

# English Faculty



**Curriculum Maps 2026-7**



| Year 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                       |                                                                                                                                                                     |                                                                                                                             |                                                                                                             |                                                                                                                                                  |
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| Subject: English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                       |                                                                                                                                                                     |                                                                                                                             |                                                                                                             |                                                                                                                                                  |
| Curriculum Overview:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                       |                                                                                                                                                                     |                                                                                                                             |                                                                                                             |                                                                                                                                                  |
| The English Faculty aims to equip students with a strong foundation of knowledge through a range of diverse, ambitious and engaging literary works, so that they can navigate the world as well-rounded citizens, exposed to limitless possible futures. Our curriculum is focused on developing students as articulate communicators, confident readers and fluent writers, empowered to flourish within both their academic and personal lives. Year 7 students will build on their KS2 comprehension of texts through the development of their inference and analysis skills, considering texts critically as deliberate constructs with wider messages. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                       |                                                                                                                                                                     |                                                                                                                             |                                                                                                             |                                                                                                                                                  |
| Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                              | Spring 1                                                                                                                                                            | Spring 2                                                                                                                    | Summer 1                                                                                                    | Summer 2                                                                                                                                         |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Faster Read:</b><br>Modern novel: <i>The Bone Sparrow</i> by Zana Fraillon                                                                                                                                                                                                                                                                                                                                                                                                                             | Fable and Travel Writing<br><b>Paired Faster Read:</b><br><i>Ghost Boy</i> by Jewell Parker Rhodes                                                                    | <i>Shakespeare: A Midsummer Night's Dream</i>                                                                                                                       | Myths, Legends and Stories that Inspire                                                                                     | The Art of Rhetoric                                                                                         | Speech for Employability (Level 1)                                                                                                               |
| Specific Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Inference, analysis, academic writing<br><br>Themes – The Power of Stories, Hope, Loss and Friendship, Identity                                                                                                                                                                                                                                                                                                                                                                                           | Using metaphor, varying and expanding sentences, using structure imaginatively, persuasive strategies<br><br>Themes – Imagination, Unexpected Heroes, Setting, Travel | Critical reading, identifying and interpreting textual evidence, applying historical context, genre conventions.<br><br>Themes – Love, Gender, Supernatural, Comedy | Evaluating archetypal narratives and characters through ancient stories. Themes – Morality, Mythology, the Power of Stories | Writing and speaking persuasively and purposefully.<br><br>Themes – Democracy, the Power of Voice, Rhetoric | Business Pitches - Confident and clear self-expression for a formal audience. Active listening.<br><br>Themes – Employability, Oracy, Aspiration |
| Post 16 and beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Post 16 and beyond: Students begin to develop a chronological framework which will provide the context for further literary study. This broad view of literature through time enables students to see common patterns and themes across a variety of texts and time periods, as well as see how narratives have evolved over time. This grounds students in their literary heritage, contributing to the development of their cultural capital. Vital life skills (oracy and literacy) are also embedded. |                                                                                                                                                                       |                                                                                                                                                                     |                                                                                                                             |                                                                                                             |                                                                                                                                                  |

| Cross-Curricular Skills | Geography – Immigration, Rohingya People, Myanmar<br>PHSE - Human Rights                                                                                                                                   | Geography – Caribbean, Australia, India, Japan                                                                                                                                                                                                                                                  | History – Elizabethan social and historical context<br>Women's Rights                                                                                                                                                                                | History – Ancient Greek beliefs                                                                                                                                                 | Citizenship – Debate and Democracy                                                                                                                                                                                                                                                              | Careers – Employability, Computing – Creating a digital presentation<br>Business – Marketing and Product Design                                          |
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| NC Links                | <b>KS3 NC</b> - Studying setting, plot, and characterisation, and the effects of these.<br><b>KS2 NC</b> - Pupils' knowledge of language (gained from stories) supports reading fluency and comprehension. | <b>KS3 NC</b> – Writing for a wide range of purposes and audiences. Drawing on new vocabulary and grammatical constructions. Drawing on knowledge of rhetorical devices.<br><b>KS2 NC</b> – Selecting appropriate vocabulary and grammar for audience. Conscious control of sentence structure. | <b>KS3 NC</b> – Reading a wide range of fiction (plays, drama, pre-1914 texts). Understanding increasingly challenging texts. Reading critically.<br><br><b>KS2 NC</b> – Pupils' knowledge of language (gained from plays) supports reading fluency. | <b>KS3 NC</b> – Seminal World Literature. Knowing the purpose/audience/context of texts for comprehension.<br><br><b>KS2 NC</b> – Reading widely for knowledge and information. | <b>KS3 NC</b> – Writing for a wide range of purposes and audiences. Drawing on new vocabulary and grammatical constructions. Drawing on knowledge of rhetorical devices.<br><b>KS2 NC</b> – Selecting appropriate vocabulary and grammar for audience. Conscious control of sentence structure. | <b>KS3 NC</b> – Giving short speeches and presentations. Using standard English confidently.<br><b>KS2 NC</b> – Public speaking, performance and debate. |



**Year 8**

**Subject: English**

**Curriculum Overview:**

The English Faculty aims to equip students with a strong foundation of knowledge through a range of diverse, ambitious and engaging literary works, so that they can navigate the world as well-rounded citizens, exposed to limitless possible futures. Our curriculum is focused on developing students as articulate communicators, confident readers and fluent writers, empowered to flourish within both their academic and personal lives. Year 8 students will extend their inference and analysis skills, adopting a contextual lens to engage with characters and plot on a deeper level. With an increasingly sophisticated vocabulary to draw upon, students will begin to write essays, expand their transactional writing repertoire and experiment with poetry and prose in the gothic tradition.

