



## English department curriculum intent

### Department curriculum intent:

We are a small rural school in Yorkshire living at a time of social media and 'fake news'. We aim in our lessons to encourage and empower students to be confident in expressing themselves imaginatively and to demonstrate their knowledge through careful selection of language which they can manipulate and use to learn about the world around them, relating experiences in the classroom to those in their peer groups and the world at large.

We strive to enable students to make sense of the world they live in through the study of literature and language, to be aware how language is manipulated for effect and for the writer or speaker's purpose. To empower students to realise where language is manipulated and how to form their own conclusions, sifting through rhetoric or other devices and being aware of bias. To empower students to use their own language for purpose, for example to secure careers at interview.

In addition, we desire students to be able to make sense and develop their own identities through the study of literature and others' experiences. To enable them to engage with the emotions and experiences of others to learn more about themselves and the world we live in. We are a rural school and we aim for our students to experience the world and its diverse richness through our lessons, as their environment may mean that they do not gain these experiences in life. We believe that great literature has something to teach all of us – to educate and raise questions about the human condition and allow us to live many lives. We believe that it is the job of the writer to reflect society and humanity back at us in their writing and allow us to see ourselves (or others) as they truly are. We believe that writers can change individuals and societies and it is the job of the educator to open the student's mind to infinite possibilities.

In planning the curriculum, we began by considering the reason that human beings read and write texts – in their purest form they seek to communicate: to know and be known. Language and literature allows us to explore who we are, make sense of our lives, understand, empathise and grow from awareness of the lives of others and seek to make the world a better place. With this in mind, we have focused on the key concepts of: exploring the individual experience, exploring the lives of others and making a change in the world.



**Year 7**

**Overall curriculum intent for year 7:** Key question: **What does it mean to be heroic?** In year 7, we focus on the individual to begin our journey to decode texts, being inspired by others in order to become the best that we can be. We are developing as readers and writers from our KS2 learning. All lessons have a SPAG focus and incorporate explicit tier 2 and 3 vocabulary.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Ancient Heroes: what makes a hero?</p> <p>Exposure to Classical literature and story-telling conventions. Introduction to the genres of tragedy and allegory.</p>	<p>What makes a hero? Fantasy fiction genre.</p> <p>Pupils are introduced to the genre. They explore themes surrounding being displaced or 'other' and develop empathetic skills through the experience of others.</p>	<p>What makes a hero? Shakespearean women.</p> <p>Exposure to Classical literature and early modern English. Introduction to the concept of patriarchy and characters who challenge the status quo.</p>	<p>What makes a hero? Victorian heroes.</p> <p>Exposure to nineteenth-century non-fiction writing. Cultural capital: exploration of nineteenth-century gender and racial attitudes.</p>	<p>What makes a hero? Literary spies and detectives.</p> <p>Exposure to detective and spy genres. Exploration of how key texts have shaped our perceptions of detectives and spies and how these stereotypes are reinforced through other mediums.</p>	<p>What makes a hero? Modern heroes in today's society.</p> <p>Pupils draw their learning from the year together. Contemporary relevance, for example, the NHS during the pandemic. Fictional versus real heroes.</p>
Content mapping	<p>Greek myths.</p> <p><u>Links to:</u> work from KS2. Tragedy texts: <i>Macbeth</i> (Y8), <i>Romeo and Juliet</i> (Y10), <i>The Great Gatsby</i> (Y12/3). Allegorical texts at GCSE: <i>An Inspector Calls</i>, <i>A Christmas Carol</i>. Storytelling: GCSE English language Paper 1, Section B. A-level English literature: Keats poetry, King Lear, Richard II. A-level English language: Origin of Language. Creative writing NEA.</p>	<p>C. S. Lewis: <i>The Lion, Witch and Wardrobe</i>.</p> <p><u>Links to:</u> history. Builds on WW1 and refugee work from KS2. Mythology: builds on Unit 1 Greek myths unit of work. Themes of war/conflict/loyalties: BITSP (Y8), war poetry (Y8), <i>Macbeth</i> (Y8), dystopian fiction (Y8), protest poetry (Y9), Power and Conflict poetry anthology (GCSE), Richard II,</p>	<p>Shakespeare: extracts from <i>Much Ado about Nothing</i> and <i>The Merchant of Venice</i>.</p> <p><u>Links to:</u> Y8 Shakespearean text: <i>Macbeth</i> and GCSE Shakespeare text: <i>Romeo and Juliet</i> (strong female protagonists). Poetry: (language structure e.g. iambic pentameter). Y9 journalism unit: portrayal of women in the media.</p>	<p>Extracts from Victorian literature, Dickens etc.</p> <p><u>Links to:</u> Societal attitudes surrounding women: Y7 HT3 unit, Y8 <i>Macbeth</i>, Y8 <i>Great Expectations</i>, GCSE: <i>Romeo and Juliet</i>, <i>An Inspector Calls</i>. A-level English literature: <i>The Great Gatsby</i>, <i>King Lear</i>. Y9 journalism unit (bias). GCSE English language Paper 2: biographical writing. A-level English language: historical text analysis. Creative writing NEA. A-level English literature: protest and 'others' in society.</p>	<p>Extracts from modern texts. Conan Doyle, Collins.</p> <p><u>Links to:</u> GCSE English literature: <i>An Inspector Calls</i>. Builds on Greek myths unit of work.</p>	<p>Non-fiction text study of modern real-life heroes.</p> <p><u>Links to:</u> Y8 war poetry (real heroes) and conflict in society unit. Y9 speeches and journalism unit. Protest poetry. GCSE English language: non-fiction extracts. GCSE and A-level English literature: context surrounding writers' purposes in terms of social and political change</p>



		King Lear (A-level English literature). Romanticism Y9, GCSE, A-level English literature).	<i>An Inspector Calls</i> – exploration of the roles/expectations of women in society. Women’s suffrage.			(Dickens, Priestley, Blake, Hosseini).
Disciplinary knowledge	Difference between myth and legend. Greek Gods and classical tales. Narrative arcs.	The experience of evacuees during WW1. Christian mythology of good and evil. Greek mythical references.	Life and times of Shakespeare and The Globe Theatre. Patriarchal society. Social structures and gender expectations.	Religious and Industrial Victorian England. Victorian advances in science. The Victorian poor. Social attitudes.	Victorian London. Graphic novel conventions. Fictional hero/villain stereotypes and their place in society.	Awareness of 21 <sup>st</sup> century social expectations and challenges. Biographical and autobiographical writing.
Assessment mapping	Writing: Own fictional hero story based on Greek myth narrative conventions.	Reading: Extract. Analysis of how the writer has presented a scene/character.	Reading: How does Shakespeare present the character of ...? Linking extract to whole text.	Writing: Creative writing task.	Reading: Analysis of text language and structure.	Writing: Transactional writing task. Biographical/ autobiographical piece.
Personal development mapping	Questioning values/morality/qualities that society deem important.	Empathising with alternative experiences.	Questioning and challenging the traditional status quo. Issues surrounding equality.	Questioning of injustice/poverty/Victorian political and social attitudes. Empathising with the situation of others.	Exploration of stereotypes surrounding heroes and villains. Questioning morality and societal laws.	Mental health, overcoming personal challenges and resilience. Confidence.
Disciplinary literacy	Tier 2 and 3 key words. Narrative structures and hooks. Narrative voice. Sentence types. Punctuation.	Tier 2 and 3 key words. Skimming and scanning. Word-level analysis and connotations. Analytical verbs. What? How? Why? Connectives - making links across the extract.	Tier 2 and 3 key words. Word-level analysis and connotations. Analytical verbs. What? How? Why? Awareness of writers’ viewpoint and purpose. Connectives - making links to the wider text.	Tier 2 and 3 key words. Narrative structures and hooks. Narrative voice. Sentence types. Punctuation.	Tier 2 and 3 key words. Word-level analysis and connotations. Analytical verbs. Skimming and scanning. What? How? Why? Connectives - making links to the wider text and contextual information.	Tier 2 and 3 key words. Transactional writing formats. Structural features. Connectives. Sentence types. Punctuation. Persuasive/ informative devices.



