



## English Curriculum

<h3>Why do we teach English?</h3> <p>English, at Forest Hill School, provides an invaluable opportunity for students to nurture a deep love and profound understanding of the English language and its rich and diverse literary heritage. Our curriculum is thoughtfully designed to broaden the intellectual horizons of our pupils, empowering them to become independent, self-confident, and knowledgeable individuals.</p> <p>At the heart of our curriculum lie the Core Values of Hard Work, Ambition, Rigour, and Kindness, which serve as guiding principles in shaping our students' learning experiences.</p>	<h3>How do we teach English? (Key concepts and skills)</h3> <ol style="list-style-type: none"><li>1. Comprehensive Curriculum: Our English curriculum, including lessons, schemes of work, and a 'Curriculum Map,' reflecting our core values.</li><li>2. Thoughtful Engagement: Teachers foster fluency and thoughtful engagement with diverse resources like novels, plays, poetry, and non-fiction texts.</li><li>3. Diverse Resources: Selected resources cover a wide range of topics and themes, enabling students to connect with English in meaningful ways.</li><li>4. Relevance to Students: Schemes of work interweave themes from Shakespeare to the 'Black Flamingo', Dickens to Duffy, resonating with students' experiences and preparing them for exams.</li></ol>
<h3>What do we teach in English?</h3> <ol style="list-style-type: none"><li>1. Key Stage 3: Students explore war poetry, novels, crime fiction, post-colonial literature, and poetry by marginalized groups, alongside works by Shakespeare, Orwell, and contemporary writers.</li><li>2. Key Stage 4: In Year 10, students study 'A Christmas Carol', 'An Inspector Calls', 'Macbeth' and Power and Conflict Poetry</li><li>3. Key Stage 5: Year 12 focuses on tragedy through the ages, while Year 13 delves into the elements of crime fiction and how it resonates in today's society.</li></ol>	<h3>How is English personalised for our learners?</h3> <ol style="list-style-type: none"><li>1. We study a diverse range of novels, such as 'Black Flamingo' and 'Djinn Patrol' – using literature to act as 'mirrors, windows or sliding doors' to our students' lives and experiences.</li><li>2. Each unit is thematic, considering ideas such as 'identity and transformation' and 'resistance and injustice': we link these universal themes to the experiences of Forest Hill students</li><li>3. Poetry, speeches, non-fiction writing and other works are a combination of canonical and contemporary – for example, we study literature about Victorian rebellion and revolt alongside the impact of the Black Lives Matters movement.</li></ol>



