

## Department Curriculum for English

	Exam Board & Specification	Half term 1 (Autumn) Click on the links on each topic for more information	Half term 2 (Autumn)	Half term 3 (Spring)	Half term 4 (Spring)	Half term 5 (Summer)	Half term 6 (Summer)
Year 7 Key stage 3		<p><b>Novel</b></p> <p><i>Keeper</i> <i>Book Thief</i> <i>Pig Heart Boy</i></p> <p>Introducing 'What, How, Why' Inference, analysis of language, effect on the reader and introducing context.</p>	<p><b>Novel leading to transactional tasks</b></p> <p>Identifying and writing about evidence. Identifying and considering writer's techniques.</p>	<p><b>The Power of the Natural World – Poetry</b></p> <p><i>Storm on the Island</i> <i>Nettles</i> <i>Island Man</i> <i>Blessing</i> <i>Standing Back</i></p> <p>Considering the bigger picture of power within nature. Skills include analysing poetic devices along with introduction of comparison and the effect on the reader.</p>	<p><b>Dracula play</b></p> <p>Modern drama with an element of viewpoint writing. Dramatic conventions are studied with an awareness of contextual influences, the analysis of stage directions and genre influence.</p>	<p><b>Crime and Punishment</b></p> <p>Conventions of detective fiction writing, decoding older texts from the 1800s along with understanding social class and 'Sherlock Holmes'</p> <p>Language analysis linked to the convention of detective writing. Problem solving, implicit and explicit retrieval reading.</p>	<p><b>Modern Mythical – Creative Writing</b></p> <p>Writing creative and imaginative descriptions; analysis of symbols and motifs along with popular culture's influence on fiction.</p> <p>Writing to entertain, an awareness of empathy and conveying meaning through writing.</p>
Year 8 Key stage 3		<p><b>Novel</b></p> <p><i>Stone Cold</i> <i>The Boy in the Striped Pyjamas</i></p> <p>Inference, language analysis, writer's craft. Retrieval skills.</p>	<p><b>Novel leading to transactional tasks</b></p> <p>Rhetorical devices, PALS. Features of transactional writing. Speaking and listening.</p>	<p><b>Love and Relationships</b></p> <p>Shakespeare – <i>Romeo and Juliet</i>. Context of Shakespeare's century. Attitudes to gender/patriarchal societies. Analysis of written play.</p>	<p><b>Gothic/Horror creative writing</b></p> <p>Narrative writing practise building from <i>Dracula</i> in Y7. Extracts and short stories used as writing stimuli.</p>	<p><b>Victorian Extracts. Conventions of 19<sup>th</sup> century literature</b></p> <p>Understanding Victorian London. Extracts from Jekyll and Hyde/Wuthering Heights. Developing inference and decoding language.</p>	<p><b>Relationship Poetry</b></p> <p><i>Porphyria's Lover</i> <i>My Last Duchess</i> <i>The Laboratory</i> <i>Before You Were Mine</i> <i>Havisham</i></p> <p>Analysing form, language, and poetic structure. Discussing poetic themes and comparing these.</p>

<p style="text-align: center;">Year 9 Key Stage 3</p>		<p><b>Novel</b></p> <p>Class Struggles &amp; Sub-Cultures: <i>Animal Farm</i> <i>Of Mice and Men</i> <i>Heroes</i></p> <p>Securely embedding 'what, how, why.' Emphasis on developed language analysis. Increased focus on the writer's intentions, allegorical readings, context, and wider societal reactions. Making connections to modern-day examples. Themes, motifs, and symbols.</p>	<p><b>Novel</b></p> <p>(continued) leading to transactional tasks-covering topics relevant to SMSC/Cultural Capital/societal issues.</p>	<p><b>Reality writing</b></p> <p>Creative writing using real world issues and events as stimuli.</p>	<p><b>Shakespeare- Tragedy</b></p> <p><i>Macbeth</i></p> <p>Inference and analysis of language, form &amp; structure. Pathetic fallacy. Symbols and motifs. Contextual influences and writer's intentions. Applying themes and considering audience response.</p>	<p><b>War poetry</b></p> <p>Impact of war- personal response. Conflict and nature as themes. Effects of stylistic devices. (Embedded) contextual influences. Analysis of language, form, and structure.</p>	<p><b>Transactional tasks</b></p> <p>Analysis of non-fiction texts. Writer's intentions, comparison of texts. Written tasks that link to non-fiction material.</p>
<p style="text-align: center;">Year 10 Key Stage 4</p>	<p>Eduqas</p>	<p><b>Language Component 1</b></p> <p>Reading extract from 20<sup>th</sup> Century text with questions exploring the skills of retrieval, analysis, inference, craft, and evaluation. Creative writing, choice of story titles given. Literature: analysis of poetry from the exam anthology (18 poems). Focus on content, mood, imagery, structure, context, and personal response.</p>	<p><b>Language Component 2</b></p> <p>19<sup>th</sup> and 20<sup>th</sup> Century non-fiction reading and transactional/persuasive writing tasks Literature: continued analysis of poetry from the exam anthology. Focus on content, mood, imagery, structure, context, and personal response. Comparison of two anthology poems.</p>	<p><b>English Language C1 and C2 writing skills</b></p> <p>Revision of the writing tasks required for the exam with a focus on writing in timed conditions. English Literature: Study of Shakespeare play-Macbeth. Focus on key characters, themes, and context. Extract analysis and decoding of language, essay writing and embedding contextual knowledge.</p>	<p><b>English Language: C1 and C2 reading revision</b></p> <p>English Literature: Component 2 GCSE text – choice from Lord of the Flies, An Inspector Calls and Blood Brothers. Exploring plot, themes, characters, and context.</p>	<p><b>English Language: preparing for Speaking and listening</b></p> <p>Speeches to be written and filmed for the GCSE specification. Continued revision of key skills in writing and reading. English Literature: Component 2 GCSE text – choice from Lord of the Flies, An Inspector Calls and Blood Brothers. Exploring plot, themes, characters, and context.</p>	<p><b>Mock preparation and completion for GCSE English Language and Literature</b></p> <p>Students will complete end of year English Language and English Literature exams in timed conditions and respond to personalised feedback for each paper.</p>