Numeracy links	Plotting narrative arcs/mood graphs.		Counting beats in meter.	Mood graphs. Counting out boxes to create own section of a graphic novel.		Plotting out timelines of events. Chronology.
Cross-curricular links to other subjects	History, geography, religious studies, psychology.		History and psychology - identity.	History and geography. Psychology - identity	History	All subjects – skills of presentation of ideas.
Careers	Author. Historian. Geographer.		Politician - equality of opportunity.	Poet. Political writer. Social worker.	Author.	Presenter. Journalist.
Support for all	Use of multimedia. Supported assessment structures with clear criteria. Knowledge organisers. Writing frames. Sentence starters. Modelled examples (reading and writing). Key word glossaries. Quotation banks. Plot summaries. Paired/group learning.					
Challenge ideas	Wider reading on the influences of Greek mythology.	Wider reading on the theme of isolation/evacuees.	Wider reading on gender equality.	Wider reading: conditions in Victorian England.	Challenging texts, independent study into one writer.	Wider independent research. Examination of different media forms.



## Year 8

Overall curriculum intent for year 8: Key question – <b>How are the lives of others different from our own?</b> In year 8, we seek to develop and challenge pupils’ ability to empathise with others’ experiences in our choice of texts. We have a greater focus on transactional writing for purpose and audience and seek to help pupils develop and advocate their own perspectives. SPAG ‘Do now’ activities and tier 2 and 3 vocabulary is taught explicitly through all units.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Conflict and prejudice – <i>Boy in the Striped Pyjamas</i>.</p> <p>Explore the theme of morality. Studied prior to Armistice Day.</p>	<p>Conflict and prejudice – war poetry.</p> <p>Shift from fictional to poems based on real-life experiences of war.</p>	<p>Conflict – internal conflict.</p> <p>Introduction to the genre of tragedy.</p>	<p>Internal conflict and conflict with society – <i>Great Expectations</i>.</p> <p>Introduction to Gothic genre/nineteenth-century prose.</p>	<p>Conflict within society.</p> <p>Introduction to the dystopian fiction genre.</p>	<p>Conflict within society.</p> <p>Shift from fiction to non-fiction examples. Development of social and political cultural capital.</p>
Content mapping	<p>John Boyne: <i>The Boy in the Striped Pyjamas</i>.</p> <p><u>Links to:</u> work done in history. Builds on Y7 war units - theme of being displaced/evacuees: <i>The Lion, The Witch and The Wardrobe</i>. Builds on ideas of heroism (Y7): fictional and real-life heroes. Romanticism (Y9, GCSE, A-level): oppression, political agendas. A-level literature: political protest writing GCSE poetry anthology: <i>Power and Conflict</i>.</p>	<ul style="list-style-type: none"> <li>• <i>The Soldier</i></li> <li>• <i>Who’s for the game?</i></li> <li>• <i>Dulce et Decorum Est</i></li> <li>• <i>Manhunt</i></li> </ul> <p>plus other poems chosen by the teacher.</p> <p><u>Links to:</u> Continuation of war theme. Link to Y9 HT3: Protest poetry. GCSE <i>Power and Conflict</i> poetry anthology. KS5 poetry: Keats, Blake.</p>	<p>Shakespeare: <i>Macbeth</i>.</p> <p><u>Links to:</u> Genre of tragedy links back to the Greeks (Y7 unit of work). A-level literature: tragic hero: <i>The Great Gatsby</i>. Y7 Shakespearean text: <i>Much Ado about Nothing, Merchant of Venice</i>. GCSE Shakespeare text: <i>Romeo and Juliet</i> (strong female protagonists). A-level Shakespeare: <i>King Lear, Richard II</i>. Poetry: (language structure e.g. iambic pentameter). Y9 journalism unit: portrayal of women in the media. GCSE: <i>An Inspector Calls</i> – women’s suffrage. A-</p>	<p>Charles Dickens: <i>Great Expectations</i>.</p> <p><u>Links to:</u> Continuation of examination of societal attitudes surrounding women: Y7 <i>Much Ado about Nothing, Merchant of Venice</i>, Y8 <i>Macbeth</i>, GCSE: <i>Romeo and Juliet, An Inspector Calls</i>. A-level English literature: <i>The Great Gatsby, King Lear</i>, and examination of Victorian literature. Y9 journalism unit (bias). GCSE English literature: Dickens: <i>A Christmas Carol. An Inspector Calls</i> – women’s suffrage.</p>	<p>Suzanne Collins: <i>The Hunger Games</i>.</p> <p><u>Links to:</u> Builds on previous units about conflict. Y9, GCSE, A-level literature: Romanticism: oppressive regimes/protest and rebellion. A-level English literature: <i>The Handmaid’s Tale</i> and political and social protest writing.</p>	<p>Non-fiction texts from various media sources.</p> <p><u>Links to:</u> Consolidates learning for the year. Builds on Y7 units: heroes versus antiheroes. Y9 journalism unit and protest poetry. Romanticism: Y9, GCSE, A-level English literature (politics). GCSE English language: non-fiction extracts. GCSE and A-level English literature: social and political rights Political and social protest writing. A-level English language: Opinion writing.</p>



			level English literature: <i>The Handmaid's Tale</i> (societal attitudes).	A-level English literature: <i>The Great Gatsby, King Lear</i> (internal struggle).		
Disciplinary knowledge	WW2 Nazi Germany. Antisemitism. Propaganda. Concentration camps.	WW1. Life in the trenches. Life and times of poets in the SOW. Psychological, emotional and physical effects of warfare.	Patriarchy. Social, religious and historical context. Witches and superstition. The divine right of Kings. Tragic conventions.	Bildungsroman. Victorian class divide. Treatment of convicts. The Victorian poor. Social expectations of women. The C19 debate surrounding what makes a gentleman. Gothic conventions.	Dystopia versus utopia. Power and authority in society. Political fiction. Social and individual protest. Dystopian conventions.	Traditional and contemporary media forms. Historical and current social issues.
Assessment mapping	Writing: Transactional writing task: letter.	Reading: Poetry analysis/comparison.  Analysis of language and structural features.	Reading: Language and structure analysis: How does Shakespeare present the character(s) of...?	Writing: Transactional writing task – newspaper article.	Reading: Analysis of language and structural features.	Writing: Transactional writing – opinion piece.
Personal development mapping	Empathising with others. Understanding of personal responsibility and consequences through the characters' actions.	Developing awareness of wartime conditions. Empathising with the situation of others. Presenting an opinion, developing a point of view from another's experience.	Questioning morality and loyalty. Exploring and challenging attitudes surrounding gender. Presenting a case.	Awareness of, and empathising with, different historical and social experiences. Exploring and challenging attitudes surrounding gender and class.	Understanding of political oppression and activism, and how to effect change. Developing a point of view. Exploring types of leadership/ authority figures and systems.	Awareness of how different bias/perspectives affect reader understanding.
Disciplinary literacy	Purpose/audience/ structuring a letter. Tier 2 and 3 key words. Structural features. Connectives. Sentence types.	Form/structure/figurative language/themes. Poetic terminology. Word-level analysis. Analytical verbs. What? How? Why?	Tier 2 and 3 key words. Word-level analysis and connotations. Analytical verbs. Skimming and scanning.	Purpose/audience/ structuring an article. Tier 2 and 3 key words. Structural features. Connectives. Sentence types. Punctuation.	Tier 2 and 3 vocabulary. Recap of structural and linguistic vocabulary. Skimming and scanning. Vocabulary of analysis and evaluation. Analytical verbs.	Purpose/audience/ structuring of text. Tier 2 and 3 key words. Connectives. Sentence types. Punctuation.



