**Year 7 Curriculum Overview**

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| Autumn Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: The Gothic: Writing in a literary style**   * What is the Gothic genre? Where did it come from? * How can writers use sentence expansions to add depth? * How do writers create a sense of unease? * How does Robert Southey use the concept of Justice in Bishop Hatto? * How can you create a sense of tension in your own writing? * What details make an effective Gothic setting? * How can you create extended sentences? * How does the story “The Fall of the House of Usher” use Gothic conventions? * How can personification be used to add to a Gothic atmosphere? * How do writers control pace? * How do Gothic writers use opening sentences? * What is the symbolism of monsters in the Gothic? * How does the director of Edward Scissorhands create a Gothic atmosphere? * How are Gothic stories structured? * How can the monologue form be used to engage the reader? * How does sentence shape and style affect our response? * How is science presented in Gothic horror? | **Unit: Black Book of Secrets**     * Analyse information to justify inferences. * Understand the concept of connotation. * Understand and analyse the use of counterpoints. * Understand and analyse the use of conventions to create atmosphere. * How to deepen your understanding of the way characters are presented * What methods does the writer use to present characters to the reader? * How does the way the story is told shape our understanding? * Understand and analyse the writer’s use of structure. * How does the writer build descriptive detail? * Analyse a writer’s use of language to create mood and atmosphere. * Analyse writer’s use of language to describe character. |

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| Spring Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: Non-fiction to Save the World**   * Human Rights in the UK * Courtroom drama * Keeping the Peace * Fighting Poverty * A Need for the Seas * Be the Voice * Eating Our Planet * Ranger Diaries | **Unit: I am Malala**   * Introducing Malala * Prologue and objects as symbols * An Ordinary Hero * Exploring beliefs in writing * Writers portraying the real world * Exploring opinions * Structuring and developing non-fiction writing/speeches * Analysis of an author’s use of language * Analysis of an author’s use of images for effect * Analysis of an author’s use of language |

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| Summer Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: Writing Drama**   * What is a play script? * What is dialogue? How does it contribute to a play? * What is Freytag’s pyramid structure? * How can I create a clear character development? * Why is scene structure important? * Oral testimony * Using the space * Rising action * How can I give constructive feedback to others? * The Ending | **Unit: A Midsummer Night’s Dream**   * Shakespeare’s early life * What was life in ancient Athens like? * What is a groundling? * What is the story of A Midsummer Night’s Dream about? * Egeus’s complaint * Theseus’s Athens * Who are Hermia and Lysander? * How are Oberon and Titania introduced? * What is Puck and Oberon’s plan? * How is unrequited love shown between Helena and Demetrius? * Lysander loves Helena * Demetrius loves Helena * Bottom and Titania * Hermia and Helena * How does Oberon restore order? * What is the love potion and how does it affect the plot? * End of unit assessment on the play – looking at the play as a whole |

**Year 8 Curriculum Overview**

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| Autumn Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: The Art of Rhetoric**   * What is rhetoric and where did it come from? * What is logos, pathos and ethos and how can we use them in rhetoric? * What is pathos and how can we use it in rhetoric? * How can rhetorical language and structure be used to highlight injustice in society? * How does Pankhurst use rhetorical language to highlight gender injustice? * How can rhetoric be used to encourage personal change? * How can we use rhetoric to evoke change? * What are open letters and how are they used in the press? * Why is rhetoric important in letter writing? * How is Churchill’s Dunkirk speech motivational? * What is the pivotal moment in Churchill’s speech and how is this moment motivational? * How does the opening of Gandhi’s ‘Quit India’ speech compare to the opening of Churchill’s Dunkirk speech? * How did Gandhi use rhetoric and why is rhetoric so vital in the speech? * How can we order and organise rhetoric effectively? * How can I use rhetoric effectively in a written speech? * Why is rhetoric so effective in advertising? | **Unit: Our Day Out**   * What is the difference between a protagonist and an antagonist? * What is dramatic irony? * What is context? * What is the difference between sympathy and empathy? * What are stage directions used for? * What is symbolism? * What is a rhetorical question? * When do we use the following punctuation? “\_\_\_\_\_\_\_\_\_\_” * How do playwrights create tension? * What makes a good ending for a play? * How are plays structured? * What are the themes in Our Day Out? * What makes a good essay in English Literature?   **Unit: War Poetry**   * What makes a poem different from other types of writing? * What emotions would you feel if you were being sent to war? * Do you love your country? Why?/Why not? * What does irony mean? * What techniques might poets use? * What does it mean to reflect in something? * What is symbolism? * What does perspective mean? * What does it mean if you are jingoistic? * What role did women play in World War One? * What is the voice of a poem? * What can you do to create mood and atmosphere? * What makes a good essay on poetry? |

