

Whalley Range High School – Curriculum Map – English

		Term 1		Term 2		Term 3	
No. of Weeks		7	7	7	5	6	7
Year 7	Topic Title and NC link	Transition scheme and 'Writing my Identity' Poetry and Non-fiction texts, exploring the theme of female identity	'Writing my Identity': Poetry and Non-fiction texts, exploring the theme of female identity Oracy	Romeo and Juliet by William Shakespeare	Romeo and Juliet by William Shakespeare and writing for a range of PAF Oracy	The Hound of the Baskervilles by Sir Arthur Conan Doyle English Literature – pre-1914 prose	The Hound of the Baskervilles by Sir Arthur Conan Doyle English Literature – pre-1914 prose and imaginative writing Oracy
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Differences between KS2 and KS3 literacy expectations Reading skills (poetry) Empathy and cultural capital Poetic devices Technical accuracy	Stylistic devices Developing writing skills, including technical accuracy Basics of oral presentations	Knowledge of story and author Knowledge of context Introduction to stagecraft and dramaturgy Reading skills	Stylistic devices Writing for different purposes, audiences and forms Knowledge of oral presentation expectations Technical accuracy	Knowledge of story and author Knowledge of context and genre Reading skills: understanding of influence of relationships	Writing to describe Narrative writing Stylistic devices Technical accuracy Development of oral presentation expectations
	<i>Pupils should be able to do... (Skills being developed)</i>	Literary analysis Introduction to extended responses through a critical lens: understanding of relationships/power	Transactional writing (PAF) Technical accuracy: knowledge revision and development from KS2 Develop writing skills for different purposes and audiences Present to peers on a chosen topic	Literary analysis Develop extended responses: understanding of relationships/power for a dramatic text	Transactional writing (PAF) Technical accuracy: knowledge and understanding Begin to write for different purposes and audiences Present to peers on a chosen topic	Literary analysis Technical accuracy: understanding Develop extended responses: understanding of relationships/power	Planning Writing skills, including crafting, linguistic devices, vocabulary, structure Writing for genre Technical accuracy: knowledge and understanding
	<i>Why are we doing this now? How does it build on</i>	Bridging the gap between KS2 and KS3 literacy expectations	Introduce students to concept of transactional writing / building on from	Building on familiarity with Shakespeare from primary.	Development of transactional writing skills explored in Term 1 Opportunity to explore/debate topics,	Expose students to 19 th Century lit and basics of literary analysis.	Applying craft learnt in HT3 and 5 (developing knowledge, skills from Shakespeare

	<i>prior learning and prepare for knowledge and learning still to come?</i>	Excitement/buzz for English through transition scheme. Introduction of 'how to read a poem' Building empathy prior to teaching of KS3/KS4 texts. Cultural capital. Self-confidence, self-awareness, respect of diversity; collaborative/community identity.	primary expectations. Self-expression, freedom to write without examination focus; celebration of each other's writing/ideas. Performance/oracy. Adaptation/manipulation of writers' craft	Introduction to/exploration of stagecraft. How/why drama is different/similar to poetry? Instil enjoyment of Shakespeare / art of story-telling. Explore the actual text as opposed to reading the story/synopsis. Links to KS4 curriculum Opportunities for S+L. Allow opportunities to explore history of English Lang / language change.	such as families/relationships – links to PSHRE.	Introduce students to context, genre conventions, mystery and literary tradition – links to <i>J&H</i> . Text requires teaching of reading strategies and vocabulary focus. Mystery/detective story for student engagement. Establishing challenge and high expectations through novel study.	and applying them for a different discipline). Using reading to model and support with writing: conventions made explicit
Year 8	Topic Title and NC link	Transition scheme and <i>Noughts and Crosses</i> by Malorie Blackman Contemporary English prose and Oracy	<i>Noughts and Crosses</i> by Malorie Blackman Contemporary English prose and imaginative writing Oracy	<i>Othello</i> by William Shakespeare	<i>Othello</i> by William Shakespeare and writing for a range of PAF Oracy	Writing from around the World Seminal world literature and poetry	Writing from around the World Seminal world literature and writing for a range of PAF Oracy
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Bridging the gap between KS3 prior knowledge: literacy expectations Knowledge of story and author Reading skills	Stylistic devices Writing interesting descriptions for different audiences and forms	Knowledge of plot and characters Reading skills: relationships in play Increased knowledge of stagecraft and dramaturgy	Stylistic devices Writing for different purposes, audiences and forms Technical accuracy	Reading skills Empathy and cultural capital Poetic devices Technical accuracy	Writing skills Empathy and cultural capital Autobiographical Writing Technical accuracy

