


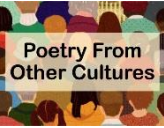





Key Stage 3 Curriculum Journey: English

The curriculum in English will cause students to become fluent in their communication, be able to explore layers of meanings and to appreciate what they have read.

THE YEAR 7 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Introduction to Modern Fiction		Play: Romeo and Juliet		Poetry: Culture and Identity	Non-Fiction Writing
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> • build on learning from KS2 to understand the ideas of plot, character, setting and narrative (voice) • appreciate a range of different purposes behind fiction texts 		<ul style="list-style-type: none"> • understand the features of a dramatic text and how these texts are performed • appreciate that Shakespeare was a playwright working in the late sixteenth and early seventeenth century 		<ul style="list-style-type: none"> • understand the features of poetic texts • appreciate that poetry tells a story, and identify the 'storyline' within poems 	<ul style="list-style-type: none"> • understand the form, purpose and audience for non-fiction travel-writing • appreciate the elements and conventions of travel-writing
Core Knowledge and skills	<ul style="list-style-type: none"> • understand how plot and character contribute to making different meanings • identify and select features of language from the text • explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions • make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references 		<ul style="list-style-type: none"> • explore how the text communicates its main ideas through the interaction between plot and character and how these contribute to making different meanings • examine how the context in which the play was constructed could have shaped its meanings • identify and select features of language from the text • make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references 		<ul style="list-style-type: none"> • explore how the text communicates its main ideas through the interaction between poetic voice and events, and then how these contribute to making different meanings • examine how the culture in which the poem was written could have shaped its meanings • identify and select features of language from the poem • make a clear and relevant point when explaining ideas in poetic texts, and support these with textual references 	<ul style="list-style-type: none"> • identify how writers use language and methods within the genre to create meanings and effects • explore how narrative voice is developed within travel-writing texts • examine how cultural and environmental differences and practices are communicated within travel-writing texts • practise writing in the style of a travel-writing text and adopt its conventions
Developmental Knowledge and Skills	<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • evaluate different types of narration and their effects • explore how texts communicate ideas by interpreting character representation, narrative and plot 		<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • explore how texts communicate ideas by interpreting character representation, setting and plot • evaluate how context can affect texts' meanings 		<ul style="list-style-type: none"> • appreciate that texts develop different cultural perspectives and points of view • explore how poetry communicates ideas by interpreting events, places, symbols and reactions • evaluate how culture can affect texts' meanings 	<ul style="list-style-type: none"> • explore how texts develop different cultural perspectives and points of view • examine how texts communicate ideas by interpreting events, places, people, customs and practices



	<ul style="list-style-type: none"> understand how context can affect texts' meanings 			<ul style="list-style-type: none"> develop a narrative voice by writing in the style of a travelogue
Complex Knowledge	<ul style="list-style-type: none"> analyse how writers use features of language to achieve different effects evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings 	<ul style="list-style-type: none"> analyse how writers use features of language to achieve different dramatic effects evaluate how the plot is structured and sequenced in texts, and how this creates meanings 	<ul style="list-style-type: none"> analyse how poets use features of language to achieve different poetic effects compare how two poets present similar ideas and explore their effects 	<ul style="list-style-type: none"> analyse how writers use different structures to achieve different effects compare how two writers present similar ideas and explore their effects use structure, language and other conventional methods to create meanings
Note: Structure and Sequencing	The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.			
Links with the National Curriculum	<ul style="list-style-type: none"> read easily, fluently and with good understanding write in sentences using Standard English understand and use linguistic and literary terminology 	<ul style="list-style-type: none"> appreciate our rich and varied literary heritage write formal and academic essays develop resilience to write at length 	<ul style="list-style-type: none"> understand relationships between words, how to understand nuances in meaning and how to develop their understanding of figurative language 	<ul style="list-style-type: none"> write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences write imaginatively
Literacy (including reading)	<ul style="list-style-type: none"> understand the differences between American English and English write accurately in controlled sentences 	<ul style="list-style-type: none"> understand and appreciate Shakespearian English 	<ul style="list-style-type: none"> read for emotional literacy and imagination, as well as for comprehension 	<ul style="list-style-type: none"> reading a range of non-fiction texts for meanings
Cultural Capital	<ul style="list-style-type: none"> reflection on self and self-identity in relation to others and to society 	<ul style="list-style-type: none"> Shakespearian language and ideas are necessary to understand inter-textual references 	<ul style="list-style-type: none"> understanding other cultural perspectives helps reflection on British culture 	<ul style="list-style-type: none"> writing from a collective social perspective and cultural viewpoint modern texts re-defining cultural contexts
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> developing skills of empathy and emotional intelligence; the negative effects of bullying difference and equality 	<ul style="list-style-type: none"> understanding moral dilemmas emotional intelligence and sensibility 	<ul style="list-style-type: none"> understanding and appreciation of different cultures and traditions 	<ul style="list-style-type: none"> understanding social dilemmas
Fundamental British Values	<ul style="list-style-type: none"> compassion and tolerance (textual references) respect for others (textual references) 	<ul style="list-style-type: none"> tolerance and harmony (textual references) respect for law and institutions 	<ul style="list-style-type: none"> tolerance and harmony between different cultural traditions (textual references) 	<ul style="list-style-type: none"> understand how non-fiction reflects British values and institutions
Assessment	Assessment 1: Extended writing (in essay format) on <i>'the purposes and methods of characterisation within the modern novel'</i> (referring specifically to the text studied).	Assessment 1: Extended writing (in essay format) on <i>'how the playwright presents the ideas of love and violence in the play'</i>	Extended writing (in essay format) on <i>'how do poets use language for meaning and effect'</i> (Can be comparative for additional challenge)	Extended writing in the format and style of a non-fiction travelogue.



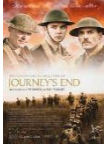


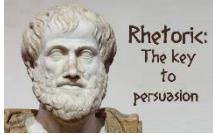

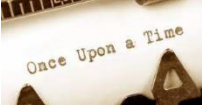
	Assessment 2: Extended writing (in essay format) on <i>'how the writer presents the main character in the text'</i> (referring specifically to the text studied). Opportunities for learners to re-draft and develop writing following feedback.	Assessment 2: Extended writing (in essay format) on <i>'how Shakespeare presents the idea of love in Act 2 Scene 2, and in the play as a whole'</i> Opportunities for learners to re-draft and develop writing following feedback.	Opportunities for learners to re-draft and develop writing following feedback.	Opportunities for learners to re-draft and develop writing following feedback.
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Key Stage 3 Curriculum Journey:

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where English as a subject has its place in culture.