## English Curriculum

Year 7 – Identity	Autumn 1 (Core)	Autumn 2 (Satellite)	Spring 1 (Core)	Spring 2 (Satellite)	Summer 1 (Core)	Summer 2 (Satellite)
Key content	Life is a Journey – Bone Talk (YA novel)	Life is a Journey – Introduction to Poetry	Representing Reality - Blood Brothers (modern play)	Representing Reality – Autobiography (creative writing)	Origins and Lessons – The Tempest	Origins and Lessons – Subverting fairy tales
Key concepts & skills	<u>Key themes:</u> <ul style="list-style-type: none"> <li>Identity</li> <li>Growing up</li> <li>The role of the parent</li> <li>Gender roles across time and place</li> <li>Tradition and community</li> <li>The impact of colonialism</li> </ul> <u>Analysis skills:</u> <ul style="list-style-type: none"> <li>Explain inferences clearly using ‘because’</li> <li>Offer multiple interpretations</li> <li>Explanation at word level</li> </ul>	<u>Key themes:</u> <ul style="list-style-type: none"> <li>Identity</li> <li>Growing up</li> <li>The role of the parent</li> <li>Gender roles across time and place</li> <li>Tradition and community</li> </ul> <u>Analysis Skills</u> <ul style="list-style-type: none"> <li>Explain inferences clearly using ‘because’</li> <li>Offer multiple interpretations</li> <li>Explanation at word level</li> </ul>	<u>Key themes:</u> <ul style="list-style-type: none"> <li>Identity</li> <li>Cause and effect</li> <li>Stages of development</li> <li>Life lessons</li> <li>Morality and choices</li> <li>Fate and agency</li> <li>Class relations and privilege</li> </ul> <u>Analysis skills:</u> <ul style="list-style-type: none"> <li>Identify methods and begin to explain the purposes and effects of an author’s structural and language choices, with a focus on figurative language</li> </ul>	<u>Key themes:</u> <ul style="list-style-type: none"> <li>Identity</li> <li>Cause and effect</li> <li>Stages of development</li> <li>Life lessons</li> <li>Morality and choices</li> <li>Fate and agency</li> <li>Class relations and privilege</li> </ul> <u>Creative writing skills:</u> <ul style="list-style-type: none"> <li>Select key moments from own life and create a clear narrative structure and a range of techniques</li> </ul>	<u>Key Themes:</u> <ul style="list-style-type: none"> <li>Heroism</li> <li>Journey/quest</li> <li>Transformation</li> <li>Honour</li> <li>Revenge</li> <li>The Supernatural</li> <li>Morality</li> <li>Gender</li> </ul> <u>Analytical Skills</u> <ul style="list-style-type: none"> <li>Relate themes and messages to explanations</li> <li>Analyse at word level</li> </ul>	<u>Key Themes:</u> <ul style="list-style-type: none"> <li>Heroism</li> <li>Journey/quest</li> <li>Transformation</li> <li>Honour</li> <li>Revenge</li> <li>The Supernatural</li> <li>Morality</li> <li>Gender</li> </ul> <u>Creative Writing Skills</u> <ul style="list-style-type: none"> <li>Deliberately use tropes of fairy tale and of satire</li> </ul>
Summative Assessment	Paper testing comprehension, evidence selection and inference		Write a section of your autobiography that describes a significant moment of your life.		Short answer questions testing inference and identification of techniques	
Builds on	KS2: Stories, children’s fiction, poetry, grammar		KS2: drama	KS2: describing episodes from own life	KS2: Reading myths KS3: Bone Talk – studying narrative/character, figurative language	KS2: Fairy tales and their tropes KS3: Autobiography – writing narrative
Builds towards	KS3: <i>Origins and Lessons</i> (the epic hero), <i>Power and Resistance</i> (Djinn Patrol, narrative structure and voice)	KS3: love and war poetry	KS3: <i>Animal Farm</i> (class)/ <i>Black Flamingo</i> (interaction of self and environment)/ <i>Djinn Patrol</i> (class, social criticism)  KS4: <i>A Christmas Carol/An Inspector Calls</i> /Authorial intrusion/social criticism/social and intellectual context to 20 <sup>th</sup> century UK/ <i>Power &amp; Conflict</i> poems	KS3: <i>Animal Farm</i> (class)/ <i>Black Flamingo</i> (interaction of self and environment)/ <i>Djinn Patrol</i> (class, social criticism)  KS4: Language Paper 1 Section B	KS3: <i>Animal Farm</i> , the Gothic  KS4: <i>Macbeth</i> – tragic hero V epic hero, Poetry Anthology – analysing verse	KS3: speech writing, the Gothic – creative writing  KS4: Lang Section B – creative writing



