

## **English at Lord Lawson of Beamish Academy**

### **What are the aims of the department?**

We believe that English is the most important subject that a student will study. Through the broad range of skills that it develops, English opens the world and empowers students to realise their potential and shape their own future. Our mission is to ensure that every student leaves this school as a skilled communicator, in full knowledge that their words have not only purpose, beauty and magic, but the power to effect change in the world around them.

Our aim is to inspire in students a love of literature that will continue into their adult lives, giving them access to life experiences, journeys, ideas and imaginations of others, challenging narrow views and fostering empathy, tolerance and perspective. The critical thinking skills that they develop are essential to meet new and emerging challenges such as disinformation and the increasingly contested nature of knowledge.

Developing their written and verbal skills unleashes the potential of a student's own voice, empowered by their own story.

### **What will my child study in years 7, 8 and 9?**

In Key Stage 3 students study 4 units of work in each year that assess both their reading and writing skills. All units of work have a class reader that helps to exemplify the learning and allows students to access a range of texts. Please click on the links below to see the theme of the unit, the class reader and a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work

[Year 7](#)

[Year 8](#)

[Year 9](#)

### **What will my child study in years 10 and 11?**

We see Key Stage 4 as the opportunity for students to further develop and refine the skills they have been acquiring and practising in Key Stage 3. In Key Stage 4 all students study both GCSE English Language and GCSE English Literature. Both GCSEs are assessed through two exams at the end of year 11 and the exam board we use is AQA. There are not tiered options for GCSE English Language and English Literature, so all students will sit the same paper and therefore their grades are not capped; every student in English is able to achieve the exam grade that their work on the day merits. Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

Year 10

Year 11

**What will my child study in years 12 and 13?**

In Key stage 5 students can choose to study either English Language or English Literature. However, English Language A- Level and English Literature A-level are sufficiently different that some students chose to study both subjects. Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

A - level Language

A- Level Literature

Year 7

	Unit 1	Unit 2	Unit 3	Unit 3
<p><b>Topic/Theme /Genre</b></p>	<p><b>Spy Fiction</b></p> <p>Students will read Stormbreaker and a range of extracts from other spy stories to develop their understanding of the features of the genre and some of the ways writers create engaging narratives and characters. Students will:</p> <ul style="list-style-type: none"> <li>• create their own piece of spy fiction using:</li> <li>• Use a range of sentences to create pace, drama and intrigue;</li> <li>• Create convincing heroes and villains;</li> <li>• Create convincing and accurate dialogue;</li> <li>• Learn how to write with a clear structure including exposition, conflict, climax and resolution</li> <li>• Be introduced to the fundamental principles of analytical writing.</li> </ul>	<p><b>Writing to Change the World Non-fiction unit</b></p> <p>Students will be introduced to approaches to reading and writing non-fiction texts. This prepares students for Language Paper 2 GCSE and the possibly of genre writing if they go on to study language at A level.</p> <p>Students will read I am Malala and a range of non-fiction extracts focused on the environment and the climate crisis to develop their understanding of the features of this genre of writing.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• practise different sentence structures in writing</li> <li>• use the present tense for impact.</li> </ul>	<p><b>Gothic</b></p> <p>Students will read Cirque Du Freak or The Woman in Black and a range of extracts from other gothic stories to develop their understanding of the features of the genre and some of the ways writers create engaging narratives and characters. Students will:</p> <ul style="list-style-type: none"> <li>• create their own piece of gothic fiction using: symbolism to create a sense of the Uncanny;</li> <li>• Use pathetic fallacy to build atmospheric descriptions common in gothic fiction;</li> <li>• Create well-crafted descriptions using a range of linguistic devices;</li> <li>• use the senses to engage the reader</li> <li>• practise effective analytical writing about the writer's use of language.</li> </ul>	<p><b>Shakespeare</b></p> <p>Students will be introduced to Shakespeare through a range of short extracts. They will explore conventions of Shakespearean comedy and tragedy. Students will:</p> <ul style="list-style-type: none"> <li>• Learn to how to decode Shakespearean texts</li> <li>• practise effective analytical writing about a literary text.</li> <li>• Create a convincing description of a setting</li> <li>• Be introduced to structural devices including flashbacks.</li> </ul>

		<ul style="list-style-type: none"> <li>• practise using effective structures for persuasive writing</li> <li>• identify and analyse rhetorical devices, and use these in their own writing.</li> <li>• practise effective analytical writing in a non-fiction context.</li> </ul>		
<b>Class Reader/Key Text</b>	<b>Stormbreaker by Anthony Horowitz</b>	<b>I Am Malala by Malala Yousafzai</b>	<b>Cirque de Freak by Darren Shan</b>	<b>King of Shadows by Susan Cooper</b>
<b>Key vocabulary</b>	Peril protagonist antagonist pacify subjugate submission conflict perspective	Toxic Cruelty Contemptible Beneficial Promote Advocate Eradicate Abolish Eliminate Extinguish	Ominous Obscured Incessant Descended Enveloped Melancholy Sombre Sinister Haunting	Benevolent Antagonistic Attractive Protagonist Antagonist Pacify Subjugate Submission Conflict Perspective

