

## ENGLISH AND DRAMA

### Year 7 – 13 Curriculum rationale

Curriculum intent: *“A word after a word after a word is power.”* Margaret Atwood

The English Curriculum at St John’s aims to help students see their power and place in the world and explore, empathise and question the experience of themselves and others through the study of a diverse range of challenging heritage and modern texts. Through this study, we will foster and develop a curiosity around language which can be applied to a range of creative and academic contexts, resulting in empowered readers, writers and orators who can contribute positively to the local, national and international communities of which they are a part.

Literacy/Reading/Oracy opportunities: Throughout each year of study, students will be given the opportunity to practise their reading skills, writing skills and oracy through the study of a range of literary genres. Please see details of these activities and areas of focus within the scheme of learning below.

Morality - The Foundations of Storytelling	Autumn	Spring	Summer	
Year 7 Reading	Prose: <b>‘Oliver Twist’</b>	Drama: <b>A Midsummer Night’s Dream</b>	Poetry: <b>Poetry (Metaphor)</b>	Reading for Writing: <b>Ancient Tales (oracy)</b>
Year 7 Writing	<p>New for Y7 2023-24 - Explicit Grammar content, building on KS2 learning: writing in complete and full sentences; identifying the action and verb; subject-verb agreement for ‘to-be’, regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital letters accurately; using pronouns; sentence structure; paragraphing; speech punctuation; clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns.</p> <p>Analytical writing:</p> <ul style="list-style-type: none"> <li>- Topic sentences about characters/characterisation/themes/concepts</li> <li>- Selecting and embedding quotations</li> <li>- Exploring how meaning is created in the context of Victorian prose/dramatic texts</li> <li>- Using analytical sentences to explore effects of dramatic choices/poetic language/structural choices in short stories</li> </ul> <p>Extended writing: The foundations of short stories; creating coherence; writing a full story.</p>			

<p><b>Year 7 Drama</b></p>	<p>Introduction to drama initial building block skills</p> <ul style="list-style-type: none"> <li>- Freeze frames</li> <li>- Flashbacks</li> <li>- Cross cutting</li> <li>- Role of the audience</li> <li>- Performance etiquette</li> <li>- Games</li> <li>- improvisation</li> </ul>	<p>Panto</p> <ul style="list-style-type: none"> <li>- Traditions of pantomime</li> <li>- Script reading and learning</li> <li>- Opportunity to explore costume</li> <li>- Exploring props</li> <li>- Performing for an audience</li> </ul>	<p>Greek Theatre – Myths and Legends</p> <ul style="list-style-type: none"> <li>- Research skills</li> <li>- Understanding the origins of Greek Theatre</li> <li>- Understanding the role of the chorus</li> <li>- Possible mask work</li> <li>- Choral speaking</li> </ul>	
<p>Why?</p>	<ul style="list-style-type: none"> <li>- To explore how meaning is created across a Victorian prose text, with a particular focus on characterisation (villains and victims) and the theme of morality.</li> <li>- Contextual grounding of life in Victorian society and the city, as well as attitudes to crime.</li> <li>- Links to: Other 19<sup>th</sup> C Victorian fiction and associated context across the Key Stages. Characterisation in drama and detective, dystopian and gothic fiction</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to analyse the effects of dramatic choices as well as using dramatic readings and performance to understand dramatic form and terminology.</li> <li>- Contextual grounding of life in Elizabethan England, Ancient Athens and Shakespeare’s life.</li> <li>- Links to: Other Shakespeare and drama texts across the Key Stages and the dramatic devices of soliloquy, monologue and sub-plots.</li> </ul>	<p>-To introduce the significance of metaphor, structure and poetic forms -Links to: detailed study of the sonnet form in Y8 and comparative poetry in Y9, as well as comparative study and unseen poetry in KS4.</p>	<p>-To understand the origins of storytelling and the oral tradition. -To explore how writers’ structural choices in short stories create meaning. - To build confidence through re-telling a story clearly and fluently, using appropriate vocabulary, tone and non-verbal strategies. Links to: Creative writing (storytelling) and short stories and the later study of rhetoric.</p>
<p>How parents / carers can support</p>	<p>-The best support you can give your child is to ensure that they are reading regularly. -Discuss with your child what they have chosen to read and what they like/dislike. Or better still, borrow the book afterwards to find out! -The Oak National Academy website has a short course of lessons based on</p>	<p>-The best support you can give your child is to ensure that they are reading regularly. -Encourage your child to research the Elizabethan era and the conventions of Shakespearean comedy. The British Library website has a section dedicated to the play and articles about the comic genre. -The Oak National Academy website has a short course of lessons based on ‘A</p>	<p>-The best support you can give your child is to ensure that they are reading regularly. -The Oak National Academy website has a course of lessons based on the origins of poetry, the oral tradition and ‘Telling Tales’ by Patience Agabi. In addition, they have a short course called ‘Creative Writing: Short Stories’ which could be used to support our ongoing project on short story writing,</p>	

