



## English Department – Curriculum Intent

<b>KS3 Curriculum Intent</b>			
Head of Department: Mrs L Derby			
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Autumn Term	<p><b>Area of Study (AoS) and Concept Link (CL)</b> <i>Journeys</i> <b>AoS:</b></p> <ul style="list-style-type: none"> <li>•Who am I?</li> <li>•Who inspires me?</li> <li>•Moving on</li> <li>•Challenging Journeys</li> <li>•Understanding the World</li> </ul> <p><b><u>CL 1: Facing challenging Journeys.</u></b></p> <p><b>Key Themes Taught</b></p> <ul style="list-style-type: none"> <li>•What makes a person?</li> <li>•Autobiography</li> <li>•Facing Problems</li> <li>•Struggle</li> <li>•Prejudice</li> </ul> <p><b><u>Key Knowledge Taught</u></b></p> <p>Reading Focus:</p> <ul style="list-style-type: none"> <li>•Narrative voice.</li> <li>•Symbolism</li> <li>•Building tension</li> </ul> <p>Writing Focus:</p> <ul style="list-style-type: none"> <li>•Writing autobiography</li> <li>•Writing to describe</li> <li>•Writing to analyse</li> </ul> <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> <li>•Good group discussion</li> </ul> <p><b>Texts</b> <i>My Father is a Polar Bear</i> <i>In The Sea There Are Crocodiles</i></p>	<p><b>Area of Study (AoS) and Concept Link (CL)</b> <i>Journeys in Another World</i> <b>AoS:</b></p> <ul style="list-style-type: none"> <li>• The nature of dystopia</li> <li>• The conventions of dystopian fiction</li> <li>• Characters under pressure</li> </ul> <p><b><u>CL 1: Identity under pressure</u></b></p> <p><b>Key Themes Taught</b></p> <ul style="list-style-type: none"> <li>• Causes of dystopias</li> <li>• Dealing with a dystopian world</li> </ul> <p>The nature of power and control</p> <p><b><u>Key Knowledge Taught</u></b></p> <p>Reading Focus:</p> <ul style="list-style-type: none"> <li>• Narrative voice.</li> <li>• Symbolism</li> <li>• Foreshadowing</li> <li>• Conventions of Non-Fiction writing.</li> <li>• Dystopian literature across time</li> </ul> <p>Writing Focus:</p> <ul style="list-style-type: none"> <li>• Creating character and plot</li> <li>• Writing Non-Fiction texts</li> </ul> <p>Speaking and Listening:</p> <p>Preparing and delivering a persuasive speech</p> <p><b>Texts</b> <i>Animal Farm</i> Dystopian Short Stories <i>The Hunger Games</i></p>	<p><b>Area of Study (Ao5) and Concept link (CL)</b> <i>Mapping Your Route</i> <b>AoS:</b></p> <ul style="list-style-type: none"> <li>• Building narratives</li> <li>• Structural techniques and Conventions</li> </ul> <p><b><u>Key Themes Taught</u></b></p> <ul style="list-style-type: none"> <li>• Building narratives</li> <li>• Organization of ideas</li> <li>• Cinematic techniques</li> <li>• Using structure to build tension</li> </ul> <p><b><u>Key Knowledge Taught</u></b></p> <ul style="list-style-type: none"> <li>• Understanding the purpose of fiction texts.</li> <li>• Understanding the structural methods used for effect in fiction texts.</li> <li>• Intertextuality.</li> </ul> <p>Reading Focus: Analysing structure in fiction</p> <p>Writing Focus: Implementing structure in our own writing</p> <p>Speaking and Listening Media focus</p> <p><b>Texts</b> <i>The Landlady</i> <i>It</i> <i>Film openings</i></p>



## English Department – Curriculum Intent

			<p><b>Evaluative writing.</b> <b>The Power of the Other</b> <b>AoS: Victorian Literature</b></p> <ul style="list-style-type: none"><li>• Changing gender identities</li><li>• Oppression v liberation</li><li>• Characterisation</li><li>• Settings</li></ul> <p><b>CL 2:</b> <b>Key Themes Taught</b></p> <ul style="list-style-type: none"><li>• Victorian female experience</li><li>• Madwoman in the Attic</li><li>• Exploring gender in Literature</li></ul> <p><b>Key Knowledge Taught</b> Reading Focus: • Analysis of structure and the construction of character and plot.</p> <p>Writing Focus: • Narrative based on plot and character</p> <p><b>Texts</b> Jane Eyre The Yellow Wallpaper The Story of an Hour Angel in the House Vindication of the Rights of Woman</p> <p><b>Key Knowledge Taught</b> Reading Focus:</p> <ul style="list-style-type: none"><li>• Attitudes towards women during the Victorian era</li><li>• Protofeminism</li><li>• Exploring methods</li><li>• Inference</li><li>• Considering Structure</li></ul>
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## English Department – Curriculum Intent

