

**Department: English****Vision Statement:**

The English Department strengthens the liberal education of students by developing a deepened understanding of language and literacy, the value of critical reading and effective writing, and the richness of literature, past and present.

**Srapline:**

Readers, Writers and Revolutionary thinkers!

**Curriculum Story:**

Students will continue to build on the skills and knowledge they bring from KS2 and develop them through a range of exciting, interesting, and thought provoking literary texts, ranging across time. Students will be able to explore high quality literature and debate and discuss the content, enhancing their love of reading. As they progress through the years, students will develop an understanding of contexts and the ever- changing societal views around many controversial and recent topics and themes.

**Skills developed:**




Students will develop their critical thinking, analytical skills and are able to craft their writing. Students will build these skills throughout the year groups and key stages. The discussions, debates, and constructed arguments in class aid students in articulate their ideas coherently with the constant development of vocabulary.

**Year 7: Joining the journey to success.**




**Exploration of texts through characters, structure and plot.**

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
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**Autumn Term – The Tempest exploring the themes of heroes and villains**

<p><b>Heroes and Origins through The Tempest</b></p>  <p>ENQUIRING</p>  <p>IMAGINATION</p>  <p>BIG PICTURE FINDING</p>	<p>Introduction to characters and character led narratives. They will develop skills students have been taught at KS2 around characterisations and begin to consider effective language choices. Students will learn important skills in inference, consolidating their KS2 knowledge of terminology with skills of inference, how to use textual references and analysis. Students will explore the English heritage of Shakespeare and characterisation based in historical texts and themes.</p>	<p>New to school. Building on our investigation into Heroes and villains students will be developing skills on language used in Year 6 and characterisations. How are heroes and villains created in texts, with a focus on Caliban?</p>	<p>Some covered themes found in The Tempest. What makes a hero or a villain and can someone be both – this will link into The Tempest and the discussion around heroes and villains in the text.</p> <p>Further literature exploration through developing understanding of the plot, characters, themes and context. Considering themes and looking at non-fiction articles around those themes – nature/nurture debate, gangs, betrayal, etc. Themes can be linked back later in the year from the class reader and Oliver Twist.</p>	<p>Reading for information and comprehension and narrative production.</p> <p>Producing a response to a given stimulus and reading a narrative for information and comprehension</p>	<p>Introduction to Classical civilisation. English Mythic culture – Robin Hood, King Arthur. Potential to explore Shakespeare online.</p> <p>Reactions to differing portrayals of key characters.</p>	<p>History - Romans, Middle Ages. Geo – Location of Ancient World Citizenship – Rights of individual and responsibilities.</p> <p>Citizenship – roles and responsibilities History – Middle Ages and Stuarts RE – Christianity vs superstition Music – versions of story Perf Arts – acting Art – design opportunities</p>
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<b>Spring Term – Childhood and Oliver Twist</b>						
<p><b>19<sup>th</sup> Century Childhood through Oliver Twist</b></p>	<p>To introduce a range of texts to support all areas of the curriculum, engage the students and encourage emotional and evidenced responses to writing.</p> <p>To introduce students to pre-20<sup>th</sup> Century writing and writing conventions.</p>	<p>Developing skills on language used in Year 6. Building background knowledge, skills and vocabulary across texts and time.</p> <p>Continued development of students understanding of narrative, writing structure and language use. Looking at writers' craft across a variety of texts developing key concepts and building vocabulary.</p>	<p>Language analysis of fiction and non-fiction texts. Exploring how readers react to texts looking closely at close analysis.</p> <p>Literature analysis building up to 19<sup>th</sup> Century writing. Jekyll and Hyde in Year 8 alongside various non-fiction extracts used to explore themes in the class readers.</p>	<p>Evidenced and considered responses to writing. Understanding of the key parts of a non-fiction text.</p> <p>Reading for understanding and comprehensions. Understanding of importance of context in writing. Understanding place of description in narrative and how to create own effective passages of description. Analysis of differences in texts.</p>	<p>Life experiences of authors. Introduction to works of WH Auden and Thomas Grey through their elegies.</p> <p>Film and wider media versions of texts. Contextual understanding of life of children in 19<sup>th</sup> Century Britain and the US – incorporating differences between classes, gender and time.</p>	<p>History – 19<sup>th</sup> Century life in Britain and US. Citizenship – equality. Maths – data analysis of population growth. Science – Public health dangers and mortality rates. Music – Children's music/nursery rhymes IT – Research based activities.</p>
<b>Summer Term – Modern Texts - Class Readers</b>						
<p><b>Contemporary text: Class Readers and Poetry Anthology</b></p>	<p>To look at a text as a whole and chart plot, character, theme and context development.</p>	<p>Building on the understanding of narrative texts, writer's intent and craft.</p>	<p>Developing whole novel study exploring - writing for purpose and audience and sustaining reader interest. Vocabulary and deliberate language selection.</p>	<p>Understanding of writer's craft – plot development, characters, settings, context etc. Writing for purpose and audience.</p>	<p>Consider different versions of text in various media. Look at artistic representations of similar genres of novel. Cover art.</p>	<p>Maths – word counting History – contexts and times IT – research</p>

