

# English

## Intent:

We are an innovative department, striving to ensure that students show a passion for reading, writing, speaking and listening, and participate in a journey of self-discovery. Our curriculum aims to equip students with the necessary literacy skills to succeed in their chosen career path and become lifelong learners.

## Context:

Pupils are encouraged to change the way they speak and write to suit different situations, purposes and audiences. They are also given the opportunity to read a wide range of texts and respond to the different layers of meaning within them.

**Bigger Picture Question:-**  
 What is the point of the English Language? How does English Literature reflect our daily lives?  
 Consider, for example, the next stages of your learning journey...

# Year 7 English Year Overview

*What is my Learning Journey this year?*

## What to expect...

**Content** – A look into the poems of soldiers and those affected by war – past and present  
**Time to Shine** – Analysis, Review  
**Bigger Picture Question** – Is war poetry a true reflection of the experiences of war?

## What to expect

**Content** – A jump back in time to discover the real-life context behind Dickens and his most 'Nasty' characters  
**Time to Shine** – Letter Article  
**Bigger Picture Question** – Were Dickens' characters a product of Victorian society? Do they reflect modern society too?

**START**

### **LP1** **Monsters**



#### What to expect

**Content** – A dive into myths, legends and monsters of literature  
**Assessment** – Speech, Letter,  
**Bigger Picture Question** – What makes a monster – a monster? Who is a monster in our society?



### **LP2** **War Poetry**



### **LP3** **Crime & Thriller**

#### What to expect

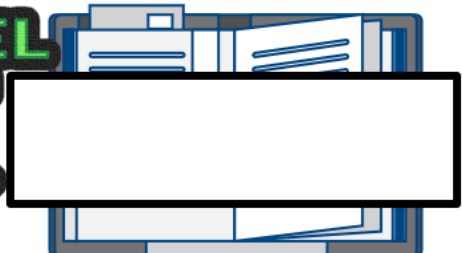
**Content** – A journey through the stories and real life experiences of the crime and thriller genres  
**Time to Shine** – Narrative, Review  
**Bigger Picture Question** – Do the stories of the crime and thriller genres reflect the issues of society?



### **LP4** **Nasty Dickens**



**On to Year 8**



What is your End-Point Skills 'I can be' Grade for each Learning Programme in your Learning Journey?

**The Big Picture—Intent:**Year 7 English is a challenging yet welcoming introduction to the study of secondary English. From The Loch Ness Monster to the Oliver Twist, students will engage and respond to a wide range of fiction and non fiction texts, developing their reading and writing skills. Students are baseline tested and then follow schemes which develop reading and writing skills. The schemes bring in more non-fiction and real world English than KS2 but build on the creativity that is encouraged in Y5 and Y6. The schemes include texts similar to those studied later in school to build confidence and resilience. Topics have been selected to engage students whilst also stretching and challenging them. Some classic texts have been included to increase challenge. Literacy is embedded throughout the schemes.

Year 7 English

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
1. Monsters 2. War Poetry 3. Crime / Thriller 4. Nasty Dickens	Students will develop a variety of skills that will support students within and outside the classroom – even moving beyond secondary education. These skills include speech writing, letter writing (informal and formal), narrative writing, review writing, analysis of literary texts. These skills will enhance students’ overall skills within the three key areas of reading, writing and oracy.	Develop knowledge and understanding of myths and legends and developing arguments through the Monsters Learning Programme. This then feeds into developing their knowledge and understanding of war poems through analysis and understanding of wider conflict context in the learning programme for War Poetry. Moving on to the Learning programme for crime and thriller, students will develop their knowledge and understanding of story structure and genre conventions, finally feeding in to their final learning programme of Nasty Dickens where students will develop their knowledge and understanding of Victorian context and characterisation.	Students will build on and expand upon skills and knowledge gained in KS2 including myths and legends, story structures and creative writing, as well as analysis of literary texts	Students will develop their knowledge and understanding of key text features that will also support their development of their reading, writing and oracy skills. They will also develop life skills such as letter writing
Implementation		Marches Futures Links		Summative Assessment/Time to Shine
There will be four LP units of approx. 10 weeks each. Each lesson will include at least one of the three main skills of reading, writing and oracy.  Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure.  Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework. Students’ revision skills will be developed by in class and homework assessment preparation.  WOW moments: learning about Yetis, Unicorns and the Loch Ness Monster, delivering speeches to the their peers about Jurassic park, enjoying spooky thriller texts, learning about gruesome Victorians, and exploring conflict through poetry.  Literacy skills will be addressed through: dedicated literacy activities through Rollama and GrammarWorks, key words, and reading for pleasure. Students are also given the opportunity to check their progress with literacy with dedicated literacy assessments and ‘Time to Shine’ in each Learning Programme		Each lesson within the learning programmes has a ‘Bigger Picture’ focus which supports students in exploring their thoughts, feelings, knowledge and understanding of the wider world. For example in ‘Monsters’ the consideration of stereotyping people and the impact this has; in War Poetry the significance of understanding bias and propaganda to better reflect on literary texts; in Crime and Thriller the consideration of whether criminals are always villains and finally in Nasty Dickens the exploration of the treatment of different areas of society such as lower classes, those with mental health issues and disabilities and whether treatments have changed for the better from the Victorian era to now.		<b>Learning Programme 1—Monsters =</b> 2x Literacy, Speech and Letter <b>Learning Programme 2—War Poetry =</b> 2 x Literacy, 2 x poetry analysis <b>Learning Programme 3 - Crime / Thriller =</b> 2x Literacy, Narrative and a Review <b>Learning Programme 4 - Nasty Dickens =</b> 2 x Literacy, Letter and Article
Impact:				
Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy. Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.				



Marches Academy Trust

# Year 7 English and Humanities Year Overview

## What is my Learning Journey this year?

### Bigger Picture Question:-

What is the point of the English Language? How does English Literature reflect our daily lives?

Consider, for example, the next stages of your learning journey...



### What to expect...

**English Content** – Explore Brazil through articles and sources.  
**Geography Content** – Favelas, Weather

**Assessment** – Report, Speech  
**Bigger Picture Question** – Do favelas reflect Brazilian society?



### What to expect

**English Content** – Investigate the causes of, and ways to manage deforestation  
**Geography Content** – Explore tropical rainforests

**Assessment** – Brochure  
**Bigger Picture Question** – What are the global and local impacts of deforestation?

## LP5

On to Year 8

Horrid Health

### What to expect

**English Content** – An introduction to Nasty Dickens.  
**History Content** – Medical advancements throughout the Victorian era.

**Assessment** – Letter  
**Bigger Picture Question** – How did the Victorians improve health care?



START

## LP1

The Lion, the Witch and the Wardrobe

### What to expect

**English Content** – A journey through Narnia  
**History Content** – Evacuation  
**RE Content** – Christianity  
**Assessment** – General essay  
**Bigger Picture Question** – How are Aslan and Jesus similar?



## LP2

Brazil



## LP3

Kings and Queens

### What to expect

**English Content** – An exploration of diary entries and articles  
**History Content** – A journey through the UK's past Kings and Queens  
**Assessment** – Letter  
**Bigger Picture Question** – How do past decisions still affect us today?



