

English Curriculum Map 2024-25

Intent – The English curriculum aims to build students’ cultural capital, reading skills, oracy skills and vocabulary through analysis and exploration of a wide range of textual genres and eras (non-fiction, poetry, 19th century, Shakespearean plays and the modern novel), which still form the cornerstone of modern society. By analysing a range of texts and authorial voices, which are grouped thematically each year around concepts such as ‘conflict’ for year 7 and ‘social justice’ for year 8, students are encouraged to personally engage with a wide variety of challenging themes, ideas, characters and concepts which will broaden and test their current world view. Students will be prompted to mimic and experiment with methods employed by great writers and speakers in order to develop their own communication skills through weekly extended writing opportunities.

The development of analytical skills across KS3 will build a strong foundational knowledge required for the rigorous requirements of the GCSE and A-Level course.

Through this challenging and broad curriculum, we aim to develop resilient learners, who are able to evaluate society and their role within it and confident to eloquently express their views on this.

Implementation						
Term	1	2	3	4	5	6
Year 7	<p><u>War and Conflict Poetry</u></p> <p>In this introductory poetry unit, students will be introduced to the theme of conflict through a wide-ranging selection of poems which explore different historical backgrounds. Students will explore how writers express themselves and convey their personal perspective on conflict. By learning about the different contexts of each poem, students will learn how to explain the writer’s message. As part of this unit, students will also do their own poetry writing, mimicking and experimenting with the methods that they have analysed in the poems that they have studied.</p> <p>Students will also start to develop their oracy skills through learning how to have a successful discussion with their peers about the poems that they study, and also key presentational talk skills such as projection, intonation and pace.</p>	<p><u>Introduction to creative writing</u></p> <p>In this unit, students will learn the foundation skills to writing creatively. They will be exposed to a range of descriptive texts which they will mimic in their own writing. Students will learn two key concepts of creative writing: characterisation and description of setting.</p> <p>As well as creating their own pieces of descriptive writing, students will learn how to read, decode and understand a descriptive text.</p> <p>Students will continue to develop their oracy skills by using exploratory talk to discuss ideas about narrative construction with their peers.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • How to convey meaning through descriptive writing • how to use/create a range of language devices 	<p><u>Introduction to Shakespeare: A Midsummer Night’s Dream</u></p> <p>After the assessments, students will read ‘A Midsummer Night’s Dream’. They will explore how Shakespeare examines the central themes of love, gender and conflict. Students will learn how to read, understand and decode a Shakespearean text. Students will also develop their understanding of Elizabethan England, with a focus on the patriarchal society, which will form a foundation knowledge needed for their study of Greek Myths at the end of Y7, Romeo and Juliet in Y8, The Crucible and Of Mice and Men in Y9, and Macbeth in Y10.</p> <p>As part of this unit, students will continue to develop their speaking and listening skills by developing their presentational oracy skills. At the end of the unit, students will be assessed on their oracy skills.</p> <p>Key skills:</p>	<p><u>A Midsummer Night’s Dream</u></p> <p>In this unit, students will use their knowledge of ‘A Midsummer Night’s Dream’ to build foundation literature skills. They will learn how to effectively plan and write a response to an essay question through learning how to form an argument and how to prove this argument through analysis of language, structure and form.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Learn how to form an argument • Learn how to prove an argument through evidence from the text • Learn how to analyse language to prove an argument <p>KS4 links:</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to study and write about the texts on their Literature GCSE. 	<p><u>Greek Myths</u></p> <p>In this unit, students will be exposed to range of Greek myths including stories from <i>The Odyssey</i>, <i>Daedalus and Icarus</i> and <i>Perseus and Medusa</i>. They will learn how to understand the messages of the Greek myths and how they can apply this to the modern day.</p> <p>As part of this unit, students will continue to build upon their creative writing skills from HT2, as they will use the Greek myths as inspiration for their own writing.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Understanding classical terminology • Reading for meaning • How to convey meaning through descriptive writing <p>KS4 links:</p> <ul style="list-style-type: none"> • Through learning classical terminology such as 	<p><u>Greek Myths and Introduction to Rhetoric</u></p> <p>After the end of year assessments, students will continue to study Greek myths and use the myths to begin their study of rhetoric by using key ideas/concepts explored in the myths to present their own speech.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Composition of presentational speech. • Fluency in presentational speech. • Projection, intonation and gesture in presentational speech. <p>KS4 links:</p> <ul style="list-style-type: none"> • Through learning classical terminology such as ‘tragic hero, ‘hamartia’ and ‘hubris’, students will build a foundational knowledge needed for their study of ‘Romeo