	<p>'Oliver Twist'. They also have a range of imaginative writing and grammar courses which could be used to support independent study.</p>	<p>Midsummer Night's Dream' They also have a range of imaginative writing and grammar courses which could be used to support independent study.</p> <p>-Access the BBC 'Shakespeare Retold' collection and watch the modern retelling of the play. Alternatively, watch a faithful film or theatre adaptation of the play.</p> <p>- Visit a pantomime.</p>	<p>- Visit a local Ampitheater (do the tour)</p>		
<b>Duality - Viewpoints &amp; Perspectives</b>	<b>Autumn</b>	<b>Spring</b>		<b>Summer</b>	
<b>Year 8 Reading</b>	<p><b>Prose:</b> <b>Detective Fiction</b> <b>The Adventures of Sherlock Holmes</b></p>	<p><b>Drama:</b> <b>The Tempest</b></p>	<p><b>Poetry:</b> <b>Sonnets Through Time</b></p>	<p><b>Reading for Writing:</b> <b>Travel Writing</b></p>	<p><b>Reading for Writing:</b> <b>Rhetoric (oracy)</b></p>
<b>Year 8 Writing</b>	<p>Extended writing: Non-fiction article and speech writing; reporting style, writing poetry within a specified form; descriptive writing using an image as a stimulus and story openings.</p> <p>Analytical writing:</p> <ul style="list-style-type: none"> <li>- Using complex topic sentences about characters/characterisation/themes/concepts</li> <li>- Using sentences to link from one paragraph to another</li> <li>- Selecting and embedding quotations</li> <li>- Using analytical sentences to explore dual meanings</li> <li>- Using dramatic and poetic terminology with accuracy</li> <li>- Linking textual analysis to contextual analysis</li> </ul>				
<b>Year 8 Drama</b>	<p>Text – Daz for Zoe</p> <ul style="list-style-type: none"> <li>- Script reading</li> <li>- Character development</li> <li>- Cross cutting</li> <li>- Stage dynamics</li> <li>- Understanding of reading a play rather than a novel</li> <li>- Stage combat</li> </ul>	<p>Silent drama/ melodrama</p>			

	<ul style="list-style-type: none"> <li>- Use of props for meaning</li> <li>- Real world context</li> </ul>			
Why?	<p>-To explore the use of narrative perspective and the reliability of the narrator.</p> <p>-To build on Y7 understanding of the characterisation of villains and victims and explore this characterisation within the genre of detective/crime fiction and the detailed study of three Sherlock Holmes short stories.</p> <p>-To revisit the theme of morality (Y7) and the themes of crime and justice, science and deduction, and social status.</p> <p>-To understand that characters can have complex, dual natures.</p> <p>-Contextual grounding of scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals</p> <p>Links to: Other 19<sup>th</sup> C Victorian fiction and associated context across the Key Stages (Sherlock Holmes; Gothic; ACC; J&amp;H; Hard Times). Characterisation in drama and detective fiction, the gothic and Shakespeare/drama.</p>	<p>-To build on Y7 understanding of features of comedy and dramatic devices; characterisation of villains and victims in relation to a study of the character of Caliban.</p> <p>-Students will learn that texts can have multiple plots and that comedies, tragedies and tragicomedies have distinctive conventions.</p> <p>-Contextual grounding of the Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states. Considering this context, they will consider how a contemporary audience perceives the character of Caliban.</p> <p>Links to: Other Shakespeare and drama texts (Y7 Drama Greek Theatre; comedy – AMSND; tragedy; Romeo &amp; Juliet; Small Island 2025 across the Key Stages. Revisiting the theme of morality (Y7 and Holmes Y8) and the themes of magic; nature vs nurture; power; monarchy and treason; colonialism; and love. Introduction to the sonnet form (Petrarchan and Shakespearean – Y9, KS4 and KS5)</p>	<p>To understand the difference between fiction and non-fiction and reflect on the high-quality descriptions of settings in both.</p> <p>-To read a range of non-fiction texts and explore how different types of text are written for different purposes</p> <p>-To explore how language can be used persuasively</p> <p>- To read a wide range of literary non-fiction travel writing as a stimulus for imaginative writing.</p> <p>Links to: foundations of</p>	<p>-To understand the definition of rhetoric and the importance of viewpoint.</p> <p>-To understand that writers may advocate for rights through their texts, using ethos, logos and pathos</p> <p>-To learn about and write with the five parts of oratory in mind: invention, arrangement, style, memory and delivery.</p> <p>Links to: Oliver Twist (texts as advocacy); Greek Theatre in Drama; Ancient Tales; non-fiction writing purposes – specifically speech writing in Y9.</p> <p>-Previously and subsequently explored themes such as power,</p>

