



**St Peter & St Paul**  
Catholic Voluntary Academy  
*Pro Petro Paulo Patria*

# SSPP English Department: Curriculum Overview (7-13)

## **English Curriculum Intent Statement.**

### **Intent:**

Our English curriculum is designed to inspire a love of literature and language while fostering critical thinking, empathy, and effective communication. By exploring the theme of power across a carefully curated selection of texts, students engage with diverse perspectives, develop cultural awareness, and build a deeper understanding of human nature. The curriculum is intentionally spiral in its design, revisiting key ideas and skills at increasing levels of complexity as students progress through their academic journey.

The spiral curriculum underpins our approach to teaching English, ensuring that core skills and concepts are revisited and reinforced over time. This structure allows students to deepen their understanding of literary analysis, critical evaluation, and academic writing as they encounter progressively challenging texts. By revisiting the theme of power in various contexts—historical, cultural, and personal—students gain a multifaceted perspective and refine their ability to analyse and articulate complex ideas.

### **Theme of Power Across Selected Texts:**

The theme of power serves as a lens through which students examine the dynamics of society and the world around them. Texts are carefully chosen to reflect diverse genres, historical periods, and cultural backgrounds, offering students a comprehensive exploration of power's manifestations and consequences.

### **Curriculum Outcomes:**

By engaging with the theme of power through a spiral curriculum, students will:

- Develop a nuanced understanding of how power shapes human experiences and societal structures.
- Gain critical skills to analyse and critique texts across genres and contexts.
- Build confidence in articulating their insights through spoken and written expression.
- Cultivate empathy and global awareness by connecting literary themes to real-world issues.

Our dynamic and interconnected curriculum ensures that students leave with a robust understanding of literature, language, and their relevance in shaping the world around them.

## Year 7:

Thematic focus: Literature & The Environment.		Thematic focus: Gothic & The Supernatural		Thematic focus: Power & Human Nature.
<b>Advent 1:</b>	<b>Advent 2:</b>	<b>Lent 1:</b>	<b>Lent 2:</b>	<b>Pentecost 1 &amp; 2:</b>
<p><b><i>Unit of Study: Non-Fiction Writing</i></b></p> <p>This non-fiction, transactional writing unit aims to equip students with the writing skills they need to successfully: persuade/inform/entertain/describe.</p> <p>Learners will develop knowledge of how to craft and manipulate language, structure, and tone to achieve their purpose, using a range of literary and language devices to shape their writing.</p> <p><b><u>Assessment:</u></b></p> <p><b><i>Section A: Vocabulary and Concept Recall.</i></b></p>	<p><b><i>Unit of Study: Romantic Poetry</i></b></p> <p>Students will explore the origins of the Romantic Movement, thinking carefully about its place and importance in the literary canon. Students will study the full breadth of themes that Romantic poetry engages with, including Revolution – The Natural World – Human Imagination – The Importance of Memory. This unit is thematically paired to the non-fiction unit in term 1, with the focus on the environment and natural world.</p> <p><b><u>Assessment:</u></b></p>	<p><b><i>Unit of Study: Introduction to The Gothic Novel</i></b></p> <p>This unit of study introduces students to the concept of literary genre. Students begin by learning about the origins of the Gothic novel, its key conventions, and its popularity in societies obsessed with the supernatural and macabre.</p> <p>Students will study a series of extracts from canonised Gothic novels, such as Frankenstein, Dracula, and Wuthering Heights, using these to develop knowledge of narrative methods. Opportunity for creative writing is embedded once students have a strong grasp of narrative</p>	<p><b><i>Unit of Study: The Woman in Black.</i></b></p> <p>Students' study of Susan Hill's TWIB will expose them to a range of important themes and motifs that reoccur in later textual study, including: The place of women in patriarchal societies; betrayal &amp; revenge; and the supernatural.</p> <p>During their Gothic novel study, students will apply their knowledge of Gothic conventions to both analytical and creative writing, with a focus on 'reading as a writer, and writing as a reader'.</p> <p><b><u>Assessment:</u></b></p> <p><b><i>Section A: Vocabulary and Concept Recall.</i></b></p>	<p><b><i>'The Tempest, by William Shakespeare.</i></b></p> <p>Studying this 'problem play' will expose learners to the complex ways in which Shakespeare comments on power. Learners will begin to develop a contextual awareness of Shakespeare's writing, using this to inform their reading of the play, its characters, and the questions the play raises about the use, and abuse, of power.</p> <p>Learners will sensitively engage with the ways in which Shakespeare's characters communicate ideas that reflect the development of European colonisation during the Early Modern period.</p> <p><b><u>Assessment (Pentecost 2):</u></b></p> <p><b><i>Section A: Vocabulary and Concept Recall.</i></b></p> <p><b><i>Section B: Knowledge Recall.</i></b></p> <p><b><i>Section C: Analytical writing (How does Shakespeare present Prospero as a powerful character?).</i></b></p>