	<i>Pupils should be able to do... (Skills being developed)</i>	Literary analysis Technical accuracy: understanding Develop extended responses: understanding of relationships/power	Descriptive writing conventions Technical accuracy: understanding and manipulation	Literary analysis Technical accuracy: understanding and manipulation Develop extended responses: understanding of relationships/power	Develop transactional writing (PAF) skills, including use of stylistic devices Technical accuracy: understanding and manipulation	Literary analysis Technical accuracy: understanding and manipulation Develop extended responses: understanding of relationships/power	Transactional writing (PAF) Technical accuracy: understanding and manipulation Writing skills
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<u>Transition:</u> to consolidate learning from Y7 and establish reading, writing, oracy and attitudinal expectations. <u>Noughts and Crosses:</u> We are trying to ensure that students are encouraged to draw thematic links across literary texts of different periods. This text has explicit links to <i>Romeo and Juliet</i> and provides a strong thematic basis for studying <i>Othello</i> later in Y8.	This scheme revisits learning from Y7 and enables students to reflect on how skills are developed over time and not simply used and are not finite. This provides a bedrock of learning for future writing schemes. Questions considered are: how can students consciously craft sentences? How can students consciously craft sentences into coherent paragraphs? How can students consciously order paragraphs into an overall piece of writing? How can students consciously redraft work to improve first responses?	This text has explicit links to <i>Romeo and Juliet</i> and has thematic connections to <i>Noughts and Crosses</i> , which will have been studied in Term 1. Questions considered are: How does Shakespeare use language to present the power of language? How can we use reciprocal reading strategies to help comprehension? How can we connect the ideas in this tragedy to ideas explored in <i>Romeo and Juliet</i> ?	This scheme develops learning from HT2 and recasts it with relation to transactional writing, whilst also building on thematic learning from HT3. This provides a grounding for the transactional work in Y9 HT4.	Cultural capital and 'big ideas' – links to political ideologies and highlights <u>why</u> context is so important (building on importance of cultural capital of previous texts)	Build on all writing skills explored – seen as a synoptic module where all texts/authors studied become style models. Development and integration of previous skills in preparation for skills required at GCSE, without covering GCSE content

Year 9	Topic Title and NC link	Y9 Transition <i>The Curious Incident of the Dog in the Night Time</i> by Mark Haddon Contemporary Prose and Oracy	<i>The Curious Incident with the Dog in the Night Time</i> by Mark Haddon Contemporary Prose	Media and Morality: <i>The Crucible</i> Contemporary Drama	Media and Morality: <i>The Crucible</i> Writing for a range of PAF Oracy	Literary Rebels Poetry	Literary Rebels Poetry and oracy, inc SLE
	<i>Pupils should know... (Core knowledge and concepts learned)</i>	Transition: to consolidate learning from Y8 and establish Y9 reading, writing, oracy and attitudinal expectations. Knowledge and appreciation of plot, author and writer's craft Literary Knowledge: To develop reading skills and close analysis skills of contemporary fiction and to understand where that fits within the broader literary landscape. Students should also develop critical literacy skills to interrogate representations of diverse viewpoints. Technical accuracy	Language knowledge: Students should be taught to use learning from HT1 to develop deep and well-crafted characters, utilising ideas around vocabulary, sentence types, and backstory. Technical accuracy	Knowledge and understanding of plot, playwright and writer's craft for <i>The Crucible</i> Literary knowledge: Students should interrogate key themes related to modern drama and look at how a modern playwright utilises language and structure to explore issues related to power and control in society. Technical accuracy	Language Knowledge: Students should be taught how to harness the power of language when writing for purpose. Specifically, students will be taught how to invoke ethos, pathos and logos. Students will also be taught to see language within context and to recognise how to interrogate media representations. Technical accuracy	Literary knowledge: Students will interrogate key themes related to The Romantics and The Modernist movements. The Romantics (HT5) The power of nature Vs the industrial world The Modernists (HT5) The power of the individual voice Vs the Victorian realist Technical accuracy	Literary and language knowledge: Students will interrogate key themes related to 20 th and 21 st poetry. Students will learn about 20 th Century protest poetry and the power of language to create change. Students will learn about 20 th Century performance poetry and the power of language to express self. <u>Oracy</u> Students will also learn about speaking and listening skills in relation to performance poetry. Students develop speaking and