	<p>Key skills:</p> <ul style="list-style-type: none"> • Reading for meaning • Decoding words to develop a deeper understanding of the text • Learning how to identify key language and structural features in a poem • Learning how to explain the impact of the different language and structural features in a poem. • Learning about how writer’s use different language structure and form to present their message <p>KS4 Links:</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to have in order to study the ‘Power and Conflict’ unit as part of their Literature GCSE. 	<ul style="list-style-type: none"> • how to use ambitious punctuation correctly • Students will learn how to explain their language choices <p>KS4 links:</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to have in order to write their own piece of descriptive writing and read/understand a fiction text in their Language GCSE. 	<ul style="list-style-type: none"> • Forming an argument. • Evaluating a statement. • Presentational speaking skills. <p>KS4 links</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to have in order to study ‘Macbeth’ in their Literature GCSE. 		<p>‘tragic hero, ‘hamartia’ and ‘hubris’, students will build a foundational knowledge needed for their study of ‘Romeo and Juliet’ in Y8 and ‘Macbeth’ in Y10.</p>	<p>and Juliet’ in Y8 and ‘Macbeth’ in Y10.</p>
<p>Year 8</p>	<p><u>Romeo and Juliet</u> In this unit, students will continue to develop their understanding of Shakespeare.</p> <p>They will continue to explore how Shakespeare examines the central themes of love, gender and conflict but through the lens of the tragic genre.</p> <p>Students will learn how to read, understand and decode a Shakespearean text.</p> <p>As part of this unit, students will continue to develop their</p>	<p><u>Romeo and Juliet and Creative Writing</u></p> <p>In this unit, students will use their knowledge of ‘Romeo and Juliet’ to build on their foundation literature skills that they developed in Y7. They will learn how to effectively plan and write a response to an essay question through learning how to form an argument and how to prove this argument through analysis of language, structure and form.</p>	<p><u>Revision for Mid-Year assessments and Animal Farm</u></p> <p>At the start of this term, students will be revising ‘Romeo and Juliet’ and revisiting creative writing to prepare for their mid-year assessments.</p> <p>After the assessments, students will start reading ‘Animal Farm’. In this unit, students will begin to explore the theme of ‘social justice’ and will understand Orwell’s key messages about power and corruption through teaching of key contextual</p>	<p><u>Animal Farm</u></p> <p>In this unit, students will continue their study of Animal farm with a focus on analytical writing. They will continue to build on skills developed in Y7 and the start of Y8 about how to successfully create a coherent argument and prove this with evidence from the text.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Learn how to form an argument 	<p><u>Social Justice: poetry and non-fiction</u></p> <p>In this unit, students will continue to explore the theme of social justice through a range of poetry and non-fiction writing. Students will build upon their knowledge of poetical form and structure from Y7 and continue to explore how writer’s express their ideas/perspectives through the mode of poetry. When reading non-fiction sources, students will learn how to decode and understand the writer’s perspective around the</p>	<p><u>Revision for End of Year Exams and continuation of Social Justice unit</u></p> <p>After their end of year assessments, students will continue their study of the social justice unit.</p> <p>As part of this unit, students will continue to develop their oracy skills by working towards their own presentation about the topic ‘social justice’, using the knowledge that they have gained from reading a wide-</p>

