument expressing a viewpoint.</li> </ol>	
<p style="text-align: center;"><b>Key Assessment Task (KAT)</b></p>	<p style="text-align: center;"><b>Key Assessment Task (KAT)</b></p>	
Paper 1 Language - Explorations in creative reading and writing	Paper 2 Language - Writers' viewpoints and Perspectives	