	<p><b>Section B:</b> Identifying Conventions.</p> <p><b>Section C:</b> Transactional Writing Piece, based on writing about an environmental concern – students will write EITHER a letter or speech.</p>		<p><b>Section A:</b> Vocabulary and Concept Recall.</p> <p><b>Section B:</b> Identifying Romantic Conventions.</p> <p><b>Section C:</b> Analytical Writing – What makes (selected poem) typically Romantic?</p>	<p>methods and writer's craft.</p>	<p><b>Section B:</b> Knowledge Recall – Conventions of Gothic Literature</p> <p><b>Section C:</b> Analytical Writing (How does Hill present The Woman in Black as a typical Gothic character?)</p>		
--	--	--	---	------------------------------------	--	--	--

## Year 8:

Thematic focus: Injustice and The Abuse of Power		Thematic focus: Broken Worlds		Thematic focus: Power and Threats to Democracy	
<b>Advent 1:</b>	<b>Advent 2:</b>	<b>Lent 1:</b>	<b>Lent 2:</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<p><b><i>Unit of Study: ‘Tales of the 19<sup>th</sup> Century’.</i></b></p> <p>Learners will begin Year 8 by studying a series of tales from the Victorian period. They will be exposed to a range of literary genres, looking carefully at the conventions that define these genres.</p> <p>To develop an awareness of literary consciousness, pupils will engage in complex discussions about how texts interact with society, and the connection between literature and life. Learners will also study a series of non-fiction satellite texts (by writers such</p>	<p><b><i>Unit of Study: 19<sup>th</sup> Century Novel – Oliver Twist</i></b></p> <p>Building upon their knowledge of 19<sup>th</sup> century literature and the key themes of the period, students move into studying Dickens’s tale of plight and struggle in the face of adversity.</p> <p>Students will consider Dickens’s role as a social critic, using their knowledge of the 19<sup>th</sup> century to illuminate their analysis of characters in the novel. Our 19<sup>th</sup> Century novel study also equips students with the</p>	<p><b><i>Unit of Study: Imperfect Worlds</i></b></p> <p>The thematic focus ‘Broken Worlds’ introduces students to the idea of dystopian societies.</p> <p>As a preparatory unit for their study of ‘The Giver’, students are exposed to a range of dystopian texts spanning the 20<sup>th</sup> century. Students will consider the implications of dystopian writing on society, including how dystopian fiction reflects anxieties about future of society.</p>	<p><b><i>Unit of Study: The Giver, by Lois Lowry</i></b></p> <p>Through studying The Giver, students question how far this fictional dystopia is a possible reflection of the future. Students will also analyse the extent to which individuals have the power to face and overcome adversity, as well as the role of the individual in altering the course of society.</p> <p>Links are made from students’ previous study of dystopian extracts, where they will identify and</p>	<p><b><i>Unit of Study: Revolutionary &amp; Protest Poetry.</i></b></p> <p>Building upon their knowledge of the abuse of power (a theme explored throughout units 1-4), students will move on to study the ways in which literature has historically, and presently, acted as a revolutionary medium to protest against injustice.</p> <p>Learners will study a series of poems by the revolutionary figure of Percy Bysshe Shelley, through to modern-day poetry by Duffy, and Armitage, looking at the ways in which their poetry raises concerns about societal issues.</p>	<p><b><i>Unit of Study: ‘Julius Caesar’, by William Shakespeare.</i></b></p> <p>Learners will be transported back to the period of Classical Rome. Through learning about the assassination of Julius Caesar, learners will develop their understanding of how and why revolutions take place. With the focus on ‘threats to democracy’, learners will study the complexities of power and political leadership, the reasons for violent overthrows, and the precarious nature of power.</p> <p><b><u>Assessment:</u></b></p>