	<p>speaking and listening skills by developing their presentational oracy skills. At the end of the unit, students will be assessed on their oracy skills.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Forming an argument. • Proving an argument through evidencing the text • Evaluating a statement. • Exploratory speaking skills. • Presentational speaking skills. <p>KS4 links</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to have in order to study 'Macbeth' in their Literature GCSE. 	<p>In the second half of this unit, students will revisit creative writing and learn how to form a successful narrative through exposure to different fiction extracts.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Forming an argument • Proving an argument through evidencing the text • Learn how to analyse language to prove an argument <p>KS4 links</p> <ul style="list-style-type: none"> • This unit will help build upon the foundation knowledge that students gained in Y7 to support their study of 'Macbeth' in their Literature GCSE. • This unit will help lay the foundation skills that students need to have in order to write their own piece of descriptive writing and read/understand a fiction text in their Language GCSE. 	<p>knowledge such as the Russian Revolution, the concept of a dystopian world and the use of propaganda.</p> <p>As part of this unit, students will continue to develop their exploratory and presentational oracy skills through class discussions, debates and presentations about the demonstration of characters/themes within the novella.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Forming an argument. • Proving an argument through evidencing the text • Evaluating a statement. • Exploratory speaking skills. • Presentational speaking skills. <p>KS4 links:</p> <ul style="list-style-type: none"> • This unit will form a foundational knowledge about how the themes of class and social quality are explored in literature. This will support students in their study 'An Inspector Calls' in Y10. 	<ul style="list-style-type: none"> • Learn how to prove an argument through evidence from the text • Learn how to analyse language to prove an argument <p>Key skills:</p> <ul style="list-style-type: none"> • Forming an argument • Proving an argument through evidencing the text • Learn how to analyse language to prove an argument • Exploratory oracy skills <p>KS4 links:</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to study and write about the texts on their Literature GCSE. 	<p>central ideas of racism, gender, social class and equality.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Reading and decoding non-fiction texts • Learning how to identify key language and structural features in a poem • Learning how to explain the impact of the different language and structural features in a poem. • Learning about how writer's use different language structure and form to present their message <p>KS4 links:</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to study and write about the poems in the 'Power and Conflict' anthology as part of their Literature GCSE. • This unit will also support students in developing their understanding of non-fiction texts by reading and producing them. This will support students be successful in their Language GCSE. 	<p>ranging selection of non-fiction sources.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Composition of presentational speech. • Fluency in presentational speech. • Projection, intonation and gesture in presentational speech. <p>KS4 links:</p> <ul style="list-style-type: none"> • This unit will help lay the foundation skills that students need to study and write about the poems in the 'Power and Conflict' anthology as part of their Literature GCSE. • This unit will also support students in developing their understanding of non-fiction texts by reading and producing them. This will support students be successful in their Language GCSE.
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<p>Year 9</p>	<p><u>The Crucible</u></p> <p>In this unit, students will continue to explore themes of gender, power, and identity within the historical backdrop of the Salem witch trials. They will examine how societal norms and gender roles shape characters' actions and fates, particularly focusing on the persecution of women accused of witchcraft. Through the play's portrayal of power dynamics and the abuse of authority by figures like Judge Danforth, students analyse broader themes of social hierarchy and the consequences of moral choices on individual identity.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Forming an argument. • Evaluating a statement. • Presentational speaking skills. <p>KS4 links:</p> <ul style="list-style-type: none"> • Students will explore key themes such as individual morality, persecution and subversion of gender norms which will lay the foundations for their study of Macbeth, Jekyll and Hyde and An Inspector Calls at KS4. 	<p><u>The Crucible</u></p> <p>In this unit, students will continue their study of The Crucible, using it as a basis for analytical writing. They will focus on forming a coherent argument and supporting it with textual references. They will understand the difference between writing about prose and drama and apply this to their own writing.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Writing a thesis. • Writing about dramatic devices. • Writing about multiple interpretations. <p>KS4 links:</p> <ul style="list-style-type: none"> • Students will explore key themes such as individual morality, persecution and subversion of gender norms which will lay the foundations for their study of Macbeth, Jekyll and Hyde and An Inspector Calls at KS4. 	<p><u>Of Mice and Men</u></p> <p>In this unit, students explore themes of gender, power, and identity. Through the character of Curley's Wife, they will understand how the portrayal of women in literature has changed over time as compared with the presentation of Juliet by Shakespeare in their Y8 module. Through the microcosm of the ranch, students will come to understand that the strive for power is part of the human condition, which will deepen their understanding of characters such as Macbeth, Dr. Jekyll and Arthur Birling in their KS4 modules. They will also consider how the characters' struggle to forge their own identity in a society where they are limited by their race, gender or social status.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learn how to write about symbols and motifs in literature. • Learn how to write about a writer's structural choices. <p>KS4 links:</p> <ul style="list-style-type: none"> • Central themes of power, conflict, identity and gender which will appear in Macbeth, Jekyll & Hyde, An Inspector Calls and Power & Conflict poetry. 	