| Term                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                       | Spring 1                                                                                                                                                              | Spring 2                                                                                                   | Summer 1                                                                                                                                                            | Summer 2                                                                                                 |
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| <b>Topic</b>              | <b>Faster Read:</b> Modern Novel <i>Animal Farm</i><br>By George Orwell                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Non-Fiction <i>I am Malala</i><br>Malala Yousafzai                                                                                                             | <b>Faster Read:</b> <i>Frankenstein</i><br>- The Play                                                                                                                 | <b>Paired Faster Read:</b> <i>The Woman in Black</i> by Susan Hill<br>Gothic Writing & Dystopian Reading   | Media in a Modern World                                                                                                                                             | Speech for Employability (Level 2)                                                                       |
| <b>Specific Skills</b>    | Evaluating author's purpose through allegorical narrative and applying context.<br><br>Themes – Politics<br>Corruption, Dictatorship                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autobiography - Writing for a range of purposes, forms and audiences (letters, speeches, adverts and articles).<br><br>Themes – Rebellion, Protest, Education, | Critical reading, identifying and interpreting textual evidence, applying historical context, genre conventions.<br><br>Themes – Power, Gender, Supernatural, Science | Writing imaginative narratives and adopting gothic genre conventions.<br><br>Themes – Supernatural, Gothic | Analysing and interpreting media products. Critical evaluation of social media. Creating a magazine cover for a target audience.<br><br>Themes – Media, Consumerism | Speaking and Listening skills to enhance employability.<br><br>Themes – Employability, Oracy, Aspiration |
| <b>Post 16 and beyond</b> | Post 16 and beyond: Students continue to expand their knowledge of significant literary works from the 20 <sup>th</sup> and 19 <sup>th</sup> century, enriching their cultural capital and enhancing their understanding texts through time. Students will gain a strong understanding of how their literary heritage has shaped and contributed to society. Their growing ability to view texts as deliberate constructs enables them to pursue the study of Literature in KS5 and foster an awareness of the ways writers can influence readers in the world around them. |                                                                                                                                                                |                                                                                                                                                                       |                                                                                                            |                                                                                                                                                                     |                                                                                                          |

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| <b>Cross-Curricular Skills</b> | History – Russian Revolution and Stalinism                                                                                                                                                 | History – Suffragettes<br>Media – Writing for media products<br>Citizenship                                                                                                                                               | History – Victorian society and beliefs<br>RS – Darwinism versus Creationism<br>Drama – stagecraft and stage directions                 | History – Suffragettes<br>Citizenship                                                                                                                                                                                                                | Media Studies Computing – AI<br>Business – Marketing, Product Design                                                                                                          | Careers – Employability, Computing – Creating a digital presentation                                                                                                                                                     |
| <b>NC Links</b>                | <b>KS3 NC</b> – Reading a wide range of fiction. Performing play scripts; understanding how the work of dramatists is communicated effectively through performance and alternative staging | <b>KS3 NC</b> – Write for a wide range of purposes (poetry, stories) Amending the vocabulary, grammar and structure of their writing to improve its coherence Drawing on knowledge of literary devices to enhance impact. | <b>KS3 NC</b> – Contemporary English Literature. Understanding increasingly challenging texts. In depth author study. Critical Reading. | <b>KS3 NC</b> – Write for a wide range of purposes (poetry, stories) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Drawing on knowledge of literary devices to enhance impact. | <b>KS3 NC</b> - Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the text. Making critical comparisons across texts. | <b>KS3 NC</b> – Giving short speeches and presentations. Using standard English confidently. Participating in formal debates and structured discussions. Writing notes and polished scripts for talks and presentations. |



| Year 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
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| Subject: English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
| Curriculum Overview:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
| The English Faculty aims to equip students with a strong foundation of knowledge through a range of diverse, ambitious and engaging literary works, so that they can navigate the world as well-rounded citizens, exposed to limitless possible futures. Our curriculum is focused on developing students as articulate communicators, confident readers and fluent writers, empowered to flourish within both their academic and personal lives. Year 9 students will apply their inference and analysis skills to a modern text, evaluating character development and text structure, considering the representations of inequality and the human condition through literature. |                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
| Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                                                                     |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Faster Read:</b> Modern Novel <i>Noughts and Crosses</i><br>By Malorie Blackman                                                                                                                                                                                                                                                                                                                                       |          | Dystopian Writing                                                                                                                                                                                                                                                             | Shakespeare <i>Romeo and Juliet</i>                                                                                                                                                                                                           | Comparative Poetry & Women in Literature                                                                                                                                                                                                                                | Speech for Employability (Level 3)                                                                                                                                                                                                                                                           |
| Specific Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Critical reading, identifying and interpreting textual evidence, applying historical context, genre conventions.<br><br>Summarising and synthesising information, identifying bias and misuse of evidence, analysing vocabulary, making critical comparisons<br><br>Themes – Prejudice, Inequality, Love, Rebellion, Identity, Dystopia<br><br><b>Paired Faster Read:</b> <i>Lord of the Flies</i> by William Golding    |          | Applying dystopian genre conventions to write creatively. Applying rhetorical devices and logical arguments to express opinions.<br><br>Themes – Protest, Identity, Equality, Humanity                                                                                        | Critical reading, identifying and interpreting textual evidence, applying historical context, evaluating author's purpose and wider messages. Writing an essay.<br><br>Themes – Conflict, Gender, Tragedy, Love                               | Critical reading of 11 poems from around the world, analysis of how text structure, form and figurative language present meaning.<br><br>Themes – Diverse Cultures, Relationships, Identity                                                                             | Interview and CV - Speaking and Listening skills to enhance employability<br><br>Themes – Employability, Oracy, Aspiration                                                                                                                                                                   |
| Post 16 and beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Post 16 and beyond: Students will further broaden their knowledge of genres and how writers represent ideas, preparing them to debate and discuss contemporary issues as active participants in society, understanding differing perspectives offered through their literary exploration. They will begin to understand the ways in which language evolves and is perceived, preparing them for linguistic study in KS5. |          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
| Cross-Curricular Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | History – Apartheid, American Civil Rights Movement<br>Sociology – Racism, Systematic Oppression, Segregation                                                                                                                                                                                                                                                                                                            |          | Science – Environment                                                                                                                                                                                                                                                         | History – Elizabethan era<br>Drama – stagecraft, performance and stage directions                                                                                                                                                             | History – Empire, Colonialism, Windrush<br>MFL – Gujarati                                                                                                                                                                                                               | Careers – Employability, cover letter writing, preparing for an interview, CV writing                                                                                                                                                                                                        |
| NC Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>KS3 NC</b> – Contemporary English Literature. Understanding increasingly challenging texts, in particular whole books. Critical Reading. Studying setting, plot, and characterisation, and the effects of these.<br><br><b>KS4 NC</b> – Reading a wide range of challenging, high quality literature. Understand and critically evaluate texts; make informed personal responses                                      |          | <b>KS3 NC</b> – Write for a wide range of purposes. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.<br><b>KS4 NC</b> – Write accurately, fluently, effectively and at length for pleasure and information | <b>KS3 NC</b> – Reading a wide range of fiction (plays) Shakespeare play.<br><br><b>KS4 NC</b> – Appreciate the depth and power of the English literary heritage. Drawing on knowledge of purpose, audience, and context to inform evaluation | <b>KS3 NC</b> – Making critical comparisons across texts. Recognising a range of poetic conventions and understanding their use<br><b>KS4 NC</b> – Analysing a writer's choice of vocabulary, form, grammatical and structural features, evaluating their effectiveness | <b>KS3 NC</b> – using Standard English confidently in a range of formal and informal contexts. Using standard English confidently. Participating in structured discussions.<br><b>KS4 NC</b> – Listening and building on the contributions of others, asking questions to clarify and inform |