<p style="text-align: center;">Year 11 Key stage 4</p>	<p>Eduqas</p>	<p><b>Literature – A Christmas Carol</b></p> <p>Analysis of plot development, context, theme, plot development and structure through the writer’s intentions.</p> <p>English Language Component 1 and English Language Component 2 focus.</p>	<p><b>Preparation for GCSE English Language and Literature mock examination</b></p> <p>Students will revisit key aspects of the course from both English Language and English Literature disciplines to prepare for the November mock exams in timed conditions and respond to personalised feedback for each paper.</p>	<p><b>English Language C1 and C2 writing skills</b></p> <p>Revision of the writing tasks required for the exam with a focus on writing in timed conditions.</p> <p>English Literature: Study of Shakespeare play-Macbeth. Focus on key characters, themes, and context. Extract analysis and decoding of language, essay writing and embedding contextual knowledge.</p>	<p><b>English Language: C1 and C2 reading revision</b></p> <p>English Literature: Component 2 GCSE text – choice from Lord of the Flies, An Inspector Calls and Blood Brothers. Exploring plot, themes, characters, and context.</p>	<p><b>Final preparation for examinations</b></p> <p>Focus will remain on all key aspects of both English Language and English Literature topics in readiness for the final examinations.</p>	
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	Exam Board & Specification	Half term 1 (Autumn)	Half term 2 (Autumn)	Half term 3 (Spring)	Half term 4 (Spring)	Half term 5 (Summer)	Half term 6 (Summer)
Year 12 Key Stage 5	AQA English Literature B	<p><b>Literary Genres: Drama- Aspects of Tragedy</b></p> <p>Tess of the D'Urbervilles: Essay question</p> <p>Othello: Passage based-question</p> <p>Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and theory; exploration of connections across literary texts; engagement with interpretations over time.</p>	<p><b>Literary Genres: Drama- Aspects of Tragedy (continued)</b></p> <p>Tess of the D'Urbervilles</p> <p>Othello</p> <p>Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and theory; exploration of connections across literary texts; engagement with interpretations over time.</p>	<p><b>Literary Genres: Prose and Poetry- Aspects of Tragedy</b></p> <p>Death of a Salesman: Essay question</p> <p>Poetry: Essay question</p> <p>Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and theory; exploration of connections across literary texts; engagement with interpretations over time.</p>	<p><b>Literary Genres: Prose and Poetry- Aspects of Tragedy (continued)</b></p> <p>Death of a Salesman</p> <p>Poetry</p> <p>Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and theory; exploration of connections across literary texts; engagement with interpretations over time.</p>	<p>Exam Prep.</p> <p><b>Coursework: Theory and Independence- AQA Critical Anthology</b></p> <p>Two essays of 1250-1500 words.</p> <p>One response will be a conventional essay (with a sustained focus on debate and exploration of potential meanings in a literary text, using critical theories and ideas); the second can be re-creative (shedding new light on a text and its potential ambiguities by re-creating part of it through a new voice and genre).</p>	<p><b>Coursework</b></p> <p>Two essays of 1250-1500 words.</p> <p>One response will be a conventional essay (with a sustained focus on debate and exploration of potential meanings in a literary text, using critical theories and ideas); the second can be re-creative (shedding new light on a text and its potential ambiguities by re-creating part of it through a new voice and genre).</p>
Year 12 Key Stage 5	AQA English Language	<p><b><u>Textual variations</u></b></p> <p>This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode, and representation. Students will study a range of texts:</p> <ul style="list-style-type: none"> <li>• about various subjects</li> <li>• from various writers and speakers</li> <li>• for various audiences</li> <li>• for various purposes A</li> <li>• in a variety of genres</li> </ul>	<p><b><u>Textual variations (continued)</u></b></p> <p>When analysing texts, students will explore how language is:</p> <ul style="list-style-type: none"> <li>• shaped according to audience, purpose, genre and mode</li> <li>• shaped according to context</li> </ul>	<p><b><u>Methods of language analysis</u></b></p> <p>Students will identify and describe features of language in the texts using methods of language analysis. Students will be required to identify and describe salient features of language in the texts.</p>	<p><b><u>Language varieties: language diversity</u></b></p> <p>Students will explore language variety. Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students will study varieties of English</p>	<p><b><u>Language varieties: methods of language analysis</u></b></p> <p>Students will use methods of language analysis to:</p> <ul style="list-style-type: none"> <li>• identify and describe features of language diversity</li> <li>• research diversity.</li> </ul> <p>The following list is a guide to the areas of language students are expected to examine:</p>	<p><b><u>Writing Skills and language, the individual and society</u></b></p> <p><b>Introduction to coursework</b></p> <p>Students will develop skills in:</p> <ul style="list-style-type: none"> <li>• writing discursively about language issues in an academic essay</li> <li>• writing about</li> </ul>