<p><u>A Study of Rhetoric</u></p> <p>In this unit, students will build on the oracy skills they have developed in years 7&8 with a focus on presentational speaking. Students will learn the key elements of great rhetoric and how to manipulate them for different types of presentational speaking.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Composition of presentational speech. • Fluency in presentational speech. • Projection, intonation and gesture in presentational speech. <p>KS4 Links:</p> <ul style="list-style-type: none"> • Students' study of rhetoric will give them a greater understanding of non-fiction writing and its purpose, preparing them for Language Paper 2 in KS4. • Students will develop non-fiction writing skills which will support them in Language Paper 2, Section B. • Students will develop their oracy skills which will build their confidence and support them in their Spoken Language assessment in KS4. 	<p><u>Introduction to Gothic and Victorian Literature</u></p> <p>In this unit, students will continue to explore the central themes of power, gender and identity through their study of Victorian Gothic Literature. They will explore how these stories often depict a battle between light and darkness, showcasing the moral struggles and sinister forces the characters face. They will gain an understanding of how authors use Gothic conventions such as eerie settings, supernatural elements, and psychological horror to create an atmosphere of suspense and mystery. Students will understand how writers use these elements to convey deeper messages about human nature and society.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Writing about literary conventions. • Writing about symbols and motifs. • Writing about structure. <p>KS4 Links:</p> <ul style="list-style-type: none"> • Students will gain an understanding of Victorian context which will give them a solid foundation on which to understand the context 	<p><u>Revision for End of Year Exams and continuation of Gothic and Victorian Literature</u></p> <p>In this unit, students will continue their study of gothic literature whilst revising for their end of year exams.</p>
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Term	1	2	3	4	5	6
Year 10	<p><u>Macbeth</u></p> <p>In this unit, students will learn about the themes of power, gender, and identity through the lens of Shakespeare’s most famous tragedy. They will explore how the pursuit of power leads to ambition, corruption, and moral downfall, as seen in Macbeth’s transformation from a noble warrior to a tyrannical ruler. They will also explore the theme of gender; particularly through Lady Macbeth’s manipulation and subversion of Jacobean gender norms. Additionally, students will analyse how characters struggle with their identities, as Macbeth’s sense of self deteriorates under guilt and paranoia.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Writing about historical context and how this shapes writer’s meaning and message. Constructing a thesis. Writing about layers of meaning. 	<p><u>Language Paper 1</u></p> <p>In this unit, students will develop essential skills in reading and writing. They will learn to analyse and interpret unseen fiction texts, focusing on understanding the writer’s use of language, structure, and form to create effects and convey meaning. Additionally, students will practice descriptive and narrative writing, honing their ability to craft engaging, coherent, and imaginative pieces. This unit enhances critical thinking and comprehension which will also serve them in their study of the literature texts. It will also allow them to use their imagination and express themselves creatively; an essential skill both in the classroom and beyond.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Writing analytically about a fiction text Understanding how to explain the effect of writer’s language and structural choices How to construct figurative language for effect 	<p><u>An Inspector Calls</u></p> <p>In this unit, students will learn about the themes of class, gender and equality through the lens of Priestley’s political play. Students will use their understanding of the historical context of the play, alongside their understanding of key political concepts to evaluate the treatment and attitude of characters within the play. They will learn how to evaluate the actions of certain characters and then apply this to our modern-day society by considering: what makes a fair society? How do we achieve equality within society? They will practise the skill of weaving this contextual knowledge into their analysis of how a character is presented and whether they change across a text.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Writing about historical context and how this shapes writer’s meaning and message. Constructing a thesis. Writing about layers of meaning when analysing language. 	<p><u>Jekyll and Hyde</u></p> <p>In this unit, students will utilise their developed critical analysis skills to delve into the Victorian novella ‘The Strange Case of Dr Jekyll and Mr Hyde’. Students will explore how Stevenson builds tension throughout the story by considering the narrative development and characterisation. Students will explore some of the key aspects of contextual influence: including Victorian repression, class conflict and attitudes towards science/religion. Students will purposefully unpick extracts and use of language in order to comment on the construction of an intentional message by Stevenson and practise the skill of drawing links between the extract and whole text.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Writing about historical context and how this shapes writer’s meaning and message. Constructing a thesis. Writing about layers of meaning. 	<p><u>Jekyll and Hyde + Literature skills</u></p> <p>In this unit, students will continue their study of Jekyll and Hyde.</p> <p>In the second half of this unit, students will begin revisiting Macbeth to prepare for their end of year and exam. Students will also continue to develop their literature essay skills through independent practise.</p>	<p><u>Revision for End of Year Exams and Speaking and Listening</u></p> <p>At the start of this term, students will revisit Macbeth, Jekyll and Hyde and Language paper 1 to prepare them for their end of year assessments.</p> <p>After the assessments, students will complete their speaking and listening presentations for the AQA spoken language endorsement. These will allow students to put their persuasive writing skills into practise and develop their presentational skills.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Composition of presentational speech. Fluency in presentational speech. Projection, intonation and gesture in presentational speech.