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| <b>Year 10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Subject: English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Curriculum Overview:</b><br>The English Faculty aims to equip students with a strong foundation of knowledge through a range of diverse, ambitious and engaging literary works, so that they can navigate the world as well-rounded citizens, exposed to limitless possible futures. Our curriculum is focused on developing students as articulate communicators, confident readers and fluent writers, empowered to flourish within both their academic and personal lives. Year 10 students, with an established knowledge of text language and structure, will continually hone their critical reading skills throughout their GCSE course. They will focus on consciously crafting their creative and transactional writing pieces, using a wide variety of technical elements, figurative and rhetorical devices, and inventive structural features. |

| Term                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                   | Spring 1                                                                                                                                                                 | Spring 2                                                                                                                                                                             | Summer 1                                                                  | Summer 2                                                                                   |
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| <b>Topic</b>              | Language Paper 1: Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Language Paper 1: Section B                                                                                                | Language Paper 2: Section A                                                                                                                                              | Language Paper 2: Section B                                                                                                                                                          | Language Paper 2: Revision                                                | NEA -Spoken Language Endorsement                                                           |
| <b>Specific Skills</b>    | Responding to fiction texts using inference, analysis, and evaluation.<br><br>Themes – Tension, Violence, Family                                                                                                                                                                                                                                                                                                                                                                       | Descriptive and narrative writing with creative flair and technical accuracy.<br><br>Themes – Structure, Ideas and Imagery | Responding to literacy non-fiction (pre 1914 and modern) extracts, using inference, summary, analysis and comparison skills.<br><br>Themes – Survival, Beauty and Agency | Writing to inform, persuade, argue, and explain in various forms (letters, speeches, articles, essays and leaflets) for different audiences.<br><br>Themes – Tone, Form and Rhetoric | Revision of Section A (Reading) and B (Writing) in preparation for mocks. | Speaking and Listening Component<br><br>Speech research and writing<br><br>Post Mock Boost |
| <b>Post 16 and beyond</b> | Post 16 and beyond: Students will develop increasingly sophisticated repertoire of reading and writing skills. Language study at GCSE level provides a breadth and depth of linguistic and oracy skills which will form the foundations of their success in any discipline and in all aspects of life. The wide selection of extracts also exposes students to diverse genres, themes and topics and allows them to express their views and explore their creativity in various forms. |                                                                                                                            |                                                                                                                                                                          |                                                                                                                                                                                      |                                                                           |                                                                                            |

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| <b>Cross-Curricular Skills</b> | History - Analytical Writing                                                                                                                                                                                 | Writing fluency and SPaG – all subjects                                                                                                                                                                                | Geography – Mount Everest, Adverse Weather<br>Biology – Elephant Habitats                                                                                       | Geography – Opinions on Travelling<br>Writing fluency and SPaG – all subjects                                                                                                                                                                       | History – Analytical Writing                                                                                                                                                                 | Drama – Public Speaking                                                                                                                                                                                         |
| <b>NC Links</b>                | <b>KS4 NC</b> – Wide, varied and challenging reading. Analysing a writer's choice of vocabulary and structural features.<br><b>KS3 NC</b> - Knowing how language, grammar and text structure present meaning | <b>KS4 NC</b> – Adapting writing for a wide range of purposes and audiences: to describe and narrate.<br><b>KS3 NC</b> - Writing for a wide range of purposes and audiences, including stories and imaginative writing | <b>KS4 NC</b> - Summarising and synthesising ideas and information. Making critical comparisons<br><b>KS3 NC</b> – Understanding increasingly challenging texts | <b>KS4 NC</b> – Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features.<br><b>KS3 NC</b> - Applying growing knowledge of vocabulary, grammar and text structure to writing in the appropriate form | <b>KS4 NC</b> – Distinguishing between statements that are supported by evidence and those that are not.<br><b>KS3 NC</b> - Knowing how language, grammar and text structure present meaning | <b>KS4 NC</b> – Selecting and organising information and ideas effectively and persuasively for formal spoken presentations<br><b>KS3 NC</b> - Giving short speeches, expressing ideas and keeping to the point |