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| Spring Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: Animal Farm**   * Who was George Orwell and why did he write Animal Farm? * What is Old Major’s dream? * What is the Rebellion? * What happens in the Harvest? * What is an allegory and how does Animal Farm fit in with the Russian Revolution? * What happens in the Battle of the Cowshed? * Who are Napoleon and Snowball and what happens? * How does Animal Farm demonstrate corruption? * How does the building of the windmill improve the animals’ lives and how is this allegorical? * How do the pigs use propaganda for their own gain? * How do the pigs break the Commandments? How does this link to contextual information? * How do the events of Animal Farm link to the context of the Soviet Union? * Is there a parallel between Josef Stalin and Napoleon the pig? * How can the cult of personality be applied to Napoleon? * How is the failure of the windmill an important moment in the novel? * How can we apply our knowledge of pathos to the character of Boxer and the events that take place? | **Unit: Long Way Down**   * What can we learn about the story from a cold read of the text? * What ideas can we infer about the story by exploring a key image? * How does the writer create interest at the beginning of the story? * What do we mean by accent and dialect? * How does the writer’s choice of language help to convey Will’s grief? * How do pronouns and effective language choices help to convey meaning in my own monologue writing? |

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| Summer Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: Transactional Writing**   * What is an autobiography and why do we read them? * What techniques do we need to consider when creating a brochure? * What features are needed when writing a good diary entry? * What are the key features we should include in newspaper article writing? * What is recount writing and why is adding specific detail so important? * What is a review and what detail should we include when writing one? * How can we use imaginative writing in travel writing? * How can we use the five senses to create imaginative content? * How can we use persuasive techniques to gain authority over our readers? | **Unit: Victorian Mystery Stories (Sherlock Holmes)**   * What is the context of Victorian London? * Why were periodical magazines so popular in Victorian England? * Why is a first-person narrator so effective? * Why was Sherlock Holmes so popular? * How does Conan Doyle create an enigmatic character in Holmes? * Why is deduction so crucial to a detective? * What is the difference between observation, perception and deduction? * How does Conan Doyle use metaphors to describe Sherlock Holmes? * What are the key instances of seeing and observing in the plot of Scandal in Bohemia? * How do I explore the presentation of Holmes’ feelings towards Irene Adler by using effective topic sentences and linked paragraphs? * How is the relationship between Holmes and Watson presented? * Is Holmes introspective and how can introspection lead to deduction? |

