

As an English department, we are passionate about developing pupil confidence with regard to reading, writing, speaking and listening. It is our mission to ensure every child leaves the school with an English qualification and is equipped to embark on the next stage of their life. The department aims to:

- Nurture an appreciation for modern and classic English literature.
- Encourage pupils to be inquisitive and analytical readers.
- Develop creative and analytical writing skills so that students can express themselves precisely, accurately, and in detail.
- Shape pupils into confident communicators, where pupils are encouraged to express and appreciate different opinions.
- Foster an enjoyment of reading and writing, giving pupils the space to take their own risks and become independent learners.

**Key Stage 3** English lessons are engaging and culturally relevant and the curriculum is carefully designed to promote interest in the subject, and to inspire a love of language in our pupils. At Key Stage 3, pupils explore a range of literature including poetry, novels and non-fiction, from the 19<sup>th</sup> century to contemporary texts. They begin to develop an understanding and appreciation of language, contexts and the writer's craft. Pupils build on their prior knowledge of a writer's purpose and begin to analyse language and its effects. They also apply these skills and begin to develop their own writing. They plan, draft and edit their work in order to progress as sophisticated writers. Key Stage 3 focuses on shaping pupils into confident communicators, through discussion-based tasks, where pupils are encouraged to express and appreciate different opinions. We foster an enjoyment of reading and writing, giving pupils the space to take their own risks and become independent learners.

English lessons at **KS4** aim to nurture an appreciation for modern and classic English literature. Pupils explore a wide range of literature including poetry, novels and non-fiction, from the 19<sup>th</sup> century to contemporary texts. Pupils are encouraged to be inquisitive and analytical readers through the detailed exploration of language and structure and become compelling, persuasive and creative writers. There are opportunities to explore the contextual effect of the texts they are reading, thinking deeply about the impact in which they are received by different eras and audiences. Pupils will develop their speaking and listening skills, responding appropriately to any questions and feedback during spoken presentations.

The study of English at **KS5** encourages learners to develop their interest in and enjoyment of language and literature as they read widely and independently both set texts and others that they have selected for themselves. Students engage critically and creatively with a substantial body of texts and ways of responding to them; developing and effectively applying their knowledge of literary analysis and evaluation in writing. Students use linguistic and literary approaches in their reading and interpretation of texts and develop their skills as producers and interpreters of language. There are opportunities to consider the contexts of the texts they are reading and the contexts in which they are produced and received.

| Year     | Knowledge (Topics /Contexts)<br>What pupils will 'know'.                                                              | Skills acquired<br>What pupils will be able to 'do'.                                                                                                                                                                                                                                                                                                                                     | Concepts developed<br>What pupils will 'understand'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 7 Term 1 | Genre Study: Adventure<br><i>Hatchet</i> by Gary Paulsen<br><br>Adventure Writing – The features of Adventure Writing | <ul style="list-style-type: none"> <li>➤ Analyse language and use inference across different forms.</li> <li>➤ Develop their own narratives including narrative hooks, characterisation, effective endings etc.</li> <li>➤ Write accurately using grammatical structures, correct spelling of advanced words, a range of sentence constructions and develop their vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>➤ How language is used to convey meaning.</li> <li>➤ How writers use inference to create meaningful characters and establish setting.</li> <li>➤ What makes an effective narrative and how to apply this to their own writing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Dominant Objectives: KPI 1/KPI 2</b><br/>READING: How does the writer create a sense of panic and tension in chapter 3?</p> <p><b>Dominant Objectives: KPI 5 / KPI 6</b><br/>WRITING – Chapter 9 – Brian sees the bear – write the next section of the story<br/>Image stimulus / opening sentence for creative writing (1 planning / 1 writing)</p>                                                             |
| 7 Term 2 | Monsters, Myths and Legends - Fiction and Non-fiction                                                                 | <ul style="list-style-type: none"> <li>➤ Make a comparison between characters in a text.</li> <li>➤ Use and apply context to help gain a better understanding of the text read.</li> <li>➤ Evaluate a text effectively.</li> </ul> <p>Perform a monologue or group performance of a small section of a Shakespearean text.</p>                                                           | <ul style="list-style-type: none"> <li>➤ How to explore the similarities and differences between characters.</li> <li>➤ How writer's use different methods to present their characters.</li> <li>➤ How to explore links between the text and context to illicit meaning.</li> <li>➤ How to form and develop informed opinions based on a text.</li> <li>➤ How to vary sentence structures and openings to interest the reader.</li> <li>➤ How to spell many common words accurately.</li> <li>➤ Use more adventurous and relevant vocabulary for effect.</li> <li>➤ To understand how to speak and express themselves using tone, gesture and staging to suit the audience.</li> </ul> | <p><b>Dominant Objectives: KPI 1/KPI 2</b><br/>READING – How does Tennyson use language to make the Kraken seem frightening?</p> <p><b>Dominant Objectives: KPI 5 / KPI 6</b><br/>WRITING: Viewpoint Writing 'People have become too selfish and don't look out for each other and this needs to change.' In light of the myths you have studied, write an article in which you argue your view on this statement.</p> |
| 7 Term 3 | Shakespeare: <i>A Midsummer Night's Dream/Tempest/ Twelfth Night</i>                                                  |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Dominant Objectives: KPI 2/KPI 7</b></p> <p>READING: (Extract analysis)<br/><i>A Midsummer Night's Dream</i>: How does Shakespeare portray the theme of disorder in the extract between the Athenian Lovers?</p> <p>The <i>Tempest</i>: In the extract, how does Shakespeare present ideas of revenge and rebellion?</p> <p><i>Twelfth Night</i>: How does Shakespeare present deceit in the extract?</p>        |