## English Curriculum

Year 8 – Different Voices	Autumn 1 (Core)	Autumn 2 (Satellite)	Spring 1 (Core)	Spring 2 (Satellite)	Summer 1 (Core)	Summer 2 (Satellite)
<b>Key content</b>	Experiences of War – Journey’s End (modern play)	Experiences of War – war poetry across time and place	Designing Society – Speeches and Rhetoric	Designing Society – Animal Farm	Love and Relationships – Romeo and Juliet	Love and Relationships – Love Poetry across time and place
<b>Key concepts &amp; skills</b>	<u>Key themes:</u> Patriotism Camaraderie Innocence and experience Coping mechanisms Fear The Purpose of War Hierarchy Social class <u>Analysis skills:</u> Explanation at word level Refer to literary techniques in analysis Make links across the text	<u>Key themes:</u> Patriotism Camaraderie Innocence and experience Coping mechanisms Fear The Purpose of War Hierarchy Social class <u>Analysis skills:</u> Explanation at word level Refer to literary techniques Make links across the text	<u>Key themes:</u> Utopia and dystopia Manipulation and leaders’ abuse of power Failed revolutions Political agenda Criticality Problems in the current system Resistance Idealism and hope for the future <u>Creative writing skills:</u> Construct a text that follows a clear line of argument Deploy a range of persuasive techniques for effect Vary paragraph and sentence length for effect	<u>Key themes:</u> Utopia and dystopia Manipulation and leaders’ abuse of power Failed revolutions Political agenda Criticality Problems in the current system Resistance Idealism and hope for the future <u>Analysis skills:</u> Detailed analysis of language/ structure and possible effects, focus on character, tone and irony	<u>Key Themes:</u> Tragedy Youth and Age Violence Loyalty Individual Will Emotional Freedom Love Conflict Choice <u>Analysis Skills:</u> Detailed analysis of language/structure and possible effects, linking techniques together	<u>Key Themes:</u> Youth and Age Violence Loyalty Individual Will Emotional Freedom Love Conflict Choice <u>Creative Writing Skills:</u> Write poetry using a range of poetic techniques for deliberate effect
<b>Summative Assessment</b>	Short answer questions to test understanding of language, longer essay question to test written expression and understanding of character/themes		What one change would make this school a utopia? Write a speech to explain your point of view.		Short answer questions to test understanding of language, longer essay question to test written expression and understanding of character/themes	
<b>Builds on</b>	KS2: WW1/2 history and stories KS3: <i>Origins and Lessons</i> (the epic hero), <i>Representations of Reality</i> (modern play)	KS2: WW1/2 history and stories KS3: love poetry	KS2: SPaG for technical accuracy and effect/speaking in front of class/allegory/parables KS3: autobiography, non-fiction writing	KS2: SPaG for technical accuracy and effect/speaking in front of class/allegory/parables KS3: Origins and lessons	KS2: Shakespeare stories KS3: Origins and Lessons (myth)	KS3: Intro to poetry, War Poetry
<b>Builds towards</b>	KS4: <i>Power and Conflict</i> (poetry and themes), <i>An Inspector Calls</i> (modern play)	KS4: <i>Power and Conflict</i> (poetry and themes)	KS3: <i>Power and Resistance (social criticism)</i> , <i>Gothic Imagination (allegory)</i> KS4: <i>AIC, Power and Conflict</i> Anthology, Language 2 Section B	KS3: <i>Power and Resistance (social criticism)</i> , <i>Gothic Imagination (allegory)</i> KS4: <i>AIC, Power and Conflict</i> Anthology, Language 2 : Writers’ Ideas and Viewpoints, ACC (Gothic)	KS3: Othello KS4: Macbeth	KS3: The Black Flamingo KS4: Power and Conflict Poetry



