

# Faculty of English Learning Journeys

## 2022-2023

### Year 7 Units of Study

Unit 1	<b>The Infinite</b> – Modern novel – whole text
Unit 2	<b>Shakespeare</b> - <i>Romeo and Juliet</i> - whole text
Unit 3	<b>Bugs</b> – writers' viewpoints and perspectives – reading and writing non-narrative texts
Unit 4	<b>19<sup>th</sup> Century Texts</b> – 19 <sup>th</sup> Century non-fiction - comparative writing
Unit 5	<b>Gothic Fiction</b> – 19 <sup>th</sup> Century fiction and creative writing
Unit 6	<b>Heroes and Villains</b> – Poetry - exploration of language and essay writing

### Year 8 Units of Study

Unit 1	<b>The Hunger Games</b> – Modern novel – whole text
Unit 2	<b>Science Fiction</b> – Contemporary fiction – reading and writing narrative texts
Unit 3	<b>Girl Rising</b> – Writers' viewpoints and perspectives – reading and writing non-fiction texts
Unit 4	<b>Detective Fiction</b> – 19 <sup>th</sup> Century fiction and contemporary fiction – reading and writing narrative texts
Unit 5	<b>Poetry from Other Cultures and Traditions</b> – Seminal world literature – exploration of language

### Year 9 Units of Study

Unit 1	<b>Texts through Time - Fight for Freedom</b> – the study of fiction and non-fiction texts dealing with issues of inequality and injustice
Unit 2	<b>A Christmas Carol</b> - 19 <sup>th</sup> Century novel – whole text
Unit 3	<b>Journeys</b> – fiction and non-fiction extracts from 19 <sup>th</sup> and 20 <sup>th</sup> Century – range of text from different genres, time periods and perspectives
Unit 4	<b>Macbeth</b> – creative and imaginative writing
Unit 5	<b>Conflict Poetry</b> – exploration of poetic language
Unit 6	<b>Animal Farm</b> – Modern novel – whole text

## Year 10 Units of Study

Unit 1	<b>Frankenstein</b> – Pre-1900 text
Unit 2	<b>Explorations in Creative Reading and Writing Part 1</b> – English Language Paper 1
Unit 3	<b>Macbeth</b> - Shakespeare
Unit 4	<b>Writers' viewpoints and perspectives: reading and writing</b> – English Language Paper 2
Unit 5	<b>An Inspector Calls</b> – modern texts
Unit 6	<b>Poetry</b> – Unseen Poetry – English Literature Paper 2

## Year 11 Units of Study

Unit 1	<b>Power and Conflict</b> – AQA Poetry Anthology
Unit 2	<b>Writers' viewpoints and perspectives: reading and writing</b> – English Language Paper 2
Unit 3	<b>English Language and English Literature Revision</b> <i>Frankenstein</i> <i>Macbeth</i> English Language Paper 1
Unit 4	<b>English Language and English Literature Revision</b> Power and Conflict Poetry Unseen Poetry English Language Paper 2

# Faculty of English

## Year 7

### Units of Study:

Unit 1	<b>The Infinite</b> – Modern novel – whole text
Unit 2	<b>Shakespeare</b> - <i>Romeo and Juliet</i> - whole text
Unit 3	<b>Bugs</b> – writers' viewpoints and perspectives – reading and writing non-narrative texts
Unit 4	<b>19<sup>th</sup> Century Texts</b> – 19 <sup>th</sup> Century non-fiction - comparative writing
Unit 5	<b>Gothic Fiction</b> – 19 <sup>th</sup> Century fiction and creative writing
Unit 6	<b>Heroes and Villains</b> – Poetry - exploration of language and essay writing

### Websites to support revision and independent learning:

[Year 7 English Worksheets | Year 7 English Questions & Answers \(edplace.com\)](#)  
[KS3 English - BBC Bitesize](#)  
[English lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)  
[Virtual School Library | Oak National Academy \(thenational.academy\)](#)

### Recommended reading and revision:

[KS3 English Workbook \(with answers\) | CGP Books](#)  
KS3 English Workbook - EHW35B  
KS3 English Study Guide - EHR35

### Additional information:

The Fairfax Year 7 English scheme is designed to promote a love of literature and language in all students and provide them with a rich learning experience to start their English studies at the school. The curriculum at KS3 aims to develop the reading and writing skills students have acquired at KS2, bridging the gap to KS3 study, and preparing them for the rigours of GCSE English Language and English Literature at KS4. Over the year, students will develop key subject knowledge and have increasing opportunities to apply this in their reading and writing tasks. Through the variety and breadth of the curriculum, students are given the experience and confidence they need to excel at KS3 and be ready for the challenges of KS4 study.

