ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**CHANGES** **Writing: non-fiction** LANG Paper 2 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression Poetry • *First Day at School* • *Geography Lesson* • *The School Boy* • *The Little Boy* • *On Turning Ten* • *When I'm Old*		**ADVENTURE** **Reading: fiction** LANG Paper 1 Q1-4 • Interpret and infer meanings • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language, structure and whole text • Explain personal opinions in response to a statement Novels • *Refugee Boy* • *Kensuke's Kingdom* • *Stormbreaker* • *Room 13*	**COURAGE AND RESILIENCE** **Writing: fiction** LANG Paper 1 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression Novels • *Stone Cold* • *Private Peaceful* • *The Boy in the Striped Pyjamas*		**CRIME AND MYSTERY** **Reading: non-fiction** LANG Paper 2 Q1-4 • Interpret and infer meanings • Summarise and compare • Identify and describe language features • Use evidence to support ideas • Analyse and compare the effect of language • Understand and compare writers' viewpoints **Presentations** SPOKEN ENGLISH • Speak confidently and clearly • standard English • Adapt talk to suit audience and purpose • Listen and respond to questions appropriately Non-fiction extracts before and after 1900 • *Newspapers* • *Magazines* • *Speeches* • *Leaflets* • *Diaries* • *Biographies*

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	**ARGUE AND PERSUADE (1)** **Writing: non-fiction** LANG Paper 2 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression Non-fiction extracts before and after 1900 • *Newspapers* • *Magazines* • *Speeches* • *Leaflets* • *Diaries* • *Biographies*	**RELATIONSHIPS** **Reading: fiction** LANG Paper 1 Q1-4 • Interpret and infer meanings • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language, structure and whole text • Explain personal opinions in response to a statement Novel • *Of Mice and Men*		**SHAKESPEARE** **Writing: fiction** LANG Paper 1 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression Shakespeare Play • *The Tempest* • *Romeo and Juliet* • *Twelfth Night* • *Much Ado About Nothing* • *A Merchant of Venice* • *A Midusmmer Night's Dream*	**VIEWPOINTS AND THE MEDIA** **Reading: non-fiction** LANG Paper 2 Q1-4 • Interpret and infer meanings • Summarise and compare • Identify and describe language features • Use evidence to support ideas • Analyse and compare the effect of language • Understand and compare writers' viewpoints Non-fiction extracts before and after 1900 • *Newspapers* • *Magazines* • *Speeches* • *Leaflets* • *Diaries* • *Biographies* • *Websites* • *Television* • *Websites* • *Film*	

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**TELLING TALES** **Reading: fiction** LANG Paper 1 Q1-4 • Interpret and infer meanings • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language, structure and whole text • Explain personal opinions in response to a statement **Writing: fiction** LANG Paper 1 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression AQA Anthology: Short Stories • *Chemistry* • *Odour of Chrysanthemums* • *My Polish Teacher's Tie* • *Korea* • *A Family Supper* • *Invisible Mass of the Black Row* • *The Darkness Out There*	**POWER AND CONFLICT (1)** **Poetry: Anthology** LIT Paper 2 Section B • Interpret the texts and respond to the task • Explore poems in depth • Explore connections across poems and compare writers' viewpoints in detail • Identify and describe language and structure features • Use evidence to support ideas • Analyse and compare the effect of language and structure • Explore contexts and viewpoints AQA Anthology: Poetry • *Charge of the Light Brigade* • *Exposure* • *Bayonet Charge* • *Kamikaze* • *Poppies* • *War Photographer* • *The Prelude* • *Storm on the Island* **Poetry: Unseen** LIT Paper 2 Section C • As above	**CHOICES AND CONSEQUENCES (1)** **Shakespeare** LIT Paper 1 Section A • Interpret the text and respond to the task • Explore an extract in depth • Explore connections across the text in detail • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language and structure • Explore contexts and viewpoints • Use accurate spelling, punctuation and grammar Shakespeare Play • *Macbeth*		**ARGUE AND PERSUADE (2)** **Reading: non-fiction** LANG Paper 2 Q1-4 • Interpret and infer meanings • Summarise and compare • Identify and describe language features • Use evidence to support ideas • Analyse and compare the effect of language • Understand and compare writers' viewpoints **Writing: non-fiction** LANG Paper 2 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression **Presentation** SPOKEN ENGLISH Non-fiction extracts before and after 1900 • *Newspapers* • *Magazines* • *Speeches* • *Leaflets* • *Diaries* • *Biographies*

