

Autumn

Spring

Summer

Autumn

Spring

Summer

Autumn

Spring

Summer

We build on the de-coding and comprehension reading focus of KS2 and the transcription and comprehension writing skills.

Creative Writing inspired by Myths and Legends The Novel

Non-Fiction linked to the Novel & The Play

Shakespeare (Heroes and Villains) Year 7 Exam Preparation

Creative Writing (Magic) Non-Fiction

Shakespeare: Romeo and Juliet Poetry from Other Cultures

Novel Year 8 exam Preparation

Short Stories & Creative Writing Conflict Poetry

Novel Shakespeare: Much Ado About Nothing

Exam Preparation Dickensian/ & 19th century texts .

Creative Writing inspired by Myths and Legends

Explore what myths and legends are and how they differ. Additional possible expansion to consider the importance of myths to ancient and modern cultures – what function do they serve? We will use myths and legends to support the development of **reading and writing** skills such as:

- Prometheus - Inference
- Pandora's Box – Supporting ideas
- Erysichthon- Effective Storytelling and writing
- Actaeon – Story Openings
- Echo and Narcissus –Critical response
- King Midas Part 1 - writing alternative endings
- War with Troy, episode 1 - structure

The Novel

Students will **read** and understand a shared novel; they will develop comprehension and interpretation **reading** responses; they will begin to craft more extended **written** responses combining textual analysis and knowledge of the whole text; they will select quotes to support their ideas, making use of PEA/PEAL; they will explore how a writer builds up credible characters; they will identify and explore key themes; they will evaluate the writer's choice of language, form and structure and explore how it creates meaning; they will explore the novel within its social, cultural or historical context.



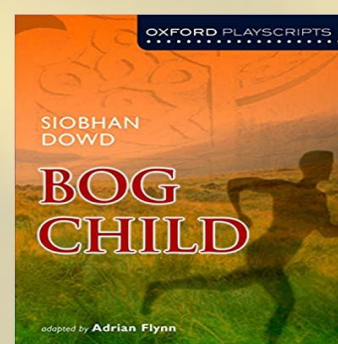
Non-Fiction Writing

Explore non-fiction - how is it similar/different to fiction? Students will develop their active **reading** responses for comprehension and interpretation of texts; explore how language, form and structure are used to create tone and meaning in different types of non-fiction; explore bias; be able to identify fact and opinion.

Students will **write** a broadsheet and a tabloid article (news or opinion); they will adapt a fiction text into a different non-fiction form. Focus particularly on form, purpose and audience, using language imaginatively and creatively to engage the reader and create emotional impact. Students develop the accuracy of their **writing** (spelling and punctuation.)

The Play

Students will **read** and understand a play; they will develop comprehension and interpretation **reading** responses; they will begin to craft clear, more extended **written** responses combining textual analysis and knowledge of the whole text; they will select quotes to support their ideas, making use of PEA/PEAL; they will **write** an analysis of how the writer has developed a key character; they will identify and explore key themes; they will evaluate the writer's choice of language, dramatic technique and structure and explore how it creates meaning; they will produce some **creative writing** inspired by the play (e.g. a piece written from the perspective of a character, a 'missing' scene, creating a spin-off play script); they will explore the play within its social, cultural or historical context; they will prepare performances of extracts from the script.



Shakespeare (Heroes & Villains)

Students will **read** and understand a variety of extracts from Shakespeare's plays and watch strong productions of whole texts; they will begin to craft more extended **spoken presentations** on themes or characters combining textual analysis and knowledge of plot of the whole play/a series of plays; they will make select quotes to support their ideas, making use of PEA/PEAL; they will identify and explore key themes; they will evaluate Shakespeare's use of language, dramatic technique and structure and explore how he creates meaning; they will be introduced to the social, cultural and historical context of Shakespeare's writing; they will prepare performances of extracts from the script.



To appreciate Shakespeare's works and develop key knowledge linked to them. To start to gain experience of the reading section of English Language Paper 1 (comprehension, language and structure analysis)

Creative Writing

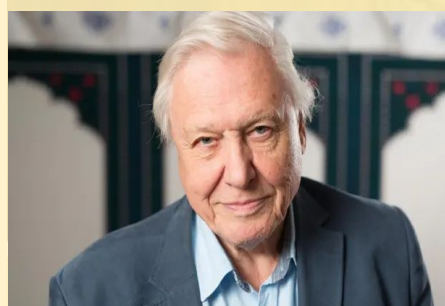
Students learn how to **write** effectively and creatively for different purposes and audiences (we focus particularly on story-telling exploring the theme of magic); to describe and narrate (choice of verbs and adjectives, effective vocabulary); to select appropriate forms and structures; to use language imaginatively and creatively (e.g. experimenting with literary devices); to craft and develop engaging characters and voices; to maintain coherence and consistency across a text.

Writing for impact: Students explore how to engage a reader and create emotional impact.

Writing accurately: Students develop the accuracy of their writing (spelling and punctuation)

Non-Fiction Writing- The Environment

Exploring different types of non-fiction, especially opinion pieces, information writing and leaflets; introduction to key issues and problems linked to the Environment; comparison of broadsheet and tabloid newspapers - form, audience and purpose; leaflet analysis of an issue linked to the Environment; **reading** comprehension tasks linked to the Environment; students learn how to **write** persuasively, create emotional impact and engage readers; students develop their own non-fiction **writing** on an issue that they feel passionate about linked to the Environment such as: plastic waste, global warming, destruction of the rainforests etc.; students develop the accuracy and variety of their spelling and punctuation.



