



**Department curriculum aim/vision:**

Our studies in **English language and literature** allow students to analyse and explore complex methods of creating meaning, while fostering a love of reading and knowledge of our literary heritage. The course encourages self expression, articulation and an understanding of differing perspectives, whilst seeking to create effective communicators, with the confidence to craft powerful and open-minded ideas. Our curriculum consciously seeks to build students' cultural capital by exploring global issues through the medium of literary texts, thus allowing them to take their place in a multicultural, globalised world.

Year 7	Knowledge and Skills	
Term 1 & Term 2	<b>Malorie Blackman, <i>Noughts and Crosses</i> (Playscript, 2008)</b> and <b>Poetry Anthology: Segregation and Marginalisation (Poetry, range of time periods)</b>	
	<b>Library Lessons - Student Enrichment</b> <b>“Where did discrimination come from and it is still an issue?”</b>	
	<b>Knowledge</b> Global issues: marginalisation and prejudice. Study of language, structure and form in poetry and prose, and how they create meaning. Understanding of extended metaphors. Contextual research: poets and places.	<b>Skills</b> Developing a critical response to reading. Authentic creative responses to extended metaphor. Comparison of writers' choices across a range of poems. Debating: merits of language and literature in prompting change in society. Weekly SPAG blitzes, focusing on common errors.
	<b>Assessment</b> 1. Language Paper 1, Q2 using corresponding novel (Noughts and Crosses) 2. Language Paper 2, Question 5 persuasive writing - based on a theme linked to the anthology.	
Term 3 & Term 4	<b>Geoffrey Chaucer, <i>The Canterbury Tales</i></b> <b>and linked non-fiction texts</b>	
	<b>Library Lessons - Student Enrichment</b> <b>“How do writers encourage us to think beyond our own values and beliefs?”</b>	
	<b>Knowledge</b> Critical evaluation of language, structure, presentation of character, symbolism, settings and narrative devices within the text. Investigation into the context of writing and consideration of related values and beliefs across time. Exploration of non-fiction texts, identifying differences/similarities in content.	<b>Skills</b> Development of a critical response to the work and finding evidence to support this reading. Debates/discussions about significant themes and characters, including transformation of characters, discussion about characters' motivations and use of characters as functions. Discussion around non-fiction texts. Repetition of SPAG blitz quizzes.
	<b>Assessment</b> 1. Language Paper 1, Q2-3 using extract from the novel. 2. Language Paper 1, Q4 evaluating a statement about theme/ characterisation in the novel.	



<b>Term 5 &amp; Term 6</b>	<b>William Shakespeare</b>	
	<b>Introduction to Shakespeare's Villains</b>	
	<b>Library Lessons - Student Enrichment</b>	
	<b>"What marks a hero and a villain?"</b>	
	<b>Knowledge</b> Introduction to Shakespeare's England, context and the Elizabethan stagecraft. Exploration of Iago (Othello), Don John (Much Ado), Lady Macbeth (Macbeth) and Regan and Goneril (King Lear): <i>are they the true villains of the plays?</i> Introduction to hamartia, manipulation, dramatic irony. Machiavellian influence. Representation of witchcraft, sorcery, family, greed.	<b>Skills</b> Analysis of characters and their impact on an audience. Comparison of characters across plays. Using images to inspire creative writing. Persuasive writing techniques, for use in writing and delivering speeches. SPAG exercises to improve writing speech, usage of high level punctuation. Word level stimuli/timed writing/slow writing and self-editing skills.
	<b>Assessment</b> 1. Language Paper 1 Q5: Language Analysis 2. Persuasive presentation based on a statement regarding the villains studied.	

