

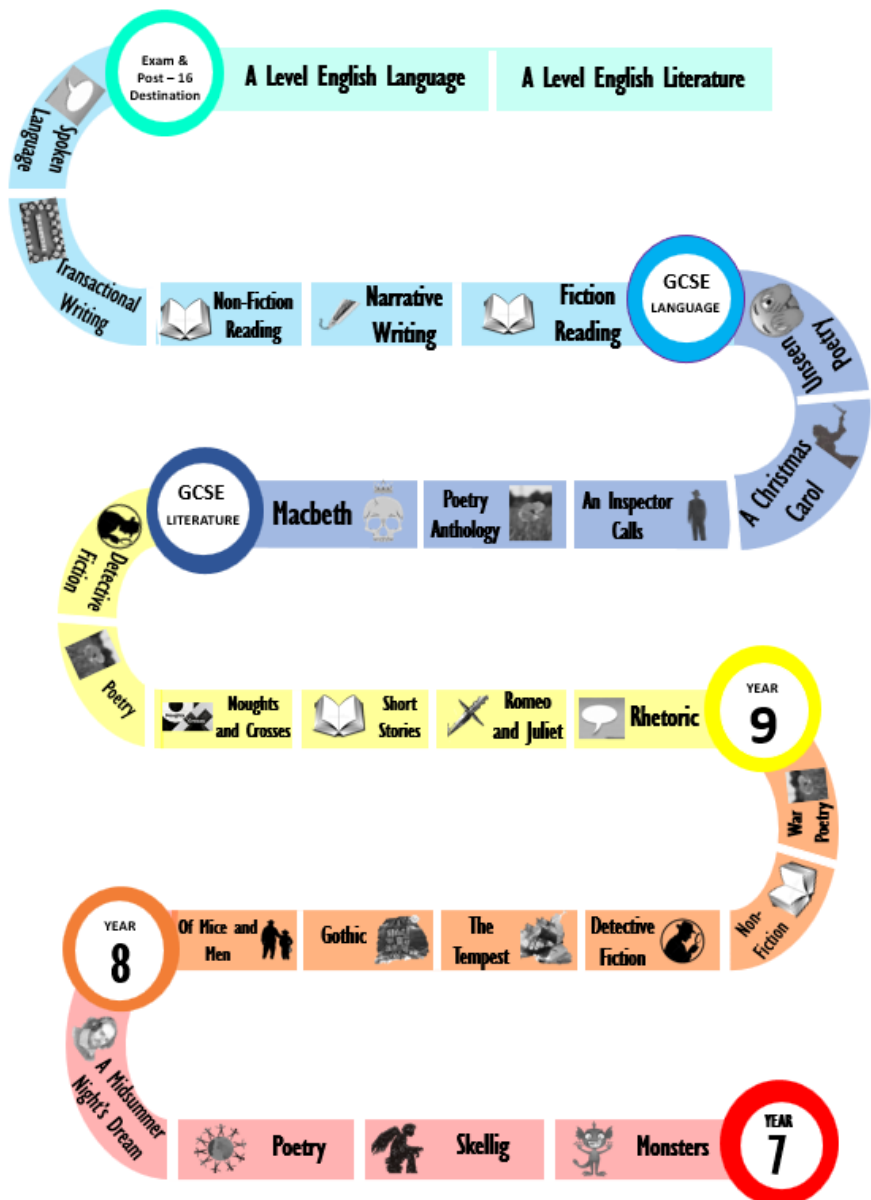
# English

## **Intent:**

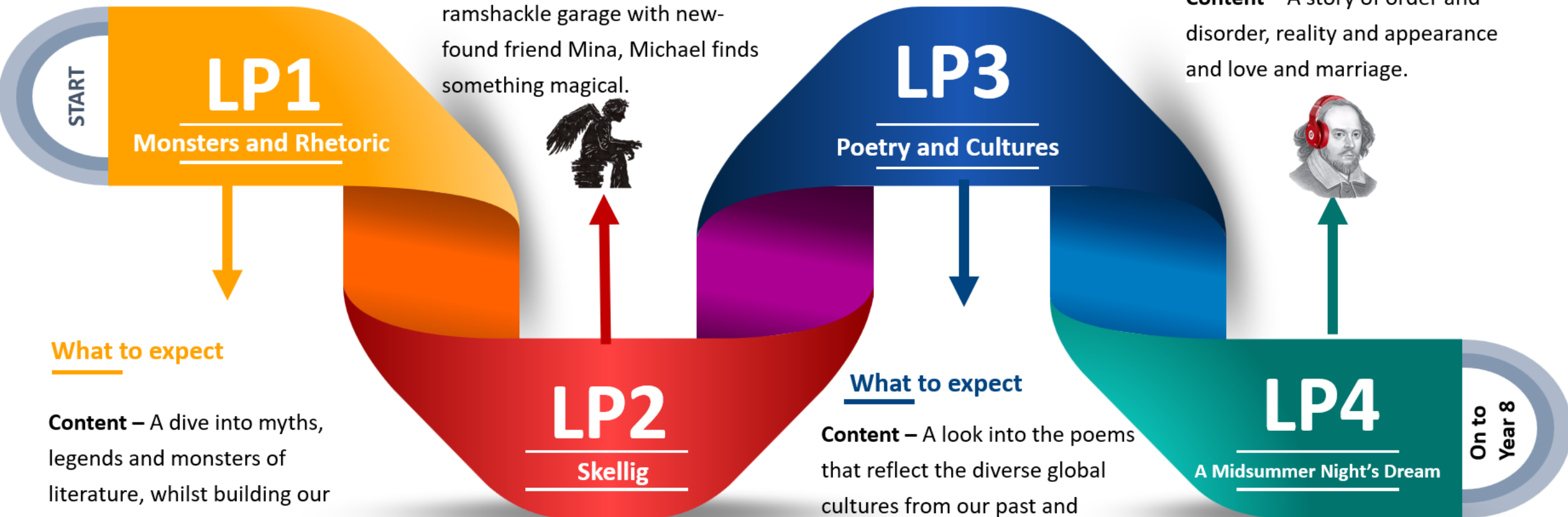
We are an innovative department, striving to ensure that students show a passion for reading, writing, speaking and listening, including rhetoric. Our curriculum aims to equip students with the necessary literacy skills to succeed in their chosen career path and become lifelong learners. Students are challenged, and opportunities are provided for all students to be successful in every stage of their learning journey.