<b>Year 8: The unknown</b>						
<b>Students will explore the evolution of science, love, and evil.</b>						
<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Autumn Term – An unconventional detective story.</b>						
<p><b>The Adventures of Sherlock Holmes</b></p>  <p>ENQUIRING</p>  <p>PRACTICE</p>  <p>BIG PICTURE FINDING</p>	<p>To promote reading skills and help to develop persuasive writing skills. To look at the similarities between different cultures on their perceptions about the unknown. To explore how views have changed on the evolution of literature and how this links in with religion.</p> <p>Students are required to study nineteenth century Literature as part of the National Curriculum. Students will explore a range of nineteenth century texts, will a focus on a whole text (The Adventures of Sherlock Holmes). Students will be encouraged to make links between texts and consider the writers' craft. Students will be developing an understanding of 19<sup>th</sup> Century Literature from work completed in Year 7 on Oliver Twist.</p>	<p>Students are required to produce a critical evaluation, consolidating all reading and evaluative skills developed throughout the whole year. Students will be able to reflect on the writer's craft from a range of narratives explored throughout the year. Students will be able to consider how conventions of a nineteenth century text differ to both modern and Shakespearean texts. They will be able to explore the significance of contextual influences on the writer.</p>	<p>Exploring non-fiction texts to elicit opinions and looking closely at how facts can be distorted from opinions.</p> <p>In the second half of Year 9, students will begin to study GCSE texts, including a nineteenth century text. They will be able to transfer their knowledge of contextual influences and other nineteenth century writers. Students need to develop a love of reading which is hopefully developed through engaging with a range of Literature.</p>	<p>Text analysis and differentiation. Writing using different narrative styles. Persuasive language techniques. Consolidating language analysis and evaluation skills. Reading for pleasure. Considering the writers' craft. Exploring contextual influences on the writer and life in the nineteenth century as well as social issues of the time.</p>	<p>Examining worldwide views regarding how people /society deals with the unknown. Cultural perceptions about fact and opinion and the value different societies place on them.</p> <p>Students will study contextual influences on nineteenth century writers, considering scientific and industrial advancements and their effect on society as well as the changing role of women. They will consider social issue in nineteenth century England, making links to modern issues.</p>	<p>Historical perspective on American and British culture in particular, (and various other cultures in general) Developing persuasive writing techniques in Humanities based subjects. Science- examining and investigating the development of science.</p> <p>This will develop reading skills required by students to access the curriculum.</p> <p>Students will be consolidating learning of the form of a narrative which will be required in other subjects such as RE and History.</p>
<b>Spring Term - Animal Farm exploring equality and society</b>						
<p><b>Animal Farm exploring the themes of equality and society.</b></p>	<p>To develop the students' awareness of how the English Language developed . To produce a piece of narrative writing from a character's point of view.</p>	<p>Continue to raise awareness of the etymology of words/phrases both common today and now seen as archaic.</p>	<p>Student will be able to make links to key events in History, and key ideas and themes from previous texts.</p>	<p>Reading for enjoyment. Reading for understanding. Developing the ability to word a point of view. Developing empathetic writing skills.</p>	<p>Discussing and writing about the concept of Good Vs Evil and society. Dealing with conflict.</p>	<p>History – Russian Revolution Drama Geography (social migration over the centuries)</p>