Spring Term	<p><b>The Power of the Poet</b>  <b>AoS: Nature Poetry</b></p> <ul style="list-style-type: none"> <li>•The nature of poetry</li> <li>•The work of the poet</li> <li>•Reactions to Poetry</li> </ul> <p><b>CL 2 Poetry to Protest</b>  <b>Romantic poetry</b></p> <p><b>Key Themes Taught</b></p> <ul style="list-style-type: none"> <li>•The Romantic movement</li> <li>•The sublime</li> <li>•Speaking out</li> </ul> <p><b>Key Knowledge Taught</b>  Reading Focus:</p> <ul style="list-style-type: none"> <li>•Understanding viewpoints</li> <li>•Understanding how language and poetic techniques shape meaning.</li> <li>•Context of Romantic poetry.</li> <li>•Conventions of poetry</li> </ul> <p>Writing Focus:</p> <ul style="list-style-type: none"> <li>•Poetry writing</li> <li>•Analytical -writing about literature.</li> <li>•Writing about my point of view</li> </ul> <p><b>Key Texts Taught</b>  The Rime of the Ancient Mariner  The Highwayman  Daffodils  Non-fiction Texts</p>	<p><b>American Literature</b>  <b>AoS:</b></p> <ul style="list-style-type: none"> <li>• Understanding key ideas about representation</li> <li>• Understanding different viewpoints and perspectives</li> <li>• Applying contextual understanding</li> <li>• Understanding writer’s intentions</li> <li>• Applying different lenses to access texts</li> </ul> <p><b>CL: Conflict and identity</b>  <b>Key themes:</b></p> <ul style="list-style-type: none"> <li>• Conflicting representations</li> <li>• Personal and internal conflicts</li> <li>• Expressions of identity</li> </ul> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Context of Native American experience</li> <li>• Introducing concepts such as problematisation and reclamation</li> <li>• Conventions of poetry</li> <li>• Analysis of poetry</li> <li>• Transactional writing</li> </ul> <p>Reading: Analysis of poetry  Writing: Transactional writing</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Non-fiction texts</li> <li>• Selection of poetry</li> </ul> <p><b>‘The Words of War’</b>  <b>AoS: War poetry focussing on:</b></p> <ul style="list-style-type: none"> <li>• The nature of poetry</li> </ul>	<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>• Narrative and imaginative writing <ul style="list-style-type: none"> <li>• Analytical –writing</li> <li>• Group discussion</li> <li>• Research skills</li> <li>• Persuasive writing and debating</li> </ul> </li> </ul> <p><b>Constructing Identities</b>  <b>AoS:</b></p> <ul style="list-style-type: none"> <li>• Intertextuality.</li> <li>• Evaluative writing.</li> <li>• Developing an understanding of factors that shape identity.</li> <li>• Poetic form and structure.</li> <li>• Comparing viewpoint.</li> <li>• Comparing methods.</li> </ul> <p><b>CL1: Constructing Identities</b>  <b>Key Themes Taught</b></p> <ul style="list-style-type: none"> <li>• Identity in Poetry</li> <li>• Voice, structure and Perspective</li> <li>• Exploring non-fiction.</li> <li>•</li> </ul> <p>Key Knowledge Taught</p> <ul style="list-style-type: none"> <li>• Comparing viewpoint.</li> <li>• Understanding how language and structural choices help convey theme</li> <li>• Considering context.</li> <li>• Comparing methods.</li> </ul> <p>Writing Focus:  -Poetry Writing.</p> <p><b>Key texts taught</b>  Identity Poetry Anthology</p>
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## English Department – Curriculum Intent