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| 8 Term 3 | Noughts and Crosses (play)<br><br><br><br><br><br><br><br><br><br>Powerful Voices: Non-fiction speeches                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Dominant Objectives: KPI 2 / KPI 7</b><br/>Reading: How is discrimination presented in A1S5?</p> <p><b>Dominant Objectives: KPI 5 / KPI 6</b><br/><b>Writing:</b> Write a speech to persuade people to do more to tackle an issue (race/discrimination/death penalty)</p> <p><b>Dominant Objectives: KPI 2</b><br/><b>Reading:</b> How does Martin Luther King use persuasive language in his 'I have a dream' speech?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9 Term 1 | Exploring Drama: <i>A View from the Bridge/Blood Brothers</i><br><br>American Literature: <i>Of Mice and Men/To Kill a Mockingbird</i> | <ul style="list-style-type: none"> <li>➤ Analyse language and structure and use inference across different text types.</li> <li>➤ Evaluate a text by developing and applying their own critical judgement.</li> <li>➤ Analyse language and structure and use inference across different text types.</li> <li>➤ Compare writers' presentations of attitudes towards the self and identity in poetry.</li> <li>➤ Compare writers' presentations of themes in 19<sup>th</sup> Century literature.</li> <li>➤ Develop their own persuasive writing including persuasive techniques, structural devices, and developing arguments.</li> <li>➤ Write accurately using grammatical structures, correct spelling of sophisticated words, a range of sentence constructions and use complex vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>➤ How writers present moral issues within society and their impact.</li> <li>➤ How to offer a developed and well-informed critical judgement about a text.</li> <li>➤ Confidently understand how a viewpoint is developed in a text.</li> <li>➤ Confidently create and show their own point of view in their writing.</li> <li>➤ Confidently craft their own writing by being technically accurate in relation to grammar, vocabulary, spelling and sentence construction.</li> <li>➤ How to thoughtfully analyse how techniques, language and structure are used by a writer to create meaning.</li> <li>➤ How a writer uses structural choices in order to support and develop the themes in a text.</li> </ul> | <p><b>Dominant Objectives: KPI 4</b><br/><b>READING: EVALUATION QUESTION</b><br/>End of Act 1 (the chair scene). A student having read this section of the play has said: 'This section is tense because both Rodolpho and Eddie are desperately trying to prove their masculinity.' To what extent to you agree with this statement?<br/>OR<br/>From p26-29 'Mrs Johnstone: Mickey...Mickey...' to 'Mrs Lyons: Oh, my son...my beautiful, beautiful son'<br/>A student having read this section of the play has said: 'At this point, it is clear that Eddie and Mickey want to be together and are destined to learn about one another's true identity.' To what extent to you agree with this statement?</p> <p><b>Dominant Objectives: KPI1/KP1 2 / KPI 7</b><br/>How does Steinbeck use details in this passage to present Crooks?<br/>And<br/>How do other characters treat Crooks in the novel and what does this show you about the society in which he lives?</p> |
| 9 Term 2 | 19 <sup>th</sup> Century Literature: Childhood and Education/Women/Setting/Adventure and Mystery                                       | Debate the advantages and disadvantages of technology in different settings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How to present their view point orally using sophisticated vocabulary and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Dominant Objectives: KPI 2/KPI 3/</b><br/><b>READING</b> –Starting with this extract, how does Dickens present David as a victim?</p> <p><b>Dominant Objectives: KPI 5/KPI 6/</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|           | Fiction and Non-Fiction:<br>Technology                                                                                                             |                                                                                                                                                                                                                                                                                                                                   | responding eloquently to opposing perspectives in the class.                                                                                                                                                                                            | <p><b>WRITING EXAM</b> – images based on 19<sup>th</sup> century</p> <p><b>Dominant Objectives: KPI 5 / KPI 6</b><br/>Writing: Present a viewpoint– Draft/Re-draft<br/>Social media/ Gaming / Phones is/are corrupt and ruin(s) childhood.' Write an article, in which you express your point of view.</p>                                                                                                                                                                                                                                                                        |
