

YEAR 7 CURRICULUM INFORMATION - English

	Autumn 1	Autumn 2
What will students be learning?	The Infinite – Modern Novel	Romeo and Juliet – Drama - An Introduction to Shakespeare
How will students be assessed?	As with each new unit of study covered in Year 7 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone* assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills. *Where a unit of study is split over two half terms, there may be two milestone assessments.	As with each new unit of study covered in Year 7 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone* assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills. *Where a unit of study is split over two half terms, there may be two milestone assessments.
Literacy – What keywords and terms will be taught?	<ul style="list-style-type: none"> Infinity Epigraph Jargon Abbreviations Anachronism Chronology Relativity Gravity Palindrome Idiom 	<ul style="list-style-type: none"> Paradox Metaphor Cliché Rhyme Semantic field Iambic pentameter Extended metaphor Simile Adjective Adverb

	<p>Slogan</p> <p>Bildungsroman</p> <p>Protagonist</p> <p>Antagonist</p> <p>Denouement</p> <p>Anagram</p> <p>Genetic</p> <p>Modify</p> <p>Climax</p> <p>Structure</p> <p>Autism</p> <p>Topic Sentence</p> <p>Friendship</p> <p>Interpretation</p> <p>Theme</p>	<p>Hyperbole</p> <p>Foreshadowing</p> <p>Justice</p> <p>Fate</p> <p>Oxymoron</p> <p>Imagery</p> <p>Antithesis</p> <p>Personification</p> <p>Rhyming couplet</p> <p>Repetition</p>
<p>What employability skills are being developed?</p>	<p>The Fairfax KS3 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.</p>	<p>The Fairfax KS3 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.</p>

	<p>We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils’ resilience and character through the acquisition of life skills. We are preparing all our pupils to contribute positively to modern British society and have a suitable career and destination. The curriculum at KS3 aims to develop students’ reading, writing and oracy skills preparing them for life in a wide range of different careers and working environments.</p> <p>We aim to empower every child to be able to communicate confidently and creatively and to question curiously and critically.</p>	<p>We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils’ resilience and character through the acquisition of life skills. We are preparing all our pupils to contribute positively to modern British society and have a suitable career and destination. The curriculum at KS3 aims to develop students’ reading, writing and oracy skills preparing them for life in a wide range of different careers and working environments.</p> <p>We aim to empower every child to be able to communicate confidently and creatively and to question curiously and critically.</p>
<p>Wider Curriculum Links?</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably Mathematics and Science as students consider the concept of Infinity and time travel. In addition, when students reach Year 8, they will encounter the concept of dystopia in their study of <i>The Hunger Games</i> which helps to develop students’ understanding of fantasy fiction.</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably History – where students can link this text with its place in Elizabethan England. In addition, when students reach Year 9 and 11, they will revisit the work of Shakespeare in their study of <i>Macbeth</i>.</p>
<p>What useful websites are there for this topic?</p>	<p>Patience Agbabi - Literature (britishcouncil.org) Patience Agbabi – The Poetry Society: Poems</p>	<p>Romeo and Juliet - KS3 English - BBC Bitesize Romeo and Juliet: Study Guide SparkNotes Romeo and Juliet: No Fear Translation SparkNotes</p>
<p>What wider reading could be done for this topic?</p>	<p>Show My Homework will offer additional information, tasks and reading to complete for homework to support our study in lessons.</p>	<p>Show My Homework will offer additional information, tasks and reading to complete for homework to support our study in lessons.</p>
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS3 English: - https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS3 English: - https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</p>

YEAR 8 CURRICULUM INFORMATION - English

	Autumn 1	Autumn 2
What will students be learning?	The Hunger Games – Modern Novel	The Hunger Games – Modern Novel
How will students be assessed?	As with each new unit of study covered in Year 8 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone* assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills. *Where a unit of study is split over two half terms, there may be two milestone assessments.	As with each new unit of study covered in Year 8 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone* assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills. *Where a unit of study is split over two half terms, there may be two milestone assessments.
Literacy – What keywords will be taught?	dystopia barbarism alliance imagery analysis dictatorship context propaganda inference civilised	dystopia barbarism alliance imagery analysis dictatorship context propaganda inference civilised