		<ul style="list-style-type: none"> <li>• The work of the poet</li> <li>• Reactions to Poetry</li> </ul> <p><b><u>CL2: Conflict</u></b>  <b><u>Key Themes Taught</u></b></p> <ul style="list-style-type: none"> <li>• The nature of conflict</li> <li>• Relationships and war</li> <li>• Anti-war and the glory of war</li> </ul> <p><b><u>Key Knowledge Taught</u></b>            Reading Focus:</p> <ul style="list-style-type: none"> <li>• Understanding viewpoints</li> <li>• Understanding how language and poetic techniques shapes meaning.</li> <li>• Context of war poetry.</li> <li>• Conventions of war poetry</li> </ul> <p>Writing Focus:</p> <ul style="list-style-type: none"> <li>• Poetry writing</li> <li>• Analytical -writing about literature.</li> </ul> <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> <li>• Presentation on a poem from the Poetry.               <ul style="list-style-type: none"> <li>• Poetry as performance</li> </ul> </li> </ul> <p><b><u>Key Texts Taught</u></b>            War Poetry Anthology</p>	
Summer Term	<p><b><u>All the World’s a Stage</u></b>  <b>AoS: Shakespeare</b></p> <ul style="list-style-type: none"> <li>• Introduction to drama and the conventions of drama</li> <li>• Greek drama</li> <li>• Introduction to Shakespeare in performance</li> </ul> <p><b><u>CL 3: Dramatic Texts and Shakespeare</u></b>  <b><u>Key Themes Taught</u></b></p> <ul style="list-style-type: none"> <li>• Drama as representation of life.</li> <li>• Drama as mechanism of social commentary</li> </ul> <p><b><u>Key Knowledge Taught</u></b></p>	<p><b><u>Area of Study (AoS) and Concept Link (CL)</u></b>  <b>AoS: A Magical Stage</b></p> <ul style="list-style-type: none"> <li>• A full play by Shakespeare</li> <li>• Consideration of Shakespearean comedy/romance plays</li> </ul> <p><b><u>CL 3: Shakespeare</u></b></p> <p><b><u>Key Themes Taught</u></b></p> <ul style="list-style-type: none"> <li>• The nature of love</li> <li>• Misadventure and mistaken identity               <ul style="list-style-type: none"> <li>• Control and power</li> </ul> </li> </ul> <p><b><u>Key Knowledge Taught</u></b></p>	<p><b><u>Area of Study (AoS) and Concept Link (CL)</u></b>  <b>‘Looking at Shakespeare through a Lens’</b>  <b>AoS Tragedy</b></p> <ul style="list-style-type: none"> <li>• Shakespeare</li> <li>• Literary perspectives</li> <li>• Nature of tragedy</li> </ul> <p><b><u>CL 3: Shakespeare</u></b></p> <p><b><u>Key Themes Taught</u></b></p> <ul style="list-style-type: none"> <li>• Love, power and control</li> <li>• Betrayal</li> <li>• Revenge</li> </ul>



## English Department – Curriculum Intent

	<p>Reading Focus:</p> <ul style="list-style-type: none"> <li>• Why Shakespeare?</li> <li>• Conventions of Greek and Elizabethan/Jacobean Theatre</li> <li>• Shakespeare’s life and the world around him</li> <li>• Use of dramatic methods</li> </ul> <p>Writing Focus</p> <ul style="list-style-type: none"> <li>• Exploration of a character</li> <li>• Analytical -writing about literature.</li> </ul> <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> <li>• Play in performance and performing a soliloquy</li> </ul> <p><b><u>Texts</u></b>            Kae Tempest: My Shakespeare            Shakespeare Soliloquies</p>	<p>Reading Focus:</p> <ul style="list-style-type: none"> <li>• Understanding theme and meaning</li> <li>• Shakespeare’s creation of character</li> <li>• Shakespeare’s dramatic methods</li> <li>• Context of individual plays</li> </ul> <p>Writing Focus</p> <ul style="list-style-type: none"> <li>• Narrative based on plot and character</li> <li>• Analytical -writing about literature.</li> </ul> <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> <li>• Play in performance</li> </ul> <p><b><u>Texts</u></b>            A Midsummer Night’s Dream</p>	<p><b><u>Key Knowledge Taught</u></b></p> <p>Reading focus:</p> <ul style="list-style-type: none"> <li>• Literature context-the nature of Aristotelean tragedy</li> <li>• Elizabethan and Jacobean beliefs</li> <li>• Shakespeare’s methods</li> <li>• Close language analysis and interpretation</li> </ul> <p>Writing Focus:</p> <ul style="list-style-type: none"> <li>• Narrative based on plot and character</li> <li>• Analytical -writing about literature about Shakespeare</li> <li>• Dramatic performance</li> </ul> <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> <li>• Play in performance.</li> </ul> <p><b><u>Texts</u></b>            Romeo and Juliet            Things Fall Apart</p>
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## English Department – Curriculum Intent