English in Year 7 begins with the unit on the modern novel called **The Infinite**. The success of the introduction of a novel in Year 8 has helped us to choose a novel

that deals with a range of key issues for this year group, whilst also offering opportunities to encourage a love of reading. Alongside this, students are introduced to the skills of inference, analysis and offered opportunities for creative writing. From here students will look at **Shakespeare** through the study of **Romeo and Juliet**. The experience of studying Shakespeare at KS2 will be built on through the study of a whole play. The themes of love, power, control and fate feed into our units on **Heroes and Villains Poetry** at the end of the year. **Romeo and Juliet** builds for the substantive and disciplinary knowledge gained throughout all the units in Year 7 and form the basis for further Shakespearean study in Year 9, and during their GCSE-level study of **Macbeth**.

After **Romeo and Juliet**, students will move on to **Bugs** – a non-fiction unit which uses the theme of insects to expose students to a wide range of texts from authors with differing viewpoints and perspectives. Covering a range of texts including articles, advertising and commentaries, **Bugs** develops students' ability to analyse, compare and evaluate non-fiction texts, and produce non-fiction of their own. The skills developed in this unit will prepare students for later studies of **Travel Writing** and **Girl Rising** in Year 8, **Fight for Freedom** in Year 9, and their eventual study of non-fiction as part of the GCSE Language papers.

Next Year 7 will study a unit on **19<sup>th</sup> Century Texts** where students will explore non-fiction and fiction from the Victorian period. Using extracts from key Victorian writers, the unit helps students understand the harsh conditions of Victorian life and the calls for social change that were being made by writers such as Dickens and Engels at the time. The unit gives students a grounding in the 19<sup>th</sup> century, which they will continue to study in the following unit **Gothic Fiction**, and later in Year 8 through **Detective Fiction**. The in-depth study of 19<sup>th</sup> Century Texts at KS3 provides students with skills, confidence and contextual knowledge they will need to approach the GCSE set texts, *Frankenstein* and *A Christmas Carol*.

Students will then study **Gothic Fiction** where they are introduced to key conventions and characters of gothic literature. During this unit, students will develop language analysis skills as well as build on retrieval skills through specific questioning and have the opportunity to apply their understanding of the genre through descriptive and narrative writing. The unit builds on students' prior knowledge of different text types at KS2 to help them appreciate the hallmarks of different literary genres. This knowledge of genres and their conventions will be developed further through the **Science Fiction** and **Detective Fiction** units in Year 8.

The final unit of the year is **Heroes and Villains** which enables students to develop their understanding of structure, form, and poetic devices, and encourages them to make connections between the different poems they encounter. The unit provides students with opportunities to analyse a variety of poems using the SMILE method, which they were introduced to earlier in the year. Through close engagement with a variety of poetic forms, students are prepared for the continuation of their poetry studies in the Year 8 unit, **Poetry from Other Cultures**

**and Traditions**, preparing them for the rigours of approaching unseen and seen poetry at GCSE level.

Each new unit of study covered in Year 7 supports students in their personal and academic development. As they move through the year, regular retrieval practice will be used to ensure students' retention of skills and knowledge. By the end of Year 7, students will be fully equipped to succeed in future units of work.

# Faculty of English

## Year 8

### Units of Study:

<b>Unit 1</b>	<b><i>The Hunger Games</i></b> – Modern novel – whole text
<b>Unit 2</b>	<b>Science Fiction</b> – Contemporary fiction – reading and writing narrative texts
<b>Unit 3</b>	<b>Girl Rising</b> – Writers' viewpoints and perspectives – reading and writing non-fiction texts
<b>Unit 4</b>	<b>Detective Fiction</b> – 19 <sup>th</sup> Century fiction and contemporary fiction – reading and writing narrative texts
<b>Unit 5</b>	<b>Poetry from Other Cultures and Traditions</b> – Seminal world literature – exploration of language

### Websites to support revision and independent learning:

[Year 8 English Worksheets | Year 8 Worksheets With Answers \(edplace.com\)](#)  
[KS3 English - BBC Bitesize](#)  
[English lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)  
[Virtual School Library | Oak National Academy \(thenational.academy\)](#)

### Recommended reading and revision:

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KS3 English Workbook - EHW35B  
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### Additional information:

English at Year 8 supports students in developing their reading and writing through engaging with a wide range of texts from a variety of genres. Building on substantive and disciplinary skills acquired in Year 7, the scheme is designed to prepare students for their Year 9 curriculum and the rigours of GCSE English Language and English Literature. The scheme, which covers fiction, poetry, narrative and non-narrative texts, builds students' confidence in responding to texts and producing their own. Through engagement with a variety of texts, students are challenged to develop their skills of inference, analysis, comparison and evaluation, which are not only crucial for academic success, but will help students on the path to becoming well-informed and critically minded citizens.

