



# Year 7 English

## AUTUMN TERM

World Literature: Novel Study (*The Bone Sparrow* by Zara Fraillon)

- Read and analyse an extended text
- Track how characters develop throughout a text
- Understand the importance of setting and context, and be able to apply these to interpretations
- Begin to write analytical paragraphs, exploring authorial methods

Creative Writing:

- Use specific vocabulary, language techniques, grammatical conventions and structural features to create and convey a mood
- Manipulate creative writing techniques to create contrast

## SPRING TERM

Non-Fiction Reading Skills: Social Issues

- Understand that authors write to convey perspectives
- Explore how language is used to influence the reader
- Develop inference making skills and the ability to support interpretations with evidence
- Analyse texts with more independence, including in writing analytical paragraphs
- Develop knowledge of persuasive devices

Shakespeare: Stagecraft (with a focus on *A Midsummer Night's Dream*)

- Understand plays as a form / genre, building knowledge of conventions of stagecraft
- Build confidence around Shakespearean language and Shakespearean context
- Articulate how stagecraft choices, as well as language within the text, influence audience reaction.

## SUMMER TERM

Poetry: World War One Poetry

- Build understanding of the context of World War One, and how this influenced various poets
- Develop understanding of poetry as a genre
- Analyse language, structure and form and explain how these work to create meaning and effect, with links to contextual factors

Producing texts for audiences: Water Campaign (Oracy)

- Understand the concept of target audience and purpose when producing a transactional text
- Develop ability to use persuasive devices with impact and effect
- Build confidence presenting to an audience and answering questions verbally
- Develop skills in working as a group, including co-operation, taking responsibility and having accountability

## YEAR 7 CURRICULUM OVERVIEW

Students are introduced to a wide variety of text types and work to identify conventions. They will build confidence identifying language and structural features and will consider the effects of these. Students' cultural capital will be increased through discussion of subject matter, from contemporary social issues to contextual ideas around Shakespeare and WWI. Students will be taught how to use language and structural features in their own writing in order to communicate their ideas and thoughts.



# Year 8 English

## AUTUMN TERM

World Literature: Novel Study (*The Outsiders* by S.E. Hinton)

- Further develop understanding of aspects of narrative (plot, setting and theme)
- Explore how contrast is created by the author
- Focus on how a theme is communicated and developed across the text
- Make interpretations and analyse how the use of language creates meaning

Non-Fiction Writing: Newspaper Writing

- Develop understanding around conventions and structure of newspaper reports and letters to the editor
- Practise using language to change and create meaning
- Become more confident articulating an opinion

## SPRING TERM

Creative Writing: Giving a Voice to the Voiceless

- Continuing to build on creation of setting / mood
- Crafting a character, including conveying their thoughts and feelings
- Experimentation with structure: creating a character's back story

Shakespeare: *The Tempest*

- Build further understanding of the conventions of Shakespearean plays
- Develop more nuanced understanding of context, including around colonisation, and draw on this knowledge in responses
- Engage with the language of Shakespeare on a deeper level to promote confidence
- Examine how characters and their relationships are constructed by Shakespeare
- Develop written responses to texts, writing with more independence.

## SUMMER TERM

Poetry: *World Poetry*

- Build cultural capital around other cultures and identities
- Develop further understanding of poetry as a genre, including conventions and poetic features
- Analyse how poets utilise language and poetic features to present their feelings and experiences

Travel Writing: Reading Skills and Oracy Presentation

- Explore travel writing as a genre
- Identify the subject, purpose, audience and text type of non-fiction texts
- Explore the use of persuasive language
- Produce travel texts, including a pitch, which encompasses knowledge garnered through reading
- Further build confidence using oracy skills to present to an audience, including responding to questions
- Develop co-operating as a group, taking responsibility and accountability.