To understand and apply creative writing skills. To understand and apply Non-Fiction writing skills.

Shakespeare: Romeo and Juliet

Students **read** the whole text and watch a film production of the play. We focus on:

Character studies – Exploring different characters and how Shakespeare develops characterisation to present them to the audience (e.g. language, techniques like soliloquies and asides). Opportunities to use the skills of inference and deduction to decode Shakespeare's language and develop deeper understanding of the play. Linked to performance.

Introduction to context and genre – explore the context behind the play to enhance students' knowledge of how context can influence our understanding and how different audiences may respond.

Role play and performance of key moments – getting students to take on the role of characters. Students choose and adapt key moments from the play and produce a performance.

Analysis of key passages – Getting students to analyse key passages with a focus on language, structure and form.

Poetry from other cultures

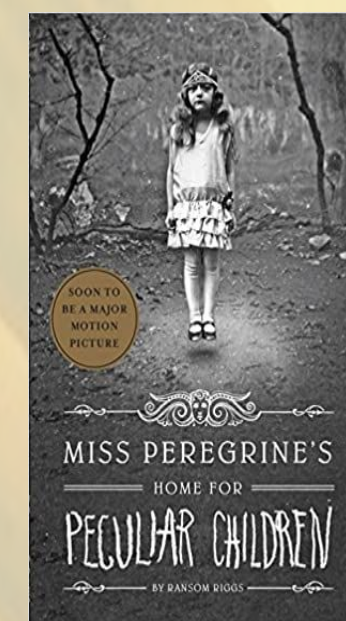
Students will learn to **read**, understand and respond to poetry; they will develop an informed personal response and an appropriate critical style (using MILES or SMILE); they will make textual references to support their interpretations using PEE or PEAL; they will focus on how poets create meaning and effects on the audience; they will evaluate the language, form and structure chosen by poets using relevant subject terminology; they will learn to appreciate and understand the relationship between the poems and their historical, cultural and social context; they will craft clear and coherent **written** responses which compare poems effectively.

The Novel

Students will **read** and understand a shared novel; they will develop comprehension and interpretation **reading** responses; they will begin to craft more extended **written** responses combining textual analysis and knowledge of the whole text; they will select quotes to support their ideas, making use of PEA/PEAL; they will explore how a writer builds up credible characters; they will identify and explore key themes; they will evaluate the writer's choice of language, form and structure and explore how it creates meaning; they will explore the novel within its social, cultural or historical context.

Year 8 English Language Exam Preparation

Year 8 students will be thoroughly prepared for attempting Q1, Q2, Q3 (reading) and Q5 (writing) of English Language GCSE Paper 1



To identify, develop, describe, analyse and critique key ideas linked to character/theme from a novel. To prepare for a more advanced taster of English Language Paper 1 to build on from Year 7.

Creative Writing

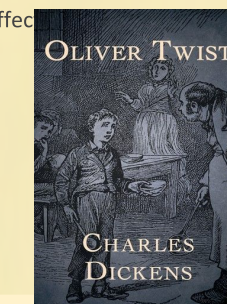
Students learn how to **write** effectively and creatively for different purposes and audiences: to describe and narrate (choice of verbs and adjectives, effective vocabulary); to select appropriate forms and structures, with particular emphasis on beginnings and endings; to explore different genres of fiction; to use language imaginatively and creatively (e.g. experimenting with literary devices, different narrative voices and perspectives); to craft and develop engaging characters and voices; to maintain coherence and consistency across a text.

Writing for impact: Students explore how to engage a reader and create emotional impact.

Writing accurately: Students develop the accuracy of their writing (spelling and punctuation)

War/Conflict Poetry:

Students will develop their reading, understanding and response to poetry; they will develop an informed personal response and an appropriate critical style (using MILES or SMILE); they will make textual references to support their interpretations using PEE or PEAL; they will focus on how poets create meaning and effects on the audience; they will evaluate the language, form and structure chosen by poets using relevant subject terminology; they will learn to appreciate and understand the relationship between the poems and their historical, cultural and social context; they will craft clear and coherent **written** responses which compare poems effectively.



To appreciate the works and develop key knowledge linked to play written by William Shakespeare. To identify, develop, describe, analyse and critique key ideas linked to character/theme from a novel.

The Novel

Students will **read** and understand a more challenging shared novel; they will develop comprehension and interpretation **reading** responses; they will begin to craft more extended **written** responses combining textual analysis and knowledge of the whole text; they will select quotes to support their ideas, making use of PEA/PEAL; they will explore how a writer builds up credible characters; they will identify and explore key themes; they will evaluate the writer's choice of language, form and structure and explore how it creates meaning; they will explore the novel within its social, cultural or historical context.

Shakespeare: Much Ado About Nothing

Students **read** the whole text and **watch** a film production of the play. We focus on: **Character studies** – Exploring different characters and how Shakespeare develops characterisation to present them to the audience (e.g. language, techniques like soliloquies and asides). Opportunities to use the skills of inference and deduction to decode Shakespeare's language and develop deeper understanding of the play. Link to performance.

Introduction to context and genre – explore the context behind the play to enhance students' knowledge of how context can influence our understanding and how different audiences may respond. How has the genre of comedy evolved since this play?