THE YEAR 8 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Introduction to Drama and Plays	Study of a Novel	Conventions of Shakespeare's Craft	Introduction to the Language of Rhetoric	Introduction to Gothic Genre	Skills in Fiction Writing
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> understand the ideas of plot, character, narrative and setting understand how a play is structured using different dramatic devices and perspectives appreciate a range of purposes behind the presentation of dramatic plays 	<ul style="list-style-type: none"> build on learning from year 7 to understand the ideas of plot, character, setting and narrative (voice) appreciate a range of different purposes behind fiction texts 	<ul style="list-style-type: none"> understand the features of a Shakespeare play understand how characterisation and themes are presented in a Shakespeare Play appreciate that Shakespeare was a playwright working in the late sixteenth and early seventeenth century 	<ul style="list-style-type: none"> understand purpose, audience, structure, form, tone Understand how a persuasive piece of writing is structured using different linguistic devices appreciate a range of purposes behind the presentation of persuasive texts 	<ul style="list-style-type: none"> understand the features of the Gothic genre and how they are used within gothic writing understand the ideas of plot, character, narrative (and narrative voice) and setting (time and place) appreciate a range of different purposes behind fiction texts 	<ul style="list-style-type: none"> understand the style, structure and features of descriptive and narrative writing understand the ideas of plot, character, narrative (and narrative voice) and setting (time and place) appreciate a range of different purposes behind creative writing, fiction texts
Core Knowledge and skills	<ul style="list-style-type: none"> understanding how setting, plot and character contribute to making different meanings identify and select features of structural and dramatic from the text explain the techniques of how writers use characterisation through developing their feelings, emotions, attitudes and reactions 	<ul style="list-style-type: none"> develop understand how plot and character contribute to making different meanings identify and select features of language from the text explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions make a clear and relevant point when explaining ideas in fiction texts, and 	<ul style="list-style-type: none"> explore how the text communicates its main ideas through the interaction between plot and character and how these contribute to making different meanings examine how the context in which the play was constructed could have shaped its meanings identify and select features of language from the text make a clear and relevant point when explaining ideas in dramatic texts, and 	<ul style="list-style-type: none"> understanding how linguistic devices are used to persuade and create different effects identify and select features of structural and linguistic devices from a range of texts explain how and why the writers use the devices to create specific reactions from the audience make a clear and relevant point when explaining ideas in persuasive writing 	<ul style="list-style-type: none"> understanding how genre, plot and character contribute to making different meanings identify and select Gothic features and devices from the text explain how writers use techniques in order to create characterisation through developing their feelings, emotions, attitudes and reactions make a clear and relevant point when explaining ideas in Gothic texts, and support these with textual references 	<ul style="list-style-type: none"> explain how writers use language and methods to create meanings and effects explore how setting, characterisation and structural devices create effects explore cultural and environmental differences and practices practise writing in the style of a narrative and adopt its conventions



	<ul style="list-style-type: none"> • make a clear and relevant point when explaining ideas in dramatic plays, and support these with textual references • make clear and relevant links to when the play was written and the effect this has on our understanding of the play and the writer's purpose 	support these with textual references	support these with textual references			<ul style="list-style-type: none"> • identify and select features of language from the text • explain the techniques of how writers animate characters
Developmental Knowledge and Skills	<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • evaluate different types of narrative and structural devices and their effects • explore how texts communicate ideas by interpreting character representation, narrative and plot • understand how context can affect texts' meanings 	<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • evaluate different types of narration and their effects • explore how texts communicate ideas by interpreting character representation, narrative and plot • understand how context can affect texts' meanings 	<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • explore how texts communicate ideas by interpreting character representation, setting and plot • evaluate how context can affect texts' meanings 	<ul style="list-style-type: none"> • explore how texts develop different cultural perspectives and points of view • examine how texts communicate ideas by interpreting events, places, people, customs and practices • develop a narrative voice by writing persuasively 	<ul style="list-style-type: none"> • appreciate that texts develop different perspectives and points of view • evaluate different types of narrative and structural devices and their effects • explore how texts communicate ideas by interpreting genre, theme, character representation, narrative and plot • understand how context can affect texts' meanings 	<ul style="list-style-type: none"> • appreciate the development of different ideas and effects, narrative and descriptive devices • evaluate different types of narration and their effects • analyse characterisation • analyse the effects of structural features • communicate ideas by interpreting character representation, setting, narrative and plot and using in their own writing
Complex Knowledge	<ul style="list-style-type: none"> • analyse how writers use structural features within playwriting in order to achieve different effects • evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings 	<ul style="list-style-type: none"> • develop analysis skills on how writers use features of language to achieve different effects • evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings 	<ul style="list-style-type: none"> • analyse how writers use features of language and structure to achieve different dramatic effects • analyse how and why characters are presented to elicit a response from an audience • analyse how key themes are presented and the effects of these 	<ul style="list-style-type: none"> • analyse how writers use rhetorical devices within a range of speeches in order to achieve different effects • evaluate how a speech is structured to create a range of effects • use structure, language and other conventional methods to create meanings 	<ul style="list-style-type: none"> • analyse how writers use features of Gothic language to achieve different effects • evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings • Analyse how gothic writing has grown through the years 	<ul style="list-style-type: none"> • analyse how writers use different structures to achieve different effects • compare how two writers present similar ideas and explore their effects • use structure, language and other conventional methods to create meanings in your own writing
Note: Structure and Sequencing	The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.					



<p>Links with the National Curriculum</p>	<ul style="list-style-type: none"> • read easily, fluently and with good understanding • write in sentences using Standard English • understand and use linguistic and literary terminology 	<ul style="list-style-type: none"> • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language 	<ul style="list-style-type: none"> • appreciate our rich and varied literary heritage • write formal and academic essays • develop resilience to write at length 	<ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point 	<ul style="list-style-type: none"> • reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. • understand increasingly challenging texts 	<ul style="list-style-type: none"> • writing well-structured formal expository and narrative essays • descriptive writing using a range of devices and SPAG to create coherency and engagement • considering how their writing reflects the audiences and purposes for which it was intended
<p>Literacy (including reading)</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas 	<ul style="list-style-type: none"> • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	<ul style="list-style-type: none"> • develop an appreciation and understanding of Shakespeare’s craft and his use of language to create meaning and effect 	<ul style="list-style-type: none"> • develop an appreciation and understanding of the power of spoken language through the analysis of the canon of rhetoric, rhetorical devices and a range of speeches through the ages 	<ul style="list-style-type: none"> • drawing on new vocabulary and grammatical constructions and using these consciously in their writing and speech to achieve particular effects • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • studying setting, plot, and characterisation, and the effects of these 	<ul style="list-style-type: none"> • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects • using Standard English confidently in their own writing and speech • applying their growing knowledge of vocabulary, grammar and text structure to their writing
<p>Cultural Capital</p>	<ul style="list-style-type: none"> • encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> • encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> • the development of understanding Shakespearean language and ideas are necessary to understand intertextual references 	<ul style="list-style-type: none"> • understanding other cultural perspectives through the ages and the effect of the use of the spoken language within these cultures 	<ul style="list-style-type: none"> • understanding how historical literature links to our national heritage and how this had changed through the years linking to modern day 	<ul style="list-style-type: none"> • use language in imaginative and original ways, drawing on their reading knowledge; considering how words, usage and meaning change over time
<p>Social, Moral, Spiritual and Cultural Development</p>	<ul style="list-style-type: none"> • extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction drama. • develop an awareness that right and wrong in life situations is not 	<ul style="list-style-type: none"> • use language in imaginative and original ways. • explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This 	<ul style="list-style-type: none"> • Pupils explore how the choice of language used and style affects implied and explicit meaning. • Pupils begin to develop an awareness that right and wrong in life situations is 	<ul style="list-style-type: none"> • how the choice of language used and style affects implied and explicit meanings • use language in imaginative and original ways, drawing on their reading knowledge; considering how words, 	<ul style="list-style-type: none"> • extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. • read texts that portray issues and events relating to contemporary life or past 	<ul style="list-style-type: none"> • develop the written word in order to express meanings • use language in imaginative and original ways, drawing on their reading knowledge; considering how words, usage and meaning change over time.