	<p>society</p> <p>defiance</p> <p>symbolism</p> <p>tribute</p> <p>totalitarian</p>	<p>society</p> <p>defiance</p> <p>symbolism</p> <p>tribute</p> <p>totalitarian</p>
<p>What employability skills are being developed?</p>	<p>The Fairfax KS3 English scheme is designed to promote a love of literature and language in all students and provide them with a rich learning experience to continue their English studies at the school.</p> <p>We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character through the acquisition of life skills. We are preparing all our pupils to contribute positively to modern British society and have a suitable career and destination. The curriculum at KS3 aims to develop students' reading, writing and oracy skills preparing them for life in a wide range of different careers and working environments.</p> <p>We aim to empower every child to be able to communicate confidently and creatively and to question curiously and critically.</p>	<p>The Fairfax KS3 English scheme is designed to promote a love of literature and language in all students and provide them with a rich learning experience to continue their English studies at the school.</p> <p>We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character through the acquisition of life skills. We are preparing all our pupils to contribute positively to modern British society and have a suitable career and destination. The curriculum at KS3 aims to develop students' reading, writing and oracy skills preparing them for life in a wide range of different careers and working environments.</p> <p>We aim to empower every child to be able to communicate confidently and creatively and to question curiously and critically.</p>
<p>Wider Curriculum Links?</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably History where students consider the impact of dictatorships and authoritarian control. In addition, when students reach Year 9, they will be able to further consider divisions in society, capitalism, repression and other associated themes in Fight for Freedom, Power and Conflict Poetry and <i>A Christmas Carol</i>.</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably History where students consider the impact of dictatorships and authoritarian control. In addition, when students reach Year 9, they will be able to further consider divisions in society, capitalism, repression and other associated themes in Fight for Freedom, Power and Conflict Poetry and <i>A Christmas Carol</i>.</p>

What useful websites are there for this topic?	https://www.sparknotes.com/lit/the-hunger-games/ https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zrpnn9q	https://www.sparknotes.com/lit/the-hunger-games/ https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zrpnn9q
What wider reading could be done for this topic?	Show My Homework will offer additional information, tasks and reading to complete for homework to support our study in lessons.	Show My Homework will offer additional information, tasks and reading to complete for homework to support our study in lessons.
What else can students be doing independently to develop their understanding of this topic?	With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS3 English: - https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3	With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS3 English: - https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3

YEAR 9 CURRICULUM INFORMATION - English

	Autumn 1	Autumn 2
What will students be learning?	Fight for Freedom – Fiction and Non-Fiction Extracts from 20th and 21st Century	A Christmas Carol – 19th Century Prose
How will students be assessed?	As with each new unit of study covered in Year 9 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone* assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills. *Where a unit of study is split over two half terms, there may be two milestone assessments.	As with each new unit of study covered in Year 9 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone* assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills. *Where a unit of study is split over two half terms, there may be two milestone assessments.
Literacy – What	Democracy Suffrage	Gothic Genre

keywords will
be taught?