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| <b>Year 11</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Subject: English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Curriculum Overview:</b><br>The English Faculty aims to equip students with a strong foundation of knowledge through a range of diverse, ambitious and engaging literary works, so that they can navigate the world as well-rounded citizens, exposed to limitless possible futures. Our curriculum is focused on developing students as articulate communicators, confident readers and fluent writers, empowered to flourish within both their academic and personal lives. Year 11 students, with an increasingly advanced knowledge of language and structure, will apply their critical reading skills using past papers to revisit key questions and enhance their responses. They will hone their creative and transactional writing pieces, reviewing and drafting responses, to master a range of technical elements, figurative and rhetorical devices, and inventive structural features. |

| Term               | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2 | Spring 1                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                          | Summer 1                                                                                                                                 | Summer 2 |
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| Topic              | Language Paper 1: Revisit and Revise                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          | Language Paper 2: Revisit and Revise                                                                                                                                                                              | Language Paper 1&2: Revisit and Revise                                                                                                                                                            | Language Paper 1/2: Revisit and Revise                                                                                                   |          |
| Specific Skills    | Responding to literary non-fiction (pre 1914 and modern) extracts, using inference, summary, analysis and comparison skills.<br><br>Writing to inform, persuade, argue, and explain in various forms (letters, speeches, articles, essays and leaflets) for different audiences.<br><br>Themes – Travelling, Sports, Aspiration                                                                                                                                                        |          | Responding to fiction texts using inference, analysis, and evaluation.<br><br>Descriptive and narrative writing with creative flair and Technical Accuracy<br><br>Themes – Relationships, Patriarchy, Bereavement | Responding to literary non-fiction (pre 1914 and modern) extracts, using inference, summary, analysis and comparison skills.<br><br>Writing in various forms for different purposes and audiences | Revision of Section A (Reading) and B (Writing) in preparation for mocks<br><br>Themes – Compassion, Vocation, Education and Opportunity |          |
| Post 16 and beyond | Post 16 and beyond: Students will develop increasingly sophisticated repertoire of reading and writing skills. Language study at GCSE level provides a breadth and depth of linguistic and oracy skills which will form the foundations of their success in any discipline and in all aspects of life. The wide selection of extracts also exposes students to diverse genres, themes and topics and allows them to express their views and explore their creativity in various forms. |          |                                                                                                                                                                                                                   |                                                                                                                                                                                                   |                                                                                                                                          |          |

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| <b>Cross-Curricular Skills</b> | Geography – Hawaiian Archipelago and Siberia<br>History – Early train travel                                                                                                                                    | PE – Access to Sports<br>Media – Journalism                                                                                                                                                                               | PHSE - Coping with Grief, Healthy/Unhealthy relationships                                                                                                           | ALL - Writing fluency and SPaG                                                                                                                                                                                                                           | HSC – Providing Medical Care<br>Science – Medicine                                                                                                                                               |
| <b>NC Links</b>                | <b>KS4 NC</b> – Wide, varied and challenging reading. Analysing a writer's choice of vocabulary and structural features<br><br><b>KS3 NC</b> - Knowing how language, grammar and text structure present meaning | <b>KS4 NC</b> – Adapting writing for a wide range of purposes and audiences: to describe and narrate<br><br><b>KS3 NC</b> - Writing for a wide range of purposes and audiences, including stories and imaginative writing | <b>KS4 NC</b> - Summarising and synthesising ideas and information. Making critical comparisons<br><br><b>KS3 NC</b> – Understanding increasingly challenging texts | <b>KS4 NC</b> – Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features<br><br><b>KS3 NC</b> - Applying a growing knowledge of vocabulary, grammar and text structure to writing in the appropriate form | <b>KS4 NC</b> – Distinguishing between statements that are supported by evidence and those that are not.<br><br><b>KS3 NC</b> - Knowing how language, grammar and text structure present meaning |



| Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                          |                                                                                                                                                                                |
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| Subject: English Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                          |                                                                                                                                                                                |
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| The English Faculty aims to equip students with a strong foundation of knowledge through a range of diverse, ambitious and engaging literary works, so that they can navigate the world as well-rounded citizens, exposed to limitless possible futures. Our curriculum is focused on developing students as articulate communicators, confident readers and fluent writers, empowered to flourish within both their academic and personal lives. Year 10 students, viewing texts as deliberate constructs with wider purposes, will study seminal literary works in depth, considering authorial intent through characters, themes, plot and language. They will deepen their contextual understanding to further illuminate their analysis of texts, considering how readers and audiences respond to the big ideas posed, and forming personal interpretations which are explored through academic essays. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                          |                                                                                                                                                                                |
| Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                     | Spring 2 | Summer 1                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                       |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Faster Read: 19 <sup>th</sup> Century Text – <i>A Christmas Carol</i> by Charles Dickens                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | Shakespeare’s <i>Macbeth</i>                                                                                                                                                                                                                                                                                                                                                 |          | Faster Read: Modern Text <i>An Inspector Calls</i> by J B Priestley                                                                                                                                                      | Poetry Anthology: <i>Power and Conflict</i>                                                                                                                                    |
| Specific Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Critical reading of a Victorian novel. Making an informed personal response to a whole text using a range of textual references and inferences. Evaluating the wider purpose of the text in context and exploring ideas through essay writing.<br><br>Themes – Poverty, Christmas, Family, Injustice, Redemption<br><br><i>Transition to Macbeth</i>                                                                                                                                                                          |          | Critical reading and analysis of a Shakespearean tragedy. Interpreting the playwright’s wider purpose through the presentation of characters, plot and themes. Essay writing and making an informed personal response whilst acknowledging alternative interpretations.<br><br>Themes – Supernatural, Violence, Gender, Power<br><br><i>Transition to An Inspector Calls</i> |          | Critical reading of a play and evaluation of the playwright’s methods across a whole text. Essay writing and conceptualising an informed personal response.<br><br>Themes – Socialism and Capitalism, Inequality, Gender | Analysing war poetry and evaluating the effects of poetic form, devices and imagery to create meaning within a wider context.<br><br>Themes – War, Conflict, Oppression, Power |
| Post 16 and Beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Post 16 and beyond: Students will develop increasingly sophisticated repertoire of reading and writing skills. The study of literature at GCSE enriches students through exposure to their literary heritage, it allows them to explore the human condition and the universal themes that transcend generations, and it empowers them to make sense of the world around them and their place within it. Students will also gain skills in critical analysis and forming an argument to support a variety of pathways Post 16. |          |                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                          |                                                                                                                                                                                |