	Punctuation. Persuasive/ informative devices.	Connectives - making links across the extract. Linking to context – tier 2 and 3 key words. Awareness of writers' viewpoint and purpose.	Structure analysis. What? How? Why? Awareness of writers' viewpoint and purpose. Connectives - making links to context and the wider text.	Sensationalist language.	What? How? Why? Context relevant to extract and awareness of writers' purpose.	How to engage the reader.
Numeracy links	Tallying responses from the morality quiz. Tracking of plot.	Counting rhythm and rhyme patterns.	Counting beats in meter.	Venn diagrams (nature versus nurture debate).	Mood graphs.	Plotting out timelines of events. Chronology.
Cross-curricular links	History, religious studies, psychology.	History, religious studies, geography.	History, religious studies, psychology, politics.	Politics, history, economics.	History, politics, economics, psychology.	Psychology, history, politics.
Careers	Author. Journalist. Historian.	Poet. Writer. Journalist. Historian.	Mental health worker.	Journalist. Mental health worker. Social worker.	Author. Politician.	Presenter. Author.
Support for all	Use of multimedia. Supported assessment structures with clear criteria. Knowledge organisers. Writing frames. Sentence starters. Modelled examples (reading and writing). Key word glossaries. Quotation banks. Plot summaries. Paired/group learning.					
Challenge ideas	Wider reading on Greek tragedy – tragic heroes, fatal flaws, wheel of fortunes etc.	Wider reading about the poets and wars discussed in the poems.	Greek tragedy revisited – Macbeth as tragic protagonist. Lady Macbeth as antagonist?	Further independent study on social and cultural contexts.	Wider study of political systems around the world.	Write a letter to an MP regarding a current conflict.



## Year 9

**Overall curriculum intent for year 9:** Key question: **What does it mean to be human?** Year 9 aims to continue to broaden pupils' experiences of the world through the study of literature, as they encounter the hypocrisies and inconsistencies within cultures they thought may have been familiar. We then move on to a greater examination of the wider world and the different experiences and perspectives it offers. We also begin to think about skills of recall and application of knowledge for GCSE. Lessons have a SPAG focus and incorporate tier 2 and 3 explicit vocabulary.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>Morality within fiction: <i>Long Way Down</i>.</p> <p>Introduction to the context of urban, black USA and gang culture. Pupils explore key themes of responsibility, privilege, culture, revenge and moral codes.</p>	<p>How do journalists shape morality?</p> <p>Non-fiction study looking at representation and bias in modern and historical media. Examination of mainstream media and political affiliations and how the media has been utilised to create and uphold power structures.</p>	<p>How do people change the world? World protest poetry.</p> <p>A study of a selection of world protest poetry, applying SMSC context and understanding to gain an awareness of how writers can attempt to effect change.</p>	<p>Revolution and individuality: An introduction to Romanticism.</p> <p>Romanticism ideology and context.</p>	<p>How do we decide on what is right and wrong? Exploring the Victorian Gothic.</p> <p>How did the Victorians explore their fears about right and wrong? Pupils delve into the Victorian psyche and explore how scientific advances affected Literature.</p>	<p>Revolution and individuality: Persuasive speeches.</p> <p>Transactional writing/speaking and listening unit.</p> <p>Pupils must complete their GCSE speaking and listening assessment, with marks recorded. Speeches must be on a persuasive/moral issue.</p>
Content mapping	<p>Jason Reynolds: <i>Long Way Down</i></p> <p><u>Links to:</u> Y7 unit of work surrounding what it is to be a 'hero' (in this case, acting as a vigilante). Y8 HT6 unit of work exploring non-fiction examples of conflict in society. Y9 HT2: media and bias. Y9 HT5 unit – deciding what is right and wrong. GCSE texts: ACC, AIC – disenfranchisement of</p>	<p>Selection of non-fiction media texts.</p> <p><u>Links to:</u> Y7 HT6 unit: real-life heroes. Y8 HT4 and HT6 units: article and conflict in society. Y9 HT3 unit: protest. GCSE: English language Paper 2, Section, Section A. GCSE literature texts: R&amp;J, ACC, AIC – social and political conflicts/unrest in society. A-level English literature: political and social protest writing.</p>	<p>Selection of world poems as chosen by the teacher.</p> <p><u>Links to:</u> Continuation of conflict theme. Links to Y8 HT2: war poetry. Y9 HT4: Romanticism. GCSE <i>Power and Conflict</i> poetry anthology. GCSE Literature texts (ACC, AIC) – writers trying to effect change. KS5 poetry: Keats, Blake.</p>	<p>Poems:</p> <ul style="list-style-type: none"> <li>- To Autumn</li> <li>- Tomorrow at dawn</li> <li>- My heart leaps up</li> <li>- Darkness</li> <li>- Sonnet on being cautioned against walking on a headland</li> </ul> <p><u>Links to:</u> Y8 HT2: war poetry. Y9 HT3: protest poetry. GCSE <i>Power and Conflict</i> poetry anthology. GCSE Literature texts (ACC, AIC) – writers trying to effect change.</p>	<p>A range of extracts, including <i>Dr. Jekyll and Mr. Hyde</i>.</p> <p><u>Links to:</u> Builds on Y7 HT4/5 and Y8 HT4 units on Victorian literature, now focusing on the relationship between science and religion. Consolidates learning about what it means to be human. Links to GCSE Literature: ACC and Romanticism (dehumanisation of the poor), A-level</p>	<p>Pupils to research content, draft and edit their individual speeches.</p> <p><u>Links to:</u> Consolidation of all KS3 units – social, political and historical issues facing society. A component of the GCSE English language award. Prepares for GCSE English language, Paper 2, Section B. A-level Literature social and political protest writing.</p>





