

# 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.

# <u>Year 7:</u>

Thematic focus: Literatu	are & The Environment.	Thematic focus: Goth	ic & The Supernatural	Thematic focus: Power & Human Nature.					
Advent 1:	Advent 2:	Lent 1:	Lent 2:	Pentecost 1 & 2:					
Unit of Study: Non-Fiction Writing  This non-fiction, transactional writing unit aims to equip students with the writing skills they need to successfully: persuade/inform/ entertain/describe.  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.  Assessment:  Section A: Vocabulary and Concept Recall.	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 nonfiction unit in term 1, with the focus on the environment and natural world.	Unit of Study: Introduction to The Gothic Novel  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.  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	Unit of Study: The Woman in Black.  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 & revenge; and the supernatural.  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'.  Assessment:  Section A: Vocabulary	'The Tempest, by William Shakespeare.  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.  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.  Assessment (Pentecost 2):  Section A: Vocabulary and Concept Recall.  Section B: Knowledge Recall.  Section C: Analytical writing (How does Shakespeare present Prospero as a powerful character?).					

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

## <u>Year 8:</u>

Thematic focus: Injustice	and The Abuse of Power	Thematic focus	s: Broken Worlds	Thematic focus: Power	and Threats to Democracy
Advent 1:	Advent 2:	Lent 1:	Lent 2:	Pentecost 1	Pentecost 2
Unit of Study: 'Tales of the 19 <sup>th</sup> Century'.	Unit of Study: 19 <sup>th</sup> Century Novel – Oliver Twist	Unit of Study: Imperfect Worlds The thematic focus	Unit of Study: The Giver, by Lois Lowry	Unit of Study: Revolutionary & Protest Poetry.	Unit of Study: 'Julius Caesar', by William Shakespeare.
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.  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	Building upon their knowledge of 19th 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.  Students will consider Dickens's role as a social critic, using their knowledge of the 19th century to illuminate their analysis of characters in the novel. Our 19th Century novel study also equips	'Broken Worlds' introduces students to the idea of dystopian societies.  As a preparatory unit for their study of 'The Giver', students are exposed to a range of dystopian texts spanning the 20th century. Students will consider the implications of dystopian writing on society, including how dystopian fiction reflects anxieties about future of society.	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.  Links are made from students' previous study of dystopian extracts, where they will	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.  Learners will study a series of poems by the revolutionary figure of Percy Bysshe Shelley, through to modernday poetry by Duffy, and Armitage, looking at the ways in which their poetry raises concerns about	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.
texts (by writers such	students with the		identify and	societal issues.	Assessment:

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

## <u>Year 9:</u>

Thematic focus: Injus	tice and The Abuse of Power.	Thematic focus: Tragedy & Ambition	GCSE Tra	nnsition:
Advent 1:	Advent 2:	Lent 1 & 2:	Pentecost 1	Pentecost 2
Unit of Study: The Art of Rhetoric.  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.  The culmination of this unit of study is an extended rhetorical speech,	Unit of Study: Dystopian Fiction & Animal Farm, by George Orwell.  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).	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.  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.	Unit of Study: Power and Conflict Poetry  This transitionary 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.	Unit of Study: Preparatory Work  - An Inspector Calls  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 20th C political climate more widely during the growing tensions of conflict and war.
where learners will demonstrate their		Section A: Vocabulary and Concept Recall.		

					$\overline{}$
ability in crafting	Section A: Vocabulary				
rhetoric.	and Concept Recall.	Section B: Knowledge Recall			
Assessment:	Section B: Passage	Section C: Analytical Writing (How does			
	Analysis (Squealer's	Shakespeare present the development of Lear			
Section A:	Speech)	across the play?)			
Vocabulary and	Specerly	across the play:			
	Section C. Analytical				
Concept Recall.	Section C: Analytical				
0 11 7	Writing (How does Orwell				
Section B:	present characters who				
Knowledge Recall –	abuse their power across the				
Rhetorical Devices	novel?				
Section C:					
Transactional					
Writing - Students					
will write a speech					
emphasising the					
importance of					
reading in modern					
_					
society.					

