

English Curriculum Overview

The texts studied in Years 10 – 13 are dictated by the A-Level/GCSE Specifications.

The implementation of all schemes is detailed on the individual Scheme of Work documents in the English shared area.

Year 13

Autumn Term 1a	Term 1b
Teacher 1 – NEA prep – The Picture of Dorian Gray. Teacher 2 – Skirrid Hill – Owen Sheers	Teacher 1 – NEA prep – The Picture of Dorian Gray. Teacher 2 – Skirrid Hill – Owen Sheers
Spring Term 2a	Term 2b
Teacher 1 – Revision of Paper 1	Teacher 1 – Revision of Paper 1
Teacher 2 – Revision of Paper 2	Teacher 2 – Revision of Paper 2
Summer Term 3a	Term 3b
Teacher 1 – Revision of Paper 1	
Teacher 2 – Revision of Paper 2	

Year 12

Autumn Term 1a	Term 1b
Teacher 1 – Othello - Shakespeare Teacher 2 – A Streetcar Named Desire – Tennessee Williams	
Spring Term 2a	Term 2b
Teacher 1 – Wuthering Heights – Emily Bronte	
Teacher 2 – The Color Purple – Alice Walker	
Summer Term 3a	Term 3b
Teacher 1 – Anthology Poetry	Teacher 1 – Unseen Poetry
Teacher 2 – Unseen Prose	Teacher 2 – Unseen Prose

Year 11 Literature

Autumn Term 1a	Term 1b
Revision of all texts in preparation for mock exam.	Shakespeare revision.

Spring Term 2a	Term 2b
19 th Century Novel Revision	Poetry revision
Summer Term 3a	Term 3b
Revision	

Year 11 Language

Autumn Term 1a	Term 1b
19 th , 20 th & 21 st century literary non-fiction	19 th , 20 th & 21 st century literary non-fiction
Spring Term 2a	Term 2b
Writing revision	Paper 1 revision
Summer Term 3a	Term 3b
Paper 2 Revision	

Year 10 Literature

Autumn Term 1a	Term 1b
An Inspector Calls	19 th Century Novel
Spring Term 2a	Term 2b
Unseen Poetry	Shakespeare
Summer Term 3a	Term 3b
Anthology	Anthology and revision

Year 10 Language

Autumn Term 1a	Term 1b
20 th & 21 st century fiction	Writing to Describe
Spring Term 2a	Term 2b
20 th & 21 st century fiction	Writing to Narrate
Summer Term 3a	Term 3b
Writing from your own perspective	Spoken Language

Year 9 Literature – Love (September 2021)

In Year 9 Literature we take a thematic approach to the study of literature across time and focus on how issues of love and relationships have been presented through literature from the Renaissance to the present day. We aim to include understanding of key historical events which have directly impacted on literature and how different perspectives can be traced through our reading and understanding of these texts. We focus here on the close study of classic works of literature combining contextual and thematic understanding with appreciation of writers' craft.

Autumn Term 1a	Term 1b
19 th Century Novel	
Spring Term 2a	Term 2b
Love Poetry	
<p>A Study of an 'in-house; anthology of poetry focussing on the theme of love and relationships from the Renaissance to the present day.</p> <p>Contextual study of how the theme is represented in different literary periods and why.</p> <p>Revision of poetic devices.</p> <p>Examination of structural devices with key terminology.</p>	
Summer Term 3a	Term 3b
Romeo and Juliet	
<p>Revision of Tragedy</p> <p>Love (including the position of women and family) in the Renaissance.</p> <p>Read play.</p> <p>Analysis of key scenes.</p> <p>Learning passages/quotations.</p>	

Year 9 Language (September 2021)

Autumn Term 1a	Term 1b
Analysing Newspapers	Writing Newspapers
<p>Examination on differences between Broadsheet and Tabloid.</p> <p>Close examinations of examples.</p> <p>Influence of technology/social media – fake news etc.</p>	<p>Extending vocabulary.</p> <p>Practise writing for correct audience and purpose.</p> <p>Language / structural features used in newspapers.</p> <p>Writing own broadsheet article.</p>
Spring Term 2a	Term 2b
19 th Century Gothic Stories	
<p>How to 'work out' archaic language.</p> <p>Word origins.</p> <p>Context – 19th Century.</p> <p>Conventions of Gothic fiction.</p>	