The year begins with **The Hunger Games** – a popular modern novel belonging to the dystopian genre. In Year 7, students study the **Gothic Fiction** unit, in which they develop their understanding of the concept of genre, and spend time analysing suspense and atmosphere, therefore preparing them for encountering **The Hunger Games** in Year 8. The **Heroes and Villains** unit at the end of Year 7 also prepares students to study **The Hunger Games** by exploring common themes such as power, morality, and class hierarchy. Exposure to these themes provides students with a firm basis from which to approach the allegorical novella, **Animal Farm** in Year 9, and the socialist play, **An Inspector Calls** in Year 10.

The **Science Fiction** unit builds on students' prior understanding of the genre as explored through **The Hunger Games** at the start of the year. The unit exposes students to a range of science fiction texts and the contexts in which they were written. Grappling with profound questions about morality, technology and the future of humanity, **Science Fiction** is a highly engaging genre through which to improve students' ability to read for deeper meaning and make explicit as to how literature can reflect prevalent ideas and anxieties of a given period. These realisations will prepare students to understanding the allegorical nature of **Animal Farm** in Year 9, and Dickens' social commentary in **A Christmas Carol**, studied in Year 9.

After **Science Fiction**, students move on to **Girl Rising** – a non-fiction unit exploring the liberation of women in oppressed parts of the world, with speeches from inspiring figures such as Malala Yousafzai. The unit serves to open students' eyes to various forms of injustice in the world and to foster compassion for those struggling for equality. Along with the **Science Fiction** unit, **Girl Rising** shows how society and culture is ever evolving in its attitudes and beliefs and encourages students to recognise their own role in shaping the future.

Additionally, the **Girl Rising** unit builds on students' non-fiction writing skills developed in **Travel Writing**, introducing more opportunities for students to develop their writing stamina through extended creative tasks. There are also opportunities for analysing language and structure, symbolism and rhetoric – all crucial skills for GCSE English Language Paper 1 and 2.

Next, students will progress to the **Detective Fiction** unit, where they will study 19<sup>th</sup> Century texts from authors including Arthur Conan Doyle and Roald Dahl. This unit draws on students' previous exposure to Victorian language and historical context through **19<sup>th</sup> Century Literature** and **Gothic Fiction** in Year 7. The **Detective Fiction** unit provides students with opportunities to further develop their response to Victorian literature, preparing them to encounter the GCSE set texts, **A Christmas Carol** in Year 9, and **Frankenstein** in Year 10. The **Detective Fiction** unit encourages students to 'think like detectives' when examining a text, demonstrating the importance of gathering evidence, paying close attention to detail and constructing a logical argument. The unit also shows students how the skills they are developing, such as inference, critical thinking and problem-solving stretch beyond textual analysis, but can benefit their lives and enrich their futures.

The final unit students will encounter at Year 8 is **Poetry from Other Cultures and Traditions**. The unit builds upon student's prior work on poetry in Year 7, through **Romeo and Juliet** – which covered poetic forms such as the sonnet – and the **Heroes and Villains** unit where they covered contemporary poems and learnt to make comparisons between them.

**Poetry from Other Cultures and Traditions** encourages students to expand their knowledge of other cultures through exploring a diverse array of poems from around the world. Discussions around different cultures will enable students to understand and compare numerous viewpoints and experiences. These explorations of language, form and structure shape the basis for GCSE Poetry studies.

The poems chosen for this unit centre around experiences of oppression and injustice due to race or class. Students are invited to draw connections between this unit and the similar themes of prejudice that they will have studied in **Girl Rising** earlier in the year. Through adopting the perspectives of the poems and exploration of relevant context, **Poetry from Other Cultures and Traditions** serves to promote students' awareness of, and empathy for, victims of oppression and inequality. Through learning about colonialism and the slave trade, students are also prepared to approach the colonial presentations of race in some of the given poems studied in Year 11 as part of GCSE English Literature.

Through each unit studied at Year 8, students are able to develop and consolidate the skills and knowledge needed to approach future units of work. As established in Year 7, the Year 8 scheme will continue to utilise frequent retrieval practice through Do Now drills and homework quizzes to ensure students' existing knowledge and skills are constantly reinforced and applied.



# Faculty of English

## Year 9

### Units of Study:

Unit 1	<b>Frankenstein</b> – Pre-1900 text
Unit 2	<b>Explorations in Creative Reading and Writing Part 1</b> – English Language Paper 1
Unit 3	<b>Macbeth</b> - Shakespeare
Unit 4	<b>Writers' viewpoints and perspectives: reading and writing</b> – English Language Paper 2
Unit 5	<b>An Inspector Calls</b> – modern texts
Unit 6	<b>Poetry</b> – Unseen Poetry – English Literature Paper 2

### Websites to support revision and independent learning:

[Year 9 English Worksheets | English Revision Activities & Tests \(edplace.com\)](#)

[KS3 English - BBC Bitesize](#)

[English lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

[Virtual School Library | Oak National Academy \(thenational.academy\)](#)

### Recommended reading and revision:

[KS3 English Workbook \(with answers\) | CGP Books](#)

KS3 English Workbook - EHW35B

KS3 English Study Guide - EHR35

### Additional information:

English in Year 9 prepares students for the rigours of the GCSE English Language and Literature courses by building on the key knowledge acquired in Year 7 and 8 and allowing students to apply that knowledge in bridging tasks, building their experience and confidence for Key Stage 4.