as Henry Mayhew) which support their contextual understanding of the Victorian period.		<p>reading skills needed to comprehend complex literary works, preparing them for A <i>Christmas Carol</i> in Year 10.</p> <p><b><u>Assessment:</u></b></p> <p><b>Section A:</b> <i>Vocabulary and Concept Recall.</i></p> <p><b>Section B:</b> Knowledge Recall</p> <p><b>Section C:</b> Analytical Writing (How does Dickens present the character of Sikes?)</p>		<p>comment on various dystopian conventions.</p> <p><b><u>Assessment:</u></b></p> <p><b>Section A:</b> <i>Vocabulary and Concept Recall.</i></p> <p><b>Section B:</b> Knowledge Recall</p> <p><b>Section C:</b> <i>Transactional writing (Write a letter to a character in the novel, discussing your feelings about becoming a Receiver of Memory.)</i></p>		<p><b>Section A:</b> <i>Vocabulary and Concept Recall.</i></p> <p><b>Section B:</b> Knowledge Recall</p> <p><b>Section C:</b> Analytical Writing (How does Shakespeare present Antony as a persuasive character?)</p>	
--	--	---	--	--	--	---	--

## Year 9:

Thematic focus: Injustice and The Abuse of Power.		Thematic focus: Tragedy & Ambition	GCSE Transition:	
<b>Advent 1:</b>	<b>Advent 2:</b>	<b>Lent 1 &amp; 2:</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<p><b><i>Unit of Study:</i></b> <b><i>The Art of Rhetoric.</i></b></p> <p>Learners will begin by looking at the Athenian origins of rhetoric, learning about the rising importance of persuasive speech in the newly-democratic state of Athens. Learners will study a range of non-fiction texts that are both socially and culturally significant, analysing on a granular level the powerful language of various orators.</p> <p>The culmination of this unit of study is an extended rhetorical speech, where learners will demonstrate their</p>	<p><b><i>Unit of Study:</i></b> <b><i>Dystopian Fiction &amp; Animal Farm, by George Orwell.</i></b></p> <p>Building upon their knowledge of rhetoric, learners will study the alarming ways in which tyrannical leaders sway, cajole, and ruthlessly deceive others for their own self-gain. Emphasis is placed upon key rhetorical speeches within the novella, where learners will consider and question the damaging effects of propaganda, and the ways in which political language “is designed to make lies sound truthful, and murder respectable” (Orwell, Politics and the English Language).</p> <p><b><u>Assessment:</u></b></p>	<p><b><i>Unit of Study: King Lear</i></b></p> <p>Learners’ study of this important Shakespearean tragedy will give them a grounding in the origins and conventions of tragedy, as well as the defining features of Shakespeare’s tragic protagonists. Learners will look at Shakespeare’s motivations for writing tragedy, reflecting contextually on the succession of a new monarch, and the development of the Jacobean court.</p> <p>Learners will probe into the disastrous political decisions made in the play, in addition to carefully contemplating age-old anxieties surrounding illegitimate rule, and the ambitions that fuel a cruel unquenchable desire for power.</p> <p><b><u>Assessment (Lent 2):</u></b></p> <p><b><i>Section A: Vocabulary and Concept Recall.</i></b></p>	<p><b><i>Unit of Study: Power and Conflict Poetry</i></b></p> <p>This transitional unit introduces students to the GCSE Power and Conflict Anthology. Students will study a range of non-fiction texts that are thematically linked to the Power and Conflict poems, allowing them to develop a more conscious awareness of text and context. Students will sensitively engage with non-fiction material that will allow them to critique, empathise with, and consider the ‘voice’ behind the poem.</p>	<p><b><i>Unit of Study: Preparatory Work – An Inspector Calls</i></b></p> <p>This ‘pre-reading’ unit allows learners to develop an awareness of the biographical and historical context that surrounds Priestley’s ‘An Inspector Calls’. Learners will look at Priestley’s motivations for writing the play, his own political beliefs, and the 20<sup>th</sup> C political climate more widely during the growing tensions of conflict and war.</p>