Role play and performance of key moments – getting students to take on the role of characters. Students choose and adapt key moments from the play and produce a performance. **Analysis of key passages** – Getting students to analyse key passages with a focus on language, structure and form

Year 9 English Language Exam Preparation

Year 9 students will be prepared to sit a full English Language Paper 2 GCSE examination. **Dickensian/19th century texts**

Students will be introduced through extracts to a variety of Victorian Literature exploring themes and genre, but move on to one 19th century text; they will develop comprehension and interpretation **reading** responses; they will begin to craft more extended **written** responses combining textual analysis and knowledge of the whole text; they will select quotes to support their ideas, making use of PEA/PEAL; they will explore how a writer builds up credible characters; they will identify and explore key themes; they will evaluate the writer's choice of language, form and structure and explore how it creates meaning; they will explore the novel within its social, cultural or historical context.



To develop key techniques and an understanding of poetic conventions.

Students will be prepared to sit a full English Language Paper 2 assessing **reading and writing** skills.

Core Knowledge

Concepts

To understand and apply creative writing skills
To identify, analyse and explain key ideas from a novel.
To analyse how writers' choices of form, structure and language create meaning

To understand and apply non-fiction writing skills
To identify, analyse and explain key ideas/themes from a play
To analyse how writers' choices of form, structure and language create meaning

To appreciate Shakespeare's works and develop key knowledge linked to them.
To start to gain experience of the reading section of English Language Paper 1 (comprehension, language and structure analysis)

To understand and apply creative writing skills.
To understand and apply Non-Fiction writing skills.

To appreciate the works of Shakespeare and develop key knowledges/techniques linked to Shakespeare's works.
To develop key techniques and an understanding of poetic conventions.

To identify, develop, describe, analyse and critique key ideas linked to character/theme from a novel.
To prepare for a more advanced taster of English Language Paper 1 to build on from Year 7.

To appreciate the works and develop key knowledge linked to play written by William Shakespeare.
To identify, develop, describe, analyse and critique key ideas linked to character/theme from a novel.

To understand and apply creative writing skills
To identify, analyse and explain key ideas/themes from a 19th century text.

To develop key techniques and an understanding of poetic conventions.

Students will be prepared to sit a full English Language Paper 2 assessing **reading and writing** skills.

PROGRESSION

Opportunities & Adaptations

Each programme of study is adapted to suit each of the different pathways. This is mainly dictated by choice of text and delivery of lessons which are differentiated to suit ability, pathway and student needs across the board.

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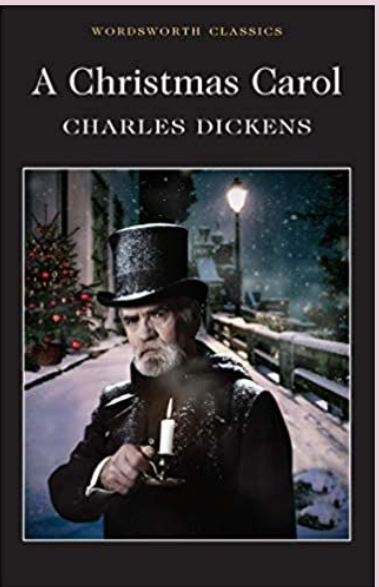

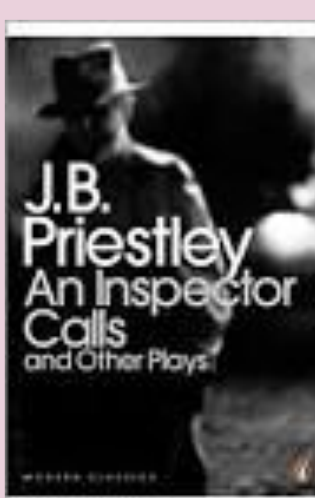

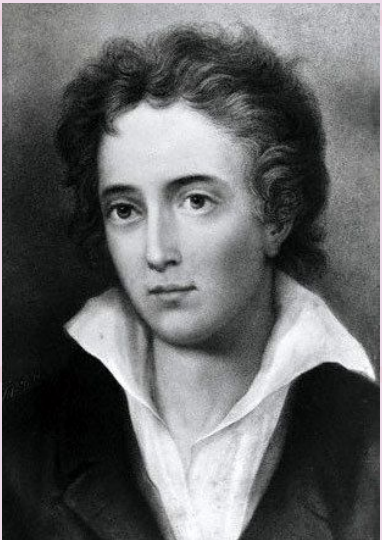
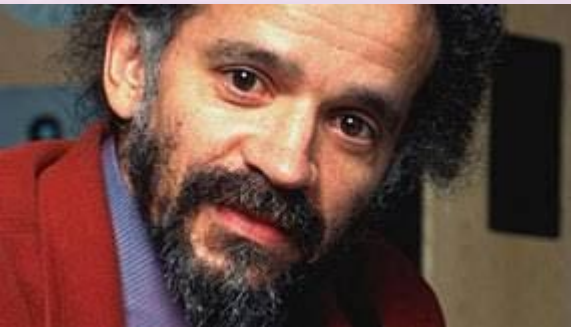

