



English Curriculum Learning Journey

Knowledge & Concepts increase students depth/ challenge and build on previous learning where topics are revisited throughout their learning journey

		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Topics	Adventures in English	Of Mice and Men	Introduction to the Gothic genre	Macbeth	Language Paper 2	The Great Gatsby / The Tempest	Coursework for Close Reading / Recreation and comparative
Half Term 1	Knowledge	<p>Literature: AO1, 2 & 1</p> <p>-Exploration of famous British writers such as Bronte, Shakespeare & Dickens</p> <p>-Researching historical and social factors to inform contextual knowledge</p> <p>-Establish the skill of retrieving information from extracts</p>	<p>Literature: AO1, 2 & 3</p> <p>-Contextualising the text, applying knowledge of 1930s America to analysing the text</p> <p>-Building on the skills of summarising key scenes in the novella</p>	<p>Language: AO1-6</p> <p>-Using gothic extracts (Dracula, Frankenstein, Jane Eyre), focusing on language Q2 & 3</p> <p>-Exploring the Gothic genre widely to build an understanding of key conventions and terminology associated with the genre –to be recalled when studying Jekyll & Hyde</p>	<p>Literature: AO1, 2, 3 & 4</p> <p>-Recall of the context of Jacobean & Elizabeth England from Othello In Year 9</p> <p>-Annotation of key quotes, focusing on imagery, Shakespeare’s intentions and effect on the audience</p> <p>-Quote explosions to extend quality of analysis</p>	<p>Language: AO1, 2, 3, 4, 5 & 6</p> <p>Review and Recall structure of the paper and key skills being assessed</p> <p>-Review and consolidate reading and understanding the story and key points of a text – cement the pre-reading and planning strategy</p> <p>-Retrieving information</p> <p>-Consolidate the skill of summarising</p>	<p>Literature: AO1,2,3,4,& 5</p> <p>The bigger picture students build on their KS4 knowledge to gain a wider understanding of the literary canon. Focus is on prior contextual knowledge as well as developing analytical and critical approaches. Students will study; Shakespeare’s The Tempest</p>	<p>Literature: AO1,2,3,4,& 5</p> <p>Encouraging individual study, interest and enjoyment of modern literature:</p> <p><i>The World’s Wife / Notes on a Scandal/ The History Boys</i></p> <p>-an appreciation of how writers shape meanings</p> <p>- an appreciation of different interpretations</p> <p>•an ability to explore connections across texts</p> <p>-the three texts must include one prose text,</p>



						<ul style="list-style-type: none">-Consolidate the skill of writing comparatively-Exploration of writers' perspectives-Writing to purpose audience and form	<p>This module will require students to show knowledge and understanding of:</p> <ul style="list-style-type: none">-meanings in texts-the ways in which texts are interpreted-the ways in which texts relate to one another-the significance of cultural and contextual influences.	<p>one poetry text and one drama text.</p>
--	--	--	--	--	--	---	--	--



	Topics	Modern novel	Of Mice and Men	Gothic novel: The Woman in Black	Macbeth & Jekyll & Hyde	Language Paper 1	The Tempest/ The Great Gatsby	Grapes of Wrath / Duchess of Malfi
Half Term 2	Knowledge	<p>Literature: AO1, 2 & 3</p> <p>-Analysis of a modern novel (a choice of The Boy in The Striped Pyjamas, Unique, Holes Binti)</p> <p>-Language analysis, understanding of context</p> <p>-Understanding the functions of different characters & how they are presented in a text</p>	<p>Literature: AO1, 2 & 3</p> <p>-Analysis of key themes, characters and author's intentions throughout the novella, in line with Literature-style questions</p>	<p>Literature: AO1, 2, 3 & 4</p> <p>-Studying a gothic novella in preparation for Jekyll & Hyde- transferability of key context and themes</p> <p>-Analysis of writers use of language and structure, considering the genre</p>	<p>Literature: AO1, 2, 3 & 4</p> <p>-Mini assessments throughout (formative and summative), using a selection of key extracts from the play</p> <p>-J&H – retention and recall of the Gothic genre conventions and Victorian London from previous study in Year 9</p> <p>- Exploration of the basic plot of the text and key themes (duality, supernatural etc.)</p>	<p>Language: AO1, 2, 4, 5 & 6</p> <p>Review and Recall structure of the paper and key skills being assessed</p> <p>-Review and consolidate reading and understanding the story and key points of a text – cement the pre-reading and planning strategy</p> <p>-Retrieving information</p> <p>-Explaining language & structure for effect</p> <p>-Evaluating with a given statement</p>	<p>Literature: AO1,2,3,4,& 5</p> <p>Comparative and contextual study</p> <p>The Great Gatsby</p> <p>-analyse ways in which writers shape meanings</p> <p>-demonstrate understanding of the significance and influence of contexts</p> <p>-articulate informed, personal and creative responses.</p> <p>Retention and recall of the paper and key skills being assessed</p>	<p>Literature: AO1,2,3,4,& 5</p> <p>Comparative and contextual study</p> <p>Grapes of Wrath / Duchess of Malfi</p> <p>Review and Recall</p> <p>-Articulate</p> <p>-Context</p> <p>-Terminology</p> <p>-Interpretations</p> <p>-Connections</p> <p>Students annotate texts and make thematic and contextual connections. Students begin preparation for exams.</p>