We begin the year with **Fight for Freedom** where students continue to explore a range of fiction and non-fiction texts that build on social and cultural issues introduced at KS3 and required at both GCSE level and as part of their wider, citizenship education. The extracts look at a range of people caught in oppression, whether that be because of ethnicity, culture, gender or class. This will support students in their approach to texts in the GCSE Language papers, exploring opinion, rhetoric, bias and linguistic devices. It will also help them to consider some of the key themes in **An Inspector Calls** where class is used as a symbol of oppression. This also builds on the learning that will take place in the

units on **Animal Farm**, where the struggle to free themselves from oppression backfires on the animals and in **A Christmas Carol** where we see class segregation and a recognition of kindness being a key requirement to its end. In Year 7 and 8 students will have explored these themes through their work on **Heroes and Villains** poetry and their study of **19<sup>th</sup> Century Extracts** in Year 7, whilst in Year 8 oppression and the struggle against it is a key theme in **The Hunger Games** and is a key message in the **Girl Rising** scheme.

The study of literature from the 19<sup>th</sup> Century is required in both the GCSE English Language and Literature syllabuses and so the study of **A Christmas Carol** exposes students to the rigours of the vocabulary, characterisation and historical context, before they study **Frankenstein** in Year 10. In Year 7 they will have had experience of the language by looking at shorter extracts by Dickens and other writers in the **19<sup>th</sup> Century Literature** scheme. They will also have been exposed to writing from the 18<sup>th</sup> and 19<sup>th</sup> Century in the **Gothic** scheme. In Year 8 the work on Dickens continues in the **Detective Fiction** scheme, along with Doyle and Dahl. The understanding of a Victorian society, the class system, law and order and attitudes to women will give them an understanding of how the Victorian society moved into the Edwardian Society of **An Inspector Calls**. The exploration of the supernatural, introduced to students in Year 7 through the **Gothic Fiction** unit, is further explored here and links to **Macbeth** and the superstitions of the past that held real sway over people's behaviours.

The Journeys scheme of work encourages Year 9 to think about a journey as both a physical and a metaphorical thing, looking at **Stevenson's** journey and what he has learnt about other cultures and societies, the journey society has made in its understanding of race and culture through the poetry of **Maya Angelou** and the journey of life in the poetry of **Tennyson**. This is used alongside non-fiction writing that looks at similar themes, whilst exploring linguistic techniques, structure and encouraging students to use their own creative skills in writing. The **Relationships** scheme in Year 7 deals with similar themes of identity, belonging, love and loss, whilst the **Poetry from Other Cultures** explored in Year 8, alongside the **Girl Rising** scheme, encourages students to think about how society is evolving and adapting in its attitudes and beliefs. This also has links to the Year 8 **Travel Writing** scheme and the way that writing can take a reader on a journey, both physically and metaphorically. In the GCSE English Language course the understanding of a range of types of writing, linked thematically is addressed through this scheme, along with the skills of summary, language analysis and opinion and perception.

The study of Shakespeare in Year 9 explores the play **Macbeth**, but whilst offering students the foundations of the text with an understanding of plot and character, approaches the teaching of the play through a series of creative and imaginative tasks; skills required for Section B of both papers in the English Language GCSE. The range of writing styles: diary entries, news articles, description, speech writing, commentary are all potential forms that may appear in the GCSE and so students will have chance to build on their experience in Year 7 and 8 to enhance their abilities in this. In Year 7 the **Bugs** scheme will have

provided them with examples and opportunities for writing in a non-fiction style, whilst **Gothic Fiction** encourages them to explore their imaginative and descriptive skills. In Year 8 both the **Travel Writing** and **Girl Rising** schemes offer opportunities to further develop their non-fiction skills through article, advertising, commentary and opinion writing, whilst the **Science Fiction** and **Detective Fiction** schemes offer opportunities for narrative and focused description.

Students will look at **Conflict Poetry** using a number of poems from the previous anthology prescribed by AQA. This is an opportunity to build on the key ideas learnt in the poetry units in Year 7 and 8; **Heroes and Villains** and **Other Cultures Poetry**, where they have learnt about structure, language, literary devices, rhyme and rhythm; but also an opportunity to explore how the theme is developed in poetry and understand some key moments in history that have led to the development of this wave of poems. Students will look at poetry in wartime, whilst also considering the impact on those not in direct battle. The theme of power is explored, which is prevalent through many of the GCSE texts: **An Inspector Calls**, **Macbeth** and poems like **Ozymandias**, **My Last Duchess** and **The Prelude**. Students will have looked at aspects of power in the units on **Gothic Fiction** and **Introduction to Shakespeare** in Year 7, whilst in the units on **The Hunger Games**, **Science Fiction** and **Detective Fiction** in Year 8. Aspects of conflict are also addressed in the work they have done in **Animal Farm** and the **Fight for Freedom** units they have studied.