		<ul style="list-style-type: none"> How to convey meaning through descriptive writing 				
Year 11	<p><u>Power and Conflict Poetry</u></p> <p>In this unit, students will be exposed to a range of poetry from 17th Century to the modern day. They will explore how poets use form, structure and language to express themselves and convey ideas around the central theme of power and conflict.</p> <p>Students will gain an understanding of the context in which a poem is written and why a writer might choose to write in this particular time period. They will build upon their knowledge of context from previous texts and their understanding of poetic features.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Reading for meaning Understanding a writer's intention Writing about a text as a construct Learning how language shapes meaning Understanding how form and structure can be used to shape meaning Learning how to compare the perspective of different poets 	<p><u>Language Paper 2</u></p> <p>In this unit, students will develop critical skills in analysing and comparing non-fiction texts. They will learn to identify and evaluate the writer's viewpoints and perspectives, understanding how language and structure are used to influence and inform readers. Additionally, students will practice writing to present their own viewpoints, crafting well-structured arguments, letters, articles, and other persuasive texts. This preparation enhances their ability to critically engage with real-world issues, improve their argumentative writing, and become more effective communicators.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Reading and decoding non-fiction texts Learning how to identify key language and structural features in a poem Learning how to explain the impact of the different language and structural features in a poem. Learning about how writer's use different language structure and form to present their message 	<p><u>Literature Paper 2 Revision</u></p> <p>Students will revise key knowledge for An Inspector Calls, Power and Conflict poetry and unseen poetry. The focus of this module is to refine essay writing skills and to build students' confidence to write thoughtfully and coherently in timed conditions.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Writing about historical context and how this shapes writer's meaning and message. Constructing a thesis. Writing about layers of meaning when analysing language. 	<p><u>Literature Paper 1 Revision</u></p> <p>Students will revise key knowledge for Jekyll and Hyde, and Macbeth. The focus of this module is to refine essay writing skills and to build students' confidence to write thoughtfully and coherently in timed conditions.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Writing about historical context and how this shapes writer's meaning and message. Constructing a thesis. Writing about layers of meaning when analysing language. 	<p><u>Revision of GCSE Language and Literature.</u></p> <p>Interleaving of all texts, skills and strategies. The focus areas will be based on weaknesses in mocks taken this year.</p>	