			stories (Y7 – setting); presentation of setting in The Tempest; non-fiction articles, speeches and formal letters in Y9.	ambition, social justice, class, morality and suffering.
How parents / carers can support	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly.</li> <li>-Discuss with your child what they have chosen to read and what they like/dislike. Or better still, borrow the book afterwards to find out!</li> <li>-Encourage your child to research the genre of detective fiction. The British Library website is an excellent resource for wider reading and has an entire section dedicated to Sherlock Holmes.</li> </ul>	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly.</li> <li>-Encourage your child to research the Jacobean era and the conventions of Shakespearean comedy. The British Library website has a section dedicated to the play and articles about the comic genre.</li> <li>-The Oak National Academy website has a short course of video lessons on 'The Tempest' and 'Sonnets Through Time' aimed at KS3.</li> <li>-Access a film or theatre adaptation of the play.</li> </ul>	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly.</li> <li>-Use a broadsheet newspaper website such as The Guardian or The Telegraph (others tend to be behind paywalls) to access articles about travel and places. Ask your child where they would like to visit and get them to research what writers have already written about the place.</li> <li>-Access the TED Talks website and watch speeches on an area of interest for your child. Evaluate which speakers and speeches you thought were most successful and discuss why.</li> <li>-The Oak National Academy website has short courses of video lessons on the art of rhetoric and non-fiction writing.</li> </ul>	
<b>Multiplicity - The Human Experience</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Year 9 Reading</b>	<b>Prose: Gothic Fiction</b>	<b>Drama: Romeo &amp; Juliet</b>	<b>Poetry: Journeys Poetry</b>	
<b>Year 9 Writing</b>				

	<p>Extended writing: Reading a range of nineteenth, twentieth and twenty-first century non-fiction; using models to plan, structure and write letters, articles, speeches, and essays; descriptive writing linked to setting; short story writing.</p> <p>Analytical writing:</p> <ul style="list-style-type: none"> <li>- How to introduce and sustain a thesis across a whole essay</li> <li>- Planning and developing</li> <li>- Writing introductions and conclusions</li> <li>- Analytical sentences exploring alternative meaning</li> <li>- Linking textual analysis to the context of production and reception</li> <li>- Comparative topic sentences for poetry comparison</li> <li>- Using tentative language (may/could)</li> </ul>		
<p><b>Year 9 Drama</b></p>		<p>DNA – modern tragedy</p> <ul style="list-style-type: none"> <li>- Peer pressure</li> <li>- Abstract settings</li> <li>- Team dynamics</li> <li>- Monologues</li> </ul>	
<p>Why?</p>	<p>-To develop an understanding of the conventions of a genre of literature and how these have developed over time.</p> <p>-To build on prior learning about villainy, heroism, morality and duality through scrutiny of characterisation and themes present in the gothic genre.</p> <p>-To continue to develop understanding of the role of the narrator and issues surrounding reliability.</p> <p>-To explore the role of the ‘hysterical woman’; Byronic hero; and the concepts of the sublime and uncanny.</p>	<p>-To build on prior learning about Shakespearean conventions through the study of tragedy as a genre.</p> <p>-To revisit the study of the sonnet from (Y8) and explore its significance in the play.</p> <p>-To learn about how to comment on literary theory (AC Bradley).</p> <p>-To understand how literary conventions inform the structure of a text.</p> <p>-To analyse the structure of a play.</p> <p>-To evaluate the success of the language that characters use.</p> <p>-To explore the themes of tragedy, love, family, violence, fate and youth.</p>	<p>-To understand the relationship between writer, persona, speaker and audience in poetry.</p> <p>-To understand how styles and conventions of poetry have evolved over time.</p> <p>-To introduce the forging of connections and links between poetry from different eras.</p> <p>-To develop the skill of referring to poems with and without using quotations.</p> <p>-To develop the skill of comparison and understand how to structure comparison essays.</p> <p>-To explore the themes of journeys, belonging, decisions and rebellion through the study of a wide range of poetry.</p>