**Year 9 Curriculum Overview**

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| Autumn Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: Transformational Writing**   * What is transformational writing? * How do we transform mood and sentence structure? * How does language change when persuading for different purposes? * What techniques could I use to make my writing persuasive? * How do writers use language to establish genre and how do they experiment with mixed genre? * How does the opening of Sleepyhead use the conventions of crime fiction? * How can we turn the nursery rhyme *Humpty Dumpty* into a crime fiction short story? * How does metaphor work to create symbols from objects? * How do you alter the mood of a piece of writing? * How do you use a stimulus to create dual narrative monster stories? * How can we transform playscripts? * How can we shape ideas in non-fiction? | **Unit: Macbeth**   * What do we know about William Shakespeare? * What links can we make between Shakepeare and Jacobean England? * Why did Shakespeare write Macbeth? * Why does the setting of Macbeth matter and how does it link to historical context? * What are the conventions of tragedy and why does the play open with witches? * How is pathetic fallacy used effectively in the opening scene of Macbeth? * How does Shakespeare present the character of Macbeth? * How do Macbeth and Banquo react differently to the witches’ predictions? * What is the importance of the witches’ prophecies? * How is symbolism used in Act One? * What are our first impressions of Lady Macbeth and how is she presented? * How is Macbeth’s masculinity challenged by Lady Macbeth? * What is the consequence of Macbeth’s conflicted state of mind? * How do Macbeth and Lady Macbeth’s reactions to the murder differ? * How do the other characters react to the King’s death and how is dramatic irony used in Act 2 Scene 3? * How can we apply literary analysis to writing about Macduff? * How does Shakespeare use soliloquy effectively in Act 3 Scene 2? * How does Macbeth react to hearing about Fleance’s escape and seeing Banquo’s Ghost? * What is the effect of Shakespeare using the witches to foreshadow upcoming events? * What is Macbeth’s reaction to The Apparitions? How is symolism used effectively in this scene? * How is the idea of kingship portrayed through the character of Macbeth? * How is Macduff’s family used as an important plot device? * How does Malcolm test Macduff’s loyalty? * How is Lady Macbeth presented in the sleepwalking scene? How does this compare to how she has been portrayed in the rest of the play? * How does Shakespeare use imagery in Act 5 Scenes 2-4? * How is Lady Macbeth’s death presented and how does Macbeth react to it? * How is Macbeth’s death portrayed and what is its significance? |

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| Spring Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: Be A Writer – Short Stories**   * How do I use a picture as stimulus? * What is a zoomed in moment? * How do I use ASPICE sentence openings? * How do I convey emotion and power in my writing? * How do I use extended metaphors in my writing? * How do I use research to enhance my writing? * What is a macro-micro structure and how can I use it effectively? * What is an allegory and how can this be used effectively? | **Unit: The Woman In Black**   * What is a blurb and how does it influence our choice of book? * How does Hill create setting and character at the start of the novel? * How does Hill create atmosphere in the description of Eel Marsh House? * What is meant by foreboding and how is this feeling established in the novel? * How does Hill create tension in the novel? * What language choices does Hill make? What is their purpose and effect? * How is the novel structured to have the biggest impact on the reader? * How is pathetic fallacy used in the novel? |

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| Summer Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Language** | **Literature** |
| **Unit: Film Review Writing**   * What is a review? * What are the basic ingredients of a review? * What is a summary and how can we summarise key points? * How can word choice help to show our opinions? * Why is plot structure so important in short stories and movies? * What gratification can we get from watching films? * How is human nature presented in films and what is our understanding of it? * How are wider societal issues presented in The Simpsons Movie? * What are camera angles and shots and how do they contribute to the wider message? * Duality, capitalism and heroism: how are these presented in The Dark Knight? | **Unit: Poetry, Social Justice and Language**   * What is social justice? * What are the key features of protest poetry? * What is Romanticism and how does it link to revolution? * What are the key features of spoken language? * How does language work in context? * How can metaphor be used to discuss language and identity? * What are attitudes to speech and the reasons for stereotypes? * What are the key issues around idiolect? * How does society control and shape idiolect? |

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| Autumn Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Paper 1, Questions 1-3** | **Paper 1, Question 5 – Narrative Writing** |
| **Unit:**   * An introduction to AQA Language Paper 1 and self evaluation * How do we approach Language Paper 1 Question One? * Q2 What do the words suggest? * What is the purpose of structure within a text? * Why are first responses important in Language Paper 1? * To focus on language with the text, From Russia With Love. * What do we think is being implied after our first reading of The Night Circus? * Q2 Practice - How we write a response to the language question? * Q3 Practice – How are texts structured to interest the reader? * What is a Reluctant Fundamentalist? And what do the words reveal within a text? * How do we analyse setting within a text? * What can the structure of a text reveal? * To identify points of success and improvement from the Brighton Rock assessment. | **Unit:**   * Narrative Structure * Story Openings * What Makes Good Setting? * Including Dialogue * Developing Characters * Using your words * The importance of structure * Structure assessment * Celebratory food * Christmassy writing |