Rhetoric

Connotations

Inference

Empathy

Context

Want

Demonstration

Debate

Dystopia

Totalitarianism

Congress

Entitlement

Juxtaposition

Antithesis

Mutual Respect

Tolerance

Multi-faith

Ignorance

Want

Allegory

Avarice

Poverty

Genre

Redemption

Melancholy

Motif

Attitudes

Socialism

Empathy

Symbolism

Context

Spectre

Supernatural

Miserly

	Activism	Covetous Extended metaphor Solitary Workhouses Novella Stave
What employability skills are being developed?	<p>The Fairfax KS3 English scheme is designed to promote a love of literature and language in all students and provide them with a rich learning experience to continue their English studies at the school.</p> <p>We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character through the acquisition of life skills. We are preparing all our pupils to contribute positively to modern British society and have a suitable career and destination. The curriculum at KS3 aims to develop students' reading, writing and oracy skills preparing them for life in a wide range of different careers and working environments.</p> <p>We aim to empower every child to be able to communicate confidently and creatively and to question curiously and critically.</p>	<p>The Fairfax KS3 English scheme is designed to promote a love of literature and language in all students and provide them with a rich learning experience to continue their English studies at the school.</p> <p>We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character through the acquisition of life skills. We are preparing all our pupils to contribute positively to modern British society and have a suitable career and destination. The curriculum at KS3 aims to develop students' reading, writing and oracy skills preparing them for life in a wide range of different careers and working environments.</p> <p>We aim to empower every child to be able to communicate confidently and creatively and to question curiously and critically.</p>
Wider Curriculum Links?	Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably History. In addition, with this unit, students will form links with their study of Poetry – Other Cultures and Traditions from Year 8 and Power and Conflict in Year 11. In addition, this unit links to English Language units in Year 10 and 11.	Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably History and students' understanding of Victorian England. In addition, with this unit, students will start to develop an understanding of the political and societal nature of literary texts which will be extended further in Year 10 with the study of <i>Frankenstein</i> and <i>An Inspector Calls</i> .

What useful websites are there for this topic?	Fiction texts - KS3 English - BBC Bitesize Non-fiction texts - KS3 English - BBC Bitesize	A Christmas Carol by Charles Dickens - KS3 English - BBC Bitesize - BBC Bitesize A Christmas Carol - GCSE English Literature Revision - AQA - BBC Bitesize A Christmas Carol: Study Guide SparkNotes
What wider reading could be done for this topic?	Show My Homework will offer additional information, tasks and reading to complete for homework to support our study in lessons.	Show My Homework will offer additional information, tasks and reading to complete for homework to support our study in lessons.
What else can students be doing independently to develop their understanding of this topic?	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS3 English: -</p> <p>https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</p> <p>https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS3 English: -</p> <p>https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</p> <p>https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</p>

YEAR 10 CURRICULUM INFORMATION – English Language		
	Autumn 1	Autumn 2
What will students be learning?	Grammar and Language Paper 1 Section A	Language Paper 1 Section B
How will students be assessed?	As with each new unit of study covered in Year 10 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.	As with each new unit of study covered in Year 10 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.
Literacy – What	Simile Metaphor Extended Metaphor	Simile Metaphor Extended Metaphor

<p>keywords will be taught?</p>	<p>Personification Zoomorphism Pathetic fallacy Alliteration Assonance Anecdote Irony Onomatopoeia Sibilance Colloquial Language Connotation Semantic field Sensory Detail Euphemism Double entendre Idiom Emotive Language Figurative Language Evocative Verbs Allusion Allegory Didactic Repetition Minor sentence Syntactic parallelism Dialogue Zooming-in Panning out Flashback Flashforward Pathos Pun Hyperbolic Triadic listing Asyndetic listing</p>	<p>Personification Zoomorphism Pathetic fallacy Alliteration Assonance Anecdote Irony Onomatopoeia Sibilance Colloquial Language Connotation Semantic field Sensory Detail Euphemism Double entendre Idiom Emotive Language Figurative Language Evocative Verbs Allusion Allegory Didactic Repetition Minor sentence Syntactic parallelism Dialogue Zooming-in Panning out Flashback Flashforward Pathos Pun Hyperbolic Triadic listing Asyndetic listing</p>
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	<p>Syndetic listing Rhetorical question Interrogative sentence Imperative sentence Exclamatory sentence Motifs Ambiguity Oxymoron Juxtaposition Antithesis Paradox</p>	<p>Syndetic listing Rhetorical question Interrogative sentence Imperative sentence Exclamatory sentence Motifs Ambiguity Oxymoron Juxtaposition Antithesis Paradox</p>
<p>What employability skills are being developed?</p>	<p>We build on the skills acquired at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>	<p>We build on the skills acquired at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>