| 9 Term 3  | <p>Shakespeare: <i>Macbeth/The Merchant of Venice/Much Ado About Nothing/</i></p> <p>Culture and Identity: Poetry</p>                              |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                         | <p><b>Dominant Objectives: KPI 1 /KPI 2 / KPI 7</b><br/>READING: Shakespeare extract + wider text<br/>Macbeth: Starting with this extract, how does Shakespeare present Lady Macbeth<br/>OR<br/>Much Ado: Starting with this extract, explain how Shakespeare presents the relationship between Beatrice and Benedick.</p> <p><b>Dominant Objectives: KPI 2 / KPI 3</b><br/>Reading –Comparison of 2 poems<br/>(Teacher choice of poems)<br/>E.g. Compare the ways in which the poets of 'Search for my tongue' and 'Still, I rise' present their attitudes towards identity?</p> |
| 10 Term 1 | <p><i>An Inspector Calls</i> by J B Priestley</p> <p>Writing to describe and narrate</p> <p>Writing to argue, persuade and express a viewpoint</p> | <ul style="list-style-type: none"> <li>➤ Retrieve quotations</li> <li>➤ Analyse language</li> <li>➤ Analyse structure</li> <li>➤ Evaluate a text</li> <li>➤ Write descriptively</li> <li>➤ Clearly express a persuasive viewpoint</li> <li>➤ Compare writers' viewpoints</li> <li>➤ Summarise differences within texts</li> </ul> | <ul style="list-style-type: none"> <li>➤ Recognise the possibility of and evaluate different responses to a text</li> <li>➤ Identify themes and distinguish between themes</li> <li>➤ Analyse and evaluate how language, structure, form and</li> </ul> | <p>Choice of 2 questions (character / theme)</p> <p>Describe / Narrate <b>or</b> Argue / Persuade / Viewpoint</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| 10 Term 2 | Exploring poetry: Unseen and anthology poetry (Love and Relationships)<br><br>Reading modern fiction | <ul style="list-style-type: none"> <li>➤ Apply contextual understanding</li> <li>➤ Vocalise and articulate viewpoints</li> </ul>                                                                                                                                                                                                                                                                                          | <p>presentation contribute to quality and impact</p> <ul style="list-style-type: none"> <li>➤ Use understanding of writers' social, historical and cultural contexts to inform evaluation</li> <li>➤ Make an informed personal response to texts</li> </ul>                                                                                                                                                                                                         | Unseen poetry Question (24 marks + 8 marks)<br><br>Language Paper 1 (Q1 -Q4) Practice                                                                                          |
| 10 Term 3 | Exploring poetry: Anthology poetry (Love and Relationships)<br><br>Spoken Language                   |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 10 Mock Exam – Love and Relationships Comparison question / Unseen<br><br>Full Language Paper 1 (Q1-Q5)<br><br>Spoken Language presentations (Pass / Merit / Distinction) |
| 11 Term 1 | <i>Romeo and Juliet</i> by William Shakespeare<br><br>Reading modern fiction / Reading non-fiction   | <ul style="list-style-type: none"> <li>➤ Retrieve quotations</li> <li>➤ Analyse language</li> <li>➤ Analyse structure</li> <li>➤ Evaluate a text</li> <li>➤ Write descriptively</li> <li>➤ Clearly express a persuasive viewpoint</li> <li>➤ Compare writers' viewpoints</li> <li>➤ Summarise differences within texts</li> <li>➤ Apply contextual understanding</li> <li>➤ Vocalise and articulate viewpoints</li> </ul> | <ul style="list-style-type: none"> <li>➤ Recognise the possibility of and evaluate different responses to a text</li> <li>➤ Identify themes and distinguish between themes</li> <li>➤ Analyse and evaluate how language, structure, form and presentation contribute to quality and impact</li> <li>➤ Use understanding of writers' social, historical and cultural contexts to inform evaluation</li> <li>➤ Make an informed personal response to texts</li> </ul> | Year 11 mock exams: Literature (with <i>Romeo and Juliet</i> and 'An Inspector Calls')<br><br>Year 11 mock exams: Language Paper 2                                             |
| 11 Term 2 | <i>Jekyll and Hyde</i> by Robert Louis Stevenson<br><br>Writing to describe and narrate              |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Extract + wider context question (30 marks)<br><br><b>Exam focus:</b> Language Papers 1 & 2<br>Choice of practice papers                                                       |