**Year 10 Curriculum Overview – English Language**

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| Spring Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Paper 2, Section A (Part One)** | **Paper 2, Section A (Part Two)** |
| **Unit:**   * Language Paper 2 – Introduction * Bank Robberies – Q3 * Question 4 – An Introduction * Bank Robberies - Question 4 * Bank Robberies – Q1 & Q2 * Fires in London – Assessment * Mad Science – Q1 & Q3 * Mad Science – Q4 * Mad Science – Q2 * Assessment review * Emmet Till – Q1 & Q3 * Emmet Till – Q4 * Emmet Till – Q1 & Q2 * Emmet Till – Q3 | **Unit:**   * Sexting: Q3 * Sexting: Q4 * Sexting: Q1 & 2 * Slavery: Q3 * Slavery: Q4 * Slavery: Q1 & 2 * Prison: Q1 & R * Prison Q4 * Prison Q2 * End of Unit Assessment: Mental Health |
| **Paper 2 Section A Question breakdown:**  Q1 – Selecting and interpreting implicit and explicit information and ideas.  Q2 – Synthetising evidence from multiple texts. Identifying and interpreting implicit and explicit information and ideas.  Q3 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  Q4 - Compare writers’ ideas and perspectives, as well as how these are conveyed, across two texts | |

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| Summer Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Paper 2, Section B** | **Spoken Language** |
| **Unit:**   * The Basics of non-ficition writing * Editing Letters * Introduction of filters * Homelessness and leaflets * The Water Crisis * Speech Features * Water Crisis – Speech * Headline and newspapers * Fast Food Documentary * Discourse markers * Fast Food Artcile * Fast Fashion Assessment | **Unit:**   * The Gender Pay Gap * Planning a speech * The Big Write Up * Plastics – Documentary * Persuasive methods * Plastics Assessment * Planet – Leaflet writing |
| During this term, students will use the topics and knowledge of speech writing to write their speech for their Spoken Endorsement qualification. This component is a crucial aspect of the overall English Language assessment, as it focuses on developing and evaluating their spoken language skills.  The Spoken Endorsement qualification aims to enhance students’ ability to communicate effectively, express ideas clearly, and engage in thoughtful conversations. | |

**Year 11 Curriculum Overview - English Language**

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| Autumn Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Paper 1 and 2, Section A boosters** | **Paper 1, Section B** |
| * How do we read for meaning? How do I interpret character, theme and setting? * How does the language used in the extract describe the mountain area? What are the effects of language used? * What is structure? * How do I build a critical evaluation? * How do we read for meaning? How do I find implicit information? * What is synthesis? * How can I analyse the literal, metaphorical and symbolic meaning in a non-fiction text? * How do I build a clear comparison between viewpoints and perspectives of the writers? | * How do I write to describe? * Why is planning a piece of creative writing important? * How do I write an engaging Exposition to hook the reader in? * How can I use some of the strategies of descriptive writing to build tension in my narrative? * How can I include an interesting dilemma in my narrative through change? * How do I sustain the reader’s interest in the falling action, following the shift? * How might we create a cyclical denouement to our narrative? |

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| Spring Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Paper 2, Section B** | **Paper 1 and 2, Section A boosters** |
| **Unit:**   * What is non-fiction writing? * How do I address form, audience and purpose? * What is our writing strategy? * How do I write an effective introduction paragraph? * How do I build my points? * How do I address the counter argument? Or create a shift in my response? * How do I create an impactful ending, that summarises my purpose? | **Unit:**   * How do we read for meaning? How do I interpret character, theme and setting? * How does the language used in the extract describe the T-Rex? What are the effects of language used? * What is structure? * How do I build a critical evaluation? * How do we read for meaning? How do I find implicit information? * What is synthesis? * How can I analyse the literal, metaphorical and symbolic meaning in a non-fiction text? * How do I build a clear comparison between viewpoints and perspectives of the writers? |

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| Summer Term |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. |
| **This term consists entirely of revision of all of the units in preparation for the final examination, focusing on the assessment objectives below:** |
| AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts  AO4: Evaluate texts critically and support this with appropriate textual references  AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) |