	To raise awareness of common social issues linking the past and the present.  Students will explore a more modern text and consider how writer's style and structure has evolved over time.	Students will make links with context and begin to discuss the influence of the time and key events in society and how this impacts the writer's style and content.				
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### Summer Term - Class Readers

Contemporary Texts: Class Readers and Poetry Anthology	Students are required to study whole texts as part of the National Curriculum. Students need to develop a love of reading and texts have been chosen to help engage students. Students will also be consolidating their narrative writing skills. Students will be able to explore and discuss texts across time, race and gender.	Students are required to read a whole text and then produce a narrative; they will be building on skills acquired last half-term. Students will consider their writing style and what they have learnt about the writer's craft in the previous unit.	At the end of the year, students are required to produce a critical evaluation which will require consolidation of reading and evaluative skills they are using this half-term.	Writing a narrative, focusing on purpose and form. Developing voice in writing. Developing language analysis and evaluation skills. Reading for pleasure. Considering the writers' craft.	Texts have been carefully chosen and often explore a range of social issues. Opportunities will be given to explore current affairs through non-fiction articles linked to the class reader.	This will develop reading skills required by students to access the curriculum.  Students will be consolidating learning of the form of a narrative which will be required in other subjects such as RE and History.
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### Year 9: Power and Conflict

Exploration of texts, showing a clear understanding of language, form and structure.

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
<b>Autumn Term – Journey's End exploring themes of internal and external conflict</b>						
Journey's End exploring internal conflict, mental health, loss/ grief, gangs, social media, the Troubles, Apartheid The Vietnam War and Wilfred Owen	This topic develops students' ability to construct a supported and persuasive argument, which is a critical skill they will need for both English Literature and English Language. This topic allows students to develop their analytical skills that they need for their literature exam, as well as provide them with an engaging stimulus with which that can practice their creative writing.	Students are able to develop on their ability to scan a text for evidence and will be able to practice using this evidence to support their own arguments. Students are able to develop their ability to write a supported persuasive	English Language Paper 2: Writing to persuade.  Conflict: Writing a supported argument.  Themes of conflict (particularly internal conflict).	Supported and persuasive argument.  Concepts of internal and external conflict.  Awareness of how writers portray a character's mental health. Literary Analysis	This topic allows students to look at a wide range of issues, from gang culture to the effects of social media.  This topic allows students to look at conflict from across the globe.	SEMH: Mental health History: Conflict I.C.T.: Impact of Social Media. Humanities: Construction of a supported argument.  History: International Conflict & WW1.

 <p>ORIGINALITY</p> <p>BIG PICTURE FINDING</p> <p>SPEED &amp; ACCURACY</p> <p>ENQUIRING</p> <p>CREATIVE &amp; ENTERPRISING</p> <p>INTELLECTUAL CONFIDENCE</p>		<p>argument which they looked at in the previous topic.</p>				
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**Spring Term- Poetry – Nature and The Environment (poetry through time)**

<p><b>Nature through poetry</b></p> <p>A range of poetry spanning across time.</p> <p>Developing students' understanding of traditional and rebellious poetry.</p>	<p>Poetry skills are specific in many ways and this term will expose students to in depth analysis of traditional and rebellious poetry.</p>	<p>Poetry is scattered throughout all termly topics. This will link to poetry from Year 7 when looking at traditional forms of poetry through to Year 8 with rebellious poetry and into war poetry.</p>	<p>The Poetry anthology is a set text at GCSE exploring traditional and rebellious poetry.</p>	<p>Poetry conventions Poetic terms Construction of and deconstruction of poetry</p>	<p>Artwork by poets, artworks and interpretations of artwork through poetry. Pre-Raphaelites</p>	<p><b>SEMH: Mental health</b> <b>History: societal changes</b></p>
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**Summer Term - Power and Conflict**