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|           | Writing to argue, persuade and express a viewpoint       |                                                      |                                                      |                   |
| 11 Term 3 |                                                          |                                                      |                                                      |                   |

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| 12 Term 1 | <p><b>A Level English Language and Literature:</b></p> <p>A range of Non-fiction texts that are both written and spoken. These range from historical diaries and speeches to satire and contemporary music reviews and podcasts.</p> <p>Students study an anthology of poetry in the form of Carol Ann Duffy's 'Rapture'</p> <p>As a narrative study, students will study 'The Great Gatsby' considering how the text has been crafted and using this as inspiration for narrative and creative writing.</p> <p>As part of <b>A Level English Literature</b>, students will study:</p> <p>Shakespeare's 'Hamlet'</p> <p>A collection of pre-1900 poetry from Christina Rossetti</p> <p>Students will complete a comparative and contextual study of 'Nineteen Eighty- Four' by George Orwell</p> | <ul style="list-style-type: none"> <li>➤ Students will be shown critical approaches and contextual approaches to their set texts and will be required to demonstrate a range of interpretations and opinions as supported by critical analysis of language, form and structure.</li> <li>➤ Students will explore historical and literary context to develop different ways of reading.</li> <li>➤ Students will explore ways of comparing and contrasting texts, contexts and genres.</li> <li>➤ Students will develop their own creative and narrative writing and be able to replicate narrative and dramatic style.</li> <li>➤ Students will learn a range of critical theories and concepts in context.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will work with a variety of texts and critical approaches in their learning.</li> <li>➤ Students will explore contextual approaches to their set texts and will be required to demonstrate a range of interpretations and critical opinions.</li> <li>➤ Students will develop critical analytical skills and consider how meaning is shaped by language, form, and structure.</li> <li>➤ Students are expected to utilise historical and literary context to consider different ways of reading.</li> <li>➤ Students will draw and comparisons across texts and genres using critical</li> </ul> | <p><b>Language and Literature</b></p> <p><b>Assessment: Duffy Poetry</b></p> <p><b>(Scaffolded for Year 12)</b></p> <ul style="list-style-type: none"> <li>• AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</li> <li>• AO2: Analyse ways in which meanings are shaped in texts.</li> <li>• AO3: Demonstrate understanding of the significance and influence of contexts in which texts are produced and received</li> </ul> <p><b>Literature</b></p> |