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| Autumn Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Love and Relationships poetry (5 poems)** | **A Christmas Carol by Charles Dickens** |
| **Unit:**   * Extremes of Human Emotion * Winter Swans – imagery of love and difficulty * Sonnet 29 – imagery of connection and freedom * Poetry – Recap and consolidate key themes of romantic love * Mother, Any Distance – imagery of connection and freedom * Follower – imagery of connection and freedom * Poetry – Recap and consolidate key themes of parental love * Eden Rock – metaphors of loss and connection * When We Two Parted – romantic ideas subverted * Walking Away – metaphors of loss and connection | **Unit:**   * What is the context of the novela? How is Scrooge introduced as a protagonist? * How are Scrooge and Fred contrasted? How does Scrooge treat the poor? * What is the message from Marley’s ghost? * How is the ghost of Christmas Past introduced? * How does Scrooge reflect on his childhood? * What is presented at the Fezziwig’s party? * What happened with Scrooge’s engagement? * How is the Ghost of Christmas present introduced? * How are The Cratchit’s presented? * What is the event of Fred’s party? * What do Ignorance and Want symbolise? |

**Year 10 Curriculum Overview – English Literature**

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| Spring Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **An Inspector Calls Part 1** | **An Inspector Calls Part 2** |
| * How does the setting establish the themes and message from the outset? * How does Priestley use dramatic irony to express his socialist views? * How does Mr Birling represent capitalism and the bourgeoisie? * What are the traits of a good inspector and how does Inspector Goole conform to this? * What is a ‘patriarchal society’ and how were women perceived in 1912? * To what extent gender inequality in early 1900s affect the views that are reflected in the play? * How does Priestley present Gerald and Shelia’s relationship in Act One? * What were the attitudes to the patriarchy in Edwardian times? * How is Gerald presented in Act Two and how were men expected to treat women in Victorian society? * Explore how Priestley present Gerald and the attitudes of the social class * How does Mrs Birling conform to the standard role of a traditional woman? | * How does Priestley present Mrs Birling’s character? * How does Priestley present the role of Eric throughout ‘An Inspector Calls’? * Why has J.B Priestley chosen to use The Inspector as a character? – What message is there to get across? * How does Priestley utilise the Inspector to present his social comment? * How is the inspector used as a mouth-piece to present Priestley's views on society? * What do these references suggest about Gerald’s background and Mr Birling’s feelings towards the Croft family and the importance of his daughter’s engagement to a family such as the Crofts? * Explore how Priestley show the transformation of Sheila and Eric. * How does Priestley show that the different generations of women have different attitudes to social responsibility? * What is morality and how is it conveyed in An Inspector Calls? * Analyse how writers shape texts through structure and organisation, with focus on the opening and ending of the play. * How Priestley presents the theme of responsibility in AIC through the development of characters. |

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| Summer Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Romeo and Juliet: Act 1 and 2** | **Romeo and Juliet: Act 3, 4 and 5** |
| **Unit:**   * + To learn about the different types of clientele that visited the theatre in the Elizabethan era and make links to context   + To evaluate which elements of writing belong to either comedies, tragedies or history and consider what impacted Shakespeare’s writing.   + How are Benvolio and Tybalt introduced to the audience? Why aren’t we introduced to Romeo first?   + How are the concepts of ‘fate’ and ‘free will’ presented to the audience through Romeo?   + How does Mercutio create a particular image of Queen Mab and what is the intended effect on the audience through the language used? * How does Mercutio create a particular image of Queen Mab and what is the intended effect on the audience through the language used? * To describe the ways Romeo and Juliet speak to each other using their language and religious imagery. * How does Shakespeare use juxtaposition to get across Romeo and Juliet’s conflicting feelings once they find out about each other’s identities? * How do Romeo and Juliet present themselves to each other using language? How can we evaluate their relationship at this stage? * Which quotes support our opinions on Friar Lawrence’s personality and why? * How can the relationship between The Nurse and Juliet be described? | **Unit:**   * To evaluate character’s feelings during Act 3 Scene 1. How do Romeo’s reactions change throughout the scene. * How do Romeo and Juliet react to the events of the previous scene? * How is Count Paris is portrayed in the play and what is Juliet’s reaction to the marriage proposal? * What are Juliet’s thoughts on death? And how does Romeo react upon hearing news of Julia’s “death”? * How does Shakespeare successfully use language to highlight Romeo & Juliet’s feelings at the end of the play? |