Overview of KS4 Curriculum		
Exam Board: AQA		Subject: GCSE English Literature
	Year 10	Year 11
Autumn Term	<p><b><u>Introducing the Modern text (English Literature Paper 2)</u></b></p> <p><b><u>Modern Text Assessment 1 – Literary Reading Skills</u></b></p> <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>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Assessment</b>  <b><u>Modern Text Assessment (Literature Paper 2)</u></b>            Students will complete an exam-style assessment in both half terms, responding to an essay title which focuses on a theme / character from their modern text.</p>	<p><b><u>Shakespeare (English Literature Paper 1)</u></b>  <b><u>Shakespeare Assessment 1 – Literary Reading Skills</u></b></p> <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>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b><u>Assessment (reading):</u></b>            Close analysis of excerpt from Shakespeare, linking it to the rest of the text.</p> <p><b><u>19<sup>th</sup> Century Text - Revision and Consolidation (English Literature Paper 1)</u></b>            As preparation for the mock exam, students will revisit the key concepts of their 19<sup>th</sup> Century text.</p> <p><b><u>MOCK EXAM WEEK:</u></b>            Students will complete a full English Literature Paper 1, to assess their understanding of Shakespeare and the 19<sup>th</sup> Century text.</p>
Spring Term	<p><b><u>Introducing the 19<sup>th</sup> Century Novel</u></b>            Students will be introduced to their 19<sup>th</sup> Century text, exploring how meaning is constructed by language and narrative techniques. They will develop a forensic understanding of a writer’s use of devices, and will develop their knowledge of 19<sup>th</sup> Century contexts (literary, historical, social and authorial).</p> <p><b><u>19<sup>th</sup> Century Fiction Assessment 1 – Literary reading skills</u></b></p>	<p><b><u>Poetry Anthology (Literature Paper 2)</u></b>  <b><u>Anthology Poetry - Literary Reading Skills</u></b>            Maintain a critical style and develop an informed personal response            Use textual references, including quotations, to support and illustrate interpretations.            Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>



## English Department – Curriculum Intent

- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.

### 19<sup>th</sup> Century Fiction Assessment

Students will complete two exam-style assessments across both half terms: close analysis of an excerpt from their 19<sup>th</sup> Century text, linking it to the rest of the text.

Show understanding of the relationships between texts and the contexts in which they were written.

### Assessment (reading):

Written comparison of two poems from the GCSE Poetry Anthology

### English Literature Paper 2 Assessment (Unseen Poetry)

Literary Reading skills

- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Assessment (reading):

Students are to complete an analysis of an unseen poem, and complete a second task where they compare the devices used by two other unseen poems.

### Modern Text Revision

#### Modern Text Assessment 1 – Literary Reading Skills

- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Assessment (reading):

Students are asked to respond to an essay title, based on a significant character or theme in their modern text.



## English Department – Curriculum Intent

		<p><b><u>FEBRUARY MOCK</u></b> Students will complete a whole English Literature Paper 2. The skills required / assessed on this paper are outlined above.</p>
<p>Summer Term</p>	<p><b><u>END OF YEAR MOCK EXAM</u></b> Students will complete a mock exam that assesses their understanding of both the modern text and the 19<sup>th</sup> Century text.</p> <p><b><u>Poetry Anthology / Starting Shakespeare</u></b> <i>English Literature Paper 2 Anthology Poetry / Introduction to Shakespeare</i> – Literary Reading Skills</p> <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>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li><li>• Show understanding of the relationships between texts and the contexts in which they were written.</li></ul>	<p><b><u>Focus: Revision and Consolidation</u></b> Students will follow a bespoke program of lessons that respond to their individual needs following the mock exams, covering both papers and all the relevant texts.</p>



