

Long Term Departmental Planning Overview

Subject: **English**

Intention:

Students will develop a growing confidence in commenting, analysing and then evaluating the writer's methods when constructing a literary text. A developed cultural capital from learning inside and outside of the classroom will contextualise the texts they will encounter and analytically master. Students will be inspired by the breadth of literature they will read to produce their own descriptive writing pieces in a range of forms. Students will be well versed in the linguistics of rhetoric and will be able to explore texts from different perspectives; to use these reading experiences to create their own powerful voice, both in written and verbal work. In all work, students will be confident to share their ideas with extended tier 2 and tier 3 vocabulary as to not limit any student's potential to express themselves with passion. A love of reading, exploring, expression and debate is at the heart of our five year curriculum journey.

A Level English Language: Students to enhance their knowledge of aspects of spoken and written language and links to meaning, context and representation. To understand aspects of socio linguistics and links to identity, performance and power, language change and the factors that influence it, discourses around language change and diversity and aspects of child language development both spoken and literacy. Students to develop their independent analysis skills through evaluation of concepts and ideas about language use and change. Students to develop creative writing skills by responding to discourses of language use and considering genre, meaning, representation, context and linguistic methods in their own writing.

A Level English Literature: Students to enhance their cultural capital appertaining to the contextual factors of the text whilst developing a deeper understanding of the tropes of language and motifs of the genres across a range of novel and poetry. Students to develop their Independent analysis skills through evaluation of the writer's methods evident in written and verbal work. Students to be able to independently explore connections across literary texts by being informed by different interpretations

Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	Culture	Introduction to Genre Greek mythology, legend and folk law, tragedy, morality Assessment: Writing	Shakespeare Midsummer Night's Dream Assessment: Reading	Culture Poetry And reading non- fiction articles about culture. Assessment: Writing	Non Fiction and fiction anthology 'Different Worlds' Leading to writing to express a viewpoint on travel writing (real or imagined) HT 3 Assessment: Reading HT4 Assessment: Writing		End of year exam x 2 weeks prep 'The Supernatural' mini SoL x 3 weeks Formative assessment
8	The Strange	Shakespeare – The Tempest Assessment: Writing One of the following:	WW1 poetry Assessment: Reading	Dystopian Literature Animal Farm Writing to express a viewpoint – speeches – 20 th /21 st century stimuli HT3 Assessment: Reading		The Gothic Assessment: reading	End of year exam x 2 weeks prep Non Fiction anthology

		<ul style="list-style-type: none"> • Dramatic monologue • play script • epistolary 		HT4 Assessment: writing <i>Summative</i> – persuasive (ethos, pathos, logos) <i>Formative</i> – creative writing on dystopia			Crime and Punishment x 3 weeks Formative assessment
9	Society and Cultural Concepts	Unseen poetry practice ‘Remains’, The ‘Emigree’ Comparison of two poems ‘Ozymandias’ and ‘London’ Assessment: Reading	Writing to express a viewpoint Ethos, pathos, logos. Socratic questioning, logic, reason and the Assessment: Writing	Shakespearean Tragedy R&J Assessment: Reading	Contemporary fiction anthology Assessment: Writing	A Taste of Honey full play script Assessment: Reading	End of year exam Paper 1 English Language x 2 weeks prep An introduction to 19 th century Britain: Fiction and Non-Fiction. Introduction to the cultural capital needed for GCSE Formative assessment
10 Lit/lang (8)	AQA GCSE Lit	Paper 2 section C Unseen poetry <i>Reading, synthesis, analysis and evaluation</i> Assessment – unseen poetry question Paper 2 Section B Power and Conflict Poetry <i>Reading, synthesis, analysis and evaluation</i> Assessment: comparison essay	Paper 2 Section B: Power and Conflict Poetry <i>Reading, synthesis, analysis and evaluation</i> Assessment: comparison essay Paper 1 Section B: 19 th Century text	Paper 1 Section B: 19 th Century text Assessment: mock response Paper 1 Language study. <i>Visual stimuli from ACC/ writing in role</i> Assessment: writing section B	Paper 1 section A: contemporary fiction text <i>Reading, synthesis, analysis and evaluation</i> Paper 2 section A: contemporary fiction text AIC, BB, AF <i>Reading, synthesis, analysis and evaluation</i>	Paper 2 section A: contemporary fiction text AIC, BB, AF <i>Reading, synthesis, analysis and evaluation</i> Paper 1 skills Assessment: mock response Assessment Language paper 1: mock	End of year exam. Paper 1 English Language (2 weeks prep) Speaking and listening endorsement. Introduction to ethos, pathos, logos Paper 2 Language section B To be assessed/recorded before the end of summer 2