| Cross-Curricular Skills | History – Victorian Society and Beliefs<br>RS – Christian Values                                                                                                                                                                                                                                                                                                                                                                                                                                                      | History – Jacobean Society and Beliefs<br>Drama – Stagecraft, Dramatic Devices, Scripts                                                                                                                                                                                                                                                                                                                                                                             | Sociology – Political Beliefs<br>History – Women's Rights                                                                                                                                                                                                                                                                            | History – Industrial Revolution, WWI & II                                                                                                                                                                                             |
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| NC Links                | <p><b>KS4 NC</b> – Reading a wide range of high-quality, challenging, classic literature, including works from the 19<sup>th</sup> Century. Identifying and interpreting themes, ideas and information. Seeking evidence in the text to support a point of view, including justifying inferences with evidence</p> <p><b>KS3 NC</b> - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context. Making inferences and referring to evidence in the text.</p> | <p><b>KS4 NC</b> - Reading a wide range of high-quality, challenging, classic literature, including at least one play by Shakespeare. Drawing on knowledge of the purpose of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</p> <p><b>KS3 NC</b> – Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> | <p><b>KS4 NC</b> – Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</p> <p><b>KS3 NC</b> - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</p> | <p><b>KS4 NC</b> – Reading a wide range of high-quality, challenging, classic literature, including poetry since 1789</p> <p><b>KS3 NC</b> - Recognising a range of poetic conventions and understanding how these have been used</p> |



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| <b>Year 11</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Subject: English Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Curriculum Overview:</b><br>The English Faculty aims to equip students with a strong foundation of knowledge through a range of diverse, ambitious and engaging literary works, so that they can navigate the world as well-rounded citizens, exposed to limitless possible futures. Our curriculum is focused on developing students as articulate communicators, confident readers and fluent writers, empowered to flourish within both their academic and personal lives. Year 11 students will have a strong foundation of knowledge of the core GCSE texts and will go on to deepen this by expanding their understanding of the big ideas explored with the text supported by an expansive range of relevant references. They will work towards mastery in essay writing, honing their analytical comments and structure, and conceptualisation of their thesis statements. |

| Term               | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                           | Spring 1                                                                                                                                                          | Spring 2                                                                                                                                     | Summer 1                                                                                                                                                                        | Summer 2 |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Topic              | Literature Paper 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Literature Paper 2                                                                                 | Literature Paper 1<br><i>A Christmas Carol/Macbeth</i>                                                                                                            | Literature Paper 1<br><i>Macbeth/A Christmas Carol</i>                                                                                       | Literature Paper 1 & 2 Revision                                                                                                                                                 |          |
| Specific Skills    | Analysing the remainder of the anthology. Comparing poems thematically in an essay.<br><br>Approaches to Unseen Poetry<br><br><i>An Inspector Calls</i> - Revision                                                                                                                                                                                                                                                                                                                                                            | Mock Exam and Post Mock Boost<br><br><i>An Inspector Calls</i> , Power and Conflict, Unseen Poetry | Revising key extracts, scenes and big ideas thematically from both texts and essay writing practice.<br><br>Themes – Socialism and Capitalism, Inequality, Gender | Revising characters, key scenes and big ideas thematically and essay writing practice.<br><br>Themes – Supernatural, Violence, Gender, Power | Revisiting and revising the texts and key questions across both papers adapting to students’ needs.<br><br>Themes – Revisiting all key themes from across the literature course |          |
| Post 16 and Beyond | Post 16 and beyond: Students will develop increasingly sophisticated repertoire of reading and writing skills. The study of literature at GCSE enriches students through exposure to their literary heritage, it allows them to explore the human condition and the universal themes that transcend generations, and it empowers them to make sense of the world around them and their place within it. Students will also gain skills in critical analysis and forming an argument to support a variety of pathways Post 16. |                                                                                                    |                                                                                                                                                                   |                                                                                                                                              |                                                                                                                                                                                 |          |

| Cross-Curricular Skills | History – Industrial Revolution, WWI & II                                                                                                                                                                | Art – Romanticism, Renaissance                                                                                                                                                                                             | RS – Christian Values                                                                                                                                                                           | History – Jacobean and Victorian context                                                                                                                                             | History – Analytical Writing                                                                                                                                                                                                                    |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NC Links                | <b>KS4 NC</b> – Reading a wide range of high-quality, challenging, classic literature, including poetry since 1789. Recognising a range of poetic conventions. Making critical comparisons across texts. | <b>KS4 NC</b> - Knowing how language, including figurative language, vocabulary choice, grammar, and text structure presents meaning. Recognising a range of poetic conventions. Making critical comparisons across texts. | <b>KS4 NC</b> - Drawing on knowledge of the purpose of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation. | <b>KS4 NC</b> – Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. | <b>KS4 NC</b> – Writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays. Summarising and organising material and supporting ideas and arguments with any necessary factual detail. |



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| <b>Year 12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Subject: English Language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Curriculum Overview:</b> The English Language A Level curriculum in Year 12 offers students a dynamic and intellectually stimulating exploration of how language shapes our world. Rooted in the analysis of real-world texts, students study a wide range of spoken, written and multimodal language, examining how meaning is constructed, how power is conveyed, and how identity is expressed. Through the study of language diversity and change, students explore how English has evolved over time and across different social and geographical contexts. Students also begin their original writing and language investigation work, crafting purposeful texts and analysing language data with precision and insight. Across all areas, the curriculum encourages students to think critically about the impact of language in society, developing confident communicators who can write analytically, argue effectively and reflect independently on the power of language in both academic and everyday life. |