	Topics	Poetry	Poetry from different cultures	Othello	Jekyll & Hyde	Literature Paper 2 revision	The History Boys / Christina Rossetti	Grapes of Wrath / Duchess of Malfi & coursework finalisation
Half Term 3	Knowledge	<p>Literature: AO1, 2 & 3</p> <ul style="list-style-type: none"> -An introduction to key poetic techniques – language, structure and form -Studying a range of poetry (Blake, Reeves, Agard), analysing key techniques in the poem -Creation of own poetry anthology 	<p>Literature: AO1, 2 & 3</p> <ul style="list-style-type: none"> -Studying a range of poems from different cultural backgrounds such as Agard, Bhatti & George the poet -Exploring different styles of poetry (spoken word, rap) -Creation of individual presentations focusing on pupils' own cultural heritage 	<p>Literature: AO1, 2, 3 & 4</p> <ul style="list-style-type: none"> -Introduction to Shakespeare, contextualising the play in Elizabeth/Jacobean England, focusing on attitudes race women & marriage -Close analysis of the play, using National Theatre production and abridged script to make detailed annotations -Key concepts of the revenge tragedy genre to be applied to study of Macbeth 	<p>Literature: AO1, 2, 3 & 4</p> <ul style="list-style-type: none"> Annotation of key quotes, focusing on imagery, Stevenson's intentions and effect on the reader -Quote explosions to extend quality of analysis -Mini assessments throughout (formative and summative), using a selection of key extracts from the novel 	<p>Literature: AO1, 2, 3 & 4</p> <p>Retention and Recall: Conflict Poetry</p> <ul style="list-style-type: none"> -Consolidate comparative poetry writing skills -Group poems by key themes for comparison -Planning for writing -Unseen Poetry <p>Retention and Recall: An Inspector Calls</p> <p>Retention and recall:</p> <ul style="list-style-type: none"> -Context -plot -Themes -Timed, full exam responses 	<p>Literature: AO1, 2, 3, 4, & 5</p> <p>Preparation for year 13.</p> <p>The History Boys formerly assessed at AS level is now studied for the A2 comparative close reading essay.</p> <p>Rosetti's poetry is studied in preparation for the drama and poetry module in comparison with The Duchess of Malfi.</p>	<p>Literature: AO1, 2, 3, 4, & 5</p> <p>The Grapes of Wrath</p> <p>Students will Contextualise the text, applying knowledge of 1930s America to analysing the text</p> <ul style="list-style-type: none"> -Building on the skills of comparing it to The Great Gatsby. The Duchess of Malfi is studied in conjunction with a selection of poems by Christina Rossetti. <p>Retention and Recall: Thematic links identified and critically analysed.</p>



	Topics	Media	Pre-1914 short stories	Othello & Debating	An Inspector Calls & Speaking and Listening assessments	Literature Paper 1 revision	The History Boys / Christina Rosseti	Linking Grapes to Gatsby/Rosetti & Malfi
Half Term 4	Knowledge	<p>Language: AO1, 2, 4, 5 & 6 Spoken Language: AO7, 8 & 9</p> <p>-Evaluation of types of media, understanding bias -Creation of audio and written blog, -Developing communication skills, considering a specific audience and purpose</p>	<p>Literature: AO1, 2 & 3</p> <p>-Studying one Edwardian/Victorian short story (Sredni Vashtar / The Redheaded League) -Improving vocabulary acquisition in prep for studying Jekyll & Hyde in GCSE -Approaches to retrieving more complex vocabulary -Building upon key contextual knowledge of this era</p>	<p>Literature: AO1, 2, 3 & 4 Language: AO7, 8 & 9</p> <p>-Essays focusing on Shakespeare's presentation of themes / characters in line with Literature Paper 1 style questions</p> <p>-Debate to focus on persuasive speaking skills, using well-informed research and planning. - Writing to purpose audience and form</p>	<p>Literature: AO1, 2, 3 & 4 Language: AO7, 8 & 9</p> <p>-Exploration of Edwardian England & post-war Britain focusing on The Titanic & social differences, socialism/capitalism - Annotation of key quotes, focusing on imagery, Priestley's intentions and effect on the audience -Quote explosions to extend quality of analysis</p> <p>-Mini assessments throughout</p>	<p>Literature: AO1, 2, 3 & 4</p> <p>Dr Jekyll and Mr Hyde Exam Skills and Revision Timed, full exam responses</p>	<p>Literature: AO1, 2, 3, 4, & 5</p> <p>Exploration of contrasts, connections and comparisons between the texts.</p> <p>Exploration of ways in which texts relate to each other and to literary traditions, movements and genres.</p> <p>Understanding the significance of cultural and contextual influences on readers and writers.</p> <p>Consideration of how attitudes and values are</p>	<p>Literature: AO1, 2, 3, 4, & 5</p> <p>The Tempest: Retention and Recall:</p> <ul style="list-style-type: none"> - Context - Plot - Themes - Writer's intent - Critics <p>Exam style practice to cover as many extracts- key soliloquies, asides, dialogue that demonstrate key themes and relationships between key characters</p>



