



**Our Vision:**

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

**English Curriculum  
Overview Mapping**

Year Group	Curriculum Intention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p>Students in year 7 will begin to learn and understand the importance of literary heritage in influencing today's literary canon. In year 7 we deliver a programme of study based on the theme of Identity through which students will experience and explore the fascinating world of literature.</p> <p>The year 7 curriculum has been designed so that knowledge and skills learnt at KS2 are consolidated but also provides students with a secure foundation of language and literature enabling them to progress throughout year 7 and into year 8.</p>	<p>Face by Benjamin Zephaniah</p> <p>Identity, fitting in, acceptance</p>		<p>The Curious Incident of the dog in the Night time by Mark Haddon</p> <p>Diverse voices: acceptance, resilience, celebration, appreciation</p>		<p>Shakespeare: The Tempest</p> <p>Isolation, identity, colonialism, gender, how diverse characters can be represented in classic literature</p>	

<p><b>Year 8</b></p>	<p>Students in Year 8 will develop their understanding of the importance of literary heritage in influencing today's literary canon. In Year 8 we deliver a programme of study based on the theme of Belonging and Acceptance. Students will continue exploring ideas related to identity, but considering how one belongs, how one is 'seen' and fits into society. The Year 8 curriculum has been designed so that knowledge and skills learnt in Year 7 are consolidated but also provides students with a secure foundation of language &amp; literature enabling them to progress successfully into Year 9.</p>	<p>Classic Fiction: Animal Farm</p> <p>Power: the corruption of power</p>		<p>The Monster: how the Gothic influences modern texts</p> <p>Power: of the Imagination</p>	<p>Monsters: within/without: Frankenstein the play</p> <p>Power: Individual v Society</p>	<p>Shakespeare: 12th Night</p> <p>Power: the Individual become powerful</p>	
<p><b>Year 9</b></p>	<p>Students in Year 9 will develop their understanding of contemporary literature, consolidating their knowledge of Shakespeare, as well as experiencing the world of speaking and debating. In Year 9 we deliver a programme of study based on the theme of Choices and Consequences. Our contemporary and Shakespeare texts provide wonderful opportunities for linking across texts, times and ideas. This idea will be further explored through the study of speeches and shorter topics in the Art of Rhetoric. The Year 9 curriculum is designed to develop and consolidate knowledge and skills learnt in Year 8 and provide a secure foundation of reading and writing and speaking experiences to enable them to progress successfully into Year 10.</p>	<p>Contemporary Novel Boys Don't Cry</p> <p>How small choices have far reaching consequences &amp; how we manage our lives as a result of poor choices</p>	<p>Contemporary Novel Boys Don't Cry</p> <p>How small choices have far reaching consequences &amp; how we manage our lives as a result of poor choices</p>	<p>The Art of Rhetoric</p> <p>Short texts: Written &amp; oral from diverse speakers and writers How words equal action and prompt choices &amp; change</p>	<p>The Art of Rhetoric</p> <p>Short texts: Written &amp; oral from diverse speakers and writers How words equal action and prompt choices &amp; change</p>	<p>Shakespeare Romeo &amp; Juliet</p> <p>How poor choices can have fatal, far reaching consequences: how do we make the right choices?</p>	<p>Shakespeare Romeo &amp; Juliet</p> <p>How poor choices can have fatal, far reaching consequences: how do we make the right choices?</p>

<p><b>Year 10</b></p>	<p>In Year 10 English Literature we follow the AQA Exam Board and study a range of texts. We explore how writers and the creation of their texts are shaped by their historical context, the writer's experiences and views, and that these ideas change over time. We explore these ideas through classic literature: a 19th century novel, Shakespeare, a 20th century play and a collection of poetry exploring Power &amp; Conflict. The GCSE curriculum builds on experiences in KS3 and develops and refines those skills in preparation for meaningful choices for students beyond their GCSE studies. Students are challenged to think, support their ideas and express themselves clearly and confidently orally and especially in writing.</p>	<p>Literature: 19th Century Novel: Dr Jekyll &amp; Mr Hyde</p> <p>Language: Paper 1</p>	<p>Literature: Shakespeare: Macbeth</p> <p>Language: Paper 1</p>	<p>Literature: 20th Century Text: An Inspector Calls Unseen Poetry Language: Paper 2</p> <p>Spoken Language Task</p>	
<p><b>Year 11</b></p>	<p>In Year 11 English Literature we follow the AQA Exam Board and study a range of texts. We explore how writers and the creation of their texts are shaped by their historical context, the writer's experiences and views, and that these ideas change over time. We explore these ideas through classic literature: a 19th century novel, Shakespeare, a 20th century play and a collection of poetry exploring Power &amp; Conflict. The Year 11 curriculum builds on experiences and knowledge from year 10, develops and refines those skills in preparation for exams and for meaningful choices for students beyond their GCSE studies. Students are challenged to think, support their ideas and express themselves clearly and confidently especially in writing.</p>	<p>Literature: Power &amp; Conflict Poetry</p> <p>Language Paper2</p>	<p>PPE Revision</p>	<p>Be-spoke Revision</p>	<p>Be-spoke Revision</p> <p>GCSE Exams</p>