	<p>-Contextual grounding of changing attitudes towards romance; terror; Christianity; women; and rural isolation.</p> <p>Links to:</p> <p>19<sup>th</sup> C Victorian fiction and associated context across the Key Stages (Sherlock Holmes; Gothic; ACC; J&amp;H; Hard Times). Characterisation in drama and detective fiction and Shakespeare/drama. Modern text study at KS4 and KS5.</p>	<p>Links to:</p> <p>Prior study of Shakespeare and conventions across the key stages. Preparatory study of the genre of tragedy in readiness for KS4 and KS5 study of the tragic form (Macbeth; ACC; ASND; Othello). Structural significance of plays in preparation for KS4/KS5 and study of Shakespeare and modern drama. Exploration of the sonnet form in Y8. Small Island 2025.</p>	<p>-To develop academic tone, use pronouns with precision and refer to writers correctly.</p> <p>Links to:</p> <p>Prior study of metaphor and the sonnet form in Y7 and Y8. First unit of KS4, where student will be expected to sustain the skill of comparison through looking at war poetry and subsequent clusters of poetry. Responding to unseen poetry (all Key Stages). Thematic links to Shakespeare at KS4 and KS5.</p>
<p>How parents / carers can support</p>	<p>-The best support you can give your child is to ensure that they are reading regularly.</p> <p>-Discuss with your child what they have chosen to read and what they like/dislike. Or better still, borrow the book afterwards to find out!</p> <p>-The British Library website has a range of excellent articles relating to Victorian literature and Gothic fiction.</p> <p>-The Oak National Academy website has a short course of video lessons on the gothic genre and an additional course based on 'Jane Eyre'.</p>	<p>-The best support you can give your child is to ensure that they are reading regularly.</p> <p>-Encourage your child to research the Elizabethan era and the conventions of Shakespearean tragedy. The British Library website has a section dedicated to the play and articles about the tragic genre.</p> <p>-A google search of 'Romeo and Juliet' resources will lead you to a wealth of information on the play. 'No Fear Shakespeare' is a useful resource for students who may find the language challenging. For stretch and challenge, your child can watch some of Mr Bruff's analytical Youtube videos aimed at KS4 students.</p> <p>-Access a film or theatre adaptation of the play. The Zeffirelli and Luhrmann versions are both recommended.</p>	<p>-The best support you can give your child is to ensure that they are reading regularly.</p> <p>-Discuss the poems that students are studying in class and which ones they have liked and disliked.</p> <p>-The Poetry Foundation website provides a comprehensive collection of poems and poet biographies which can be filtered by theme or poet. Encourage students to explore additional poems by the authors they have studied and use the biographies to research their lives and context.</p> <p>- The Oak National Academy website has a short course of video lessons on 'The Canterbury Tales' (one of the areas of study),</p> <p>-In order to support and consolidate the study of non-fiction, encourage your child to watch TED talks for a continuation of the study of speech-writing and rhetoric; read articles from broadsheet newspapers about areas of</p>

			personal interest; encourage them to write a personal or formal letter.
<b>Year 10</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 10 AQA Literature</b>	<b>Anthology Poetry: War</b> <ul style="list-style-type: none"> <li>- 'War Photographer'</li> <li>- 'Remains'</li> <li>- 'The Charge of the Light Brigade'</li> <li>- 'Bayonet Charge'</li> <li>- 'Exposure'</li> </ul>	<b>Modern Text: 'An Inspector Calls'</b>	<b>Anthology Poetry: People &amp; Identity</b> <ul style="list-style-type: none"> <li>- 'My Last Duchess'</li> <li>- 'Checking Out Me History'</li> <li>- 'Tissue'</li> <li>- 'Poppies'</li> <li>- 'Kamikaze'</li> </ul>
	<b>19<sup>th</sup> Century Fiction: 'A Christmas Carol'</b>	<b>Anthology Poetry: Setting &amp; Place</b> <ul style="list-style-type: none"> <li>- 'Ozymandias'</li> <li>- 'London'</li> <li>- 'Storm on the Island'</li> <li>- 'Extract from The Prelude'</li> <li>- 'The Emigree'</li> </ul>	<b>Unseen Poetry</b>
<b>Year 10 AQA Language</b>	<b>Extracts from fiction: War &amp; Conflict</b>  Reading Focus: Distilling the skills of language analysis, structural analysis and critical evaluation.  Writing Focus: Descriptive writing and narrative writing.	<b>Extracts from fiction: Places and People</b>  Reading Focus: Deepening the skills of language analysis, structural analysis and critical evaluation.  Writing Focus: article writing and formal letter writing.	<b>Extracts from non-fiction: Identity</b>  Reading Focus: Comparing how attitudes and perspectives are conveyed through language and structure.  Writing focus: Speech writing and NEA assessment
<b>Why?</b>	-To read a wide range of poetry on the theme of war and conflict and use this knowledge to improve descriptive and narrative writing.	-To explore modern drama and the themes of responsibility, morality, class and attitudes to gender.  -To make thematic connections across a range of literary texts.	-To continue to explore the significance of people in poetry, with a particular focus on identity.  -To make thematic connections across a range of literary texts.