<p>ability in crafting rhetoric.</p> <p><b><u>Assessment:</u></b></p> <p><b>Section A:</b> Vocabulary and Concept Recall.</p> <p><b>Section B:</b> Knowledge Recall – Rhetorical Devices</p> <p><b>Section C:</b> Transactional Writing – Students will write a speech emphasising the importance of reading in modern society.</p>		<p><b>Section A:</b> Vocabulary and Concept Recall.</p> <p><b>Section B:</b> Passage Analysis (Squealer’s Speech)</p> <p><b>Section C:</b> Analytical Writing (How does Orwell present characters who abuse their power across the novel?)</p>		<p><b>Section B:</b> Knowledge Recall</p> <p><b>Section C:</b> Analytical Writing (How does Shakespeare present the development of Lear across the play?)</p>					
---	--	--	--	---	--	--	--	--	--



**Key Vocabulary Map: The following key vocabulary is built into our schemes of learning and systematically re-visited across the course of KS3 and 4.**

[illegible]

## KS3 Assessment Model:

At KS3, students are assessed using a sequential approach that ensures they can demonstrate the full breadth of their knowledge and understanding at each assessment point.

KS3 assessments contain multiple sections that each test specific skills we want to assess. **For instance:**

**Section A** of this Year 7 'The Woman in Black' assessment tests **key vocabulary** and **concepts** taught across the unit of study. The vocabulary chosen for the assessment is essential vocabulary for students' further study of English.

In other assessments throughout the year, students will **re-visit this vocabulary and be tested on it again** to aid knowledge retention.

Section A: Over the course of the term, you have learnt a range of new vocabulary and concepts. Write your best definition for each of the words and concepts below.

- (1) Retrospective narrative
- (2) Antagonist
- (3) Protagonist
- (4) Foreshadowing
- (5) Convention
- (6) Ominous
- (7) Homodiegetic narrator
- (8) Patriarchal society
- (9) Victim
- (10) Justice

**Section B** of the assessment tests **reading skills**, but also provides students with a **mental model** of material that they can use before they write their analytical piece in **Section C**.

The **inferences** that students formulate in **Section B** will feed into their construction of **topic sentences** in **Section C**.

Section B: Formulating inferences. Read the short passage below, from chapter 5. Once you have read the passage, make 1 inference for each of the quotations highlighted.

She was dressed in deepest black, in the style of full mourning that had rather gone out of fashion except, I imagined, in court circles on the most formal of occasions. Indeed, it had clearly been dug out of some old trunk or wardrobe, for its blackness was a little rusty looking. A bonnet-type hat covered her head and shaded her face, but, although I did not stare, even the swift glance I took of the woman showed me enough to recognize that she was suffering from some terrible wasting disease, for not only was she extremely pale, even more than a contrast with the blackness of her garments could account for, but the skin and, it seemed, only the thinnest layer of flesh was tautly stretched and strained across her bones, so that it gleamed with a curious, blue-white sheen, and her eyes seemed sunken back into her head. Her hands that rested on the pew before her were in a similar state, as though she had been a victim of starvation. Though not any medical expert, I had heard of certain conditions which caused such terrible wasting of the flesh and knew that they were usually incurable.

Tautly: Stretched or pulled tightly.  
Bonnet: A type of hat.  
Garments: Clothing.  
Pew: The benches in a church.

Inference 1: What might the black clothing tell us about the woman?

Inference 2: What does this quotation tell us about the woman?

Inference 3: What does this quotation tell us about the appearance of the woman?

Inference 4: Why might the woman's hands be resting on the pew?

Inference 5: How does Kipps feel towards the woman?

Total /10

**Section C** is a culmination of students' study of the novel. The sequential approach to the assessment paper gives students the best chance of securing success. The previous sections of the assessment allow students to draw from the various skills they have developed across the unit of study.

**A pitfall of GCSE assessment is that summative grades often hang on a single, larger question. Our KS3 assessment model allows us to combat this, as well as identify gaps in learning more effectively.**

Section C: Analytical writing.