	<p>marginalised groups. Themes of responsibility. GCSE poetry anthology (free verse style text) exploring power and conflict. A-level poetry (Lit). A-level English language: Language and representation. Idiolect, sociolect. Language and ethnicity. Creative writing NEA.</p>	<p>A-level English language: Media representations. Language and technology.</p>	<p>A-level English literature: social and political protest writing.</p>	<p>KS5 poetry: Keats, Blake. A-level English literature: social and political protest writing.</p>	<p>Literature: <i>The Great Gatsby</i> (being 'other').</p>	
Disciplinary knowledge	<p>The American Constitution Gang culture Historical and current social and racial issues Idiolect, sociolect, dialect</p>	<p>Broadsheet and tabloid newspapers. Different media forms. Current and historical social and political issues.</p>	<p>Current and historical global political and social issues. Historical and contemporary issues surrounding protest.</p>	<p>Romantics and Romanticism Historical political and social issues. Industrial Revolution. Life and times of named poets and poetic legacy.</p>	<p>Victorian Christian morality Scientific progress Gothic conventions</p>	<p>Format of a speech. Topical issues. Persuasive devices. Comparing and contrasting connectives.</p>
Assessment mapping	<p>Writing: Transactional writing. Newspaper article. (Making predictions using inference and deduction skills.)</p>	<p>Reading: Language and structure analysis. Comparison between two newspaper articles.</p>	<p>Writing: Pupils to write their own protest poem using the conventions they have studied.</p>	<p>Reading: Analysis of main poem, with links to a second poem. Appropriate contextual links and ability to articulate Romantic ideals.</p>	<p>Reading: Character analysis. Linking in relevant social and historical context, and attitudes and beliefs of the time.</p>	<p>Writing: Transactional writing task. Recorded speaking and listening assessment.</p>
Personal development mapping	<p>Understanding of how disadvantage can create division in society. Questioning familial loyalties and responsibilities.</p>	<p>Awareness of local, national and global issues. Empathising with those who face challenges and discrimination within society.</p>	<p>Developing an opinion/ viewpoint and learning how to articulate that. Empathising with those whose lives differ from our own.</p>	<p>Exploration of themes of environmentalism and revolution. Empathising with those whose lives differ from our own.</p>	<p>Questioning morality and the complexities of the human psyche and duality of mankind. Exploring the human relationship with science and religion.</p>	<p>Research, drafting, editing and presentational skills.</p>
Disciplinary literacy	<p>Tier 2 and 3 key words.</p>	<p>Tier 2 and 3 key words.</p>	<p>Tier 2 and 3 key words.</p>	<p>Tier 2 and 3 key words. Word-level analysis.</p>	<p>Tier 2 and 3 key words.</p>	<p>Tier 2 and 3 key words.</p>



	Poetic language, structure and form. Poetic inversion. Rhyme and rhythm. Meter. Free verse. Figurative language.	Language of the media e.g. bias, sensationalism. Analytical verbs. Structure of a media text. Types of headlines. SPaG and sentences.	Poetic conventions – structure, style and form. Poetic inversion. Rhyme and rhythm. Meter. Free verse. Figurative language. Ability to artistically convey a viewpoint.	Analytical verbs. What? How? Why? Connectives - making links across the extract and to the wider context. Linking to context. Awareness of writers' viewpoint and purpose.	Skimming and scanning. Close language analysis. Analytical verbs. Vocabulary of analysis and evaluation. What? How? Why? Context relevant to extract and awareness of writers' purpose.	Choosing language for effect Skimming and scanning when researching to select appropriate supportive facts and information. Oracy – able to present in a coherent and engaging manner.
Numeracy links	Tallying responses from the personality quiz.	Percentages and statistics.	Counting out meters used.	Counting out meters used.	Venn diagram (lines of morality/science versus religion).	Structuring content chronologically.
Cross-curricular links to other subjects	Religious studies, history, geography, politics, economics.	Geography, history, politics.	History, politics, geography, economics.	History, religious studies, politics, economics.	Religious studies, science, philosophy, history.	Politics, economics, history, philosophy.
Careers	The Police. Politician. Community support worker. Performance poetry.	Journalist. Reporter. News anchor. Editor. Content writer. Social media manager.	Performance poetry. Political writer.	Environmentalist work. Politician. Social worker. Charity worker.	Author. Philosopher. Counsellor.	Public speaker. Interviewer. Researcher.
Support for all	Use of multimedia. Supported assessment structures with clear criteria. Knowledge organisers. Writing frames. Sentence starters. Modelled examples (reading and writing). Key word glossaries. Quotation banks. Plot summaries. Paired/group learning.					
Challenge ideas	Wider reading around the causes and effects of disenfranchisement. BLM study.	BLM study/project.	Wider reading into marginalised groups and tensions within communities. Study of other protest writing e.g. Swift.	Extended study of one Romantic poet/historical context What would the Romantics be writing about today?	Wider reading of the notion of good versus evil and the supernatural versus nature debate.	Debating competition.



**Year 10**

**Overall curriculum intent for year 10:** Year 10 sees the commencement of the GCSE courses in Literature and Language. Whilst adhering to the syllabus of each qualification, we also aim to continue to foster that desire for wider reading, seeking new experiences and presenting own perspectives. This last one becomes increasingly important as we become closer to the world of employment – interviews, personal statements for university, etc. We seek to explore deeper themes and encourage independent thought whilst also preparing pupils for life in the real world – how to spot fake news, how to recognise bias etc. We continue to use the punctuation and writing prompts from KS3 and place emphasis on Tier 2 and 3 vocabulary. Half terms 1 and 2 run concurrently as study of *A Christmas Carol* begins once poems are completed.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p>LIT: Poetry anthology: Romantic poets.</p> <p>LIT Key text: <i>A Christmas Carol</i>.</p> <p>LANG: Transactional writing task.</p>	<p>Key text: <i>A Christmas Carol</i>.</p> <p>LANG: unseen non-fiction. Reading: Paper 2, Section A.</p>	<p>LIT: Poetry anthology: war poems.</p> <p>LANG: unseen fiction. Reading: Paper 1, Section A.</p>	<p>LIT: Poetry anthology: war poems.</p> <p>LANG: Creative writing: Paper 1, Section B.</p> <p>LANG: Transactional writing: Paper 2, Section B.</p>	<p>LIT: Poetry anthology: Completion of war poems.</p> <p>LIT Key text: <i>Romeo and Juliet</i>.</p>	<p>LIT key text: <i>Romeo and Juliet</i>.</p> <p>LANG: Revision of Paper 1 and Paper 2.</p>
Content mapping	<p>Poems: 1. Ozymandias. 2. London. 3 The Prelude. 4. My Last Duchess.</p> <p><u>Links to:</u> Builds on Y8, HT2 poetry unit and theme of conflict in society, and Y9 HT3 poetry unit (introduction to Romanticism). Prepares for A-level Literature study (Blake, Keats).</p> <p>Charles Dickens: <i>A Christmas Carol</i>.</p> <p><u>Links to:</u> Builds on allegory (Y7 HT1) with in-depth exploration of</p>	<p>Completion of <i>A Christmas Carol</i> and related context.</p> <p>Links as per HT1.</p> <p>English language: Paper 2, Section A.</p> <p><u>Links to:</u> Builds on word-level analysis practice from KS3 assessments. Prepares for A-level English language analysis.</p>	<p>Poems: 1. Bayonet Charge. 2. Remains.</p> <p><u>Links to:</u> Builds on, and consolidates, knowledge of themes of war already studied: Y7 HT2, Y8 HT1/2/3. Prepares for remaining war poems in the anthology. A-level English literature Richard II, King Lear (war/conflict) and A-level poetry: Blake, Keats.</p> <p>English language: Paper 1, Section A.</p> <p><u>Links to:</u> Builds on word-level analysis practice from KS3 assessments.</p>	<p>Poems: 1. Charge of the Light Brigade. 2. Poppies.</p> <p><u>Links to:</u> Builds on, and consolidates, knowledge of themes of war already studied: Y7 HT2, Y8 HT1/2/3, Y10 HT3. Prepares for A-level English literature Richard II, King Lear (war/conflict) and A-level poetry: Blake, Keats.</p> <p>Creative writing task.</p> <p><u>Links to:</u> Develops skills learned in Y7 (HT1/4) and Y9 (HT1). Prepares for A-</p>	<p>Poems: 1. Kamikaze. 2. War Photographer. 3. Exposure. 4. Storm on the Island.</p> <p><u>Links to:</u> Builds on, and consolidates, knowledge of themes of war already studied: Y7 HT2, Y8 HT1/2/3, Y10 HT3/4. Prepares for A-level English literature Richard II, King Lear (war/conflict) and A-level poetry: Blake, Keats.</p> <p>William Shakespeare: <i>Romeo and Juliet</i>.</p> <p><u>Links to:</u> Builds on work covered previously</p>	<p>William Shakespeare: <i>Romeo and Juliet</i>.</p> <p><u>Links to:</u> Builds on work covered previously regarding strong female Shakespearean protagonists (Y7 HT3, Y8 HT3) and strong females who challenge societal expectations (Y7 HT6, Y8 HT4, Y9 HT3). Prepares for depictions/roles of women in Year 11 (<i>An Inspector Calls</i>) and at A-level (<i>The Great Gatsby</i>). A-level English literature Shakespeare texts.</p> <p>LANG: Full Paper 1 – with mock analysis</p>