## English Curriculum

Year 9 – The Writer in Society	Autumn 1 (Core)	Autumn 2 (Satellite)	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key content</b>	The 19 <sup>th</sup> Century Imagination – Gothic Fiction	The 19 <sup>th</sup> Century Imagination – Romantic Poetry	The Individual in Society – Othello (Shakespeare play)	The Individual in Society – The Black Flamingo (verse novel)	Djinn Patrol on the Purple Line (modern novel)	EMC Short Stories Anthology
<b>Key concepts &amp; skills</b>	<u>Key themes:</u> <ul style="list-style-type: none"> <li>The supernatural (throughout time)</li> <li>The binary of good and evil</li> <li>Sacrilege and taboo</li> <li>Man and Nature</li> <li>Structural inequality and power abuse</li> <li>Artist as genius</li> <li>The uncanny</li> <li>Misogyny</li> <li>Protest and resistance</li> <li>Transcendence from ennui to sublime</li> </ul> <u>Creative Writing Skills:</u> <ul style="list-style-type: none"> <li>Use features from the Gothic genre in original writing</li> <li>Deploy structure for effect</li> <li>Write detailed sensory description, using figurative language</li> </ul>	<u>Key themes:</u> <ul style="list-style-type: none"> <li>Sacrilege and taboo</li> <li>Man and Nature</li> <li>Structural inequality and power abuse</li> <li>Artist as genius</li> <li>Misogyny</li> <li>Protest and resistance</li> <li>Transcendence from ennui to sublime</li> </ul> <u>Analysis Skills:</u> <p>Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<u>Key themes:</u> <ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and conflict</li> <li>Perceptions of race across time</li> <li>Gender and the patriarchy</li> <li>Manipulation</li> <li>Appearance vs Reality</li> <li>Power, hierarchy, honour</li> </ul> <u>Analysis Skills:</u> <ul style="list-style-type: none"> <li>Evaluate impact of author's methods</li> <li>Reference historical context in analysis</li> </ul>	<u>Key themes:</u> <ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and conflict</li> <li>Perceptions of race across time</li> <li>Gender and the patriarchy</li> <li>Manipulation</li> <li>Appearance vs Reality</li> <li>Power, hierarchy</li> </ul> <u>Creative Writing Skills</u> <ul style="list-style-type: none"> <li>Write poetry mimicking Atta's themes, form and language</li> </ul>	<u>Key Themes:</u> <ul style="list-style-type: none"> <li>Structural inequality</li> <li>Mystery</li> <li>Injustice</li> <li>Quest</li> <li>Gender</li> <li>Class</li> <li>Education</li> <li>Childhood</li> </ul> <u>Analytical Skills</u> <ul style="list-style-type: none"> <li>Evaluate impact of author's methods</li> <li>Reference historical context in analysis</li> </ul>	<u>Key Themes:</u> <ul style="list-style-type: none"> <li>Structural inequality</li> <li>Mystery</li> <li>Injustice</li> <li>Quest</li> <li>Gender</li> <li>Class</li> <li>Education</li> <li>Childhood</li> </ul> <u>Creative Writing Skills:</u> <ul style="list-style-type: none"> <li>Respond to stories with opinion pieces</li> <li>Write own stories using structure and themes from anthology</li> </ul>
<b>Summative Assessment</b>	Write a Gothic story inspired by an image.		GCSE-style extract question – How is Othello presented in this extract and across the play as a whole?		GCSE style question: How does Annapara present the theme of _____?	
<b>Builds on</b>	KS3: Animal Farm, Origins and Lessons (supernatural element)	KS3: Poetry units	KS3: Romeo and Juliet	KS3: Bone Talk, Love Poetry	KS3: Journey's End, Animal Farm, Othello	KS3: Blood Brothers
<b>Builds towards</b>	KS3: Djinn Patrol KS4: ACC, Language Paper 1 Section B	KS4: Power and Conflict Anthology	KS4: Macbeth	KS4: ACC, Power and Conflict Anthology	KS4: ACC, AIC	KS4: Language 1 Section A and B



