

ENGLISH – St Joseph’s College

Subject vision statement

Informed by the National Curriculum, at KS3, students develop the essential skills of comprehension, analysis, critical thinking and creativity driven by a **respect** for learning and a love of the literary canon. At SJC, our knowledge-rich curriculum provokes curiosity, frequent opportunities for debate and the development of **self**. Our literature texts are chosen with the students in mind to bolster their GCSE and A-Level studies while also encouraging exploration of **communities, others, faiths and the human condition**. Literacy and accuracy are woven into our schemes and explicitly revised at GCSE to further equip our students for adult life and the workplace. We strive to foster a love of reading, presenting and interacting as society evolves.

Intent statement: Year 7

What: To introduce students to the joys of the English Language whilst giving each the grounding in key skills they will need to comprehend, analyse and contextualise the books, play and poems that they will read. Students will build on the reading and writing skills they have acquired in their primary education, and will learn to evaluate, analyse and criticise in depth the different texts they read.

How: In Year 6 students are expected to have developed their reading skills in comprehension and deduction, their ability to recognise intonation and expression in a piece of writing, and have a solid understanding of the essential grammatical features of a text. This prepares them for their year 7 studies, where they will be challenged to extend their arguments they make about their reading, broaden their vocabulary, and achieve finer analysis through closer reading. In terms of their writing skills, students are expected to come to us with knowledge of the ways in which the construction of texts informs meaning. Spelling, punctuation and grammar should be secure and consistent.

Why: Through our literacy program and regular opportunities to write creatively and with purpose, we aim to create an enjoyable and fulfilling year seven curriculum that allows students to flourish as writers.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Novel Unit	Extinct!	Poetry from Different Cultures	Battles and Quests	The Big Smoke	Shakespeare's Powerful Women
Building on (knowledge,	Building on skills of reading for meaning acquired	Building on their comprehension	In this unit, students will explore a selection	Building on study of Roman and Greek mythology	This is an exciting term in which London and its	With a breadth of focus on English literature's

<p>concept and skills)</p>	<p>in KS2, students will work towards writing analytically about a chosen novel they will read in its entirety both in class and at home.</p>	<p>skills learnt during Year 6, students will read several extracts focusing on the idea of extinction and environmental conservation. The unit moves chronologically through time and the texts and topics covered increase in difficulty and challenge as students move through the weeks. The focus is to consolidate skills of summary, comparison and inference which are all covered in KS2. Some KS2 SATs paper-style questions are incorporated in order to show students that knowledge from KS2 is transferable.</p>	<p>of poems exploring English language poetry from different cultures around the world. After creatively exploring different lives and cultures in poetry, students will bring together the analytical skills that they were taught during the first term. Building on the analytical writing skills taught in the novel unit (that is, employing the WHW structure in writing about the poems that they have read) and using the comparative skills they have been taught in the 'Extinct' Unit, students will explore and evaluate the different cultural experiences that they have found in the poems they have read.</p>	<p>in KS2, this will be a unit in which themes of ancient battles, warriors and tales are introduced before focusing on more contemporary human rights battles and exploring personal quests and goals students may have.</p>	<p>history are explored and diverse perspectives are analysed and explored. Students will have the opportunity to contribute their own experiences of the city and these are discussed alongside the study of significant events in the history of our capital including the suffrage movement, the Windrush generation and the Blitz.</p>	<p>greatest dramatist, the final literature unit seeks to bring together the skills that the students have learnt and consolidated in their studies throughout the year. Students will have been formally introduced to Shakespeare's work for the first time in year 6, but it is understood that Elizabethan English provides a linguistic challenge that will be met first by focusing on Shakespeare's language and wit. By focusing on Shakespeare's characterisation of women, a number of different texts from his oeuvre will be sampled in extract, providing a secure foundation for studying the</p>
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						playwright in years to come.
Building towards (knowledge, concept and skills)	Students will be taught the 'What / How / Why' writing structure (WHW) used at SJC to demonstrate their understanding of a text. Students will use WHW to analyse the writer's use of language and storytelling methods, their presentation of major themes in the novels, and the effect of these on the reader. They will be able to demonstrate that they understand the significance of historical events and important ideas in the novels that they read. Students will complete the novel they read during this term, and be able to	This is a varied term with multiple opportunities to explore relevant cultural issues and consider the social and moral responsibilities of humans to protect and preserve the environment. Within this scheme students will also develop their speaking and listening and persuasive writing skills. The end of unit test will focus on summarising, comparing and selecting information from unseen extracts to write analytically. This will be the culmination of weeks of practice where inference, summary and comparative skills will be modelled and developed both in the	The students' progress towards two assessments. The first, in week 3, allows them to utilise WHW to discuss a poem's presentation of their attitudes towards their culture(s); the final assessment, at the end of term, asks students to compare the way two different poems handle a shared theme. In the journey towards understanding these different texts, students will be introduced to poetic methods and poetic form.	Building on the writing skills that they have honed throughout the year, this unit will lead to an assessment where students will write an extended persuasive piece of writing. Throughout the term their skills of persuasion will be improved and tested through speaking and listening activities, group tasks and study of rhetoric techniques.	During the weeks students will develop their rhetoric and persuasive writing techniques that were focused on in their unit on 'Battles and Quests' as well as celebrating the diversity of modern London. The final assessment will be an extended piece of writing for a 'broadsheet newspaper'. During their study of language in Year 7 they will have had a clear focus on analytical, summary and comparison skills as well as creative writing and persuasive writing, preparing them well for the continuation of their KS3 studies in Year 8.	The poetic methods and skills covered in the 'Poems from Different Cultures' unit will be revised and given new focus in their creation of character and drama; the speaking and listening skills demonstrated in Language study ('Battles and Quests', 'The Big Smoke') will be honed in performance and discussion; and the analytical writing skills and comparative judgement fostered throughout the year will be turned towards evaluation of the presentation of Shakespeare's female characters.