<p><b>Macbeth</b></p> <p><b>Dramatic Monologues</b></p> <p><b>Jacobean Context</b></p> <p><b>Consolidation of Literature texts, Speaking and</b></p>	<p>This topic introduces students to the English language skill set. This scheme will frequently reference the themes of power and conflict, drawing connections between texts studied throughout the year such as Journey's End, the poetry and non-fiction texts (letter, reviews, etc).</p>	<p>This scheme frames students' understanding of Macbeth and the themes previously explored (Conflict).</p> <p>Revisiting themes studied in Year 7 and Year 8. This</p>	<p>Focus will be question 5 for both Paper 1 and Paper 2. Students will also be preparing and rehearsing a Speaking and Listening task (possibly monologue).</p>	<p>Forming an opinion on a text.</p> <p>Comprehension of complex and demanding texts.</p> <p>Making links across texts.</p>	<p>Students have the opportunity to investigate context surrounding the poems, with particular attention given to Victorian interest in Egyptian culture and modern day conflict.</p>	<p><b>History: Context of poems</b></p> <p><b>R.E: Beliefs and values.</b></p> <p><b>SEMH: public speaking</b></p> <p><b>History: Jacobean era.</b></p>
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Listening Practice and Language Preparation.		topic draws on students' previously established understanding of power, conflict, and poetry to introduce new key non-fiction texts and to improve their creative writing.	English language opportunities – Context sources and speeches, letters and articles for paper 2, dramatic monologues and exploring character for paper 1.	Linking text and context.  Clearly analyse how the writer's methods are used to create meaning.	Students will engage with a range of fiction and non - fiction sources on key topics.	R.E: Catholic and Protestant relationships during the Reformation.
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## Year 10: The World We Live In

Exploration of GCSE texts to explore societal views, values and loves.

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
<b>Autumn 1 and 2: Poverty and Society (A Christmas Carol or Dr Jekyll and Mr Hyde)</b>						
Literature Teach: A Christmas Carol/ Jekyll and Hyde, Checking Out Me History, London, Ozymandias, My Last Duchess and The Emigree	The topic introduces students to the theme of poverty and society's changing (or unchanging) views over time through the antiquated class systems, drawing connections between texts studied (poetry in particular).	This topic develops students understanding of power and conflict through the theme of poverty and inequalities in society.	Students will be able to apply their learning of power, conflict, poverty and society to 19 <sup>th</sup> century texts and opinions in society. This will also allow students to discuss the timeline and evolution of change in the world they live in.	Analytical skills will be developed to show an understanding of language, form and structure.	Students will be able to relate the themes explored in texts to their own experiences and begin to understand how change comes about in society. Through the exploration of race, gender and class, students will be able to explore the texts with a deeper understanding.	History – Child Labour, The Victorian Era SEMH: relationships, gender roles and poverty in today's society.

<p><b>Language paper 1: Texts will explore the themes of poverty and society, considering inequality in gender, race and class.</b></p> 						
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**Spring 1 and 2: Conflict (An Inspector Calls)**

<p><b>Literature Teach: An Inspector Calls, War Photographer, Remains and Poppies</b></p> <p><b>Language Paper 2: Texts will explore the theme of 'Conflict'.</b></p>	<p>This topic develops students understanding of 19<sup>th</sup> Century literature and historical context in which these texts were written. Through the theme of 'Conflict' students are able to explore conflict of all types including internal, external, environmental, natural, etc.</p>	<p>The topic leads from exploring some of the inequalities in society and how that could actually link to your social class, education and work.. This also allows students to make the link that society and the world is not always fair and equal and the huge steps that have been made from the 19<sup>th</sup> Century to the present day.</p>	<p>The next topic will allow students to explore environmental factors and the impact this has on people and their choices, society's changing views on class and immigration. This will link into the previously studied themes of Power and Conflict, society and poverty.</p>	<p>Historical and contextual understanding will be developed alongside analytical skills on language, form and structure.</p>	<p>Katch 22 – Production has been booked for An Inspector Calls. Students will be expanding their knowledge of law and punishments and how they have evolved over time. They will also be exploring the impact this has had on their lives and the changes made in their life. This will range from the 19<sup>th</sup> Century to the present day.</p>	<p>History – context around 19<sup>th</sup> Century views <b>RE: Beliefs and views</b></p>
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**Summer 1 and 2: The Environment (including revisiting Macbeth)**