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**CREATIVE READING AND WRITING**	**INDIVIDUALS AND SOCIETY**	**POWER AND CONFLICT (2)**	**CHOICES AND CONSEQUENCES (2)**	**WRITERS' VIEWPOINTS AND PERSPECTIVES**
	Reading: fiction LANG Paper 1 Q1-4 • Interpret and infer meanings • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language, structure and whole text • Explain personal opinions in response to a statement **Writing: fiction** LANG Paper 1 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression	**19th Century Novel** LIT Paper 1 Section A • Interpret the text and respond to the task • Explore an extract in depth • Explore connections across the text in detail • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language and structure • Explore contexts and viewpoints Novel • *A Christmas Carol*	**Poetry: Anthology** LIT Paper 2 Section B • Interpret the texts and respond to the task • Explore poems in depth • Explore connections across poems and compare writers' viewpoints in detail • Identify and describe language and structure features • Use evidence to support ideas • Analyse and compare the effect of language and structure • Explore contexts and viewpoints AQA Anthology: Poetry • *My Last Duchess* • *Ozymandias* • *London* • *Remains* • *Tissue* • *The Emigree* • *Checking Out Me History* **Poetry: Unseen** LIT Paper 2 Section C • As above	**Shakespeare** LIT Paper 1 Section A • Interpret the text and respond to the task • Explore an extract in depth • Explore connections across the text in detail • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language and structure • Explore contexts and viewpoints • Use accurate spelling, punctuation and grammar Shakespeare Play • *Macbeth*	**Reading: non-fiction** LANG Paper 2 Q1-4 • Interpret and infer meanings • Summarise and compare • Identify and describe language features • Use evidence to support ideas • Analyse and compare the effect of language • Understand and compare writers' viewpoints **Writing: non-fiction** LANG Paper 2 Q5 Content and Organisation: • Tone and content • Depth and detail • Language and style • Structure and paragraphs Technical Accuracy: • Spelling • Punctuation • Sentence variety • Grammar and expression

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	**INDIVIDUALS AND CULTURE** **Modern Text** **LIT Paper 2 Section A** • Interpret the text and respond to the task • Explore themes and ideas depth • Explore characters and plot in detail • Identify and describe language and structure features • Use evidence to support ideas • Analyse the effect of language and structure • Explore contexts and viewpoints • Use accurate spelling, punctuation and grammar Texts • *History Boys* • *Blood Brothers* • *An Inspector Calls* • *AQA Anthology: Short Stories*	**GCSE LANGUAGE REVISION AND MOCK EXAMS**	**MOCK EXAMS DIT GCSE LANGUAGE AND LITERATURE REVISION**		**GCSE EXAMS**	

ENGLISH LANGUAGE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Methods of language analysis		Language diversity: accent and dialect		Revision and AS Level Exams	Coursework research
	Textual variations and representations		Language diversity: gender			
Year 13	Language change		Language discourses		Language diversity and change	
	Children's language development					
	Coursework preparation		Exam preparation	Mock exams / DIT	Revision	

SUMMARY OF AIMS

Students are encouraged to develop their interest in and enjoyment of the English language as they:
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English
- develop their skills as producers and interpreters of language.

COURSE CONTENT

The individual and society: textual variations and representations

- Students study a range of texts about various subjects, from a range of writers and speakers and for various purposes; in a range of genres and using a variety of modes (written, spoken and electronic), from different times, different places (global, national and regional)
- They explore how language is shaped according to audience, purpose, genre and mode and according to context; used to construct meanings and representations; used to enact relationships between writers, speakers and audiences or between participants within a text.

Children's language development

Students explore how children develop their spoken and written skills by studying:
- the functions of children's language
- phonological, pragmatic, lexical, semantic and grammatical development
- different genres of speech and writing
- different modes of communication (spoken, written, multimodal)
- theories and research about language development.

Language diversity and change

- Students study a range texts and data showing examples of language in use to inform their study of diversity and change including: different sociolects (to include social and occupational groups, gender and ethnicity); different dialects (to include regional, national and international varieties of English); different periods, from 1600 to the present day; written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres; items from collections of language data (eg dictionaries) and research findings (eg statistics).

- They analyse how language varies because of personal, social, geographical and temporal contexts; why language varies and changes, developing critical knowledge and understanding of different views and explanations; attitudes to language variation and change; the use of language according to audience, purpose, genre and mode; how language is used to enact relationships.

Language discourses

- Students study a range of texts that convey attitudes to language diversity and change, including texts written for non-specialist audiences.
- Students will explore how texts are produced to convey views and opinions about language issues: how texts represent language; construct an identity for the producer; position the reader and seek to influence them; are connected to discourses about language.