Wider Curriculum Links?	With this unit, students will develop and extend their understanding of how to read text and respond to it in a variety of ways. Students will identify language and structural features, use quotations from the text to demonstrate these features, analyse how the quotation proves a point, evaluate how successfully this achieves the effect from the question, focus on the specifics of the question and provide clear opinions of how far there is agreement with the statement in the question. Students build on skills acquired through Key Stage Three and revisit these skills throughout Year 10 and Year 11.	With this unit, students will develop and extend their understanding of how to read text and respond to it in a variety of ways. Students will learn how to write quality, engaging, imaginative pieces of fiction. Writing will be appropriate to the specific purpose and audience set out in the question. Students will use plenty of different language techniques and a variety of vocabulary and sentence forms. Students build on skills acquired through Key Stage Three and revisit these skills throughout Year 10 and Year 11.
What useful websites are there for this topic?	GCSE English Language - AQA - BBC Bitesize	GCSE English Language - AQA - BBC Bitesize
What wider reading could be done for this topic?	Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- AQA English GCSE English Language	Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- AQA English GCSE English Language
What else can students be doing independently to develop their understanding of this topic?	With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff GCSE English Language - AQA - BBC Bitesize	With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff GCSE English Language - AQA - BBC Bitesize

YEAR 10 CURRICULUM INFORMATION – English Literature		
	Autumn 1	Autumn 2
What will students be learning?	Frankenstein – 19th Century Novel	Frankenstein – 19th Century Novel

<p>How will students be assessed?</p>	<p>As with each new unit of study covered in Year 10 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.</p>	<p>As with each new unit of study covered in Year 10 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.</p>
<p>Literacy – What keywords will be taught?</p>	<p>Stereotype Foreboding Subtle Inference Prevalent Incite Parody Humane Galvanism Anatomy Sublime Psychology Juxtaposing Doppelganger Epistolary Allegory Precursor Alchemy Galvanism Myth Motif Pathetic Fallacy Romanticism</p>	<p>Stereotype Foreboding Subtle Inference Prevalent Incite Parody Humane Galvanism Anatomy Sublime Psychology Juxtaposing Doppelganger Epistolary Allegory Precursor Alchemy Galvanism Myth Motif Pathetic Fallacy Romanticism</p>
<p>What employability skills are</p>	<p>We build on the skills acquired at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature</p>	<p>We build on the skills acquired at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing</p>

<p>being developed?</p>	<p>and literary non-fiction as well as other writing such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>	<p>such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>
<p>Wider Curriculum Links?</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably Science and History. In addition, with this unit, students will develop and extend their understanding of pre-1900 texts of a societal and political nature, linking back to their Year 7 study of <i>19th Century Texts</i> and <i>Gothic Fiction</i> and their Year 9 study of <i>A Christmas Carol</i>.</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably Science and History. In addition, with this unit, students will develop and extend their understanding of pre-1900 texts of a societal and political nature, linking back to their Year 7 study of <i>19th Century Texts</i> and <i>Gothic Fiction</i> and their Year 9 study of <i>A Christmas Carol</i>.</p>
<p>What useful websites are there for this topic?</p>	<p>Frankenstein - GCSE English Literature Revision - AQA - BBC Bitesize Frankenstein: Study Guide SparkNotes Frankenstein by Mary Shelley The British Library (bl.uk)</p>	<p>Frankenstein - GCSE English Literature Revision - AQA - BBC Bitesize Frankenstein: Study Guide SparkNotes Frankenstein by Mary Shelley The British Library (bl.uk)</p>

<p>What wider reading could be done for this topic?</p>	<p>Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</p>	<p>Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</p>
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff</p>

YEAR 11 CURRICULUM INFORMATION – English Language		
	Autumn 1	Autumn 2
<p>What will students be learning?</p>	<p>Grammar and Vocabulary and Spoken Language Assessment</p>	<p>Language Paper 1 Section A</p>
<p>How will students be assessed?</p>	<p>As with each new unit of study covered in Year 11 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills.</p>	<p>As with each new unit of study covered in Year 11 students will have the opportunity for regular retrieval practice which will be used to ensure students’ retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit’s milestone assessment. The milestone assesses students’ reading, comprehension, inference, analytical and writing skills.</p>
<p>Literacy – What</p>	<p>Simile Metaphor Extended Metaphor</p>	<p>Simile Metaphor Extended Metaphor</p>

keywords will
be taught?