| Term                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2                                                                                                                        | Spring 1                                                                                                                   | Spring 2                                                                                                                                          | Summer 1                                                                             | Summer 2                                                                       |
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| <b>Topic – Teacher 1</b>  | Introductions to the Levels of Language                                                                                                                                                                                                                                                                                                                                                                                                                    | Meanings and Representations                                                                                                    | Child Language Acquisition                                                                                                 | Child Language Acquisition                                                                                                                        | Language Paper 1 Revision                                                            | NEA: Original Writing                                                          |
| <b>Specific Skills</b>    | Study of the linguistic frameworks: phonology, graphology, grammar, pragmatics, lexis and semantics, and discourse                                                                                                                                                                                                                                                                                                                                         | Applying the linguistic frameworks to a variety of texts to understand how text producers shape meaning according to context    | Exploration of how children develop written and spoken language skills                                                     | Study of the theories, functions and genres of child language development. Transcript analysis                                                    | Applying knowledge to examination questions. Writing analytically and discursively   | Applying a style model to craft a new piece of writing. Producing a commentary |
| <b>Topic – Teacher 2</b>  | Language Diversity: Region                                                                                                                                                                                                                                                                                                                                                                                                                                 | Language Diversity: Gender                                                                                                      | Language Diversity: Ethnicity                                                                                              | Language and Occupation                                                                                                                           | World Englishes                                                                      | NEA: Language Investigation                                                    |
| <b>Specific Skills</b>    | Paper 2 - Evaluating key theories and research surrounding dialects, sociolects and idiolects, and the attitudes towards them.                                                                                                                                                                                                                                                                                                                             | Paper 2 - Evaluating key research and theories to understand how gender identity is constructed and perpetuated linguistically. | Paper 2 - Evaluating key research and theories to understand how ethnic identity is reflected and shaped through language. | Paper 2 – Evaluating the research and theories around how language adopted in professional and formal contexts for a range of communication goals | Paper 2 - Writing analytically in response to attitudes to global language variation | Research into an area of linguistic interest. Data Analysis. Report Writing    |
| <b>Post 16 and beyond</b> | Students gain a rich understanding of how language shapes identity, power and communication in the real world. Through the study of diverse texts and linguistic theory, they develop analytical, investigative and creative skills that prepare them for further study and a wide range of careers. Their ability to deconstruct language and explore its impact equips them to navigate and influence the world around them with confidence and clarity. |                                                                                                                                 |                                                                                                                            |                                                                                                                                                   |                                                                                      |                                                                                |

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| <b>Cross-Curricular Skills</b> | <b>Psychology</b><br>→ Language acquisition overlaps with developmental psychology (e.g. Piaget, Skinner, Vygotsky)<br>→ Sociolinguistics explore identity, gender, power and group behaviour through language.                                                                                                                                                           | <b>Sociology</b><br>→ Examining class, ethnicity, gender, occupation, and age.<br>→ Studying how language reflects and reinforces social hierarchies.<br>→ Mirroring sociological debates around normativity, identity, and marginalisation. | <b>History</b><br>→ Language change explores how social and historical events have shaped English.<br>→ Texts over time – analysing language across historical contexts builds awareness of how language reflects cultural values. | <b>Maths/ Statistics</b><br>Data analysis – using quantitative methods to analyse language features.<br>Graph interpretation interpreting and creating visual data for language investigations. | <b>Media studies</b><br>→ Multimodal texts – analysing a mixture of spoken, written, and digital communication.<br>→ Discourse analysis overlaps in exploring how language constructs narratives, identity and ideologies.<br>→ Understanding of representation and audience. | <b>Citizenship / PSHE</b><br>→ Language and power – explored how political rhetoric persuades, manipulates, and constructs identity.<br>→ Ideology in texts – critical exploration of how language reflects and reinforces values and belief systems. |
| <b>NC Links</b>                | Although the National Curriculum formally ends at Key Stage 4, A Level English Language builds directly on its core aims and skills. Students continue to develop their ability to read closely, interpret meaning and analyse language with precision, deepening the evaluative skills introduced at GCSE. The course maintains a strong focus on clarity, coherence and |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       |



| Year 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                         |
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| Subject: English Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         |
| <b>Curriculum Overview:</b> Building on the Year 12 curriculum, Year 13 students are encouraged to develop their interest in and enjoyment of English as they: develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language; explore data and examples of language in use; engage creatively and critically with a varied programme for the study of English, and develop their skills as producers and interpreters of language. In addition, the completion of two distinct pieces for the N.E.A. actively encourages students to develop their interest in and enjoyment of English as they independently investigate language in use. |                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | academic register in both written and spoken communication. It also encourages students to explore how language reflects historical, social, cultural and political contexts, aligning with the National Curriculum's emphasis on contextual understanding and effective communication. |

| Term               | Autumn 1                                                                                                   |                                                                                                                              | Autumn 2                                                                                                                     | Spring 1                                                               | Spring 2                                                                                                                                                                                                                                | Summer 1                                                                           |
|--------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Topic – Teacher 1  | NEA: Original Writing                                                                                      | Revision: Meanings and Representations                                                                                       | Revision: Meanings and Representations                                                                                       | Revision: Child Language Acquisition                                   | Revision: Child Language Acquisition                                                                                                                                                                                                    | Language Paper 1 Revision                                                          |
| Specific Skills    | Applying a style model to craft a new piece of writing. Producing a commentary                             | Applying the linguistic frameworks to a variety of texts to understand how text producers shape meaning according to context | Applying the linguistic frameworks to a variety of texts to understand how text producers shape meaning according to context | Exploration of how children develop written and spoken language skills | Study of the theories, functions and genres of child language development. Transcript analysis                                                                                                                                          | Applying knowledge to examination questions. Writing analytically and discursively |
| Topic – Teacher 2  | Language Change                                                                                            |                                                                                                                              | Language Discourses                                                                                                          |                                                                        | Language Variation and Diversity: Revisit and revise.                                                                                                                                                                                   |                                                                                    |
| Specific Skills    | Paper 2 - Evaluating prescriptivist and descriptivist viewpoints on the evolution of the English Language. |                                                                                                                              | Paper 2 - Writing analytically in response to attitudes to language variation                                                |                                                                        | Paper 2 - Applying knowledge to examination questions. Writing analytically, discursively and creatively.<br>Paper 2 - Evaluating key research and theories to understand how ethnic identity is reflected and shaped through language. |                                                                                    |
| Post 16 and beyond |                                                                                                            |                                                                                                                              |                                                                                                                              |                                                                        |                                                                                                                                                                                                                                         |                                                                                    |

