

SMWCA English Curriculum Overview

The study of English at SMWCA takes students on a journey through English literature and language. Starting with the classics and moving chronologically through to contemporary literature, we aim to expose students to a wide range of reading material, and to equip students with a thorough knowledge of their core English literary and linguistic heritage. Thus, when students arrive at GCSE and A-Level, they have acquired cultural capital and literary and linguistic knowledge upon which they can draw to respond to the challenges that these courses present.

The teaching of writing, vocabulary and grammar is embedded in the literary content of every scheme of work, and is underpinned by a robust approach to feedback, giving students regular opportunity to reflect upon their writing, redraft, and refine their understanding. Likewise, the teaching of spoken language is embedded throughout the curriculum, with students being given the opportunity to reform and refine their understanding of key knowledge and concepts through clearly structured spoken activities.

Homework booklets support each unit of work. The expectation is that students will learn a wide and varied vocabulary, which will support their learning in class.

An overview of the units that each year group study is detailed on the following pages.

Year 7 – Classical Antiquity to Middle English

Year 7 focuses on the origins of story-telling, the oral tradition, and the beginnings of Western literature, moving from Greek mythology and classical literature, through to middle-English and the development of the English language.

We study Greek mythology because it provides students with the cultural capital to understand a wealth of classical allusion in every other aspect of English that they go on to study. Ovid's *Metamorphoses* deals with the enduring theme of change, and heavily influenced later writers, such as Shakespeare. Homer's *Odyssey* is a fine example of epic poetry and original Western narrative. *Beowulf* and Chaucer provide students with an insight into the origins of the language that they speak, and the way that stories – and English culture – has been formed and passed on from generation to generation. Moreover, all of these texts, with their tales of mythical beasts, mighty battles and unusual characters, are an engaging introduction to English.

The focus upon stories with a moral supports the students' development of Lasallian values.

1 - Autumn Term 1a	2- Autumn Term 1b
<p>An Introduction to Myths and Legends (Aesop's fables, Ovid's <i>Metamorphoses</i>, and extracts from Stephen Fry's <i>Mythos</i>)</p> <p>Including: Write a story/ myth; Write a playscript (exploring character); Write a newspaper article / opinion piece; Formal debate (morality).</p>	
3 - Spring Term 2a	4 - Term 2b
<p>Homer's <i>Odyssey</i> (extracts)</p> <p>Including: Write a diary entry (character's p.o.v.); Write a letter (in role); Group/ Socratic discussion task; Memorise and perform/ deliver a short extract.</p>	
5 - Summer Term 3a	6 - Term 3b
<p><i>Beowulf</i> (extracts) (Heaney Translation)</p> <p>Including: Write a vivid description; Formal presentation task.</p>	<p>Chaucer's <i>Canterbury Tales</i> (Prologue, extracts)</p> <p>Including: Write a 'portrait' prose description; Hot-seating in role or performing a section of the text.</p>

Year 8 – The Renaissance to The Romantics

In Year 8 the chronological study of literature continues, focusing on The Renaissance, Rhetoric, 18th Century writers and Romanticism. We aim to include understanding of key historical events and perspectives which have directly impacted English literature, thinking and culture.

Students read a work by Shakespeare because he is indisputably the greatest writer in all of English literature, and because of his massive contribution to the English literary heritage; but also, because students will be able to see how the classics they studied in Year 7 have influenced Renaissance literature. Rhetoric is an ancient, oratory artform that holds great importance in our everyday lives, and thus in studying it students will become equipped with the power to use language for their own gain, and to realise how others may be doing so. This scheme of work also provides students with an opportunity to study the words of important wider cultural figures, such as Martin Luther King and Malala Yousafzai. Students study the work of 18th century writers because it gives a crucial insight into the role that marginalised voices have played in our English literary heritage. They study the Romantics due to the vast and important body of work that emerged from this time that aims to capture the human condition and humanity's relationship with the wider world.

This study of the human condition supports our Lasallian values.

1 - Autumn Term 1a	2 - Term 1b
Renaissance Literature: Shakespeare's <i>Macbeth</i> (whole text)	
Including: An introduction to Shakespeare; The conventions of tragedy (<i>Aristotle's Poetics</i>); Write a tragic narrative; Memorise and perform a dramatic reading of a short scene/ monologue/ soliloquy.	
3 - Spring Term 2a	4 - Term 2b
Rhetoric (selected speeches)	18th century writers (Including Jane Austen, Ignatius Sancho and Olaudah Equiano) (extracts)
Including: Write a speech on an important issue and formally deliver it.	Including: Writing satire (letter); Group discussion/ Socratic discussion; Writing a thesis; Writing to persuade.
5 - Summer Term 3a	6 - Term 3b
18th century writers (continued)	The Romantic Era (poetry and prose)
	Including: Writing poetry (using the conventions of the era); Explanatory writing; Formal presentation.

Year 9 – The Victorian Era to the Present Day

Year 9 continues the chronological exploration of literature, from the Gothic tales of the Victorian era, through to contemporary literature, bringing in writing from the wider world and modern classics.