<b>Year 8</b>	<b>Knowledge and Skills</b>	
<b>Term 1 &amp; Term 2</b>	<b>Jamila Gavin/Helen Edmundson, <i>Coram Boy</i> (Playscript, 2000)</b>	
	and	
	<b>Romantic Poetry Anthology (Poetry, 18th Century)</b>	
	<b>Library Lessons - Student Enrichment</b>	
	<b>Knowledge</b> Contextual research: the foundations of the Romantic Movement, key Romantic figures and their purposes for writing, as well as conditions and society in the 18th Century. Understanding of narrative structure and techniques to build a connection with the audience. A thorough command of poetic devices to apply to poetry.	<b>Skills</b> Developing a critical response to reading a play and analysis of stagecraft as well as language. Close language and structure analysis of unseen prose. Focus on a poet's use of visual imagery and other techniques as a form of social commentary. Emerging ability to create thesis statements linking the form/structure/language to wider society. Weekly SPAG blitzes, focusing on common errors.
	<b>Assessment</b> 1. Language Paper 1, Q2 language analysis (from corresponding novel to Coram Boy play script) 2. Language Paper 1, Q5 Creative writing based on 'Romantic' image	
<b>Term 3 &amp; Term 4</b>	<b>Mark Haddon, <i>The Curious Incident of the Dog in the Night-time</i> (Novel, 2003)</b>	
	<b>Library Lessons - Student Enrichment</b>	



	<b>“How is neurodiversity presented in literature, and how should it be?”</b>	
	<p><b>Knowledge</b></p> <p>Global Issue: How is neurodiversity presented and understood in the modern world? Understanding the effects of a central narrator – considering different perspectives and their impact on tension, humour and other effects.</p>	<p><b>Skills</b></p> <p>Use of statements to generate interesting debates about significant themes and characters, including: transformation of characters, discussion about characters’ motivations and use of characters as functions. Development of a critical response to the work and finding evidence to support this reading. Structural analysis of changes in tone and focus as well as creating tension. Close language analysis of key passages.</p>
	<p><b>Assessment</b></p> <p>1 Language Paper 1, Q2-3 using passage from <i>The Curious Incident of the Dog in the Night-time</i> Novel 2. Language P.1 Qu.4 (To what extent do you agree? Evaluation Question) based on a later part of the novel.</p>	
<b>Term 5 &amp; Term 6</b>	<b>William Shakespeare</b>	
	<b><i>The Language of Comedy and Tragedy</i></b>	
	<b>Library Lessons - Student Enrichment</b>	
	<b>“How are relationships presented in Literature and the Media?”</b>	
	<p><b>Knowledge</b></p> <p>Retrieval of knowledge of Shakespeare’s England. Introduction to use of rhetoric, wordplay, monologue, soliloquy, malapropisms, physical comedy, metaplay in <i>Julius Caesar</i>, <i>Hamlet</i>, <i>Much Ado About Nothing</i> and <i>A Midsummer Night’s Dream</i>.</p>	<p><b>Skills</b></p> <p>Analysis of different language styles used across the plays, and comparison of impact on audience. Using images to inspire creative writing. Recap of devices for delivering effective speeches. SPAG exercises to improve writing speech, usage of high level punctuation. Word level stimuli/timed writing/slow writing and self-editing skills.</p>
	<p><b>Assessment</b></p> <p>1 . Language Paper 1, Q2 Language Analysis 2. Persuasive speech linked to a style, character, theme or plot point in the play.</p>	

<b>Year 9</b>	<b>Knowledge and Skills</b>	
<b>Term 1</b>	<b>Pre-GCSE Poetry Anthology</b>	
	<b>Library Lessons - Student Enrichment</b>	
	<b>“What happens when society breaks down?” (Term 1 and 2 - start of Lord of the Flies)</b>	
	<p><b>Knowledge</b></p> <p><b>Global Issues: Conflict, Human Nature</b></p> <p>Continuing to develop a critical response to reading poetry (analysing writer’s intentions).</p>	<p><b>Skills</b></p> <p>Reviewing the usage and effect of an array of poetic devices. Comparing poetry via form/language usage/meaning/tone etc. Practise writing a comparison between two poems from</p>



