

**YEAR 7 CURRICULUM INFORMATION - English**

	<b>Spring 1</b>	<b>Spring 2</b>
What will students be learning?	<b>Bugs – Writers’ viewpoints and perspectives – reading and writing non-narrative texts</b>	<b>19<sup>th</sup> Century Texts – Non-fiction extracts and texts – reading and writing</b>
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"> <li>Interpret</li> <li>Implicit</li> <li>Perspectives</li> <li>Inference</li> <li>Tone</li> <li>Explicit</li> <li>Structure</li> <li>Figurative Language</li> <li>Connotations</li> <li>Mood</li> <li>Synthesize</li> </ul>	<ul style="list-style-type: none"> <li>Emotive</li> <li>Analysis</li> <li>Summary</li> <li>Philosophical</li> <li>Etiquette</li> <li>Device</li> <li>Purpose</li> <li>Anecdote</li> <li>Hyperbole</li> <li>Monologue</li> <li>Poverty</li> </ul>

	<p>Bias</p> <p>Opinion</p> <p>Character</p> <p>Atmosphere</p> <p>Evaluate</p> <p>Facts</p> <p>Humour</p> <p>Satire</p> <p>Connectives</p>	<p>Sensationalism</p> <p>Industrial Revolution</p> <p>Ragged School</p> <p>Deprivation</p> <p>Superlative</p> <p>Colloquial Language</p> <p>Salutation</p> <p>Modal Verbs</p> <p>Prepositions</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>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>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>

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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 Science and Geography as students consider the concept of ‘bugs’ and their place in the natural world. In addition, when students reach Year 8, they will continue to explore writers’ viewpoints and perspectives with the Girl Rising unit.	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 texts with their place in history. In addition, when students reach Year 8, 9, 10 and 11, they will continue their study of 19 <sup>th</sup> Century Fiction and Non-Fiction writing.
What useful websites are there for this topic?	<a href="#">Non-fiction texts - KS3 English - BBC Bitesize</a> <a href="#">Writing - GCSE English Language Revision - AQA - BBC Bitesize</a>	<a href="#">Non-fiction texts - KS3 English - BBC Bitesize</a> <a href="#">How to analyse an extract - Responding to a non-fiction text - AQA - GCSE English Language Revision - AQA - BBC Bitesize</a>
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: - <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a> <a href="https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</a>	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: - <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a> <a href="https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</a>

### YEAR 8 CURRICULUM INFORMATION - English

	Spring 1	Spring 2
What will students be learning?	<b>Science Fiction – Contemporary fiction – reading and writing narrative texts</b>	<b>Girl Rising – Writers’ viewpoints and perspectives – reading and writing non-narrative texts</b>

<p>How will students be assessed?</p>	<p>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.</p>	<p>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.</p>
<p>Literacy – What keywords will be taught?</p>	<p>Convention Foreboding Dystopia Dramatic Monologue Post-Apocalyptic Pathetic Fallacy Protagonist Flashback Totalitarianism Saga Utopia Antagonist Narrative Propaganda</p>	<p>Tone Audience Context Register Structure Biography Purpose Imagery Comprehension Oppression Anthropomorphism Juxtaposition Rhetoric Symbolism</p>

	<p>Amara' Law</p> <p>Rhetoric</p> <p>Genetic Mutation</p> <p>Synopsis</p> <p>Todorov's Narrative</p> <p>Cyborg</p>	<p>Ethos</p> <p>Pathos</p> <p>Logos</p> <p>Anecdote</p> <p>Hyperbole</p> <p>Appeal</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 Science, where students consider what might be physically possible in the texts they read. In addition, students will link back to their Year 7 study of <i>The Infinite</i> and in Year 10 they will extend their awareness of Science Fiction with the gothic horror novel <i>Frankenstein</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 and Geography where students consider how people live their lives. 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 and Power and Conflict Poetry.</p>

What useful websites are there for this topic?	<a href="#">Fiction texts - KS3 English - BBC Bitesize</a>	<a href="#">Non-fiction texts - KS3 English - BBC Bitesize</a> <a href="#">Writing - GCSE English Language Revision - AQA - BBC Bitesize</a>
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: - <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a> <a href="https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</a>	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: - <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a> <a href="https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</a>

### YEAR 9 CURRICULUM INFORMATION - English

	Spring 1	Spring 2
What will students be learning?	<b>Journeys – Fiction and Non-Fiction Extracts from 19<sup>th</sup> and 20<sup>th</sup> Century</b>	<b>Macbeth – Creative and Imaginative Writing</b>
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	Metaphor  Atmosphere	Hamartia  Foreshadowing

keywords will  
be taught?