## LP4

Amazon

<b>The Big Picture—Intent:</b>  The Nurture Group provides Year 7 pupils with access to a curriculum which has been designed to develop their language, communication and written skills through a specifically tailored English, Humanities and Phonics scheme. This is a challenging yet welcoming introduction to the study of secondary English. From The Lion, the Witch and the Wardrobe to the Amazon Rainforest, students will engage and respond to a wide range of fiction and non - fiction texts, developing their reading and writing skills.  .	<b>Year 7 Nurture Group</b>
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Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
<b>English</b> The Lion, The Witch and The Wardrobe.	<b>English</b> : Students will develop a variety of skills that will bridge the gap from KS2 to KS4. These skills include speech writing, letter writing (informal and formal), narrative writing, review writing, analysis of literary texts. These elements match the Assessment Objectives for AO1, 2, 3 for GCSE Literature and 5 and 6 for GCSE Language.	English: Students will learn how to analyse text and pick out key information. Pupils will learn how to write transactional pieces including letters, speeches and essays. Pupils will learn how to develop their narrative writing  <b>RE:</b> Develop knowledge and understanding of: Christian beliefs, teachings and sources of wisdom and authority.	<b>English:</b> Students will build on and expand upon skills and knowledge gained in KS2 including story structures and creative writing, as well as analysis of literary texts  <b>RE:</b> Foundations laid in KS2 learning about the big six world religions.  <b>Geography:</b> Basic knowledge of global locations e.g. continents and oceans  <b>History:</b> Most local primaries cover elements of evacuation and kings and queens. We build upon this knowledge.  <b>Phonics:</b> Students will develop their understanding of sounding and blending. They will continue to practise using speed sounds.	<b>English:</b> Students will develop their knowledge and understanding of key text features such as context for texts studied in year 9. They will also develop skills such as letter and narrative writing for KS4 English Language  <b>RE:</b> To build on knowledge and understanding of the beliefs, teachings and practices of Islam.  <b>Geography:</b> Use place based knowledge and understanding of key issues such as sustainability to delve deeper into the relationship between humans and the natural environment.  <b>History:</b> Students will enhance of their understanding of the Victorian era.  <b>Phonics:</b> Students will apply their understanding of sounding and blending to writing stories.
<b>RE</b> Christianity				
<b>Geography</b> The Amazon Brazil	<b>RE</b> : A01: Demonstrate knowledge and understanding of religion and beliefs . A02: Analyse and evaluate aspects of religion and belief, including their significance and influence.	<b>Geography:</b> Detailed knowledge of a range of contemporary issues within South America including migration and threats and management of tropical rainforests.		
<b>History</b> Kings and Queens Evacuation Victorian Medicine	<b>Geography:</b> Map skills including grid references, describing location and use of scale.  <b>History:</b> Students will develop their ability to use source inference and explore narrative accounts.	<b>History:</b> Students will develop a detailed knowledge of the impact of evacuation on the population.  <b>Phonics:</b> Students will develop their understanding of graphemes and digraphs.		
<b>Phonics</b> Ruth Miskin Read Write Inc	<b>Phonics:</b> Students will apply their understanding of sounding and blending to writing pieces of transactional writing.			

Implementation	Marches Futures Links	Summative Assessment
Students receive eight lessons per week. Four of these lessons are dedicated to the English and Humanities curriculum, with the remaining four focusing on Phonics. Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure. Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework. Students’ revision skills will be developed by in class and Literacy skills will be addressed through: dedicated literacy lessons using literacy homework, key words, words of the week, spelling tests,, and reading for pleasure. Students are also given the opportunity to check their progress with literacy with dedicated literacy assessments in each Learning Programme	<b>English:</b> Each lesson within the learning programmes has a ‘Bigger Picture’ focus which supports students in exploring their thoughts, feelings, knowledge and understanding of the wider world.  <b>Humanities:</b> There are frequent opportunities for students to engage with global issues, deepening their understanding of how Britain fits into a rapidly changing world.	<b>1. The Lion, The Witch and The Wardrobe:</b> Analysing Aslan with a comparison to Jesus. <b>2. Brazil:</b> Writing a report on favelas. <b>3. Amazon:</b> Producing a brochure about deforestation. <b>4. Kings and Queens:</b> Writing a letter. <b>5. Medicine:</b> Writing a letter.

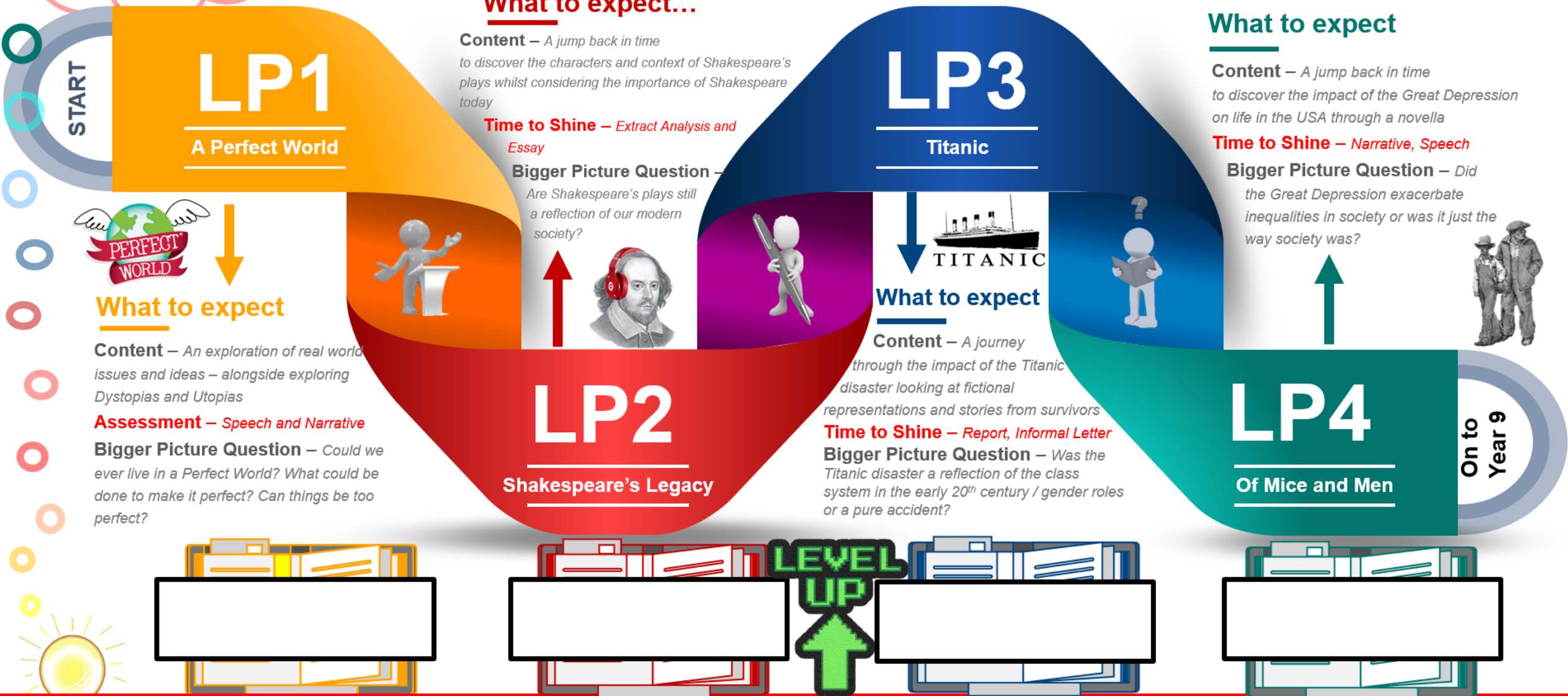
<b>Impact:</b> <b>English:</b> Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy. Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. <b>History:</b> Students will have contextual knowledge about evacuation, parliament and Kings and Queens throughout a number of years. They will understand why key events were important and what events led to other developments <b>Geography:</b> By the end of the year students will have a range of geographical place contexts and concepts which will enable them to grow their knowledge of the world around them. It should help deepen their understanding of the interactions between physical and human processes and get them to look for the solutions for sustainable life on the planet. <b>RE:</b> Students will develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society. <b>Phonics:</b> By the end of the year pupils will be able to understand the sounds in words, how words are constructed. Pupils will be able to blend graphemes. Pupils spelling and sentence construction will improve
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**Bigger Picture Question:-**  
What is the point of the English Language? How does English Literature reflect our daily lives?  
Consider, for example, the next stages of your learning journey...

# Year 8 English Year Overview

*What is my Learning Journey this year?*



**The Big Picture—Intent:**Year 8 is a wonderful representation of the diversity and power of the study of English. ‘Real world’ English units broaden the offer of the subject whilst the literary units provide students with the skills they need for GCSE whilst exploring real-life issues such as racism and discrimination. ‘Learning Programme’ units: A Perfect World, Shakespeare’s Legacy, Titanic and Of Mice and Men. Students will be engaged by a range of real life scenarios such as delivering speeches. They will also have the opportunity to write for real world purposes. Some classic texts have been included to increase challenge. Literacy activities with Rollama and GrammarWorks will form part of the scheme studying and improving their writing with grammar activities such as: word classes, punctuation and sentence structure.