Term	1	2	3	4	5	6
Year 12	<p><u>Rossetti Poetry and The Great Gatsby</u></p> <p>At A-level, we have two units running concurrently, taught by different teachers. Skills for each unit are the same and the essay writing skills are also the same. The majority of the reading is done during this half term.</p> <p>In these units, students will:</p> <ul style="list-style-type: none"> • Read, analyse a collection of 15 Rossetti poems (Paper 1 Section B), • do an introduction to American ideology and literature • Read 'The Great Gatsby' (Paper 2 Section B). <p>Questions we investigate in this half term are:</p> <ul style="list-style-type: none"> - What is the socio-historical, biographical and literary context of 19th century England, women's poetry and Rossetti? - What social issues does Rossetti comment on through her poems? - What is the socio-historical/literary/biographical context of the Jazz Age and Fitzgerald? - What is American ideology and how has it influenced 20th century American Literature? 	<p><u>Topic: Rossetti Poetry and The Great Gatsby</u></p> <p>In term 2, we continue with reading and analysing the same texts. Since the majority of the reading is frontloaded in the first term, this term is used to teach essay writing skills on the texts before we introduce comparison.</p> <p>In these units, students will:</p> <ul style="list-style-type: none"> • Practice comparative essay writing skills • Practice writing about the texts incorporating context and critical theories/named critics opinions. <p><u>Skills:</u> A01: Practise using concepts and terminology accurately A01: Practise coherent, accurate written expression A01: Construct clear, critical arguments linked to writer's purpose and context. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A05: Explore literary theories such as Feminism, Marxism and Psychoanalysis and apply them to the texts. A05: Explore named critics' opinions on texts and apply them to texts.</p>	<p><u>Topic: A Doll's House and Rossetti Poetry comparison The Tempest</u></p> <p>In term 3, we introduce the comparative element to students for Paper 1 Section B. We read Ibsen's play 'A Doll's House' and compare it to Rossetti's poetry.</p> <p>Concurrently, we also read 'The Tempest' for Paper 1 Section A. In this half term, the focus is on:</p> <ul style="list-style-type: none"> • students understanding the plot, characters and themes in the play • practising analysing how language and dramatic effects create meaning. <p>Questions we investigate in this half term are:</p> <ul style="list-style-type: none"> - What is the socio-historical, biographical and literary context of 19th century Norway, Realist/Naturalist drama and Ibsen? - What social issues does Ibsen comment on through her poems? - What are the connections and comparisons between Ibsen and Rossetti's viewpoints on social issues? - What key concepts does Shakespeare comment on through his play? - How does Shakespeare use language and 	<p><u>Topic: A Doll's House and Rossetti poetry comparison and The Tempest</u></p> <p>In half term 4, we consolidate comparative essay writing skills for Rossetti and Ibsen, and analysis essay writing skills for The Tempest.</p> <p>After we have read 'The Tempest', We also introduce the second element of the exam (Section A Part B) which is exploring how the play has been depicted and received from first production to the modern day.</p> <p>Questions we investigate this half term are:</p> <ul style="list-style-type: none"> - How have specific character (Prospero, Miranda, Ferdinand, Ariel, Caliban, the nobles, Stephano and Trinculo) been depicted over time? - How have audiences responded to the different characters and their depictions over time? <p><u>Key Skills:</u> A01: Practise using concepts and terminology accurately A01: Practise coherent, accurate written expression A01: Construct clear, critical arguments linked to writer's purpose and context. A02: Analyse the way in which meaning is created through</p>	<p><u>Topic: The World's Wife and 'A Streetcar Named Desire</u></p> <p>In Half term 5, we start Component 3: Literature post-1900 which is the coursework unit. The majority of the reading is done this half term.</p> <p>Again, we have two units taught concurrently. In these units, students will build on the skills they have learned throughout the year.</p> <p>In this half term the focus is on:</p> <ul style="list-style-type: none"> • Students understanding the themes, plot and characters/speakers across both texts. • practising analysing how language, structure and form creates meaning <p>Questions we investigate across the two units are:</p> <ul style="list-style-type: none"> - What is feminist theory? - What patriarchal concepts is Duffy exposing/comment on/criticising on through her anthology. - What is the socio-historical/literary/biographical context of post WW2 America and Williams? - What social issues and concepts does Williams 	<p><u>Topic: The World's Wife and A Streetcar Named Desire</u></p> <p>In the last half term, we continue reading and analysing the same texts.</p> <p>In this half term students will:</p> <ul style="list-style-type: none"> • complete the planning process and first piece of coursework which is the 1000 word essay on a poem of their choice from Duffy's collection. • consolidate knowledge and understanding of ASCND • practise writing paragraphs which include all the different assessment objectives for comparative coursework piece. <p><u>Key Skills:</u> A01: Practise using concepts and terminology accurately A01: Practise coherent, accurate written expression A01: Construct clear, critical arguments linked to writer's purpose and context. A02: Analyse the ways in which meaning is created through language, structure and form. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A05: Explore literary theories such as Feminism, Marxism and Psychoanalysis and apply it to texts.</p>