	<p>-To write effectively and coherently, using accurate grammar, spelling and punctuation.</p> <p>-To read classic literature and appreciate the depth and power of the English literary heritage.</p> <p>- To make thematic connections across a range of literary texts.</p> <p>-To write accurately, effectively and analytically about what has been read, using a wide range of vocabulary and linguistic and literary terminology.</p> <p>-To explore changing attitudes towards the presentation of war and the context of various conflicts.</p> <p>Links to: poetry units and Victorian heritage texts in KS3; foundations of stories; journeys poetry comparison at the end of Y9.</p>	<p>-To read critically, and use knowledge gained from wide reading to inform and improve their own production of articles and formal letters.</p> <p>-To write effectively and coherently, using accurate grammar, spelling and punctuation.</p> <p>- To appreciate how poets create a strong sense of people and places through their works.</p> <p>-To write accurately, effectively and analytically about what has been read, using a wide range of vocabulary and linguistic and literary terminology.</p> <p>-To explore the how different writers achieve a sense of place and setting through their writing.</p> <p>Links to: poetry units and modern texts in KS3; travel writing in Y8; Ancient Greek tragedy and theatre in KS3 drama and Y9; themes and ideas about morality, social responsibility and class through the study of 'ACC'; poetry comparison in previous term.</p>	<p>-To explore the context of poetry on the theme of identity and control.</p> <p>-To respond to a range of unseen texts (poetry and non-fiction) and explore how writers convey their attitudes and experiences.</p> <p>-To read critically about rhetoric, and use knowledge to draft and refine their own speeches.</p> <p>-To write convincingly and coherently, using accurate spelling, punctuation and grammar.</p> <p>Links to: poetry units and unseen poetry response in KS3 and preceding units in Y10; responding to unseen extract in Y10; thematic links to literary texts in Y10 (AIC and ACC); Victorian heritage texts in KS3.</p>
<p>How parents / carers can support</p>	<p>-The best support you can give your child is to ensure that they are reading regularly.</p> <p>-Utilise your experience of living in a military community to talk to your child about the challenges that</p>	<p>-The best support you can give your child is to ensure that they are reading regularly.</p> <p>-Encourage students to read fiction and non-fiction (e.g. travel articles) about the themes of social responsibility and setting and place.</p>	<p>-The best support you can give your child is to ensure that they are reading regularly.</p> <p>- Use the Poetry Foundation website to select poetry to discuss with your child. This will help to support the skills required for responding to unseen poetry. Ask questions about what they</p>

	<p>serving members of the armed forces and their dependents face.</p> <p>Encourage students to link this discussion to the poetry and fiction that they are studying this term.</p> <ul style="list-style-type: none"> <li>-Encourage students to read fiction and non-fiction which explores the theme of conflict and/or war.</li> <li>-The British Library website has a range of resources and articles about the context of 'A Christmas Carol'.</li> <li>-Use Mr Bruff's videos to create mind maps, Cornell notes or flashcards relating to the poetry, study of 'A Christmas Carol' and Paper 1 Language content they have completed this term.</li> <li>-Use the Literature knowledge organiser booklet to test your child's knowledge of the texts they have studied. Focus on revising one section and then quiz them on what they can recall.</li> </ul>	<ul style="list-style-type: none"> <li>-Use Mr Bruff's videos to create mind maps, Cornell notes or flashcards relating to the poetry and study of 'An Inspector Calls' they have completed this term.</li> <li>-Use the British Library website to access articles on 'An Inspector Calls' and its context.</li> <li>-Access the BBC adaptation of 'An Inspector Calls' and watch it with your child.</li> <li>-Use the Literature knowledge organiser booklet to test your child's knowledge of the texts they have studied. Focus on revising one section and then quiz them on what they can recall.</li> <li>-Encourage your child to read short stories in order to develop an understanding of the shape and structure of shorter narratives (Paper 1 Language).</li> </ul>	<p>think the meaning of the poem is and what they notice about the form, structure and language of the poem.</p> <ul style="list-style-type: none"> <li>-Use the TED Talks website to watch videos of powerful speeches about social issues, power and identity.</li> <li>--Use Mr Bruff's videos to create mind maps, Cornell notes or flashcards relating to the poetry, the study of unseen poetry and the Paper 2 Language content they have completed this term.</li> <li>-Use the Literature knowledge organiser booklet to test your child's knowledge of the texts they have studied throughout the course of the year. Focus on revising one section and then quiz them on what they can recall.</li> <li>-Encourage your child to make quotation flashcards based on the anthology poetry (3 key quotations for each poem).</li> <li>-Encourage your child to read a range of non-fiction broadsheet newspaper articles on areas of personal interest (Paper 2 Language).</li> </ul>
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Year 11	Autumn	Spring	Summer
<p><b>Year 11</b> <b>AQA</b> <b>Literature</b></p>	<p><b>Shakespeare: 'Macbeth'</b></p> <p>Anthology Poetry Completion</p>	<p><b>Interleaved revision of all Literature content and extended essay practice</b></p> <p><b>Anthology Poetry Completion</b> <b>Unseen Poetry Practice</b></p>	<p><b>Examination period</b></p>
<p><b>Year 11</b> <b>AQA</b> <b>Language</b></p>	<p>Students will prepare for the English Language exams through repeated practice and working through these steps:</p> <ul style="list-style-type: none"> <li>- Recall</li> </ul>	<p>Students will prepare for the English Language exams through repeated practice and working through these steps:</p> <ul style="list-style-type: none"> <li>- Recall</li> <li>- Planning and modelling</li> </ul>	<p>Examination period</p>