How does Hill present the woman in black as a typical Gothic character?

**WHAT?** What does the writer do that makes the woman in black seem like a typical Gothic character?

**HOW?** How does the writer create the impression that the woman in black is typically Gothic? How does the writer's language choices help to create these impressions?

**Zoom-in:** Zoom-in on 1 or 2 key words in your chosen quotations. What do these words suggest about the woman in black?

**WHY?** Why do you think the writer present the woman in black in a typically Gothic way? Remember that this description is very early in the novel. Why might the writer have tried to create the impression that she is threatening at this particular moment in the novel?

## Effective Delivery of Feedback (D.I.R.T).

After summative assessments across KS3-5, students are provided with a bespoke feedback booklet that aims to address specific areas for improvement across the individual class. The booklets are responsive to the individual needs of the class, and the tasks are designed to build upon the key Assessment Objective in English.

### Unit 4 – The Tempest



#### Feedback Sequence

1. Key Vocabulary and Terminology.
2. Development of AO1 – Make clear and articulate points & How to Articulate Like a Scholar)
3. Development of AO2 – Analysing Evidence
4. Evaluating a WAGOL
5. Re-Drafting our Response

Feedback booklets (like the assessments themselves) are sequential, working from foundational skills to more complex ones.

Emphasis is placed on developing and securing tier 2 vocabulary as defined in our curriculum vocabulary map.

Students respond in purple pens, with tasks modelled by the teacher as the expert in the room.

1. **Corrupt:** Using your power or authority in a dishonest way, often to gain something for yourself.
2. **Hierarchy:** A system or organisation in which people or groups are ranked according to status, authority, or importance, with some being higher or more powerful than others.
3. **Opportunistic:** A person who takes advantage of situations to gain something for themselves.
4.  **Foreshadowing:** This is where a writer gives hints towards things that are going to happen later in the text.
5. **Convention:** The typical feature that we expect from certain types of texts. E.g. In a Gothic novel, we expect to see ghosts, dark settings, and destructive weather.
6. **Usurp:** To take a position of power by force.
7. **Deceitful:** Being deliberately misleading.
8. **Patriarchal society:** A society where males are in charge and have the most authority. When Shakespeare wrote his plays, England was very much a patriarchal society.
9. **Protagonist:** The leading character of a text, often the main hero.
10. **Antagonist:** Often the villain who opposes or challenges the protagonist.

**Example:** In 'The Tempest', the character of Prospero is **usurped** by his brother, Antonio, who **deceitfully** steals his title Duke of Milan. This angers the **protagonist**, him. Prospero's place in the Italian **hierarchy** was once so high, but when he was **banished** to the island, he lost all of his power, except from his magical powers. Shakespeare presents Prospero as an **opportunistic** character who takes advantage of almost all of the characters in the play. Some might argue that Prospero is in fact the **antagonist**, as it is arguable that he abuses his power in a **corrupt** manner across the action of the play.

Departmental whole-class-feedback sheets allow us to: Celebrate success – Identify key areas for improvement & common misconceptions – address quick fixes - highlight the sequence of feedback.

**Whole-Class Feedback:**

Unit Assessment: Oliver Twist.

Strengths	Development Needed	#QuickFixes
1: Superb overall attempts to craft a WHAT-HOW-WHY paragraph in response to the Sikes question 2: Topic sentences were incredible! All of you focussed on key ideas in your topic sentences, with most using the phrase "Dickens presents the character of Sikes as..." 3: Some students at the top level linked their ideas to Dickens's role as a social critic 4: Excellent application of key vocabulary!	1: Selecting meaningful quotations and exploring quotations in detail. We need to focus on what will allow us to explore MEANING in greater depth. 2: More students needed to link their ideas to Dickens's purpose (his role as a social critic).	1: Make sure capital letters are used for all names (including second names!). This includes the author and characters – ALL names! 2: Common spelling errors (SP): <ul style="list-style-type: none"> <li>- Vulnerable</li> <li>- Exploit</li> <li>- Intimidating</li> <li>- Nigvety</li> </ul>

**D.I.R.T. Tasks**

1. Generating ideas
2. Quotation explosion
3. Re-drafting

**KEY AREAS FOR DEVELOPMENT:**

- 1: We need to all make sure we are using key vocabulary to elevate our responses.
- 2: Exploring 'versatile' quotations to ensure we can layer our meaning.