| Cross-Curricular Skills | Psychology<br><i>Language acquisition overlaps with developmental psychology (e.g. Piaget, Skinner, Vygotsky)<br/>Sociolinguistics explore identity, gender, power and group behaviour through language.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sociology<br><i>Examining class, ethnicity, gender, occupation, and age. Studying how language reflects and reinforces social hierarchies. Mirroring sociological debates around normativity, identity, and marginalisation.</i> | History<br><i>Language change explores how social and historical events have shaped English. Texts over time – analysing language across historical contexts builds awareness of how language reflects cultural values.</i> | Maths/ Statistics<br><i>Data analysis – using quantitative methods to analyse language features. Graph interpretation interpreting and creating visual data for language investigations.</i> | Media studies<br><i>Multimodal texts – analysing a mixture of spoken, written, and digital communication. Discourse analysis overlaps in exploring how language constructs narratives, identity and ideologies. Understanding of representation and audience.</i> | Citizenship / PSHE<br><i>Language and power – explored how political rhetoric persuades, manipulates, and constructs identity. Ideology in texts – critical exploration of how language reflects and reinforces values and belief systems.</i> |
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| NC Links                | Although the National Curriculum formally ends at Key Stage 4, A Level English Language builds directly on its core aims and skills. Students continue to develop their ability to read closely, interpret meaning and analyse language with precision, deepening the evaluative skills introduced at GCSE. The course maintains a strong focus on clarity, coherence and academic register in both written and spoken communication. It also encourages students to explore how language reflects historical, social, cultural and political contexts, aligning with the National Curriculum's emphasis on contextual understanding and effective communication. |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                             |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                |



| Year 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                   |
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| Subject: English Literature B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                   |
| <b>Curriculum Overview:</b> The English Literature B A Level curriculum in Year 12 offers students a rich and intellectually ambitious journey through some of literature’s most powerful explorations of human experience. Rooted in the study of Aspects of Tragedy, students engage with <i>Othello</i> , <i>Death of a Salesman</i> and <i>Tess of the D’Urbervilles</i> , examining the downfall of tragic figures and the emotional, moral and social forces at play. Through close analysis and contextual exploration, students refine their ability to think critically, argue persuasively and write with clarity and sophistication. Students also explore the elements of political and social protest writing component, analysing <i>The Handmaid’s Tale</i> , <i>The Kite Runner</i> and Blake’s <i>Songs of Innocence and Experience</i> . Here, they interrogate how writers use literature as a form of resistance, exploring power, oppression and injustice. Our curriculum aims to develop perceptive, reflective and independent thinkers who can engage with complex ideas both within literature and the wider world. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                   |
| Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                          |
| Topic – Teacher 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Othello</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           | <i>The Kite Runner</i>                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                       | <i>Unseen extracts</i>                                                                                                                                                                                                                                                | <i>The Handmaid’s Tale</i>                                                                                                                                                                        |
| Specific Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Identifying and analysing key elements of tragedy<br>Analysing dramatic language, soliloquies, stagecraft, symbolism and irony.<br>Applying post-colonial, feminist, and psycho-analytical theory.<br>Comparing to other tragic texts.                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                           | Critical reading, identifying and interpreting textual evidence, applying historical context, tragedy genre conventions.<br>Examining how socio-political conflict affects identity, migration, class, ethnicity and religion.<br>Applying post-colonial, feminist and Marxist theories.<br>Constructing coherent critical essays. |                                                                                                                                                                                       | Analysing and interpreting unseen texts and applying understanding of how literature reflects and critiques authoritarian regimes, social division, and human rights abuses.                                                                                          | Critical reading, identifying and interpreting textual evidence, applying historical context.<br>Applying post-colonial, feminist and Marxist theories.<br>Constructing coherent, critical essays |
| Topic – Teacher 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Death of a Salesman</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                           | <i>Unseen Extracts</i>                                                                                                                                                                                                                                                                                                             | <i>Blake Poetry</i>                                                                                                                                                                   | <i>Tess of the D’Urbervilles.</i>                                                                                                                                                                                                                                     |                                                                                                                                                                                                   |
| Specific Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Identifying and analysing key elements of tragedy<br>Analysing dramatic language, stagecraft, symbolism and irony.<br>Applying post-modernist, Marxist, feminist, and psycho-analytical theory.<br>Comparing to other tragic texts.                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                           | Analysing and interpreting unseen texts and applying understanding of how literature reflects and critiques authoritarian regimes, social division, and human rights abuses.                                                                                                                                                       | Analysing how poetic form contrasts with underlying social critique, Analysing the social conditions of late 18th-century England<br>Applying Marxist theory and religious criticism. | Identifying and analysing key elements of tragedy<br>Analysing language and structure, interpreting textual evidence, historical context, tragedy genre conventions.<br>Applying Marxist, feminist, and psycho-analytical theory.<br>Comparing to other tragic texts. |                                                                                                                                                                                                   |
| Post 16 and beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students develop a deep understanding of how literature reflects and challenges society, enriching their cultural awareness and critical thinking. By analysing texts as crafted responses to political and social issues, they are well-prepared for further study and equipped with the analytical and interpretive skills valued in higher education and beyond.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                   |
| Cross-Curricular Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sociology                                                                                                                                                                                                 | Politics                                                                                                                                                                                                                                                                                                                           | Drama and Performing Arts                                                                                                                                                             | Philosophy and Ethics                                                                                                                                                                                                                                                 | Citizenship / PSHE                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Tess of the D’Urbervilles</i> and Victorian gender roles and moral codes.<br><i>Othello</i> reflects Renaissance ideas on race, status and patriarchy.<br>Blake reflects the impact of the Enlightenment and the Industrial Revolution.                                                                                                                                                                                                                                                                                                                                                                                      | <i>Literature of Protest</i> engages directly with power structures, social injustice, marginalisation, and resistance<br>Feminism, Marxism, and postcolonial theory provide critical lenses across texts | <i>Literature of Protest</i> engages directly with power structures, social injustice, marginalisation, and resistance—key themes in political theory and sociology.                                                                                                                                                               | <i>Othello</i> and <i>Death of a Salesman</i> offer insight into performance, staging, and dramatic structure—valuable for students studying Theatre Studies or Drama.                | Moral dilemmas, justice, and existential questions are central in <i>Tess</i> , <i>Othello</i> , and <i>Salesman</i> .<br><i>Blake</i> explores innocence vs. experience, questioning institutional religion and moral hypocrisy.                                     | Themes of gender inequality, racism, war, trauma, and individual agency link closely to modern citizenship education and PSHE topics.                                                             |
| NC Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Although the national curriculum formally ends at Key Stage 4, this course builds on its aims and skills. Reading comprehension and critical analysis – applying close reading, interpretation, and evaluation skills developed at GCSE. Emphasising the understanding of authorial intent, critical theory, and literary techniques. Students are required to explore historical, social, cultural and political contexts, mirroring National Curriculum expectations to relate texts to their contexts. Ongoing focus on clarity, coherence, and academic register aligns with the literacy goals of the National Curriculum. |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                   |