	always universally agreed.	then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	not always universally agreed.	usage and meaning change over time	experience in interesting and challenging ways.	
Fundamental British Values	<ul style="list-style-type: none"> Individual Liberty (focus on context) tolerance and respect of opinions and diversity. (focus on characters) 	<ul style="list-style-type: none"> individual liberty (focus on context) tolerance and respect of opinions and diversity. (focus on characters) 	<ul style="list-style-type: none"> the rule of law; individual liberty 	<ul style="list-style-type: none"> democracy (focus on persuasive speeches) Mutual respect and tolerance of others (focus on speeches and use of language used to persuade) 	<ul style="list-style-type: none"> mutual respect and tolerance of others (through the study of historical literature) the rule of law (link to science and society) 	<ul style="list-style-type: none"> mutual tolerance and respect of opinions and diversity (focus on the written word and the impact of this) individual liberty - develop their self-knowledge and confidence in their own abilities through the written word)
Assessment	<p>Mid-term task 1 Short extract question based on character/theme - Link to Lit paper 2. Include links to context</p> <p>End of term task 1: Lit paper 2: poetry analysis Lang paper 2: To what extent...? <i>Question based on key theme within the text</i></p>	<p>Mid-term task 2 Language analysis based on opening of novel (structure)</p> <p>End of term task 2 To what extent do you agree...? based on key themes within novel</p>	<p>Mid-term Task Creative writing task: create an opening to a story (themes of tragedy and villains). Image or statement given</p> <p>End of term task Literature paper 1: How does the writer present...</p>	<p>Mid-term task: Analysis of non-fiction speech and effects of writers' methods</p> <p>End of term task Writing to persuade...</p>	<p>Mid-term task: Lang Paper 1 - Creative writing – <i>focus on narrative perspective and protagonist viewpoint</i></p> <p>End of term task Extract question based on character or theme – how does the writer present... <i>linking ideas to Gothic genre and features</i></p>	<p>Mid-term Task Descriptive writing: based on an image, writing descriptively</p> <p>End of term task Creative writing: story opening</p>



Key Stage 3 Curriculum Journey:

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where English as a subject has its place in culture.

THE YEAR 9 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Dystopian Literature		Conflict Poetry		Social Responsibility	
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> understand the ideas of genre, plot, character, narrative (and narrative voice) and setting (time and place), theme appreciate a range of different purposes behind fiction texts 		<ul style="list-style-type: none"> understanding the fundamental features of poetry, in how it is written and structured understand the setting (time and place) and context of historical and contemporary poets and their poems understand how poetry is written for a range of different purposes, about a range of different ideas 		<ul style="list-style-type: none"> understand the ideas of genre, plot, character, narrative (and narrative voice) and setting (time and place), theme understand the structure of a play and the significance of this appreciate a range of different purposes behind fiction texts 	
Core Knowledge and skills	<ul style="list-style-type: none"> understanding how plot and character and theme contribute to making different meanings identify and select features of language from the text explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references 		<ul style="list-style-type: none"> communicating ideas about how language and structure are used within poems to create meanings to identify and select a range of features of language to anchor these ideas making clear and relevant points about ideas from within the poem, supported with sound textual references 		<ul style="list-style-type: none"> understanding how plot and character and theme contribute to making different meanings within dramatic plays and novels identify and select features of language from the text explain the techniques of how writers use characterisation through developing their feelings, emotions, attitudes and reactions make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references 	
Developmental Knowledge and Skills	<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view evaluate different types of narration and their effects explore how texts communicate ideas by interpreting character representation, narrative and plot understand how context can affect texts' meanings 		<ul style="list-style-type: none"> interpreting different ideas about meaning(s) from poets' uses of language and structure interpreting how emotions, feelings and thoughts are evident within a range of poetic material communicating ideas about the effects of these choices in order to articulate a deeper understanding of poetic material 		<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view through narrative, structure and language evaluate different types of narration and their effects explore how texts communicate ideas by interpreting character representation, narrative and plot understand how context can affect texts' meanings 	



Complex Knowledge	<ul style="list-style-type: none"> analyse critically how writers use features of language to achieve different effects evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings 	<ul style="list-style-type: none"> deepening understanding of the different, varied types of conflict, as that which is central to the intentions of the poets in the scheme articulating how these concepts are evident in – and central to - the meaning(s) created by the poets’ use of language drawing connections between the works of the poets throughout the scheme, in order to deepen understanding of (one of) our principal curriculum strand: conflict 	<ul style="list-style-type: none"> deepening understanding of the different, varied types of conflict, as that which is central to the intentions of the poets in the scheme articulating how these concepts are evident in – and central to - the meaning(s) created by the poets’ use of language drawing connections between the works of the poets throughout the scheme, in order to deepen understanding of (one of) our principal curriculum strand: conflict 			
Note: Structure and Sequencing	<p>The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.</p>					
Links with the National Curriculum	<ul style="list-style-type: none"> understanding a range of increasingly challenging texts through a range of extracts to whole text study developing key emotional and social issues through studying texts in context building vocabulary and increasingly more sophisticated use of language to create meaning and effect Plan, proofread, edit and develop structure through reading and writing 	<ul style="list-style-type: none"> identifying a range of poetic devices in a range of poems from different genre, poets and times in history make inferences and refer to evidence write accurately, fluently, and effectively for pleasure and information through stories, scripts, poetry and other imaginative writing 	<ul style="list-style-type: none"> understanding how the work of dramatists is communicated through staging, performance and scripting developing key emotional and social issues through studying texts in context building vocabulary and increasingly more sophisticated use of language to create meaning and effect plan, proofread, edit and develop structure through reading and writing 			
Literacy (including reading)	<ul style="list-style-type: none"> develop language analysis skills write accurately, fluently, and effectively for pleasure and information through stories, scripts, poetry and other imaginative writing read a wide range of texts for both pleasure and study 	<ul style="list-style-type: none"> Develop a love and appreciation for poetry through the ages understanding and developing ideas about poetry and how meaning is conveyed through language speak confidently and fluently using standard English 	<ul style="list-style-type: none"> develop a love and appreciation for literature from a range of genres and ages read critically through studying setting, plot and structure focus on different forms comparing a play with a novel 			
Cultural Capital	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> understanding other cultural perspectives from the past and how they impact today’s societal behaviours and understandings 			
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. 	<ul style="list-style-type: none"> pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. 	<ul style="list-style-type: none"> pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. pupils explore how the choice of language used and style affects implied and explicit meaning. 			
Fundamental British Values	<ul style="list-style-type: none"> The rule of law democracy 	<ul style="list-style-type: none"> Democracy Individual liberty 	<ul style="list-style-type: none"> the rule of law mutual respect and tolerance for others 			
Assessment	Autumn 1 Descriptive writing -	Autumn 2 Comparison essay -	Spring 1	EOYE	Summer 1	Summer 2







ASHLAWN SCHOOL

	Write the opening to your own dystopian setting	Compare the individual experiences of characters across dystopian texts	Comparison of attitudes to patriotism: Owen vs Pope	Analysis of attitudes towards identity and conflict	An exploration of tragedy in Blood Brothers	Comparative essay about two characters from different texts
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Key Stage 4 Curriculum Journey:

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer’s craft and developing their understanding of how and where English as a subject has its place in culture.

THE YEAR 10/11 ENGLISH LANGUAGE CURRICULUM JOURNEY

	TERM 1 YEAR 10	TERM 2 YEAR 10	TERM 3 YEAR 10	TERM 1 YEAR 11	TERM 2 YEAR 11
Topic and learning focus					
	GCSE Language paper 1: Creative reading and writing		GCSE Language paper 2: Writers’ viewpoints and perspectives	GCSE Language paper 1: Creative reading and writing	GCSE Language paper 2: Writers’ viewpoints and perspectives
Foundational Knowledge Prior learning needed	<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing identify structural features</p> <p>Writing: construct simple and basic plot ideas, structural features, communicate meaning use basic vocabulary, sentence structures, punctuation to create effects</p>		<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing begin to compare texts</p> <p>Writing: construct simple and basic, structural features, communicate meaning, show an awareness of form, use basic vocabulary, sentence structures, punctuation to create effect</p>	<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing</p> <p>Writing: construct simple and basic plot ideas, structural features, communicate meaning use basic vocabulary, sentence structures, punctuation to create effects</p>	<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing begin to compare texts</p> <p>Writing: construct simple and basic, structural features, communicate meaning, show an awareness of form, use basic vocabulary, sentence structures, punctuation to create effects</p>
Core Knowledge and skills	<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how and why a text is structured to interest the reader</p> <p>Writing: construct clear and engaging plot structure, include a varied vocabulary, use punctuation and sentences structures to create effects</p>		<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how, show a clear comparison of text.</p> <p>Writing: construct clear and engaging non-fiction writing, include a varied vocabulary, rhetorical devices, use punctuation and sentences structures to create effects</p>	<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how and why a text is structured to interest the reader</p> <p>Writing: construct clear and engaging plot structure, include a varied vocabulary, use punctuation and sentences structures to create effects</p>	<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how, show a clear comparison of text.</p> <p>Writing: construct clear and engaging non-fiction writing, include a varied vocabulary, rhetorical devices, use punctuation and sentences structures to create effects</p>
Developmental Knowledge and Skills	<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly effect of chosen language</p> <p>Writing: construct a developed plot structure, include a range of adventurous vocabulary, use</p>		<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly on effect of chosen language, Show a detailed and analytical comparison between texts</p> <p>Writing: construct a developed piece of non-fiction writing, include a range of adventurous vocabulary, with clear and varied use of rhetorical devices, use</p>	<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly n effect of chosen language</p> <p>Writing: construct a developed plot structure, include a range of adventurous vocabulary, use</p>	<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly on effect of chosen language, Show a detailed and analytical comparison between texts</p>



