



Lower Line (Y7-9)

	Year 7	Year 8	Year 9
Half Term 1	<p>Who Am I? Identity in Literature</p> <ul style="list-style-type: none"> • Reading – developing analysis skills through the exploration of poetry and extracts • Writing – creating our own identity poems <p>Narrative Writing</p> <ul style="list-style-type: none"> • Developing a clear narrative voice • Exploring extracts of stories • Practising SPAG skills 	<p>The Novel – <i>Noughts and Crosses</i> - Reading</p> <ul style="list-style-type: none"> • Exploring how writers use language to create meaning • Developing understanding of context, and its impact on the meaning of a text • Beginning to consider the impact of narrative viewpoint and structure on a text 	<p>Shakespeare – <i>Romeo and Juliet</i> - Reading</p> <ul style="list-style-type: none"> • Exploring how writers use language and structure to create meaning • Exploring modern and Shakespearean contexts • Gaining confidence in reading and analysing an entire Shakespeare play
Half Term 2	<p>Modern Drama - Writing</p> <ul style="list-style-type: none"> • Exploring dramatic devices and their effects • Understanding the differences between plays and prose • Developing characterisation <p>The Novel – various – Reading</p> <ul style="list-style-type: none"> • Deepening analysis skills by exploring the effect of language on the reader • Considering how mood/tone is built across a whole text 	<p>Shakespeare – <i>A Midsummer Night's Dream</i> or <i>The Tempest</i> - Reading</p> <ul style="list-style-type: none"> • Gaining confidence in understanding Shakespearean language • Developing interpretations and finding judicious evidence for them • Exploring the effect of dramatic techniques • Consider the impact of characterisation 	<p>Dystopian Writing</p> <ul style="list-style-type: none"> • Developing a stronger understanding of descriptive (rather than narrative writing) • Understanding how to craft language to suit a particular genre • Exploring the effect of structure and grammatical structures on the audience.
Half Term 3	<p>NB: The start of the term will include final tasks on Term 2's work, to ensure that enough time is given to the development of skills being focused on.</p> <p>Advertising – Speaking and Listening</p> <ul style="list-style-type: none"> • Developing creative thought – creating a new product 	<p>The Gothic – Writing</p> <ul style="list-style-type: none"> • Developing understanding of ambitious punctuation • Exploring the importance of developing setting and character in identifying a genre <p>The Romantic Poets – Reading</p> <ul style="list-style-type: none"> • Developing an understanding of wider historical contexts 	<p>Victorian Literature – Reading</p> <ul style="list-style-type: none"> • Exploring c19th context and how it impacts upon Literature • Gaining confidence in analysing c19th language and its differences to now • Developing skills in analysing unseen texts <p>Crime and Punishment – c19th non-fiction – Reading</p>



English Curriculum Overview

	Year 7	Year 8	Year 9
	<ul style="list-style-type: none"> Practising persuasive techniques through a speech given in front of the class 	<ul style="list-style-type: none"> Considering the impact of wider themes in poetry, and their effect on the reader 	<ul style="list-style-type: none"> Applying c19th context to non-fiction settings Transferring analysis of fiction to non-fiction, and considering the differences Comparing modern and c19th texts
Half Term 4	<p>Poetry from Different Cultures - Reading</p> <ul style="list-style-type: none"> Beginning to consider the impact of structure as well as language on the reader Reviewing and developing analysis skills learnt in Term 1 	<p>Transactional Writing - Letters</p> <ul style="list-style-type: none"> Applying prior work on punctuation and language for effect to a new context Development of persuasive skills Understanding of the differences between speaking and writing, and the skills required in formal letter writing <p>Modern Drama - various - Reading</p> <ul style="list-style-type: none"> Considering the effect of dramatic devices in creating meaning Exploring the differences between Shakespeare and modern drama 	<p>Transactional Writing - Letters</p> <ul style="list-style-type: none"> Applying prior work on punctuation and language for effect to a new context Development of persuasive skills, in light of analysis of non-fiction texts Understanding of the differences between speaking and writing, and the skills required in formal letter writing vs a newspaper article <p>Unseen Poetry</p> <ul style="list-style-type: none"> Applying skills used in exploring unseen extracts to Poetry Developing confidence in exploring interpretations based on language/structure rather than contextual knowledge
Half Term 5	<p>Non-Fiction - Newspapers - Writing</p> <ul style="list-style-type: none"> Examining the difference between speeches and newspaper writing Considering the cause and impact of bias in non-fiction writing Developing skills in both persuasive and factual/unbiased writing 	<p>Non-Fiction - Speeches - Writing</p> <ul style="list-style-type: none"> Examining the difference between newspaper writing and speeches Developing skills in persuasion and providing information Considering how best to engage an audience through structure 	<p>Novel - <i>Of Mice and Men</i> - Reading</p> <ul style="list-style-type: none"> Considering the impact of structure on a text Developing a critical understanding of context and its importance in understanding Literature Analysing how social issues are explored through Literature Evaluating the impact of Literature on society