Methods of language analysis

Language analysis underpins all aspects of linguistic study. Therefore students are taught to identify and describe features of language in the texts in order to study textual variations and representations, identify features of language diversity and change, and how ideas about language are presented and debated. Students use methods of language analysis to explore how identity is constructed; how audiences are addressed and positioned; the functions of the texts; the structure and organisation of the texts and how representations are produced. Methods include:
- phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed
- graphology: the visual aspects of textual design and appearance
- lexis and semantics: the vocabulary of English, including social and historical variation
- grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level
- pragmatics: the contextual aspects of language use
- discourse: extended stretches of communication occurring in different genres, modes and contexts.

Language in action

Students explore and analyse language data independently and develop and reflect upon their own writing expertise through two different kinds of individual research: a language investigation and a piece of original writing and a commentary. Students choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest. In preparation for this, students study how to:
- identify an appropriate investigation topic and research questions
- select and apply a methodology for data collection and analysis
- work in greater depth and with greater range
- transcribe spoken data where appropriate
- use language concepts and ideas
- evaluate and draw conclusions on the findings of the investigation
- present findings in an appropriate and accessible way
- reference reading materials correctly
- evaluate the structures and conventions of a variety of genres
- plan, draft and redraft as part of the writing process
- reflect on the writing process using methods of language analysis.

ENGLISH LITERATURE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Aspects of tragedy				Coursework reading and research	
	• *King Lear*				• Poetry	
	• *Tess of the D'Urbervilles*		• *Death of a Salesman*		• Novels	
Year 13	Political and social protest writing					
	• William Blake's poetry		*King Lear*		Blake's poetry	
	• *The Kite Runner*	• *The Handmaid's Tale*	• Unseen texts		*Tess* and *Salesman*	
	Coursework preparation		Exam preparation	Mock exams / DIT	Revision	

SUMMARY OF AIMS

Students are encouraged to develop their interest in and enjoyment of literature and literary studies as they:
- read widely and independently both set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them.

COURSE CONTENT

Literary genres – aspects of tragedy

Through the study of *Tess of the D'Urbervilles*, *Death of a Salesman*, *King Lear* and Thomas Hardy's poetry, students examine tragic heroes or heroines who are flawed in some way, who suffer and cause suffering to others. Specifically, students are taught to explore:
- the type of the tragic text itself, whether it is classical and about public figures, like Lear, or domestic and about representations of ordinary people, like Tess
- the settings for the tragedy, both places and times
- the journey towards death of the protagonists, their flaws, pride and folly, their blindness and insight, their discovery and learning, their being a mix of good and evil
- the role of the tragic villain or opponent, who directly affects the fortune of the hero, who engages in a contest of power and is partly responsible for the hero's demise
- the presence of fate, how the hero's end is inevitable
- how the behaviour of the hero affects the world around him, creating chaos and affecting the lives of others
- the significance of violence and revenge, humour and moments of happiness
- the structural pattern of the text as it moves through complication to catastrophe, from order to disorder, through climax to resolution, from the prosperity and happiness of the hero to the tragic end
- the use of plots and sub-plots
- the way that language is used to heighten the tragedy
- ultimately how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition.

Texts and genres – elements of political and social protest writing

Students examine oppression and domination through the study of: *The Handmaid's Tale, The Kite Runner*, William Blake's *Songs of Innocence and Experience* and a range of other fiction and non-fiction extracts. They are taught to explore:
- the type of the text itself, whether it is a post-modern novel, satirical poetry, historical and political drama
- the settings that are created as backdrops for political and social action and the power struggles that are played out on them. Both places (real and imagined) and time settings will also be significant here
- the specific nature of the power struggle, the behaviours of those with power and those without, those who have their hands on the levers of power
- the pursuit of power itself, rebellion against those with power, warfare
- the workings of the ruling political classes; corruption, conspiracy, control
- the connection of the smaller world to the larger world
- the focus on human organisation: domestically, in the work place, in local and national governments
- gender politics and issues of social class
- the structural patterning of the text, how political tensions are heightened and perhaps resolved
- the way that language is used in the worlds that are created
- the way that political and social protest writing is used to comment on society, particularly the representation of society at particular historical periods
- how political and social protest writing affects audiences and readers, inviting reflection on our own world.

Theory and independence

For the coursework component, students are encouraged to read widely and choose their own texts (if appropriate) and to understand that contemporary study of literature needs to be informed by the fact that different theoretical and critical methods can be applied to the subject.

Students write about two different literary texts: a poetry text and a prose text. Each must be linked to a different section of the AQA Critical anthology which introduces students to the following critical methods and ideas: narrative theory; feminist theory; Marxist theory; eco-critical theory; post-colonial theory; literary value and the canon.