	punctuation and sentences structures to create a range of effects in different ways	punctuation and sentences structures to create a range of effects in different ways	punctuation and sentences structures to create a range of effects in different ways	Writing: construct a developed piece of non-fiction writing, , include a range of adventurous vocabulary, with clear and varied use of rhetorical devices, use punctuation and sentences structures to create a range of effects in different ways
Complex Knowledge	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language by the writer Writing: construct a sophisticated plot structure, include a range of sophisticated vocabulary, with an intentional use of punctuation and sentences structures to create a range of effects to engage the reader	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language, Show a sophisticated and critical comparison between texts Writing: construct a piece of nonfiction writing, , include a range of sophisticated vocabulary, with a varied intentional use of rhetorical devices, use punctuation and sentences structures to create a range of effects in a constructed and sophisticated way	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language by the writer Writing: construct a sophisticated plot structure, include a range of sophisticated vocabulary, with an intentional use of punctuation and sentences structures to create a range of effects to engage the reader	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language, Show a sophisticated and critical comparison between texts Writing: construct a piece of non-fiction writing, , include a range of sophisticated vocabulary, with a varied intentional use of rhetorical devices, use punctuation and sentences structures to create a range of effects in a constructed and sophisticated way
Links with the National Curriculum	<ul style="list-style-type: none"> ● read and appreciate the depth and power of the English literary heritage ● write accurately, fluently, effectively and at length for pleasure and information ● understand and critically evaluate texts ● speak confidently, audibly and effectively, ● consolidate and build on their knowledge of grammar and vocabulary 	<ul style="list-style-type: none"> ● read and appreciate the depth and power of the English literary heritage ● write accurately, fluently, effectively and at length for pleasure and information ● understand and critically evaluate texts ● speak confidently, audibly and effectively, ● consolidate and build on their knowledge of grammar and vocabulary 	<ul style="list-style-type: none"> ● read and appreciate the depth and power of the English literary heritage ● write accurately, fluently, effectively and at length for pleasure and information ● understand and critically evaluate texts ● speak confidently, audibly and effectively, ● consolidate and build on their knowledge of grammar and vocabulary 	
Literacy (including reading)	<ul style="list-style-type: none"> ● reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts ● understand and critically evaluate texts. ● re-reading literature and other writing as a basis for making comparisons ● using Standard spoken and written English when the context and audience require it ● drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ● making critical comparisons, referring to the contexts, themes, characterisation, style and 	<ul style="list-style-type: none"> ● reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts ● understand and critically evaluate texts. ● re-reading literature and other writing as a basis for making comparisons ● using Standard spoken and written English when the context and audience require it ● drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ● making critical comparisons, referring to the contexts, themes, characterisation, style and literary 	<ul style="list-style-type: none"> ● reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts ● understand and critically evaluate texts. ● re-reading literature and other writing as a basis for making comparisons ● using Standard spoken and written English when the context and audience require it ● drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ● making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading 	






	literary quality of texts, and drawing on knowledge and skills from wider reading	quality of texts, and drawing on knowledge and skills from wider reading		
Cultural Capital	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	<ul style="list-style-type: none"> Pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	<ul style="list-style-type: none"> Pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	
Fundamental British Values	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. Democracy 	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. Democracy 	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. Democracy 	
Assessment	GCSE Language paper 1: Creative reading and writing	GCSE Language paper 2: Writers' viewpoints and perspectives	GCSE Language paper 1: Creative reading and writing	GCSE Language paper 2: Writers' viewpoints and perspectives



Key Stage 4 Curriculum Journey:

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where English as a subject has its place in culture.

THE YEAR 10 ENGLISH LITERATURE CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Modern play: An Inspector calls		Shakespeare Craft: Macbeth		19th Century Literature: Jekyll and Hyde	
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> understand the features of a dramatic text and how these texts are performed appreciate that Priestley was a playwright working in the mid twentieth century 		<ul style="list-style-type: none"> understand the features of a dramatic text and how these texts are performed appreciate that Shakespeare was a playwright working in the late sixteenth and early seventeenth century 		<ul style="list-style-type: none"> understand the ideas of plot, character, narrative (and narrative voice) and setting (time and place) appreciate a range of different purposes behind fiction texts 	
Core Knowledge and skills	<ul style="list-style-type: none"> explore how the text communicates its main ideas through the interaction between plot and character and how these contribute to making different meanings examine how the context in which the play was constructed could have shaped its meanings identify and select features of language from the text make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references 		<ul style="list-style-type: none"> explore how the text communicates its main ideas through the interaction between plot and character and how these contribute to making different meanings examine how the context in which the play was constructed could have shaped its meanings identify and select features of language from the text make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references 		<ul style="list-style-type: none"> understanding how plot and character contribute to making different meanings identify and select features of language from the text explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references 	
Developmental Knowledge and Skills	<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view explore how texts communicate ideas by interpreting character representation, setting and plot evaluate how context can affect texts' meanings 		<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view explore how texts communicate ideas by interpreting character representation, setting and plot evaluate how context can affect texts' meanings 		<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view evaluate different types of narration and their effects explore how texts communicate ideas by interpreting character representation, narrative and plot understand how context can affect texts' meanings 	
Complex Knowledge	<ul style="list-style-type: none"> analyse how writers use features of language to achieve different dramatic effects evaluate how the plot is structured and sequenced in texts, and how this creates meanings 		<ul style="list-style-type: none"> analyse how writers use features of language to achieve different dramatic effects evaluate how the plot is structured and sequenced in texts, and how this creates meanings 		<ul style="list-style-type: none"> analyse how writers use features of language to achieve different effects evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings 	
Note: Structure and Sequencing	<p>The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.</p>					