## YEAR 8 CURRICULUM OVERVIEW

Students' exposure to additional text types continues in Year 8, with a focus on fostering empathy and understanding life from a range of perspectives. Students also participate in writing tasks, enabling them to craft written pieces that influence readers.



# Year 9 English

## AUTUMN TERM

The Gothic: *The Woman in Black* by Susan Hill

- Build understanding of the gothic genre and associated conventions
- Explore how characters and themes are developed throughout an extended text
- Explore how atmosphere, suspense and tension are created and sustained through aspects of narrative
- Evaluating opinions about the text and using evidence and analysis to justify stance

Creative Writing Skills: Creating tension

- Understand how various techniques and devices are used to create suspense
- Using *The Woman in Black* and other texts as style models, produce texts focused on creating suspense and tension

## SPRING TERM

Short Stories: Power

- Build understanding of the conventions of short stories
- Explore how symbolism and structure are used to convey meaning within short stories
- Examine how power is conveyed through the dynamics within texts
- Form opinions and interpretations, and use evidence and analysis to support these

Speech Writing: Power

- Utilise ideas and understanding of power, garnered from short stories, to produce a speech exploring or arguing against a power dynamic
- Become more confident expressing an opinion and using appropriate, precise and sophisticated vocabulary and language features to communicate ideas

## SUMMER TERM

Poetry: Love

- Enhance understanding of poetic form and devices
- Explore how poetry is used to communicate ideas about love and relationships
- Compare poems thematically
- Express interpretations with supporting evidence and analysis

Shakespeare: *Romeo and Juliet*

- Consolidate and deepen understanding of Shakespearean conventions and context
- Increase confidence approaching Shakespearean language
- Explore the themes of fate, violence and love through key characters and key scenes

## YEAR 9 CURRICULUM OVERVIEW

Students embark on a study of Gothic conventions, exploring *The Woman in Black* before crafting their own narratives. The particular focus in this writing scheme is creating tension and suspense, while building on previous skills established at Years 7 and 8. Students also explore power in its various forms, before crafting a speech. Additionally, students continue to build their knowledge of poetry and Shakespeare.



# Year 10 English



## AUTUMN TERM

### LITERATURE: *An Inspector Calls*

- Build understanding of contextual factors and authorial intention
- Explore the development of characters, and the relationships between them
- Analyse language, structure and form
- Understand key themes
- Build confidence writing full academic essays, including a thesis, introduction and conclusion

### LANGUAGE: Explorations in Creative Reading and Writing (Paper 1 Skills)

- Build confidence comprehending and analysing unseen fiction texts
- Develop and apply knowledge of language and structural features to the analysis of fiction texts
- Evaluate judgements of texts, using evidence and drawing on authorial methods to support interpretations
- Consolidate and develop creative writing skills

## SPRING TERM

### LITERATURE: *A Christmas Carol*

- Build understanding of contextual factors and authorial intention
- Explore the development and significance of characters
- Analyse language, structure and form
- Understand key themes
- Build confidence approaching extract questions

### LANGUAGE: Writers' Viewpoints and Perspectives (Reading)

- Build confidence comprehending and analysing unseen non-fiction texts
- Explore how language is used to create meaning, impact and effect
- Practise synthesising information and making inferences from texts
- Identify and compare writers' perspectives and how these are communicated through language and ideas

## SUMMER TERM

### LITERATURE: *Macbeth*

- Consolidate and apply understanding of contextual factors and authorial intention
- Explore the development and significance of characters
- Analyse language, structure and form
- Understand key themes
- Build confidence approaching essay-based questions

### LANGUAGE: Writers' Viewpoints and Perspectives (Writing)

- Build confidence generating ideas and viewpoints
- Communicate viewpoints through language and structural features
- Build understanding of how to structure a piece of non-fiction writing
- Speaking & Listening: Produce a short speech, use oracy skills to present to an audience and answer questions

## YEAR 10 CURRICULUM OVERVIEW

Students formally embark on their GCSE journey in Year 10. They engage critically with texts and explore how authors use conventions to convey meaning across both Literature and Language. Written skills are developed, with a focus on academic essays and crafting writing for audiences and purposes.