## **Context:**

Students arrive from a wide range of primary partners having had different experiences of English as a subject. As a result, there are varying needs when it comes to fully developing their reading, writing, speaking, listening, and rhetoric skills. This goes alongside supporting students to reach their full potential which may include a degree of catch up and intervention for some.



# Year 7 English Year Overview



## What to expect

**Content** – When exploring a ramshackle garage with new-found friend Mina, Michael finds something magical.



## What to expect

**Content** – A story of order and disorder, reality and appearance and love and marriage.



## What to expect

**Content** – A dive into myths, legends and monsters of literature, whilst building our knowledge of Rhetoric.



## What to expect

**Content** – A look into the poems that reflect the diverse global cultures from our past and present.



**Year 7  
English**

**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 A Midsummer Night’s Dream, students will engage and respond to a wide range of fiction and non fiction texts, developing their reading, writing, oracy and rhetoric skills. Students are baseline tested and then follow schemes which develop these skills in a variety of ways. 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 legacy GCSE texts have been included to increase challenge. Literacy is embedded throughout the schemes.

**Scheme of Learning Year Overview**

| Content / Units  | Skills  | Knowledge   | Prior—Y6  | Next—Y8  |
|--|---|---|---|--|
| 1. Monsters<br>2. Skellig<br>3. Poetry from Other Cultures<br>4. A Midsummer Night’s Dream | Students will develop a variety of skills that will bridge the gap from KS2 to KS4. These skills include rhetoric speaking and writing, reading, writing and oracy. Students will develop this through activities such as transactional writing, narrative writing, analysis of literary texts and speaking and listening activities such as presentations, speeches etc. | Develop knowledge and understanding of myths and legends and developing arguments through the Monsters Learning Programme. This then feeds into their reading and understanding of the novel Skellig. Moving forward from this into developing their knowledge and understanding of poetry from other cultures through analysis and understanding of context in the learning programme 3. This then finally feeds in to their final learning programme of A Midsummer Night’s Dream where students will develop their knowledge and understanding of Elizabethan Context and Shakespearean 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 such as context for texts studied in year 9. They will also develop skills such as transactional and narrative writing for KS4 English Language |

| Implementation   | Marches Futures Links  | Summative Assessment (Time to Shine)  |
|--|--|---|
| <p>There will be four LP units of approx. 10 weeks each. Each lesson will include at least one rhetoric, reading, writing or oracy skill.</p> <p>Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure.</p> <p>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.</p> <p>WOW moments: learning about Yetis, Unicorns and the Loch Ness Monster, delivering speeches to the their peers about topics such as Jurassic park, enjoying a variety of fiction texts through character exploration and exploring global cultures through poetry</p> <p>Literacy skills will be addressed throughout each LP including: key words vocabulary, words of the fortnight, as well as having access to Literacy support programmes such as Read Write Inc</p> | <p>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 Poetry from other Cultures the significance of understanding bias and other perspectives to better reflect on literary texts; in Skellig the consideration of how effective characterisation can evoke different responses in different readers and finally in A Midsummer Night’s Dream the exploration of Shakespeare’s creative characterisation and the effective staging of plays.</p> | <p><b>Learning Programme 1— Monsters =</b><br/>Baseline, Oracy and Transactional</p> <p><b>Learning Programme 2—Skellig =</b><br/>Reading and Narrative</p> <p><b>Learning Programme 3 - Poetry from Other Cultures=</b><br/>Oracy and Creation of Poems for Anthology</p> <p><b>Learning Programme 4 – A Midsummer Night’s Dream =</b><br/>Close Analysis Question and Transactional</p> |

**Impact:**  
All students can access the entire English KS3 curriculum with support from their classroom teacher. Through the curriculum, and support they receive, students should be able to read with independence, understanding and resilience. They should also write with accuracy, control and growing ambition. Students can also demonstrate evaluative skills when reading and analysing texts. They also are confident in their spoken language using rhetoric and other devices to engage their listeners/audience.

**YEAR 7 CURRICULUM**

| TOPIC   | EXPECTED STANDARD   | GREATER DEPTH  |
|---|---|--|
| <p><b>LP 1:<br/>MONSTERS<br/>AND<br/>RHETORIC</b></p> | <p>ES 1: Know the difference between a myth and a legend and elaborate on the purpose of each.</p> <p>ES 2: Write descriptive paragraphs- using noun phrases, ambitious vocabulary, adjectives, and sensory language.</p> <p>ES 3: Consider perspectives of a mythical story and start to analyse.</p> <p>ES 4: Use DAFOREST techniques in persuasive writing.</p> <p>ES 5: Structure a newspaper article and use connectives to link my paragraphs to make my writing clear to the reader.</p>   | <p>GD1: Know the difference between a myth and a legend and confidently elaborate on the purpose of each using examples of myths and legends we have looked at.</p> <p>GD2: Write descriptive paragraphs- confidently using noun phrases, ambitious vocabulary, adjectives, and sensory language.</p> <p>GD3: Compare perspectives of a mythical story and confidently analyse.</p> <p>GD4: Use DAFOREST techniques to achieve a variety of purposes</p> <p>GD5: Use appropriate tone, reported speech, and passive voice confidently to write a well -structured newspaper article using ambitious vocabulary for a wide range of audiences</p> |
| <p><b>LP 2:<br/>SKELLIG</b></p>                       | <p>ES 1: Know that Skellig is fiction and explain why.</p> <p>ES 2: Know the main characters of Skellig and explain their significance.</p> <p>ES 3: Know the plot and explain how the novel is structured.</p> <p>ES 4: Understand what tension is and explain how it is used with evidence to create effect.</p> <p>ES 5: Understand what a connotation is and give examples.</p> <p>ES 6: Skim and scan a text to find and use key information.</p> <p>ES 7: Understand the writer’s ideas from what is written and implied (make inferences).</p> <p>ES 8: Know that the writer has used imagery and explain the impression that it creates.</p> <p>ES 9: Understand what tone is and identify it in the text.</p> <p>ES 10: Make comparisons between extracts (say how they are similar and different)</p> <p>ES 11: Make predictions.</p> <p>ES 12: Use correctly punctuated quotes.</p> <p>ES 13: Structure writing mostly coherently, with character, setting and plot, creating some effect.</p> | <p>GD 1: Explain the significance of characters and evaluate them.</p> <p>GD 2: Explain how a range of techniques are used to create tension and evaluate their success.</p> <p>GD 3: Give examples of connotations and explain their symbolic significance.</p> <p>GD 4: Write a script and perform it with confidence, fluency and answer questions with detail.</p> <p>GD 5: Structure my writing coherently, with character, setting and plot, using well-chosen vocabulary to create effect.</p>  |