Themes

Cliché

Emotive

Empathy

Formal/informal

Imagery

Eulogy

Tone

Evocative

Euphemism

Inference

Visual

Characterisation

Divine rights of kings

Kingship

Catharsis

Dramatic Irony

Hubris

Tragedy

Pathetic Fallacy

Symbolism

Nemesis

Catastrophe

Iambic Pentameter

Comic Relief

Blank Verse

Hyperbole

Oxymoron

Pun

Euphemism

		Soliloquy
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 – where students can link texts with their place in history. In addition, when students reach Year 10 and 11, they will continue their study of 19th Century Fiction and Non-Fiction writing.	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 Jacobean England. Students will extend their knowledge of Macbeth in Year 10 and 11. In addition, with this unit, students will develop their understanding of how to write creatively, linking to their English Language Paper 1, Section B work.
What useful websites are there for this topic?	<p><a href="#">Fiction texts - KS3 English - BBC Bitesize</a></p> <p><a href="#">Non-fiction texts - KS3 English - BBC Bitesize</a></p>	<p><a href="#">Macbeth - KS3 English - BBC Bitesize</a></p> <p><a href="#">Macbeth: Study Guide   SparkNotes</a></p>
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.



<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: -  <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a>   <a href="https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</a></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: -  <a href="https://www.bbc.co.uk/bitesize/subjects/z3kw2hv">https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</a>   <a href="https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3">https://teachers.thenational.academy/subjects/english/key-stages/key-stage-3</a></p>
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### YEAR 10 CURRICULUM INFORMATION – English Language

	Spring 1	Spring 2
<p>What will students be learning?</p>	<p><b>Language Paper 2 Section A – Writers’ viewpoints and perspectives</b></p>	<p><b>Language Paper 2 Section B – Writers’ viewpoints and perspectives</b></p>
<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>Simile Metaphor Extended Metaphor Personification Zoomorphism Pathetic fallacy Alliteration Assonance Anecdote Irony Onomatopoeia Sibilance</p>	<p>Simile Metaphor Extended Metaphor Personification Zoomorphism Pathetic fallacy Alliteration Assonance Anecdote Irony Onomatopoeia Sibilance</p>

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  
Syndetic listing  
Rhetorical question  
Interrogative sentence  
Imperative sentence  
Exclamatory sentence  
Motifs  
Ambiguity  
Oxymoron  
Juxtaposition

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  
Syndetic listing  
Rhetorical question  
Interrogative sentence  
Imperative sentence  
Exclamatory sentence  
Motifs  
Ambiguity  
Oxymoron  
Juxtaposition

	Antithesis Paradox	Antithesis Paradox
<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, compare 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>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, pieces of non-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.</p>

What useful websites are there for this topic?	<a href="#">GCSE English Language - AQA - BBC Bitesize</a>	<a href="#">GCSE English Language - AQA - BBC Bitesize</a>
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:- <a href="#">AQA   English   GCSE   English Language</a>	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:- <a href="#">AQA   English   GCSE   English Language</a>
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: - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a>  <a href="#">GCSE English Language - AQA - BBC Bitesize</a>	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: - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a>  <a href="#">GCSE English Language - AQA - BBC Bitesize</a>

YEAR 10 CURRICULUM INFORMATION – English Literature		
	Spring 1	Spring 2
What will students be learning?	<b>Macbeth – Shakespeare - Drama</b>	<b>Macbeth – Shakespeare - Drama</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.

<p>Literacy – What keywords will be taught?</p>	<p>Context Matriarchal Foreshadowing Foil Prophecy Mortality Dramatic Irony Pathos Iambic Pentameter Pathetic Fallacy Hubris Psychosis Soliloquy Masculinity Usurp Tyrant Hamartia Ambition Protagonist Tragic hero Patriarchal Prose Juxtaposition</p>	<p>Context Matriarchal Foreshadowing Foil Prophecy Mortality Dramatic Irony Pathos Iambic Pentameter Pathetic Fallacy Hubris Psychosis Soliloquy Masculinity Usurp Tyrant Hamartia Ambition Protagonist Tragic hero Patriarchal Prose Juxtaposition</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</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</p>