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| | | Year 10 | | | Year 11 | | Key Stage 5 → |
|---|--|--|--|---|---|---|---|
| | | Autumn | Spring | Summer | Autumn | Spring | Summer |
| <p>We build on the KS3 study of prose, poetry and drama, with a particular focus on how writers create meanings with their choices of language, form and structure.</p> | | <p>English Literature GCSE - <i>Unseen poetry and Power and Conflict anthology</i></p> | <p>English Literature GCSE - <i>An Inspector Calls</i></p> | <p>English Literature - <i>A Christmas Carol</i></p> | <p>English Literature GCSE - <i>Macbeth</i></p> | <p>Revision</p> | <p>Revision</p> |
| <p>Core Knowledge</p> | | <p>Students will learn to read, understand and respond to poetry; they will develop an informed personal response and an appropriate critical style; they will make textual references to support their interpretations; they will focus on how poets create meaning and effects on the audience; they will evaluate the language, form and structure chosen by poets using relevant subject terminology; they will learn to appreciate and understand the relationship between the poems and their historical, cultural and social context; they will craft clear and coherent written responses which compare poems effectively.</p> | <p>Students will learn to read, understand and respond to the play; they will develop an informed personal response and an appropriate critical style; they will make textual references to support their interpretations; they will focus on how Priestley has created meaning and effects on the audience; they will evaluate the language, form and structure chosen by Priestley using relevant subject terminology; they will learn to appreciate and understand the relationship between the play and its historical, cultural and social context; they will craft clear and coherent written responses.</p> | <p>Students will learn to read, understand and respond to the novella; they will develop an informed personal response and an appropriate critical style; they will make textual references to support their interpretations; they will focus on how Dickens has created meaning and effects on the reader; they will evaluate the language, form and structure chosen by Dickens using relevant subject terminology; they will learn to appreciate and understand the relationship between the novella and its historical, cultural and social context; they will craft clear and coherent written responses, combining close textual evaluation with wider knowledge of the whole text.</p> | <p>Students will learn to read, understand and respond to the play; they will develop an informed personal response and an appropriate critical style; they will make textual references to support their interpretations; they will focus on how Shakespeare has created meaning and effects for the audience; they will evaluate the language, form and structure chosen by Shakespeare using relevant subject terminology; they will learn to appreciate and understand the relationship between the play and its historical, cultural and social context; they will craft clear and coherent written responses.</p> | <p>Students re-read the set texts, exploring characters, themes, techniques. We re-visit the two English Literature papers, ensuring students know exactly what the examiners are asking them to do in the different questions. We ensure that they understand the rubric and are able to meet timing constraints. Practice the reading and writing skills necessary to do well.</p> | <p>Students re-read the set texts, exploring characters, themes, techniques. We re-visit the two English Literature papers, ensuring students know exactly what the examiners are asking them to do in the different questions. We ensure that they understand the rubric and are able to meet timing constraints. Practice the reading and writing skills necessary to do well.</p> |
| <p>Concepts</p> | | <p>To explore how poets articulate attitudes to conflict and power through choices of language, form and structure and also explain the impact of those choices on readers.</p> | <p>To respond to the text <i>as a play</i>; to develop an understanding of its historical context</p> | <p>To respond to the themes of the novella; to develop an understanding of what inspired Dickens and relevant historical context</p> | <p>To respond to the text <i>as a play</i>; to explore the impact of Shakespeare's language; to develop an understanding of <i>Macbeth's</i> Dark Ages setting and early Jacobean historical context</p> |    | |
| | | ➤ | ➤ | ➤ | ➤ | | ➤ |
| <p>Opportunities & Adaptations</p> | | <p>National Poetry Day (1st October 2020) Poetry by Heart The Anthology contains poems written by past Poet Laureates. Follow current Poet Laureate's output.</p> | <p>Touring National Theatre production 2018 BBC film version</p> | <p>Filmed and animated versions of the novella Touring productions of play versions</p> | <p>Box Clever touring production Recent filmed versions including the 2020 Globe Theatre production Contextual research</p> |  |  |
| <p>Vocabulary</p> | | <p>Evaluation, language, form and structure</p> | <p>Context, socialism, capitalism, Edwardian Era, the Welfare State, the NHS, characterisation, stage directions, interpretation, performance, setting, props, themes, language, form and structure,</p> | <p>Victorian Era, social class, the Poor Law, Workhouses, Malthus, characterisation, setting, theme, language, form and structure.</p> | <p>The Dark Ages, Jacobean era. Characterisation, stage directions, interpretation, performance, setting, props, theme, language, form and structure, soliloquy, verse, prose, rhyming couplets</p> |  | |
| <p>Assessment</p> | | <p>Through questioning and discussion in class, through students' presentations, homework and practice essays</p> | <p>Through questioning and discussion in class, through students' presentations, homework and practice essays</p> | <p>Through questioning and discussion in class, through students' presentations, homework and practice essays</p> | <p>Through questioning and discussion in class, through students' presentations, homework and practice essays</p> | <p>Intensive practice responding to past exam questions</p> |  |

English Literature

Excellence; for each, for all

English Language GCSE - Paper 1

English Language GCSE - Paper 2, Section B
Spoken Language Endorsement

English Language GCSE - Paper 1, Section A

REVISION

REVISION

We build on the non-fiction and fiction reading and writing skills students developed in KS3.

Reading

Critical reading and comprehension: identifying and interpreting ideas; drawing inferences and justifying these with evidence; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text.

Summary and synthesis: identifying the main ideas or themes; summarising ideas and information from a single text.