Reading Gothic Short Stories including 'Confession Found in a Prison' - Charles Dickens, 'The Superstitious Man's Story' - Thomas Hardy and 'The Red Room' - HG Wells.	
Summer Term 3a	Term 3b
Analysing speeches Conventions of speeches – difference in form and structure. The effect of audience on language choices. Revision of language features.	Writing and performing speeches. Using language convincingly. Writing, learning and delivering speeches.

Year 8 – Power and Conflict (September 2020)

In Year 8 we take a thematic approach to the study of literature across time and focus on how issues of power and conflict have been presented through literature from the Renaissance to the present day. We aim to include understanding of key historical events which have directly impacted on literature and how different perspectives can be traced through our reading and understanding of these texts. We also introduce the genre of tragedy which recurs in following years and underpins much of the literature we read and watch today.

Autumn Term 1a	Term 1b
Power and Conflict Poetry A Study of an 'in-house; anthology of poetry focussing on the theme of power and conflict from the Renaissance to the present day. Contextual study of how the theme is represented in different literary periods and why. Revision of poetic devices. Examination of structural devices with key terminology.	
Spring Term 2a	Term 2b
Tragedy Understand the term tragedy and associated key terms (hamartia, hubris, catharsis etc.) Examine the origins and conventions of tragic texts from Ancient Greece to the present day. Write own tragic texts using conventions learned in the scheme of work.	Macbeth - Shakespeare Following on from 'Tragedy' scheme – close study of play. Understanding Shakespeare's language. Context study – the Renaissance. Context – James I and witchcraft. Analytical skills. Revision of poetic devices.
Summer Term 3a	Term 3b
To Kill a Mockingbird – Harper Lee Understand the social/historical/literary context. American Deep South. Practise using quotations. Focus on selecting quotations that are apt/judicious. Learning quotations by heart. Close examination of themes and how they link to context. Examine how writers deliver messages and morals through text. Link this novel to the other texts studied this year.	

Year 7 – Stories with a moral. (September 2019)

The aim of this year is to make students fully aware of the origin of the stories that we tell, read and watch today. Beginning with Myths and Legends, we aim to encourage exploration of stories over time and how they have been received. We plan to cover the oral tradition, the introduction of the printed word and moving image. The focus on stories with a moral will also link to our support of the Lasallian values of the school.

Autumn Term 1a	Term 1b
<p>Myths and Legends.</p> <p>Morality.</p> <p>Learn the content and origin of a selection of myths. Develop comprehension and retrieval skills based on extracts.</p> <p>Aesop’s fables.</p> <p>SPaG audit through quizzing.</p> <p>Writing based on the conventions of a myth.</p> <p>Introduction to the oral tradition.</p>	
Spring Term 2a	Term 2b
<p>Grimm’s Fairy tales</p> <p>Understand the background to selected tales.</p> <p>Explore the structure of stories.</p> <p>Writing skills – playing with narrative perspective and characterisation.</p>	<p>Modern representations of Fairy tales</p> <p>Comparative skills</p> <p>Looking at literature from a language perspective.</p> <p>Tell a story – modern version of Grimm’s tale.</p> <p>Disney representations – introduction to critical theory.</p> <p>Revolting Rhymes.</p> <p>The World’s Wife (selected).</p> <p>Why do we study poetry?</p> <p>Learn/revise key poetic terminology through the study of a poetry anthology.</p> <p>Consolidation of first term.</p>
Summer Term 3a	Term 3b
<p>Lord of the Flies – William Golding</p> <p>What is a novel/novella?</p> <p>Understand the social/historical/literary context including Golding’s influences.</p> <p>Learn how to use/embed quotations.</p> <p>Close examination of themes and how they link to context.</p> <p>Examine how writers deliver messages and morals through text.</p> <p>Link this novel to the other stories with a moral studied this year.</p> <p>Redraft own story with a moral.</p>	