# Year 8 English Year Overview



**Year 8**  
**English**

**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 and beyond, whilst also exploring real-life issues such as racism and discrimination. ‘Learning Programme’ units: Of Mice and Men, Gothic, The Tempest, Detective Fiction, Non-Fiction and War Poetry. Students will be engaged by a range of real life scenarios such as delivering speeches/pitches and furthering their rhetoric skills. They will also have the opportunity to write for real world purposes. Some legacy GCSE texts have been included to increase challenge. Literacy interventions and support strategies will form part of the scheme with students using their key literacy skills needed to further their progress across the English Curriculum.

**Scheme of Learning Year Overview**

| Content / Units  | Skills  | Knowledge   | Prior—Y7  | Next—Y9   |
|--|---|---|---|---|
| 1. Diversity and Of Mice and Men<br>2. Gothic<br>3. The Tempest<br>4. Detective Fiction<br>5. Non-Fiction<br>6. War Poetry | Students will develop a variety of skills that will bridge the gap from KS2 to KS4. These skills include rhetoric speaking and writing, reading, writing and oracy. Students will develop this through activities such as transactional writing, narrative writing, analysis of literary texts and speaking and listening activities such as presentations, speeches etc. | In their first learning programme of Of Mice and Men, students will develop their knowledge and understanding of early 20th Century context and treatment of minorities in society and compare to wider texts demonstrating the impact of negating diversity/showing the importance of appreciating diversity. This will then feed 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 Gothic. Moving on to the Learning programmes for The Tempest and Detective Fiction, students will develop their knowledge and understanding of characterisation and plot structures. They will then explore sensationalism and bias in Non-Fiction, finally feeding into developing knowledge and understanding of the effect context can have on writing in War Poetry | Students will build on and expand upon skills and knowledge gained in year 7 including narrative and transactional writing, oracy skills and literacy elements, as well as analysis of literary texts | 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)   |
|--|--|--|
| <p>There will be six LP units of approx. 6/7 weeks each. Each lesson will include at least one rhetoric, reading, writing or oracy skill.</p> <p>Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure.</p> <p>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.</p> <p>WOW moments: staging their own Shakespeare scene, developing Gothic writing, creating their own detective fiction and exploring the effect of the Trenches on poetry writing in WW1.</p> <p>Literacy skills will be addressed throughout each LP including: key words vocabulary, words of the fortnight, as well as having access to Literacy support programmes such as Read Write Inc</p> | <p>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 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. In The Tempest the significance of understanding key themes and ideas from Shakespeare’s plays that are still relevant today; in Non-Fiction the consideration of the impact of historical disasters and the sensationalism of historical events in newspapers, and finally in Gothic and Detective Fiction we will explore the impact writing styles and conventions can have on different genres and time periods</p> | <p><b>Learning Programme 1 - Of Mice and Men =</b><br/>Baseline, Oracy and Reading</p> <p><b>Learning Programme 2—Gothic =</b><br/>Reading and Narrative</p> <p><b>Learning Programme 3 - The Tempest =</b><br/>Oracy and Close Analysis</p> <p><b>Learning Programme 4 – Detective Fiction =</b><br/>,Oracy and Narrative</p> <p><b>Learning Programme 5 – Non-Fiction =</b><br/>,Oracy and Reading</p> <p><b>Learning Programme 6 – War Poetry =</b><br/>,Oracy and Create their own class anthology</p> |
| <b>Impact:</b>   |  |  |

All students can access the entire English KS3 curriculum with support from their classroom teacher. Through the curriculum, and support they receive, students should be able to read with independence, understanding and resilience. They should also write with accuracy, control and growing ambition. Students can also demonstrate evaluative skills when reading and analysing texts. They also are confident in their spoken language using rhetoric and other devices to engage their listeners/audience.

| TOPIC  | EXPECTED STANDARD   | GREATER DEPTH  |
|--|---|--|
| <p><b>LP 1:</b><br/><b>OF MICE AND MEN</b></p> | <p>ES 1: Know and talk about the distinct groups of characters that Steinbeck uses (women, those with disabilities) and understand that each character represents a marginalised section of society.</p> <p>ES 2: Explain the plot and understand that the structure is cyclical</p> <p>ES 3: Know that Steinbeck uses light and dark to symbolise hope and despair.</p> <p>ES 4: Understand that the novella is set in a patriarchal society and know what this means.</p> <p>ES 5: Know about how society at the time influenced the novella</p>  | <p>GD 1: Explain the effect of a cyclical structure.</p> <p>GD 2: Explain the effect of using light and dark to symbolise hope and despair.</p> <p>GD 3: Compare and contrast a range of themes in the play (loneliness, dreams, friendship, power, prejudice) and discuss how these are presented.</p>  |
| <p><b>LP 2:</b><br/><b>GOTHIC</b></p>          | <p>ES 1: Understand the features of the gothic genre and be able to identify them in a text.</p> <p>ES 2: Make comparisons between extracts (say how they are similar and different).</p> <p>ES 3: Understand what pathetic fallacy is and how it is used to create suspense and horror.</p> <p>ES 4: Explain how structure creates tension using evidence.</p> <p>ES 5: Evaluate if a character is a victim or predator using evidence, considering both perspectives.</p> <p>ES 6: Understand the writer's ideas from what is written and implied (make inferences, thoughts and feelings).</p> <p>ES 7: Explain how a range of language devices are used to create effect.</p> <p>ES 8: Understand the context of a text including how it was received at the time.</p> <p>ES 9: Explain how language is used to create tension</p> <p>ES 10: Explain how setting is used to create a gothic effect.</p> <p>ES 11: Use subject terminology accurately.</p> | <p>GD 1: Examine how pathetic fallacy creates suspense and horror and the effect on the reader.</p> <p>GD 2: Explain how a range of language devices are used to create effects and evaluate their success.</p> <p>GD 3: Understand the context of a text including how it was received at the time and consider how it may have been received at other times.</p> <p>GD 4: Explain how language is used to create tension and evaluate its success.</p> |