<p><b>Literature Teach: Storm on the Island, The</b></p>	<p>This topic will explore the impact of the environment ranging from society's views from the 18<sup>th</sup></p>	<p>This topic will explore the impact the environment has</p>	<p>The topic will link through the idea of power and conflict</p>	<p>Making links between texts through themes and language.</p>	<p>Exploring the issues of the environment has been hotly debated in</p>	<p>Science – the world, climate change</p>
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<p>Prelude, Tissue, Kamikaze and Exposure, Charge of the Light Brigade, Bayonet Charge and unseen poetry.</p> <p>Language writing paper 1 and 2: Texts will explore the theme of the environment – fiction and non-fiction.</p>	<p>Century to the present day. This will include texts from Greta Thunberg on recent issues with the environment to a time when society saw the environment as something sublime and mysterious. This will develop students understanding of key texts for the GCSE Literature exam as well as developing their understanding of what the views are today.</p>	<p>on people and the choices they make. This will also link in with the nature vs nurture debate and the impact the environment in which people are raised in and how this impacts their life.</p>	<p>and how the environment has caused much conflict within people and society but also the sheer power of nature. Power and conflict will be explored in both the named poems and unseen poetry (through personal power and conflict and environmental power and conflict).</p>	<p>Analytical writing – comparing ideas.</p> <p>Exploring writers' use of language.</p>	<p>the news recently with the rise of 'Extinction Rebellion' and Greta Thunberg, so students can then explore a range of texts to be able to structure their own informed argument about the environment.</p>	<p>Maths – Data analysis of environmental factors / farming, etc. History - context</p>
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**Year 11: Culture and Relationships**

**Exploration of a variety of texts to consider different aspects of culture and relationships**

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
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**Autumn 1 What does it mean to be human?**

<p>Literature Revisit: Macbeth, London, My Last Duchess, Remains and Ozymandias</p>    	<p>Students are now looking to develop their understanding of key themes across texts and make links where they see similar themes (particularly within sections of each text). This topic will allow students to develop their knowledge of the theme of power and conflict, strengthening their knowledge of character relationships in Macbeth, An Inspector Calls and A Christmas Carol/Dr Jekyll and Mr Hyde, as well as enabling them to make links between the poems.</p>	<p>Students will be able to develop their understanding of how a text is structured, how plots are developed and characterisations through language. After applying this to their own writing, students are able to develop their understanding of the craft of writing through identifying particular themes within texts.</p>	<p>Students are able to understand the theme of power and conflict through their study of the poems and can now apply this to the other texts they are studying, including context and critical analysis. The theme of power and conflict is present in many of the topics we study in KS4, such as Relationships, Travel and Culture and Poverty and Society</p>	<p>Analytical writing – focusing on structure and language.</p> <p>Comparison of characters and themes within a text / across a text.</p>	<p>Students will be able to develop their understanding and see the evolution of mental health and other key issues in society.</p>	<p>SEMH – Mental health History - Context</p>
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**Autumn 2 Family and Relationships**