Finally, Year 9 will study **Animal Farm**. In Year 7 the **Heroes and Villains** unit explores the ideas of good and evil and how these are closely linked to power; a theme explored in **Animal Farm**. This abuse of power and use of hierarchy is further explored in **The Hunger Games** in Year 8, along with the power of governments and the exploration of dictatorships. This theme feeds into **An Inspector Calls**, studied at the end of Year 10 for the GCSE English Literature, which requires a knowledge of the class system (as explored in **The Hunger Games**) and the differences between socialism and capitalism. **Animal Farm** offers students the opportunity to gain a grounding in these themes through the allegory for the Russian Revolution. It also allows students to make direct links between context and text itself in the form required for the GCSE English Literature.

Our students, whilst studying these gain a greater understanding of the human condition and some of societies failings both in the past and currently. As the next generation tasked with making things better, a grasp of the dangers of power, oppression and greed, whilst an understanding of the power of love, kindness and understanding is key to altering the journey that they face.



# Faculty of English

## Year 10

### Units of Study:

<b>Unit 1</b>	<b>Frankenstein</b> – Pre-1900 text
<b>Unit 2</b>	<b>Explorations in Creative Reading and Writing Part 1</b> – English Language Paper 1
<b>Unit 3</b>	<b>Macbeth</b> - Shakespeare
<b>Unit 4</b>	<b>Writers' viewpoints and perspectives: reading and writing</b> – English Language Paper 2
<b>Unit 5</b>	<b>An Inspector Calls</b> – modern texts
<b>Unit 6</b>	<b>Poetry</b> – Unseen Poetry – English Literature Paper 2

### Websites to support revision and independent learning:

[Macbeth - GCSE English Literature Revision - AQA - BBC Bitesize](#)  
[GCSE English Language - AQA - BBC Bitesize](#)  
[GCSE English Language - AQA - BBC Bitesize](#)  
[An Inspector Calls - GCSE English Literature Revision - AQA - BBC Bitesize](#)  
[AQA | English | GCSE | English Language](#)  
[AQA | English | GCSE | English Literature](#)

### Recommended reading and revision:

[Revision | GCSE - Ages 14-16 | Collins Snap Revision](#)

Collins Snap Revision Bundle - £10 (Available to buy via Parent Pay from January 2023)

9780008320119 UNSEEN POETRY NEW GCSE 9-1 SNAP REVISION  
9780008306632 SIGN OF FOUR NEW GCSE 9-1 SNAP REVISION  
9780008235918 SNAP REVISION - AN INSPECTOR CALLS  
9780008247089 SNAP REVISION - MACBETH  
9780008242336 SNAP REVISION - AQA GCSE ENG WRITING  
9780008218089 READING FOR PAPERS 1 SNAP REVISION  
9780008325954 FRANKENSTEIN  
9780008320102 POWER & CONFLICT GCSE 9-1 SNAP REVISION

### Additional information:

The Year 10 curriculum prepares students for the rigours of Paper 1 and 2 English Language and Paper 1 English Literature for the majority of the year. This is in line with our assessment plan, giving Year 10 students mock exams in both of these papers before Easter. The foundations for these units have been developed at

KS3 through the range of texts they have studied. Students will also be familiar with a number of thematic and contextual links in the chosen texts too.

In their study of the pre-1900 text **Frankenstein** students' learning at KS3 will have established their knowledge of the novel's genre in the **Gothic** unit, whilst also having had some experience of the writing of Shelley in Year 7. The concept of good and evil in a narrative will have been explored in the **Science Fiction** unit in Year 8 and the **Heroes and Villains** unit in Year 7. The **Fight For Freedom** and **Journeys** scheme in Year 9 will have allowed students to explore issues of race and class and **A Christmas Carol** will have given them a contextual understanding of 19<sup>th</sup> Century Literature. The novel builds on students' experiences of good and evil in **Macbeth** and the blurred lines of a villain that doesn't always fit a stereotype as seen in the creature. Also, as the myth of Frankenstein is key in British culture, represented in a range of films and TV programmes, he is a character that is already familiar to students. By looking at the novel here, students can see the transition from a Jacobean audience filled with superstition and lack of experience, to a Georgian/Regency audience expanding its empire, industrial progress and standards of living and then moving onto, in **An Inspector Calls**, an Edwardian audience whose patience with the class system and a capitalist society has run out. This chronological timeline allows students to reflect on the historical events that have led us to this point.