# Year 9 English Year Overview

## What to expect

**Content** – An age-old vendetta between two powerful families erupts into bloodshed



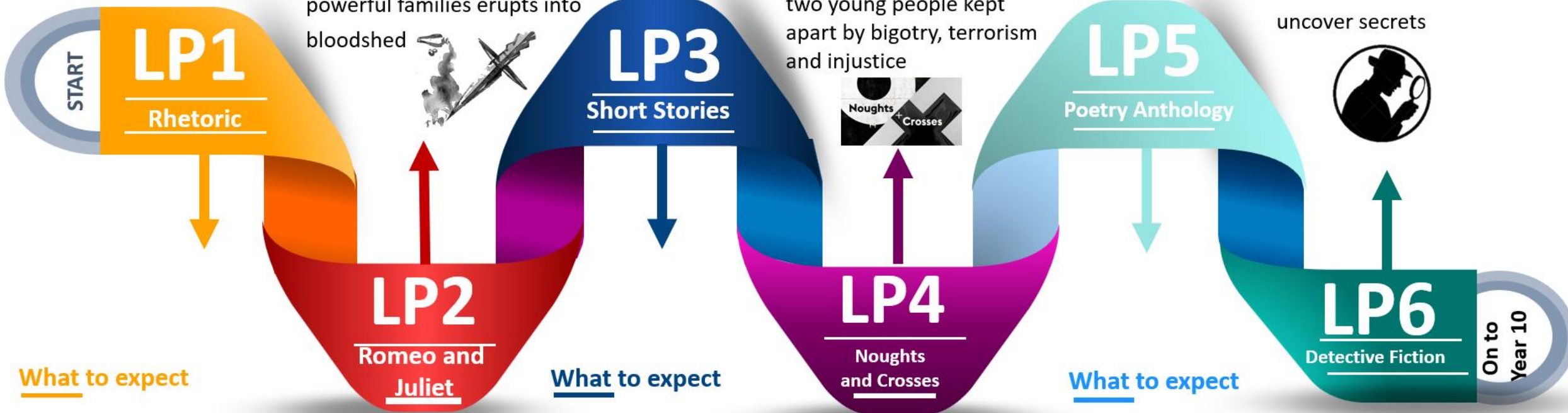
## What to expect

**Content** - Follow the love story of Sephy and Callum, two young people kept apart by bigotry, terrorism and injustice



## What to expect

**Content** - Follow clues, unravel mysteries and uncover secrets



## What to expect

**Content** – Learn the art of effective and persuasive speaking and writing.



## What to expect

**Content** – Modern life can be busy and stressful. Sometimes, a short story offers the perfect escape.



## What to expect

**Content** – Explore poems that question innocence, guilt, loyalty, courage, compassion, duty, desire and death.



# Year 9 English

**The Big Picture—Intent:** Year 9 is where students will build on the analytical skills and knowledge developed in previous years of study to explore the following six units: Rhetoric, Romeo and Juliet, Short Stories. Noughts and Crosses, Poetry Anthology and Detective Fiction. 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. They will also have the opportunity to write for real world purposes. Some legacy GCSE texts have been included to increase challenge. Literacy interventions and support strategies will form part of the scheme with students using their key literacy skills needed to further their progress across the English Curriculum.

| Content / Units   | Skills  | Knowledge  | Prior—Y8  | Next—Y10   |
|---|---|--|---|--|
| 1. Rhetoric<br>2. Romeo and Juliet<br>3. Short Stories<br>4. Noughts and Crosses<br>5. Poetry Anthology<br>6. Detective Fiction | Students will develop a variety of skills that will bridge the gap from KS2 to KS4. These skills include rhetoric speaking and writing, reading, writing and oracy. Students will develop this through activities such as transactional writing, narrative writing, analysis of literary texts and speaking and listening activities such as presentations, speeches etc. | In their first learning programme of Rhetoric, students will develop their knowledge and understanding of Rhetoric Writing and speaking considering the Aristotelian Triad of pathos, logos and egos, alongside reviewing real world examples of effective Rhetoric. This will then feed into further developing their knowledge and understanding of effective characterisation and plot structures in Romeo and Juliet and Short Stories. Moving on to the Learning programmes for Noughts and Crosses and Detective Fiction, where students will explore the effect of context on literature plots and characters e.g considering the impact of gang culture in Noughts and Crosses. They will then explore the contexts and a variety of themes in Poetry Anthology. | Students will build on and expand upon skills and knowledge gained in year 7 and 8 including narrative and transactional writing, oracy skills and literacy elements, as well as analysis of literary texts | Students will develop their knowledge and understanding of key text features such as context for texts studied in KS3. They will also develop skills such as speech and narrative writing for KS4 English Language |

| Implementation  | Marches Futures Links  | Summative Assessment   |
|---|--|--|
| <p>There will be six LP units of approximately 6/7 weeks each. Each lesson will include at least one rhetoric, reading, writing or oracy skill.</p> <p>Independence and study skills will be fostered through: challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure.</p> <p>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</p> <p>WOW moments: Theatre trips, cinematic experience, drama in the classroom, role-play, use of social media, discussion of real world issues</p> <p>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.</p> | <p>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 'Rhetoric' the impact of Judicial speeches as closing statements in a court of law; in 'Romeo and Juliet' and 'Noughts and Crosses' the impact of Gang Culture across the ages; in the Poetry Anthology the significance of contextual elements like Propaganda and PTSD for the War Poems and finally in Short Stories and Detective Fiction the exploration of Proppian character types and the parts they play within the structures of narratives such as Todorov's structure</p> | <p><b>Learning Programme 1 - Of Mice and Men =</b><br/>Baseline, Oracy and Reading</p> <p><b>Learning Programme 2—Gothic =</b><br/>Reading and Narrative</p> <p><b>Learning Programme 3 - The Tempest =</b><br/>Oracy and Close Analysis</p> <p><b>Learning Programme 4 – Detective Fiction =</b><br/>Oracy and Narrative</p> <p><b>Learning Programme 5 – Non-Fiction =</b><br/>Oracy and Reading</p> |

**Impact:**  
Through the KS3 year 9 curriculum, all students will be able to describe the plot of the play/novella/content of poems. All students can access the entire English year 9 curriculum with support from their classroom teacher. Through the curriculum, and support they receive, students should be able to read with independence, understanding and resilience. They should also write with accuracy, control and growing ambition. Students can also demonstrate evaluative skills when reading and analysing texts. They also are confident in their spoken language using rhetoric and other devices to engage their listeners/audience.