## English Department – Curriculum Intent

Overview of KS4 Curriculum		
Exam Board: AQA		Subject: GCSE English Language
	Year 10	Year 11
<b>Autumn Term</b>	<p><b><u>Introduction to English Language Paper 2</u></b>  <b><u>Analysing non-fiction (English Language Paper 2)</u></b>  <b><u>Language Reading Skills</u></b></p> <ul style="list-style-type: none"> <li>Develop students’ insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</li> <li>Reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader</li> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts.</li> <li>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.</li> <li>Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>Evaluate texts critically and support this with appropriate textual references.</li> </ul> <p><b><u>Assessment (Reading)</u></b></p> <ul style="list-style-type: none"> <li>Students will complete a range of tasks that allow them to put into practice the skills required for the reading paper; they will also complete an exam-style assessment towards the end of term.</li> </ul> <p><b><u>English Language Paper 2 Written Assessment:</u></b> Students are asked to produce a Paper 2 style written task (article), assessing the following skills:</p> <ul style="list-style-type: none"> <li>Communicate clearly, imaginatively and effectively.</li> <li>Select appropriate tone and register for purpose and audience.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b><u>English Language Paper 1 - Consolidation</u></b> (both reading and writing skills)</p> <p>Students will revisit the key skills and knowledge that have been covered in Year 10, completing a series of exam-style questions:</p> <p><b>Paper 1 Reading Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>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.</li> <li>Evaluate texts critically and support this with appropriate textual references.</li> </ul> <p><b>Assessment (Reading)</b></p> <p>Students will complete a full Paper 1 (Section A) across a series of lessons, as preparation for their mock exam.</p> <p>Students will also revisit the skills required to craft an effective piece of creative writing. They will be given opportunities to put their knowledge into practice and write in response to a range of prompts.</p> <p><b>Paper 1 Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Communicate clearly, imaginatively and effectively.</li> <li>Select appropriate tone and register for purpose and audience.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>



## English Department – Curriculum Intent

		<p><b><u>NOVEMBER MOCK EXAM</u></b></p> <p>Students will complete a full English Language Paper 1 exam-style mock, to assess both their reading and writing skills.</p>
<p><b>Spring Term</b></p>	<p><b><u>English Language – Explorations in Creative Reading and Writing (English Language Paper 1)</u></b></p> <p>Students will be introduced to English Language Paper 1, to develop skills of analysis, inference and evaluation. Students will explore how writers manipulate language and structure to engage their audience.</p> <p><b><u>English Language Paper 1 - Fiction Reading Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas.</li> <li>• 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.</li> <li>• Evaluate texts critically and support this with appropriate textual references.</li> </ul> <p><b>Assessment (reading):</b></p> <p>Students will complete a full Section A (reading section) from a past paper across a series of lessons.</p> <p>Students will then focus on fiction writing skills, allowing them to put into practice the techniques employed by writers in their own narrative.</p> <p><b><u>English Language Paper 1 – Fiction Writing Skills</u></b></p> <ul style="list-style-type: none"> <li>• Communicate clearly, imaginatively and effectively.</li> <li>• Select appropriate tone and register for purpose and audience.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>• use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b><u>English Language Paper 2 – Writers' Viewpoints and Perspectives (Consolidation)</u></b></p> <p>Students will revisit and revise the skills needed for Paper 2, focusing on a range of non-fiction texts from various eras and genres.</p> <p><b><u>They will also revisit the written section of the paper, covering the following skills:</u></b></p> <ul style="list-style-type: none"> <li>• different forms of non-fiction writing: speech, letter, article, report, blog</li> <li>• how to appeal to different audiences</li> <li>• recapping of rhetorical devices, e.g. pathos, counter arguments, hyperbole, logos etc. and how to contextualise the exam task / question</li> <li>• how to proofread and improve written work</li> </ul> <p><b><u>FEBRUARY MOCK</u></b></p> <ul style="list-style-type: none"> <li>• Students will complete a full English Language Paper 2.</li> </ul>



## English Department – Curriculum Intent

	<p><b>Assessment (writing)</b> Students will complete an exam-style piece of creative writing, in which they respond to an image prompt that they will have planned in lesson.</p>	
<p><b>Summer Term</b></p>	<p><b><u>END OF YEAR MOCK EXAM</u></b> <b>Students will complete mock exams for both Paper 1 and Paper 2, to assess their understanding of the demands of both papers.</b></p> <p><b><u>Speaking and Listening</u></b> (English Language NEA) Students will be introduced to, and will complete, their Speaking and Listening assessment, which aims to develop their oracy, research and listening skills.</p> <p><b><u>Presentation Assessment – Speaking and Listening Skills</u></b></p> <ul style="list-style-type: none"><li>• Demonstrate presentation skills in a formal setting</li><li>• Listen and respond appropriately to spoken language, including to questions and feedback on presentations..</li><li>• Use spoken Standard English effectively in speeches and presentations.</li></ul>	<p><b><u>Focus: Revision and Consolidation</u></b> Students will follow a bespoke program of lessons that respond to their individual needs following the mock exams, covering both papers.</p>