## English Curriculum

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key content</b>	<ul style="list-style-type: none"> <li>A Christmas Carol: How does Dickens present his ideas?</li> </ul>	<ul style="list-style-type: none"> <li>Language Paper 1: How to approach the exam</li> </ul>	<ul style="list-style-type: none"> <li>How is conflict and power represented in poetry?</li> </ul>	<ul style="list-style-type: none"> <li>Language Paper 2: How to approach the exam</li> </ul>	<ul style="list-style-type: none"> <li>Macbeth: How does Shakespeare present his ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How to approach Literature Paper 1 and Language Paper 2</li> </ul>
<b>Key concepts &amp; skills</b>	<p><u>Key themes:</u></p> <ul style="list-style-type: none"> <li>Social Responsibility</li> <li>Poverty</li> <li>Class system</li> <li>Government Critique</li> <li>Subversion</li> </ul> <p><u>Analysis Skills:</u> Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<p><u>Analysis Skills:</u></p> <ul style="list-style-type: none"> <li>Analysis</li> <li>Summary</li> <li>Synthesis</li> <li>Creative Writing</li> </ul> <p>Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<p><u>Key themes:</u></p> <ul style="list-style-type: none"> <li>Man, and Nature</li> <li>War and Identity</li> <li>Internal Conflict</li> <li>Immigration</li> <li>Power of Time</li> <li>Colonialism</li> </ul> <p><u>Analysis Skills:</u> Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<p><u>Analysis Skills:</u></p> <ul style="list-style-type: none"> <li>Analysis</li> <li>Summary</li> <li>Synthesis</li> <li>Argument writing</li> </ul> <p>Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<p><u>Key themes:</u></p> <ul style="list-style-type: none"> <li>Chaos and disorder</li> <li>Ambition</li> <li>Gender and Power</li> <li>Supernatural</li> <li>Leadership</li> </ul> <p><u>Analysis Skills:</u> Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<p>All text revision: Language Paper 2 and Literature Paper 1</p>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Literature paper 1 (June 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Language Paper 1 (Nov 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Literature Paper 2 (June 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Language Paper 2 (June 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Literature Paper 1 [SAMS 3]</li> </ul>	<ul style="list-style-type: none"> <li>Language Paper 2 and Literature Paper 1 [November 2020]</li> </ul>
<b>Builds on</b>	<ul style="list-style-type: none"> <li>KS3: Bone Talk, Blood Brothers, Subverting Fairy Tales, The Tempest, Animal Farm, Gothic Fiction, Black Flamingo</li> </ul>	<ul style="list-style-type: none"> <li>KS3: Introduction to poetry, Bone Talk, Animal Farm, Autobiography, Subverting Fairy Tales, Journey's End, War poems, Animal Farm</li> </ul>	<ul style="list-style-type: none"> <li>KS3 poetry: Introduction to Poetry, War poetry, Epic myths, Romeo and Juliet, Othello, Love Poetry, Romantic Poetry</li> </ul>	<ul style="list-style-type: none"> <li>KS3 non-fiction: Autobiography, Speeches and Rhetoric, Bone Talk, poetry, Blood Brothers, Subverting Fairy Tales, Animal Farm, Journey's End</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Shakespeare: The Tempest, Othello, Romeo and Juliet, Introduction to poetry, War poetry, Love and Relationships poetry</li> </ul>	<ul style="list-style-type: none"> <li>KS3: Fiction and non-fiction assessment: Bone Talk, Introduction to Poetry, Blood Brothers, Autobiography, The Tempest, Fairy Tales, Journey's End, War Poetry, Speeches, Animal Farm, Romeo and Juliet, Othello</li> </ul>
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>KS4: Language Paper 1</li> <li>KS3: Macbeth, An Inspector Calls, Conflict poetry</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Language Paper 2, Macbeth, An Inspector Calls, Conflict poetry</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Language Paper 1, Macbeth, An Inspector Calls, A Christmas Carol</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Language Paper 2, NEA Oral exam</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Language Paper 1, An Inspector Calls, A Christmas Carol, Power and Conflict Poetry</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Macbeth and A Christmas Carol</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>