							listening skills through preparation and presentation of the SLE Technical accuracy
<i>Pupils should be able to do... (Skills being developed)</i>	<p>To be able to interrogate the following key learning questions:</p> <p>How can writers use language and structure to create a powerful description of an individual?</p> <p>How can writers use language and structure to present character relationships?</p> <p>How can we use reciprocal reading strategies be used to aid comprehension?</p>	<p>Technical accuracy: understanding and manipulation</p> <p>To be able to interrogate the following key learning questions:</p> <p>How can students consciously craft sentences?</p> <p>How can students consciously craft sentences into coherent paragraphs?</p> <p>How can students consciously order paragraphs into an overall piece of writing?</p> <p>How can students consciously use structure to create interesting perspectives?</p> <p>How can students consciously redraft</p>	<p>To be able to interrogate the following questions:</p> <p>How does Miller make use of dramatic conventions to create impact?</p> <p>How can we use reciprocal reading strategies to help comprehension?</p> <p>How can we connect the ideas about society and subversion to <i>The Curious Incident of the Dog in the Night-time</i>?</p>	<p>Technical accuracy: understanding and manipulation</p> <p>To be taught how to interrogate the following questions:</p> <p>How can we modify our language to meet our goals of persuading a specific audience (through study of media and rhetorical techniques)?</p> <p>How can we connect the ideas of this scheme to <i>The Crucible</i>?</p>	<p>To be able to interrogate the following questions:</p> <p>How have writers from different movements explored aspects of community, relationships and identity?</p> <p>How can literary innovations be used to express identity?</p> <p>How can we use reciprocal reading strategies to help comprehension of poetry?</p>	<p>Technical accuracy: understanding and manipulation</p> <p>To be able to engage with the following questions:</p> <p>How can I use language to express myself powerfully?</p> <p>How can I use oracy skills to powerfully express myself?</p> <p>How can we use reciprocal reading strategies to help comprehension?</p>	

			work to improve first responses?				
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<u>Transition:</u> to consolidate learning from Y8 and establish reading, writing, oracy and attitudinal expectations. To continue learning from Year 8 about diverse viewpoints and to introduce critical literary ideas which will be revisited over the next year. Applying previous skills of character/narrative exploration through a different narrative voice	This builds on prior reading from HT1. It also builds from learning in Y8 and adds complexity to the construction of descriptions. This provides a strong foundation for students to build from for KS4 descriptive writing tasks	To develop awareness of skills required for interrogating modern drama in preparation for KS4 study. This scheme also builds on the reading skills and themes developed in HT1 and Y8 and provides a challenging text which again provides grounding as students move towards KS4	To develop transactional writing skills, and in particular the principles behind effective transactional writing, in readiness for HT6 and in readiness for KS4 study. To develop critical literary skills through structured exposure to writing from different viewpoints.	To develop understanding of key aspects of the poetic canon before KS4 study. To utilise and develop on prior learning about reading strategies within poetry analysis.	To ensure that students have secure creative writing skills before entering KS4. To ensure that students can reflect on and utilise the power of language in their own writing. To successfully complete SLE component of GCSE
Year 10	Topic Title and NC link	Transition (lang) Anthology poetry and unseen poetry	<i>Jekyll and Hyde</i> (19C Literature) and Descriptive and Narrative writing	<i>Jekyll and Hyde</i> (19C Literature) and Descriptive and Narrative writing	Anthology Poetry and English Language P1, Q1-4 (Section A-Reading)	<i>An Inspector Calls</i> and Lang Paper 1 (20C Literature and 19C, 20C and 21C literary extracts; personal response)	<i>An Inspector Calls</i> and Lang Paper 2, Q5 (20C Literature and writing for form and purpose)
	<i>Pupils should know... (Core knowledge and</i>	Lang (transition): Conventions of character and character development Lit:	Lit: Gothic conventions and context Understanding content/themes of 19 th century novel	Lit: Gothic conventions and context Understanding content/themes of 19 th century novel	Lit: Strategies for reading unseen poetry Understanding content/themes of GCSE anthology poems	Lit: - Understanding content/themes and characters of play	Lit: - Understanding content/themes and characters of play