Scheme of Learning Year Overview

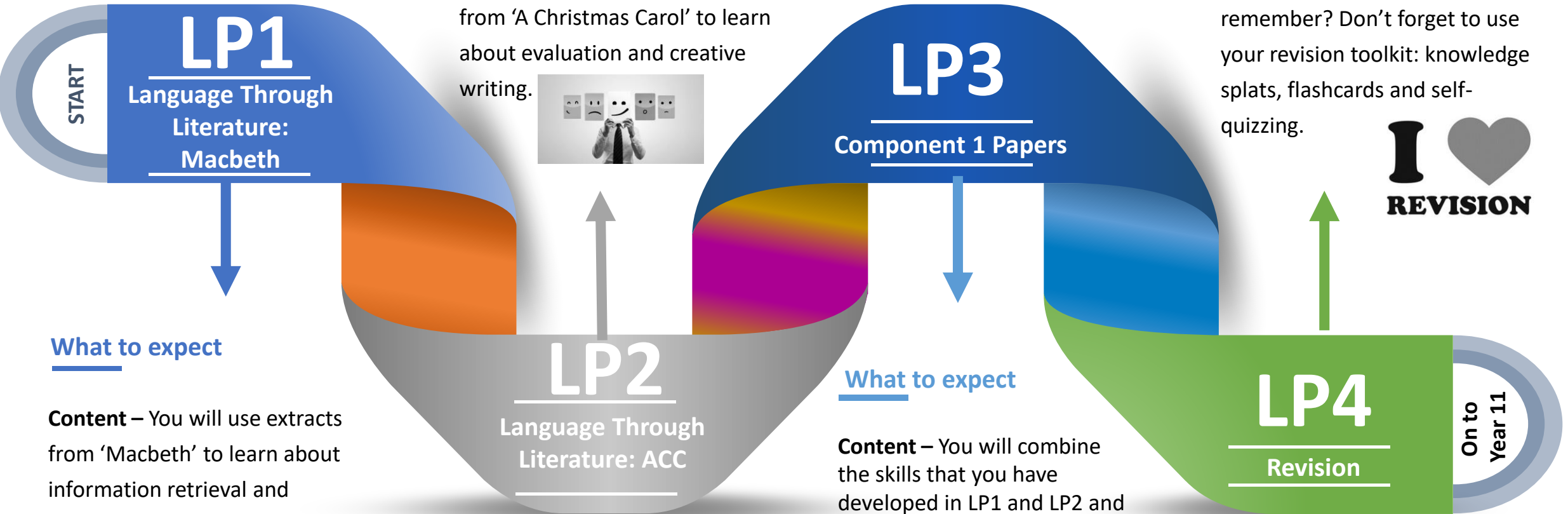
## What to expect

**Content** – You will use extracts from ‘A Christmas Carol’ to learn about evaluation and creative writing.



## What to expect

**Content** – What can you remember? Don't forget to use your revision toolkit: knowledge splats, flashcards and self-quizzing.



## What to expect

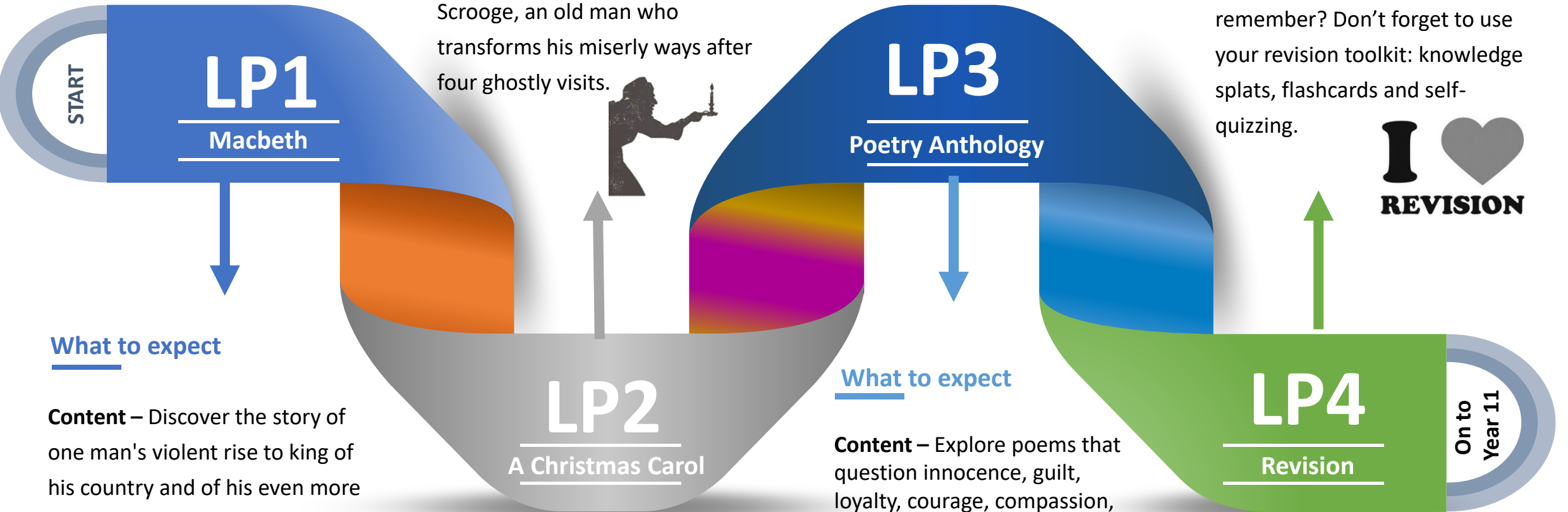
**Content** – You will use extracts from ‘Macbeth’ to learn about information retrieval and analysis of a writer’s techniques.