## English Curriculum

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Key content</b>	<ul style="list-style-type: none"> <li>'An Inspector Calls' does Priestley present his ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How to revise for Poetry and Language Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>How to revise for Macbeth and Language Paper 1</li> </ul>	<ul style="list-style-type: none"> <li>How to revise for Christmas Carol and Language Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>Revise all topics</li> </ul>
<b>Key concepts &amp; skills</b>	<p><u>Key themes:</u></p> <ul style="list-style-type: none"> <li>Social Responsibility</li> <li>Poverty</li> <li>Class system</li> <li>Government Critique</li> <li>Subversion</li> </ul> <p><u>Analysis Skills:</u></p> <p>Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><u>Key themes:</u></p> <ul style="list-style-type: none"> <li>Man, and Nature</li> <li>War and Identity</li> <li>Internal Conflict</li> <li>Immigration</li> <li>Power of Time</li> <li>Colonialism</li> </ul> <p><u>Analysis Skills:</u></p> <p>Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<p><u>Key themes:</u></p> <ul style="list-style-type: none"> <li>Chaos and disorder</li> <li>Ambition</li> <li>Gender and Power</li> <li>Supernatural</li> <li>Leadership</li> <li></li> </ul> <p><u>Analysis Skills:</u></p> <p>Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<p><u>Key themes:</u></p> <ul style="list-style-type: none"> <li>Social Responsibility</li> <li>Poverty</li> <li>Class system</li> <li>Government Critique</li> <li>Subversion</li> </ul> <p><u>Analysis Skills:</u></p> <p>Detailed written analysis of authors' methods at word, phrase and whole text level, with context used to support argument</p>	<ul style="list-style-type: none"> <li>Genre studies</li> <li>Theatre terminology</li> <li>Reading skills</li> <li>Analysis skills</li> <li>Contextual studies</li> <li>Essay writing skills</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Literature Paper 2 (June 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Full set of mocks (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Language Paper 1 (2019), Macbeth [SAM 1]</li> </ul>	<ul style="list-style-type: none"> <li>Full set of mocks (June 2019)</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Exams</li> </ul>
<b>Builds on</b>	<ul style="list-style-type: none"> <li>KS4: Macbeth, A Christmas Carol, KS3: Blood Brothers, Animal Farm, Black Flamingo, Subverting Fairy Tales, Gothic Fiction, Djinn Patrol</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Power and Conflict poetry, KS3: Introduction to poetry, War Poetry, Love and Relationship poetry, Romantic poetry</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Macbeth and Language Paper 1: KS3: Introduction to poetry, Bone Talk, Animal Farm, Autobiography, Subverting Fairy Tales, Journey's End, War poems, Animal Farm</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Christmas Carol, Language 2: KS3: Bone Talk, Blood Brothers, Subverting Fairy Tales, The Tempest, Animal Farm, Gothic Fiction, Black Flamingo</li> </ul>	<ul style="list-style-type: none"> <li>All topics</li> </ul>
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>KS4: Language Paper 1, Macbeth, A Christmas Carol, Conflict poetry</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Language Paper 2 and Conflict Poetry, Macbeth, A Christmas Carol, An Inspector Calls, Conflict poetry</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Language Paper 1 and Conflict Poetry, A Christmas Carol, An Inspector Calls, Conflict poetry</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS4: Language Paper 2 and Conflict Poetry, An Inspector Calls, Conflict poetry</li> <li>KS5: Aspects of Tragedy, Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>All topics</li> </ul>



## English Curriculum

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key content</b>	<ul style="list-style-type: none"> <li>How does Duffy explore feminism in 'The World's Wife'? And, what is the nature of tragedy?</li> </ul>	<ul style="list-style-type: none"> <li>How are Marxist concepts explored in the chosen texts?</li> </ul>	<ul style="list-style-type: none"> <li>How does Miller present tragedy in DOAS?</li> </ul>	<ul style="list-style-type: none"> <li>How does Keats explore tragedy in his poetry?</li> </ul>	<ul style="list-style-type: none"> <li>How does Shakespeare explore tragedy in Othello?</li> </ul>	<ul style="list-style-type: none"> <li>How to revise for Literature Paper 1: tragedy</li> </ul>
<b>Key concepts &amp; skills</b>	<ul style="list-style-type: none"> <li>Feminist theory</li> <li>Literary terminology</li> <li>Essay writing skills</li> <li>Using academic referencing</li> <li>Proof reading</li> </ul>	<ul style="list-style-type: none"> <li>Marxist theory</li> <li>Literary terminology</li> <li>Essay writing skills</li> <li>Using academic referencing</li> <li>Proof reading</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Analysis</li> <li>Contextual studies</li> <li>Literary terminology</li> <li>Tragic elements</li> <li>Academic Readings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Analysis</li> <li>Contextual studies</li> <li>Literary terminology</li> <li>Tragic elements</li> <li>Academic Readings</li> </ul>	<ul style="list-style-type: none"> <li>Tragic genre</li> <li>Theatre terminology</li> <li>Reading skills</li> <li>Analysis skills</li> <li>Contextual studies</li> <li>Essay writing skills</li> <li>Academic Readings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Analysis</li> <li>Comparative</li> <li>Literary terminology</li> <li>Exam approaches</li> <li>Academic Readings</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Coursework</li> </ul>	<ul style="list-style-type: none"> <li>Coursework</li> </ul>	<ul style="list-style-type: none"> <li>Death of a Salesman (June 2017 Paper 1)</li> </ul>	<ul style="list-style-type: none"> <li>Keats and Death of a Salesman (bespoke)</li> </ul>	<ul style="list-style-type: none"> <li>Othello: both questions (Nov 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Full Paper 1 (June 2018)</li> </ul>
<b>Builds on</b>	<ul style="list-style-type: none"> <li>KS4 literacy criticism</li> <li>Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>KS4 literacy criticism</li> <li>Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>KS4 drama texts</li> <li>Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>KS4 poetry texts</li> <li>Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>KS4 Shakespeare texts</li> <li>Essay writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing skills</li> </ul>
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>AQA Literature Paper: NEA assessment (Feminism)</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper: NEA assessment (Marxism)</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper 1: Aspects of Tragedy</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper 1: Aspects of Tragedy</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper 1: Aspects of Tragedy</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper 1: Aspects of Tragedy</li> </ul>