English Curriculum Overview

	Year 7	Year 8	Year 9
Half Term 6	<p>An Introduction to Shakespeare - Reading</p> <ul style="list-style-type: none"> Introducing Shakespearean language and exploring the differences between it and modern drama Gaining an understanding of the importance of Shakespeare in the English literary canon Exploring the stories created by Shakespeare and their relevance to the modern day Consideration of different interpretations/the reimagining of Shakespeare in modern times 	<p>Short Stories - Reading</p> <ul style="list-style-type: none"> Exploring the difference between short stories and longer novels Developing an understanding of effective but succinct characterisation and plot <p>Presentations - Speaking and Listening</p> <ul style="list-style-type: none"> Applying skills learnt in Term 5 to a verbal setting Gaining confidence in presenting formally and engaging an audience through word and context choice 	<p>Modern Drama - various - Reading</p> <ul style="list-style-type: none"> Considering the effect of dramatic devices in creating meaning Exploring the differences between Shakespeare and modern drama, and prose Evaluating the impact of Shakespeare and context on modern drama <p>Debate - Speaking and Listening</p> <ul style="list-style-type: none"> Synthesising viewpoints on key themes identified this year, and presenting clear and developed arguments Learning how to debate formally and appropriately

Higher Line (Y10-11)

	Year 10	Year 11
Half Term 1	<p>Power and Conflict Poetry Cluster - Literature</p> <ul style="list-style-type: none"> Poems 1-5 - The Power of Nature Analysis of language, structure and form Beginning to consider how to compare poems directly and how to frame an essay Consideration of context 	<p>The Strange Case of Dr Jekyll and Mr Hyde - Literature</p> <ul style="list-style-type: none"> Applying analytical skills and honing examination of language and structure Exploring the importance of understanding the writer's intention and contextual factors when examining a text Understanding how to analyse an extract as well as a whole text
Half Term 2	<p>Paper 1 - Reading and Writing Sections - Language</p> <ul style="list-style-type: none"> Applying Y9 skills to new extracts - language and structure analysis Exploring how to evaluate a text effectively Developing descriptive/narrative writing skills under timed conditions 	<p>The Strange Case of Dr Jekyll and Mr Hyde - Literature</p> <p>Revision - Paper 2 - Language</p>
Half Term 3	<p>Power and Conflict Poetry Cluster - Literature</p> <ul style="list-style-type: none"> Poems 6-11 - The Power of Man Development of analysis of language, structure and form and consideration of context 	<p>Power and Conflict Poetry Cluster - Literature</p> <p>Poems 12-15 - The Power of War</p> <p>Revision - Paper 1 - Language</p>