	Specific discussion about authorial choices and analysing its impact on meaning. Investigation into the poet's background and perspectives to inform a reading of their poems.	the anthology based on GCSE assessment objectives.
	Assessment - Lit P.1 Qu. 2 (Poetry Anthology Comparison - one blank copy provided)	
Term 2 & Term 3	<b>William Golding, <i>Lord of the Flies</i> (novel, 1954) and linked non-fiction texts</b>	
	<p><b>Knowledge</b></p> <p><b>Global Issues: Identity</b></p> <p>Introduction to the principle of a microcosm and how society is reflected and presented. Introduction to AO3 and how to use context to inform understanding of plot and purpose. Focus on the use of motifs and specific characters to drive plot, theme and purpose. Close language analysis and use of multiple, tentative interpretations. Exploration of non-fiction texts.</p>	<p><b>Skills</b></p> <p>Teaching of successful organisation of persuasive essays. Sharing of good examples of persuasive writing (both written and recorded). Possibly focusing on WW2 Recruitment materials. Comparing and discussing what makes a persuasive text effective. Analysing instances of persuasion in the media using private research. Development of a critical response to the work and finding evidence to support this reading. Discussion about power, hierarchy, impulse and group dynamics. Debating the novel's relevance to our own society. Discussion around non-fiction texts, focusing on differences in content and perspectives.</p>
	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Extract Analysis (Lit P.2 Qu. 1 - Thematic Approach)</li> <li>2. Persuasive Writing based on a theme common to the text.</li> </ol>	
Term 4	<b>Greek Myth Anthology</b>	
	<b>Library Lessons - Student Enrichment</b> "Are Hamartia and Hubris essential to a good character?"	
	<p><b>Knowledge</b></p> <p>Understanding tier three vocabulary (including Greek etymology). Understanding of narrative structure, archetypes found in myths and their purpose in society.</p>	<p><b>Skills</b></p> <p>Analysing language and structure in myths. Using contextual information to develop an understanding of the representation of deities/women/heroes in the stories.</p> <p>Understanding and beginning to analyse writer's perspectives and WHY they might be different.</p>
<p><b>Assessment</b></p> <p>Language P.1 Qu. 1 – 3 based on unseen Greek Myth.</p>		
Term 5 & Term 6	<b>William Shakespeare, <i>Romeo and Juliet</i></b>	
	<b>Library Lessons - Student Enrichment</b> "How are relationships presented in Literature and the Media?"	



	<p><b>Knowledge</b></p> <p>Recap and add depth to a reading of Shakespeare's life Focus on key themes in the play and how they are explored through dialogue and stagecraft. Conduct a close reading of characters and analyse changing motivations and relationships. Explore Shakespeare's techniques for building tension and eliciting sympathy from the audience. Discuss the use of prose/verse/blank verse in the play and what it tells us about characters and attitudes. Researching the Renaissance era and how that impacted on the story and its progression.</p>	<p><b>Skills</b></p> <p>Discuss concepts surrounding fate/tragedy/religion/love and family ideals in Elizabethan England. Conducting private research into creative approaches to themes/ideas/perspectives shown in the play. Practising a delivery of a presentation based on the above research. Practise and introduction of the exam AOs for literature that will be used in GCSE.</p>
	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>Literature P.1 Part A (thematic question with extract).</li> <li>Oral Presentation (Creative or Persuasive) based on a theme or idea presented in the play.</li> </ol>	

Year 10	Knowledge and Skills	
	<b>J B Priestley, <i>An Inspector Calls</i></b>	
Term 1 & Term 2	<p><b>Knowledge</b></p> <p>Develop an understanding of, and informed personal response to, the play, which encourages the use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Ensure understanding of the relationships between the play and events of 1912 (when it is set), 1946 (when it was performed) and the years in between, as well as relevant contextual information for a modern day audience.</p> <p>Develop knowledge and understanding of Priestley's purpose and intention in constructing the play and its characters in order to explore key themes and ideas.</p>	<p><b>Skills</b></p> <p>Analysis of the language, form and structure used by Priestley to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling.</p> <p>Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.</p>
	<p><b>Assessment</b></p> <p>Literature Paper 2 Part A: choice of two questions on the play (one thematic, one character based).</p>	
	<b>English Language Paper 1 (Reading and Writing)</b>	
	<p><b>Knowledge</b></p> <p>Introduce a range of unseen fiction texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning.</p>	<p><b>Skills</b></p> <p>Identify and interpret explicit and implicit information and ideas. Explain, comment on and analyse how writers use language and structure to achieve effects and</p>