# 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.

	<u>K</u>	ey Stag	e 4 Tex	<u>ts</u>			Year 7					<u>Y</u> e	ear 8						Yea	<u>ar 9</u>		
Conceptual Voca	Macbe th	ACC	AIC	Poetry	Roma ntic Poetru	Gothic	T¥IB	The Tempe st	Homew ork	19th Centur	Oliver Twist	Imperfe ct Vorlds	The Giver	Julius Caesa	Homewor k	Rheto ric	Anima I Farm	King Lear	King Lear	P&C Introduc tion	AIC Introducti on	Homewo rk
Allegory	×	×	×	×	roeuş	8	8	- 8	×		8	* Olius	×	× ×	×	8	×	*	8	8	8	×
Ambition	8	2		* *		8	8	* *	X	8	8	2		8	×		8	- 2	8	2	- "	x
Avarice	8	× ×	×	- ×	8	8	8	*	X	8	8	8	* *	* *	X		× ×	*	8	2	×	X
Benevolent	8	× ×	× ×		*	*	ň	*	×	8	8	8	* *	8	X		8	*	8	*	× ×	x
Brutality	8	×	× ×	×		8	8	*	X	8	8	8	* *	8	X		× ×	*	8	*	* *	X
Conflict	8	× ×	*	× ×	8	8	8	*	×	8	* *	* *	* *	* *	×	8	× ×	*	*	*	* *	x
	8	×	8	× ×		× ×			×			-	_	× ×	X	_			* *		× ×	X
Corruption Covetous	8	× ×	8	× ×	8		8	8	X	8	8	8	8	<del></del>	X	8	8			X	× ×	X
	8	*	× ×	* *		8	8	*			8	8		8			8	8	8	8	<del>-</del>	
Cowardice					×				X	8	8	×	×	8	X		8	8	8	×	×	X
Demise	8	×	8	8		8	8	×	X	8	8	8	×	×	X		×	*	8	8	×	X
Diatribe	8	×	8	8		×	×	*	X					8	X		×	*	8	*	Х .	X
Didactic	X	×	×	×	8	8	8		X	8	8	×	×	8	X		*	*	8	×	×	X
Duplicitious	×		8			8	×		X	8	8	8	×	×	X		8		8		8	X
Egalitarian		×	×	×		8	8	8	X	8	8	8	×		X	8	×			8	8	X
Elitism		×	×	×		8	8	8	X	×	8	8	×		X	×	8			8	8	X
Fate	8	×	×	×		8	×		X	×	×			×	X			8	8	8	×	X
Feminine	8		×	×		8	×		X					×	X		Х		8		×	X
Futility	8	×	×	*	8	8	8		X	×	8	8	8	×	X		8	8	8	×	×	X
Gluttony	8	×	×	*					Х	×	8			×	X		×	8	8	8	×	X
Hamartia	8	×	×	8		×	×	8	X					×	X		8	8	×	×	×	X
Hierarchy	×	×	×	8	×	×	×	×	X	×	×	×	8	×	X		×	8	×	8	×	X
Hubris	8	×	×	8		8	×	×	Х					×	X		×	×	×	×	×	X
Innocence	×	×	×	×	8	8	8	8	X	×	8	8	8	×	×	×	8	8	8	8	×	X
Justice	×	×	×	×	8	8	8	×	X	×	×	8	8	×	X	×	8	8	8	8	×	X
Malevolent	8	×	×	8		8	8	8	X	×	8	8	8	×	X		8	8	8	8	8	X
Masculinity	×		×	8		8	8	8	X	8	8			8	X		8	*	8	8	8	X
Mercurial	×	×	×	8		8	8	×	X	×	8	8	×	×	×		×		8	8	8	X
Monarchy	×			×	8				X					×	X			8	8	×		X
Morality	×	×	×	×	8	×	8	8	X	×	8	8	8	×	X		8	8	×	×	×	X
Mortality	8	×	×	×	×	×	×	×	X	×	×	×	×	×	X		×	×	×	×	×	X
Narcissistic	8	×	×	8		8	8	8	X	8	8			8	X	8	8	8	8	8	×	X
Nostalgia	×	×	×		8	8	8	8	X					×	X			8	8		×	×
Oppression	×	8	8	8	8	8	8	×	X	×	8	8	×	×	X	×	×	×	8	×	×	X
Patriarchy	×		×	8		8	×	×	Х	×	8			×	Х	×		×	8	8	×	X
Portent	×	8	×	8					X	×	8	8	×	×	X		8	×	8	8	×	X
Prejudice		8	×	8	8				X	8	×	8	×		X	8	8			8	×	X
Propaganda	×	8	8	8	8				Х			8	×	×	X		8	8	8	8	8	X
Pugnacious	×	8	×	8		8	8	×	Х	×	8	×	×	×	Х		×	×	8	×	×	X
Rapacious	×	8	×	×		8	8	×	Х	×	8	×	×	×	Х		×	×	8	×	×	X
Regicide	×			8					Х					×	Х			8	8	8		X
Repent	×	8	×	8		8	8	8	Х	×	8			×	Х		8	×	8	8	×	X
Responsibility	8	8	8	8	8	8	8	8	Х	8	8	8	×	8	X	×	8	8	8	8	8	X
Social Class	8	8	8	8	8	8	8	8	Х			8	8	8	X	8	8	8	8	8	8	X
Supernatural	×	8				8	8		Х					×	X			*	8			X
Tragedy	8			8					X	×	8			- 8	X		- 2	8	8		×	X
Transformation	8	×	8	8		×	8	×	X		8	×	8	- ×	X		8	8	8		8	X
Treason/treachery	8		-	8					X			-		- ×	X		8	8	8			X
Villainy		8		8		8	8	×	×	×	×			- ×	×		*		- 8	8	×	X
Virtuous	8	8	× ×	8	8	8	8	- 8	X	× ×	8	8	8	- ×	×	×	8	8	- 8	× ×	- ×	X

### **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.

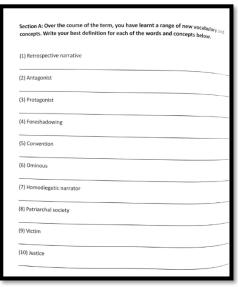
In other assessments throughout the year, students will **re-visit this vocabulary and be tested on it again** to aid knowledge retention.