**Year 11 Curriculum Overview – English Literature**

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| Autumn Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Love and Relationships Poetry (10 poems)** | **Unseen Poetry (Paper 2)** |
| **Unit:**   * Love’s Philosophy: What role does nature play in conveying the theme of love and connection? * Porphyria’s lover: How does the speaker's mental state evolve throughout the poem? * Neutral Tones: How does Hardy use nature to reflect the emotions of the speaker? * Letters from Yorkshire: How does the poet use the metaphor of letters to convey the theme of distance in relationships? * When We Two Parted: How does the speaker's emotional response change over time in the poem? * The Farmer’s Bride: How does the poet use language and imagery to portray the bride's sense of confinement and isolation? * Walking Away: How does the poet explore the conflicting emotions of pride and sorrow in the act of letting go? * Before You Were Mine: How does the speaker's nostalgic tone contribute to the overall theme of the poem? * Singh Song!: What cultural elements and conflicts are explored in the poem? * Climbing my Grandfather: How does the poet explore the relationship between the speaker and the grandfather through the physical act of climbing? | **Unit:**   * How does the structure contribute to the overall impact of the poem? * How does the poet use language to create mood and tone? * Are there any significant images or symbols in the poem, and what do they represent? * How are these themes developed and expressed? * Are there any underlying messages or commentary on broader subjects? * How does the tone contribute to the atmosphere or mood of the poem? * Is there a clear narrative, or does the poem rely on a more lyrical or fragmented style? * What is the rhythm of the poem? Is it regular, irregular, fast, or slow? * Does knowledge about the poet or the time period provide additional insights into the poem's meaning? * How does your interpretation align with or diverge from more conventional readings? |

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| Spring Term | |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| **Paper 1 Revision: Romeo and Juliet** | **Paper 1 Revision: A Christmas Carol** |
| **Unit:**   * How are Romeo and Juliet characterized at the beginning of the play, and how do they evolve over the course of the story? * How do the relationships between characters drive the plot? * What motivates the actions of major characters like Mercutio, Tybalt, and Friar Laurence? * What are the central themes of the play? (e.g., love, fate, conflict, youth, family) * How does Shakespeare explore the theme of love, both romantic and familial, in the play? * How is the theme of conflict presented in the play, both within families and between the Montagues and Capulets? * What role does fate play in the conflicts that arise? * How do these motifs and symbols contribute to the overall themes? * How does Shakespeare use language to convey the intensity of emotions, especially in the dialogue between Romeo and Juliet? * What are some key examples of imagery and symbolism in the play? * To what extent do the characters have agency in shaping their destinies? * In what ways does the feud between the Montagues and Capulets reflect societal norms and expectations of the time? | **Unit:**   * How is Ebenezer Scrooge initially portrayed, and how does his character evolve throughout the story? * What role do the Ghosts of Christmas Past, Present, and Yet to Come play in Scrooge's transformation? * How does Dickens use the supernatural elements to convey moral messages? * How does the setting of Victorian London contribute to the atmosphere of the story? * In what ways does Dickens use descriptions of the weather and surroundings to reflect the characters' emotions? * How does Dickens comment on social issues, including poverty, inequality, and the treatment of the poor? * Analyse the symbolic significance of elements such as the chains worn by Marley's ghost and the various items shown by the Ghost of Christmas Present. * How does the chronological order of the visits by the Ghosts contribute to the narrative? * How do Scrooge's relationships with characters like Bob Cratchit, Tiny Tim, and his nephew Fred contribute to his transformation? * Identify recurring motifs, such as the phrase "Bah, humbug!" or the repetition of the idea of Marley's chains. * In what ways does "A Christmas Carol" reflect the cultural and economic conditions of the time? |