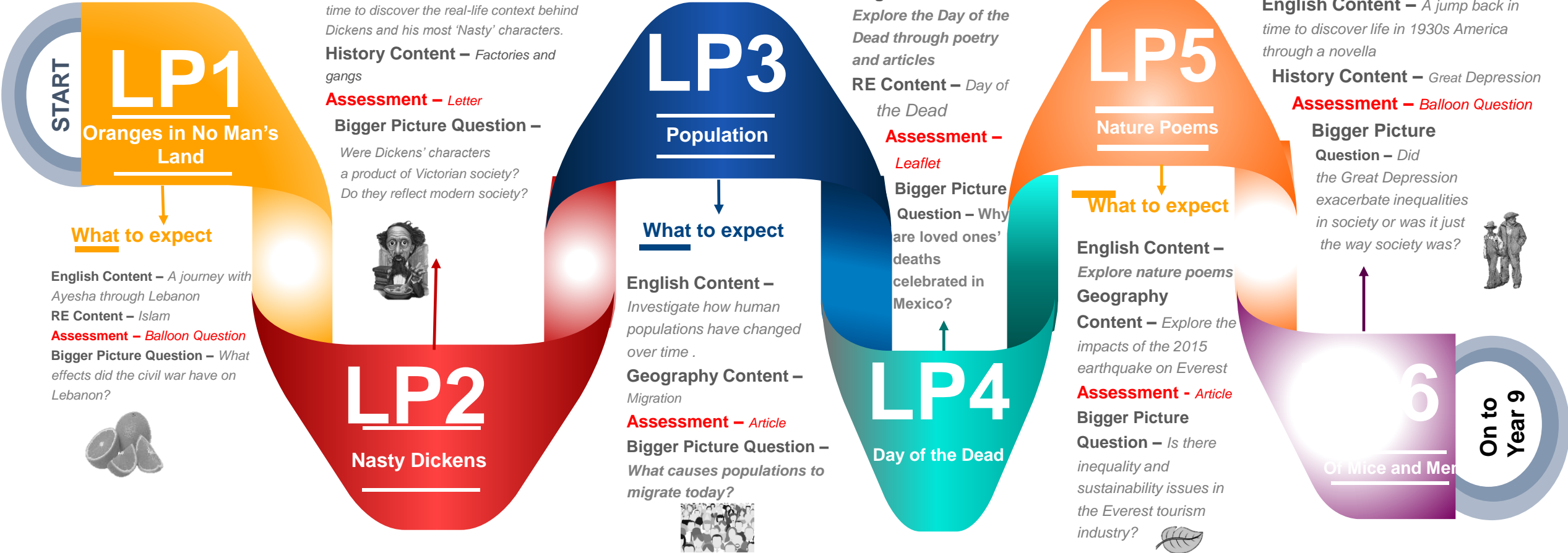
Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
1. A Perfect World 2. Shakespeare’s Legacy 3. Titanic 4. Of Mice and Men	Students will develop a variety of skills that will support students within and outside the classroom – even moving beyond secondary education. These skills include speech writing, letter writing (informal and formal), narrative writing, review writing, analysis of literary texts. These skills will enhance students’ overall skills within the three key areas of reading, writing and oracy.	Develop knowledge and understanding of delivering pitches and utopian/dystopian societies through the 'A Perfect World' Programme. This then feeds into developing their knowledge and understanding of key themes and settings in important literature through analysis and understanding of context in the learning programme for Shakespeare’s Legacy. Moving on to the Learning programme for Titanic, students will develop their knowledge and understanding of sensationalism and bias, finally feeding in to their final learning programme of Of Mice and Men where students will develop their knowledge and understanding of early 20th Century context and treatment of minorities in society.	Students will build on and expand upon skills and knowledge gained in year 7 including narrative and transactional writing, literacy elements, as well as analysis of literary texts	Students will develop their knowledge and understanding of key text features that will also support their development of their reading, writing and oracy skills. They will also develop life skills such as article writing
Implementation		Marches Futures Links		Summative Assessment/Time to Shine
There will be four LP units of approx. 10 weeks each. Each lesson will include at least one LORIC skill.  Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure.  Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework.  Students’ revision skills will be developed by in class and homework assessment preparation.  WOW moments: staging their own Shakespeare scene, researching survivors, developing their own time capsules and pitching their ideas for a dream housing development., Literacy skills will be addressed through: dedicated literacy activities and homework through Rollama and GrammarWorks, key words, and reading for pleasure. Students are also given the opportunity to check their progress with literacy with dedicated literacy assessments / Time to Shine in each Learning Programme		Each lesson within the learning programmes has a ‘Bigger Picture’ focus which supports students in exploring their thoughts, feelings, knowledge and understanding of the wider world. For example in ‘A Perfect World’ we will explore key negative aspects of life in our modern world including homelessness and the impact this has on our world, in Shakespeare’s Legacy the significance of understanding key themes and ideas from Shakespeare’s plays that are still relevant today; in Titanic the consideration of the impact of historical disasters and the sensationalism of historical events in newspapers, and finally in Of Mice and Men the exploration of the treatment of different areas of society such as lower classes, women, those with mental health issues and disabilities and whether treatments have changed for the better from the 1930s to now.		<b>Learning Programme 1—A Perfect World =</b> 2x Literacy, Speech and Narrative <b>Learning Programme 2— Shakespeare’s Legacy=</b> 2 x Literacy, Extract and Essay <b>Learning Programme 3 - Titanic =</b> 2x Literacy, Report and Informal Letter <b>Learning Programme 4 - Of Mice and Men=</b> 2 x Literacy, Narrative and Speech
Impact:				
Good: Students understand some uses of real world English and they read with independence, understanding and resilience. They write with accuracy. Better: Students have a good understanding of real world English. They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. Excellent: Students show confidence evaluating the uses of real world English. Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.				

**Bigger Picture Question:-**  
 What is the point of the English Language? How does English Literature reflect our daily lives?  
 Consider, for example, the next stages of your learning journey...



# Year 8 English and Humanities Year Overview

## What is my Learning Journey this year?





**The Big Picture—Intent:**

The Nurture Group provides Year 8 pupils with access to a curriculum which has been designed to develop their language, communication and written skills through a specifically tailored English, Humanities and Phonics scheme. ‘Real world’ English units broaden the offer of the subject whilst the literary units provide students with the skills they need for GCSE whilst exploring real-life issues such as racism and discrimination. ‘Learning Programme’ units cover: ‘Oranges in No Man’s Land’, Nasty Dickens, Population, Day of the Dead, Nature Poems and ‘Of Mice and Men’. Students will be engaged by a range of real life scenarios such as delivering speeches. Some legacy GCSE texts have been included to increase challenge.

**Year 8**

**Nurture**

**Group**

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
<b>English</b> Oranges in No Man’s Land Of Mice and Men	<b>English :</b> Students will develop a variety of skills that will bridge the gap from KS2 to KS4. These skills include speech writing, report writing, narrative writing, article writing and analysis of literary texts. These elements match the Assessment Objectives for AO1, and AO2 for GCSE Literature and 5 and 6 for GCSE Language.	<b>English:</b> Students will explore a range of literature to develop their knowledge and understanding of early 20th Century context and treatment of minorities in society.  <b>RE:</b> Develop knowledge and understanding of Islamic beliefs, teachings and sources of wisdom and authority.	<b>English:</b> Students will build on and expand upon skills and knowledge gained in year 7 including narrative and transactional writing, literacy elements, as well as analysis of literary texts  <b>RE:</b> Learning about Christianity and development of the key RE skills.	<b>English:</b> Students will develop their knowledge and understanding of key text features such as context for texts studied in year 9. They will also develop skills such as letter and narrative writing for KS4 English Language
<b>RE</b> Islam Day of the Dead	<b>RE :</b> A01: Demonstrate knowledge and understanding of religion and beliefs . A02: Analyse and evaluate aspects of religion and belief, including their significance and influence.	<b>Geography:</b> Basic understanding of causes of climate and weather. Knowledge of causes and effects of climate change, tropical storms and changing weather patterns. Knowledge of the distribution and structure of the world’s population and factors driving specific changes.	<b>Geography:</b> Place based knowledge, experience of global issues and understanding of key concepts such as sustainability.	<b>RE:</b> To build upon the understanding of the impact of religious beliefs on ethical decision making.
<b>Geography</b> Mount Everest Population	<b>Geography:</b> Technical skills including interpretation and analysis of data through population pyramids and a range of maps.	<b>History:</b> Students will explore the world of Nasty Dickens and develop their knowledge and understanding of Victorian context and characterisation. They will also discover the impact of the Lebanese Civil War in Lebanon.	<b>History:</b> Learning about evacuation and several kings and queens.	<b>Geography:</b> Use knowledge of interaction between humans and the environment to develop a more diverse understanding of place whilst also sharpening their skills of justification and debate in preparation for the start of GCSE.
<b>History</b> The Lebanese Civil War 1930s America	<b>History:</b> Students will develop their ability to use source inference and explore narrative accounts.		<b>Phonics:</b> Students will develop their understanding of sounding and blending. They will continue to practise using speed sounds.	<b>History:</b> To build upon the basis 20th Century events and linking them to contemporary issues such as LGBTQ, women’s rights, Irish Nationalism and more.
<b>Phonics</b> Ruth Miskin Read Write Inc	<b>Phonics:</b> Students will apply their understanding of sounding and blending to writing pieces of transactional writing.	<b>Phonics:</b> Students will develop their understanding of graphemes and digraphs.		<b>Phonics:</b> Students will apply their understanding of Phonics when writing analytical and creative pieces.