Before Christmas students will also have the opportunity to explore the rigours of the English Language Paper 1 examination. Throughout KS3 students will have experienced the skills required; information retrieval, language analysis, exploration of structure and the development of opinions about a text. Here that knowledge will be consolidated and directed into an understanding of the format of the paper, whilst also giving students a wide range of text extracts to study. Extracts from **Of Mice and Men**, **The Great Gatsby**, **All Quiet on the Western Front** and **The Reluctant Fundamentalist** offer students a range from different time periods and with differing levels of difficulty. This is supported by a range of exam practices with extracts from **Rebecca**, **Harry Potter**, **God of Small Things** and **Brighton Rock**. The range of texts on offer not only support preparation for the English Language GCSE, but also help inform students contextual understanding for their Literature course. Alongside this a wide experience of different types of literature will encourage an interest that can be taken forward to A Level and beyond. Through the schemes completed in KS3, students' confidence with vocabulary and expression should have grown to allow them to feel able to understand a text experienced for the first time.

In Year 7 and Year 9 students will have developed their knowledge of Shakespeare, his use of language and structure, characterisation and a good understanding of the Shakespearean era contextually. By looking at **Macbeth** in Year 9 with a writing focus, students will be familiar with plot and character, better equipped to face the complexities of the language and the ability to write about this in a formal exam style. The **Macbeth** unit will be familiar from Year 9. Students' work on power and the way it is abused and **Animal Farm**, **The Hunger Games**

and **Heroes and Villains Poetry** will help students understand the key ideas about greed and the tragic hero in Macbeth, whilst the work done in the **Science Fiction** scheme, along with **A Christmas Carol** helps students consider choices and their consequences, essential for Macbeth's character.

Before Easter students will complete a unit on Paper 2 for the GCSE English Language. This unit, like the one on Paper 1 in Year 10, will consolidate the skills acquired in Key Stage 3 and give students a clear grasp of the structure of the paper and the questions they will face. In the units **Bugs** and **Relationships** students will have been introduced to the skills of summary, whilst in Year 8 in the **Travel Writing** and **Girl Rising** units, they will have begun to compare texts. In Year 9 this learning is taken a step further in the **Journeys** and **Fight For Freedom** schemes that offer opportunities for exploring inference leading to summary, compare viewpoints and perspectives directly and writing in a range of non-fiction styles and forms. In this unit in Year 11 students will again look at a range of extracts, from a range of time periods including texts by **Wordsworth, Dickens** and **Nightingale**. Work on speeches builds on those explored in **Animal Farm** and **Fight for Freedom**, whilst the thematic links of travel, power and space exploration are also key areas that have been explored in Key Stage 3. The completion of this unit should give students confidence to face Paper 2 English Language in the mock exams and in their final GCSEs.

Students continue in Year 10 with the study of **An Inspector Calls** for English Literature Paper 2. In KS3, students have been prepared for the study of a play by looking at **Shakespeare** and the way that stagecraft informs the audience's understanding of characters and themes. The study of **Romeo and Juliet** in Year 7 will have introduced students to the family dynamics they will see in the play, whilst **The Hunger Games** and **Animal Farm** will have helped them explore the class system and the way it is used for oppression. **Girl Rising** in Year 8 and **Fight For Freedom** in Year 9 will have explored gender roles, key to the play and **Frankenstein** will have helped them understand how scientific and technological advances have grown arrogance in the population.

The final prescribed unit is the Unseen Poetry unit to support the questions in the GCSE English Literature Paper 2. The poems and their thematic links touch on aspects explored in **The Hunger Games, Relationships** and **Poetry from Other Cultures** explored at Key Stage 3, whilst also giving them a breadth of poets, forms, rhythm and rhyme to increase their confidence with this unseen element of the English Literature syllabus. The skills of comparison required will have been honed in the study of the poetry at Key Stage 3 and so should be a familiar competence to them.

Students in Key Stage Three will have had numerous opportunities to practice and refine their skills writing about language and creating a literature essay. The ability to analyse the language of writers will have been explored in units on **Gothic Fiction, The Hunger Games, Science Fiction, Detective Fiction, Animal Farm** and **A Christmas Carol**. This will have built from the skills of inference and

device recognition in Year 7, to analysis in Year 8 and finally to the exploration of a range of interpretations in Year 9. The ability to link texts contextually will also have been introduced in Year 7 and developed through to Year 9, where the work on a full novel allows for this to be done in detail, drawing links between extracts and the whole text. From this grounding students will be able to develop their essay style in response to a range of exam questions whilst studying these units, allowing those with greater, more natural ability to move away from a PEDAL structure of response to their own style, whilst supporting those of lower ability with a scaffolding of their response. In each unit there are multiple opportunities for students to complete exam style responses in lesson time or for homework. These responses, completed in timed conditions, peer and teacher marked, will allow for constant monitoring of areas of weakness and give students ample opportunity for self-reflection and improvement.