	<p>Christian allegory as a method of social change, Advocates for social change (Y7 HT6, Y9 HT3/4). Builds on Y8 theme of conflict within society. <i>Great Expectations</i> (Y8, HT4): more in-depth study of the social and political attitudes surrounding the Victorian poor and responsibility of the middle and upper classes. Builds on social morality units and themes of right and wrong (Y9 HT1/2/5). Prepares for study of AIC in Y11 (marginalisation/ disenfranchisement of the poor). A-level English literature – political and social protest writing.</p> <p>Transactional writing task.</p> <p><u>Links to:</u> Develops skills learned in Y7 (HT6), Y8 (HT1, 4, 6) and Y9 (HT6). Prepares for GCSE English language Paper 2, Section B. A-level English language – opinion writing. A-level English literature – political and social protest writing.</p>		<p>Prepares for A-level English language analysis.</p>	<p>level English language: Creative writing NEA.</p> <p>Transactional writing task.</p> <p><u>Links to:</u> Develops skills learned in Y7 (HT6), Y8 (HT1, 4, 6) and Y9 (HT6). Prepares for GCSE English language Paper 2, Section B. A-level English language – opinion writing. A-level English literature – political and social protest writing.</p>	<p>regarding strong female Shakespearean protagonists (Y7 HT3, Y8 HT3) and strong females who challenge societal expectations (Y7 HT6, Y8 HT4, Y9 HT3). Prepares for depictions/roles of women in Year 11 (<i>An Inspector Calls</i>) and at A-level (<i>The Great Gatsby</i>). A-level English literature Shakespeare texts.</p>	<p>used to address areas for targeting.</p>
<p>Disciplinary knowledge</p>	<p>LIT: Romanticism principles and core beliefs (childhood, nature etc).</p>	<p>LIT: Social and historical issues surrounding Victorian England.</p>	<p>LIT: Context: war from different perspectives. World War 1.</p>	<p>LIT: Context: war from different perspectives. The Crimean War. World War 1.</p>	<p>LIT: Context: war from different perspectives. World War 2. The Crimean War.</p>	<p>LIT: R&amp;J context: tragedy, patriarchal society, Petrarch, notions of honour,</p>



	<p>Ancient Egypt/Napoleonic invasion. Industrial revolution. Child labour. Duke of Ferrara.</p> <p>Social and historical issues surrounding Victorian England. Victorian attitudes towards the poor: misanthropy and philanthropy. Hypocrisy of Christian attitudes. The Malthusian theory of population. Utilitarianism. Bentham and workhouses. Dickens' purpose as a writer. Ruskin: 'Gentlemen' essays. Core knowledge: plot, characters, theme and genre. Structure and symbolism (Ignorance and Want). Explicit teaching of Tier 2 and 3 vocabulary.</p> <p>LANG: Transactional writing: purpose, audience and form. Content: structuring a response for impact.</p>	<p>Victorian attitudes towards the poor: misanthropy and philanthropy. Hypocrisy of Christian attitudes. The Malthusian theory of population. Utilitarianism. Bentham and workhouses. Dickens' purpose as a writer. Ruskin: 'Gentlemen' essays. Core knowledge: plot, characters, theme and genre. Structure and symbolism (Ignorance and Want). Explicit teaching of Tier 2 and 3 vocabulary.</p> <p>LANG: Reading for meaning. How to identify and interpret explicit and implicit information. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects. Use relevant subject terminology.</p>	<p>LANG: Reading for meaning. How to identify and interpret explicit and implicit information. Analyse how writers use language and structure to achieve effects. Use relevant subject terminology. Evaluate texts critically and support this with appropriate textual references.</p>	<p>LANG: Creative writing: narrative arcs, narrative voice. Using language for effect. How to effectively structure content. Full range of sentence types and punctuation. Figurative language. Ambitious vocabulary. How to write with high levels of technical accuracy.</p> <p>LANG: Transactional writing: purpose, audience and form. Content: structuring a response for impact. Articulating a viewpoint. Levels of formality. How to construct sentences for effect. Full range of punctuation (inc. higher-level). Vocabulary choices (inc. ambitious). How to write with high levels of technical accuracy.</p> <p>LANG: writing to describe/narrate. Mood and atmosphere through vocabulary</p>	<p>World War 1. The Troubles, Northern Ireland.</p> <p>LIT: R&amp;J context: tragedy, patriarchal society, Petrarch, notions of honour, loyalty, courtly love, sonnet form, plot, character and theme, symbolism. Key concepts of love versus hate, family versus individualism, young versus old, destiny versus free will, etc.</p> <p>LANG: Consolidation of learning over the course of the year.</p>	<p>loyalty, courtly love, sonnet form, plot, character and theme, symbolism. Key concepts of love versus hate, family versus individualism, young versus old, destiny versus free will, etc.</p> <p>LANG: Consolidation of learning over the course of the year.</p>
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	<p>Articulating a viewpoint. Levels of formality. How to construct sentences for effect. Full range of punctuation (inc. higher-level). Vocabulary choices (inc. ambitious). How to write with high levels of technical accuracy.</p>	<p>Compare writers' perspectives, as well as how these are conveyed, across two texts.</p>		<p>choices. Structure for impact, e.g. flashback, circular structure, dual narrative. Plot and character. Punctuation and sentence structure.</p>		
Assessment mapping	<p>LIT: Comparison between two poems looking at language, structure and context.  LANG: Transactional writing task (linked to ACC).</p>	<p>LIT: ACC exam question: development of Scrooge's character.  LANG: Reading: Paper 2, Section A. (Extracts linked to ACC).</p>	<p>LANG: Reading: Paper 1, Section A.</p>	<p>LANG: Creative writing task.  LANG: Transactional writing task.</p>	<p>LIT: Comparison between two poems looking at language, structure and context.</p>	<p>LIT: <i>Romeo and Juliet</i> exam-style question.  LANG: Paper 1 mock.</p>
Personal development mapping	<p>Explore ideas surrounding individual and collective rights and responsibilities. Empathise with those whose situations differ from our own. Charity. Privilege and disadvantage, capacity for change and growth.</p>		<p>Engage with the News and follow current affairs. Have an awareness of the current political climate at home and globally.</p>		<p>Explore notions of war and conflict and effect on population. Begin to consider patriarchal society and its effect on men and women.</p>	<p>Discussions on toxic masculinity. Explore what it means to be a teenager.</p>
Disciplinary literacy	<p>Poetic terminology. Key words for the text. Word-level analysis. What? How? Why? Being able to articulate the writer's purpose. Transactional writing format(s). Full range of sentence types.</p>	<p>Key words for the text. Word-level analysis. What? How? Why? Select and retrieve explicit and implicit information. Skimming and scanning. Synthesise evidence from different texts.</p>	<p>Poetic terminology. Key words for the text. Word-level analysis. What? How? Why? Being able to articulate the writer's purpose. Select and retrieve explicit and implicit information. Skimming and scanning.</p>	<p>Narrative voice. Levels of formality. Tone. Organising content. Using a range of sentence types for effect. Using the full range of punctuation. Spelling.</p>	<p>Poetic terminology. Key words for the text. Word-level analysis. What? How? Why? Being able to articulate the writer's purpose. Tier 2 and 3 vocabulary. Skimming and scanning. Word-level analysis.</p>	<p>Poetic terminology. Key words for the text. Word-level analysis. What? How? Why? Being able to articulate the writer's purpose. Tier 2 and 3 vocabulary. Skimming and scanning. Word-level analysis.</p>