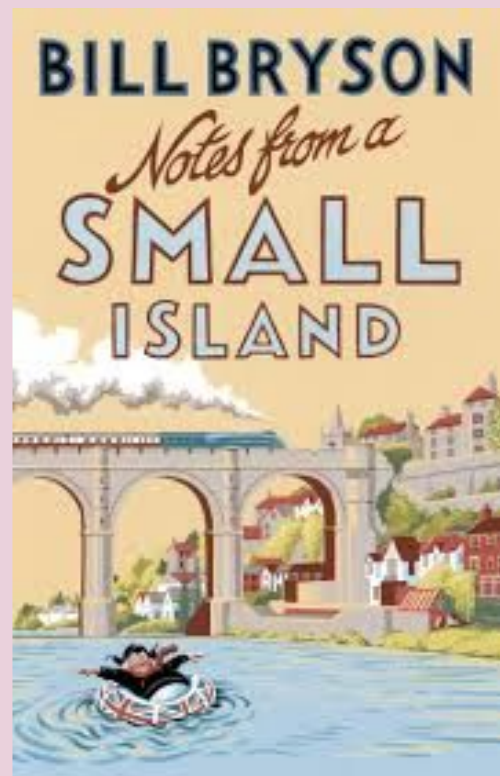
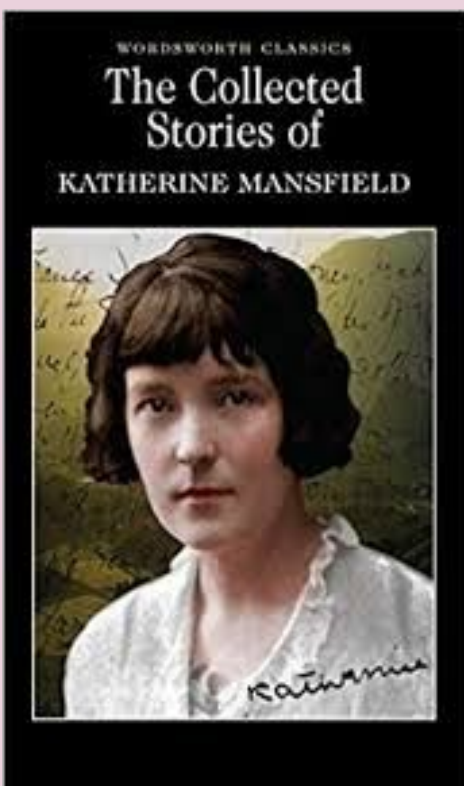
Analysis/ Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

Writing

Producing clear and coherent text: writing effectively for different purposes and audiences: to describe and narrate; selecting vocabulary, grammar, form, and structural and organisational features judiciously; using language imaginatively and creatively; maintaining coherence and consistency across a text

Writing for impact: creating emotional impact; using language creatively, imaginatively and persuasively.

Writing accurately



English Language Paper 2 Sect B: Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.

Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken Language Endorsement: Students explore effective speeches and identify techniques writers use to communicate their viewpoints and perspectives powerfully to an audience; they also look at videos and listen to recordings to identify the body language, expression and tone of voice that supports the communication of these ideas. They apply what they have learned from these models to their own writing and produce a polished and effective speech.

How writers convey their ideas and perspectives in an effective and memorable way

Spoken Language Endorsement: Jack Petchey's Speak Out Challenge
The Orwell Writing Competition

Audience, purpose, structure, opening, anecdote, facts, statistics, repetition, anaphora, alliteration, direct address, triples, emotive language

Spoken Language Endorsement: The student's presentation and response to questions and feedback is marked by their teacher.

Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text

Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text

Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

Comparing texts: comparing two or more texts critically

How writers use narrative and descriptive techniques to engage the interest of readers

Subscription to The Day
Non-Fiction writing competitions

analyse, evaluate, summarise, synthesise, context, create, develop,

Purpose, audience, form, layout, language autobiography, biography, diary, newspaper, article, letter, tone, irony, satire, perspective, viewpoint, bias, juxtaposition.

Practice paper

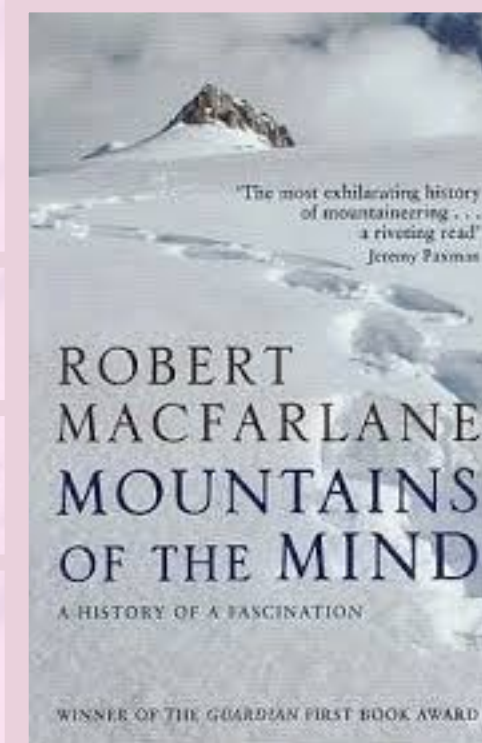


Re-visit the two English Language papers, ensuring students know exactly what the examiners are asking them to do in the different questions. Ensure that they understand the rubric and are able to meet timing constraints.