Implementation	Marches Futures Links	Summative Assessment
Students have eight lessons per week. Four of these lessons are dedicated to the English and Humanities curriculum, with the remaining four focusing on Phonics. Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure. Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework. Students’ revision skills will be developed by in class and at home. Literacy skills will be addressed through: dedicated literacy lessons using literacy homework, key words, words of the week, spelling tests,, and reading for pleasure. Students are also given the opportunity to check their progress with literacy with dedicated literacy assessments in each Learning Programme	In Nasty Dickens and ‘Of Mice and Men’ students will have the opportunity to explore the treatment of different areas of society such as lower classes, women, those with mental health issues and disabilities and whether treatments have changed for the better from the 1930s to now. Students will share their views and opinions with others and resolve any differences maturely. They will reflect on their own contribution to society and how we can support other communities.	<b>1. Oranges in No Man’s Land:</b> Analysing Ayesha and making links to Islam. <b>2. Nasty Dickens:</b> Writing a letter. <b>3. Population:</b> Writing an article <b>4. Day of the Dead:</b> Writing a leaflet. <b>5. Nature Poems:</b> Analysing a poem. <b>6. Of Mice and Men:</b> Analysing the main characters and making links to 1930s America.

**Impact:**

**English:** Students show confidence evaluating the uses of real world English. Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.

**History:** Students will have continued to develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society.

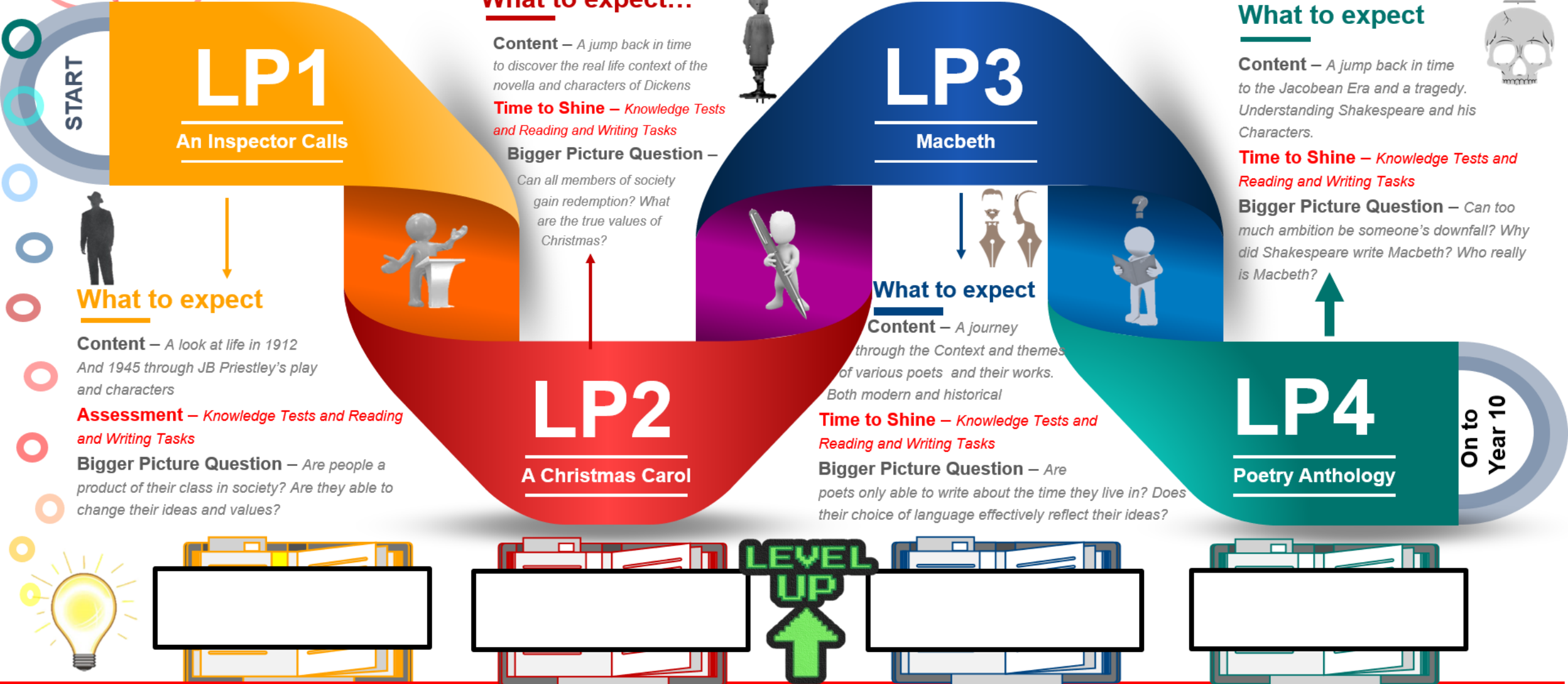
**Geography:** Students will have a well-rounded understanding of the concept of sustainability and be able to apply the idea to a varied range of contemporary issues. Students will feel confident engaging in academic discussion surrounding these issues and be able to justify their point of view.

**RE:** Students will have continued to develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society.

**Bigger Picture Question:-**  
What is the point of the English Language? How does English Literature reflect our daily lives?  
Consider, for example, the next stages of your learning journey...

# Year 9 English Year Overview

## What is my Learning Journey this year?



**The Big Picture—Intent:** Year 9 is the first year of GCSE where students will focus on Component 1 and Component 2 EDUQAS GCSE English Literature. Students will build on the analytical skills and knowledge developed in previous years of study to explore the following four units: Shakespeare, Poetry Anthology, An Inspector Calls and An Inspector Calls. EDUQAS GCSE English Literature set text preliminary studying/reading for Component 1 and 2 – Working towards AO1, AO2 and AO3 skills for Close Analysis, Comparison and Balloon Questions. Students will cover initial GCSE content in year 9 Lessons, alongside annotating all relevant set texts, to develop the necessary skills to complete exam questions looking towards their end of year GCSE English Literature exams in Year 10. The skills gained and developed within the units of work include: applying critical skills in close reading; describing and analysing key features of language choice; using associated terminology accurately; analysing and evaluating contextual factors; exploring connections between the texts; supporting points with apt quotation; organising their response effectively using coherent written expression; critically evaluating how contextual factors affect form and structure; analysing how language features shape meaning. Students will also be given the opportunity to complete GCSE English Language style tasks in preparation for the non – exam assessed component: Spoken Language at the end of Year 10 .