Personification
Zoomorphism
Pathetic fallacy
Alliteration
Assonance
Anecdote
Irony
Onomatopoeia
Sibilance
Colloquial Language
Connotation
Semantic field
Sensory Detail
Euphemism
Double entendre
Idiom
Emotive Language
Figurative Language
Evocative Verbs
Allusion
Allegory
Didactic
Repetition
Minor sentence
Syntactic parallelism
Dialogue
Zooming-in
Panning out
Flashback
Flashforward
Pathos
Pun
Hyperbolic
Triadic listing
Asyndetic listing

Personification
Zoomorphism
Pathetic fallacy
Alliteration
Assonance
Anecdote
Irony
Onomatopoeia
Sibilance
Colloquial Language
Connotation
Semantic field
Sensory Detail
Euphemism
Double entendre
Idiom
Emotive Language
Figurative Language
Evocative Verbs
Allusion
Allegory
Didactic
Repetition
Minor sentence
Syntactic parallelism
Dialogue
Zooming-in
Panning out
Flashback
Flashforward
Pathos
Pun
Hyperbolic
Triadic listing
Asyndetic listing

	<p>Syndetic listing Rhetorical question Interrogative sentence Imperative sentence Exclamatory sentence Motifs Ambiguity Oxymoron Juxtaposition Antithesis Paradox</p>	<p>Syndetic listing Rhetorical question Interrogative sentence Imperative sentence Exclamatory sentence Motifs Ambiguity Oxymoron Juxtaposition Antithesis Paradox</p>
<p>What employability skills are being developed?</p>	<p>We build on the skills acquired at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>	<p>We build on the skills acquired at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>

<p>Wider Curriculum Links?</p>	<p>With this unit, students will develop and extend their understanding of how to read text and respond to it in a variety of ways. Students will identify language and structural features, use quotations from the text to demonstrate these features, analyse how the quotation proves a point, evaluate how successfully this achieves the effect from the question, focus on the specifics of the question and provide clear opinions of how far there is agreement with the statement in the question. Students build on skills acquired through Key Stage Three and revisit these skills throughout Year 10 and Year 11.</p> <p>Students will develop oracy skills with their Spoken Language assessment which link to all subjects across the curriculum.</p>	<p>With this unit, students will develop and extend their understanding of how to read text and respond to it in a variety of ways. Students will identify language and structural features, use quotations from the text to demonstrate these features, analyse how the quotation proves a point, evaluate how successfully this achieves the effect from the question, focus on the specifics of the question and provide clear opinions of how far there is agreement with the statement in the question. Students build on skills acquired through Key Stage Three and revisit these skills throughout Year 10 and Year 11.</p>
<p>What useful websites are there for this topic?</p>	<p>GCSE English Language - AQA - BBC Bitesize</p>	<p>GCSE English Language - AQA - BBC Bitesize</p>
<p>What wider reading could be done for this topic?</p>	<p>Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- AQA English GCSE English Language</p>	<p>Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- AQA English GCSE English Language</p>
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff GCSE English Language - AQA - BBC Bitesize</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff GCSE English Language - AQA - BBC Bitesize</p>

<p>YEAR 11 CURRICULUM INFORMATION – English Literature</p>		
	<p>Autumn 1</p>	<p>Autumn 2</p>

What will students be learning?	Power and Conflict Poetry	Unseen Poetry Revision
How will students be assessed?	As with each new unit of study covered in Year 11 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.	As with each new unit of study covered in Year 11 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work in exercise books and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.
Literacy – What keywords will be taught?	Anaphora Allusion Bucolic Cacophony Caesura Canto Couplet Dactyl Dirge Dissonance Dramatic Monologue Ellipsis Enjambement Iamb Meter Motif Persona Refrain Stanza Sonnet Sublime Synecdoche Volta	Anaphora Allusion Bucolic Cacophony Caesura Canto Couplet Dactyl Dirge Dissonance Dramatic Monologue Ellipsis Enjambement Iamb Meter Motif Persona Refrain Stanza Sonnet Sublime Synecdoche Volta