<p>Literature Revisit: A Christmas Carol/Dr Jekyll and Mr Hyde, Checkin out me History, and relationships – fiction and non-fiction.</p> <p>Students will have a PPE for Language Paper 1 and Literature Paper 1.</p>	<p>This topic will allow students access to a variety of both fiction and non-fiction texts concerned with the theme of family and relationships. Students will study a range of texts from the nineteenth century through to the twenty first century. Students should be able to make links to poems concerned with relationships such as Poppies, alongside unseen poems concerned with this theme, and the relationships presented in the text A Christmas Carol or Dr Jekyll and Mr Hyde. Students will be able to apply ideas and skills acquired, through analysis of a range of texts, to their own writing.</p>	<p>Students will be able to make links to relationships presented in their Literature texts, considering how the writer presents conflict between key characters. Students will also be able to reflect on gender roles and relationships as this theme has been explored previously in Year 10 within the unit on Poverty and Society.</p>	<p>The Power and Conflict poems and A Christmas Carol will be re-visited again in Spring 2 and Summer 1. The theme of conflict in relationships will also be re-visited in Spring 2 when looking at Teenagers. The family unit and how it has changed will also be explored when looking at Teenagers.</p>	<p>Students will be developing their analytical skills for both Paper 1 and Paper 2 of their GCSE in English Language, alongside the analytical skills required for Literature. Students will have opportunities to develop their own writing style, both fiction and non-fiction, practising skills acquired when exploring a range of quality texts.</p>	<p>Students will explore current issues surrounding the family unit and how this has changed over time. They will also explore prejudices and debates surrounding same sex marriages and the LGBT community.</p>	<p><b>SEMH: Family and relationships</b>  <b>History: Relationships and society in the nineteenth and twentieth century</b>  <b>RE: Ethics and ethical debate.</b></p>
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**Spring 1 and 2 Travel and Culture**

<p>Literature Revisit: An Inspector Calls, The Emigree, Tissue, War Photographer, The Prelude, CotLB, Storm on the Island, Exposure, Bayonet Charge and alternate the Literature texts accordingly.</p> <p>Language writing paper 1 and 2: Texts will explore the theme of ‘Travel and Culture’– fiction and non-fiction.</p> <p>Students will have a PPE for Language Paper</p>	<p>This topic will allow students to consider the wider world and other societies, developing students’ cultural capital and knowledge of other cultures. Students will have access to a range of texts from other countries and other cultures considering different attitudes and perspectives towards a variety of subjects. Students will explore quality texts, both fiction and non-fiction, as well as a range of unseen poetry from different cultures. The study of these texts, alongside the Power and Conflict poems will act as a springboard for students’ own creative and opinionated writing.</p>	<p>Students will be able to make links with topics previously studied- the environment and poverty and society. Students should also be able to apply key themes explored previously such as inequality in society and power and conflict. Students will be able to make links and explore different cultural perspectives in the poems re-visited, and the unseen poetry explored this half term. A variety of texts will enable students to consider differing opinions and perspectives, showing an awareness of cultural differences.</p>	<p>An Inspector Calls will be revisited in Summer 1. The Power and Conflict poems and Unseen Poetry will again be re-visited in Summer 1 prior to the English Literature examinations. The theme of power and conflict will again be explored in Spring 1, focusing on age instead of conflict due to culture/race.</p> <p>Skills for both Paper 1 and Paper2 of English Language will continue to be developed through the remainder of the year.</p>	<p>Students will be developing their analytical skills for both Paper 1 and Paper 2 of their GCSE in English Language, alongside the analytical skills required for Literature.</p> <p>Students will have opportunities to develop their own writing style, both fiction and non-fiction, practising skills acquired when exploring a range of quality texts. Students will be consolidating their knowledge of An Inspector Calls and developing their essay writing skills for Literature.</p>	<p>Students will be able to consider the wider world, developing their understanding of the world outside their own and the people that live on our planet. This topic is specifically designed to enhance students’ cultural capital and awareness of the world we live in. A wide range of texts from different places and cultures will broaden students’ knowledge and enable them to consider different perspectives and ideas.</p>	<p><b>History: Conflict between different cultures and races.</b>  <b>RE: Ethics and exploring different perspectives</b>  <b>Geography- Different places and cultures</b></p>
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<b>2 and Literature Paper 2.</b>						
<b>Summer 1 Exam Preparation</b>						
<p><b>Literature: Exam preparation for Literature Paper 1 and Paper 2.</b></p> <p><b>Language:</b> Students will be revising skills that they are less successful at.</p>	<p>This half term will allow teachers to focus on skills which students may feel less confident with, tailoring teaching to their individual group's needs. Students will be given the opportunity to fine tune their skills, which will again be taught through a variety of high-quality fiction and non-fiction texts.</p>	<p>This half term will enable students to consolidate their learning and ensure they are confident with the skills required for both their Language and Literature examinations.</p>	<p>All of the skills acquired over the last two years will be utilised in students GCSE examinations in both English Language and English Literature. Students should be well-equipped to access all of the questions on their examination papers.</p>	<p>Students will be fine tuning their analytical skills for both Paper 1 and Paper 2 of their GCSE in English Language, alongside the analytical skills required for Literature. Students will also be re-visiting contextual knowledge and writer's perspectives. Students will have final opportunities to fine tune their own writing style, both fiction and non-fiction, practising skills acquired when exploring a range of quality texts.</p>	<p>Students will be given a final opportunity to explore a range of quality texts which will be carefully selected and will further enhance their cultural capital.</p>	N/A