**Student Spotlight:**

Gabriella G – Superb Section C (3 W-H-W paragraphs developed)

Jonathan D – Excellent consideration of the 'WHY' in Section C, where you explored what Dickens was trying to reveal about society!

**Big Question:** How does Dickens present Sikes as a product of society?

*"I'm not a villain...I'm just misunderstood!"*

### Assessment Feedback: Generating a range of key ideas

Handwritten notes and a drawing of a man (Sikes) illustrating key ideas:

- "He appeared to be well-used to it"
- Sikes is abusive and acts in a way that intends to cause harm
- Sikes is presented as an animalistic character
- Dickens Dialogue: "growled at these words"
- The character of Sikes is intimidating and commanding
- Indirect characterisation: "Said fag, n, frentling"
- Sikes is perhaps an alcoholic
- We get the impression that Sikes belongs in prison and is involved in criminality.
- Action: After swallowing two or three glasses of spirits
- Appearance: "without a set of sealers"

**Year 10:**

Year 10 English Curriculum Overview						
Advent 1:	Advent 2:	Lent 1:	Lent 2	Pentecost 1	Pentecost 2	
<b>Literature</b>  <i>Unit of Study: An Inspector Calls.</i>  Students build upon their pre-reading through a full study of Priestley's <i>An Inspector Calls</i> .  The play is explored through its themes of social responsibility, class inequality, and the impact of individual actions on the collective good. Students analyse the characters, particularly the Birling family and the mysterious Inspector Goole, considering how	<b>Literature</b>  <i>19<sup>th</sup> Century Novel Study</i>  <b>Language</b>  Fiction Paper 1 Section A (Reading)  In Year 10, students study Charles Dickens' novella <i>A Christmas Carol</i> as part of their English curriculum. The focus is on understanding the key themes, such as redemption, social injustice, and the impact of personal choices, as well as exploring the historical and cultural context of Victorian England.	<b>Literature</b>  <i>19<sup>th</sup> Century Novel Study</i>  <b>Language</b>  Fiction Paper 1 Section A (Reading)	<b>Literature</b>  <i>Unit of Study: Power &amp; Conflict Poetry</i>  <b>Language</b>  Non-Fiction Paper 2 Section A (Reading)  The unit explores a range of poems that examine themes of power, conflict, and human experience. Students analyse how poets portray personal, political, and social conflicts, focusing on the use of language, form, and structure. Key themes include the effects of war, oppression, authority, and the impact of power dynamics. Through close reading and comparison of poems, students develop critical thinking and analytical	<b>Literature</b>  <i>Unit of Study: Power &amp; Conflict Poetry</i>  <b>Language</b>  Non-Fiction Paper 2 Section B (Writing)	<b>Literature</b>  <i>Unit of Study: The Tragedy of Macbeth</i>  <b>Language</b>  <b>Speaking &amp; Listening Assessment</b>  At the end of Year 10, students study William Shakespeare's <i>Macbeth</i> . The play is explored through its themes of ambition, power, guilt, and the supernatural. Students examine the complex characters of Macbeth and Lady Macbeth, analysing their motivations, development, and the consequences of their actions. The study also includes an exploration of Shakespeare's use of language, dramatic structure, and key literary devices, such as imagery, soliloquies,	