					(formative and summative), using a selection of key extracts from the play -Speaking and Listening- recall of how to structure and articulate an effective speech -Key presentation skills		expressed in the texts.	
--	--	--	--	--	---	--	-------------------------	--



	Topics	World Literature	Triplets- different styles of writing	Poetry: Power and conflict	Mop up of poetry and Literature Paper 1 revision	Exam skills and prep	Exam prep	Exam prep
Half Term 5	Knowledge	<p>Literature: A01, 2 & 3</p> <p>-A range of short stories from a variety of cultural backgrounds -Exploring the historical and cultural backgrounds of texts</p>	<p>Language: A05 & A06</p> <p>-Exploring a range of styles of writing including: writing to describe, inform & persuade -Linking to Language Paper 2, viewpoint writing</p>	<p>Literature: A01, 2, 3 & 4</p> <p>-Analysis of the power & conflict anthology, focusing on the poets' key themes, language device &, structural techniques -Contextualising each poem, focusing on key historical/social events that influenced the poet</p>	<p>Literature A01, 2, 3</p> <p>-Completion of any unfinished poems -Retention and recall of Lit Paper 1 texts- becoming experts on contexts, themes & character</p>	<p>Language: A01, 2, 3, 4 & 5</p> <p>EXAM SKILLS and PREP</p> <p>Bridge the gap found from Language and Literature Mocks</p> <p>Personal Learning – pupils revising and practicing according to their individual needs</p>	<p>Literature: A01, 2, 3, 4, & 5</p> <p>Year 12 will sit an internally assessed exam on The Tempest and The Great Gatsby. Candidates will be assessed on AS spec to ascertain their suitability for the A2 component.</p>	<p>Literature: A01, 2, 3, 4, & 5</p> <p>EXAM SKILLS and PREP</p> <p>Mini assessments throughout (formative and summative), using a selection of key extracts from the key texts.</p>



	Topics	The Power of Language	Dystopian Literature	Poetry: Power and conflict & Language Paper 1	Exam prep – Language Paper 1 & Literature Paper 2	Exams	The World’s Wife / Notes on a Scandal/ The History Boys	Exams
Half Term 6	Knowledge	<p>Language: AO1-6</p> <p>-Focusing on the power of language in terms of racism, gender, the environment</p> <p>-Creation of a range of pieces of creative writing in line with Language Paper 2, Q5</p> <p>-Using persuasive techniques to inform/influence an audience</p>	<p>Literature: AO1, 2 & 3</p> <p>-Analysing a variety of extracts from The Hunger Games & The Lord of the Flies to explore the features of the Dystopian genre, focusing on language and structure in line with Language Paper 1</p>	<p>Literature: AO1, 2, 3 & 4</p> <p>Language: AO1, 2, 4, 5 & 6</p> <p>-Using the poems and mixing with the skills of Language Paper 1- focusing on structure and language analysis</p>	<p>Language: AO1, 2, 3, 4 & 5</p> <p>Recall and Retention – structure and skills for English Language Paper 1</p> <p>-Question by question exam practice, assess and DITs</p> <p>-Literature recall and retention. Personalised learning practising on areas of weakness identified by the PLCs.</p>		<p>Literature: AO1, 2, 3, 4, & 5</p> <p>Recall and retention – Developing reading and critical writing. Students read texts and annotate. They should also begin their critical reading.</p>	<p>Literature: AO1, 2, 3, 4, & 5</p> <p>Discussion and debate/revision:</p> <p>-Consolidating prior learning</p> <p>-Dealing with misconceptions</p> <p>-Honing exam techniques</p> <p>- One to one sessions with students</p> <p>-Techniques to retain and recall for example critical references or quotes from the actual texts.</p>