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| Summer Term |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. |
| **This term consists entirely of revision of all of the units in preparation for the final examination, focusing on the assessment objectives below:** |
| AO1: Read, understand and respond to texts. Students should be able to:   * maintain a critical style and develop an informed personal response * use textual references, including quotations, to support and illustrate interpretations.   AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  AO3: Show understanding of the relationships between texts and the contexts in which they were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

**Year 12 Curriculum Overview – English Literature**

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| Autumn Term  Please note: Units run concurrently throughout the term with two teachers teaching each section. | | |
| **Golden Threads:**  AO1 – be able to explore the writers’ ideas and the main themes of each text  AO1 – understand how to structure a formal literature essay and use technical terminology fluently  AO2 – be able to analyse the way writers shape response through language and form and structure  AO4 – make links between texts  AO5 – know how to bring in other interpretations | | |
| Teacher 1 | | Teacher 2 |
| **Unit: The Great Gatsby (Paper 1, Section C)**   * How does the context of 1920s America add to our understanding of the novel? * How does Fitzgerald present key motifs throughout the novel? * How does Fitzgerald present key themes of: love, desire, barriers, social structures, American Dream. * What are the key modernist aspects of the novel? * How do critical viewpoints add to our interpretations of the text? | **Unit: Poetry Anthology (Paper 1, Section C)**   * Exploration of Thomas Wyatt’s contexts and influence(s) – how is this shown in Whoso List To Hount? * Exploration of William Shakespeare’s poetry – context and influences. Close analysis of Sonnet 116. * Understanding of the form and typical content of Metaphysical Poetry * Exploration of John Donne’s poetry – context and influences. Analysis of ‘The Flea’. * Exploration of Andrew Marvell – context and influences. Analysis of ‘To His Coy Mistress’. * Understanding of Cavalier Poetry – forms, content and context. * Exploration and analysis of Richard Lovelace’s ‘The Scrutiny’ * Exploration and analysis of John Wilmot’s ‘A Song (Absent from thee)’ | **Unit: Othello (Paper 1, Section A)**  **Acts 1 - 3**   * What are the key aspects of Tragedy and the domestic tragedy? * How do the contexts of the Elizabethan period add to our understanding of the key themes? * How does Shakespeare present the key themes of: marriage, fidelity, jealousy, passion, destruction, power, race, role of women? |

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| Spring Term  Please note: Units run concurrently throughout the term with two teachers teaching each section. | | |
| **Golden Threads:**  Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | | |
| Teacher 1 | | Teacher 2 |
| **Unit: Poetry Anthology (Paper 1, Section C) and Unseen Poetry (Paper 1, Section B)**   * Understanding of the form and context of the Romantic Movement. * Exploration and analysis of William Blake’s ‘The Garden of Love’ * Exploration and analysis of Robert Burns’ ‘Ae Fond Kiss’. * Exploration and analysis of Lord Byron’s ‘She Walks in Beauty’ * Exploration and analysis of John Keats’ ‘La Belle Dame sans Merci’ * Christina Rossetti - context and influences of Victorian poetry. Analysis of ‘Remember’. * Exploration and analysis of Thomas Hardy’s ‘The Ruined Maid’ and ‘At an Inn’. * Exploration and analysis of Ernst Dowson’s ‘Non Sum Qualis Eram Bonae sub Regno Cynarae’. Understanding of the Decadent Movement. | **Unit: A Doll’s House (preparation for NEA)**  Understand the conventions of 19th Century Theatre, e.g. the Well-Made Play.  Research Ibsen’s influence of theatre.  Explore how key themes are used in the text: specifically, power, money, control, gender, marriage, facades.  Understand how the social context adds to the ideas of the text.  Be able to explore how the text’s reception may change over time.  Knowledge of a variety of literary criticism, including feminism and Marxism, | **Unit: Othello (Paper 1, Section A)**  **Acts 4 - 5**   * What are the key aspects of Tragedy and the domestic tragedy and how does the ending show these conventions. * How do the contexts of the Elizabethan period add to our understanding of the key themes? * How does Shakespeare present the key themes of: marriage, fidelity, jealousy, passion, destruction, power, race, role of women? |