Overview of KS5 Curriculum				
Exam Board: AQA		Subject: A Level English Language		
	Year 12		Year 13	
	Teacher A	Teacher B	Teacher A	Teacher B
Autumn Term	<p><b>Language Diversity</b> Language and gender Sociolect topics inc. language and occupation</p> <p><b>Textual Variations and Representations</b> Paper 1 skills and grammar toolkit</p>	<p><b>Language Diversity</b> Accent and attitudes:</p> <ul style="list-style-type: none"> <li>• Social class</li> <li>• Dialects</li> <li>• MLE</li> <li>• Regional variation</li> <li>• Education</li> <li>• Age</li> </ul> <p><b>Textual Variations and Representations</b> Paper 1 skills and grammar toolkit</p>	<p><b>Diversity and Change</b> Language change</p>	<p><b>Language Diversity</b> World Englishes Revisit Language Diversity topics</p>
Spring Term	<p><b>Children's Language Development</b></p> <p><b>Language in Action</b> Introduce Coursework: investigation (Easter- collect data)</p>	<p><b>Language in Action</b> Coursework: Original writing</p>	<p><b>Language Discourses</b> Focus on how the texts use language to present ideas, attitudes and opinions Practise directed writing task linked to the same topic and the ideas in the texts.</p>	<p><b>Language Discourses</b> Focus on how the texts use language to present ideas, attitudes and opinions Practise directed writing task linked to the same topic and the ideas in the texts</p>
Summer Term	<p><b>Language in Action</b> Coursework: Investigation  Prepare for internal examination</p>	<p><b>Textual Variations and Representations</b> Paper 1 skills Prepare for internal examination</p>	<p><b>Prepare for internal examination</b></p>	<p><b>Prepare for internal examination</b></p>



Overview of KS5 Curriculum				
Exam Board: AQA Subject: A Level English Literature				
	Year 12		Year 13	
	Teacher A	Teacher B	Teacher A	Teacher B
Autumn Term	<p>Aspects of tragedy: Students study <b>one</b> text from each of the following groups of texts: <b>Shakespeare, Drama and Poetry</b></p> <p>Teacher A will study 'Othello' And focus on the close analysis question.</p>	<p>Aspects of tragedy: Students study <b>one</b> text from each of the following groups of texts: <b>Shakespeare, Drama and Poetry</b></p> <p>Teacher B will study 'Death of a Salesman'</p>	<p>Theory and independence</p> <p>Texts and genres: Elements of political and social protest writing</p> <p>Text Examples: <i>The Kite Runner</i></p>	<p>Theory and independence</p> <p>Texts and genres: Elements of political and social protest writing</p> <p>Text Examples: <i>The poetry of Tony Harrison</i></p>
Spring Term	<p>Texts and genres: Elements of political and social protest writing</p> <p>Students study three texts: One post-2000 prose text; one poetry text and one further text, one of which must be written pre-1900.</p> <p>Text Examples: <i>A Doll's House</i> <i>Blake Poetry</i></p>	<p>Aspects of tragedy: Students study one text from each of the following groups of texts: Shakespeare, Drama and Poetry</p> <p>Introduce Keats, <i>Tess</i></p>	<p>Texts and genres Elements of political and social protest writing</p> <p>Return to Aspects of tragedy Focus on section B of Othello</p>	<p>Texts and genres Elements of political and social protest writing The Unseen Element</p>
Summer Term	<p>Preparation for internal examinations Introduce Theory and independence coursework – Read text over summer</p>	<p>Preparation for internal examinations Introduce Theory and independence coursework – Read text over summer</p>	<p>Preparation for external examinations</p>	<p>Preparation for external examinations</p>

**Curriculum Rationale:**



## English Department – Curriculum Intent

Throughout the Key Stages, the English Department aims for students to foster an appreciation and love of reading and to discuss how language presents meaning.