	write perceptively about it	classroom and during extended learning.				Students will be formally assessed on their ability to analyse Shakespeare in extract using WHW, bringing together all they have learnt during the year's study
Independent enrichment (wider reading and learning suggestions)	War Horse – Michael Morpurgo The Butterfly Lion – Michael Morpurgo Elephant in the Garden – Michael Morpurgo Shadow – Marcia Brown Why the Wales Came – Michael Morpurgo I Am David – Anne Holm The Machine Gunners – Robert Westall The Boy in Striped Pyjamas – John Boyne	Reading Links: Horrible Science- <i>Wasted World</i> <i>The Big Melt</i> – Ned Tillman <i>The Carbon Diaries</i> 2017 – Saci Lloyd Independent Research Resources: https://www.wwf.org.uk - WWF https://friendsoftheearth.uk - Friends of the Earth https://www.sealifetrust.org/en/what-we-do/reduce-plastic-litter - Sea Life Trust https://www.bbc.co.uk/iplayer/episode/b09jbn5f/blue-	John Agard Imtiaz Dharker Chinua Achebe Grace Nichols Tatamkhulu Afrika	Beowulf, Michael Morpurgo Percy Jackson novels Hatchet, Gary Paulsen I Am Malala, Malala Yousafzai The Boy at the Back of the Class, Onjali Rauf	The London Eye Mystery Rivers of London The Curious Incident of the Dog in the Night Time Small Island The Ashes of London	Tales from Shakespeare, Michael Morpurgo New Boy (Othello Retold), Tracey Chevalier Noughts and Crosses, Malory Blackman Face, Benjamin Zephaniah

		planet-ii-series-1-7-our-blue-planet - BBC Blue Planet II Episode https://www.youtube.com/watch?v=JqGphEaJvDE - What Really Killed the Dinosaurs?				
SMSC	The human condition, experience of soldiers and civilians Class differences Morality Acts of kindness Stealing Just War (Thomas Aquinas)	-Social responsibility. -Media responsibility – bias and influence -Morality – making good choices/human impact -Stewardship -Creation -Culture - music -History -extinction -Important people and their influence	Slavery, immigration The human condition, the treatment of others Morality	Social responsibility. -acceptance -visualisation of the future self -resilience -role models and important figures	History of attitudes towards women, development of empire and commonwealth, plague, Great Fire, Windrush, history of UK Social responsibility empathy, equality, understanding different cultures Morality, loyalty, home, cultural appreciation	Conflict within families, gangs, treatment of women and misogyny, toxic relationships, loving relationships
Careers		In addition to developing reading and writing skills, the Extinct! unit also encourages debate, communication, research and critical thinking.		Defining personal success and considering life and career goals		'The Business of Shakespeare'

		The unit explores careers in: -palaeontology -conservation				
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Intent statement: Year 8

What: The Year 8 curriculum revisits fundamental skills introduced in Year 7 through a rich selection of texts and topics across time and history.