<p>What employability skills are being developed?</p>	<p>We build on the skills acquired in Year 10 at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>	<p>We build on the skills acquired in Year 10 at KS3 and aim for all students to read fluently and with good understanding. We use a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. Students should read and evaluate texts critically and make comparisons between texts. Students should summarise and synthesise information or ideas from texts. Students are allowed to use knowledge gained from wider reading to inform and improve their own writing. Students should write effectively and coherently using Standard English spelling, grammar and punctuation. Students should listen to and understand spoken language and use spoken Standard English effectively. Students should read critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p> <p>The skills students develop and extend at KS4 are applicable to all careers and working environments. Our curriculum aims to build literate, articulate and well-rounded individuals. There is a strong emphasis placed on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills.</p> <p>We are preparing all our students to contribute positively to modern British society and have a suitable career and destination.</p>
<p>Wider Curriculum Links?</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably History. In addition, with this unit, students will develop and extend their understanding of a poetic form and analysis, linking back to their Year 7, 8 and 9 study.</p>	<p>Students are afforded the opportunity with this unit of study to forge links with other subjects within the school curriculum – most notably History. In addition, with this unit, students will develop and extend their understanding of a poetic form and analysis, linking back to their Year 7, 8 and 9 study.</p>
<p>What useful websites are there for this topic?</p>	<p>Poems - GCSE English Literature Revision - AQA - BBC Bitesize AQA 'Power and Conflict' Poetry - YouTube AQA Conflict Poetry for 2017 exams and beyond - YouTube</p>	<p>How to Write About an Unseen Poem - YouTube</p>

<p>What wider reading could be done for this topic?</p>	<p>Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</p>	<p>Here you will find the AQA Specification and Past Exam Papers – use this resource to develop your understanding of how you will be examined on this unit:- https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</p>
<p>What else can students be doing independently to develop their understanding of this topic?</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff GCSE English Literature - AQA - BBC Bitesize</p>	<p>With all English units, there is a wealth of material online to support students in their class study and with their homework. Students will be directed to additional resources via Show My Homework. We recommend the following sites as a good starting point for KS4 English: - https://www.youtube.com/user/mrbruff GCSE English Literature - AQA - BBC Bitesize</p>

YEAR 12 CURRICULUM INFORMATION – English

	Autumn 1	Autumn 2
<p>What will students be learning?</p>	<p>English Literature <i>Othello</i> – William Shakespeare <i>Tess of the d’Urbervilles</i> – Thomas Hardy</p> <p>English Language Introduction to Grammar. Textual variations and representations. Children’s language and development and acquisition.</p>	<p>English Literature <i>Othello</i> – William Shakespeare <i>Tess of the d’Urbervilles</i> – Thomas Hardy</p> <p>English Language Textual variations and representations. Children’s language and development and acquisition. Introduction to discursive writing.</p>

<p>How will students be assessed?</p>	<p>As with each new unit of study covered in Year 12 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.</p>	<p>As with each new unit of study covered in Year 12 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.</p>
<p>Literacy – What keywords will be taught?</p>	<p>Vocabulary list shared with students.</p>	<p>Vocabulary list shared with students.</p>
<p>What employability skills are being developed?</p>	<p>English Literature The Post 16 English Literature course follows an historicist approach - this rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, students should be encouraged to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.</p> <p>English Language The Post 16 English Language course offers further opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. The course allows students to explore and analyse language data independently and develop and reflect upon their own writing expertise. Students consider Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, analyse texts produced by others and debate different views.</p>	<p>English Literature The Post 16 English Literature course follows an historicist approach - this rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, students should be encouraged to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.</p> <p>English Language The Post 16 English Language course offers further opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. The course allows students to explore and analyse language data independently and develop and reflect upon their own writing expertise. Students consider Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, analyse texts produced by others and debate different views.</p>