<b>Year 12: Ibsen, Rossetti, Shakespeare, Carter and Shelley</b>						
The A Level course starts with an exploration of key texts and themes.						
<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Autumn 1 : Ibsen and Carter</b>						
<p>H472/01 Study 'A Doll's House' H472/02 study 'The Bloody Chamber'</p>  	<p>Students will be introduced to some of the key texts of the course. They will also begin to explore the key theme of 'The Gothic'.</p> <p>Students will explore the 'Female Gothic', 'Gender' and 'Science and evolution'.</p>	<p>Students will have already studied 'Gothic' literature texts such as 'A Christmas Carol' and 'Macbeth'</p>	<p>Students will be able to read, discuss and annotate the texts to gain an independent understanding before looking at critical literature.</p>	<p>Analytical skills, understanding of key themes and notions and a development of context around the texts.</p>	<p>Students could visit buildings that demonstrate the beautiful Gothic architecture of the time, such as churches and cathedrals.</p>	

<b>Autumn 2 Ibsen and Carter</b>						
<p>H472/01 Study 'A Doll's House'</p> <p>H472/02 study 'The Bloody Chamber'</p> <p>H472/03 Students will have decided the texts they would like to study for their coursework tasks.</p>	<p>Students will continue to study two of the key texts and apply their constantly evolving understanding of key notions and themes.</p> <p>Students will explore the 'Female Gothic', 'Gender' and 'Science and evolution'.</p>	<p>This is a continuation of the last topic as students need to develop a deep and critical understanding of the texts.</p>	<p>Students will be moving onto learning another key Gothic text and a cluster of poetry from Rossetti.</p>	<p>Critical thinking, analytical and contextual factors.</p>	<p>Gothic building and paintings.</p>	
<b>Spring 1 Ibsen and Carter</b>						
<p>H472/01 Study 'A Doll's House'</p> <p>H472/02 study 'The Bloody Chamber'</p>	<p>Students will study another set of key texts for their A Level – again applying learning from last term developing a greater understanding of context and contextual influences.</p> <p>Students will explore the 'Female Gothic', 'Gender' and 'Science and evolution'.</p>	<p>The Gothic – notions, tropes and themes.</p>	<p>Students will continue to develop and deepen their understanding of the key texts.</p>	<p>Critical thinking, analytical and contextual factors.</p>	<p>A trip to Wightwick Manor to look at the Pre-Raphaelite collection of art.</p>	
<b>Spring 2 Rossetti and Shelley</b>						
<p>H472/01 Study 'Christina Rossetti Poetry anthology'</p> <p>H472/02 Study 'Frankenstein'</p> <p>H472/03 Students will have formulated their questions and sent to OCR.</p>	<p>Students will continue to study two of the key texts and apply their constantly evolving understanding of key notions and themes.</p> <p>Students will explore the 'Female Gothic', 'Gender' and 'Science and evolution'.</p>	<p>This is a continuation of the last topic as students need to develop a deep and critical understanding of the texts.</p>	<p>Students will be moving onto their final whole texts for study in the A Level.</p>	<p>Critical thinking, analytical and contextual factors.</p>	<p>A trip to Wightwick Manor to look at the Pre-Raphaelite collection of art.</p>	