<p>each represents different attitudes toward society and morality. The play's structure, use of tension, and dramatic irony are examined, along with its reflection of post-World War II values and Priestley's political views, particularly his advocacy for socialism.</p> <p><b><u>Assessment:</u></b></p> <p><i>Character or theme question – An Inspector Calls.</i></p>		<p>Students analyse the characters, particularly Ebenezer Scrooge, and the development of his moral transformation. They examine Dickens' use of symbolism, language, and narrative structure, as well as how the text reflects Victorian attitudes toward poverty and wealth.</p>		<p>skills, exploring how poets use various techniques to convey their messages. They are encouraged to make connections between the poems, their historical contexts, and the broader themes of power and conflict, helping them to build the skills required for the AQA English Literature exam.</p> <p><b><u>Assessment:</u></b></p> <p><i>Mock Exams</i></p> <p><i>AIC &amp; ACC</i></p> <p><i>Full Language Paper 1</i></p>		<p><b><u>Assessment:</u></b></p> <p><i>Power &amp; Conflict</i> <i>Poetry Comparison</i> <i>Question</i></p>	<p>and symbolism. Students discuss the historical and cultural context of the play, including the concepts of kingship, fate, and prophecy in Elizabethan society. Through close reading, discussion, and analysis, students develop their understanding of how <i>Macbeth</i> explores the corrupting influence of power and the consequences of unchecked ambition. This unit prepares students for the AQA English Literature exam by honing their analytical and comparative skills.</p>	
---	--	--	--	--	--	--	--	--

## Year 11:

Advent 1:		Advent 2:		Lent 1:		Lent 2:
<b>Literature:</b>		<b>Literature:</b>		<b>Literature:</b>		<b>Literature:</b>
<i>Unit of Study:</i> <i>Macbeth</i>		<i>Unit of Study:</i> <i>Macbeth</i>		<i>An Inspector Calls</i> <i>Revision &amp; A</i> <i>Christmas Carol</i> <i>Revision</i>		<i>Unseen Poetry &amp;</i> <i>Finish remaining</i> <i>Power and Conflict</i> <i>poems</i>
<b>Language:</b>		<i>Power &amp; Conflict</i> <i>Poetry</i>		<b>Language:</b>		
<i>Unit of study:</i> <i>Language paper 2</i> <i>section A (reading)</i>		<b>Language:</b>		<b>Language:</b>		
		<i>Unit of study:</i> <i>Language paper 1</i> <i>section B (writing)</i>		<b>N/A</b>		
		<b><u>Assessment:</u></b>		<b><u>Mock Exams:</u></b>		
		<i>Macbeth Question (Lit</i> <i>Paper 1)</i>		<i>Language Paper 2 &amp;</i> <i>Modified Literature</i> <i>Paper (ACC &amp; AIC)</i>		
Pentecost 1:						Pentecost 2:
<b>Literature:</b>						
<i>Shakespeare Revision</i>						
<b>Language:</b>						
<i>Language Paper 2</i> <i>Revision (Reading &amp;</i> <i>Writing</i>						



## Year 12:

Advent 1:	Advent 2:	Lent 1:	Lent 2	Pentecost 1	Pentecost 2
<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>	<i>Units of Study:</i>
<b>Teacher 1:</b> Poems of the Decade (Post-2000 poetry)	<b>Teacher 1:</b> Poems of the Decade (Post-2000 poetry)	<b>Teacher 1:</b> Shakespeare Study (Othello)	<b>Teacher 1:</b> Shakespeare Study (Othello)	<b>Teacher 1:</b> Poetry Anthology (Romanticism)	<b>Teacher 1:</b> Poetry Anthology (Romanticism)
<b>Teacher 2:</b> Prose Study (Frankenstein & The Handmaid's Tale)	<b>Teacher 2:</b> Prose Study (Frankenstein & The Handmaid's Tale)	<b>Teacher 2:</b> Prose Study (Frankenstein & The Handmaid's Tale)	<b>Teacher 2:</b> Prose Study (Frankenstein & The Handmaid's Tale – Emphasis on Prose Comparison)	<b>Teacher 2:</b> Drama Study (The Importance of Being Earnest)	<b>Teacher 2:</b> Drama Study (The Importance of Being Earnest)
<b><u>Baseline Assessment:</u></b>	<b><u>Assessment:</u></b>		<b><u>Assessment:</u></b>		<b><u>Mock Exams:</u></b>
<i>Unseen Poetry Essay</i>	<i>Post-2000 Poetry Question (Unseen &amp; Anthology Poem)</i>		<i>Prose Comparison Essay</i>		
In Year 12, students study Mary Shelley's <i>Frankenstein</i> and Margaret Atwood's <i>The Handmaid's Tale</i> as part of their English Literature curriculum.  The focus is on exploring the themes of power, identity, society, and the consequences of human ambition. In <i>Frankenstein</i> , students examine the dangers of unchecked scientific progress, the creation of the "other,"	In Year 12, students study the <i>Edexcel Poems of the Decade</i> anthology.  This collection features contemporary poems from the 21st century, offering students an opportunity to explore a range of themes, such as identity, conflict, memory, loss, and societal issues. Students analyse how poets use	In Year 12, students study William Shakespeare's <i>Othello</i> as part of their English Literature curriculum.  The focus is on exploring the themes of jealousy, manipulation, race, and the complexities of human relationships. Students analyse the character of Othello, examining his tragic flaws, his relationship with Desdemona, and the destructive influence of Iago. The play's use of dramatic structure, language, and		In terms 4 and 5, students study 'The Importance of Being Earnest' by Oscar Wilde.  The play is explored through its satirical examination of Victorian society, particularly its attitudes toward marriage, social status, and the notion of identity. Students analyse the use of wit, irony, and farce in the play, focusing on Wilde's critique of societal norms and the importance of appearance versus reality. The characters,	<i>Prose, Poetry (Post-2000), and Drama (Othello).</i>