	<p>Use fiction texts to inspire creative responses, building skills in narrative and descriptive writing.</p>	<p>influence readers, using relevant subject terminology to support their views. Evaluate texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<p><b>Assessment</b> Language Paper 1 Q1-3 common assessment; Q4 and 5 assessed in class.</p>		
<p><b>Term 3 &amp; Term 4</b></p>	<p><b>Charles Dickens, <i>A Christmas Carol</i> and linked non-fiction texts</b></p>	
	<p><b>Knowledge</b> Develop an understanding of the novel, encouraging an informed personal response; build on the use of textual references, including quotations, to support and illustrate interpretations.  Ensure understanding of the relationships between the content of the novel and the experiences of Victorian London, and Dickens himself, as well as relevant contextual information for a modern day reader.  Develop knowledge and understanding of Dickens' purpose and intention in constructing the novel and its characters in order to explore key themes and ideas.  Explore/discuss non-fiction texts, focusing on writers' perspectives and methods used to convey them.</p>	<p><b>Skills</b> Analysis of the language, form and structure used by Dickens to create meanings and effects, using relevant subject terminology where appropriate.  Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling.  Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.  Comparison of writers' perspectives and methods.</p>
	<p><b>Assessment</b> Literature Paper 1 Part B: analysis of extract and novel as a whole. Language Paper 2 Q4 (comparison of perspectives and methods used).</p>	
	<p><b>Poetry anthology (Power &amp; Conflict)</b></p>	
<p><b>Knowledge</b> Study the cluster of poems, developing an understanding and informed personal response, which encourages the use of textual references, including quotations, to support and illustrate interpretations.  Ensure understanding of the relationships between the individual poems and the contexts in which they were</p>	<p><b>Skills</b> Analysis of the language, form and structure used by each poet to create meanings and effects, using relevant subject terminology where appropriate.  Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.</p>	



	<p>written, as well as relevant contextual information for a modern day reader.</p> <p>Develop knowledge and understanding of the poets' purposes and intentions in constructing the poems, and compare the representation of common themes and ideas across the cluster.</p>	<p>Comparative essay technique - comparing themes, ideas and techniques across a number of poems within the cluster.</p>
<p><b>Assessment</b>                  Literature Paper 2 Section B: Poetry comparison (end of year Literature exam).                  Literature Paper 2 Section C: unseen poetry (assessed in class).</p>		
<p><b>Term 5</b></p>	<p><b>Language Paper 1 Revision and                  Language Paper 2 Writing skills (for Spoken Language)</b></p>	
	<p><b>Knowledge</b>                  Revise skills with a range of unseen fiction texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning.                  Use familiar Literature texts to tackle Language style questions.                  Use fiction texts to revise the construction of individual creative responses, developing skills in narrative and descriptive writing.</p>	<p><b>Skills</b>                  Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.                  Evaluate texts critically and support this with appropriate textual references.                  Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.                  Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
	<p><b>Assessment</b>                  Language Paper 1 Q1-5 (end of year Language exam).</p>	
<p><b>Term 6</b></p>	<p><b>Introduction to William Shakespeare, <i>Much Ado About Nothing</i></b></p>	
	<p><b>Knowledge</b>                  Study the play, developing an understanding and informed personal response, which encourages the use of textual references, including quotations, to support and illustrate interpretations.                   Ensure understanding of the relationship between the content of the play and the experiences of Elizabethan England, as well as relevant contextual information for a modern day reader.                   Develop knowledge and understanding of Shakespeare's purpose and intention in constructing the play and its characters in order to explore key themes and ideas.</p>	<p><b>Skills</b>                  Analysis of the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate.                   Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling.                   Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.</p>
	<p><b>Assessment</b>                  Spoken Language assessment - submission for GCSE.</p>	



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Year 11	Knowledge and Skills	
<b>Term 1 &amp; Term 2</b>	<b>William Shakespeare, <i>Much Ado About Nothing</i></b>	
	<p><b>Knowledge</b> Develop an understanding of, and informed personal response to, the play, which encourages the use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Ensure understanding of the relationship between the content of the play and the experiences of Elizabethan England, as well as relevant contextual information for a modern day reader.</p> <p>Develop knowledge and understanding of Shakespeare's purpose and intention in constructing the play and its characters in order to explore key themes and ideas.</p>	<p><b>Skills</b> Analysis of the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation - embedding tier 2/3 vocabulary in discussion and essay modelling.</p> <p>Developing thesis statements in response to generic essay questions and producing developed, conceptual essays.</p>
	<p><b>Assessment</b> Literature Paper 1 Section A: analysis of extract and play as a whole (common assessment in November; PPE in January).</p>	
	<b>English Language Paper 1 (Reading and Writing) Revision</b>	
<p><b>Knowledge</b> Revise skills with a range of unseen fiction texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning.</p> <p>Use familiar Literature texts to tackle Language style questions.</p> <p>Use fiction texts to revise the construction of individual creative responses, developing skills in narrative and descriptive writing.</p>	<p><b>Skills</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
<p><b>Assessment</b> Language Paper 1 Q1-5 (assessment in class; PPE in January).</p>		
<b>Term 3</b>	<b>English Language Paper 2 (Reading and Writing)</b>	