	Full range of punctuation. Spelling. Tier 2 and 3 vocabulary.	Compare writers' ideas and perspectives. Tier 2 and 3 vocabulary.	Analysis of how writers use language and structure for effect. Evaluate texts critically. Tier 2 and 3 vocabulary.	Vocabulary choices (inc. ambitious). Being able to write with high levels of technical accuracy.	Analysis of how writers use language and structure for effect. Evaluate texts critically.	Analysis of how writers use language and structure for effect. Evaluate texts critically.
Numeracy links	Counting out rhythms and rhymes. Mood graphs. Venn diagrams and tracking of themes.					
Cross-curricular links to other subjects	History, religious studies, psychology, business studies, politics, economics.					
Careers	Poet. Reporter. Journalist. Writer. Editor. Social worker.	Banker. Political writer. Journalist. Editor. Social worker.	War reporter. Journalist. Author. Editor.	Author. Journalist. Editor. Content writer.	Agony Aunt for magazine/blogs. Counsellor. Mediator.	
Support for all	Knowledge organisers. Glossaries of key words. Teaching of vocabulary and complex ideas to access higher grades. Supported assessment structures – writing frames/sentence starters/modelled examples. Multi-media teaching. Literacy mats. Paired and group work.					
Challenge ideas	Wider reading about Thomas Malthus (Theory of Population), Jeremy Bentham (Utilitarianism and workhouses) and John Ruskin (the gentleman).	Study of minimum wage and zero hours contracts.	Wider reading around WW1.	Wider reading around the Crimean war.	Study of patriarchal versus matriarchal societies.	Discussion of the role of individual in society, free will versus fate – are you in control?



## Year 11

Overall curriculum intent for year 11: this is the final year of study and so predominantly geared towards the final exams. We wish to avoid a teach to the test approach to studies and so the selection of material for unseen is paramount. We seek to explore deeper themes and encourage independent thought, whilst also preparing students for life in the real world – how to spot fake news and recognise bias, how to present themselves at interview etc. One unseen poem analysis per half term.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	<p>LIT: Completion of Poetry Anthology.</p> <p>LIT Key text: <i>An Inspector Calls</i>.</p> <p>LANG: Transactional writing task linked to <i>An Inspector Calls</i>.</p>	<p>Lit Key text: <i>An Inspector Calls</i></p> <p>LANG: Reading. Paper 1, Section A assessment.</p> <p>Revision of poetry anthology.</p>	<p>LIT: Unseen poetry</p> <p>LANG: Full English language Paper 1.</p>	<p>LIT: Revision of <i>A Christmas Carol</i>.</p> <p>LANG: Full English language Paper 2.</p>	<p>LIT: Revision of <i>Romeo and Juliet</i>.</p> <p>Revision and exam practice of all components.</p>
Content mapping	<p>Poetry Anthology.</p> <p><u>Links to:</u> Builds on, and consolidates learning in KS3 and Y10. Prepares for A-level English literature: Blake, Keats.</p> <p>J. B. Priestley: <i>An Inspector Calls</i>.</p> <p><u>Links to:</u> Builds on learning from Y7 surrounding ideas about being a hero (Gerald: 'wonderful Fairy Prince') and learning from KS3 about social class and roles of men and women (Y7 HT2/3, Y8 HT3/4) and marginalisation of pockets of society: (Y9 HT1-4, Y10:ACC). Prepares for A-level English literature: <i>The Handmaid's Tale</i>, aspects of Tragedy, political and social protest writing. A-level English language: Language and gender.</p> <p>Prepares for A-level English literature: <i>The Handmaid's Tale</i>, aspects of Tragedy, political and social protest</p>	<p>J. B. Priestley: <i>An Inspector Calls</i>.</p> <p><u>Links to:</u> Builds on learning from Y7 surrounding ideas about being a hero (Gerald: 'wonderful Fairy Prince') and learning from KS3 about social class and roles of men and women (Y7 HT2/3, Y8 HT3/4) and marginalisation of pockets of society: (Y9 HT1-4, Y10:ACC). Prepares for A-level English literature: <i>The Handmaid's Tale</i>, aspects of Tragedy, political and social protest writing. A-level English language: Language and gender.</p> <p>English language: Paper 1, Section A.</p>	<p>Unseen poetry.</p> <p><u>Links to:</u> Poems covered in KS3/4. Prepares for A-level English literature: Blake, Keats.</p> <p>English language Paper 1.</p> <p>Focused preparation for final exams using unseen fiction papers and mock analysis.</p>	<p>Charles Dickens: <i>A Christmas Carol</i>.</p> <p>Focused revision of all key themes, key quotes and characters and exam-style questions.</p> <p>English language Paper 2.</p> <p>Focused preparation for final exams using unseen non-fiction papers and mock analysis.</p>	<p>William Shakespeare: <i>Romeo and Juliet</i>.</p> <p>Focused revision of all key themes, key quotes and characters and exam-style questions.</p> <p>Focused preparation for all final exams.</p>





	writing. A-level English language: Language and gender.	Focused preparation for mock and final exams.			
Disciplinary knowledge	<p>Poetic terminology and associated context. Edwardian attitudes to women and class structures. Capitalism versus socialism. WW1 and WW2 changes (social and political landscape). The welfare state. Themes, plot and character. Writer's purpose. Tier 2 and 3 vocabulary.</p>		<p>LIT: Poetic terminology. Poetic forms. Figurative language. What? How? Why? S.M.I.L.E.</p> <p>LANG: How to identify and interpret explicit and implicit information. Analyse how writers use language and structure to achieve effects. Use relevant subject terminology. Evaluate texts critically and support this with appropriate textual references.</p> <p>Creative writing: narrative arcs, narrative voice. Using language for effect. How to effectively structure content.</p> <p>Full range of sentence types and punctuation. Figurative language. Ambitious vocabulary. How to write with high levels of technical accuracy.</p>	<p>LIT: Social and historical issues surrounding Victorian England. Victorian attitudes towards the poor: misanthropy and philanthropy. Hypocrisy of Christian attitudes. The Malthusian theory of population. Utilitarianism. Bentham and workhouses. Dickens' purpose as a writer. Ruskin: 'Gentlemen' essays. Core knowledge: plot, characters, theme and genre. Structure and symbolism (Ignorance and Want). Explicit teaching of Tier 2 and 3 vocabulary.</p> <p>LANG: Reading for meaning. How to identify and interpret explicit and implicit information. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects. Use relevant subject terminology. Purpose, audience and form.</p>	<p>LIT: R&amp;J context: tragedy, patriarchal society, Petrarch, notions of honour, loyalty, courtly love, sonnet form, plot, character and theme, symbolism. Key concepts of love versus hate, family versus individualism, young versus old, destiny versus free will.</p>