Links with the National Curriculum	<ul style="list-style-type: none"> • read and appreciate the depth and power of the English literary heritage • write accurately, fluently, effectively and at length for pleasure and information • understand and critically evaluate texts • consolidate and build on their knowledge of grammar and vocabulary • speak confidently, audibly and effectively, 	<ul style="list-style-type: none"> • read and appreciate the depth and power of the English literary heritage • write accurately, fluently, effectively and at length for pleasure and information • understand and critically evaluate texts • consolidate and build on their knowledge of grammar and vocabulary • speak confidently, audibly and effectively, 	<ul style="list-style-type: none"> • read and appreciate the depth and power of the English literary heritage • write accurately, fluently, effectively and at length for pleasure and information • understand and critically evaluate texts • speak confidently, audibly and effectively, • consolidate and build on their knowledge of grammar and vocabulary 			
Literacy (including reading)	<ul style="list-style-type: none"> • reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts • understand and critically evaluate texts. • re-reading literature and other writing as a basis for making comparisons • using Standard spoken and written English when the context and audience require it • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects 	<ul style="list-style-type: none"> • reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts • understand and critically evaluate texts. • re-reading literature and other writing as a basis for making comparisons • using Standard spoken and written English when the context and audience require it# • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects 	<ul style="list-style-type: none"> • reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts • understand and critically evaluate texts. • re-reading literature and other writing as a basis for making comparisons • using Standard spoken and written English when the context and audience require it • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects 			
Cultural Capital	<ul style="list-style-type: none"> • encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> • the development of understanding Shakespearian language and ideas are necessary to understand intertextual references 	<ul style="list-style-type: none"> • understanding how historical literature links to our national heritage and how this had changed through the years linking to modern day 			
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> • Pupils explore how the choice of language used and style affects implied and explicit meaning. • Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed. • explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	<ul style="list-style-type: none"> • extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. • read texts that portray issues and events relating to contemporary life or past experience in interesting and challenging ways. • Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed. 	<ul style="list-style-type: none"> • read texts that portray issues and events relating to contemporary life or past experience in interesting and challenging ways. • Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed. • explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 			
Fundamental British Values	<ul style="list-style-type: none"> • The rule of law • individual liberty • mutual respect and tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> • The rule of law • individual liberty • Democracy 	<ul style="list-style-type: none"> • The rule of law • individual liberty • mutual respect and tolerance of those with different faiths and beliefs. 			
Assessment	<p>Rhetorical writing - GCSE Language Paper 2</p> <p>Write an article for your school in which you explain your viewpoint about.</p>	<p>Critical exploration -</p> <p>How does Priestly present...? Character/theme</p>	<p>Summer 1 - Critical exploration -</p> <p>Explore the theme of power in Macbeth and one other text of your choice</p>	<p>Summer 2 - Descriptive writing -</p> <p>Write a description using the title ‘Change’</p>	<p>Critical exploration -</p> <p>Selected extract from the booklet to suit the current reading of the class</p>	<p>Descriptive writing - GCSE Language Paper 1</p> <p>Creative writing based on a picture OR the opening to a story</p>



Key Stage 4 English Literature Curriculum Journey:

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer’s craft and developing their understanding of how and where English as a subject has its place in culture

THE YEAR 11 ENGLISH LITERATURE CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus		 <p>Power and Conflict Poetry</p>	 <p>Revisit and revise texts and poems previously studied with an interleaving of language and literature elements from previous terms</p>			Students in exams
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> understand the features of poetic texts appreciate that poetry tells a story, and identify the ‘storyline’ within poems 		<ul style="list-style-type: none"> understand the features of a text and how these texts are written or performed appreciate context and relevance to time it was written understand the ideas of plot, character, narrative (and narrative voice) and setting (time and place) appreciate a range of different purposes behind fiction texts 			
Core Knowledge and skills	<ul style="list-style-type: none"> explore how the text communicates its main ideas through the interaction between poetic voice and events, and then how these contribute to making different meanings examine how the culture in which the poem was written could have shaped its meanings identify and select features of language from the poem make a clear and relevant point when explaining ideas in poetic texts, and support these with textual references 		<ul style="list-style-type: none"> explore how the text communicates its main ideas through the interaction between plot and character and how these contribute to making different meanings examine how the context in which the play was constructed could have shaped its meanings identify and select features of language from the text make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references 			
Developmental Knowledge and Skills	<ul style="list-style-type: none"> appreciate that texts develop different cultural perspectives and points of view explore how poetry communicates ideas by interpreting events, places, symbols and reactions evaluate how culture can affect texts’ meanings 		<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view explore how texts communicate ideas by interpreting character representation, setting and plot evaluate how context can affect texts’ meanings 			
Complex Knowledge	<ul style="list-style-type: none"> analyse how poets use features of language to achieve different poetic effects compare how two poets present similar ideas and explore their effects 		<ul style="list-style-type: none"> analyse how writers use features of language to achieve different dramatic effects evaluate how the plot is structured and sequenced in texts, and how this creates meanings 			
Note: Structure and Sequencing	The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.					
Links with the National Curriculum	<ul style="list-style-type: none"> read and appreciate the depth and power of the English literary heritage write accurately, fluently, effectively and at length for pleasure and information 		<ul style="list-style-type: none"> read and appreciate the depth and power of the English literary heritage write accurately, fluently, effectively and at length for pleasure and information 			







	<ul style="list-style-type: none"> understand and critically evaluate texts speak confidently, audibly and effectively, consolidate and build on their knowledge of grammar and vocabulary 	<ul style="list-style-type: none"> understand and critically evaluate texts speak confidently, audibly and effectively, consolidate and build on their knowledge of grammar and vocabulary 	
Literacy (including reading)	<ul style="list-style-type: none"> reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts understand and critically evaluate texts. re-reading literature and other writing as a basis for making comparisons using Standard spoken and written English when the context and audience require it drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading 	<ul style="list-style-type: none"> reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts understand and critically evaluate texts. re-reading literature and other writing as a basis for making comparisons using Standard spoken and written English when the context and audience require it drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading 	
Cultural Capital	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers in tetions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	<ul style="list-style-type: none"> pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system 	
Fundamental British Values	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. Democracy 	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. 	
Assessment	<p>November Mock exams Language Paper 1 - Creative reading and writing Literature Paper 1: Shakespeare: Macbeth Poetry GCSE Literature paper 2 : Power and Conflict anthology</p> <ul style="list-style-type: none"> - Corruption, oppression freedom - Man and Nature - Transience - Identity, memory, place - Process of analysing a poem 	<p>Assessment checkpoints : Exam practice questions Power and Conflict aspect:</p> <ul style="list-style-type: none"> • Comparison Question • Unseen aspect 	Exam practice questions



Key Stage 4 Curriculum Journey:

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer’s craft and developing their understanding of how and where English as a subject has its place in culture.

Post 16 resit ENGLISH LANGUAGE CURRICULUM JOURNEY

	TERM 1 (teacher 1)	TERM 2 (teacher 2)	TERM 1 - 2 (Teacher 3 and 4)	TERM 3-4 (Teacher 1 and 2)	TERM 3-4 (Teacher 3 and 4)
Topic and learning focus					
	GCSE Language paper 1: Creative reading and writing		GCSE Language paper 2: Writers’ viewpoints and perspectives	GCSE Language paper 1: Creative reading and writing	GCSE Language paper 2: Writers’ viewpoints and perspectives
Foundational Knowledge Prior learning needed	<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing identify structural features</p> <p>Writing: construct simple and basic plot ideas, structural features, communicate meaning use basic vocabulary, sentence structures, punctuation to create effects</p>		<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing begin to compare texts</p> <p>Writing: construct simple and basic, structural features, communicate meaning, show an awareness of form, use basic vocabulary, sentence structures, punctuation to create effect</p>	<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing</p> <p>Writing: construct simple and basic plot ideas, structural features, communicate meaning use basic vocabulary, sentence structures, punctuation to create effects</p>	<p>Reading: show a basic understanding of writer intention (effect) identify writer’s methods in a piece of fiction writing begin to compare texts</p> <p>Writing: construct simple and basic, structural features, communicate meaning, show an awareness of form, use basic vocabulary, sentence structures, punctuation to create effects</p>
Core Knowledge and skills	<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how and why a text is structured to interest the reader</p> <p>Writing: construct clear and engaging plot structure, include a varied vocabulary, use punctuation and sentences structures to create effects</p>		<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how, show a clear comparison of text.</p> <p>Writing: construct clear and engaging non-fiction writing, include a varied vocabulary, rhetorical devices, use punctuation and sentences structures to create effects</p>	<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how and why a text is structured to interest the reader</p> <p>Writing: construct clear and engaging plot structure, include a varied vocabulary, use punctuation and sentences structures to create effects</p>	<p>Reading: Identify and begin to discuss writer's methods and begin to show a clear understanding of writer’s intention (effect) using some analytical terms and understand how, show a clear comparison of text.</p> <p>Writing: construct clear and engaging non-fiction writing, include a varied vocabulary, rhetorical devices, use punctuation and sentences structures to create effects</p>
Developmental Knowledge and Skills	<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly effect of chosen language</p> <p>Writing: construct a developed plot structure, include a range of adventurous vocabulary, use</p>		<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly on effect of chosen language, Show a detailed and analytical comparison between texts</p> <p>Writing: construct a developed piece of non-fiction writing, , include a range of adventurous vocabulary, with clear and varied use of rhetorical</p>	<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly n effect of chosen language</p> <p>Writing: construct a developed plot structure, include a range of adventurous vocabulary, use</p>	<p>Reading: Identify and analyse a wide range of writer's methods and show a clear understanding of writer’s craft (effect) using a range of analytical terms and understand how and why a text is structured to interest the reader, commenting clearly on effect of chosen language, Show a detailed and analytical comparison between texts</p>