	<p><b>Knowledge</b> Introduce a range of unseen non-fiction texts, including 19th century texts, encouraging a variety of reading material and exploring the impact of writers' choices on meaning. Use non-fiction texts to inspire the construction of individual persuasive responses, developing engaging, compelling writing.</p>	<p><b>Skills</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
	<p><b>Assessment</b> Language Paper 2 Q1-5 (common assessment).</p>	
<b>REVISION OF LANGUAGE AND LITERATURE</b>		
<b>Term 4 &amp; Term 5</b>	<p>Consolidate learning of all language and literature skills. Introduce a range of effective revision methods. Provide frameworks and scaffolds for written responses. Provide exemplar essay responses from previous cohorts. Revisit filed work from previous terms, addressing targets and editing previous responses. Complete past and practice papers.</p>	

## KS5 Overview

2021-22

Term	Year 12 HL	Year 12 SL
<b>Autumn</b>	Introduction to concepts and GIs	Introduction to concepts and GIs
	1 English text - one form	1 English text - one form
	1 translation text - different form	1 translation text - different form
	1 other text	Unseen Commentary preparation
	Unseen Commentary preparation	<b>Mini check - 20 minute unseen</b>
	<b>Mini check - 20 minute unseen</b>	<b>Mini check - 20 minute analysis of taught text</b>
	<b>Mini check - 20 minute analysis of taught text</b>	<b>Assessment - Paper 1</b>
	<b>Assessment - Paper 1</b>	



<b>Spring</b>	1 English - one form	1 English - one form
	1 translation - different form	1 translation - different form
	1 other text	IO preparation
	<b>Mini check - 20 minute analysis of taught text</b>	<b>Mini check - 20 minute analysis of taught text</b>
	<b>Assessment - Sample IO</b>	<b>Assessment - Unseen Commentary</b>
	<b>Assessment - HL essay sample draft (2 lessons)</b>	<b>Assessment - Sample IO</b>
<b>By now</b>	<b>3 different forms and 2 different centuries</b>	<b>2 different forms and 2 different centuries</b>
<b>Summer</b>	1 English text	1 English text
	1 translation text	1 translation text
	1 other text	<b>Mini check - 20 minute unseen</b>
	HL essay planning	<b>Mini check - 20 minute analysis of taught text</b>
	<b>Mini check - 20 minute unseen</b>	<b>Assessment - Unseen Commentary</b>
	<b>Mini check - 20 minute analysis of taught text</b>	
	<b>Assessment - Unseen Commentary</b>	
<b>By now</b>	<b>3 centuries, 4 forms, 4 countries, 2 continents</b>	<b>3 centuries, 3 forms, 2 countries, 2 continents</b>
<b>Term</b>	<b>Year 13 HL</b>	<b>Year 13 SL</b>
<b>Autumn</b>	Review of concepts and GIs across texts studied	Review of concepts and GIs across texts studied
	3 texts - free choice	1 English text
	HL essay final draft	1 other text - free choice
	Paper 2 preparation	Paper 2 preparation
	IO preparation	IO preparation
	<b>Mini check - 20 minute unseen</b>	<b>Mini check - 20 minute unseen</b>
	<b>PPE - Unseen Commentary</b>	<b>Assessment - Unseen Commentary</b>
	<b>Assessment - Genres Paper</b>	<b>Assessment - Genres Paper</b>
<b>By now</b>	<b>5 English and 4 translation texts</b>	<b>4 English and 3 translation texts</b>
<b>Spring</b>	2 texts - free choice	1 text - free choice
	IO preparation	IO preparation
	<b>IO recordings</b>	<b>IO recordings</b>
	Unseen Commentary Preparation	Unseen Commentary Preparation
	Genres Paper Preparation	Genres Paper Preparation

*At Dane Court Grammar School, our curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.*