<p><i>concepts to learn)</i></p>	<p>Strategies for reading unseen poetry Understanding content/themes of GCSE anthology poems Analysis and evaluation of poets' methods Understanding of contextual factors Essay writing skills</p>	<p>Analysis and evaluation of Stevenson's craft Essay writing skills Lang: Technical accuracy: understanding and manipulation Writing to describe/narrate Stylistic devices Exam Technique and knowledge of success criteria- content & organisation and technical accuracy.</p>	<p>Analysis and evaluation of Stevenson's craft Essay writing skills Lang: Technical accuracy: understanding and manipulation Writing to describe/narrate Stylistic devices Exam technique and knowledge of success criteria- content & organisation and technical accuracy .</p>	<p>Analysis and evaluation of poets' methods Understanding of contextual factors Essay writing skills Lang: Fiction reading comprehension Selection and retrieval of key information Analysis of language and structure Evaluation of the impact of writers' craft.</p>	<ul style="list-style-type: none"> - Social/historical context - Analysis and evaluation of Priestley's craft - Essay writing skills <p>Lang:</p> <ul style="list-style-type: none"> - Fiction reading comprehension - Selection and retrieval of key information - Analysis of language and structure - Evaluation of the impact of writer's craft. 	<ul style="list-style-type: none"> - Social/historical context - Analysis and evaluation of Priestley's craft - Essay writing skills <p>Lang:</p> <ul style="list-style-type: none"> - Transactional writing core concepts - How to write for different purposes and forms - How to respond to a Paper 2, Question 5 task
<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Lang: Use imagination to create own character Lit: Apply reading skills to an unseen text Analysis of language and structural features Development of understanding of authorial intent</p>	<p>Lit: Demonstrate an understanding of the: - contextual factors - plot - form/genre - key characters and characterisation - key themes in Stevenson's novella Planning and structuring an</p>	<p>Lit: Demonstrate an understanding of the: - contextual factors - plot - form/genre - key characters and characterisation - key themes in Stevenson's novella Planning and structuring an analytical response for specified extract, making links to wider text.</p>	<p>Lit: Demonstrate understanding of: - the demands of the anthology poetry question and how to plan response. - how poetic conventions are used to create effect in the 'Power & Conflict' cluster - how to use quotations to support interpretations.</p>	<p>Lit: Demonstrate an understanding of the: - contextual factors - plot - form/genre - key characters and characterisation - key themes in Priestley's play Planning and structuring an</p>	<p>Lit: Demonstrate an understanding of the: - contextual factors - plot - form/genre - key characters and characterisation - key themes in Priestley's play Planning and structuring an</p>