Students begin this year by studying the Victorian gothic as it is a powerful and enduring genre. They examine both the craft of the short story, and the novel, which was popularised in this era. Students then study conflict poetry due to its relevance and importance in capturing the world at pivotal moments; because of the powerful lessons it teaches and because it allows students to see different points of view and to recognise bias.

We end our journey through English literary history by exploring the wider world in prose. As citizens of the world it is important that students are exposed to, and understand, the issues and concerns that people from a variety of backgrounds and cultures face. Therefore, they study *To Kill a Mockingbird* in order to understand important lessons about prejudice, and to understand that, despite their different experiences, all humans are equal.

Hence, Lasallian values are once again at the heart of this curriculum.

1 - Autumn Term 1a	2 - Term 1b
19th Century Literature: Gothic Short Stories Including: Write a short gothic description; Write a complete gothic short narrative; Formal presentation.	19th Century Literature: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (Whole novel) Including: Write Utterson's statement/ letter/ report on the case (explanatory writing). Group/ Socratic discussion task.
3 - Spring Term 2a	4 - Term 2b
Poetry of Power and Conflict (WW1 – modern day) Including: Write a newspaper article (using bias); Formal debate; Comparative essay.	
5 - Summer Term 3a	6 - Term 3b
Modern World Fiction: <i>To Kill a Mockingbird</i> – Harper Lee (whole novel) Including: Write an explanation; Write a script (exploring the relationship between characters) and perform; Comparative essay.	

Year 10 and 11 - The GCSE Course

Students follow the AQA GCSE English Language and Literature courses. At this point, the teaching of Language and Literature is separated into two distinct courses, since we have found that this helps students to gain a better understanding of the nuanced requirements of each course.

In Language, reading and writing are taught through high-quality fiction and literary non-fiction extracts, drawing upon a wide range of sources in order that students gain an understanding of the English language and its uses in the modern world. In Literature, texts have been chosen from the AQA syllabus list that build upon students prior learning in Years 7-9.

Year 10 Language

1 - Autumn Term 1a	2 - Term 1b
Explorations in creative reading and writing	
3 - Spring Term 2a	4 - Term 2b
Writers' viewpoints and perspectives	
5 - Summer Term 3a	6 - Term 3b
Spoken Language and revision of terms 1 & 2	

Year 10 Literature

1 - Autumn Term 1a	2 - Term 1b
Shakespeare – <i>The Merchant of Venice/ Romeo and Juliet</i>	
3- Spring Term 2a	4 - Term 2b
19 th Century Novel - <i>Frankenstein/ Jekyll and Hyde</i>	
5 - Summer Term 3a	6 - Term 3b
Modern drama/ prose – <i>Animal Farm/ An Inspector Calls</i>	

Year 11 Language

1 - Autumn Term 1a	2 - Term 1b
Explorations in creative reading and writing	
3 - Spring Term 2a	4 - Term 2b
Writers' viewpoints and perspectives	
5 - Summer Term 3a	6 - Term 3b
Revision/ exam preparation	

Year 11 Literature

NB. For 2020-21 only students studied the Poetry Anthology in Year 10; the modern drama/ prose was shifted to Y11.

1 - Autumn Term 1a	2 - Term 1b
Modern drama/ prose – <i>Animal Farm/ An Inspector Calls</i>	
3 - Spring Term 2a	4 - Term 2b
Revision of all texts	Revision of all texts
5 - Summer Term 3a	6 - Term 3b
Revision of all texts	

Year 12 and 13 – the A-Level Course

Students follow the AQA A English Literature A-Level syllabus, following Option 2 (Modern Times) for Paper 2. The text choices again build upon the prior learning of the students, enabling them to draw upon the wealth of cultural, literary and linguistic knowledge that they have gained throughout their time as English students at SMWCA.

Year 12

1 - Autumn Term 1a	2 - Term 1b
Teacher 1 – C19th Prose: Bronte’s <i>Wuthering Heights</i> Teacher 2 – Shakespeare: <i>The Taming of the Shrew</i> or <i>Othello</i>	
3 - Spring Term 2a	4 - Term 2b
Teacher 1 – Unseen Poetry and Anthology (Love Through the Ages) Teacher 2 – Modern drama: Williams’ <i>A Streetcar Named Desire</i>	
5 - Summer Term 3a	6 - Term 3b
Teacher 1 – Anthology Poetry (continued) and Unseen C20th Prose Teacher 2 – C21st Poetry: Owen Sheers’ <i>Skirrid Hill</i> or Carol-Ann Duffy’s <i>Feminine Gospels</i>	

Year 13

1 - Autumn Term 1a	2 - Term 1b
Teacher 1 – Non-Examined Assessment (coursework) Teacher 2 – C20th Prose: Alice Walker’s <i>The Color Purple</i> or Margaret Atwood’s <i>The Handmaid’s Tale</i>	
3 - Spring Term 2a	4 - Term 2b
Teacher 1 – Revision of all texts Teacher 2 – Revision of all texts	
5 - Summer Term 3a	6 - Term 3b
Teacher 1 – Revision of all texts Teacher 2 – Revision of all texts	

NB The teaching sequence/ staffing split for Y12 and 13 may differ slightly from that shown, but all core texts and content are still covered.