				<p>Content: structuring a response for impact.          Articulating a viewpoint.          Levels of formality.          How to construct sentences for effect.          Full range of punctuation (inc. higher-level).          Vocabulary choices (inc. ambitious).          How to write with high levels of technical accuracy.</p>	
Assessment mapping	<p>LIT: Comparison between two poems looking at language, structure and context.           LANG: Transactional writing task (linked to AIC).</p>	<p>LIT: <i>An Inspector Calls</i> exam-style question (role of the Inspector).           LANG: Paper 1, Section A.</p>	<p>LIT: Unseen poetry exam-style question.           LANG: Full English language Paper 1.</p>	<p>LIT: <i>A Christmas Carol</i> exam-style question.           LANG: Full English language Paper 2.</p>	<p>LIT: <i>Romeo and Juliet</i> exam-style question.           Language assessments as needed.</p>
Personal development mapping	<p>Empathising with those whose situations differ from our own. Considering personal and collective responsibilities in society. Charity.</p>		<p>Development of technical, literacy skills needed for the world of work. Critical thinking skills.</p>	<p>Empathising with those whose lives differ from our own. Sharpening up of literacy skills needed for the world of work.</p>	<p>Take ownership of own progress.</p>
Disciplinary literacy	<p>Poetic terminology.          Key words for the text.          Word-level analysis.          What? How? Why?          Being able to articulate the writer's purpose.          Transactional writing format(s).          Full range of sentence types.          Full range of punctuation.          Spelling.          Tier 2 and 3 vocabulary.</p>	<p>Poetic terminology.          Key words for the text.          Word-level analysis.          What? How? Why?          Being able to articulate the writer's purpose.          Select and retrieve explicit and implicit information.          Skimming and scanning.          Analysis of how writers use language and structure for effect.          Evaluate texts critically.          Tier 2 and 3 vocabulary.</p>	<p>Poetic terminology.          Reading for meaning.          How the writer uses language and structure for effect.          Word-level analysis.          What? How? Why?          Being able to articulate the writer's purpose.          Select and retrieve explicit and implicit information.          Skimming and scanning.          Analysis of how writers use language and structure for effect.</p>	<p>Key words for the text.          Word-level analysis.          Making links within the extract and to the wider text.          What? How? Why?          Select and retrieve explicit and implicit information.          Skimming and scanning.          Synthesise evidence from different texts.          Compare writers' ideas and perspectives.          Tier 2 and 3 vocabulary.          Purpose, audience, format.</p>	<p>Key words for the text.          Word-level analysis.          What? How? Why?          Being able to articulate the writer's purpose.          Tier 2 and 3 vocabulary.          Skimming and scanning.          Word-level analysis.          Analysis of how writers use language and structure for effect.          Critical thinking skills.</p>



			<p>Evaluate texts critically. Tier 2 and 3 vocabulary. Narrative voice. Tone. Organising content. Using a range of sentence types for effect. Using the full range of punctuation. Spelling. Vocabulary choices (inc. ambitious). Being able to write with high levels of technical accuracy.</p>	<p>Tone. Organising content. Using a range of sentence types for effect. Using the full range of punctuation. Spelling. Vocabulary choices (inc. ambitious). Being able to write with high levels of technical accuracy.</p>	
Numeracy links	Mood graphs. Venn diagrams and theme tracking.				
Cross-curricular links to other subjects	History, religious studies, economics, business studies, psychology, philosophy.		History, geography.	History, geography, religious studies.	
Careers	Charity worker. Social worker. Detective. Entrepreneur.		Performance poet. Author. Editor. Content writer.	Journalist. Counsellor. Mediator. Editor. Content writer. Office worker.	
Support for all	Knowledge organisers. Glossaries of key words. Teaching of vocabulary and complex ideas to access higher grades. Supported assessment structures – writing frames/sentence starters/modelled examples. Multi-media teaching. Literacy mats. Paired and group work.				
Challenge ideas	Discussions about exploitation and fair pay.	Equal pay - men and women in the same role. Media coverage of this issue.	Enter a story-writing competition.	Volunteer at a charity shop.	Focused revision and attendance at revision sessions.



## Year 12 English language

Overall curriculum intent for year 12:						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Bridging work Language and representation Grammar and Syntax Modes and textual variation	Language and Gender Phonetics and conversations Introduction to Phonetics	Introduction to sociolinguistics Accents and Dialects Idiolects and Sociolects	World Englishes and generic Language usage Media representations	Language and Occupation Language and technology	Creative writing NEA Opinion Writing
Content mapping	Genre and text type including multimodal texts	Language and gender Spoken language Theorist studies explored. Use of different levels of language analysis	Idiolect and sociolect Dialect Language and ethnicity Accent Bias investigated	Developed analysis of attitudes to variation and diversity e.g. prescriptivism versus descriptivism Case studies on World Englishes	Computer-mediated communication Language and occupation Communication practices and models	Use of Paper 1 section A texts to inspire own work. Mini project work on data collection and style model analysis
Disciplinary knowledge	Varied conventions of different media types across time Grammatical vocabulary applied at a semantic, syntactic and pragmatic level	Political and social expectations for different genders across time Purposes and types of spoken interaction IPA knowledge	Personal identity and psychology Geographical knowledge Social responses to different groups Ethical considerations to ingrained prejudice	Policial history across the world Rhetorical devices and the use of media for propaganda Graphological metalanguage Geographical knowledge of	Different jobs and positions explored Historical knowledge of progression of technology Academic positions, responsibilities and expectations	Range of genres and purposes of writing in a range of texts and situations across time Social, political and personal opinion texts



				English variation across the world		
Assessment mapping	Paper 1 Questions 1 and 2 – representation in a text.  Identification / analysis / terminology / essay style	Paper 1 Question 3 –  Phonetic development and variety analysis  Paper 2 question 1 –	Paper 2 Question 1 – comparison of representation Identification / analysis / terminology / essay style	Paper 2 Questions 1 and 2	Paper 2 question 1	Creative Language NEA
Personal development mapping	Development of free thinking and independent thought, debate skills, essay skills, analytical skills, data management, social awareness, representation and bias awareness					
Disciplinary literacy	Grammatical analysis with correct metalanguage	Phonetic alphabet recognition and usage metalanguage	Essay skills – analytical and comparative features	Essay skills – analytical and evidenced from a range of sources	Theoretical analysis of texts	Focus on self evaluation and original writing commentary Creative writing
Numeracy links	Word, sentence frequency Statistical syntax analysis	Word / sentence / text counting and analysis	Word, sentence and phoneme regularity and analysis	Words counts Regularity of usage	Word / sentence / text counting Stage analysis	Word / sentence / text counting Data presentation and statistical analysis
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, art					
Careers	Forensics, media, politics	Journalism Media Politics Speech therapy Sociology	Speech therapy sociology	Forensics Media Law Psychology	Psychology teaching	Dependant on topic, but any job requiring reports/investigations /analysis
Support for all	Intervention strategies Personal Tutorials					