| Year      | Knowledge (Topics / contexts)<br>What pupils will ' <b>know</b> '.                                                                                                                                                                   | Skills acquired<br>What pupils will be able to ' <b>do</b> '. | Concepts developed<br>What pupils will ' <b>understand</b> '.                                                                                                                                                                                                    | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|           |                                                                                                                                                                                                                                      |                                                               | <p>approaches to consider how meaning is shaped and created in context.</p> <p>➤ Students will develop a range of narrative writing techniques and approaches to develop a sophisticated understanding of how to read like a writer and write like a reader.</p> | <p><b>Assessment: 1984 (Scaffolded for Year 12)</b></p> <p><b>Assessment: Rosetti (Scaffolded for Year 12)</b></p> <ul style="list-style-type: none"> <li>• AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• AO2: Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>• AO5: Explore literary texts informed by different interpretations.</li> </ul> |
| 12 Term 2 | <p><b>A Level English Language and Literature:</b></p> <p>A range of Non-fiction texts that are both written and spoken. These range from historical diaries and speeches to satire and contemporary music reviews and podcasts.</p> |                                                               |                                                                                                                                                                                                                                                                  | <p><b>Language and Literature</b></p> <p><b>Assessment: Non-Fiction Anthology (Mock)</b></p> <p><b>Assessment: Narrative Writing</b></p> <p><b>Assessment: Duffy (Mock)</b></p> <ul style="list-style-type: none"> <li>• AO1: Apply concepts and methods from integrated linguistic and literary study</li> </ul>                                                                                                                                                                                                                                                                                                                                 |

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|      | <p>Students study an anthology of poetry in the form of Carol Ann Duffy's 'Rapture'</p> <p>As a narrative study, students will study 'The Great Gatsby' considering how the text has been crafted and using this as inspiration for narrative and creative writing.</p> <p>As part of <b>A Level English Literature</b>, students will study:</p> <p>Shakespeare's 'Hamlet'</p> <p>A collection of pre-1900 poetry from Christina Rossetti</p> <p>Students will complete a comparative and contextual study of 'Nineteen Eighty- Four' by George Orwell</p> |                                                              |                                                              | <p>as appropriate, using associated terminology and coherent written expression</p> <ul style="list-style-type: none"> <li>• AO2: Analyse ways in which meanings are shaped in texts.</li> <li>• AO3: Demonstrate understanding of the significance and influence of contexts in which texts are produced and received</li> <li>• AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</li> </ul> <p><b>Literature</b></p> <p><b>Assessment: Hamlet A&amp;B (Mock)</b></p> <p><b>Assessment Rosetti (Scaffolded Year 12)</b></p> <ul style="list-style-type: none"> <li>• AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> </ul> |

| Year      | Knowledge (Topics / contexts)<br>What pupils will ' <b>know</b> '.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills acquired<br>What pupils will be able to ' <b>do</b> '. | Concepts developed<br>What pupils will ' <b>understand</b> '. | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                               |                                                               | <ul style="list-style-type: none"> <li>• AO2: Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>• AO5: Explore literary texts informed by different interpretations.</li> </ul>                                                                                                                     |
| 12 Term 3 | <p><b>A Level English Language and Literature:</b></p> <p>A range of Non-fiction texts that are both written and spoken. These range from historical diaries and speeches to satire and contemporary music reviews and podcasts.</p> <p>Students study an anthology of poetry in the form of Carol Ann Duffy's 'Rapture'</p> <p>As a narrative study, students will study 'The Great Gatsby' considering how the text has been crafted and using this as inspiration for narrative and creative writing.</p> <p>As part of <b>A Level English Literature</b>, students will study:</p> |                                                               |                                                               | <p><b>Language and Literature</b></p> <p><b>Assessment: Gatsby SA</b></p> <p><b>Assessment: Duffy (no longer scaffolded)</b></p> <ul style="list-style-type: none"> <li>• AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</li> <li>• AO2: Analyse ways in which meanings are shaped in texts.</li> <li>• AO3: Demonstrate understanding of the</li> </ul> |