## What to expect

**Content** – You will combine the skills that you have developed in LP1 and LP2 and apply them to past papers.





### What to expect

**Content** – Meet Ebenezer Scrooge, an old man who transforms his miserly ways after four ghostly visits.



### What to expect

**Content** – Discover the story of one man's violent rise to king of his country and of his even more violent downfall.



### What to expect

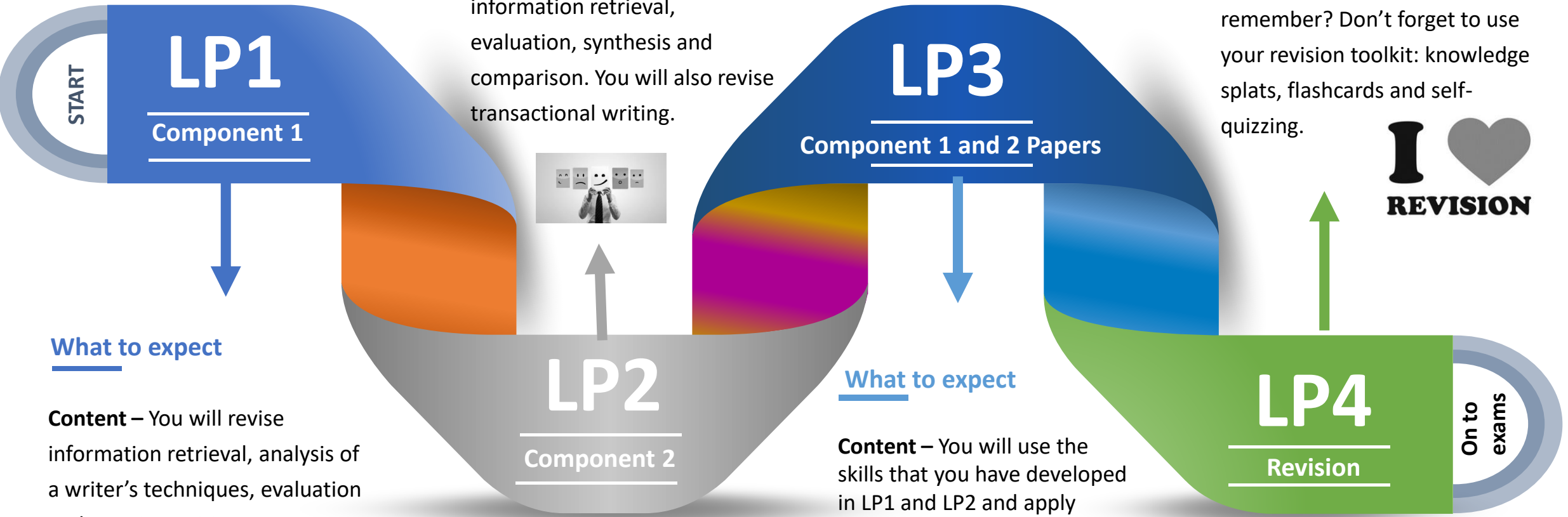
**Content** – Explore poems that question innocence, guilt, loyalty, courage, compassion, duty, desire and death!



### What to expect

**Content** – What can you remember? Don't forget to use your revision toolkit: knowledge splats, flashcards and self-quizzing.





### What to expect

**Content** – You will revise information retrieval, evaluation, synthesis and comparison. You will also revise transactional writing.



### What to expect

**Content** – What can you remember? Don't forget to use your revision toolkit: knowledge splats, flashcards and self-quizzing.



### What to expect

**Content** – You will revise information retrieval, analysis of a writer's techniques, evaluation and creative writing.



### What to expect

**Content** – You will use the skills that you have developed in LP1 and LP2 and apply them to past papers.





### What to expect

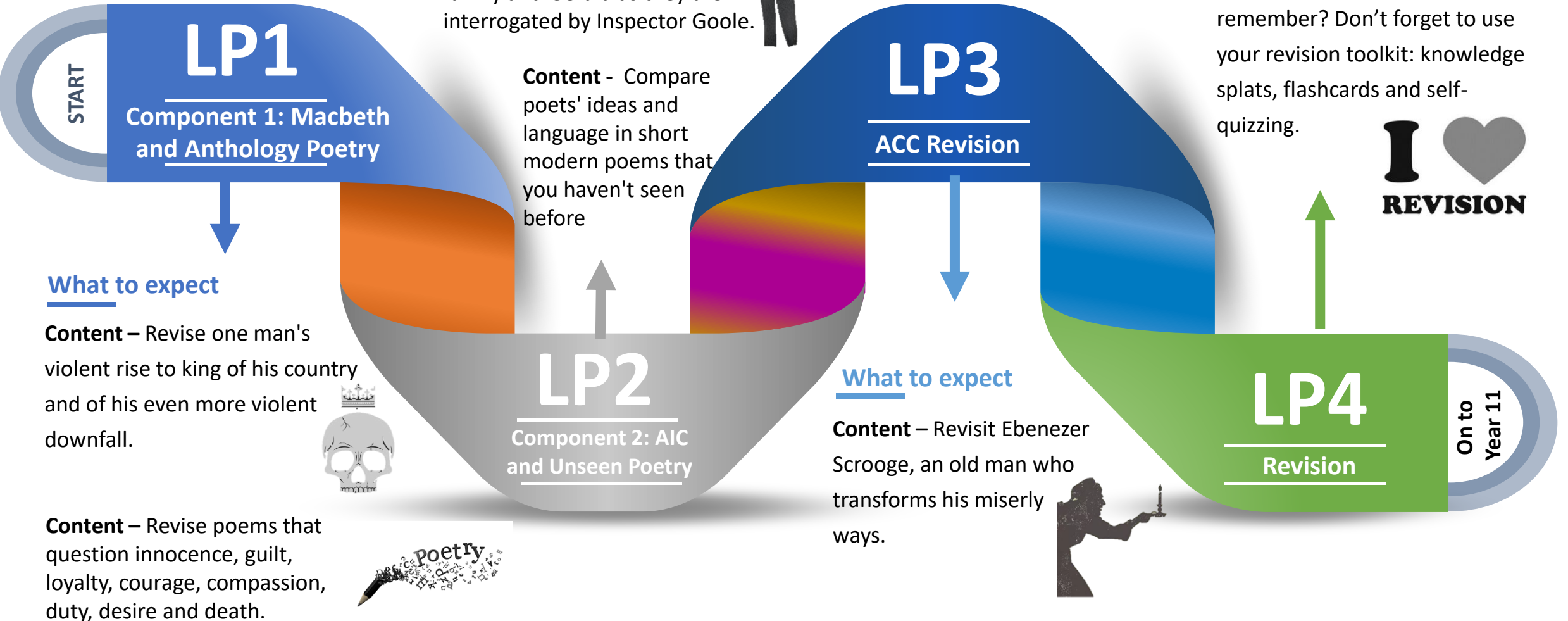
**Content** - Revisit the Birling family and Gerald as they are interrogated by Inspector Goole.