	Year 10	Year 11
	<ul style="list-style-type: none"> • Direct comparison of poems directly through essay structure <p>Paper 2 - Q2+4 - Language</p> <ul style="list-style-type: none"> • Applying comparison skills to unseen non fiction extracts • Developing understanding of how to break down c19th texts for meaning 	
Half Term 4	<p>An Inspector Calls - Literature</p> <ul style="list-style-type: none"> • Applying analytical skills and honing examination of dramatic devices • Exploring the importance of understanding the writer's intention when examining a text 	<p>Unseen Poetry - Literature</p> <p>Revision - An Inspector Calls and Macbeth</p>
Half Term 5	<p>Paper 2 - Writing Section - Language</p> <ul style="list-style-type: none"> • Writing to persuade/argue • Consideration of organising a piece of writing for effect, along with technical accuracy • Constructing a clear and coherent argument <p>Spoken Language Component</p> <ul style="list-style-type: none"> • Applying skills learnt in 'Paper 2 - Writing Section' to a Speaking and Listening task based on a topic of the student's choice. <p>NB: This is a compulsory task for all students for their English Language GCSE. It is formally assessed and awarded a separate mark on their GCSE Exam Certificate.</p>	<p>Revision - Writing Section - Language</p> <p>Revision - Power and Conflict Poetry Cluster - Literature</p>
Half Term 6	<p>Macbeth - Literature</p> <ul style="list-style-type: none"> • Applying analytical skills and honing examination of dramatic devices • Exploring the importance of understanding the writer's intention when examining a text • Understanding how to analyse an extract as well as a whole text 	

Sixth Form (Y12-13)



	Year 12 Literature	Year 13 Literature	
Half Term 1	<p><u>Paper 2 - Introduction to Gothic Literature</u></p> <ul style="list-style-type: none"> - An introduction to the Gothic timeline, exploring texts from 1764 ('The Castle of Otranto) up to fin-de-siecle 1891 ('The Picture of Dorian Gray') -Focus on AO2 close reading, critical appreciation skills - building terminology (AO1) <p>This is in Preparation for the first A Level exam question on Unseen Gothic</p> <ol style="list-style-type: none"> 1.'The Castle of Otranto' (1764) 2. Ann Radcliffe + 'The Mysteries of Udolpho' (1794) 3. 'The Monk' (1796) - Lewis 4. 'Frankenstein' (1818) 5. 'Northanger Abbey' (1818) - Gothic parody 6. Poe: '...Usher', '...Pit and Pendulum' etc 7. Wuthering Heights (1847) - Bronte 8. 'Carmilla' (1871)+ the vampire genre (linking back to Polidori's 'The Vampyre' + fwd to 'Dracula') 9. Victorian Gothic - 'Dracula' (1897) Jekyll and Hyde (1886) and lead into 'The Picture of Dorian Gray' 	<p><u>Introduction to the study of Literature at A Level.</u> Focus is on building on GCSE skills to bridge to A Level; developing a sense of the canon; developing unseen skills which can be applied to all texts to study as well as to unseen Gothic element.</p> <p><u>'Dr Faustus' - Marlowe (6 lessons)</u></p> <ul style="list-style-type: none"> -AO1/AO2/AO3 skills - Faustian pact (which will feed into 'The Picture of Dorian Gray' later in the course) - representations of good + evil (preparing the ground for 'Paradise Lost' later in course) - drama + stagecraft (links to 'The Duchess of Malfi' later in the course) <p><u>Wordsworth - Romantic poetry (6 lessons)</u></p> <ul style="list-style-type: none"> -Romantic rebellion -connections to the rise of Gothic Literature -elements of poetry <p><u>Work on Victorian Prose (6 lessons)</u></p> <ul style="list-style-type: none"> - the Victorian novel - AO3 context and understanding (links to 'The Picture of Dorian Gray' later in course) 	<p><u>Paper 2: Complete 'The Bloody Chamber'</u></p> <p>Revision and revisit of Year 12 work on 'The Bloody Chamber'</p> <ul style="list-style-type: none"> -Different forms of femininity and relationships in the wolf trilogy -complete final stories -shifting perspective on AO3/AO5 <p><u>NEA:Complete work on comparative CW TASK</u></p> <p>NOVEL: 'The Vanishing Half' and assorted poetry. 2000-word essay.</p> <ul style="list-style-type: none"> -Work through the novel itself in terms of key passages and ideas. - 500-word mini-essay on topic from 'The Vanishing Half' - Begin to introduce potential poetry selections - First Draft of Coursework before HT (deadline TBC)