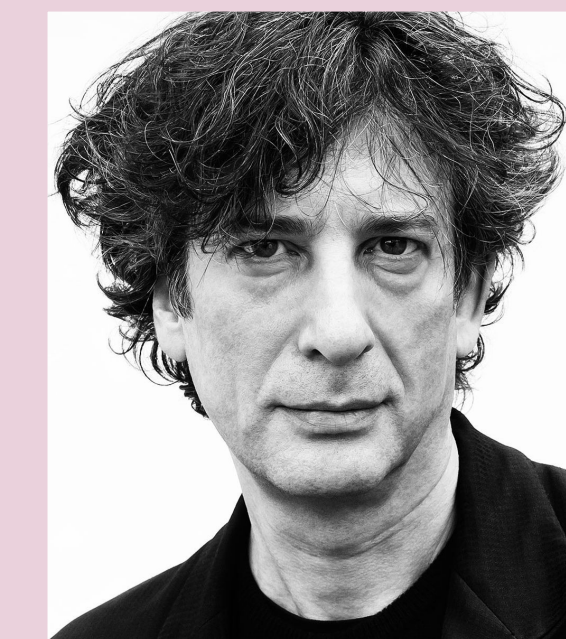
Practice the reading and writing skills.

Re-visit the two English Language papers, ensuring students know exactly what the examiners are asking them to do in the different questions. Ensure that they understand the rubric and are able to meet timing constraints.

Practice the reading and writing skills.



The reading and writing skills developed in GCSE English Language are crucial to adult life, communicating in the workplace, and for accessing other academic courses. Paper 1 Section A is a particularly good preparation for aspects of English Literature A level; the whole course provides a strong grounding for A level English Language.



Core Knowledge

Concepts

Opportunities & Adaptations

Vocabulary

Assessment

How writers use narrative and descriptive techniques to engage the interest of readers

BBC Young Writers' Award

Synthesise, summarise, analyse, evaluate, describe.
Purpose, audience, form, narrative, description, noun, verb, adjective, adverb, figurative language, simile, metaphor, personification, narrative perspective, narrative structure,

Practice Paper 1 English Language



A level Literature builds on the foundation of critical reading and writing skills developed during GCSE literature but also includes many opportunities for students to capitalise on wider contextual knowledge learned in humanities and arts subjects.

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Comparative and Contextual Study - Unseen Texts, The Handmaid's Tale, 1984

Drama & Poetry Pre-1900 - The Tempest, Paradise Lost

Drama & Poetry Pre-1900 - The Tempest, Paradise Lost, A Doll's House
Introduction to Post-1900 Literature

Comparative and Contextual Study
Post-1900 Literature (NEA)

Drama & Poetry Pre-1900 - The Tempest, Paradise Lost, A Doll's House

Revision

Introduction to the genre and contexts of dystopia.
Writing an A-level critical appreciation.
Introduction to AOs.
Close reading of Unseen texts.
Focused reading of The Handmaid's Tale and 1984.
Writing a comparative essay at A-level

Explore contrasts, connections and comparisons between texts, including key aspects of context: literary, social, political, historical, writing, reception.

For Shakespeare, students will analyse dramatic effects and explore critical interpretations and adaptations of their key text.

A Doll's House is explored in relation to Paradise Lost, books IX and X. Students explore the same contrasts as the previous term but this time more synoptically and against exam type questions.
Introduction to both task types and expectations
Evaluation of example text groupings
Evaluation of example responses for both text types
Evaluation of exam board feedback
Explore one theoretical perspective (e.g. feminism) to establish potential for application of interpretations (AO5)
Guidance on text selection
Developing a working title
Writing a project plan

Revisiting the genre of dystopia.
Studying context of writing: biographical, historical, political, social, literary
Guided reading of key sequences of the text but with a focus on discussing concepts rather than the technicalities of presentation.
Mapping connections based on: narrative, character, theme, context.

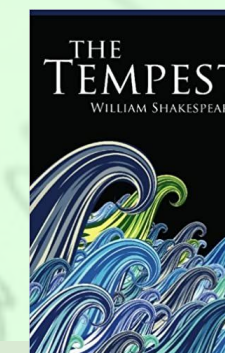
Writing an A level critical appreciation, including expectations for the highest level of response (established alongside the first text).
We will explore example groupings of texts and evaluate their potential for rewarding study.
Students will study key theoretical perspectives and apply these in personal responses to their key texts
Comparative essay planning, including a particular focus on structuring, will be part of the taught lesson sequence.

Explore contrasts, connections and comparisons between 'Paradise Lost' (books IX and X) and 'A Doll's House'.
Explore ways in which texts relate to each other and to literary traditions, movements and genres.
Understand the significance of cultural and contextual influences on readers and writers.
Identify and consider how attitudes and values are expressed in their chosen texts.
Critical, technical analysis of extracts from the Shakespeare play, focusing on reading of dramatic effect.
Exploring critical interpretations of Shakespeare, both historical and contemporary.

Depending on prior performance in previous revision units in Y13, different weightings will be given to the time spent on exam preparation from across the course.

Ability to write effectively for reward in the exam will be explicitly explored every lesson.

Students will also be creating and sharing different approaches to revision that involve higher level thinking skills.