# Year 11 English



## AUTUMN TERM

### LITERATURE: *Power and Conflict Anthology*

- Apply and consolidate understanding of poetic form
- Analyse poetry, with increasing independence, examining how authors portray messages and ideas through language devices
- Practise writing comparative responses

### LANGUAGE: Explorations in Creative Writing

- Revise approaches to the reading section of Paper 1
- Practise analysing language and structure and evaluating an interpretation of a text
- Become confident approaching examination style questions and producing sustained responses
- Revise and extend understanding of how to craft a piece of imaginative writing
- Use increasingly sophisticated language and structural features

## SPRING TERM

### LITERATURE: Bespoke Revision

- Revise and extend understanding of literature texts
- Become confident approaching examination style questions and producing sustained responses

### LANGUAGE: Writers' Viewpoints and Perspectives

- Revise approaches to the reading section of Paper 2
- Practise making inferences and synthesising information, analysing language, and comparing how writers present their perspectives
- Become confident approaching examination style questions and producing sustained responses
- Revise and extend understanding of how to craft a piece of non-fiction writing
- Use increasingly sophisticated language and structural features

## SUMMER TERM

### Bespoke Revision

## YEAR 11 CURRICULUM OVERVIEW

Students continue their GCSE studies, focusing on refining skills and deepening understanding of content. Flexibility is given to class teachers to craft a bespoke revision programme for their own specific classes in order to best cater to all of our students.



# Year 12 English Literature



## AUTUMN TERM

**Option 1A: Aspects of Tragedy. Paper 1: Othello**  
**Option 2A: Elements of Crime Writing. Paper 2: The Murder of Roger Ackroyd**

- Identify and critically examine core tragic elements within Othello.
- Identify and critically examine key conventions of crime in The Murder of Roger Ackroyd.
- Examine and analyse how language, structure, and form contribute to the construction of tragedy & crime in Othello and The Murder of Roger Ackroyd.
- Understand how Othello and The Murder of Roger Ackroyd are shaped by historical and social contexts.
- Engage and evaluate various critical interpretations of Othello and The Murder of Roger Ackroyd.

## SPRING TERM

**Option 1A: Aspects of Tragedy. Paper 1: Death of a Salesman**  
**Option 2A: Elements of Crime Writing. Paper 2: Crime Poetry Anthology**

- Identify and critically evaluate core tragic elements within Death of a Salesman.
- Identify and critically examine key conventions of crime within Browning, Crabbe and Wilde poetry.
- Examine and analyse how language, structure, and form contribute to the construction of tragedy and crime in Death of a Salesman and the poetry anthology.
- Understand how Death of a Salesman and the crime poetry has been shaped by historical and social contexts.
- Engage and evaluate critical interpretations of Death of a Salesman and the poetry anthology.
- Develop the ability to write well-structured

## SUMMER TERM

**Option 2A: Elements of Crime Writing. Paper 2: Unseen Crime**

- Identify key elements of crime within an unseen text.
- Analyse how the writer uses language, structure, and form to present crime and its consequences.
- Demonstrate an awareness of how crime fiction conventions are shaped by broader societal attitudes toward crime, law, morality, and justice etc.
- Develop the ability to write well-structured, coherent critical essays that engage fully with the unseen text.

**Theory & Independence Coursework (NEA)**

- Engage with academic research
- Independently select and analyse prose and poetry

## YEAR 12 CURRICULUM OVERVIEW

The A Level AQA Literature course focuses on diverse reading methods and the connections between texts, particularly within the genres of tragedy and crime. Enhanced by critical theory in the non-exam assessment, this approach helps students understand how texts are interconnected and can be interpreted in multiple ways, fostering confident and independent reading. The course equips students with the knowledge and skills necessary for both exams and non-exam assessments, offering a rich and challenging study experience that prepares them well for university-level English literature. Students will articulate informed, personal, and creative responses to literary texts (AO1), analyse the shaping of meanings within these texts (AO2), understand the significance of the contexts in which texts are written and received (AO3), explore connections across literary texts (AO4), and

consider different interpretations of literary works (AO5).