**Content** - Compare poets' ideas and language in short modern poems that you haven't seen before

### What to expect

**Content** – What can you remember? Don't forget to use your revision toolkit: knowledge splats, flashcards and self-quizzing.



**Bigger Picture Question:-**

How is English Language going to help me in my future? Why is it important?

What is the next stage of your learning journey, beyond Sixth Form?



# Year 12-13 English Language Overview

## What is my Learning Journey for A Level?



Marches Academy Trust

### What to expect...

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

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

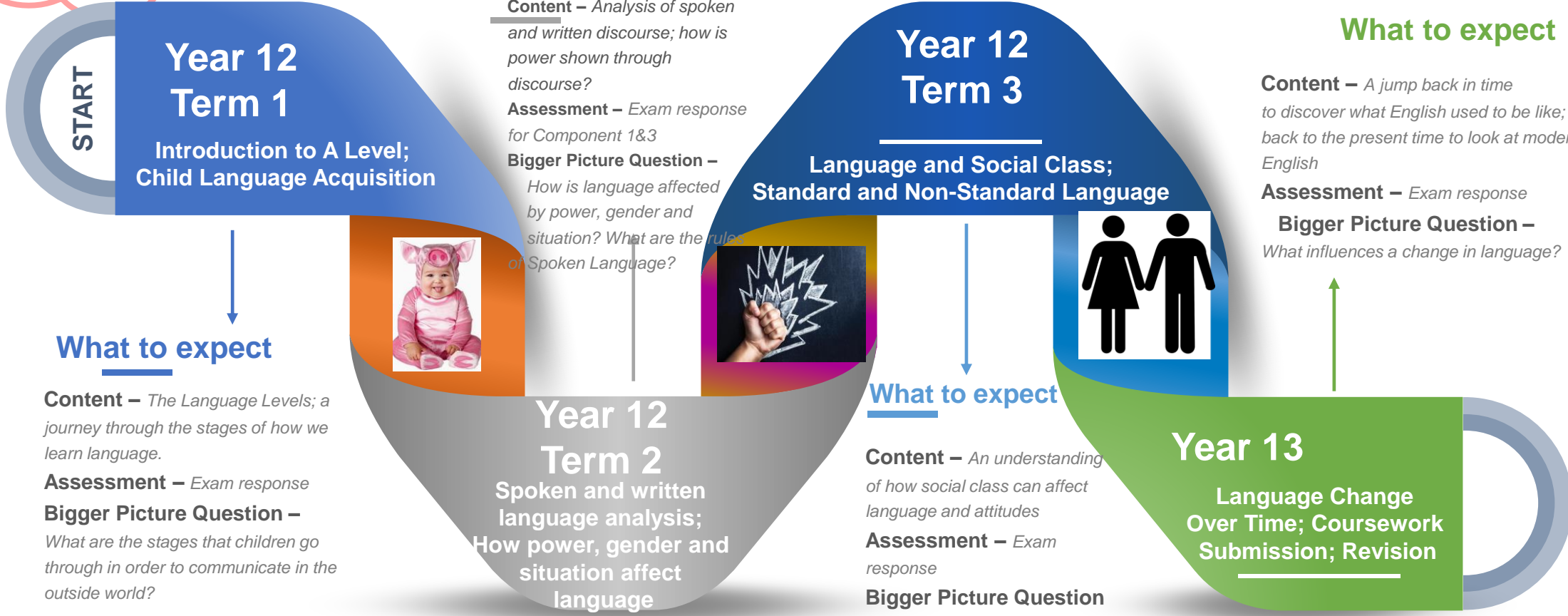
**Bigger Picture Question** – How is language affected by power, gender and situation? What are the rules of Spoken Language?

### 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?



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

**Assessment** – Exam response

**Bigger Picture Question** – What impact does social class have on language use?



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.

**The Big Picture—Intent:**

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.

| Content / Units   | Skills   | Knowledge  | Prior—Y11  | Next—Y13   |
|---|--|--|--|--|
| Child Language Acquisition<br>Spoken Language Study<br>Creative and Critical Writing<br>Accents and Dialects<br>Language and Power/Gender | EDUQAS GCE English Language Component 1, 2, 3 and 4 – (AO1, AO2, AO3, AO4 and AO5)<br><br>Apply appropriate methods of language analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to language use<br><br>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<br><br>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. |

| Implementation  | Marches Futures Links   | Summative Assessment   |
|---|---|--|
| <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>Introduction to English Language and the Frameworks<br/>Component 1 Section B: Concepts and Issues (Child Language Acquisition)<br/>Component 3: Creative and Critical Writing</p> <p><b><u>Spring Term</u></b></p> <p>Component 1 Section A: Spoken Language Study<br/>Component 1 Section B: Concepts and Issues (Language and Power/Situation)</p> <p><b><u>Summer Term</u></b></p> <p>Component 1 Section B: Concepts and Issues (Language and Social Class); Language and Gender)<br/>Component 4 preparation—NEA</p> |

| Impact:  |
|--|
| 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. |



**The Big Picture—Intent:**

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.