How: Students will read complete texts, deliberately chosen to balance challenge and accessibility. Skills students develop include analysis of language, developing an understanding of viewpoints and perspectives, interrogating poetic form and using a wide range of vocabulary and sentence structures in their writing.

Why: We aim to challenge and encourage curiosity through our Year 8 curriculum. The focus this year is on the thematic links between texts, literary genres, while ensuring that the students familiarise themselves with the social and historical context of time periods they will later encounter during their GCSEs.

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Novel Unit	Diverse Shorts	War Poetry	The Gothic	Dystopia	Romeo and Juliet
Building on (knowledge, concept and skills)	By beginning the year with a novel unit, students are able to quickly find their feet after the summer break through a familiar mode of study.	Diverse Shorts builds on the earlier 'Battles & Quests' unit covered in Year 7 as students move from their own quests and goals to those of other human beings.	This is an early, filtered introduction to the themes and poets of the Power & Conflict poems that students are required to study as a literature component in KS4.	The Gothic unit builds on skills of language analysis and comprehension from Novel Studies and War Poetry. The texts are thematically similar to year 7 and 8 class readers.	The Dystopia unit builds on prior, fundamental language skills, whilst also challenging students to write and analyse language, form and structure at a higher level.	The study of a whole play is a development from the study of shorter elements and thematic extracts studied in Year 7.

<p>Building towards (knowledge, concept and skills)</p>	<p>The carefully selected novels in Year 8 cover a range of diverse contexts and experiences, opening students' eyes to the world whilst developing their reading and writing skills simultaneously.</p>	<p>Term 2 sees students develop their ability to use rhetoric through the use of in-class debate. Alongside this, thematic short story studies encourage students to embrace the different struggles and experiences that humans have.</p>	<p>Poetry is a key element of the GCSE curriculum and Term 3 sees students introduced to World War 1 poetry. Not only does this build on prior skills learnt through poetic studies in Year 7, but it also develops their knowledge of important contextual factors that poets use to express their feelings.</p>	<p>The study of the literary genre of the Gothic introduces a range of extracts and texts which have contexts linked to features of supernatural and otherworldly concepts. This is also tied into related texts on the GCSE curriculum, such as Jekyll & Hyde. The variation in text study through this unit and the Dystopian unit in Term 5, encourages students to widen their independent reading to compliment their literacy skills.</p>	<p>This unit builds towards an understanding of literature from a range of time periods, thematically linked through a focus on texts about Utopian or Dystopian worlds. Students explore in detail the impact of a writer's lexical choices on the reader, alongside an exploration of context. This sets students up for the study of more demanding texts in Years 9-11.</p>	<p>Term 6 returns to a literature unit. Shakespeare's 'Romeo & Juliet' not only challenges students' ability to read older language, it also challenges them to understand a world in which society and culture was very different to today. By studying this in the longer summer term, ample time is given to the study of performance and exploration of characters and conflict, vital themes to the Shakespearean study required at GCSE.</p>
<p>Independent enrichment (wider reading and learning suggestions)</p>	<p><i>Coraline</i> – Neil Gaiman <i>The Perks of Being a Wallflower</i> – Stephen Chbosky <i>We Are the Ants</i> – Shaun David Hutchinson</p>	<p><i>Orange Boy</i> – Patrice Lawrence <i>That Asian Kid</i> – Savita Kalhan <i>Windrush Child</i> – Benjamin Zephaniah</p>	<p>Siegfried Sassoon Wilfred Owen Jessie Pope May Wedderburn</p>	<p><i>The Castle of Otranto</i> – Horace Walpole <i>The Monk</i> – Matthew Lewis <i>The Italian</i> – Ann Radcliffe</p>	<p><i>The Handmaids Tale</i> 1984 <i>Fahrenheit 451</i> <i>The Bees</i> <i>Brave New World</i> <i>The Hunger Games</i></p>	<p><i>Wuthering Heights</i> by Emily Bronte <i>The Fault in Our Stars</i> by John Green <i>Juliet Immortal</i> By Stacey Jay</p>