| Year | Knowledge (Topics / contexts)<br>What pupils will <b>'know'</b> .                                                                                                                                         | Skills acquired<br>What pupils will be able to <b>'do'</b> . | Concepts developed<br>What pupils will <b>'understand'</b> . | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|      | <p>Shakespeare's 'Hamlet'</p> <p>A collection of pre-1900 poetry from Christina Rossetti</p> <p>Students will complete a comparative and contextual study of 'Nineteen Eighty- Four' by George Orwell</p> |                                                              |                                                              | <p>significance and influence of contexts in which texts are produced and received</p> <ul style="list-style-type: none"> <li>• AO4: Explore connections across texts informed by linguistic and literary concepts and methods.</li> <li>• AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</li> </ul> <p><b>Literature</b></p> <p><b>Assessment: 1984 assessment (scaffolded Year 12)</b></p> <p><b>Assessment: A Doll's House (Scaffolded)</b></p> <ul style="list-style-type: none"> <li>• AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• AO2: Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3: Demonstrate understanding of the</li> </ul> |

| Year      | Knowledge (Topics / contexts)<br>What pupils will <b>'know'</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills acquired<br>What pupils will be able to <b>'do'</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Concepts developed<br>What pupils will <b>'understand'</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 13 Term 1 | <p><b>A Level English Language and Literature:</b></p> <p>A range of Non-fiction texts that are both written and spoken. These range from historical diaries and speeches to satire and contemporary music reviews and podcasts.</p> <p>Students study the play 'A Streetcar Named Desire' by Tennessee Williams</p> <p>As a narrative study, students will study 'The Great Gatsby' considering how the text has been crafted and using this as inspiration for narrative and creative writing.</p> <p>As part of <b>A Level English Literature</b>, students will study:</p> <p>Drama and plays in the form of Shakespeare's play 'Hamlet' and Henrik Ibsen's 'A Doll's House'.</p> | <ul style="list-style-type: none"> <li>➤ Students will be shown critical approaches and contextual approaches to their set texts and will be required to demonstrate a range of interpretations and opinions as supported by critical analysis of language, form and structure.</li> <li>➤ Students will explore historical and literary context to develop different ways of reading.</li> <li>➤ Students will explore ways of comparing and contrasting texts, contexts and genres.</li> <li>➤ Students will develop their own creative and narrative writing and be able to replicate narrative and dramatic style.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will work with a variety of texts and critical approaches in their learning.</li> <li>➤ Students will explore contextual approaches to their set texts and will be required to demonstrate a range of interpretations and critical opinions.</li> <li>➤ Students will develop critical analytical skills and consider how meaning is shaped by language, form, and structure.</li> <li>➤ Students are expected to utilise historical and literary context to consider different ways of reading.</li> </ul> | <p><b>Language and Literature</b></p> <p><b>Assessment: Narrative Writing</b></p> <p><b>Assessment: Streetcar extract</b></p> <p><b>Assessment: Non-Fiction (Mock)</b></p> <p><b>Assessment: Gatsby</b></p> <ul style="list-style-type: none"> <li>• AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</li> <li>• AO2: Analyse ways in which meanings are shaped in texts.</li> <li>• AO3: Demonstrate understanding of the significance and influence of</li> </ul> |

| Year | Knowledge (Topics / contexts)<br>What pupils will <b>'know'</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills acquired<br>What pupils will be able to <b>'do'</b> .                     | Concepts developed<br>What pupils will <b>'understand'</b> .                                                                                                                                                                                                                                                                                                                              | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|      | <p>A collection of pre-1900 poetry from Christina Rossetti</p> <p>Students will complete a comparative and contextual study of 'Nineteen Eighty- Four' by George Orwell and 'The Handmaid's Tale' by Margaret Atwood.</p> <p>In order to explore and appreciate Dystopian literature, students will look at a range of texts and extracts from this genre.</p> <p>Finally, as part of their Independent study (coursework) students will complete a close analysis or recreation of 'A Streetcar Named Desire' and a detailed exploration and comparison of Carol Ann Duffy's 'The World's Wife' and Chimamanda Ngozi Adichie's 'Purple Hibiscus'</p> | <p>Students will learn a range of critical theories and concepts in context.</p> | <ul style="list-style-type: none"> <li>➤ Students will draw and comparisons across texts and genres using critical approaches to consider how meaning is shaped and created in context.</li> <li>➤ Students will develop a range of narrative writing techniques and approaches to develop a sophisticated understanding of how to read like a writer and write like a reader.</li> </ul> | <p>contexts in which texts are produced and received</p> <ul style="list-style-type: none"> <li>• AO4: Explore connections across texts informed by linguistic and literary concepts and methods.</li> <li>• AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</li> </ul> <p><b>Literature</b></p> <p><b>Assessment: Unseen Dystopia (Mock)</b></p> <p><b>Assessment:1984 &amp; THT (Mock)</b></p> <ul style="list-style-type: none"> <li>• AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• AO2: Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3: Demonstrate understanding of the significance and influence of the contexts in which literary</li> </ul> |