<p><b>Year 12 Literature</b></p>	<p>In AS English Literature we follow the AQA Exam Board and study a range of texts under the theme of: Love Through the Ages. We explore how ideas about love are shaped by their historical context, the writer's experiences and views and that these ideas change over time. We explore these ideas through classic literature: Shakespeare, a 20th century novel and a range of pre-1900 poetry. The AS curriculum builds on experiences in GCSE English Literature and develops and refines the skills of close reading, appreciation of writers' craft and students own speaking and writing ability in preparation for A2 English Literature. Students are challenged to think, support their ideas and express themselves clearly and confidently orally and in writing.</p>	<p>Love Through the Ages</p> <p>Introduction: Range of texts, concepts, themes and expectations</p> <p>Shakespeare: Taming of the Shrew</p>	<p>Love Through the Ages</p> <p>Introduction: Range of texts, concepts, themes and expectations</p> <p>Shakespeare: Taming of the Shrew</p>	<p>Love Through the Ages</p> <p>The Great Gatsby Pre-1900 Poetry</p>	<p>Love Through the Ages</p> <p>The Great Gatsby Pre-1900 Poetry</p>	<p>Love Through the Ages</p> <p>Pre-1900 Poetry continued</p> <p>AS exam revision Exams</p>	<p>Love Through the Ages</p> <p>NEA Introduction: A Doll's House</p>
<p><b>Year 13 Literature</b></p>	<p>In A2 English Literature follow the AQA Exam Board and study a range of texts under the theme: Texts in Shared Contexts: 1945 to the present. This year of study builds on the experiences and skills developed in AS English Literature. We explore how the world has changed in its attitudes and ideas about a range of things, including love and relationships, women's role in society and gender issues. We explore these challenging ideas through a classic modern play, a breakthrough first novel and a collection of poetry from a recent Poet Laureate. The A2 curriculum builds on experiences in AS English Literature and develops and refines those skills in preparation for their final assessments: 80% exams and 20% extended essay, and so prepare them for a rich and rewarding life. Students are challenged to think, support their ideas and express</p>	<p>Texts in Shared Contexts: 1945 to the present</p> <p>Introduction Single text study: A Streetcar Named Desire</p> <p>NEA</p>	<p>Texts in Shared Contexts: 1945 to the present</p> <p>Introduction Single text study: A Streetcar Named Desire</p> <p>NEA</p>	<p>Texts in Shared Contexts: 1945 to the present</p> <p>Linked Prose text: Oranges are not the Only Fruit</p> <p>Poetry: Feminine Gospels</p> <p>NEA</p>	<p>Texts in Shared Contexts: 1945 to the present</p> <p>Linked Prose text: Oranges are not the Only Fruit</p> <p>Poetry: Feminine Gospels</p> <p>NEA</p>	<p>Texts in Shared Contexts: 1945 to the present</p> <p>Exam Revision</p> <p>Exams</p>	<p>Texts in Shared Contexts: 1945 to the present</p> <p>Exam Revision</p> <p>Exams</p>

	themselves clearly and confidently orally and in writing.						
<b>Year 13 Language</b>	The expert learner will develop their knowledge of key concepts and will now consider how language develops within children. They will be able to independently research and present their findings on their own Linguistic areas of interest	NEA Original Writing and commentary Language in Action Investigation	Child Language Development – Spoken Language	Child Language Development – Written Language	Language change and diversity revision – ensuring students understand links between theories, concepts	Language Diversity and change revision continued.  Language the individual and society revision: Textual variations and representations Child Language acquisition	N/A – Exams are end of May and first week of June