Year 9  
English

Content / Units	Skills	Knowledge	Prior—Y7 & 8	Next—Y10
1. An Inspector Calls 2. A Christmas Carol 3. Poetry Anthology 4. Macbeth	Students will develop a variety of skills that will build upon the skills gained in KS3 as they transition into KS4. These skills include transactional and narrative writing skills, alongside the key skills needed for the study of English Literature. These elements match the Assessment Objectives for AO1, and AO2 for GCSE Literature and 5 and 6 for GCSE Language.	Develop knowledge and understanding of context for all key Literature texts. For example early 20th Century Britain (political and societal) for An Inspector Calls; Victorian Era focussing on the class system and Christmas for A Christmas Carol; the Romantics, World War 1, Hurricane Floyd etc for the Poetry Anthology and medieval Scotland and the Elizabethan and Jacobean Era for Macbeth. This will run alongside knowledge of subject terminology, literary terms and literary form and structure across prose, plays and poetry.	Students will build on and expand upon skills and knowledge gained in KS3 including Shakespeare’s Legacy and Nasty Dickens for context, as well as analysis of literary texts gained through War Poetry and Of Mice and Men	Students will develop their knowledge and understanding of key text features such as context for texts studied in year 9. They will also develop skills such as letter and narrative writing for KS4 English Language.
Implementation		Marches Futures Links		Summative Assessment/Time to Shine
There will be four LP units of approximately 10 weeks each. Each lesson will include at least one LORIC skill.  Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure.  Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework.  Students’ revision skills will be developed in class and homework assessment preparation.  WOW moments: Theatre trips, cinematic experience, drama in the classroom, role-play, use of social media, discussion of real world issues, CSI Investigations.  Literacy skills will be addressed through: dedicated literacy lessons using the building better sentences scheme, literacy homework, key words, words of the week, vocabulary tests and reading for pleasure.		Each lesson within the learning programmes has a ‘Bigger Picture’ focus which supports students in exploring their thoughts, feelings, knowledge and understanding of the wider world. For example in ‘An Inspector Calls’ the consideration of capitalism and socialism; in ‘A Christmas Carol’ the significance of the class divide and Malthusian Theory and the Poor Laws; in the Poetry Anthology the significance of contextual elements like Propaganda and PTSD for the War Poems and finally in Macbeth the exploration of moral and immoral actions in the pursuit of ambition and power, as well as the impact of supernatural beliefs and the influence of gender in historical contexts.		<b>Learning Programme 1—An Inspector Calls =</b> 2x Literacy, Letter and Essay <b>Learning Programme 2—A Christmas Carol=</b> 2 x Literacy, Letter and Essay <b>Learning Programme 3 - Poetry Anthology =</b> 2x Literacy, 2 x poetry analysis <b>Learning Programme 4 - Macbeth=</b> 2 x Literacy, Extract Analysis and Speech
<b>Impact:</b> Good: Students will be able to describe the plot of the play/novella/content of poems Better: Students will be able to understand the plot, characters, context and themes associated with the play/novella or poems Excellent: Students will be able to apply this knowledge of the context to a transactional/narrative piece of writing. <b>Bonus—students are familiar with the GCSE English Literature texts ready for KS4 and are able to analyse and discuss plot, characters, themes and context.</b>				

**Bigger Picture Question:-**

Why is English Literature so important?  
How do the themes of English literature reflect our society?

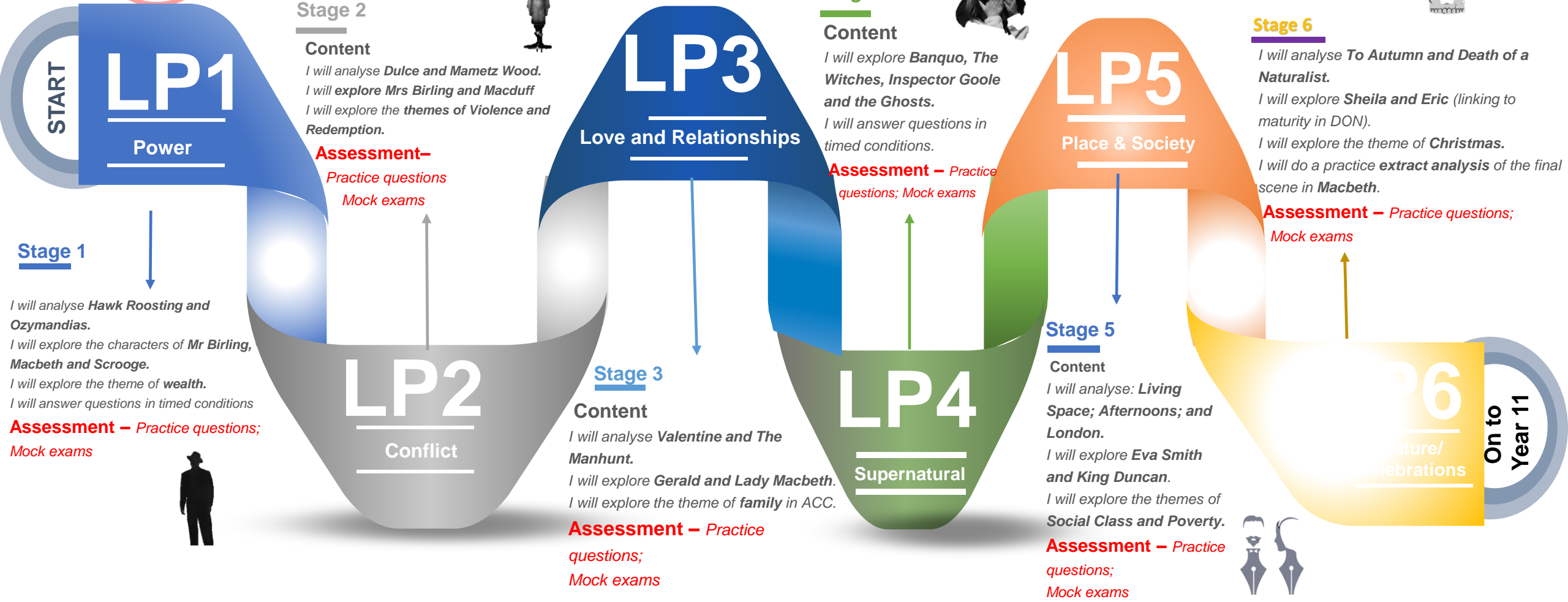


# Year 10 English Literature Year Overview



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*What is my Learning Journey this year?*



**The Big Picture—Intent:** Year 10 is the final year of GCSE English Literature where students will focus on Component 1 and Component 2. Students will build on the analytical skills and knowledge developed in Year 9 to explore the following four units: Shakespeare, Poetry Anthology, An Inspector Calls and An Inspector Calls. EDUQAS GCSE English Literature set text preliminary studying/reading for Component 1 and 2 – Working towards AO1, AO2 and AO3 skills for Close Analysis, Comparison and Balloon Questions. The skills developed within the units of work include: applying critical skills in close reading; describing and analysing key features of language choice; using associated terminology accurately; analysing and evaluating contextual factors; exploring connections between the texts; supporting points with apt quotation; organising their response effectively using coherent written expression; critically evaluating how contextual factors affect form and structure; analysing how language features shape meaning. Students will also be given the opportunity to complete GCSE English Language style tasks in preparation for the non – exam assessed component: Spoken Language.

Content / Units	Skills	Knowledge	Prior—Y9	Next—Y11
1. An Inspector Calls 2. A Christmas Carol 3. Poetry (Anthology & Unseen) 4. Macbeth 5. Spoken Language	Students will develop a variety of skills gained in Year 9. These skills include transactional and narrative writing skills, alongside the key skills needed for the study of English Literature. These elements match the Assessment Objectives for AO1, and AO2 for GCSE Literature and 5 and 6 for GCSE Language.	Develop knowledge and understanding of context for all key Literature texts; applying critical skills in close reading; describing and analysing key features of language choice; using associated terminology accurately; analysing and evaluating contextual factors; exploring connections between the texts; supporting points with apt quotation; organising their response effectively using coherent written expression; critically evaluating how contextual factors affect form and structure; analysing how language features shape meaning.	Students will expand upon skills and knowledge gained in Year 9. They will have an opportunity to revise characters, themes and quotations from ‘A Christmas Carol’, ‘An Inspector Calls’, ‘Macbeth’ and the Eduqas Poetry Anthology.	Students will build on the analytical skills and knowledge developed in previous years of study to explore the following units: Narrative Writing, Transactional Writing and Reading in preparation for their final exams.

Implementation	Marches Futures Links	Summative Assessment
There will be six LP units of approximately five weeks each. Each lesson will include at least one LORIC skill.  Independent learner behaviours will come through in GCSE Pod home learning tasks and the application of this knowledge to assessments; creation of revision flash cards for assessment and final exams; learning quotes weekly to support assessments and end of year exams. Therefore home learning is imperative in order for students to develop their responses fully with knowledge gained from GCSE Pod. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.  Students’ revision skills will be developed in class and homework assessment preparation.  WOW moments: discovery of connections between poems, texts and contexts as a means of engaging students with a deeper understanding of the poem and key texts.  In the final Learning Programme, a mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student’s interpersonal skills.	Each lesson within the Learning Programmes has a ‘Bigger Picture’ focus which supports students in exploring their thoughts, feelings, knowledge and understanding of the wider world. For example in Power and Society there is consideration of capitalism and socialism, as well as the class divide, Malthusian Theory and the Poor Laws; across the themes for each text, the significance of contextual elements like Propaganda and PTSD, and the exploration of moral and immoral actions in the pursuit of ambition and power, as well as the impact of supernatural beliefs and the influence of gender in historical contexts.	<b>Learning Programme 1—Theme of Power</b> - weekly assessments exploring this theme in all set texts. <b>Learning Programme 2—Theme of Conflict:</b> weekly assessments exploring this theme in all set texts. <b>Learning Programme 3 -Theme of Love &amp; Relationships:</b> weekly assessments exploring this theme in all set texts. <b>Learning Programme 4 - Theme of Supernatural:</b> weekly assessments exploring this theme in all set texts. <b>Learning Programme 5 – Theme of Place/Society:</b> weekly assessments exploring this theme in all set texts. <b>Learning Programme 6 – Theme of Nature/Celebration:</b> weekly assessments exploring this theme in all set texts.