	punctuation and sentences structures to create a range of effects in different ways	devices, use punctuation and sentences structures to create a range of effects in different ways	punctuation and sentences structures to create a range of effects in different ways	Writing: construct a developed piece of non-fiction writing, , include a range of adventurous vocabulary, with clear and varied use of rhetorical devices, use punctuation and sentences structures to create a range of effects in different ways
Complex Knowledge	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language by the writer Writing: construct a sophisticated plot structure, include a range of sophisticated vocabulary, with an intentional use of punctuation and sentences structures to create a range of effects to engage the reader	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language, Show a sophisticated and critical comparison between texts Writing: construct a piece of nonfiction writing, , include a range of sophisticated vocabulary, with a varied intentional use of rhetorical devices, use punctuation and sentences structures to create a range of effects in a constructed and sophisticated way	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language by the writer Writing: construct a sophisticated plot structure, include a range of sophisticated vocabulary, with an intentional use of punctuation and sentences structures to create a range of effects to engage the reader	Reading: Critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way and understand how and why a text is structured to interest the reader, analysing the effect of chosen language, Show a sophisticated and critical comparison between texts Writing: construct a piece of non-fiction writing, , include a range of sophisticated vocabulary, with a varied intentional use of rhetorical devices, use punctuation and sentences structures to create a range of effects in a constructed and sophisticated way
Links with the National Curriculum	<ul style="list-style-type: none"> ● read and appreciate the depth and power of the English literary heritage ● write accurately, fluently, effectively and at length for pleasure and information ● understand and critically evaluate texts ● speak confidently, audibly and effectively, ● consolidate and build on their knowledge of grammar and vocabulary 	<ul style="list-style-type: none"> ● read and appreciate the depth and power of the English literary heritage ● write accurately, fluently, effectively and at length for pleasure and information ● understand and critically evaluate texts ● speak confidently, audibly and effectively, ● consolidate and build on their knowledge of grammar and vocabulary 	<ul style="list-style-type: none"> ● read and appreciate the depth and power of the English literary heritage ● write accurately, fluently, effectively and at length for pleasure and information ● understand and critically evaluate texts ● speak confidently, audibly and effectively, ● consolidate and build on their knowledge of grammar and vocabulary 	
Literacy (including reading)	<ul style="list-style-type: none"> ● reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts ● understand and critically evaluate texts. ● re-reading literature and other writing as a basis for making comparisons ● using Standard spoken and written English when the context and audience require it ● drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ● making critical comparisons, referring to the contexts, themes, characterisation, style and 	<ul style="list-style-type: none"> ● reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts ● understand and critically evaluate texts. ● re-reading literature and other writing as a basis for making comparisons ● using Standard spoken and written English when the context and audience require it ● drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ● making critical comparisons, referring to the contexts, themes, characterisation, style and 	<ul style="list-style-type: none"> ● reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts ● understand and critically evaluate texts. ● re-reading literature and other writing as a basis for making comparisons ● using Standard spoken and written English when the context and audience require it ● drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ● making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading 	



	literary quality of texts, and drawing on knowledge and skills from wider reading	literary quality of texts, and drawing on knowledge and skills from wider reading		
Cultural Capital	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	<ul style="list-style-type: none"> Pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	<ul style="list-style-type: none"> Pupils explore how the choice of language used and style affects implied and explicit meaning in a range of poetry through the ages. Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity. 	
Fundamental British Values	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. Democracy 	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. Democracy 	<ul style="list-style-type: none"> The rule of law individual liberty mutual respect and tolerance of those with different faiths and beliefs. Democracy 	
Assessment Resit Dates	<p>GCSE Language paper 1: Creative reading and writing. This assesses the content of writer's use of language, effect of structure and the analysis of writer's methods.</p> <p>The second part of the assessment focuses on learners producing a coherently organised narrative, using language for effect, writing for a specific purpose and audience.</p> <p>1st November: Language Paper 1 - results January 3rd November: Language Paper 2 - results January</p>	<p>GCSE Language paper 2: Writers' viewpoints and perspectives</p> <p>This assesses the content of writer's use of language in historic texts from the nineteenth century, the analysis of writer's language methods, comparison of writer's view points and perspectives.</p> <p>The second part of the assessment focuses on learners producing a coherently organised narrative, using language for effect, writing for a specific purpose and audience.</p>	<p>GCSE Language paper 1: Creative reading and writing</p> <p>This assesses the content of writer's use of language, effect of structure and the analysis of writer's methods.</p> <p>The second part of the assessment focuses on learners producing a coherently organised narrative, using language for effect, writing for a specific purpose and audience.</p>	<p>GCSE Language paper 2: Writers' viewpoints and perspectives</p> <p>This assesses the content of writer's use of language in historic texts from the nineteenth century, the analysis of writer's language methods, comparison of writer's view points and perspectives.</p> <p>The second part of the assessment focuses on learners producing a coherently organised narrative, using language for effect, writing for a specific purpose and audience.</p>



Key Stage 5 Curriculum Journey:

The curriculum in A Level English Literature will engage, challenge and support all students in their journey towards a greater fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer’s craft and developing their understanding of how and where A Level English Literature as a subject has its place in culture.

THE YEAR 12/13 A Level English Literature CURRICULUM JOURNEY

	TERM 1 YEAR 12	TERM 2 YEAR 12	TERM 3 YEAR 12	TERM 1 YEAR 13	TERM 2 YEAR 13
Topic and learning focus					
	Pearson A Level English Literature Paper 1 drama: Othello and The Importance of Being Earnest; Paper 2 Prose: Frankenstein and The Handmaid’s Tale		Pearson A Level English Literature Paper 1 drama: Othello; Paper 3 Poetry: Poems of the Decade; Paper 4: NEA		Pearson A Level English Literature Paper 3 Poetry: Poems of the Decade and The Romantics
Foundational Knowledge Prior learning needed	Paper 1 Drama Awareness of characters, plot, social/historical/cultural factors Paper 2: Prose Awareness of characters, plot, social/historical/cultural factors		Paper 3 Poetry Awareness of the main themes explored in the poems Awareness of how language and literary devices shape meaning Paper 4 NEA Awareness of characters, plot, social/historical/cultural factors; and how language and structure shapes meaning		Paper 3 Poetry Awareness of the main themes explored in the poems Awareness of how language and literary devices shape meaning
Core Knowledge and skills	Paper 1 Drama Understanding of the way social/cultural/historical factors influence the text; and how the plays relate to Shakespearean Tragedy and Comedy of Manners Paper 2: Prose Understanding of the way language and structure are used to present characters and explore themes		Paper 3 Poetry Understanding of the way the poems might be connected by themes, concepts and/or techniques, including the unseen poem Paper 4 NEA Understanding of the way social/cultural/historical factors influence the text; and how the texts relate to their respective genres		Paper 3 Poetry Understanding of the way the poems might be connected by themes, concepts and/or techniques, including the unseen poem
Developmental Knowledge and Skills	Paper 1 Drama Evaluative understanding of the way language and devices are used to explore universal themes and the human condition Paper 2: Prose Evaluative understanding of the links between the texts and the social/historical/cultural contexts Evaluative understanding of the way the texts explore their similar themes and ideas		Paper 3 Poetry Evaluative understanding of the way the poems might be connected by themes, concepts and/or techniques, including with the unseen poem Paper 4 NEA the texts and the social/historical/cultural contexts Evaluative understanding of the way the texts explore their similar themes and ideas		Paper 3 Poetry Evaluative understanding of the way the poems might be connected by themes, concepts and/or techniques, including with the unseen poem