Core Knowledge

Critical appreciation, knowledge of genre

Significance of context on writing and reception, sophisticated comparison with a synthesis of literary concepts and contexts as a basis

Independent study, structuring an extended study, holistic literature study (in addition to previous term concepts)

Significance of context on writing and reception, sophisticated comparison with a synthesis of literary concepts and contexts as a basis. Critical appreciation, knowledge of genre

Significance of context on writing and reception, sophisticated comparison with a synthesis of literary concepts and contexts as a basis

All key concepts explored, with priorities chosen based on prior assessment of current students

Concepts

Exemplars or Key Questions?

Copies of A and A* graded responses from previous students are referred to throughout, along with model answers provided by the exam board.
Due to the need for students to develop their own interpretations of texts we explore key questions every week, challenging students to either focus on context, critical interpretation or technical analysis as befits the unit content and final assessment.



Opportunities & Adaptations

A wide range of cultural capital, especially in links with other subjects and as a platform for wider reading of both fiction in the genre, historical records and critical responses.

Cultural capital, primarily in links with historical events and social attitudes to gender roles.
Theatre trips to see 'A Doll's House'.
Trips to see expert lectures on key texts

Cultural capital - the focus varies depending on student text choice

A wide range of cultural capital, especially in links with other subjects and as a platform for wider reading of both fiction in the genre, historical records and critical responses.

Cultural capital, primarily in links with historical events and social attitudes to gender roles.
Potential for further theatre trips and expert lectures, dependent on what is available.

A wide range of cultural capital, especially in links with other subjects and as a platform for wider reading of both fiction in the genre, historical records and critical responses.

Vocabulary

Dystopia, Utopia, Genre, Appreciation, Modernism, Post-modernism, Socio-historical context, Totalitarianism, Post-society

Theology, Feminism, Socio-historical, Post-lapsarian, Soliloquy, Aside, Epilogue, Symbolism, Motif, Iambic pentameter

Interpretations (AO5)
Theoretical perspective

Communism
Marxism
Dystopia
Socio-political
Orwellian

Theology, Feminism, Socio-historical, Post-lapsarian, Soliloquy, Aside, Epilogue, Symbolism, Motif, Iambic pentametre

All from prior units

Assessment

Timed and non-timed exam style assessments modelled precisely on external examinations, focusing on critical appreciation and contextual comparison

Comparative essay writing, high level discussion, refining personal interpretations

Year 12 completion exam (whole paper 1)
Project proposal and plan

Drafts of both NEA pieces: critical analysis and comparison.
Comparative essay precisely modeled on the first and second exam questions of component 2

Comparative essay precisely modeled on the second exam question of component 1

Timed exam style assessments modelled precisely on external examinations

Besides clear progression into the study of English at degree level, the critical reading, thinking and analysis skills you develop are highly applicable to a vast range of subject choices and is the reason that English qualifications are often preferred by many universities.

Here is a small selection of subjects and careers that English can lead to:-

Law,
Marketing,
Journalism,
Creative writing,
Veterinary
Science (when taken with Biology and Chemistry),
Business,
History

And many more.

The course builds on the textual analysis reading skills that students have developed at GCSE level, their knowledge of language terminology, and also on creative writing skills.

Core Knowledge

Concepts

Exemplars

Opportunities & Adaptations

Vocabulary

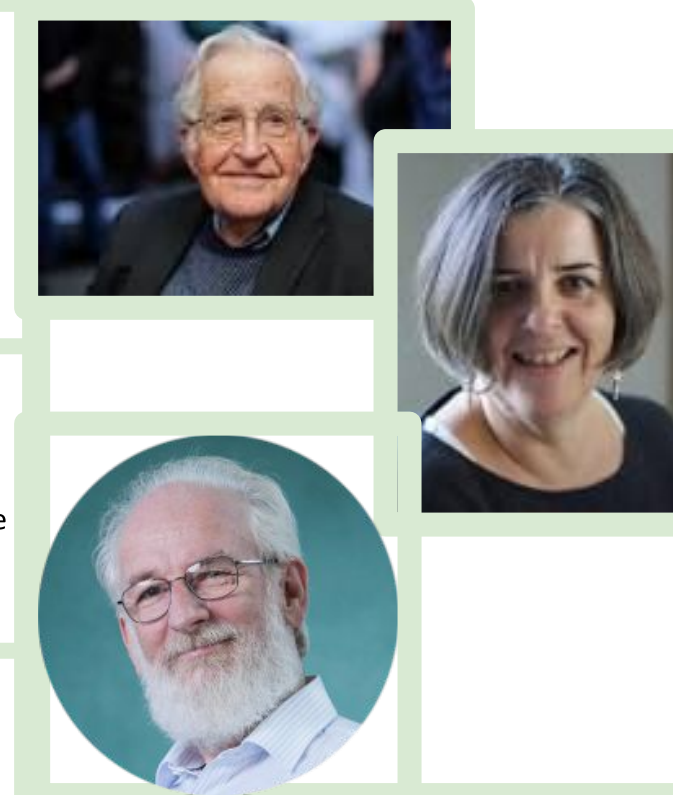
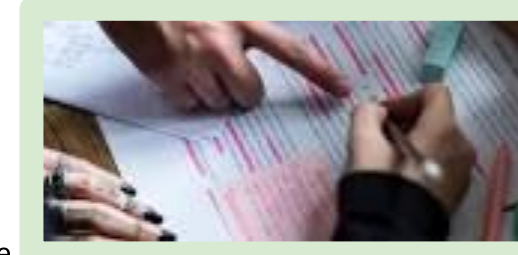
Assessment