**Impact:** By the end of Year 10, students will be able to analyse texts confidently and have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology. Students will demonstrate self-confidence in lessons when tackling all types of exam responses with the skills and exam structures developed through revision and planning of text Assessments



**Bigger Picture Question:-**

How do I use English Language in every day life? What skills will I use in my future?

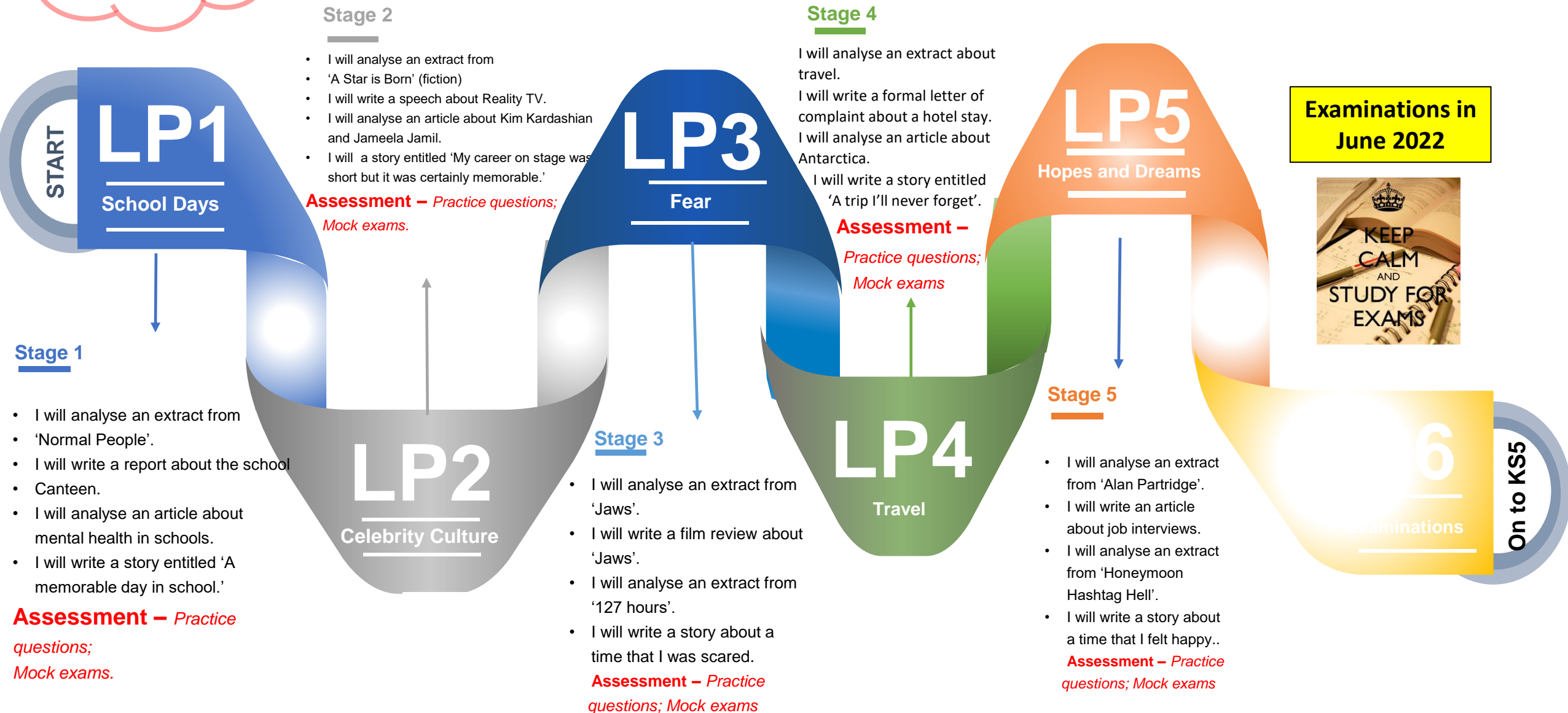


# Year 11 English Language Year Overview

## What is my Learning Journey this year?



Marches Academy Trust



Scheme of Learning Year Overview	The Big Picture—Intent:				Year 11 English Language
	Year 11 is the final year of the English Language GCSE course where students will focus on Component 1 and Component 2 revision. Students will build on the analytical skills and knowledge developed in previous years of study to explore the following units: Narrative Writing, Transactional Writing and Reading in preparation for their final exams. The course aims to foster a love of learning in English Language by focusing on engaging topics and preparing for the next stage in their education.				
	Content / Units	Skills	Knowledge	Prior—Y10	Next—Y12
	Narrative Writing  Transactional Writing:  Formal Letter, speech, review, report, article, informal letter.  20th Century Fiction  19th Century and 21st Century Non-Fiction.	EDUQAS GCSE English Language Revision Component 1 and 2 – Reading (AO1, AO2, AO3 and AO4), Writing (AO5 and AO6):  Identifying and interpreting explicit and implicit information and ideas selecting and synthesising evidence from different texts.  Evaluating texts critically and supporting this with appropriate textual references; communicating clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers. Using relevant subject terminology to support their views; comparing writers' ideas and perspectives, as well as how these are conveyed, across two or more texts organising information and ideas. Using structural and grammatical features to support coherence and cohesion of texts; using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Completed their GCSE English Literature qualification, covering topics such as: 'Macbeth', 'An Inspector Calls' , 'A Christmas Carol' and Poetry.	To build upon their understanding of linguistic analysis and to further enhance their skills in essay writing, including theoretical interpretation.
	Implementation			Marches Futures Links	Summative Assessment
	Eight 55 minute lessons across a two-week timetable.  LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.  Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework, practice exam questions and independent reading,  Flipped learning, literacy tasks, comprehension tasks, practice papers will be set for homework.  Students' revision skills will be developed in class and homework assessment preparation. 'WOW moments' will use students' work as WAGOLLS and celebrate student success in assemblies.  Literacy skills will be addressed through: dedicated literacy lessons using the building better sentences scheme, literacy homework, key words, words of the week, vocabulary tests and reading for pleasure.			Working as part of a group or team to analyse fiction and non-fiction texts.  Showing respect for people, living things, property and the environment through creative writing.  Being able to succinctly and confidently communicate their ideas using an appropriate formality.  Develop relevant employability skills through dedicated lessons linking to Careers Week.  Sharing of views and opinions with others and resolving any differences maturely.	<b>Learning Programme 1—School Days:</b> weekly assessments exploring this theme via extracts from fiction and non-fiction texts; narrative writing and transactional writing. <b>Learning Programme 2—Celebrity Culture:</b> weekly assessments exploring this theme via extracts from fiction and non-fiction texts; narrative writing and transactional writing. <b>Learning Programme 3 - Fear:</b> weekly assessments exploring this theme via extracts from fiction and non-fiction texts; narrative writing and transactional writing. <b>Learning Programme 4 - Travel:</b> weekly assessments exploring this theme via extracts from fiction and non-fiction texts; narrative writing and transactional writing. <b>Learning Programme 5 – Hopes and Dreams:</b> weekly assessments exploring this theme in all set texts.
	<b>Impact:</b> By the end of Year 11, students will be able to analyse texts confidently and have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology. They will be able to use a wide range of varied and appropriate vocabulary to express themselves. They will also be familiar with all styles of exam questions and know how to approach and structure each response. In Year 11, students will consolidate the skills and knowledge acquired in previous years and complete weekly revision tasks linked to practice questions.				

# Year 12-13 English Language Overview

## What is my Learning Journey for A Level?

### Bigger Picture Question:-

How is English Language going to help me in my future? Why is it important?  
Consider, for example, the next stages of your learning journey...

