

English

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Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
Autumn Half Term 1 - Year 10	Topic: English Literature - Modern Texts Students will study a Modern Text: usually the play <i>An Inspector Calls</i> or the novel <i>Lord of the Flies</i>.	Students will: - Understand plot, characters and themes. - Learn and use a range of quotations as evidence. - Make clear points, using advanced vocabulary. - Infer for meaning and different interpretations. - Analyse the writer's use of language, technique and structure, using terminology. - Learn and apply the relevant social, cultural, historical contexts etc for the text. Learn to apply contextual knowledge in a relevant and detailed way to the text and task.
Autumn Half Term 2 - Year 10	Topics: English Language -Viewpoint Writing / Spoken Language / English Literature - Anthology Poetry Students will explore how published writers present a viewpoint through non-fiction newspaper articles, speeches and letters. Students will begin their study of an anthology of 15 poems, all linked by the theme of power and conflict.	Students will: • Communicate clearly, effectively & imaginatively. • Adapt tone, style & register for different forms, purposes & audiences. • Organise information & ideas coherently. • Use a range of vocabulary & sentence structures. • Spell and punctuate accurately.

Spring Half Term 1 - Year 10	Topic: English Literature - Macbeth Students will study Shakespeare's <i>Macbeth</i>, covering plot, character and themes, and building on the skills developed in the Modern Text.	Students will: - Understand plot, characters and themes. - Learn and use a range of quotations as evidence. - Make clear points, using advanced vocabulary. - Infer for meaning and different interpretations. - Analyse the writer's use of language, technique and structure, using terminology. - Learn and apply the relevant social, cultural, historical contexts etc for the text. Learn to apply contextual knowledge in a relevant and detailed way to the text and task.
Spring Half Term 2 - Year 10	Topic: English Language - Creative Writing / English Literature - Anthology Poetry Students will explore how to write creatively and descriptively, structuring creative writing cohesively. Students will continue their study of an anthology of 15 poems, all linked by the theme of power and conflict.	Students will: • Communicate clearly, effectively & imaginatively. • Adapt tone, style & register for different forms, purposes & audiences. • Organise information & ideas coherently. • Use a range of vocabulary & sentence structures. • Spell and punctuate accurately.
Summer Half Term 1 - Year 10	Topic: English Literature -Anthology Poetry / 19th Century Novel Students will study a 19th Century Novel: usually either <i>A Christmas Carol</i>, <i>Jekyll and Hyde</i> or <i>Sign of Four</i>. They will cover plot, character and themes, building on the skills developed in the Modern Text and <i>Macbeth</i> units.	Students will: - Understand plot, characters and themes. - Learn and use a range of quotations as evidence. - Make clear points, using advanced vocabulary. - Infer for meaning and different interpretations. - Analyse the writer's use of language, technique and structure, using terminology. - Learn and apply the relevant social, cultural, historical contexts etc for the text. Learn to apply contextual knowledge in a relevant and detailed way to the text and task.

Summer Half Term 2 - Year 10	Topic: English Literature - 19th Century Novel Students will continue their study of the 19th Century Novel, as well as revising Macbeth. Students will continue their study of an anthology of 15 poems, all linked by the theme of power and conflict.	Students will: - Understand plot, characters and themes. - Learn and use a range of quotations as evidence. - Make clear points, using advanced vocabulary. - Infer for meaning and different interpretations. - Analyse the writer's use of language, technique and structure, using terminology. - Learn and apply the relevant social, cultural, historical contexts etc for the text. Learn to apply contextual knowledge in a relevant and detailed way to the text and task.
Autumn Half Term 1 - Year 11	Topic: English Language - Reading Paper 2: Writers' Viewpoints and Perspectives Students will study the reading skills needed for English Language Paper 2: retrieval, summarising, analysis of language and evaluation of writer's perspectives.	Students will: • Identify & interpret information & ideas. • Select & synthesise evidence. • Analyse how writers use language & structure. • Use relevant subject terminology. • Compare writers' ideas and perspectives. • Evaluate texts critically.
Autumn Half Term 2 - Year 11	Topic: English Literature - Anthology Poetry / Unseen Poetry Students will continue their study of an anthology of 15 poems, all linked by the theme of power and conflict. They will also explore Unseen Poetry.	Students will: - Understand the poems, narrative style and themes. - Learn and use a range of quotations as evidence. - Make clear points, using advanced vocabulary. - Infer for meaning and different interpretations. - Analyse the writer's use of language, technique and structure, using terminology. - Learn and apply the relevant social, cultural, historical contexts etc for the text. Learn to apply contextual knowledge in a relevant and detailed way to the text and task.