					Assessment: reading		
11 Lang (8)	AQA GCSE Lang	Paper 1 Language study Assessment: writing section B Paper 2 Language study <i>Section A reading</i> a week Class novel no. 1 canon/modern day canon	Paper 2 Language study <i>Section A reading</i> Section B writing Assessment: full mock exam Lit and Lang Class novel no. 1 canon/modern day canon	Paper 1 Language study <i>Section A reading</i> Section B writing Assessment: full paper 1 mock (in class) Class novel no. 2 canon/modern day canon	Paper 2 Language study <i>Section A reading</i> Section B writing Assessment: full paper 2 mock (in class) Class novel no. 2 canon/modern day canon	Bespoke Language revision. <i>Reading, synthesis, analysis, comparison and evaluation</i> Assessment: class diagnostics in response to teacher formative assessment	Formal public exam.
			Subject:	English Language			
12	AQA A Level – Spec 7702	Introduction to Language Levels and Language, Power and Representation. (AO1, AO3)	Language Diversity (Paper 2): Regional Variation, Social Groups, Age, Ethnicity, Gender, Occupation. (AO1, AO2)	Language Discourses (Paper 2) (AO1, AO3, AO4,) Comparison and analysis	Language Discourses (Paper 2) Opinion Articles. (AO2, AO5)	Language Change & World Englishes (Paper 2) (AO1, AO2)	Mock exam revision and feedback. Introduction to topics for Language Investigation.
	Non-examined assessment		Practice Language Investigation on Gender. (AO1, AO2, AO3)		Original Writing 1 piece of writing & commentary: persuasion <i>Including analysis of style model.</i> (AO5, AO1, AO2, AO3, AO4)	1 piece of writing & commentary: story telling <i>Including analysis of style model.</i> (AO5, AO1, AO2, AO3, AO4)	Complete piece of original writing (750 words) and commentary (750 words)
13	AQA A Level – Spec 7702	Language Change & World Englishes &	Child Language Development (Paper 1)	Text Variations & Representations (Paper 1)	Revision of all topics and mock exams.	Final revision – create bespoke timetable for	

		Language Discourses (Paper 2) (AO1, AO3, AO4, AO2, AO5)	AO1, AO2	AO1, AO3, AO4		year group dependant on mock exam performance.	
	Non-examined assessment	Create brief for language investigation. Collect data and finish analysis of data.	Complete 1 st draft of NEA 1500 words Complete edit and finalise over Christmas break				
			Subject: English Literature				
12	AQA A Level – Spec B 7717 Tragedy	Develop understanding of conventions of Tragedy as a dramatic and literary genre Read and begin to analyse ‘The Great Gatsby’	Develop understanding of exam question types Sec C Demonstrate understanding of question types, linked to ‘The Great Gatsby’ – deepen understanding of the text.	Independent revision and essay planning development linked to ‘The Great Gatsby’ Read and begin to analyse ‘Othello’ – linked to Tragedy. Develop understanding of Shakespearean tragedy Develop understanding of exam question types Sec A and B	Demonstrate understanding of question types for Sec A and Sec B, linked to ‘Othello’ – deepen understanding of the text.	Independent revision and essay planning development linked to ‘The Great Gatsby’ and to ‘Othello’ – all exam question types	
	Crime	Read and begin to analyse ‘When Will There Be Good News?’ – linked to Crime genre. Develop understanding of conventions and subversion of genre linked to postmodernism	Develop understanding of how to approach Section B essay questions. Demonstrate understanding of Sec B question types linked to ‘WWTBGN?’ – deepen symbolic	Independent revision and essay planning development linked to ‘Brighton Rock’ Develop understanding of conventions of Crime as a literary genre Begin to analyse a range of crime fiction extracts - practise skills for approaching Section A – unseen extract question	Further develop understanding of exam question types for Sec A and B Revise understanding of Sec B demands, linked to ‘WWTBGN? And Brighton Road’ –	Independent revision and essay planning development linked to both novels and unseen extracts. – Sec A and Sec B	

			understanding of text. Begin to read and analyse 'Brighton Rock'		deepen understanding of the text.	
	Non-examined assessment				Development of understanding of theoretical perspectives: Feminism, Marxism, Post-colonialism, Narrative Theory	Student selection of novel for NEA – time for reading and exploration of text.
13	AQA A Level – Spec B 7717 Tragedy	Continue in-depth exploration of 'Othello' – linked to Sec A and B demands Begin reading and exploring final text – Richard II – link to demands of Sec C question	Refine understanding of exam question types Sec C Demonstrate understanding of question types, linked to 'Richard II' – deepen understanding of the text.	<u>Course Content Completed by January.</u> Individual revision pathways and plans set with teacher for each student Teacher revises and develops students' understanding of texts/ genre in a cycle of continuous formative assessment as students complete essay plans/ essays/ timed examination practices and then acts on feedback.		
	Crime	Begin reading and exploration of Crime Poetry Collection (5 poems: Crabbe, Browning and Wilde) Cycle of continuous development for Sec A as students complete 1 unseen extract analysis per week and act on feedback given	Refine understanding of exam question types B and C Develop detailed analytical understanding of poetry collection.	<u>Course Content Completed by January.</u> Individual revision pathways and plans set with teacher for each student Teacher revises and develops students' understanding of texts/ genre in a cycle of continuous formative assessment as students complete essay plans/ essays/ timed examination practices and then acts on feedback.		

	Non-examined assessment	<p>Complete edit and redraft process for prose NEA</p> <p>Student selection of poetry collection for NEA piece 2</p>	<p>Devise NEA poetry question linked to a different theoretical perspective – plan and complete 1st draft of NEA 2 – 1500 words</p> <p>Complete edit and redraft process for poetry NEA over Christmas break</p>				