	<p>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>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?	<p>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 Jacobean England. Students will develop their knowledge of <i>Macbeth</i> acquired in Year 10. Students will revisit <i>Macbeth</i> in Year 11.</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 and students' understanding of Jacobean England. Students will develop their knowledge of <i>Macbeth</i> acquired in Year 10. Students will revisit <i>Macbeth</i> in Year 11.</p>
What useful websites are there for this topic?	<p><a href="#">Macbeth - GCSE English Literature Revision - AQA - BBC Bitesize</a>  <a href="#">Macbeth: Study Guide   SparkNotes</a>  <a href="#">Macbeth by William Shakespeare   The British Library (bl.uk)</a></p>	<p><a href="#">Macbeth - GCSE English Literature Revision - AQA - BBC Bitesize</a>  <a href="#">Macbeth: Study Guide   SparkNotes</a>  <a href="#">Macbeth by William Shakespeare   The British Library (bl.uk)</a></p>
What wider reading could be done for this topic?	<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:-  <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></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:-  <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></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: - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a></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: - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a></p>
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YEAR 11 CURRICULUM INFORMATION – English Language		
	Spring 1	Spring 2
<p>What will students be learning?</p>	<p><b>Language paper 1 Section B – Explorations in creative reading and writing</b></p>	<p><b>Language Paper 2 Section A – Writers’ viewpoints and perspectives</b></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 keywords will be taught?</p>	<p>Simile Metaphor Extended Metaphor Personification Zoomorphism Pathetic fallacy Alliteration Assonance Anecdote Irony Onomatopoeia</p>	<p>Simile Metaphor Extended Metaphor Personification Zoomorphism Pathetic fallacy Alliteration Assonance Anecdote Irony Onomatopoeia</p>

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  
Syndetic listing  
Rhetorical question  
Interrogative sentence  
Imperative sentence  
Exclamatory sentence  
Motifs  
Ambiguity  
Oxymoron

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	Juxtaposition Antithesis Paradox	Juxtaposition Antithesis Paradox
What employability skills are being developed?	<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?	<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 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.</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 learn how to write quality, engaging, pieces of non-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.</p>

What useful websites are there for this topic?	<a href="#">GCSE English Language - AQA - BBC Bitesize</a>	<a href="#">GCSE English Language - AQA - BBC Bitesize</a>
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:- <a href="#">AQA   English   GCSE   English Language</a>	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:- <a href="#">AQA   English   GCSE   English Language</a>
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: - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a>  <a href="#">GCSE English Language - AQA - BBC Bitesize</a>	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: - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a>  <a href="#">GCSE English Language - AQA - BBC Bitesize</a>

YEAR 11 CURRICULUM INFORMATION – English Literature		
	Spring 1	Spring 2
What will students be learning?	<b>Macbeth - revision</b>	<b>An Inspector Calls - revision</b>
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	Context Matriarchal Foreshadowing	Stage Directions Patriarchy Responsibility

<p>keywords will be taught?</p>	<p>Foil Prophecy Mortality Dramatic Irony Pathos Iambic Pentameter Pathetic Fallacy Hubris Psychosis Soliloquy Masculinity Usurp Tyrant Hamartia Ambition Protagonist Tragic hero Patriarchal Prose Juxtaposition</p>	<p>Dramatic Irony Authoritative Symbolism Capitalism Socialism Ambition Immoral Stereotype Omniscient Morality Euphemism Imagery Tension</p>
<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>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>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 and students' understanding of Jacobean England. Students will develop their knowledge of <i>Macbeth</i> acquired in Year 9 and Year 10.</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 and the study of England in the early 1900s. With this unit, students will develop and extend their understanding of <i>An Inspector Calls</i>, linking back to their Year 10 study.</p>
<p>What useful websites are there for this topic?</p>	<p><a href="#">Macbeth - GCSE English Literature Revision - AQA - BBC Bitesize</a>  <a href="#">Macbeth: Study Guide   SparkNotes</a>  <a href="#">Macbeth by William Shakespeare   The British Library (bl.uk)</a></p>	<p><a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cDvuiSH8SycEDh1Ugke9tmb">https://www.youtube.com/playlist?list=PLqGFsWf-P-cDvuiSH8SycEDh1Ugke9tmb</a>  <a href="http://www.clickrevision.com/beta/literature/an-inspector-calls/index.html">http://www.clickrevision.com/beta/literature/an-inspector-calls/index.html</a></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:-  <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></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:-  <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p>
<p>What else can students be doing independently to develop their</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: -  <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a>  <a href="#">GCSE English Literature - AQA - BBC Bitesize</a></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: -  <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a>  <a href="#">GCSE English Literature - AQA - BBC Bitesize</a></p>

understanding  
of this topic?

**YEAR 12 CURRICULUM INFORMATION – English**

**Spring 1**

**Spring 2**

What will  
students be  
learning?

**English Literature**

*AQA Anthology: Love Poetry Through the Ages Post 1900*

**English Language**

Textual variations and representations.  
Power of storytelling, Information and Persuasion.