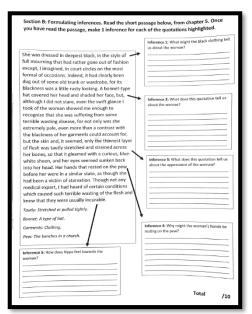
**Section B** of the assessment tests **reading skills**, but also provides students with a **mental model** of material that they can use before they write their analytical piece in **Section C**.

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

**Section 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.

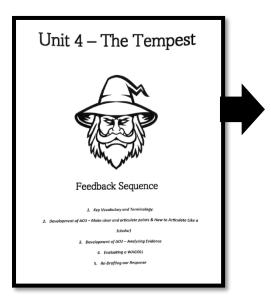




Section	n C: Analytical writing.
	How does Hill present the woman in black as a typical Gothic character?
WHA1	?? What does the writer do that makes the woman in black seem like a typical Go ter?
HOW	
Gothic	Phow does the writer create the impression that the woman in black is typically 2? How does the writer's language choices help to create these impressions?
_	
Zoom- sugge:	-In: Zoom-in on $1\mathrm{or}2$ key words in your chosen quotations. What do these word at about the woman in black?
_	
	Why do you think the writer present the woman in black in a typically Gothic wa mber that this description is very early in the novel. Why might the writer have tr ate 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.



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.

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.

 Opportunistic: A person who takes advantage of situations to gain something to themselves.

Corrupt: Using your power or authority in a dishonest way, often to gain some

4. Foreshadowing: This is where a writer gives hints towards things that are going to

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.

 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.

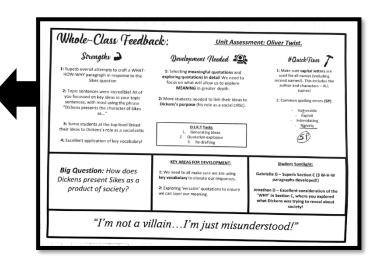
Protagonist: The leading character of a text, often the main hero.

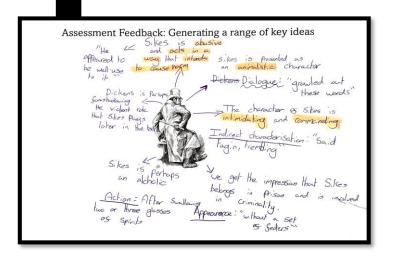
10. Antagonist: Often the villain who opposes or challenges the protagonist.

Example: In 'The Tempest', the character of Prospero is usurped by his brother, Antonio, who deceiffully steals his title Duke of Milan. This angers the protagonist, who decides to take revenge against his brother and the nobles who have wronged 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 he antagonist, as it is arguable that he abuses his power in a corrupt manner across the action of the play.

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

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





<u>Year 10:</u>

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

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

## <u>Year 11:</u>

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

<u>Year 12:</u>

Advent 1:	Advent 2:	Lent 1:	Lent 2	Pentecost 1	Pentecost 2
Units of Study:	Units of Study:	Units of Study:	Units of Study:	Units of Study:	Units of Study:
<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)
Teacher 2: 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)	Teacher 2: Prose Study (Frankenstein & The Handmaid's Tale – Emphasis on Prose	<b>Teacher 2:</b> Drama Study (The Importance of Being Earnest)	Teacher 2: Drama Study (The Importance of Being Earnest)
Baseline Assessment:	Assessment:	In Year 12, students	Comparison)	In terms 4 and 5,	Mock Evens
In Year 12, students study Mary Shelley's Frankenstein and Margaret Atwood's The Handmaid's Tale 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 Frankenstein, students examine the dangers of unchecked scientific progress, the creation of the "other,"	Post-2000 Poetry Question (Unseen & Anthology Poem)  In Year 12, students study the Edexcel Poems of the Decade 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 Othello 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	Assessment:  Prose Comparison Essay	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,	Mock Exams:  Prose, Poetry (Post-2000), and Drama (Othello).

and the moral dilemmas faced by Victor Frankenstein and his creature.

In The Handmaid's Tale, 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.

language, form, and structure to convey meaning, exploring techniques such as imagery, tone, and symbolism.

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.

symbolism is explored, alongside its exploration of themes such as the nature of evil and the consequences of deception.

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 indepth analysis and critical responses required for A-Level assessments.

particularly Jack,
Algernon, Gwendolen,
and Cecily, are studied for
how they navigate and
subvert the conventions
of their time.

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

# <u>Year 13:</u>

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