<p>Half Term 2</p>	<p>Paper 2 - Gothic Set Text Prose 1: <u>'The Picture of Dorian Gray'</u> Begin work on TPODG by Oscar Wilde in preparation for Section 2 of the Gothic A Level Exam. -understanding the relevance of AO3 context -exploring the novel as a Gothic text -handling AO5 critical material</p>	<p>Paper 1 - Intro to <u>'The Duchess of Malfi' - Webster</u> -concepts of Jacobean tragedy, revenge tragedy and the like. -AO3 context as a dominant 50% objective -structuring and developing the argument of an essay (AO1)</p>	<p>Paper 1: Begin <u>'Hamlet'</u> -AO1/ AO2 for extract questions - qu.a -AO5 for whole-play essay - qu.b - consolidate work on handling and responding to critical material -key quotation work -revenge tragedy as a genre PPE Exams: Paper 2: Full Paper</p>	<p>Paper 1:Revise <u>'Paradise Lost' Book IX;begin Book X</u> -AO4 comparative skills with 'TDoM' -shifting perspectives on AO3/ AO5 PPE Exams: Paper 1 'TDoM' + 'PL IX'</p>
<p>Half Term 3</p>	<p><u>Complete 'The Picture of Dorian Gray'</u> (see above)</p>	<p><u>Complete work on 'The Duchess of Malfi'</u> (see above)</p>	<p>Paper 1: Complete study of <u>'Hamlet'</u> -focus on exam prep and practice of parts a) and b) questions</p>	<p>Paper 1: Complete <u>'Paradise Lost Book X'</u> -make links and connections between 'PL' and 'Duchess of Malfi' as you go, from an AO4 perspective, while also taking the opportunity to revise the second texts itself. -Essay Practice.</p>
<p>Half Term 4</p>	<p>Paper 2 - Start Gothic Prose Text <u>Two - 'The Bloody Chamber' by Angela Carter</u> Worth remembering that this text will be compared to TPODG in your exam question -AO4 comparison (25%). Understanding how to draw parallels between texts -AO3 Carter's subversion of Gothic conventions -AO3/ AO5 - critical schools of response: feminist, Marxist etc...</p>	<p>Paper 1 - Begin <u>'Paradise Lost' - Books IX + X</u> Begin comparative work with 'Paradise Lost' - have a secure sense of Milton and his Context (AO3) and Book IX for Yr12 exam -AO4: start to draw comparisons and contrasts to 'The Duchess of Malfi'</p>	<p>Paper 2: Revision of <u>'TPODG' + 'TBC'</u></p>	<p>Paper 1: Revision of <u>'PL' and 'Duchess of Malfi'</u></p>



<p>Half Term 5</p>	<p><u>Continue 'The Bloody Chamber'</u></p> <p>EXAM/PREP - Paper 2: FULL GOTHIC PAPER</p> <p>i. Unseen Passage Analysis ii. Comparative Essay on 'The Picture of Dorian Gray' and 'The Bloody Chamber'</p>	<p><u>Poetry Set Text: 'Paradise Lost' Books IX (9)</u></p> <p>EXAM/ PREP:Paper 1 Comparison of 'The Duchess of Malfi' and 'Paradise Lost IX (9)'</p>	<p><u>Paper 2: Unseen Gothic Revision</u></p>	<p><u>Paper 1 Revision (as above)</u></p>
<p>Half Term 6</p>	<p><u>Exams + Feedback</u></p> <p><u>NEA: Begin work on Coursework One</u> 1000-word analysis/recreative piece</p> <p>Pinter's 'The Homecoming' -AO1/ AO2 sharp analytical focus -What do we mean by Pinteresque? -What are the typical features of Pinter's writing? Coursework One completed by end of year</p>	<p><u>Exams + Feedback</u></p> <p><u>Start 'Paradise Lost' Book X</u></p> <p>Begin work on comparative CW TWO TASK NOVEL 'The Vanishing Half' and assorted poetry. 2000-word essay. Set up reading for the summer -All AOs in play; close reading of opening sections</p>		