	<p>- What American social issues does Fitzgerald comment on through the novel?</p> <p>Key Skills: A01: Reading for meaning and understanding A01: Construct clear, critical arguments linked to writer's purpose and context. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A05: Explore literary theories such as Feminism, Marxism and Psychoanalysis. A05: Explore named critics' opinions on texts.</p>		<p>dramatic effects to create meaning?</p> <p>Key Skills: A01: Reading for meaning and understanding A01: Construct clear, critical arguments linked to writer's purpose. A01: Practise using concepts and terminology accurately A01: Practise coherent, accurate written expression A02: Analyse the way in which meaning is created through language and its dramatic effects. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A04: Explore contrasts, connections and comparisons between the texts. A05: Explore literary theories such as Feminism and Postcolonialism and apply it to texts. A05: Explore named critics' opinions on texts.</p>	<p>language and its dramatic effects.</p> <p>A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A04: Explore contrasts, connections and comparisons between the texts. A05: Explore literary theories such as Feminism and Postcolonialism and apply it to texts. A05: Explore named critics' opinions on texts and engage with critics in essays.</p>	<p>comment on through his play?</p> <p>Key Skills: A01: Reading for meaning and understanding A01: Construct clear, critical arguments linked to writer's purpose and context. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A05: Explore literary theories such as Feminism, Marxism and Psychoanalysis and apply it to texts. A05: Explore named critics' opinions on texts.</p>	<p>A05: Explore named critics' opinions on texts and engage with critics in essays.</p>
Year 13	<p><i>The Grapes of Wrath and Open Water</i></p> <p>In this half term, students will read and analyse the second text for Paper 2- The Grapes of Wrath and read and analyse the second text for the comparative coursework piece.</p>	<p><i>The Grapes of Wrath and The Great Gatsby comparison, ASCND and Open Water comparison</i></p> <p>In this half term, students will revisit The Great Gatsby to introduce the comparative element of Paper 2, comparing the text with The Grapes of Wrath. The skills and essay structure are the same as</p>	<p>American synoptic and Paper 1 Revision</p> <p>In this half term students will concurrently revise Paper 1 (Rossetti and Ibsen and The Tempest), and complete the learning for Paper 2 Section A: American Literature 1880-1940.</p>	<p>American synoptic and Paper 1, Paper 2 Section B Revision</p> <p>In this half term, students will continue to concurrently revise Paper 1 (Rossetti and Ibsen and The Tempest), Paper 2 (Fitzgerald and Steinbeck) and complete the learning for Paper</p>	<p>Paper 1 and Paper 2 Revision</p> <p>Interleaving of all texts, skills and strategies. The focus areas will be based on weaknesses in AP2 mocks.</p>	