## English Curriculum

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Key content</b>	<ul style="list-style-type: none"> <li>Hamlet and Crime Poetry</li> </ul>	<ul style="list-style-type: none"> <li>'When Will There Be Good News'</li> </ul>	<ul style="list-style-type: none"> <li>Crime Extract Analysis</li> </ul>	<ul style="list-style-type: none"> <li>All texts revision</li> </ul>	<ul style="list-style-type: none"> <li>All texts revision</li> </ul>
<b>Key concepts &amp; skills</b>	<ul style="list-style-type: none"> <li>Elements of Crime writing</li> <li>Elements of staging</li> <li>Reading skills</li> <li>Analysis skills</li> <li>Contextual studies</li> <li>Literary terminology</li> <li>Academic Readings</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Crime writing</li> <li>Elements of staging</li> <li>Reading skills</li> <li>Analysis skills</li> <li>Contextual studies</li> <li>Literary terminology</li> <li>Academic Readings</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Crime writing</li> <li>Elements of staging</li> <li>Reading skills</li> <li>Analysis skills</li> <li>Contextual studies</li> <li>Literary terminology</li> <li>Academic Readings</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Crime writing</li> <li>Elements of staging</li> <li>Reading skills</li> <li>Analysis skills</li> <li>Contextual studies</li> <li>Literary terminology</li> <li>Academic Readings</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Crime writing</li> <li>Elements of staging</li> <li>Reading skills</li> <li>Analysis skills</li> <li>Contextual studies</li> <li>Literary terminology</li> <li>Academic Readings</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>Paper 2 (2018)</li> </ul>	<ul style="list-style-type: none"> <li>Paper 2 (June 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Paper 2 (June 2018)</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 and 2 (2019)</li> </ul>	
<b>Builds on</b>	<ul style="list-style-type: none"> <li>KS4 Shakespeare studies: Macbeth/Othello</li> </ul>	<ul style="list-style-type: none"> <li>KS4 Fiction studies: 'A Christmas Carol' 'An Inspector Calls'</li> </ul>	<ul style="list-style-type: none"> <li>KS4 Fiction studies: 'A Christmas Carol' 'An Inspector Calls' 'Language Paper 1 – GCSE'</li> </ul>	<ul style="list-style-type: none"> <li>KS4 Fiction studies: 'A Christmas Carol' 'An Inspector Calls' 'Language Paper 1 – GCSE'</li> </ul>	
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>AQA Literature Paper 2: Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper 2: Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper 2: Elements of Crime Writing</li> </ul>	<ul style="list-style-type: none"> <li>AQA Literature Paper 2: Elements of Crime Writing</li> </ul>	