<p>and the moral dilemmas faced by Victor Frankenstein and his creature.</p> <p>In <i>The Handmaid's Tale</i>, students explore themes of gender, control, and dystopian power structures, analysing the ways in which Offred navigates the oppressive regime of Gilead. Students compare how both novels critique social and ethical issues, considering the authors' use of narrative structure, language, and symbolism. The study also delves into the historical and cultural contexts, such as the Romantic and feminist movements, and encourages critical thinking about how these works engage with issues that are still relevant today. Through detailed analysis and essay writing, students develop their skills in literary criticism, preparing for A-Level assessments.</p>	<p>language, form, and structure to convey meaning, exploring techniques such as imagery, tone, and symbolism.</p> <p>The anthology encourages students to engage with the voices of modern poets and the diverse perspectives on global and personal concerns. Through close reading, comparative analysis, and critical discussion, students develop their ability to interpret poetry in its cultural and historical context, honing skills in literary analysis and preparing for A-Level assessments.</p>	<p>symbolism is explored, alongside its exploration of themes such as the nature of evil and the consequences of deception.</p> <p>Students engage with the historical and cultural context, particularly issues surrounding race and societal expectations in Elizabethan England. Through close reading, critical discussion, and essay writing, students develop their analytical and interpretive skills, preparing for further in-depth analysis and critical responses required for A-Level assessments.</p>		<p>particularly Jack, Algernon, Gwendolen, and Cecily, are studied for how they navigate and subvert the conventions of their time.</p> <p>Students also explore Wilde's clever use of language and the play's comedic structure, considering how these elements contribute to its themes of social hypocrisy and the absurdity of social expectations. Through discussion, analysis, and essay writing, students develop their ability to engage with both the play's themes and Wilde's distinctive style</p>	
---	--	--	--	---	--



## Year 13:

<b>Advent 1:</b>	<b>Advent 2:</b>	<b>Lent 1:</b>	<b>Lent 2</b>		
<i>Unit of Study:</i>	<i>Unit of Study:</i>	<i>Unit of Study:</i>	<i>Unit of Study:</i>		
<b>Teacher 1:</b> Poems of the Decade (Post-2000 poetry) – revision.	<b>Teacher 1:</b> Poetry Anthology (Romanticism)– revision.	<b>Teacher 1:</b> Shakespeare Study (Othello) – revision.	<b>Teacher 1:</b> Shakespeare Study (Othello) – revision.		
<b>Teacher 2:</b> Prose Study (Frankenstein & The Handmaid’s Tale) – revision.	<b>Teacher 2:</b> Prose Study (Frankenstein & The Handmaid’s Tale) – revision.	<b>Teacher 2:</b> Drama Study (The Importance of Being Earnest) – revision.	<b>Teacher 2:</b> Drama Study (The Importance of Being Earnest) – revision.		
	<b><u>Mock Exams:</u></b>	<b><u>Assessment:</u></b>			
	<i>Prose (Frankenstein &amp; The Handmaid’s Tale), Poetry (Post-2000 &amp; Romanticism), and Drama (Othello).</i>	<i>Theme Question on ‘The Importance of Being Earnest’</i>			