# Faculty of English

## Year 11

### Units of Study:

<b>Unit 1</b>	<b>Power and Conflict</b> – AQA Poetry Anthology
<b>Unit 2</b>	<b>Writers' viewpoints and perspectives: reading and writing</b> – English Language Paper 2
<b>Unit 3</b>	<b>English Language and English Literature Revision</b> <i>Frankenstein</i> <i>Macbeth</i> English Language Paper 1
<b>Unit 4</b>	<b>English Language and English Literature Revision</b> Power and Conflict Poetry Unseen Poetry English Language Paper 2

### Websites to support revision and independent learning:

Unit 1: [Poetry - GCSE English Literature Revision - AQA - BBC Bitesize](#)  
 Unit 2: [GCSE English Language - AQA - BBC Bitesize](#)  
 Unit 3: [Writing and analysing poetry - GCSE English Literature Revision - AQA - BBC Bitesize](#)  
[AQA | English | GCSE | English Language](#)  
[AQA | English | GCSE | English Literature](#)

### Recommended reading and revision:

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 9780008247089 SNAP REVISION - MACBETH  
 9780008242336 SNAP REVISION - AQA GCSE ENG WRITING  
 9780008218089 READING FOR PAPERS 1 SNAP REVISION  
 9780008325954 FRANKENSTEIN  
 9780008320102 POWER & CONFLICT GCSE 9-1 SNAP REVISION

### Additional information:

In Year 11 students complete the remaining units required for the GCSE syllabuses and then targeted and focused revision based on feedback from their mock examinations in November and March.

They begin the year with the poetry required for English Literature Paper 2; studying the 16 poems from the **Power and Conflict** cluster. The work completed in the preceding 4 years will have given students a solid foundation for the study of poetry as a genre of text, having looked at a range of poems in KS3 in the **Heroes and Villains, Other Cultures and Traditions** and **Conflict** units. Differing poetry forms, use of language, structure and poetic terminology will all have been explored in these units and prepared students for the work in Year 11. Alongside this, the work done in **Heroes and Villains, The Hunger Games, Animal Farm, Frankenstein** and **Macbeth** will have explored the theme of power that is used for oppression and by an individual as explored in the poems **Ozymandias** and **My Last Duchess**, whilst the work done in **Relationships** in Year 7, **Girl Rising** in Year 8 and **Fight For Freedom** in Year 9 will have helped them understand key themes in poems like **Checking out Me History, Kamikaze** and **The Emigree**. The **Science Fiction** unit in Year 8 and **Journeys** scheme in Year 9 will have looked at key ideas of place in poems like **London** and **Storm on an Island**, whilst the **Conflict** poetry unit will have given them a contextual understanding of war poetry required for **Remains, Bayonet Charge** and **Exposure**.

Time is then given for preparation for the mock exams with revision units provided for the language papers and texts that were studied in Year 10.

Alongside the work completed in 4 of the English lessons, the 5<sup>th</sup> lesson is assigned as a reading lesson. Students are provided with a booklet of extracts, thematically linked, that can be read, enjoyed and explored in readiness for the cultural capital required for the GCSE English Language exams. This should help develop their meta-cognitive skills, develop their vocabulary and encourage discussion that encourages them to articulate their opinions.

Having completed all the requirements of the GCSE courses, along with 2 sets of mock examinations teachers are now required to audit students' weaknesses according to their group and address these directly. A wide range of revision materials are provided centrally, along with the wealth of online materials to support teachers in the plugging of gaps in pupil knowledge. Alongside this the department has created a number of exam papers that can be used for either homework or classwork tasks to continue direct practice of the expectations of the examinations.

As a department our goal is to ensure our students are fully prepared for the rigours of the examinations and have the best possible opportunities to achieve, regardless of ability. However, we would also hope that having reached this stage in Year 11, the wealth and breadth of texts studied through Key Stage 3 and 4 would also have inspired their interest to continue as readers and explorers in this subject. The opportunities for studying A Level English Language and

Literature at Fairfax Academy are made clear to students throughout this year and the links to the post-16 courses highlighted at key points throughout Key Stage 4.

# Faculty of English

## Year 12 English Literature

### Units of Study:

#### Paper 1: Love through the ages

**Study of three texts:** one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Examination will include two unseen poems

#### Assessed

Written exam: 3 hours  
open book in Section C only  
75 marks  
40% of A-level

#### Questions

**Section A:** Shakespeare: one passage-based question with linked essay (25 marks)

**Section B:** Unseen poetry: compulsory essay question on two unseen poems (25 marks)

**Section C:** Comparing texts: one essay question linking two texts (25 marks)

### Websites to support revision and independent learning:

[A' Level English Literature: All Exam Boards - YouTube](#)  
[Explore the British Library \(bl.uk\)](#)

### Recommended reading and revision:

*Othello* – William Shakespeare  
*Tess of the D'Urbervilles* – Thomas Hardy (up to July 2021)  
AQA Anthology of Love Poetry through the Ages: Pre-1900 (up to July 2021)