At KS3 we support students to craft the skills that they will ultimately need to excel at KS4 and we introduce and hone these skills across the three years. In Year 7 students develop close analysis skills by exploring the “What? How? Why?” of a writer’s use of language and structure. In the first term of Year 7 in our exploration of modern and classic fiction we aim to challenge students to explore how writers’ present their ideas and discuss the art of storytelling. We then move on to explore other genres of writing and practise writing and speaking for different audiences and purposes. We build on students’ knowledge of the “What? How? Why?” of fiction so students can craft their own descriptive writing. We also focus on poets use language, structure, and form. In addition, in Year 7, our introductory work on Shakespeare is focused on the performance element of his work. The rationale behind this is for students to start to consider the stagecraft of his plays for when they encounter them later in KS3.

At Year 8, the focus is on how different meanings and interpretations of a text relate to the contexts in which it was written. The ‘Animal Farm’, ‘American Literature’ and ‘War Poetry’ schemes explore the importance of historical and social context. This is further developed in our language work on media and audience and writer positioning. In Year 9 the skills of comparison and evaluation are developed; students will compare poetry but also will evaluate how successful a writer has been at presenting their ideas. By the end of KS3 students will have encountered all the skills that they need to perfect at KS4.

At KS4 we teach Language and Literature discreetly. Classes have a different Language teacher to their Literature teacher. We start our Language course with an introduction to left wing versus right wing ideologies which allows us to explore bias and the importance of understanding writer and reader positioning when encountering a text. We also recap non-fiction devices through exploring the difference between tabloid and broadsheet representations. We approach this through Paper 2 style questions where we look at literary non-fiction from the 19<sup>th</sup> and 21<sup>st</sup> Century. We have chosen to start the course in this way as we can base the reading and writing skills required around themes they encounter in their modern texts (see below.). The reading element of Paper 2 works well alongside the Victorian Literature because the texts that they encounter in Paper 2 are literary non-fiction from the Victorian period. In the spring term of Year 10, we focus on Paper 1 reading skills and aim to get students to consider the techniques that they are exploring in the Literature they have read are the similar techniques that they are analysing in the Language and indeed that they are using in their own creative writing. By Term 3 in Year 10, the students will have had experience of addressing the skills required for both papers. They then embark on the Speaking and Listening NEA. Year 11 focuses on consolidating and revising the procedural knowledge required for both papers.

Power is at the centre of our KS4 Literature curriculum. The theme of power can be seen to be at the core of most literary texts across time. Therefore, we have chosen texts that explore different elements of power, allowing our students to uncover how these elements affect the characters and their outcomes in turn acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition. Our focus is on enabling our students to maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations. We equip students to build on their skills to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. They are taught to show understanding of the relationships between texts and the contexts in which they were written and use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This procedural knowledge ultimately empowers our students to appreciate the depth and power of the English literary heritage. We start the KS4 Literature course with the modern text as students readily engage with the themes and enjoy discussing them. This allows us to base Paper 2 English Language reading and writing skills around the issues that they encounter from their literary texts. We go on to study the Victorian texts as the students have become more confident in exploring context and the challenge of the writers’ language is not so overwhelming. By the summer term, the students will start to explore the poetry anthology. Before tackling Shakespeare at the beginning of Year 11. Year 11 is very much focused on consolidation and revision of the skills covered.

In KS5 English Literature, students are upskilled to look at texts through a certain ‘lens’. Students explore to what extent they can find elements or aspects of a genre within their text. The chosen texts do not definitively belong to a genre – but may relate to one to a certain extent. Students will be offered different lenses, or filters through which you can look at a text and



## **English Department – Curriculum Intent**

are encouraged to see that there is no ‘fixed way’ to view a text. We follow the AQA specification B for English literature A Level and both teachers start with introducing texts of the Aspects of Tragedy paper. Both teachers approach this paper together to allow students to apply their understanding of the genre to their respective texts. We build on this ‘lens’ approach by introducing the social protest theme and then ultimately the coursework element where students will apply different literary theory, taken from the critical anthology to their chosen texts.

We start A Level Language by introducing the sociolinguistics element of the course. We do this because A Level English Language is so different to GCSE and by discussing language issues such as diversity, it allows students to debate and discuss language all around us and to share their experiences of attitudes towards language use. Using texts that relate to diversity we then focus on the technical skills required for Paper 1, using texts that explore language debates. So, our exploration of lexis, grammar, syntax and pragmatics is very much applied to ‘live’ texts, allowing us to explore how writers use language in their representations.