	<p><i>The Diary of a Young Girl</i>– Anne Frank <i>Once</i> –Morris Gleitzman (Series of book) <i>The Book Thief</i> – Markus Zusak <i>Stargirl</i> – Jerry Spinelli <i>Out of my mind</i> – Sharon Draper <i>The Curious Incident of the Dog in the Night-time</i> – Mark Haddon <i>Ugly</i> - Robert Hoge</p>	<p><i>The Hate U Give</i> – Angie Thomas</p>		<p><i>Goblin Market</i> – Christina Rossetti</p>		<p><i>Saving Juliet</i>_By Suzanne Selfors <i>Still Star-Crossed</i> By Melinda Taub <i>Lord of the Flies</i> by William Golding <i>The Twilight Saga</i> by Stephanie Meyer</p>
SMSC	<p>Acts of kindness Ignorance Tolerance Social responsibility</p>	<p>Social responsibility. Understanding mental health Understanding some risky behaviours Cultural Celebration Protest and social action Mental health and managing our emotions</p>	<p>The human condition Equality Politics Culturally important people Mental health</p>	<p>Social responsibility Tolerance Kindness Empathy Equality Healthy relationships</p>	<p>Social responsibility. Morality Responsibility Purpose/quality of life Religious impact</p>	<p>Social responsibility Law and order Morality Marriage Death: homicide and suicide Healthy relationships</p>

Careers		Being a writer or poet	Focus on the role of the armed forces		Exploration of political careers	
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Intent statement: Year 9

What: The Year 9 curriculum aims to build on the skills and knowledge of literature analysis acquired during Year 8 and develop this in a way that readies students for study of more advanced literature texts in Key Stage 4.

How: As well as studying more advanced texts students are introduced to critical theories to enhance their engagement and understanding of contextual factors. Students encounter texts from diverse sources to foster their appreciation of literature and their understanding of multiple perspectives.

Why: There is an increased focus on the students' creative and transactional writing in Year 9 in preparation for GCSE English Language.

Year 9						
	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Topic	Novel Unit	Introduction to Critical Theories	Form and Protest Poetry	Victorian Crime and Punishment	Focus on Writing: Structure	Richard III
Building on (knowledge, concept and skills)	Building on novel studies in Year 7 and Year 8 students will have more confidence in their approach to novels as students of English, identifying the	Building on understanding from the novel study, students are introduced to post colonial and feminist theory. They are then encouraged to apply these to a	Building on understanding from previous poetry units in Year 7 and Year 8 students are introduced to more technical and advanced	Building on previous language units, students are introduced to Victorian Literature through its historical context.	In preparation for Section B of both GCSE English Language Papers this dedicated unit builds on previous creative writing tasks that the students will have completed	Building on understanding from studying Romeo and Juliet in Year 8 students are introduced to the more adult and historical Richard III.

	decisions that writers are making to create meaning.	range of high quality texts.	language around poetry.		throughout Year 7 and Year 8.	
Building towards (knowledge, concept and skills)	<p>Each novel is introduced through the context it was written in and then studied for the writer's choice of setting, character, event, language, structure etc.</p> <p>Students build on their approach to the What How Why structure of analysis writing, making sure that they are using correct and appropriate subject terminology. Students should be becoming more confident in seeing the links</p>	<p>This extends their vocabulary and deepens their analytical skills in preparation for Key Stage 4 analysis. Students are gaining more confidence with secondary texts and cross-curricular knowledge. Students are encouraged to research independently to enhance their classroom learning. This unit prepares for the study of other literary theories throughout Year 9.</p>	<p>The formality of 17th century writing is juxtaposed with modern writers who eschew Form and Structure in order to protest about different issues. Students will understand the different choices a writer makes when structuring a poem for different purposes. Students should gain understanding of terms which will help them fulfil the requirement to write about form, structure and effect in Key Stage 4 poetry study. The literary theories</p>	<p>This themed unit then proceeds to advance the students skills in reading and analysing extracts using the framework of GCSE English Language Paper style questions. This will also give the students experience with 19th Century writing prior to the 19th Century novel study in Key Stage 4. Literary theories that are relevant to this unit are Freudian Theory, Marxist Theory and Feminist Theory.</p>	<p>The unit looks at the fundamental principles of writing to entertain and to persuade before introducing techniques and methods to write successfully. Students are given fairytales to work with and then are encouraged to use different perspectives to make them more relevant and entertaining. The main theorist introduced in this unit is Freytag, though some allusion to Aristotle could be incorporated.</p>	<p>The students engage in a deep character study of Richard, making inferences from his actions and Shakespeare's language to use in analysis which prepares them for the study of Macbeth in Key Stage 4.</p> <p>The students also look at the beliefs and histories of Elizabethan England to deepen their analysis of the play's context. Literary theorists that can be used in this unit include</p>