Complex Knowledge	<p>Paper 1 Drama Perceptive understanding of the way the play adheres to, and challenges, the origins of Aristotelian tragedy for Shakespeare</p> <p>Paper 2: Prose Perceptive understanding of the way the texts relate to their respective genres, and in the way the critique society</p>	<p>Paper 3 Poetry Perceptive and critical understanding of the way meanings are shaped by language, structure and literary devices</p> <p>Paper 4 NEA Perceptive understanding of the different critical approaches to literature, such as a feminist or Marxist approach</p>	<p>Paper 3 Poetry Perceptive and critical understanding of the way meanings are shaped by language, structure and literary devices</p>	<p>Paper 1 Drama Perceptive understanding of the way the play adheres to, and challenges, the origins of Aristotelian tragedy for Shakespeare</p> <p>Paper 2: Prose Perceptive understanding of the way the texts relate to their respective genres, and in the way the critique society</p>
Note: Structure and Sequencing	The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.			
Links with the National Curriculum	write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts	write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts	write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts	
Literacy (including reading)	understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	
Cultural Capital	encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour.	encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour.	encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour.	
Social, Moral, Spiritual and Cultural Development	Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	
Fundamental British Values	The rule of law , individual liberty, mutual respect and tolerance, Democracy	The rule of law , individual liberty, mutual respect and tolerance, Democracy	The rule of law , individual liberty, mutual respect and tolerance, Democracy	
Assessment	<p>A Level English Literature Paper 1 Drama: explore how the text presents a character or theme</p> <p>Paper 2 Prose: compare the ways the two writers explore or present a theme or character</p>	<p>A Level English Literature Paper 3 Poetry: compare the way two poems are similar and different in themes and techniques</p> <p>Paper 4 NEA: use two texts to explore an area or topic of literature</p>	<p>A Level English Literature Paper 3 Poetry: compare the way two poems are similar and different in themes and techniques</p>	<p>Paper 1 Drama: explore how the text presents a character or theme</p> <p>Paper 2 Prose: compare the ways the two writers explore or present a theme or character</p> <p>Paper 3 Poetry: compare the way two poems are similar and different in themes and techniques</p>



Key Stage 5 Curriculum Journey:

The curriculum in A Level English Language and Literature will engage, challenge and support all students in their journey towards a greater fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where A Level English Literature as a subject has its place in culture.

THE YEAR 12/13 A Level ENGLISH Language and Literature CURRICULUM JOURNEY

	TERM 1 YEAR 12	TERM 2 YEAR 12	TERM 3 YEAR 12	TERM 1 YEAR 13	TERM 2 YEAR 13
Topic and learning focus					
	AQA A Level English Language and Literature Paper 1 The Handmaid's Tale; Paper 1 Heaney; Paper 2 A Streetcar Named Desire		AQA A Level English Language and Literature Paper 2 B The Great Gatsby; Paper 4 NEA		AQA A Level English Language and Literature Paper 1 Paris
Foundational Knowledge Prior learning needed	Paper 1 The Handmaid's Tale Awareness of plot, characters and themes Paper 1 Heaney Awareness of the language, structure and form of the poems Paper 2 A Streetcar Named Desire Awareness of plot, characters and themes		Paper 2 The Great Gatsby Attempt to sustain a style of writing based on an author Paper 4 NEA Awareness of plot, characters and themes		Paper 1 Paris Awareness of how the writers use language to present their ideas about Paris.
Core Knowledge and skills	Paper 1 The Handmaid's Tale Understanding the context of the text Paper 1 Heaney Understanding the meanings and ideas in the poems Paper 2 A Streetcar Named Desire Understanding the context of the text		Paper 2 The Great Gatsby explain how meanings are shaped through language, using some terminology to identify features Paper 4 NEA Understanding the context of the texts		Paper 1 Paris Understanding the links between texts
Developmental Knowledge and Skills	Paper 1 The Handmaid's Tale Be able to analyse the Influences on the writer, and the dystopian genre Paper 1 Heaney Be able to analyse how writers use a poetic voice Paper 2 A Streetcar Named Desire Be able to analyse the influences on the writer, and the dramatic genre		Paper 2 The Great Gatsby Produce writing that is imaginative in parts. evaluate how their text compares to the base text in style and language use Paper 4 NEA Be able to analyse influences on the writers, and make links between texts		Paper 1 Paris Be able to analyse how the writers use language to present their ideas about Paris., and make links between texts
	Paper 1 The Handmaid's Tale Awareness of plot, characters and themes Paper 1 Heaney Awareness of the language, structure and form of the poems Paper 2 A Streetcar Named Desire Awareness of plot, characters and themes		Paper 1 The Handmaid's Tale Awareness of plot, characters and themes Paper 1 Heaney Awareness of the language, structure and form of the poems Paper 2 A Streetcar Named Desire Awareness of plot, characters and themes		Paper 1 The Handmaid's Tale Understanding the context of the text Paper 1 Heaney Understanding the meanings and ideas in the poems Paper 2 A Streetcar Named Desire Understanding the context of the text
	Paper 1 The Handmaid's Tale Be able to analyse the Influences on the writer, and the dystopian genre Paper 1 Heaney Be able to analyse how writers use a poetic voice Paper 2 A Streetcar Named Desire Be able to analyse the influences on the writer, and the dramatic genre		Paper 1 The Handmaid's Tale Be able to analyse the Influences on the writer, and the dystopian genre Paper 1 Heaney Be able to analyse how writers use a poetic voice Paper 2 A Streetcar Named Desire Be able to analyse the Influences on the writer, and the dramatic genre		Paper 1 The Handmaid's Tale Be able to analyse the Influences on the writer, and the dystopian genre Paper 1 Heaney Be able to analyse how writers use a poetic voice Paper 2 A Streetcar Named Desire Be able to analyse the Influences on the writer, and the dramatic genre