	<p>For both courses we encourage students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. To enable them to do this, we introduce students to a range of different views including those generated by critical theory. Students are encouraged to investigate, debate and challenge different views and use research and wider reading to support them coming to their own personal conclusions.</p> <p>By providing students with the knowledge that not everyone holds the same view, we not only give them a greater understanding of context in relation to their current reading, we also help to prepare them for post 18 studies should they choose to follow this route.</p> <p>Our courses allow students to be readers, writers, communicators, investigators, researchers – skills applicable to a wide range of careers and working environments.</p>	<p>For both courses we encourage students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. To enable them to do this, we introduce students to a range of different views including those generated by critical theory. Students are encouraged to investigate, debate and challenge different views and use research and wider reading to support them coming to their own personal conclusions.</p> <p>By providing students with the knowledge that not everyone holds the same view, we not only give them a greater understanding of context in relation to their current reading, we also help to prepare them for post 18 studies should they choose to follow this route.</p> <p>Our courses allow students to be readers, writers, communicators, investigators, researchers – skills applicable to a wide range of careers and working environments.</p>
Wider Curriculum Links?	<p>Both courses link to other A Level subjects – in particular, close links with History, Sociology and Psychology can be explored. The social/political/historical context of all texts that are studied within the curriculum are taught and explored, these include: British and World politics – including different political ideologies: Capitalism, Communism and Socialism; key historical events/movements such as: Colonialism/Colonisation and the British Empire, World Wars 1 and 2, the Russian Revolution and the Industrial Revolution. Texts from and set in a variety of different historical periods are studied, ranging from Eleventh Century Scotland to Elizabethan/Jacobean England from Victorian/Edwardian England to futuristic dystopia.</p> <p>Students are regularly offered the opportunity to link their English study to that of other subjects.</p>	<p>Both courses link to other A Level subjects – in particular, close links with History, Sociology and Psychology can be explored. The social/political/historical context of all texts that are studied within the curriculum are taught and explored, these include: British and World politics – including different political ideologies: Capitalism, Communism and Socialism; key historical events/movements such as: Colonialism/Colonisation and the British Empire, World Wars 1 and 2, the Russian Revolution and the Industrial Revolution. Texts from and set in a variety of different historical periods are studied, ranging from Eleventh Century Scotland to Elizabethan/Jacobean England from Victorian/Edwardian England to futuristic dystopia.</p> <p>Students are regularly offered the opportunity to link their English study to that of other subjects.</p>
What useful websites are there for this topic?	<p>English Literature https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt English Language</p>	<p>English Literature https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt English Language</p>

	https://www.youtube.com/playlist?list=PLqGFsWf-P-cBJyO6jD2a6e9UKuq2FA1iS	https://www.youtube.com/playlist?list=PLqGFsWf-P-cBJyO6jD2a6e9UKuq2FA1iS
What wider reading could be done for this topic?	A subscription to the following magazines would offer valuable support and focussed wider reading:- English Literature https://www.hoddereducationmagazines.com/magazines/english-review/ English Language https://www.englishandmedia.co.uk/e-magazine/	A subscription to the following magazines would offer valuable support and focussed wider reading:- English Literature https://www.hoddereducationmagazines.com/magazines/english-review/ English Language https://www.englishandmedia.co.uk/e-magazine/
What else can students be doing independently to develop their understanding of this topic?	The following websites will offer further information and resources:- https://www.bl.uk/ English Literature https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712 English Language https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702	The following websites will offer further information and resources:- https://www.bl.uk/ English Literature https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712 English Language https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702

YEAR 13 CURRICULUM INFORMATION – English

	Autumn 1	Autumn 2
What will students be learning?	English Literature <i>Regeneration</i> – Pat Barker <i>The Wipers Times</i> – Hislop and Newman English Language Language Variations: Accents and Dialect Language Variations: Gender	English Literature <i>Regeneration</i> – Pat Barker <i>The Wipers Times</i> – Hislop and Newman English Language Language Variations: Diversity, Ethnicity, Occupation Language Discourses: Political Correctness

How will students be assessed?	As with each new unit of study covered in Year 12 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.	As with each new unit of study covered in Year 12 students will have the opportunity for regular retrieval practice which will be used to ensure students' retention of skills and knowledge. Students will be assessed through regular questioning, through written work and through the unit's milestone assessment. The milestone assesses students' reading, comprehension, inference, analytical and writing skills.
Literacy – What keywords will be taught?	Vocabulary list shared with students.	Vocabulary list shared with students.
What employability skills are being developed?	<p>English Literature The Post 16 English Literature course follows an historicist approach - this rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, students should be encouraged to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.</p> <p>English Language The Post 16 English Language course offers further opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. The course allows students to explore and analyse language data independently and develop and reflect upon their own writing expertise. Students consider Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, analyse texts produced by others and debate different views.</p>	<p>English Literature The Post 16 English Literature course follows an historicist approach - this rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, students should be encouraged to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.</p> <p>English Language The Post 16 English Language course offers further opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses. The course allows students to explore and analyse language data independently and develop and reflect upon their own writing expertise. Students consider Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, analyse texts produced by others and debate different views.</p>