		<ul style="list-style-type: none"> <li>• using a variety of modes (written, spoken, electronic).</li> </ul>	<ul style="list-style-type: none"> <li>• used to construct meanings and representations</li> <li>• used to enact relationships between writers, speakers and audiences or between participants within a text. This exploration will include: <ul style="list-style-type: none"> <li>• methods of language analysis</li> <li>• how identity is constructed</li> <li>• how audiences are addressed and positioned</li> <li>• the functions of the texts</li> <li>• the structure and organisation of the texts</li> <li>• how representations are produced.</li> </ul> </li> </ul>	<p>Students will examine:</p> <ul style="list-style-type: none"> <li>• phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</li> <li>• graphology: the visual aspects of textual design and appearance</li> <li>• lexis and semantics: the vocabulary of English, including social and historical variation</li> <li>• grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</li> <li>• pragmatics: the contextual aspects of language use</li> <li>• discourse: extended stretches of communication occurring in different genres, modes and contexts.</li> </ul>	<p>within the British Isles. Students will study social attitudes to, and debates about, language diversity. Students will study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> <li>• texts using different sociolects (to include social and occupational groups, and gender)</li> <li>• texts using different dialects (to include regional and national varieties of English within the British Isles)</li> </ul>	<ul style="list-style-type: none"> <li>• phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</li> <li>• graphology: the visual aspects of textual design and appearance</li> <li>• lexis and semantics: the vocabulary of English, including social and historical variation</li> <li>• grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</li> <li>• pragmatics: the contextual aspects of language use</li> <li>• discourse: extended stretches of communication occurring in different genres, modes and contexts.</li> </ul>	<p>language issues in a variety of forms to communicate their ideas to a non-specialist audience.</p> <p>Students will also be introduced to language study, exploring textual variety and children’s language development. This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children’s language development, exploring how children learn language and how they are able to understand and express themselves through language</p>
<p><b>Year 13</b> <b>Key Stage 5</b></p>	<p>AQA English Literature B</p>	<p><b>Literary Genres: Prose – Elements of Crime Writing and Theory and Independence- AQA Critical Anthology Coursework</b></p> <p>Atonement: Essay Question Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and</p>	<p><b>Literary Genres: Prose – Elements of Crime Writing</b></p> <p>Atonement: Essay Question <b>and</b> Unseen Crime Extract: Essay Question</p>	<p><b>Literary Genres: Prose – Elements of Crime Writing</b></p> <p>Brighton Rock: Essay Question <b>and</b> Browning, Crabb and Wilde Poetry: Essay Question</p>	<p><b>Literary Genres: Prose – Elements of Crime Writing</b></p> <p>Brighton Rock Essay Question <b>and</b> Browning, Crabb and Wilde Poetry: Essay Question</p>	<p><b>Literary Genres: Poetry – Elements of Crime Writing</b></p> <p>Revision of AS texts <b>and</b> Exam preparation</p> <p>Explicit focus on exam technique. Students will complete mock exams</p>	

		<p>theory; exploration of connections across literary texts; engagement with interpretations over time</p> <p>Exam Prep.</p> <p><b>Coursework: Theory and Independence- AQA Critical Anthology (continued)</b></p> <p>One essay of 1250-1500 words focusing on a different critical theory.</p> <p>The response will be a conventional essay (with a sustained focus on debate and exploration of potential meanings in a literary text, using critical theories and ideas); or re-creative (shedding new light on a text and its potential ambiguities by re-creating part of it through a new voice and genre)</p>	<p>Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and theory; exploration of connections across literary texts; engagement with interpretations over time.</p>	<p>Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and theory; exploration of connections across literary texts; engagement with interpretations over time.</p>	<p>Use of literary critical concepts and terminology; understanding of authorial methods and their effects; awareness of relevant contexts and the connection between context and theory; exploration of connections across literary texts; engagement with interpretations over time.</p>	<p>in timed conditions and respond to personalised feedback for each paper.</p>	
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