### Additional information:

[English Literature A AS and A-level Specification Specifications for first teaching in 2015 \(aqa.org.uk\)](#)

# Faculty of English

## Year 13 English Literature

### Units of Study:

#### Paper 2: Texts in shared contexts

##### Option 2A: WW1 and its aftermath

Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000

Examination will include an unseen prose extract

##### Assessed

written exam: 2 hours 30 minutes

open book

75 marks

40% of A-level

##### Questions

**Section A:** Set texts. One essay question on set text (25 marks)

**Section B:** Contextual linking

one compulsory question on an unseen extract (25 marks)

one essay question linking two texts (25 marks)

**Non-exam assessment:** Independent critical study: texts across time

Comparative critical study of two texts, at least one of which must have been written pre-1900

One extended essay (2500 words) and a bibliography

##### Assessed

50 marks

20% of A-level  
assessed by teachers  
moderated by AQA

### **Websites to support revision and independent learning:**

[A' Level English Literature: All Exam Boards - YouTube](#)  
[Explore the British Library \(bl.uk\)](#)

### **Recommended reading and revision:**

*Regeneration* – Pat Barker  
*The Wipers Times* - Ian Hislop and Nick Newman (from September 2021)  
*The Oxford Book of War Poetry* – edited by John Stallworthy

### **Additional information:**

[English Literature A AS and A-level Specification Specifications for first teaching in 2015 \(aqa.org.uk\)](#)

# Faculty of English

## Year 12 English Language

### Units of Study:

#### Subject content

- 4.1.1 Textual variations and representations
- 4.1.3 Children's language development
- 4.2.1 Language diversity and change
- 4.2.3 Language discourses
- 4.2.4 Writing skills
- 4.3.1 Language Investigation
- 4.3.2 Original writing

#### Methods of language analysis underpin each component:

- Component 1 – 4.1.2 Methods of language analysis
- Component 2 – 4.2.2 Methods of language analysis
- Component 3 – 4.3.3 Methods of language analysis

#### Paper 1: Language, the Individual and Society

Textual variations and representations  
Children's language development (0-11 years)  
Methods of language analysis are integrated into the activities

#### Assessed

written exam: 2 hours 30 minutes  
100 marks  
40% of A-level  
Questions

#### Section A - Textual Variations and Representations

Two texts (one contemporary and one older text) linked by topic or theme.  
A question requiring analysis of one text (25 marks)  
A question requiring analysis of a second text (25 marks)  
A question requiring comparison of the two texts (20 marks)

## **Section B - Children's Language Development**

A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)

### **Websites to support revision and independent learning:**

[A' Level English Language - YouTube](#)

### **Recommended reading and revision:**

[A/AS Level English Language for AQA Student Book](#)

Authors: Marcello Giovanelli (Series Editor), Gary Ives, John Keen, Raj Rana, Rachel Rudman

Publisher: Cambridge University Press

ISBN-13: [978-1-1074-6562-6](#)

### **Additional information:**

[AQA | English | AS and A-level | English Language](#)



# Faculty of English

## Year 13 English Language

### Units of Study:

#### Subject content

- 4.1.1 Textual variations and representations
- 4.1.3 Children's language development
- 4.2.1 Language diversity and change
- 4.2.3 Language discourses
- 4.2.4 Writing skills
- 4.3.1 Language Investigation
- 4.3.2 Original writing

#### Methods of language analysis underpin each component:

- Component 1 – 4.1.2 Methods of language analysis
- Component 2 – 4.2.2 Methods of language analysis
- Component 3 – 4.3.3 Methods of language analysis

#### Paper 2: Language Diversity and Change

Language diversity and change

Language discourses

Writing skills

Methods of language analysis are integrated into the activities

#### Assessed

written exam: 2 hours 30 minutes

100 marks

40% of A-level

Questions

#### Section A - Diversity and Change

One question from a choice of two:

Either: an evaluative essay on language diversity (30 marks)

Or: an evaluative essay on language change (30 marks)

## Section B - Language Discourses

Two texts about a topic linked to the study of diversity and change.

A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)

A directed writing task linked to the same topic and the ideas in the texts (30 marks)

### Non-exam assessment: Language in Action

Language Investigation

Original Writing

Methods of language analysis are integrated into the activities

Assessed

Word count: 3,500

100 marks

20% of A-level

Assessed by teachers

Moderated by AQA

Tasks

### Students produce:

a language investigation (2,000 words excluding data)

a piece of original writing and commentary (1,500 words total)

### Websites to support revision and independent learning:

[A' Level English Language - YouTube](#)

### Recommended reading and revision:

[A/AS Level English Language for AQA Student Book](#)

Authors: Marcello Giovanelli (Series Editor), Gary Ives, John Keen, Raj Rana, Rachel Rudman

Publisher: Cambridge University Press

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### Additional information:

[AQA](#) | [English](#) | [AS and A-level](#) | [English Language](#)