			<p>analytical response for specified extract; making links to wider text.</p> <p>Lang: Demonstrate awareness of impact of, and ability to experiment with:</p> <ul style="list-style-type: none"> - narrative viewpoint - narrative structure - effective openings - figurative language - a range of descriptive features 	<p>Lang: Demonstrate awareness of impact of, and ability to experiment with:</p> <ul style="list-style-type: none"> - narrative viewpoint - narrative structure - effective openings - figurative language - a range of descriptive features 	<ul style="list-style-type: none"> - how the writer's choices create effects. - a range of literary terminology. - Planning and structuring a comparative response for specified theme. <p>Lang: Develop active reading skills and strategies Select and retrieve explicit information from an unseen fiction extract Infer implicit meaning from a text Analyse the writer's use of language to create effect Analyse the whole-extract structure and possible effects</p>	<p>analytical response for a specified character theme-based question.</p> <p>Lang: Evaluate texts critically and support this with appropriate textual references and analysis of writer's craft.</p>	<p>analytical response for a specified character theme-based question.</p> <p>Lang: Understand and explain how fiction writing is different to non-fiction writing. Understand how writing for different purposes is affected by genre, audience and purpose. Plan and write non-fiction texts, using the correct conventions.</p>
<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and</i></p>	<p>Transition from KS3 expectations to KS4 expectations through poetry. Building on poetry knowledge and understanding from KS3 Establishing expectations for</p>	<p>Address demands of a dual award subject through the emphasis on an interdisciplinary approach where students are encouraged to 'read like writers' and 'write like readers'. This also serves the</p>	<p>Students will focus more on the practical application of the knowledge and skills the developed in HT2 with more opportunity to practise exam-condition technique. Homework booklets linked thematically to</p>	<p>Opportunity to explore writing over time. Skills taught and embedded in KS3 will be applied here in a more analytical context. Utilising skills in linking cultural context to meaning from all texts applied to poetry.</p>	<p>Building on political contexts and critical literary theory, building on knowledge of Shakespearean dramaturgy and characterisation from KS3.</p>	<p>Opportunity to explore how fiction writing is different to non-fiction writing. Students will build on the technical accuracy and writing skills established earlier in the year to</p>	

	<i>learning still to come?</i>	analytical exploration at GCSE	pragmatic benefit of encouraging students to think across syllabi and remember the ways in which similar skillsets must be applied depending on the subject, paper and question. Students are encouraged to make thematic links between study of 19 th century novel and wider context. This will in turn become stimulus for their own creative writing.	<i>Jekyll and Hyde</i> but revises skills necessary for language GCSE.	Students also introduced to the Language Paper 1 spec and work chronologically through the questions – all of which are relevant to the skills they have already been developing in literature. We have started with Paper 1 because it is fiction-based and students will be more familiar with this. Homework booklets linked thematically to 'Power and Conflict' but revises skills necessary for language GCSE.	Homework booklets linked thematically to <i>An Inspector Calls</i> but revises skills necessary for language GCSE.	prepare themselves for the writing component of Paper 2. Students end year 10 with the coverage of language Paper 2 because non-fiction is less familiar to them but will lay strong foundations for continued study in year 11.
Year 11	Topic Title and NC link	<i>Macbeth</i> and Lang Paper 2, Question 1-4 (Section A- Writers' viewpoints and perspectives)	<i>Macbeth</i> and Lang Paper 2, Question 1-4 (Section A- Writers' viewpoints and perspectives)	<i>Jekyll and Hyde</i> (19C Literature) revision and Lang Paper 1 revision 19C, 20C and 21C literary extracts; creative writing	LANG Paper 2 revision and LIT Paper 2 revision Writer's viewpoints and perspectives; An Inspector Calls and poetry	Paper 1 and 2 - Final Revision As above	Year 11 alternative curriculum
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Lit: Understanding content/themes and characters of play Social/historical context Analysis and evaluation of Shakespeare's craft	Lit: Understanding content/themes and characters of play Social/historical context Analysis and evaluation of Shakespeare's craft	Lit: Gothic conventions and context Understanding content/themes of 19 th century novel Analysis and evaluation of Stevenson's craft	Lit: - contextual factors - plot - form/genre - key characters and characterisation - key themes in identified texts.	Supported revision, making use of resources which have been shared and created throughout the year.	N/A