**English Literature**

*AQA Anthology: Love Poetry Through the Ages Post 1900*

**English Language**

Introduction to NEA coursework – original writing and  
commentary.

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.

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Literacy –  
What  
keywords will  
be taught?

Vocabulary list shared with students.

Vocabulary list shared with students.

What  
employability  
skills are being  
developed?

**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

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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.

### **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.

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.

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.

Our courses allow students to be readers, writers, communicators, investigators, researchers – skills applicable to a wide range of careers and working environments.

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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>	<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 there for this topic?</p>	<p><b>English Literature</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt">https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt</a> <b>English Language</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cBJyO6jD2a6e9UKuq2FA1iS">https://www.youtube.com/playlist?list=PLqGFsWf-P-cBJyO6jD2a6e9UKuq2FA1iS</a></p>	<p><b>English Literature</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt">https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt</a> <b>English Language</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cBJyO6jD2a6e9UKuq2FA1iS">https://www.youtube.com/playlist?list=PLqGFsWf-P-cBJyO6jD2a6e9UKuq2FA1iS</a></p>
<p>What wider reading could be done for this topic?</p>	<p>A subscription to the following magazines would offer valuable support and focussed wider reading:- <b>English Literature</b> <a href="https://www.hoddereducationmagazines.com/magazines/english-review/">https://www.hoddereducationmagazines.com/magazines/english-review/</a> <b>English Language</b> <a href="https://www.englishandmedia.co.uk/e-magazine/">https://www.englishandmedia.co.uk/e-magazine/</a></p>	<p>A subscription to the following magazines would offer valuable support and focussed wider reading:- <b>English Literature</b> <a href="https://www.hoddereducationmagazines.com/magazines/english-review/">https://www.hoddereducationmagazines.com/magazines/english-review/</a> <b>English Language</b> <a href="https://www.englishandmedia.co.uk/e-magazine/">https://www.englishandmedia.co.uk/e-magazine/</a></p>
<p>What else can students be doing independently to develop their</p>	<p>The following websites will offer further information and resources:- <a href="https://www.bl.uk/">https://www.bl.uk/</a> <b>English Literature</b> <a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712</a></p>	<p>The following websites will offer further information and resources:- <a href="https://www.bl.uk/">https://www.bl.uk/</a> <b>English Literature</b> <a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-a-7711-7712</a></p>

understanding of this topic?	<b>English Language</b> <a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702</a>	<b>English Language</b> <a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702</a>
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### YEAR 13 CURRICULUM INFORMATION – English

#### Spring 1

#### Spring 2

	Spring 1	Spring 2
What will students be learning?	<b>English Literature</b> <i>The New Oxford Book of War Poetry</i> – edited by Jon Stallworthy  <b>English Language</b> Language Change: Attitudes to Language and Prescriptivism. Language Discourses. Opinion Writing.	<b>English Literature</b> <i>Unseen Prose</i> and Revision  <b>English Language</b> Revision
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?

### **English Literature**

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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.

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.

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>Our courses allow students to be readers, writers, communicators, investigators, researchers – skills applicable to a wide range of careers and working environments.</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 there for this topic?</p>	<p><b>English Literature</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt">https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt</a></p> <p><b>English Language</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cBjyO6jD2a6e9UKuq2FA1iS">https://www.youtube.com/playlist?list=PLqGFsWf-P-cBjyO6jD2a6e9UKuq2FA1iS</a></p>	<p><b>English Literature</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt">https://www.youtube.com/playlist?list=PLqGFsWf-P-cB1f_tlTHsue8wXQU8goGt</a></p> <p><b>English Language</b> <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cBjyO6jD2a6e9UKuq2FA1iS">https://www.youtube.com/playlist?list=PLqGFsWf-P-cBjyO6jD2a6e9UKuq2FA1iS</a></p>
<p>What wider reading could be done for this topic?</p>	<p>A subscription to the following magazines would offer valuable support and focussed wider reading:-</p> <p><b>English Literature</b> <a href="https://www.hoddereducationmagazines.com/magazines/english-review/">https://www.hoddereducationmagazines.com/magazines/english-review/</a></p> <p><b>English Language</b> <a href="https://www.englishandmedia.co.uk/e-magazine/">https://www.englishandmedia.co.uk/e-magazine/</a></p>	<p>A subscription to the following magazines would offer valuable support and focussed wider reading:-</p> <p><b>English Literature</b> <a href="https://www.hoddereducationmagazines.com/magazines/english-review/">https://www.hoddereducationmagazines.com/magazines/english-review/</a></p> <p><b>English Language</b> <a href="https://www.englishandmedia.co.uk/e-magazine/">https://www.englishandmedia.co.uk/e-magazine/</a></p>

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>