	<p>In these units students will:</p> <ul style="list-style-type: none"> • Revisit American ideology and literature • Understand the plot, characters and themes of TGOW • Understand the plot, characters and themes of OW. <p>Questions we will investigate this half term are:</p> <ul style="list-style-type: none"> - What is the socio-historical/literary/biographical context of The Great Depression and - What is American ideology and how has it influenced 20th century American Literature? - What American social issues does Steinbeck comment on through the novel? - How does Azumah Nelson use language, structure and form to create meaning? - What social issues and concepts does Azumah Nelson comment on? <p>Key Skills: A01: Reading for meaning and understanding A01: Construct clear, critical arguments linked to writer’s purpose and context. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A05: Explore literary theories and apply them to texts.</p>	<p>Rossetti and Ibsen which is practised extensively in Year 12.</p> <p>Concurrently, students will also re-visit ASCND and compare it with Open Water.</p> <p>In these units, students will:</p> <ul style="list-style-type: none"> • Consolidate their understanding of both named texts for Paper 2 Section B. • Practice comparative essay writing skills • Practice writing about the texts incorporating context and critical theories/named critics opinions. • Read critical articles about the coursework texts and apply literary theories to the coursework texts. • complete the planning process and second piece of coursework which is the 2000 word comparative essay on a theme of their choice from the texts. <p>Key Skills: A01: Practise using concepts and terminology accurately A01: Practise coherent, accurate written expression A01: Construct clear, critical arguments linked to writer’s purpose and context. A02: Analyse the ways in which meaning is created through language, structure and form.</p>	<p>In these units students will:</p> <ul style="list-style-type: none"> • Refine essay writing skills and to build students’ confidence to write thoughtfully and coherently in timed conditions. • Learn how to write essays for Paper 2 Section A synoptic (same skills as Tempest A) • Read key extracts from works of American Literature in the Gilded Age and Progressive Age thinking about how they are representative of the American Literature canon. • Explore how writers use language, form and structure to create meaning. <p>Questions we will investigate this half term are:</p> <ul style="list-style-type: none"> - What is the socio-historical and literary context of The Gilded Age and The Progressive Era, Realism and Naturalism. - How do the contextual elements influence the writer's message? <p>Key Skills: A01: Practise using concepts and terminology accurately A01: Practise coherent, accurate written expression A01: Construct clear, critical arguments linked to writer’s purpose and context.</p>	<p>2 Section A: American Literature 1880-1940.</p> <p>In these units, students will:</p> <ul style="list-style-type: none"> • Refine essay writing skills and to build students’ confidence to write thoughtfully and coherently in timed conditions. • Read key extracts from works of American Literature in the Jazz Age and Great Depression thinking about how they are representative of the American Literature canon. • Explore how writers use language, form and structure to create meaning. <p>Questions we will investigate this half term are:</p> <ul style="list-style-type: none"> - Revise the socio-historical and literary context of The Jazz Age, The Great Depression, Modernism and Naturalism. - How do the contextual elements influence the writer's message? <p>Key Skills: A01: Practise using concepts and terminology accurately A01: Practise coherent, accurate written expression A01: Construct clear, critical arguments linked to writer’s purpose and context.</p>		
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	A05: Explore named critics' opinions on texts and apply them to texts	A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A04: Explore contrasts, connections and comparisons between the texts. A05: Explore literary theories such as Feminism, Marxism and Psychoanalysis and apply it to texts. A05: Explore named critics' opinions on texts and engage with critics in essays.	A02: Analyse the ways in which meaning is created through language, structure and form. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A04: Explore contrasts, connections and comparisons between the texts. A05: Explore literary theories such as Feminism, Marxism and Psychoanalysis and apply it to texts. A05: Explore named critics' opinions on texts and engage with critics in essays.	A02: Analyse the ways in which meaning is created through language, structure and form. A03: Understand and explore the social/historical/literary contexts in which the texts are written and received. A04: Explore contrasts, connections and comparisons between the texts. A05: Explore literary theories such as Feminism, Marxism and Psychoanalysis and apply it to texts. A05: Explore named critics' opinions on texts and engage with critics in essays.		
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Impact:

Assessment: Progress will be measured through the fortnightly language mini mocks; which teachers will give one-page feedback on (all key stages) and grade for KS4. Every fortnight, teachers will have a 90-minute feedback lesson to address misconceptions seen in marking and give students an opportunity to redraft their work based on feedback given. As well as this, students will sit a graded assessment at two points across the year. This will be a United Learning Reading and Writing assessment for KS3, an AQA Language/Literature paper for KS4 and an OCR Literature past paper for KS5. The results from this will be shared with students and used to inform necessary intervention and set changes.

Homework:

Across KS3, homework focusses on building reading skills and improving students' reading ages. All KS3 students will be building their reading skills through the use of the Sparx Reader programme, which will broaden their vocabulary alongside their lessons.

Y10 – In Y10, students will continue to use Sparx reader, alongside the online platform Seneca where students will revisit key literature knowledge from lessons to support them with their revision. Before assessment periods, students will also have an additional piece of written homework to help prepare them for their exams.

Y11 – In Y11, students will continue to use the online platform Seneca to revise key literature content. They will also have weekly quotations to learn which they will be tested on in the memory platform of a lesson once a week. Students will also be given a weekly literature task to complete independently to support their revision.