# Year 13 English Literature

## AUTUMN TERM

**Option 1A: Aspects of Tragedy. Paper 1: Keats**

**Option 2A: Elements of Crime Writing. Paper 2: Atonement**

- Identify and critically examine core tragic elements within Keats' poetry.
- Identify and critically examine key conventions of crime in Atonement.
- Examine and analyse how language, structure, and form contribute to the construction of tragedy & crime in Keats' poetry and Atonement.
- Understand how Keats' poetry and Atonement are shaped by historical and social contexts.
- Engage and evaluate various critical interpretations of Keats' poetry and Atonement.
- Develop the ability to write well-structured, coherent critical essays on each text.

**Theory & Independence Coursework & Revising Topics**

- Continue to produce two independent critical essays using critical literary theory.

## SPRING TERM

**Option 1A: Aspects of Tragedy - Exam Skills**

**Option 2A: Elements of Crime Writing - Exam Skills**

- Understanding and deconstructing exam questions.
- Planning and structuring coherent arguments.
- Mastering timed essay writing.
- Quoting and analysing relevant textual evidence.
- Engaging with critical perspectives and using them effectively in essays.
- Mastering aspects of narrative, tragedy and crime.
- Revisiting texts and considering central arguments.
- Submitting the independent coursework titles.

## SUMMER TERM

**Option 1A: Aspects of Tragedy - Examinations**

**Option 2A: Elements of Crime Writing - Examinations**

## YEAR 13 CURRICULUM OVERVIEW

The A Level AQA Literature course focuses on diverse reading methods and the connections between texts, particularly within the genres of tragedy and crime. Enhanced by critical theory in the non-exam assessment, this approach helps students understand how texts are interconnected and can be interpreted in multiple ways, fostering confident and independent reading. The course equips students with the knowledge and skills necessary for both exams and non-exam assessments, offering a rich and challenging study experience that prepares them well for university-level English literature. Students will articulate informed, personal, and creative responses to literary texts (AO1), analyse the shaping of meanings within these texts (AO2), understand the significance of the contexts in which texts are written and received (AO3), explore connections across literary texts (AO4), and consider different interpretations of literary works (AO5).



# Year 12 English Language



## AUTUMN TERM

English Language Paper 1: Language, the Individual and Society  
English Language Paper 2: Language Diversity & Change

- Analyse and compare how language and structural choices in single and paired texts create representations of people, places, and events, considering contextual influences and audience perceptions to develop critical insights and interpretations.
- Examine how different language frameworks (such as grammar, lexis, semantics & pragmatics) influence the meaning and interpretation of texts.
- Examine how accents and dialects reflect social diversity and change, considering factors such as region, ethnicity, and social class.
- Explore how language use varies between genders, analysing the ways in which language reflects, reinforces, or challenges societal gender norms and stereotypes, and considering the implications for identity, power dynamics, and communication styles.
- Analyse and compare different perspectives on language issues, employing opinion writing to articulate and support personal views while considering the impact of language choices, context,

## SPRING TERM

English Language Paper 2: Language Diversity & Change

- Investigate the processes and factors driving language change over time, including social, cultural, and technological influences, and analyse the implications of these changes for communication, identity, and societal norms.
- Examine how technological advancements influence language use and communication practices, considering the effects of digital media, social networking, and texting on language change, diversity, and the evolution of linguistic norms.
- Explore how sociolects and idiolects reflect and reinforce social power dynamics and identity, analysing the ways in which language variation influences communication, group membership, and perceptions of authority across different contexts.
- Continue to examine how different language frameworks (such as grammar, lexis, semantics & pragmatics) influence the meaning and interpretation of texts.