| Year     | Knowledge (Topics / contexts)<br>What pupils will <b>'know'</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Skills acquired<br>What pupils will be able to <b>'do'</b> . | Concepts developed<br>What pupils will <b>'understand'</b> . | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |                                                              | <p>texts are written and received.</p> <ul style="list-style-type: none"> <li>• AO4: Explore connections across literary texts</li> <li>• AO5: Explore literary texts informed by different interpretations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| 13Term 2 | <p><b>A Level English Language and Literature:</b></p> <p>A range of Non-fiction texts that are both written and spoken. These range from historical diaries and speeches to satire and contemporary music reviews and podcasts.</p> <p>Students study the play 'A Streetcar Named Desire' by Tennessee Williams</p> <p>As a narrative study, students will study 'The Great Gatsby' considering how the text has been crafted and using this as inspiration for narrative and creative writing.</p> <p>As part of <b>A Level English Literature</b>, students will study:</p> <p>Drama and plays in the form of Shakespeare's play 'Hamlet' and Henrik Ibsen's 'A Doll's House'.</p> <p>A collection of pre-1900 poetry from Christina Rossetti</p> |                                                              |                                                              | <p><b>Language and Literature</b></p> <p><b>Assessment: Narrative writing</b></p> <p><b>Assessment: Duffy</b></p> <p><b>Assessment: Streetcar</b></p> <ul style="list-style-type: none"> <li>• AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</li> <li>• AO2: Analyse ways in which meanings are shaped in texts.</li> <li>• AO3: Demonstrate understanding of the significance and influence of contexts in which texts are produced and received</li> </ul> |

| Year | Knowledge (Topics / contexts)<br>What pupils will <b>'know'</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Skills acquired<br>What pupils will be able to <b>'do'</b> . | Concepts developed<br>What pupils will <b>'understand'</b> . | Assessment (KPIs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|      | <p>Students will complete a comparative and contextual study of 'Nineteen Eighty- Four' by George Orwell and 'The Handmaid's Tale' by Margaret Atwood.</p> <p>In order to explore and appreciate Dystopian literature, students will look at a range of texts and extracts from this genre.</p> <p>Finally, as part of their Independent study (coursework) students will complete a close analysis or recreation of 'A Streetcar Named Desire' and a detailed exploration and comparison of Carol Ann Duffy's 'The World's Wife' and Chimamanda Ngozi Adichie's 'Purple Hibiscus'</p> |                                                              |                                                              | <ul style="list-style-type: none"> <li>• AO4: Explore connections across texts informed by linguistic and literary concepts and methods.</li> <li>• AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</li> </ul> <p><b>Literature</b></p> <p><b>Assessment: Rossetti &amp; A Doll's House</b></p> <p><b>Assessment: Hamlet SA&amp;SB</b></p> <ul style="list-style-type: none"> <li>• AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• AO2: Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> </ul> |

| Year      | Knowledge (Topics / contexts)<br>What pupils will ' <b>know</b> '. | Skills acquired<br>What pupils will be able to ' <b>do</b> '. | Concepts developed<br>What pupils will ' <b>understand</b> '. | Assessment (KPIs)                                                                                                                                                                |
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|           |                                                                    |                                                               |                                                               | <ul style="list-style-type: none"> <li>• AO4: Explore connections across literary texts</li> <li>• AO5: Explore literary texts informed by different interpretations.</li> </ul> |
| 13 Term 3 |                                                                    |                                                               |                                                               |                                                                                                                                                                                  |