	<ul style="list-style-type: none"> <li>- Planning and modelling</li> <li>- Deliberate Practice</li> <li>- Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Deliberate Practice</li> <li>- Evaluation</li> </ul>	
Why?	<p>-To build on prior learning about the tragic genre in KS3 (R&amp;J) and Y10 (AIC).</p> <p>-To explore the themes of ambition, rebellion, tyranny and appearance/reality.</p> <p>-To make thematic connections across a range of literary texts.</p> <p>-To explore the arc of character development across a whole play.</p> <p>-To understand how Shakespeare uses form and structure to enhance our understanding of the development of characters and themes throughout the play.</p> <p>-To continue to develop essay crafting in extract-to-whole text responses.</p> <p>-To write accurately, effectively and analytically about what has been read, using a wide range of vocabulary and linguistic and literary terminology.</p> <p>Links to: Study of Shakespeare at KS3 and study of the tragic genre and literary theory in Y9; study of modern drama themes and ideas in Y10.</p>	<p>-To practise recall and retrieval in order in response to a range of extended essay questions</p> <p>-To revise strategies for planning and preparing essay responses and reading and writing responses.</p> <p>-To deliberately practise examination-style extended essay responses and reading and writing tasks.</p> <p>-To evaluate strengths and weaknesses in areas of student responses and intervene where there are misconceptions and/or gaps in knowledge.</p> <p>Links to: Study of 19<sup>th</sup> C literature in all key stages; study of Shakespeare in all key stage; dramatic conventions in all key stages; comparative poetry study and unseen response in all key stages; imaginative and non-fiction writing in KS3 and KS4; prior practice of examination skills for literature and language;</p>	

<p>How parents / carers can support</p>	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly.</li> <li>-Access the British Library website for high-quality wider reading articles on 'Macbeth' and its context.</li> <li>-Access a film or theatre adaptation of the play. The Polanski, Kurzel and Goold adaptations are recommended.</li> <li>-Mr Bruff and 'No Fear Shakespeare' are quality resources for students who may find Shakespeare's language challenging. They provide modern translations of each scene.</li> <li>--Use Mr Bruff's videos to create mind maps, Cornell notes or flashcards relating to the poetry, study of 'Macbeth' both English Language papers.</li> <li>-Use the Literature knowledge organiser booklet to test your child's knowledge of 'Macbeth'. Focus on revising one section and then quiz them on what they can recall.</li> <li>-Encourage your child to continue to read non-fiction articles and watch speeches on a range of topics of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly.</li> <li>- Use the Poetry Foundation website to select poetry to discuss with your child. This will help to support the skills required for responding to unseen poetry. Ask questions about what they think the meaning of the poem is and what they notice about the form, structure and language of the poem.</li> <li>-Make sure that you are encouraging your child to revise regularly – especially for literature at this stage. They will not be able to revise the content at short notice, so spaced retrieval practice is incredibly important.</li> <li>-Use the Literature knowledge organiser booklet to test your child's knowledge of all of the literature texts they have studied throughout the year. Focus on revising one section and then quiz them on what they can recall.</li> <li>-Other useful app-based or web-based platforms for revision of literature and language content include: Seneca Learning; Tassomai; Mr Bruff; Mr Salles; Quizlet; Physics and Maths Tutor for revision content and past papers.</li> </ul>	<ul style="list-style-type: none"> <li>-Make sure that you are encouraging your child to revise regularly. They will not be able to revise the content at short notice, so spaced retrieval practice is incredibly important.</li> <li>-Use the Literature knowledge organiser booklet to test your child's knowledge of all of the literature texts they have studied throughout the year. Focus on revising one section and then quiz them on what they can recall.</li> <li>-Students should use their Language knowledge organiser booklet to revise timings and strategies for specific questions.</li> <li>-For Language, there is no better practice than completing past paper or practice questions. Please encourage them to prioritise the areas where they need to practice the most based on mock performance.</li> <li>-Practising planning for a range of literature questions and the completion of practice responses will help students with their confidence.</li> <li>-Other useful app-based or web-based platforms for revision of literature and language content include: Seneca Learning; Tassomai; Mr Bruff; Mr Salles; Quizlet; Physics and Maths Tutor for revision content and past papers.</li> </ul>
<p><b>Year 12</b></p>	<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>