<b>Summer 1 Rossetti and Shelley</b>						
H472/01 Study 'Christina Rossetti Poetry anthology' H472/02 Study 'Frankenstein'	Students will continue to study two of the key texts and apply their constantly evolving understanding of key notions and themes.	The Gothic – notions, tropes and themes.	Students will continue to develop and deepen their understanding of the key texts.	Critical thinking, analytical and contextual factors.  Comparison of texts, notions, tropes and themes.	Watch a production of the Shakespeare play.	
<b>Summer 2 Rossetti and Shelley</b>						
H472/01 Study 'Christina Rossetti Poetry anthology' H472/02 Study 'Frankenstein'	Students will continue to study two of the key texts and apply their constantly evolving understanding of key notions and themes.	This is a continuation of the last topic as students need to develop a deep and critical understanding of the texts.	Students will continue to develop and deepen their understanding of the key texts.	Critical thinking, analytical and contextual factors.  Comparison of texts, notions, tropes and themes.	University for a lecture on one of the themes/topics.	

<b>Year 13: Serious study!</b>						
<b>This year will involve revisiting the texts previously studied, studying the final texts and exam writing.</b>						
<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Autumn 1 Shakespeare, Banks/Wilde</b>						
H472/01 'Shakespeare' H472/02 Teach Dracula	Students will study the final set of key texts for their A Level – again applying learning from last term developing a greater understanding of context and contextual influences.	Students will be using their understanding of the texts and contextual factors to articulate answers to key questions (exam style)	Students will be looking at how to articulate a coherent analysis for assessment.	Critical thinking, analytical and contextual factors.  Comparison of texts, notions, tropes and themes.	Watch a production of 'A Doll's House'.	



BIG PICTURE FINDING

**Autumn 2 Shakespeare, Banks/Wilde**

<p>H472/01 'Shakespeare' H472/02 Teach 'The Wasp Factory' OR 'The Picture of Dorian Gray' H472/03 Students will be re-drafting and improving coursework.</p>	<p>Students will study the final set of key texts for their A Level – again applying learning from last term developing a greater understanding of context and contextual influences.</p>	<p>Students will be using their understanding of the texts and contextual factors to articulate answers to key questions (exam style)</p>	<p>Students will be looking at how to articulate a coherent analysis for assessment.</p>	<p>Critical thinking, analytical and contextual factors.  Comparison of texts, notions, tropes and themes.  Exam writing skills.</p>	<p>Watch a production of a Shakespeare play.</p>	
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**Spring 1 Drama and Poetry – The Gothic**

<p>H472/01 Revisit 'Rossetti' and 'Ibsen' and exam Preparation. H472/02 Revisit 'The Bloody Chamber' and 'Frankenstein', exam preparation. H472/03 Students will complete final pieces of coursework.</p>	<p>Students will revisit the texts studied through discussion and debate. Students will also include critical literature for analysis and comparison.</p>	<p>Students will be using their understanding of the texts and contextual factors to articulate answers to key questions (exam style)</p>	<p>Students will be articulating a coherent analysis for assessment.</p>	<p>Critical thinking, analytical and contextual factors.  Comparison of texts, notions, tropes and themes.  Exam writing skills.</p>		
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**Spring 2 Exam Preparation**

<p>H472/01 Revisit all texts and exam Preparation. H472/02 Revisit all texts and exam preparation. H472/03 Students will hand in final pieces of coursework for moderation and submission.</p>	<p>Students will revisit the texts studied through discussion and debate. Students will also include critical literature for analysis and comparison.</p>	<p>Students will be using their understanding of the texts and contextual factors to articulate answers to key questions (exam style).</p>	<p>Students will be articulating a coherent analysis for assessment.</p>	<p>Critical thinking, analytical and contextual factors.  Comparison of texts, notions, tropes and themes.  Exam writing skills.</p>		
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**Summer 1 Exam Preparation**

<p><b>Exam preparation</b></p>	<p><b>Students will revisit the texts studied through discussion and debate. Students will also include critical literature for analysis and comparison.</b></p>	<p><b>Students will be using their understanding of the texts and contextual factors to articulate answers to key questions (exam style).</b></p>	<p><b>Students will be articulating a coherent analysis for assessment.</b></p>	<p><b>Critical thinking, analytical and contextual factors.</b></p> <p><b>Comparison of texts, notions, tropes and themes.</b></p> <p><b>Exam writing skills.</b></p>		
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