Spring 1 - Year 11	Topic: English Language - Reading Paper 1: Explorations in Creative Reading and Writing Students will study the reading skills needed for English Language Paper 1: retrieval, analysis of language, analysis of structure and a personal evaluation of a fiction text.	Students will: • Identify & interpret information & ideas. • Select & synthesise evidence. • Analyse how writers use language & structure. • Use relevant subject terminology. • Compare writers' ideas and perspectives. • Evaluate texts critically.
Spring 2 - Year 11	Topic: Revision of all topics	

Homework: Homework will be set every week and will focus on both GCSE English Language and Literature. For GCSE English Language, students will have a reading booklet which they will complete weekly from the start of Y10. They will have to read an extract and answer some exam style questions. For GCSE English Literature, from October of Year 10 students will be set a weekly revision homework, revising and overlearning key content. This will form the basis of each student's revision material, enabling students to secure their learning, in preparation for external examinations.

In addition to homework, students should be reading independently for at least an hour a week, covering both fiction and non-fiction texts. A weekly reading homework will facilitate and monitor this. There is a KS4 book list inside the reading booklet. Reading newspapers, particularly editorials and opinion pieces, is highly beneficial preparation for English Language exams.

Assessment: For both Language and Literature in Years 10 and 11, there will be a formal assessment at the end of the unit of work, set by the class teacher. This will be an exam style question, focusing explicitly on the skills taught in the unit.

In addition, there will be 2 formal mock examinations in Year 10: Paper 2 Literature in Y10 Exam Week, and Paper 1 Literature in the Summer Term.

Paper 2 includes the Modern Text (An Inspector Calls or Lord of the Flies) and Anthology Poetry and lasts for 1 hour 30 minutes.

Paper 1 includes Macbeth and the 19th Century Novel (either Jekyll and Hyde, A Christmas Carol or Sign of Four). It lasts for 1 hour 45 minutes.

Both these exams test the same skills: AO1, 2 and 3. Details are shared with students of the success criteria and are clearly listed in students' books.

In Year 11, students will have a second opportunity to sit both Paper 1 and Paper 2 Literature. Paper 1 follows exactly the same format as Y10; Paper 2 now also includes Unseen Poetry and lasts for 2 hours and 15 minutes.

In addition, they will undertake both Paper 1 and Paper 2 Language papers, each lasting for 1 hour and 45 minutes.

Paper 1 focuses on Reading Literary Fiction. Section A includes 4 reading questions; Section B focuses on descriptive and narrative writing.

Paper 2 focuses on Reading Non-Fiction. Again, Section A includes 4 reading questions; Section B focuses on viewpoint writing.

Links to Personal Development:

Promoting inclusivity and diversity of all protected characteristics.

Social development: Practise using a range of social skills in different situations.

Confidence, Resilience and knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Character: Reflect wisely, learn eagerly, behave with integrity, cooperate.

Moral development: Recognising the difference between right and wrong.

Cultural development: Understanding the wide range of cultural influences that shape an individual.

How is my knowledge developed further at Key Stage Five?

A Level English Literature offers clear progression from GCSE, inviting students to build on existing skills and learning behaviours. You'll be choosing this subject because you enjoy reading novels, plays and poetry. However, the course will develop your wider critical reading, and the ability to construct, develop and sustain arguments, helping you to develop into confident, well-informed, articulate young adults. The study of English Literature at A Level is via the genre of tragedy and the genre of protest writing. As a subject English Literature has kudos and will make you ready for both further study and future employment.

A Level English Language offers clear progression from GCSE, inviting students to build on existing skills and learning behaviours. Although there are aspects of creative writing and viewpoint writing, the course will develop your wider critical reading, data analysis, evaluation of concepts and attitudes, and the ability to develop and sustain arguments and several different writing skills, helping you to develop into confident, well-informed, articulate young adults. This is promoted by the exploration of topics as varied as child language acquisition to language change. As a subject it will make you ready for both further study and future employment.