	<p>between the writer's intended effect on the reader and the writer's context.</p> <p>This scheme introduces literary theory and gives the Introduction to Critical Theories scheme textual references to use and compare other texts to.</p>		<p>introduced this term are Feminist Theory and Nature vs Nurture.</p>			<p>John Locke and Carl Jung.</p>
<p>Independent enrichment (wider reading and learning suggestions)</p>	<p><i>Horrible Histories 1984</i> – George Orwell <i>Lord of the Flies</i> – William Golding <i>Of Mice and Men</i> – John Steinbeck <i>Noughts and Crosses</i> – Malorie Blackman <i>Goosebumps</i> by R. L. Stein <i>The Traveling Bag</i> by Susan Hill <i>he Signalman</i> by Charles Dickens <i>Farthing House</i> by Susan Hill</p>	<p>Thinking about the Nature Vs Nurture debate in biology: https://www.youtube.com/watch?v=EmctxRcmloc BBC Ideas – Feminism: https://www.youtube.com/watch?v=91ZWRf3GA6k BBC Bitesize: Colonialism – why museums can make us uncomfortable: https://www.bbc.</p>	<p>Ableism information: https://www.accessliving.org/newsroom/blog/ableism-101/. Information on the #MeToo Movement: https://metoomvmt.org #MeToo Poetry: http://www.chicagoreview.org/metoo/ Information on Vietnam Protests: https://www.histor</p>	<p>British Library https://www.britishlibrary.org/romantics-and-victorians/aut-hors <i>Victorian classic writers</i> https://www.britishlibrary.org/romantics-and-victorians/aut-hors <i>Victorian Literature</i></p>	<p>The Boy in the Tower- Polly Ho-Yen Grimm Tales- Philip Pullman Another Twist in the Tale- Catherine Bruton</p>	<p><i>Horrible Histories Arthur: High King of Britain</i> – Michael Morpurgo <i>Usbourne Complete Shakespeare Stories</i> <i>Treason</i> – Bertie Doherty</p>

	<p><i>The Book Thief</i> by Markus Zusak</p> <p><i>The Chocolate War</i> by Robert Cormier</p> <p>Code Name</p> <p><i>Verity</i> by Elizabeth Wein</p>	<p>co.uk/bitesize/articles/zk6992p#:~:text=Colonialism%20is%20when%20one%20country,during%20different%20periods%20in%20history</p> <p>Example of an eco-literary children's story 'Our House is on Fire' by Jeanette Winter:</p> <p>https://www.youtube.com/watch?v=AqhGFbC_YMo</p> <p>Sigmund Freud – Encyclopaedia Britannica:</p> <p>https://kids.britannica.com/kids/article/Sigmund-Freud/353153</p>	<p>y.com/topics/vietnam-war/vietnam-war-protests</p> <p>Vietnam Protest</p> <p>Poetry:</p> <p>https://www.poetryfoundation.org/collections/144186/the-poetry-of-the-vietnam-war</p>	<p>https://en.wikipedia.org/wiki/Victorian_literature</p>		
SMSC	<p>War</p> <p>Heroism</p> <p>Betrayal</p> <p>Despair</p> <p>Friendship</p> <p>Trust</p> <p>Abuse of power</p> <p>Religious beliefs</p> <p>Sin</p> <p>Death</p> <p>Forgiveness</p>	<p>Tolerance</p> <p>Heroism</p> <p>Betrayal</p> <p>Despair</p> <p>Friendship</p> <p>Trust</p> <p>Abuse of power</p>	<p>Feminism</p> <p>Colonialism</p> <p>Love</p> <p>Equality</p> <p>Tolerance</p>	<p>Childhood</p> <p>poverty</p> <p>Ragged Schools</p> <p>Modern schools and teachers</p> <p>The polar expedition</p> <p>Journeys</p> <p>Speeches by Elizabeth I and Pankhurst</p>	<p>Creativity</p> <p>Kindness</p> <p>Empathy</p> <p>Attitudes to marginalised people</p>	<p>Context of Shakespeare's time</p> <p>The War of the Roses</p> <p>Villainy and Duplicity</p> <p>Deceit and Lies</p> <p>Manipulation</p> <p>Battle of Bosworth</p>