Complex Knowledge	<p>Paper 1 The Handmaid’s Tale Offer perceptive analysis of the Influences on Atwood of 20th Century repressive regimes</p> <p>Paper 1 Heaney Offer perceptive contextual understanding - specifically “The troubles”.</p> <p>Paper 2 A Streetcar Named Desire Express ideas with sophistication and sustained development</p>	<p>Paper 2 The Great Gatsby Be able to show a high degree of flair and originality Be able to sustain a chosen style or styles of writing throughout</p> <p>Paper 4 NEA Be able to</p>	<p>Paper 1 Paris Be able to integrate precise and complex use of levels of English Language terminology when analysing the texts</p>	<p>Paper 1 The Handmaid’s Tale Offer perceptive analysis of the Influences on Atwood of 20th Century repressive regimes</p> <p>Paper 1 Heaney Offer perceptive contextual understanding - specifically “The troubles”.</p> <p>Paper 2 A Streetcar Named Desire Express ideas with sophistication and sustained development</p>
Note: Structure and Sequencing	<p>The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.</p>			
Links with the National Curriculum	<p>write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts</p>	<p>write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts</p>	<p>write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts</p>	
Literacy (including reading)	<p>understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p>	<p>understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p>	<p>understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p>	
Cultural Capital	<p>encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour.</p>	<p>encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour.</p>	<p>encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour.</p>	
Social, Moral, Spiritual and Cultural Development	<p>Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers’ intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.</p>	<p>Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers’ intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.</p>	<p>Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers’ intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.</p>	
Fundamental British Values	<p>The rule of law , individual liberty, mutual respect and tolerance, Democracy</p>	<p>The rule of law , individual liberty, mutual respect and tolerance, Democracy</p>	<p>The rule of law , individual liberty, mutual respect and tolerance, Democracy</p>	
Assessment	<p>Paper 1B: explore a character or theme, from a linguistic point of view, in The Handmaid’s Tale Paper 1C: examine how Seamus Heaney presents themes / ideas</p>	<p>Paper 2A: transformational writing and commentary on The Great Gatsby Paper 4 NEA: Investigate a Language / Literature topic of your choice</p>	<p>Paper 1A: compare and contrast how writers present Paris</p>	<p>Paper 1A: compare and contrast how writers present Paris Paper 1B: explore a character or theme, from a linguistic point of view, in The Handmaid’s Tale Paper 1C: examine how Seamus Heaney presents themes / ideas</p>



ASHLAWN SCHOOL

Paper 2B: examine how and why Williams presents characters / themes in A Streetcar Named Desire





Paper 2A: transformational writing and commentary on The Great Gatsby
Paper 2B: examine how and why Williams presents characters / themes in A Streetcar Named Desire



Key Stage 5 Curriculum Journey:

The curriculum in A Level English Language will engage, challenge and support all students in their journey towards a greater fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where A Level English Language as a subject has its place in culture.

THE YEAR 12/13 A Level English Language CURRICULUM JOURNEY

	TERM 1 YEAR 12	TERM 2 YEAR 12	TERM 3 YEAR 12	TERM 1 YEAR 13	TERM 2 YEAR 13
Topic and learning focus					
	AQA A Level English Language		AQA A Level English Language	AQA A Level English Language	AQA A Level English Language
Foundational Knowledge Prior learning needed	Paper 1 Textual Variations and Representations understand that language is used for different purposes and audiences, and within varying genres familiarity with subject specific terminology Paper 2 Language Change and Diversity understand that language can be characterised through gender, age, and occupation		Paper 2 Language Change and Diversity - regional and national variations / world Englishes understand that accent and dialect is varied because of location and migration appreciate the elements and conventions of key theoretical perspectives Paper 4 NEA Language Investigation appreciate the elements and conventions of the NEA portfolio	Paper 1 Child Language Development understand that there are several stages in child language development Paper 2 Language Change and Diversity - Language discourses and creative writing understand that language changes because of societal change and the advancement of new technologies	Paper 1 Textual Variations and Representations understand that language is used for different purposes and audiences, and within varying genres familiarity with subject specific terminology Paper 2 Language Change and Diversity understand that language can be characterised through gender, age, and occupation
Core Knowledge and skills	Paper 1 Textual Variations and Representations Be able to explain how language is used for different purposes and audiences, and within varying genres Be able to use subject specific terminology, related to semantics, grammar and graphology, as well as language level terms Paper 2 Language Change and Diversity explore how attitudes to gender, age and occupation differences have been investigated		Paper 2 Language Change and Diversity - regional and national variations / world Englishes explore how attitudes to accent and dialect have been investigated have knowledge of a range of linguistic theory and terminology on the evolution of accent and dialect Paper 4 NEA Language Investigation examine how chosen theoretical notions are reflected in selected data · practise writing in the style of an academic, evaluative essay/research paper	Paper 1 Child Language Development examine how cultural and environmental differences and practices are also a factor in the development of language Paper 2 Language Change and Diversity - Language discourses and creative writing explore how attitudes to language use with influential social movements such as political correctness have been investigated	Paper 1 Textual Variations and Representations Be able to explain how language is used for different purposes and audiences, and within varying genres Be able to use subject specific terminology Paper 2 Language Change and Diversity Explore how attitudes to gender, age and occupation differences have been investigated
Developmental Knowledge and Skills	Paper 1 Textual Variations and Representations Be able to use textual evidence to illustrate understanding of context, and to analyse the effects of language in detail using precise terminology Paper 2 Language Change and Diversity		Paper 2 Language Change and Diversity - regional and national variations / world Englishes develop an understanding of the different viewpoints of accent and dialect theorists Paper 4 NEA Language Investigation	Paper 1 Child Language Development explore how acquisition theories and concepts develop different cultural perspectives and points of view Paper 2 Language Change and Diversity - Language discourses and creative writing	Paper 1 Textual Variations and Representations Be able to use textual evidence to illustrate understanding of context, and to analyse the effects of language in detail using precise terminology



	explore how gender, age and occupation theories and concepts develop different cultural perspectives and points of view	develop an understanding of how to construct a language investigation	Analyse how attitudes to language use with influential social movements such as political correctness have been investigated	Paper 2 Language Change and Diversity explore how gender, age and occupation theories and concepts develop different cultural perspectives and points of view
Complex Knowledge	Paper 1 Textual Variations and Representations Be able to use a wide range of textual evidence and precise terminology to illustrate understanding of context, and to analyse the effects of language in detail using precise terminology Paper 2 Language Change and Diversity compare how theorists support/challenge each other	Paper 2 Language Change and Diversity - regional and national variations / world Englishes evaluate the differences in regional and national language variation, with integrated reference to concepts and theories on accents and dialect Paper 4 NEA Language Investigation compare how theorists support/challenge each other in relation to collated data	Paper 1 Child Language Development evaluate the differences in perspectives of language development · compare how theorists support/challenge each other Paper 2 Language Change and Diversity - Language discourses and creative writing Evaluate linguistic discourses on topics such as political correctness and new technology by linking ideas to the language analysed in the exam texts	Paper 1 Textual Variations and Representations Be able to use a wide range of textual evidence and precise terminology to illustrate understanding of context, and to analyse the effects of language in detail using precise terminology Paper 2 Language Change and Diversity compare how theorists support/challenge each other
Note: Structure and Sequencing	The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all the key stages areas are: the nature of identity, conflict, society and relationships.			
Links with the National Curriculum	write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts	write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts	write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts	
Literacy (including reading)	understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	understand and critically evaluate texts drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	
Cultural Capital	encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour.	encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour.	encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour.	
Social, Moral, Spiritual and Cultural Development	Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	Pupils begin to develop an awareness that right and wrong in life situations is not always universally agreed through analysis of poetry and writers' intentions explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason. This then enables them to develop their own value system and to make reasonable decisions on matters of personal integrity.	
Fundamental British Values	The rule of law , individual liberty, mutual respect and tolerance, Democracy	The rule of law , individual liberty, mutual respect and tolerance, Democracy	The rule of law , individual liberty, mutual respect and tolerance, Democracy	



Assessment	A Level English Language Paper 1 Section A: Analyse and compare how Text A/B use language to create meanings and representations A Level English Language Paper 2 Section A: Evaluate the idea that language has changed / become more diverse	A Level English Language Paper 2 Section B: Analyse and compare how Text A/B use language to create meanings and representations on a language topic / Write an opinion article about a language topic Non-examined assessment: Investigate a language topic of your choice	A Level English Language Paper 1 Section B: Evaluate how children's language develops A Level English Language Paper 2 Section A: Evaluate the idea that language has changed / become more diverse	A Level English Language Paper 1A: Analyse and compare how Text A/B use language to create meanings and representations A Level English Language Paper 1B: Evaluate how children's language develops A Level English Language Paper 2A: Evaluate the idea that language has changed / become more diverse A Level English Language Paper 2B: Analyse and compare how Text A/B use language to create meanings and representations on a language topic / Write an opinion article about a language topic.
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