START

## Year 12 Term 1

Introduction to A Level;  
Child Language Acquisition

### What to expect

**Content** – The Language Levels; a journey through the stages of how we learn language.

**Assessment** – Exam response

**Bigger Picture Question** –  
What are the stages that children go through in order to communicate in the outside world?



### What to expect...

**Content** – Analysis of spoken and written discourse; how is power shown through discourse?

**Assessment** – Exam response for Component 1&3

**Bigger Picture Question** –  
How is language affected by power and situation?

## Year 12 Term 2

Spoken and written language analysis;  
How power and Situation affect language



## Year 12 Term 3

Language and Gender;  
Standard and Non-Standard Language



### What to expect

**Content** – An understanding of how gender and social class can affect language and attitudes

**Assessment** – Exam response

**Bigger Picture Question**  
What impact do gender and social class have on language use?

### What to expect

**Content** – A jump back in time to discover what English used to be like; back to the present time to look at modern English

**Assessment** – Exam response

**Bigger Picture Question** –  
What influences a change in language?

## Year 13

Language Change Over Time; Coursework Submission; Revision

On to  
Higher Education

Home Learning

Each week there will be a Flipped Learning Task

You will also need to complete your notes after every lesson and file them appropriately

You will also need to complete wide reading and make notes. Again, file them appropriately.

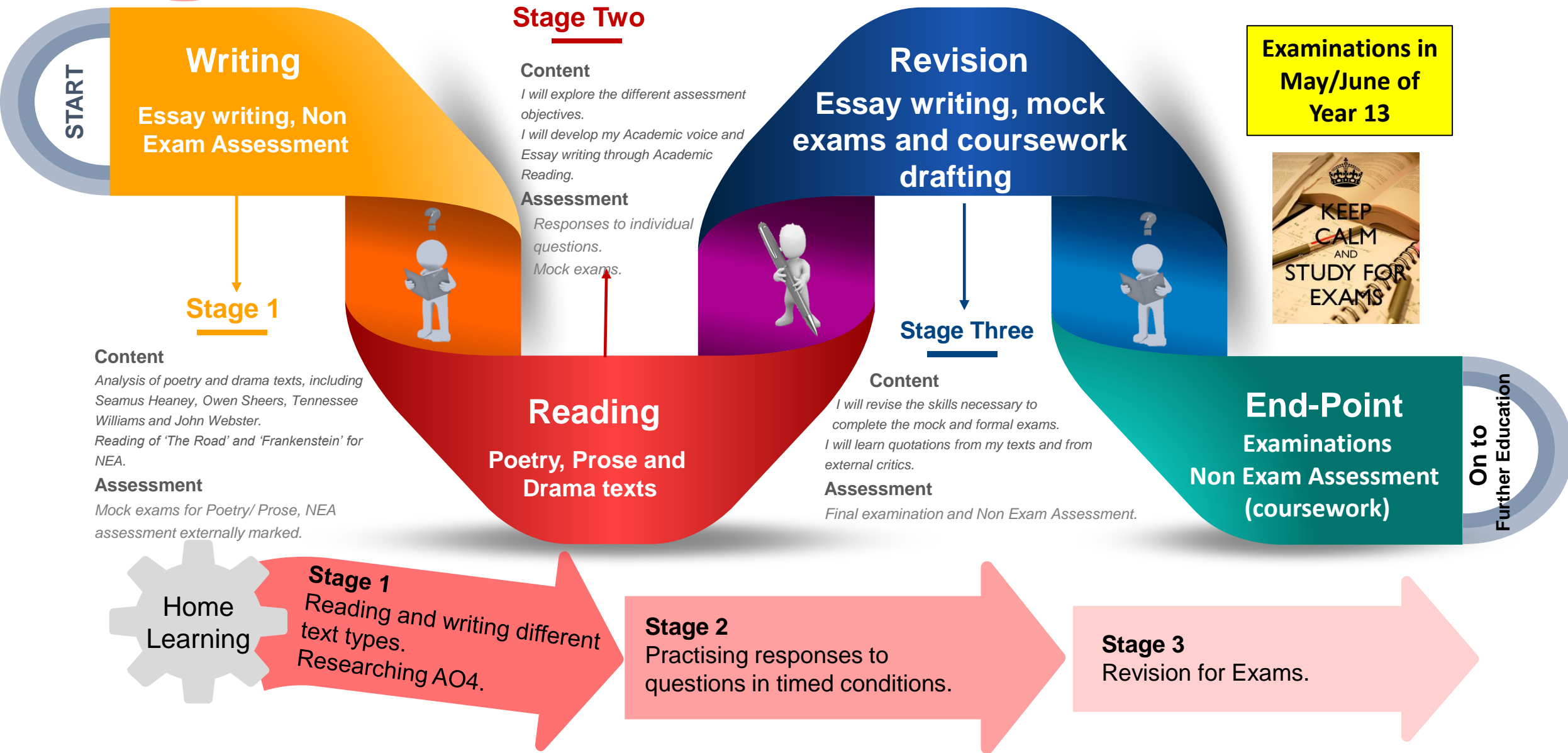
Scheme of Learning Year Overview	<b>The Big Picture—Intent:</b> In the first year of English Language A Level, students are introduced to analysing spoken language; language concepts and issues; language change; 21 <sup>st</sup> century language; creative and critical writing. Students focus on exploring these issues, applying theories where appropriate.. Students will develop their confidence with the linguistic frameworks., their analytical skills and learn how to embed the use of subject terminology. Students develop their academic writing skills and learn key terminology and the vocabulary they will need for their mock exam.				<b>Year 12 English Language</b>	
	<b>Content / Units</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prior—Y11</b>	<b>Next—Y13</b>	
	Child Language Acquisition Spoken Language Study Creative and Critical Writing Accents and Dialects Language and Power/Gender	EDUQAS GCE English Language Component 1, 2, 3 and 4 – (AO1, AO2, AO3, AO4 and AO5)  Apply appropriate methods of language analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to language use  Demonstrate expertise and creativity in the use of English to communicate in different ways	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning  Explore connections across texts, informed by linguistic concepts and methods	Completed their English Language GCSE, focusing on reading skills in both fiction and non-fiction texts, ranging from the 19th to the 21st centuries, and transactional and narrative writing.	To build upon their understanding of linguistic analysis and to further enhance their skills in writing, including theoretical interpretation.	
	<b>Implementation</b>			<b>Marches Futures Links</b>		<b>Summative Assessment</b>
	Ten 55 minute lessons across a two-week timetable.  LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student’s interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.  Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework, practice exam questions and independent reading, Theory will also be developed within the first year of A Level English Language.  Flipped learning, wider reading, practice papers will be set for independent study.  Students’ work as WAGOLs and celebrate student success.			Working as part of a group or team, showing collaboration and team work.  Understanding how the English language links to the wider world and the opportunities it creates.  Being able to succinctly and confidently communicate their ideas using an appropriate formality.  Develop relevant employability skills and skills needed for Further /Higher Education.  Sharing of views and opinions with others and resolving any differences maturely.		<b><u>Autumn Term</u></b>  Introduction to English Language and the Frameworks Component 1 Section B: Concepts and Issues (Child Language Acquisition) Component 3: Creative and Critical Writing  <b><u>Spring Term</u></b> Component 1 Section A: Spoken Language Study Component 1 Section B: Concepts and Issues (Language and Power/Situation)  <b><u>Summer Term</u></b> Component 1 Section B: Concepts and Issues (Language and Social Class); Language and Gender) Component 4 preparation—NEA
	<b>Impact:</b> By the end of Year 12, students will be able to analyse ta range of texts confidently and have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology and theory. They will also have a deeper knowledge of the concepts and issues behind English language and the reasons language is used and adapted. In their own writing, they will be able to use skills in a wide range of texts, as well as being able to understand and evaluate their language choices.					