	<p>Essay writing skills Lang: Non-fiction reading comprehension Comparison and inference Analysis of language Extended comparison of viewpoints and analysis skills</p>	<p>Essay writing skills Lang: Non-fiction reading comprehension Comparison and inference Analysis of language Extended comparison of viewpoints and analysis skills</p>	<p>Essay writing skills Lang: Fiction reading comprehension Analysis of language and structure Evaluation of the impact of writer's craft. Technical accuracy: understanding and manipulation Writing to describe/narrate Stylistic devices Exam Technique and knowledge of success criteria – content & organisation</p>	<p>Lang: Technical accuracy: understanding and manipulation Transactional writing core concepts How to write for different purposes and forms How to respond to a Paper 2, Question 5 task Exam Technique and knowledge of success criteria – content & organisation</p>	<p>Practical application of skills acquired for English Language spec in exam conditions.</p>	
<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Lit: Demonstrate an understanding of the: - contextual factors - plot - form/genre - key characters and characterisation - key themes in <i>Macbeth</i> - Planning and structuring an analytical response for a specified character theme-based question.</p>	<p>Lit: Demonstrate an understanding of the: - contextual factors - plot - form/genre - key characters and characterisation - key themes in <i>Macbeth</i> - Planning and structuring an analytical response for a</p>	<p>Lit: Demonstrate an understanding of the: - contextual factors - plot - form/genre - key characters and characterisation - key themes in Stevenson's novella Planning and structuring an analytical response for specified extract, making links to wider text.</p>	<p>Lit: Demonstrate an understanding of: - contextual factors - plot - form/genre - key characters and characterisation - key themes in identified texts. Lang: Technical accuracy: understanding and manipulation Writing to describe/narrate Stylistic devices</p>	<p>Complete independent revision, making use of resources which have been shared and created throughout the year. Practically apply skills acquired for English Language spec in exam conditions.</p>	<p>N/A</p>

		<p>Lang: Understand the structure of the GCSE English Language syllabus and examination papers. Demonstrate the following skills in my writing:</p> <ul style="list-style-type: none"> - Identify and interpret explicit and implicit information and ideas. - Select and synthesise evidence from different texts. - Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support my ideas. - Compare writers' ideas and perspectives, as well as how these are conveyed, across two texts. - Evaluate texts critically and 	<p>specified character theme-based question.</p> <p>Lang: Understand the structure of the GCSE English Language syllabus and examination papers. Demonstrate the following skills in my writing:</p> <ul style="list-style-type: none"> - Identify and interpret explicit and implicit information and ideas. - Select and synthesise evidence from different texts. - Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support my ideas. - Compare writers' ideas and perspectives, as well as how these 	<p>Lang: Develop active reading skills and strategies Infer implicit meaning from a text Analyse the writer's use of language to create effect Analyse the whole-extract structure and possible effects Demonstrate awareness of impact of, and ability to experiment with:</p> <ul style="list-style-type: none"> - narrative viewpoint - narrative structure - effective openings - figurative language - a range of descriptive features 	<p>Exam technique and knowledge of success criteria – content & organisation.</p>		
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		<p>support this with appropriate textual references.</p> <p>Apply knowledge by responding to sample questions in assessment conditions.</p>	<p>are conveyed, across two texts.</p> <ul style="list-style-type: none"> - Evaluate texts critically and support this with appropriate textual references. - Apply knowledge by responding to sample questions in assessment conditions. 				
<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Lit: Study of <i>Macbeth</i> builds on the understanding of dramatic conventions, stagecraft and dramaturgy from AIC</p> <p>Lang: Beginning with Paper 2 content as students are far less familiar with non-fiction content and the notion of comparing perspectives across texts. However, we will make links back to their study of anthology poetry for Literature where they were able to compare and contrasts ideas and methods.</p>	<p>Lit: Study of <i>Macbeth</i> builds on the understanding of dramatic conventions, stagecraft and dramaturgy from AIC</p> <p>Lang: Beginning with Paper 2 content as students are far less familiar with non-fiction content and the notion of comparing perspectives across texts. However, we will make links back to their study of anthology poetry for Literature where they were able to</p>	<p>Opportunity to revise core content of exam and review deficiencies in knowledge and/or skills.</p> <p>Assessments will provide breakdown of deficiencies and identify further areas to work on.</p>	<p>Opportunity to revise core content of exam and review deficiencies in knowledge and/or skills.</p> <p>Assessments will provide breakdown of deficiencies and identify further areas to work on.</p>	<p>This stage in the year should focus on application rather than acquisition of knowledge, though students will be supported in their revision, in terms of receiving regular feedback from teachers regarding their progress and having effective revision strategies modelled for them.</p>	N/A	

		<p>Students will also make use of homework booklets and VLE resources which provide a range of extract-based tasks to be completed in timed conditions</p>	<p>compare and contrasts ideas and methods.</p> <p>Students will also make use of homework booklets and VLE resources which provide a range of extract-based tasks to be completed in timed conditions</p>				
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