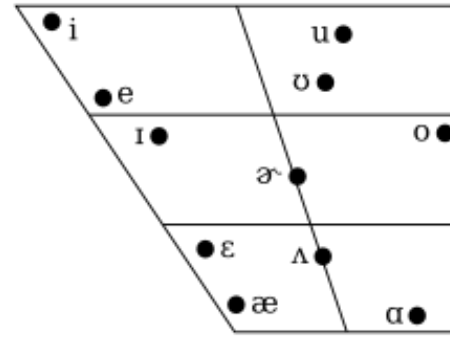


English develops skills of critical reading, thinking and written analytical skills which are excellent skills for a range of university courses and careers.



In addition to the obvious progress to studying english language at university, the qualification complements a range of other courses such as:

- Linguistics
- Forensic Linguistics
- Journalism
- Law
- Politics
- History
- Psychology
- Sociology
- Drama & Theatre studies
- Speech & language therapy
- ...



| | Autumn | Spring | Summer | Autumn | Spring | Summer |
|--|--|---|---|--|--|---|
| | Language, the Individual & Society Language in Action | Language Diversity Child Language Acquisition | Language Investigation Preparation for Paper 1 | Language Change Language, the Individual & Society | Language & Identity Preparation for Paper 2 | Exam preparation |
| | Language, the Individual & Society Students will explore the relationship between language and gender on a personal and social level and how this has changed over time. Developing knowledge of gender theories and critically analysing their relevance. | Language Diversity Students will study the way in which social and geographical differences impact on language development and use. A range of studies will support students' knowledge of the way in which how and why language variation is present. | Language Investigation Students will be introduced to the second coursework element in which they are required to investigate any aspect of language study that interests them. Students will be supported with practise data analysis and supervised in formulating their own investigation into language. | Language Change Introduce students to the history of English and the influences on language use over time. Students will consider the development of English from Old English use up to modern 21st century developments and explore the significant changes. Furthermore, they will explore the attitudes to language change both historically and currently. | Language & Identity Students will use their knowledge of language change to explore the manner in which English has evolved around the world and developed into an international language. Through this they will explore the different ways in which global populations have used and developed the language for their own society. | Revise all topics and prepare students for exams through regular assessment and exam practice and exemplar responses. |
| | Language in Action Introducing students to a range of textual analysis methods which develop existing language knowledge and apply more sophisticated language frameworks for effective analysis. Through this analysis, students will create their own original writing piece using style models as a stimulus. This will count as one half of the coursework. | Child Language Acquisition Introducing students to the methods in which children acquire spoken and written language and learn to read. Students will explore studies and theories which support different strategies used and consider the impact of language in society on children. | Preparation for Paper 1 Students will consolidate work completed during the first two terms and apply knowledge to exam based questions and complete a full paper 1 mock. | Language, the Individual & Society Students will explore how language can be used to represent different groups in society such as occupational groups. Students will explore the use of language within occupations such as politics, law, medicine and education. | Preparation for Paper 2 Supporting students in applying knowledge and skills to preparing for paper 2. Particular focus on refining responses to paper 2 section A, 'Evaluate...'. Students will also refine skills to draw together subject knowledge to understand the holistic approach to the exam questions. | |
| | How language used for different purposes, audiences, genres and modes. Significance of language & gender | Significance of the diversity Accent & dialect across the UK and awareness of social groups and sociolect studies Understanding of Child Language acquisition |  | Awareness of the History of English, the significance of how language has and continues to change Exploring the significance of language & occupation | Significance of how English has spread across the globe and how World Englishes continue to evolve. | All key concepts are revised and students prepared for exam content |

Copies of A and A* graded responses from previous students are referred to throughout, along with model answers provided by the exam board. Using the language framework introduced early in the course, we regularly analyse texts and complete key questions on a range of texts as well as a final assessment.

| | | | | | |
|---|---|---|---|---|---|
| Students take a personal insight into their own language use and increased awareness of language surrounding them on a daily basis. Opportunity to demonstrate their written skills in coursework. | Inviting children into school for CLA session Visiting local schools and/or nurseries | Students may choose to collect their own data for their investigations and have the opportunity record, sample and gather their own data. | Examples of historical records of the English language at the British library | EMC English Language Student Conference, London |  |
| Phonology, morphology, pragmatics, discourse, lexis, semantics, grammar, graphology Dominance model, difference model, deficit model, | Sociolect, Match guise, Native, cognitive, behaviourist, interactional models, Influential and instrumental power |  | Diachronic and synchronic change, prescriptivism, descriptivism, Amelioration, pejoration, borrowing, loan words, broadening, narrowing | Idiolect, lingua franca, English as a foreign language English as a second language, Native English, Global English | Revision of all key terms and theories/studies from the course |
| Through questioning and essay based homework tasks. Exemplar exam questions - Paper 1 section A | Through questioning and essay based homework tasks. Exemplar exam questions - Paper 1 section B | Through questioning and essay based homework tasks. Exemplar exam questions - Paper 1 section A & B | Through questioning and essay based homework tasks. Exemplar exam questions - Paper 2 section A | Through questioning and essay based homework tasks. Exemplar exam questions - Paper 1 section A & B | Regular assessment of all exam papers |