	Buddy/paired work
Challenge ideas	Wider reading opportunities – Research in the media on current attitudes to language



## Year 12 English literature

Overall curriculum intent for year 12 (Dependent on class size and number of lessons. Where there are sufficient numbers, pupils will be offered Keats.)						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Aspects of Tragedy				Introduction of NEA Wider reading – prose and poetry	Aspects of Political and Social Protest writing Begin choice of texts for NEAs
Content mapping	Introduction to genre of Tragedy. Richard II Great Gatsby	Finish Richard II Finish The Great Gatsby Begin King Lear	King Lear Begin Keats – Poems from the Tragedy Anthology	King Lear Keats	Understanding different critical approaches Wider reading of prose and poetry	Introduction to genre of protest writing Introduction of Blake Choosing of NEA texts
Disciplinary knowledge	Elements of tragedy The structure of a tragic text Historical context: Roaring twenties The Plantagenets and the historical world view	Elements of tragedy The structure of a tragic text Historical context: Roaring twenties The Plantagenets and the historical world view Social and cultural structures	Romantics and Romanticism Keats' life and times Keats' poetic legacy Greek mythology Social and cultural structures Religious philosophy Humanism	Romantics and Romanticism Keats' life and times Keats' poetic legacy Greek mythology Social and cultural structures Religious philosophy Humanism	Narrative theory Marxist theory Feminist theory Post-Colonial theory Eco-Critical theory Theories around the Canon	Early Romantics Political, historical context Life and times of Blake Religious ideas Blake's poetic legacy Narrative theory Marxist theory Feminist theory Post-Colonial theory Eco-Critical theory Theories around the Canon
Assessment mapping	<i>The Great Gatsby</i> essay question.	<i>Richard II</i> essay question.	<i>King Lear</i> essay question.	<i>Keats</i> essay question.	NEA.	NEA.
Personal development mapping	Development of free thinking and independent thought Debate skills					
Disciplinary literacy	Subject-specific key words Essay writing skills Analysis of the specific language and structural techniques for each text	Subject-specific key words Essay writing skills Analysis of the specific language and structural techniques for each text	Poetic terminology for language, rhyme and meter Subject-specific key words Essay writing skills Analysis of the specific language and	Subject-specific key words Essay writing skills Analysis of the specific language and structural techniques for each text	Subject-specific key words Essay writing skills Analysis of the specific language and structural techniques for each text	Subject-specific key words Essay writing skills Analysis of the specific language and structural techniques for each text



		structural techniques for each text		
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, art		History, psychology, geography, politics, philosophy, ethics, ecology, art	
Careers	English literature supports a wide range of careers, for example law, writing, journalism, teaching, TV, theatre, film			
Support for all	Intervention strategies/tutorials			
Challenge ideas	Wider reading opportunities – Research			





**Year 13 English language**

Overall curriculum intent for year 13:						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Child Language Acquisition: Reading, writing and speaking	Language Change  Investigation NEA	Language Diversity revisited  History of English	Language discourse revisited linked to original writing NEA  English as a World Language  Opinion Writing	Revision and exam questions	Revision of all topics
Content mapping	Analysis and essay style focus  Theorist studies explored e.g. innateness / interactionists Learning to speak, read, write	Data analysis and synthesis report writing  Explore concepts, theories and ideas around diversity, variation and attitudes: Links to Language Change	Analysis focus. Case studies to include: Lexical change Semantic change Grammatical change Phonological change Orthographical change	Linking opinion articles to original writing  Genre exploration  Use of representation and persuasion in own work  Key essay skills	Focus on movement between speech and written forms  Different written genres explored	Focus on Language Acquisition and Language Change
Disciplinary knowledge	Exploration of the physical, mental and social growth of children Discussion of EYF within the education system Family social, economic and political influences	Studying the phonetic, graphological and syntactical changes from Early Modern English to the present day Geographical and political influences and interactions with other cultures explored	Examining the role and influences of the English people across the globe Ethical considerations and cultural biases explored with investigations and consideration of theorists	Examining the role and influences of the English people across the globe Social, political and personal opinion texts		



	Ethical considerations of theorists Phonetical alphabet usage	Grapheme metalanguage				
Assessment mapping	Paper 1 question 4	Paper 2 question 2 Diversity and change	Paper 2 question 2 Diversity and change	Paper 2 question 4 and 5	Paper 1 question 4 and 5	All of paper 1 and 2
Personal development mapping	Development of free thinking and independent thought, debate skills, essay skills, analytical skills, data management, social awareness, representation and bias awareness					
Disciplinary literacy	Essay skills – embedding of theorists / evidence	Speech and semantic analysis	Metalanguage usage	Creative writing Essay skills	Modern language usage	Essay skills
Numeracy links	Word / sentence / text counting and analysis	Data analysis Word count limitations	Geographical location / frequency / word order	-	Word / sentence / text counting and analysis	Data analysis
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, art					-
Careers	Journalism Media Children’s Psychology Social workers Speech therapy Primary teaching	Journalism Media Law Any job requiring reports / analysis	Any job requiring reports / analysis Counsellors	Journalism Media	Early years work Teachers Speech therapy Children’s psychology	-
Support for all	Intervention strategies, personal tutorials, buddy/paired work					
Challenge ideas	Wider reading opportunities – Research					



**Year 13 English literature**

<b>Overall curriculum intent for year 13:</b>					
	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>
Intent for the half term	Aspects of Political and Social Protest writing Planning of NEA 1	Aspects of Political and Social Protest writing Drafting of NEA 1	Aspects of Political and Social Protest writing Planning of NEA 2	Revision Drafting and writing up of NEA 1 and 2	Revision
Content mapping	Finish study of Blake Begin Handmaid's Tale	Handmaid's Tale	The Kite Runner Revision of Aspects of Tragedy	Revision	Revision
Disciplinary knowledge	Power and politics History/Importance of protest Early Romantics Political, historical context Life and times of Blake Religious ideas Blake's poetic legacy Margaret Atwood's life and times and written legacy Post Modernism (Modernism) The Pilgrim Fathers 1980s political, historical context Modern political knowledge	Margaret Atwood's life and times and written legacy Post Modernism (Modernism) The Pilgrim Fathers 1980s political, historical and religious context Modern political knowledge Political purpose of dystopian writing	Khaled Hosseini's life and times and written legacy Post Modernism (Modernism) The Realist novel Modern political knowledge Historical, political, religious and racial context of Afghanistan	Application of knowledge to independent choices	Application of knowledge to independent choices
Assessment mapping	Understanding structure/language/ Plot and characterisation in relation to Aspects of protest writing Essays			Exam skills	
Personal development mapping	Development of free thinking and independent thought Debate skills				
Disciplinary literacy	Poetic terminology for language, rhyme and meter Subject-specific key words Essay writing skills	Subject-specific key words Essay writing skills Analysis of the specific language and structural techniques for each text	Subject-specific key words Essay writing skills Analysis of the specific language and structural techniques for each text	Application of literacy skills to independent choices	Application of literacy skills to independent choices



	Analysis of the specific language and structural techniques for each text				
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, ecology, art				
Careers	English literature supports a wide range of careers, for example law, writing, journalism, teaching, TV, theatre, film				
Support for all	Intervention strategies/tutorials				
Challenge ideas	Wider reading opportunities – Research			Exam skills	