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| Summer Term  Please note: Units run concurrently throughout the term with two teachers teaching each section. | | |
| **Golden Threads:**  Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | | |
| Teacher 1 | | Teacher 2 |
| **Unit: Poetry Anthology (Paper 1, Section C) and Unseen Poetry (Paper 1, Section B)**   * Understanding of Modernist Poetry (early 20th Century) * Exploration and analysis of Edna St Vincent Millay’s poetry – female voices of the 20th Century. * Understanding of The Movement and key poets from this period. * Understanding of different Post-modernist Poetry * Exploration and analysis of Carol Ann Duffy’s poetry – female voices | **Unit: Revision of ‘The Great Gatsby’ - comparison to the Poetry Anthology (Paper 1, Section C)**  Students explore the thematic links between the texts.  To cover:   * Time * Fidelity * Obsessive/possessive love * Romantic love * Social class and its impact on relationships * Presentation of women/men | **Completion of Othello**  **PLUS**  **Unit: Paper 2 preparation**  Students to complete independent research project on the First World War. To cover:   * Key dates * Key historical and literary figures * Attitudes at the outbreak of war * Changing attitudes throughout the war * The aftermath of war |

**Year 13 Curriculum Overview – English Literature**

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| Autumn Term  Please note: Units run concurrently throughout the term with two teachers teaching each section. | |
| **Golden Threads:**  Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | |
| Teacher 1 | Teacher 2 |
| **Unit: Up the Line to Death (Paper 2, Section A)**  Pre-war attitudes to War  Conventions and typicality of early WW1 Poetry  Exploration of Rupert Brooke’s poetry and influence  Exploration of Brian Gardner’s introduction  Section by section analysis up to ‘Death’s Kingdom’  Understanding of key themes including Patriotism, nature, religion, death, fear, futility. | **Unit: Prose and Drama Comparison (Paper 2, Section C)**  **Novel study: The First Casualty**  Context of the novel - Belgium, 1917 (AO3)  Vignette – chapter 1 (AO2)  Characterisation (AO2)  Understanding of Form and narrative perspective (AO2)  Heroism – key theme (AO1)  Camaraderie – key theme (AO1)  Duty – key theme (AO1)  Suffering – key theme (AO1)  Futility – key theme (AO1) |

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| Spring Term  Please note: Units run concurrently throughout the term with two teachers teaching each section. | | |
| **Golden Threads:**  Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. | | |
| Teacher 1 | | Teacher 2 |
| **Unit: Up the Line to Death (Paper 2, Section A)**  Exploration of Siegfried Sassoon’s poetry and influence  Exploration of Wilfred Owen’s poetry and influence  The ‘aftermath’ of War – key attitudes and feelings displayed in the final section.  Understanding of key themes including nature, religion, death, fear, futility, memory, camaraderie. | **Unit: Unseen Prose (Paper 2, Section B)**  Understanding of the key forms for ‘literary non-fiction'.  Areas that can usefully be explored include: imperialism and nationalism; recruitment and propaganda; life on the front line; responses on  the home front; pacifism; generals and soldiers; slaughter; heroism; peace and memorials; writers in action and writers looking back; the political and social aftermath; different and changing attitudes to the conflict; impact on combatants, non-combatants and subsequent generations as well as its social, political, personal and literary legacies. | **Unit: Prose and Drama Comparison (Paper 2, Section C)**  Drama text: Journey’s End  Context of the setting of the play, including dug out as the setting (AO3)  Characterisation (AO2)  Structural devices (AO2)  Symbolism, particularly when discussing staging (AO2)  Heroism – key theme (AO1)  Duty – key theme (AO1)  Suffering – key theme (AO1)  Futility – key theme (AO1) |

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| Summer Term  This term consists entirely of revision of all of the units in preparation for the final examination, focusing on the assessment objectives below |
| **Golden Threads:** Story, Pattern, Context, Metaphor, Composition, Grammar and Argument. |
| AO1 – be able to explore the writers’ ideas and the main themes of each text  AO1 – understand how to structure a formal literature essay and use technical terminology fluently  AO2 – be able to analyse the way writers shape response through language and form and structure  AO4 – make links between texts  AO5 – know how to bring in other interpretations |