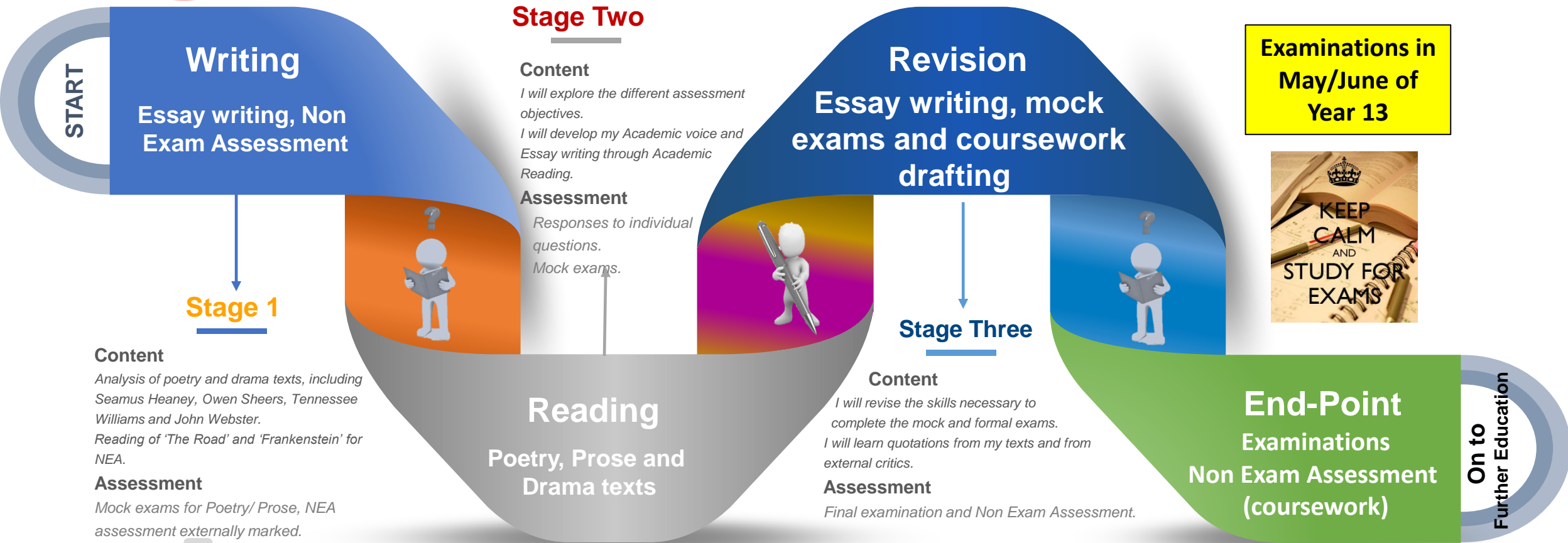
**Scheme of Learning Year Overview**

| Content / Units   | Skills   | Knowledge  | Prior—Y12  | Next—Further Education   |
|---|--|--|--|--|
| History of Language<br>Language Change<br>NEA<br>Revision and consolidation of:<br>Spoken Language Study<br>Language Concepts and Issues<br>Creative and Critical Writing | EDUQAS GCE English Language Component 1, 2, 3 and 4 – (AO1, AO2, AO3, AO4 and AO5)<br><br>Apply appropriate methods of language analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to language use<br><br>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<br><br>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. |

| Implementation  | Marches Futures Links   | Summative Assessment  |
|---|---|---|
| <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<br/>Language Change Over Time</p> <p><b><u>Spring Term</u></b></p> <p>Completion of NEA<br/>Revision of Component 1, 2 &amp; 3</p> <p><b><u>Summer Term</u></b></p> <p>Revision and external exams</p> |

**Impact:**  
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?



**Stage 1**  
Reading and writing different text types.  
Researching AO4.

**Stage 2**  
Practising responses to questions in timed conditions.

**Stage 3**  
Revision for Exams.

**The Big Picture—Intent:**

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.

| Content / Units   | Skills   | Knowledge   | Prior—Y11  | Next—Y13  |
|---|--|---|--|---|
| Component 1:<br>Comparison of poetry texts<br>(Heaney and Sheers) | EDUQAS GCE English Literature Component 1, 2 and 4 – (AO1, AO2, AO3, AO4 and AO5)  | Analyse and evaluate how contextual factors and Literature features are associated with the construction of meaning | 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:<br>Comparison of drama texts (Webster and Williams)  | Apply appropriate methods of Literature analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to Literature appreciation | Explore connections across texts, informed by contexts and critical reception                                       |  |   |
| Component 4:<br>Comparison of prose<br>)NEA prep.                 | Demonstrate expertise and creativity in the use of analytical techniques across a range of literary forms and contexts.  | Appreciation of narrative, character, structure, form and contexts.   |  |   |

**Implementation**

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.

**Marches Futures Links**

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.

**Summative Assessment****Autumn Term**

Introduction to English Literature and the Frameworks  
Component 1: Comparison of poetry texts (Sheers)  
Component 2: Comparison of drama texts (Webster)

**Spring Term**

Component 1: Comparison of poetry texts (Heaney)  
Component 2: Comparison of drama texts (Williams)  
Component 4: Comparison of prose (McCarthy)

**Summer Term**

Component 4: Comparison of prose - NEA prep

**Impact:**

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.

**The Big Picture—Intent:**

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.

| Content / Units   | Skills   | Knowledge   | Prior—Y11  | Next— Further Education  |
|---|--|---|--|--|
| History of Literature<br>Literature Change<br>NEA<br>Revision and consolidation of:<br>Spoken Literature Study<br>Literature Concepts and Issues  | EDUQAS GCE English Literature Component 1, 2, 3 and 4 – (AO1, AO2, AO3, AO4 and AO5)<br><br>Apply appropriate methods of Literature analysis, using associated terminology and coherent written expression Demonstrate critical understanding of concepts and issues relevant to Literature use<br><br>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<br><br>Explore connections across texts, informed by linguistic concepts and methods  | 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 linguistic analysis and to further enhance their skills in writing, including theoretical interpretation. |
| Implementation  |  | Marches Futures Links   | Summative Assessment   |  |
| <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 Literature.</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 Literature 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>Literature 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>  |  |

**Impact:**

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.