## SUMMER TERM

Language in Action Coursework - Original Writing and Commentary (NEA)

- Create an original piece of writing in a chosen genre or style, accompanied by a reflective commentary that analyses language choices, techniques, and influences, demonstrating an understanding of audience and purpose while showcasing creativity and linguistic skills.
- Conduct an independent investigation into a specific language topic, utilising data collection and analysis methods to explore language use, variation, or change, while critically evaluating findings and drawing conclusions that contribute to the understanding of linguistic phenomena.
- Develop effective exam strategies through focused revision on key concepts, textual analysis, and critical evaluation, practicing past paper questions and applying relevant theories to enhance understanding and improve performance in assessments.

## YEAR 12 CURRICULUM OVERVIEW

The A Level AQA English Language course offers students the chance to develop their expertise by engaging creatively and critically with a diverse range of texts and discourses. Students will create their own texts, reflect critically on their production processes, and analyse texts produced by others. The course explores English Language as both a medium of communication and a subject in its own right, emphasising independent research, critical inquiry, and debate. The curriculum includes 'Language, the Individual and Society,' focusing on individual and social language contexts, and 'Language Diversity and Change,' examining broader public discourses on language variation and evolution, including regional, ethnic, national, and global Englishes. Students will apply language analysis methods using appropriate terminology (AO1), demonstrate a critical understanding of language use concepts and issues (AO2), analyse and evaluate the relationship between contextual factors and language features (AO3), explore connections across texts with linguistic concepts and methods (AO4), and demonstrate expertise and creativity in using English for various forms of communication (AO5).





# Year 13 English Language



## AUTUMN TERM

**English Language Paper 1: Language, the Individual and Society**

**English Language Paper 2: Language Diversity & Change**

- Analyse the processes through which children acquire spoken language, exploring key theories such as the behaviourist, nativist, and interactionist approaches, and examining stages of development, linguistic features, and the role of social interaction in language learning.
- Investigate the impact of ethnicity on language use and the emergence of World Englishes, analysing how cultural identities shape linguistic variation, influence communication styles, and reflect social dynamics in diverse global contexts.
- Finalise the language investigation and original coursework, ensuring adherence to assessment criteria, thorough documentation of research and writing processes, and reflection on the learning outcomes to demonstrate understanding and application of linguistic concepts.

## SPRING TERM

**English Language Paper 1: Language, the Individual and Society Exam Skills**

**English Language Paper 2: Language Diversity & Change Exam Skills**

- Understanding and deconstructing exam questions.
- Planning and structuring coherent arguments.
- Mastering timed essay writing.
- Analysing relevant textual evidence.
- Engaging with critical perspectives and case studies and using them effectively in essays.
- Mastering linguistic concepts and terminology.
- Submitting the independent coursework titles.

## SUMMER TERM

**English Language Paper 1: Language, the Individual and Society Examination**

**English Language Paper 2: Language Diversity & Change Examination**

## YEAR 13 CURRICULUM OVERVIEW

The A Level AQA English Language course offers students the chance to develop their expertise by engaging creatively and critically with a diverse range of texts and discourses. Students will create their own texts, reflect critically on their production processes, and analyse texts produced by others. The course explores English Language as both a medium of communication and a subject in its own right, emphasising independent research, critical inquiry, and debate. The curriculum includes 'Language, the Individual and Society,' focusing on individual and social language contexts, and 'Language Diversity and Change,' examining broader public discourses on language variation and evolution, including regional, ethnic, national, and global Englishes. Students will apply language analysis methods using appropriate terminology (AO1), demonstrate a critical understanding of language use concepts and issues (AO2), analyse and evaluate the relationship between contextual factors and language features (AO3), explore connections across texts with linguistic concepts and methods (AO4), and demonstrate expertise and creativity in using English for various forms of communication (AO5).