# Scheme of Learning Year Overview

<b>The Big Picture—Intent:</b> In the second year of English Language A Level, students are introduced to the history of the English language and how and why it is constantly changing. They will complete their NEA as well as revise and consolidate skills and knowledge from year 12, on Spoken Language Study; Language concepts and issues; and creative and critical writing. They will also develop their theory knowledge and understand how this fits into the course. Students develop their academic writing skills and learn key terminology and the vocabulary they will need for their mock exam.				<b>Year 13 English Language</b>
<b>Content / Units</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prior—Y12</b>	<b>Next—Further Education</b>
History of Language Language Change  NEA  Revision and consolidation of:  Spoken Language Study  Language Concepts and Issues  Creative and Critical Writing	EDUQAS GCE English Language Component 1, 2, 3 and 4 – (AO1, AO2, AO3, AO4 and AO5)  Apply appropriate methods of language analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to language use  Demonstrate expertise and creativity in the use of English to communicate in different ways	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning  Explore connections across texts, informed by linguistic concepts and methods	Completed their English Language A Level first year, where they will have focused on Spoken Language Study, Child Language Acquisition, Creative and Critical Writing.	To build upon their understanding of linguistic analysis and to further enhance their skills in writing, including theoretical interpretation.
<b>Implementation</b>		<b>Marches Futures Links</b>		<b>Summative Assessment</b>
<p>Ten 55 minute lessons across a two-week timetable.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student’s interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework, practice exam questions and independent reading, Theory will also be developed within the first year of A Level English Language.</p> <p>Flipped learning, wider reading, practice papers will be set for independent study.</p> <p>Students’ work as WAGOLs and celebrate student success.</p>		<p>Working as part of a group or team, showing collaboration and team work.</p> <p>Understanding how the English language links to the wider world and the opportunities it creates.</p> <p>Being able to succinctly and confidently communicate their ideas using an appropriate formality.</p> <p>Develop relevant employability skills and skills needed for Further /Higher Education.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p>		<p><b><u>Autumn Term</u></b></p> <p>NEA Writing and redrafting</p> <p>Language Change Over Time</p> <p><b><u>Spring Term</u></b></p> <p>Completion of NEA</p> <p>Revision of Component 1, 2 &amp; 3</p> <p><b><u>Summer Term</u></b></p> <p>Revision and external exams</p>
<b>Impact:</b> By the end of Year 13, students will be able to analyse a range of texts confidently and have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology and theory. They will also have a deeper knowledge of the concepts and issues behind English language and behind the reasons English Language has changed and how it continues to change. In their own writing, they will be able to use skills in a wide range of texts, as well as being able to understand and evaluate their language choices. They will have also written a piece of coursework which consolidates what they have learned over the two years.				



**Bigger Picture Question:-**  
How can I expand my own understanding using alternative viewpoints? How can I develop my arguments using the ideas of others?



Scheme of Learning Year Overview	<b>The Big Picture—Intent:</b> In the first year of English Literature A Level, students are introduced to analysing and comparing a range of literature texts from the literary canon in poetry (C1), drama (C2) and prose (C4); Literature concepts and issues with a focus upon critical reception; 19th/21 <sup>st</sup> century Literature prose comparison (C4). Students focus on exploring these issues, applying theories where appropriate and will be developing their confidence in structure, language appreciation and analysis and critical reception whilst considering aspects of comparison and contexts in justifying their approach. Students develop their academic writing skills and learn key terminology and the vocabulary they will need for their mock exam.				<b>Year 12 English Literature</b>	
	<b>Content / Units</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prior—Y11</b>	<b>Next—Y13</b>	
	Component 1: Comparison of poetry texts (Heaney and Sheers)	EDUQAS GCE English Literature Component 1, 2 and 4 – (AO1, AO2, AO3, AO4 and AO5)  Apply appropriate methods of Literature analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to Literature appreciation  Demonstrate expertise and creativity in the use of analytical techniques across a range of literary forms and contexts.	Analyse and evaluate how contextual factors and Literature features are associated with the construction of meaning  Explore connections across texts, informed by contexts and critical reception  Appreciation of narrative, character, structure, form and contexts.	Completed their English Literature GCSE, focusing on reading skills in English Literature with reference to ‘An Inspector Calls’ (Post 1914 drama); Macbeth’ (Shakespeare and drama literary canon); ‘A Christmas Carol’ (C.19th Novella); Poetry anthology (1789-present day)	To build upon their understanding of textual analysis and appreciation in close text study (poetry—Milton’s ‘Paradise Lost: Book IX’; drama—Shakespeare’s ‘Hamlet’); unseen poetry and prose with synoptic skills (C3); consolidation of knowledge.	
	Component 2: Comparison of drama texts (Webster and Williams)					
	Component 4: Comparison of prose (Shelley and McCarthy) NEA prep.					
	<b>Implementation</b>			<b>Marches Futures Links</b>	<b>Summative Assessment</b>	
	Ten 55 minute lessons across a two-week timetable.  LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks, developing student’s interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.  Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework, practice exam questions and independent reading, Theory will also be developed within the first year of A Level English Literature.  Flipped learning, wider reading, practice papers will be set for independent study.  Students’ work as WAGOLs and celebrate student success.			Working as part of a group or team, showing collaboration and team work.  Understanding how the English Literature links to the wider world and the opportunities it creates.  Being able to succinctly and confidently communicate their ideas using an appropriate formality.  Develop relevant employability skills and skills needed for Further /Higher Education.  Sharing of views and opinions with others and resolving any differences maturely.	<u><b>Autumn Term</b></u>  Introduction to English Literature and the Frameworks Component 1: Comparison of poetry texts (Sheers) Component 2: Comparison of drama texts (Webster)  <u><b>Spring Term</b></u>  Component 1: Comparison of poetry texts (Heaney) Component 2: Comparison of drama texts (Williams) Component 4: Comparison of prose (McCarthy)  <u><b>Summer Term</b></u>  Component 4: Comparison of prose (Shelley) NEA prep	
<b>Impact:</b> By the end of Year 12, students will be able to analyse a range of texts confidently and have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology and theory. They will also have a deeper knowledge of the concepts and issues behind English Literature and the reasons Literature is used and adapted. In their own writing, they will be able to use skills in a wide range of texts, as well as being able to understand and evaluate their Literature choices.						

Scheme of Learning Year Overview	<b>The Big Picture—Intent:</b> In the second year of English Literature A Level, students are introduced to the history of the English Literature and how and why it is constantly changing. They will complete their NEA as well as revise and consolidate skills and knowledge from year 12, on Spoken Literature Study; Literature concepts and issues; and creative and critical writing. They will also develop their theory knowledge and understand how this fits into the course. Students develop their academic writing skills and learn key terminology and the vocabulary they will need for their mock exam.				<b>Year 13 English Literature</b>
	<b>Content / Units</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Prior—Y11</b>	<b>Next— Further Education</b>
	History of Literature Literature Change NEA Revision and consolidation of: Spoken Literature Study Literature Concepts and Issues	EDUQAS GCE English Literature Component 1, 2, 3 and 4 – (AO1, AO2, AO3, AO4 and AO5)  Apply appropriate methods of Literature analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to Literature use  Demonstrate expertise and creativity in the use of English to communicate in different ways	Analyse and evaluate how contextual factors and Literature features are associated with the construction of meaning  Explore connections across texts, informed by linguistic concepts and methods	Completed their English Literature A Level first year, where they will have focused on Spoken Literature Study, Child Literature Acquisition, Creative and Critical Writing.	To build upon their understanding of linguistic analysis and to further enhance their skills in writing, including theoretical interpretation.
	<b>Implementation</b>		<b>Marches Futures Links</b>	<b>Summative Assessment</b>	
	Ten 55 minute lessons across a two-week timetable.  LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student’s interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.  Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework, practice exam questions and independent reading, Theory will also be developed within the first year of A Level English Literature.  Flipped learning, wider reading, practice papers will be set for independent study.  Students’ work as WAGOLs and celebrate student success.		Working as part of a group or team, showing collaboration and team work.  Understanding how the English Literature links to the wider world and the opportunities it creates.  Being able to succinctly and confidently communicate their ideas using an appropriate formality.  Develop relevant employability skills and skills needed for Further /Higher Education.  Sharing of views and opinions with others and resolving any differences maturely.	<u><b>Autumn Term</b></u>  NEA Writing and redrafting  Literature Change Over Time  <u><b>Spring Term</b></u>  Completion of NEA  Revision of Component 1, 2 & 3  <u><b>Summer Term</b></u>  Revision and external exams	
	<b>Impact:</b> By the end of Year 13, students will be able to analyse a range of texts confidently and have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology and theory. They will also have a deeper knowledge of the concepts and issues behind English Literature and behind the reasons English Literature has changed and how it continues to change. In their own writing, they will be able to use skills in a wide range of texts, as well as being able to understand and evaluate their Literature choices. They will have also written a piece of coursework which consolidates what they have learned over the two years.				