				Attitudes to tattoos Diseases		Analysing language Selection and use of quotations Author's craft and intentions
Careers			Careers as a Creative	Archivist, Public Speaking		The Business of Shakespeare

Intent statement: Key Stage 4 – Years 10 and 11

What: The KS4 curriculum builds firmly on the skills and knowledge covered in KS3. Our Literature texts are chosen with our students in mind and we endeavour to provide challenge through concepts as well as in-depth explorations of language and context.

How: The focus in KS4 is honing analytical skills as well as becoming confident and engaging writers. In the GCSE Language components, and through TE our focus is on fostering confident command and understanding of the English Language. At all times we encourage debate, critical thinking and a love of reading.

Why: Our aim through KS4 and GCSE study is to further equip our students for adult life and the workplace. We want our students to leave here feeling successful, accomplished with an understanding of the way that words can be powerful.

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>An Inspector Calls</i> by JB Priestley	GCSE English Language Paper 1	Power and Conflict Poetry Cluster	GCSE English Language Paper 2	<i>Macbeth</i> by William Shakespeare	<i>Macbeth</i> by William Shakespeare
Building on (knowledge, concept and skills)	Building on texts studied in KS3, <i>An Inspector Calls</i> deals with universal and recurring themes of inequality, prejudice, injustice and exploitation. Iain Gillie, director at the National Theatre said of 'An Inspector Calls', "Unless our world suddenly changes into a wonderful place, this is always going to be a relevant play."	Through our TE lessons once a week and this dedicated unit, students consolidate language study skills in preparation for the GCSE examinations. Skills such as inference and summary, as well as conventions of creative writing have been studied since Year 7.	This unit brings together knowledge that students have acquired at Year 8 studying WWI poetry as well as poetry which explores the concept of power, considered in the Year 9 Form and Protest Poetry unit.	Language Paper 2 build on the skills of language analysis, inference and comparison that are developed through KS3 and consolidated in the study of Language Paper 1 and Literature texts. The writing section of Paper 2 requires skills in transactional writing and the use of persuasive techniques which are covered discreetly in every year.	Building on understanding from studying of Richard III in Year 9, students can track the similar themes of murder, ambition, deceit and the concept of 'the tyrant' through the play 'Macbeth' as well as more complex aspects of kingship and masculinity.	
Building towards (knowledge, concept and skills)	Students are taught to think critically about Priestley's choices and consider relevant contextual	The explicit skills reviewed when preparing for Language Paper 1 are structure analysis, writing in detail about the	Students will develop a deeper understanding of the ways in which poet's seek to convey particular meanings. The	During the study of GCSE Language Paper 2, students will review the skills of language analysis,	The students engage in a deep character study of <i>Macbeth</i> , Lady <i>Macbeth</i> , Banquo and Macduff, considering Shakespeare's language choices and use of imagery. The students also look at the beliefs and	