	<p>For both courses we encourage students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. To enable them to do this, we introduce students to a range of different views including those generated by critical theory. Students are encouraged to investigate, debate and challenge different views and use research and wider reading to support them coming to their own personal conclusions.</p> <p>By providing students with the knowledge that not everyone holds the same view, we not only give them a greater understanding of context in relation to their current reading, we also help to prepare them for post 18 studies should they choose to follow this route.</p> <p>Our courses allow students to be readers, writers, communicators, investigators, researchers – skills applicable to a wide range of careers and working environments.</p>	<p>For both courses we encourage students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. To enable them to do this, we introduce students to a range of different views including those generated by critical theory. Students are encouraged to investigate, debate and challenge different views and use research and wider reading to support them coming to their own personal conclusions.</p> <p>By providing students with the knowledge that not everyone holds the same view, we not only give them a greater understanding of context in relation to their current reading, we also help to prepare them for post 18 studies should they choose to follow this route.</p> <p>Our courses allow students to be readers, writers, communicators, investigators, researchers – skills applicable to a wide range of careers and working environments.</p>
<p>Wider Curriculum Links?</p>	<p>Both courses link to other A Level subjects – in particular, close links with History, Sociology and Psychology can be explored. The social/political/historical context of all texts that are studied within the curriculum are taught and explored, these include: British and World politics – including different political ideologies: Capitalism, Communism and Socialism; key historical events/movements such as: Colonialism/Colonisation and the British Empire, World Wars 1 and 2, the Russian Revolution and the Industrial Revolution. Texts from and set in a variety of different historical periods are studied, ranging from Eleventh Century Scotland to Elizabethan/Jacobean England from Victorian/Edwardian England to futuristic dystopia.</p> <p>Students are regularly offered the opportunity to link their English study to that of other subjects.</p>	<p>Both courses link to other A Level subjects – in particular, close links with History, Sociology and Psychology can be explored. The social/political/historical context of all texts that are studied within the curriculum are taught and explored, these include: British and World politics – including different political ideologies: Capitalism, Communism and Socialism; key historical events/movements such as: Colonialism/Colonisation and the British Empire, World Wars 1 and 2, the Russian Revolution and the Industrial Revolution. Texts from and set in a variety of different historical periods are studied, ranging from Eleventh Century Scotland to Elizabethan/Jacobean England from Victorian/Edwardian England to futuristic dystopia.</p> <p>Students are regularly offered the opportunity to link their English study to that of other subjects.</p>
<p>What useful websites are</p>	<p>English Literature https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt</p>	<p>English Literature https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt</p>

there for this topic?	<p>English Language https://www.youtube.com/playlist?list=PLqGFsWf-P-cBjyO6jD2a6e9UKuq2FA1iS</p>	<p>English Language https://www.youtube.com/playlist?list=PLqGFsWf-P-cBjyO6jD2a6e9UKuq2FA1iS</p>
What wider reading could be done for this topic?	<p>A subscription to the following magazines would offer valuable support and focussed wider reading:- English Literature https://www.hoddereducationmagazines.com/magazines/english-review/ English Language https://www.englishandmedia.co.uk/e-magazine/</p>	<p>A subscription to the following magazines would offer valuable support and focussed wider reading:- English Literature https://www.hoddereducationmagazines.com/magazines/english-review/ English Language https://www.englishandmedia.co.uk/e-magazine/</p>
What else can students be doing independently to develop their understanding of this topic?	<p>The following websites will offer further information and resources:- https://www.bl.uk/ English Literature https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712 English Language https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702</p>	<p>The following websites will offer further information and resources:- https://www.bl.uk/ English Literature https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712 English Language https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702</p>