| Year 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                             |                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                       |          |
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| Subject: English Literature B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                             |                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                       |          |
| <b>Curriculum Overview:</b> The second year of our A Level English Literature course seeks to consolidate and further develop the skills from Year 12. We encourage students to develop their interest in and enjoyment of literature and literary studies as they: read widely and independently both set texts and others that they have selected for themselves; engage critically and creatively with a substantial body of texts and ways of responding to them; develop and effectively apply their knowledge of literary analysis and evaluation; explore the contexts of the texts they are reading and others’ interpretations of them. In addition, through the N.E.A. in particular, we encourage our students to develop their interest in and enjoyment of literature and literary studies as they undertake independent and sustained studies to deepen their appreciation and understanding of English literature. |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                             |                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                       |          |
| Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                    | Spring 1                                                                                                                                                                                       | Spring 2 | Summer 1                                                                                                                                                                                                                                                              | Summer 2 |
| Topic – Teacher 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NEA: critical theory                                                                                                                                                                                                                                                                                                                                                | Revision: Othello                                                                                           | Revision: Paper 2- focus on Handmaid’s Tale                                                                                                                                                    |          | Revision: Paper 1                                                                                                                                                                                                                                                     |          |
| Specific Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Applying skills learned across the units to their own chosen fields of critical study – applying critical theory and analysing language, structure and context.                                                                                                                                                                                                     | Analysing extracts<br>Analysing tragedy across<br>Applying Marxist, feminist, and psycho-analytical theory. | Applying Marxist, feminist, and psycho-analytical theory.<br>Analysing HMT and Atwood’s discussion of power<br>Comparing HMT with the Kite Runner<br>Comparing HMT with Blake poetry           |          | Identifying and analysing key elements of tragedy<br>Analysing language and structure, interpreting textual evidence, historical context, tragedy genre conventions.<br>Applying Marxist, feminist, and psycho-analytical theory.<br>Comparing to other tragic texts. |          |
| Topic – Teacher2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Independent study of poetry and prose<br>Study of critical lenses and ideologies.                                                                                                                                                                                                                                                                                   | Revision: Paper 1 section C (DOAS + Tess)                                                                   | Revision: Paper 2 – focus on poetry                                                                                                                                                            |          | Revision Paper 2: UNSEEN                                                                                                                                                                                                                                              |          |
| Specific Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     | Comparing tragic texts.<br>Analysing tragedy<br>Applying Marxist, feminist, and psycho-analytical theory.   | Applying Marxist, feminist, and psycho-analytical theory.<br>Analysing Blake and his discussions of power.<br>Comparing Blake with the Kite Runner<br>Comparing Blake with The Handmaid’s Tale |          | Analysing and interpreting unseen texts and applying understanding of how literature reflects crime<br>Exploring genre conventions and how authors shape meaning in their texts whilst adhering to the genre of crime.                                                |          |
| Post 16 and beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students develop a deep understanding of how literature reflects and challenges society, enriching their cultural awareness and critical thinking. By analysing texts as crafted responses to political and social issues, they are well-prepared for further study and equipped with the analytical and interpretive skills valued in higher education and beyond. |                                                                                                             |                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                       |          |

| Cross-Curricular Skills | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sociology                                                                                                                                                                                          | Politics                                                                                                                                                      | Drama and Performing Arts                                                                                                                                | Philosophy and Ethics                                                                                                                                                                              | Citizenship / PSHE                                                                                                                    |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                         | Tess of the D'Urbervilles and Victorian gender roles and moral codes.<br>Othello reflects Renaissance ideas on race, status and patriarchy.<br>Blake reflects the impact of the Enlightenment and the Industrial Revolution.                                                                                                                                                                                                                                                                                                                                                                                                    | Literature of Protest engages directly with power structures, social injustice, marginalisation, and resistance<br>Feminism, Marxism, and postcolonial theory provide critical lenses across texts | Literature of Protest engages directly with power structures, social injustice, marginalisation, and resistance—key themes in political theory and sociology. | Othello and Death of a Salesman offer insight into performance, staging, and dramatic structure—valuable for students studying Theatre Studies or Drama. | Moral dilemmas, justice, and existential questions are central in Tess, Othello, and Salesman.<br>Blake explores innocence vs. experience, questioning institutional religion and moral hypocrisy. | Themes of gender inequality, racism, war, trauma, and individual agency link closely to modern citizenship education and PSHE topics. |
| NC Links                | Although the national curriculum formally ends at Key Stage 4, this course builds on its aims and skills. Reading comprehension and critical analysis – applying close reading, interpretation, and evaluation skills developed at GCSE. Emphasising the understanding of authorial intent, critical theory, and literary techniques. Students are required to explore historical, social, cultural and political contexts, mirroring National Curriculum expectations to relate texts to their contexts. Ongoing focus on clarity, coherence, and academic register aligns with the literacy goals of the National Curriculum. |                                                                                                                                                                                                    |                                                                                                                                                               |                                                                                                                                                          |                                                                                                                                                                                                    |                                                                                                                                       |