	factors. Students will cover context of Edwardian Britain and key themes of class, gender, power and exploitation.	impact of a writer's choices, evaluation and creative writing. Through independent study and extended learning, students will engage with a range of extracts from fiction and non-fiction texts from the 19 th century to the modern day. Students will also be encouraged to develop revision skills.	focus will be on how poets use language, structure and tone to explore complex issues such as PTSD, the futility of war and the power of memories.	summary, inference, viewpoint comparison and transactional writing. We will explore aspects of rhetoric and how persuasive texts are effective by focusing on the appeal of ethos, logos and pathos. Students will begin the planning and preparation of their Spoken Language assessment.	histories of Jacobean England to deepen their analysis of the play's context. Students are also encouraged to apply some Aristotelian theories of tragedy to Macbeth and his narrative within the play.
Independent enrichment (wider reading and learning suggestions)	<i>Blood Brothers</i> – Willy Russell <i>Animal Farm</i> – George Orwell <i>Pigeon English</i> – Stephen Kelman	<i>The Handmaid's Tale</i> – Margaret Atwood <i>Half of a Yellow Sun</i> – Chimamanda Ngozi Adichie <i>The Kite Runner</i> – Khaled Hosseini	<i>A Poem for Every Night of the Year</i> Alfie Esiri <i>Winning Words: Inspiring Poems for Everyday Life</i> William Sieghart	Bill Bryson The Guardian newspaper Charles Dickens' travel writing Newspaper travel writing	<i>Wyrd Sisters</i> – Terry Pratchett <i>Othello</i> – William Shakespeare <i>30 Great Myths about Shakespeare</i> by Laurie Maguire and Emma Smith
SMSC	Edwardian society Morality and social responsibility	The value of the literary canon SMSC is explored through the	Modern and contemporary writers and attitudes to power and conflict	Range of topic studied based around a range of societal and	Morality: When does a man become a monster? Jacobean society Morality Contemporary beliefs

	Socialist and capitalist ideologies Sexual exploitation Women's suffrage-Welfare state	varied extracts covered.		contemporary issues Range of writers explored from a range of cultural and social backgrounds SMSC is explored through the varied extracts covered.	Attitudes to women
Careers		Critical thinking and adult life.		Oracy for careers – Spoken Language component	A Level English Literature – what can I do with an English qualification?

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Strange Case of Dr Jekyll and Hyde	The Strange Case of Dr Jekyll and Hyde	Power and Conflict Poetry	Literature Revision	Language Revision	
Building on (knowledge, concept and skills)	This novella builds on KS3 study through some key concepts such as duality, seen in Richard III and elements of the Dystopian Fiction and The Gothic units.		This unit brings together the students' knowledge of the first half of the poetry cluster moving from the poems concerned with conflict, to those which deal with power.	During the final part of Year 11, students will work to consolidate all of their knowledge and prepare for the final exams in the summer term. Students will work on revision skills and independent study skills to ensure success.		

<p>Building towards (knowledge, concept and skills)</p>	<p>Students focus on skills associated with GCSE Literature examinations through the study of the novella 'The Strange Case of Dr Jekyll and Mr Hyde'. Students will cover context of Victorian Britain and key themes of class, repression, reputation, secrecy, duality, violence and the genre of the gothic. The students explore language, thinking carefully and critically about the writer's choices as well as embracing the key contextual factors first explored during KS3.</p> <p><i>During the final part of this term, students will deliver their speeches for the Spoken Language assessment.</i></p>	<p>Students will continue to develop a deeper understanding of the ways in which poet's seek to convey particular meanings as they complete the study of the cluster poems. Through these poems, students will focus on aspects of place and identity as well as the corruption or abuse of power. The students will consolidate their comparison skills.</p>	<p>Students will revise all sections of the exams following a bespoke programme linked to PPE performance across classes and the year group. This will be published following the first round of PPEs and revised following the spring PPEs.</p>
<p>Independent enrichment (wider reading and learning suggestions)</p>	<p><i>Frankenstein</i> – Mary Shelley <i>The Picture of Dorian Gray</i> – Oscar Wilde <i>The Hound of the Baskervilles</i> – Arthur Conan Doyle <i>Dracula</i> – Bram Stoker <i>The Woman in Black</i> – Susan Hill</p>	<p><i>The Sun and her Flowers</i> – Rupi Kaur <i>Let Me Tell You This</i> - Nadine Aisha Jassat</p>	<p><i>You can't revise for GCSE 9-1 English! Yes you can, and Mark Roberts shows you how!</i> - Mark Roberts <i>The student mindset: A 30-item toolkit for anyone learning anything.</i> -Oakes</p>
<p>SMSC</p>	<p>Culture – value of 19th century writing in the English canon Morality – trust, betrayal, relationships History – social expectations, scientific advancements</p>	<p>Stories from different cultures Dealing with hardship, displacement,</p>	<p>Wellbeing Coping with exam stress Time-management Asking for help</p>

	Evolution and religion Christian values Societal constructs and expectations, masculinity	inequality and empathy for other people	
Careers	The role of advancing technology. Jobs that haven't been invented yet!		Post-16 – Next steps? Using English to get you there!