<p><b>Year 12 Edexcel English Literature</b></p>	<p><b>Component 1: Drama - Tragedy</b> Shakespeare: 'Othello' by William Shakespeare Shakespeare Modern Drama: 'A Streetcar Named Desire' by Tennessee Williams</p>	<p><b>Component 2: Prose – Childhood</b> Pre-1900: 'Hard Times' by Charles Dickens Post 1900: 'The Color Purple' by Alice Walker</p>	<p>Continuation of Component 2 and revision of Component 1 in preparation for mock examinations. <b>Component 4 introduction: NEA Coursework</b> Prescribed text: 'Home Fire' by Kamila Shamsie Suggested text: 'The Kite Runner' by Khaled Hosseini</p>
<p>Why?</p>	<ul style="list-style-type: none"> <li>-To show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts to evoke responses in audience</li> <li>-To show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning</li> <li>-To show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively</li> <li>-To respond to and evaluate texts, drawing on understanding of interpretations by different readers such as literary critics</li> <li>-To identify and explore how attitudes and values are expressed in texts</li> <li>-To communicate fluently, accurately and effectively</li> <li>-To use literary critical concepts with understanding and discrimination</li> <li>-To make appropriate use of the conventions of writing in literary</li> </ul>	<ul style="list-style-type: none"> <li>-To show knowledge and understanding of how genre features and conventions operate in prose fiction texts.</li> <li>-To show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively</li> <li>-To show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>-To show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation</li> <li>-To show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning</li> <li>-To identify and explore how attitudes and values are expressed in texts</li> <li>-To communicate fluently, accurately and effectively</li> <li>-To use literary critical concepts and terminology with understanding and discrimination</li> <li>-To make appropriate use of the conventions of writing in literary studies,</li> </ul>	<ul style="list-style-type: none"> <li>-To revise and apply the outcomes associated with components 1 and 2 through retrieval practice, essay planning and deliberate practice.</li> <li>-To apply literary reading skills to two chosen texts.</li> <li>-To engage in wider reading, use independent reading skills and apply research and study skills to two prose texts.</li> <li>-To independently engage with two prose texts and carry out a literary study of both texts</li> <li>-To study the links and connections between these two prose texts</li> <li>-To explore different interpretations and critical readings of these two texts and demonstrate knowledge and understanding of the contexts in which they were written and received.</li> </ul> <p>Links to: Prior study of recall and retrieval practice; deliberate practice of the writing of extended essay responses through the key stages; engagement with critical theory in term 1; comparative skills through component 2 and prior study at KS4; subsequent demands</p>

	<p>studies, referring accurately and appropriately to texts and sources.</p> <p>Links to: Prior study of Shakespearean and tragic conventions through KS3 and KS4; prior study of the context of production in the Elizabethan/Jacobean eras; understanding of how playwrights utilise dramatic devices for meaning at KS3 and KS4;</p>	<p>referring accurately and appropriately to texts and sources.</p> <p>Links to: Prior study of literary heritage texts (and Dickens, in particular) at KS3 and KS4; contextual and thematic study of prose texts and study of characterisation, themes and structure through the key stages; comparative skills studied in Year 9 through to Year 11.</p>	<p>required for independent study at undergraduate level.</p>
<p>How parents / carers can support</p>	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly. At A Level, this should include reading and re-reading the prescribed texts and continuing to read for pleasure. In addition, students are required to research the context and stance of critics in relation to the texts they are studying, so please encourage them to regularly read widely.</li> <li>-The British Library website is an excellent resource for wider reading and has a range of articles supporting the study of Shakespeare and the tragic genre.</li> <li>-Watch the Kazan adaptation of 'A Streetcar Named Desire' with your child and discuss how it differs from the National Theatre version and the original text.</li> <li>-Watch a theatre production of 'Othello' online or live.</li> </ul>	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly. At A Level, this should include reading and re-reading the prescribed texts and continuing to read for pleasure. In addition, students are required to research the context and stance of critics in relation to the texts they are studying, so please encourage them to regularly read widely.</li> <li>-The British Library website has a range of articles to support the study of Victorian literature and Dickens in particular.</li> <li>-Encourage your child to read additional texts by authors such as Toni Morrison, Alice Walker, Margaret Atwood, Bessie Head and Zora Neale Hurston in order to support the study of 'The Color Purple' and their understanding of post-colonial feminism and womanism.</li> <li>-Watch the Spielberg adaptation of 'The Color Purple' with your child and discuss where it deviates from the original text and why this might be.</li> </ul>	<ul style="list-style-type: none"> <li>-The best support you can give your child is to ensure that they are reading regularly. At A Level, this should include reading and re-reading the prescribed texts and continuing to read for pleasure. In addition, students are required to research the context and stance of critics in relation to the texts they are studying, so please encourage them to regularly read widely.</li> <li>-Ensure that your child is re-reading and organising their notes for the components studied this year in preparation for mock revision.</li> <li>-They will also be expected to complete practice essays and essay plans, so please monitor the completion of their homework tasks.</li> <li>- Over the summer, students are required to read their two coursework texts. Links have been provided to wider reading and video material to support the study of the prescribed text. Please encourage your child to engage with this. They should also use the summer</li> </ul>

	<ul style="list-style-type: none"> <li>-Physics and Maths Tutor has revision materials on the drama texts and past papers from Edexcel.</li> <li>-Seneca learning and Quizlet have courses and sets of flashcards supporting the content of this component.</li> <li>-Make sure that your child is keeping to deadlines. A good deal of the independent study content is reading, so please check that they are keeping on top of this requirement.</li> </ul>	<ul style="list-style-type: none"> <li>-Quizlet has courses of flashcards on these prose texts and students have the opportunity to use the app to make their own.</li> <li>-Make sure that your child is keeping to deadlines. A good deal of the independent study content is reading, so please check that they are keeping on top of this requirement.</li> </ul>	<p>period to re-read the texts that they have studied so far this year.</p>
<b>Year 13</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 13 Edexcel English Literature</b>	<p><b>Component 3: Poetry</b>  Modern and unseen: 'Poems of the Decade'  Pre-1900 Selection: Christina Rossetti</p> <p><b>Component 4: NEA Coursework</b></p>	<b>Revision of all components and completion of NEA coursework (February 2024).</b>	<b>Examination period</b>
Why?	<ul style="list-style-type: none"> <li>-To study aspects of a range of poetry, from the established literary canon (Rossetti) through the present day.</li> <li>-To show knowledge and understanding of the function of genre features and conventions in poetry</li> <li>-To show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt</li> </ul>	<ul style="list-style-type: none"> <li>--To revise and apply the outcomes associated with components 1-3 through retrieval practice, essay planning and deliberate practice.</li> <li>-To demonstrate, through submission, one extended comparative essay, referring to two prose texts.</li> <li>- To demonstrate adherence to guidelines around research and study skills; editing and proofreading skills; referencing and bibliography skills.</li> </ul>	

	<p>language, form and structure in texts, responding critically and creatively</p> <ul style="list-style-type: none"> <li>-To show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>-To show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning</li> <li>-To communicate fluently, accurately and effectively</li> <li>-To identify and explore how attitudes and values are expressed in texts</li> <li>-To use literary critical concepts and terminology with understanding and discrimination</li> <li>-To make appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources.</li> </ul> <p>Links to: Prior study of responding to unseen poetry, modern poetry and heritage poetry through KS3 and KS4; development of comparative skills specifically applied to poetry through Year 9-Year 12; engagement with all</p>	<p>Links to: Prior study of recall and retrieval practice; deliberate practice of the writing of extended essay responses through the key stages; consolidation of skills acquired through the study of components 1-4; engagement with all assessment objectives; subsequent demands required for independent study at undergraduate level.</p>	
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	assessment objectives through the study of prior components; subsequent demands required for independent study at undergraduate level.		
How parents / carers can support	<p>-The British Library website has a range of articles on Rossetti and the Pre-Raphaelite Brotherhood that should be accessed in order to support the teaching of this component.</p> <p>-Use the Poetry Foundation website to discuss responses to unseen poems and consider how they link thematically to the modern poems that they have studied in class.</p> <p>-The meeting of deadlines and wider reading and research required for the NEA component is incredibly important this term. Monitor your child's progress with their extended essay and their wider reading as they are not allowed to be given support from their teacher for this component and it is worth 20% of the A Level course.</p>	<p>-Continue to monitor the progress of your child's NEA coursework piece as they will be expected to respond to their marked draft and submit their final piece in February (deadlines can be accessed via Google Classroom).</p> <p>-Ensure that your child is re-reading and organising their notes for the components studied across the course in preparation for the examination period. Easter is a useful opportunity to re-read.</p> <p>-Support your child in re-reading some of the texts for a final time, prior to the examination period.</p> <p>-Make sure that you are encouraging your child to revise regularly. They will not be able to revise the content at short notice, so spaced retrieval practice is incredibly important.</p> <p>-Students will be expected to complete practice essays and essay plans, so please monitor the completion of their homework tasks.</p>	<p>-Make sure that you are encouraging your child to revise regularly. They will not be able to revise the content at short notice, so spaced retrieval practice is incredibly important.</p> <p>-Students will be expected to complete practice essays and essay plans so please monitor the completion of these and take the time to discuss what they are working on.</p> <p>-Other useful app-based or web-based platforms for revision of literature include Seneca Learning; Youtube videos on specific texts; notes and wider reading material available on Google Classroom; Quizlet; Physics and Maths Tutor for revision content and past papers.</p>