## Year 8

Topic/Theme/ Focus	Unit 1	Unit 2	Unit 3	Unit 4
	<p><b>War</b></p> <p>Students will be introduced to some of the Literature of WW1 as an important moment in the history of the world and of literature. In this unit students will:</p> <ul style="list-style-type: none"> <li>• build confidence in analytical writing using the 'juicy criteria'.</li> <li>• understand approaches to poetry including methods for close reading and analysis</li> <li>• be introduced to approaches to revising a poem for an assessment</li> <li>• practise using ambitious linguistic devices and vocabulary in writing</li> <li>• practise using a four-part structure to construct a cohesive and engaging narrative</li> <li>• revisit different sentence types and structures, including complex</li> </ul>	<p><b>Power, Freedom and Control</b></p> <p>Students will study ways that writers present their perspectives, viewpoints, and attitudes through a range of fiction and non-fiction texts: poetry, autobiography, essays and articles and fiction. This increases challenge from Year 7 (where the focus was on non-fiction) by exploring thematic links across a wider range of genres.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• practise effective analytical writing in a non-fiction context.</li> <li>• practise skills of summary and inference</li> <li>• identify writers' attitudes, viewpoints and perspectives and analyse how these are presented through the methods they use</li> </ul>	<p><b>Northern Lights</b></p> <p>Students will study a text in the fantasy genre and use this as inspiration for their own writing. In this unit, students will:</p> <ul style="list-style-type: none"> <li>• Comment on the effect of a text's opening and create their own engaging opening</li> <li>• Develop their skills in creative writing, including the use of ambitious vocabulary, linguistic devices and punctuation.</li> <li>• practise using a four-part structure to construct a cohesive and engaging narrative in a different context and genre.</li> <li>• practise effective analytical writing about the writer's use of language.</li> </ul>	<p><b>How to write a literature essay.</b></p> <p>Students will study a modern text and learn how to engage with a text as a literary critic. In this unit students will:</p> <ul style="list-style-type: none"> <li>• Select the best evidence to support their ideas and interpretations</li> <li>• Practise the use of analytical verbs</li> <li>• Learn how to structure an extended essay response</li> <li>• Be able to write about the writer's use of both language and structure in a whole novel.</li> </ul>

	sentences, minor sentences, and to introduce use of passive voice for effect.	<ul style="list-style-type: none"> <li>• be introduced to an approach to questions which compare two texts</li> <li>• practise different sentence structures in writing, and to use the present tense for impact.</li> <li>• practise using effective structures for persuasive writing</li> </ul>		
<b>Class Reader/Key Text</b>	<b>Private Peaceful by Michael Morpurgo</b> <b>Journey's End</b>	<b>Refugee Boy by Benjamin Zephaniah</b>	<b>Northern Lights by Philip Pullman</b>	<b>Ghost Boys by Jewell Parker Rhodes</b>
<b>Key vocabulary</b>	Highlights Emphasises Criticises Condemns Exposes Patriotic Propaganda Brutal Traumatic Oppressive Ominous	Toxic Barbaric Beneficial Promote Advocates Endorse Eradicate Abolish Eliminate Manipulate Propaganda	Illuminate Kaleidoscope Equilibrium Transcendent Beautiful Omnipotent Iridescent	Highlights Emphasises Advocate Promotes Criticises Condemns Exposes Microcosm Prejudice Privilege

## Year 9

Topic/Theme/ Focus	Unit 1	Unit 2	Unit 3	Unit 4
	<p><b>Coming of Age</b></p> <p>Students will study a range of modern short stories that are all linked with the theme of growing up and coming of age.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• practise reading a text ‘on a deeper level’</li> <li>• explore the idea of symbolism and extended metaphor in writing and how one thing can be used to represent another – pupils will think about how they can use this in their own writing e.g. through symbolic objects and motifs.</li> <li>• practise analytical writing using the ‘juicy criteria’ covering all skills.</li> <li>• explore the importance and effect of narrative voice, especially first and second</li> </ul>	<p><b>Dystopian literature</b></p> <p>Students will study a range of examples of dystopian literature. In this unit students will:</p> <ul style="list-style-type: none"> <li>• Understand the key features of dystopian fiction</li> <li>• Explore how writers structure texts to interest a reader</li> <li>• Understand how language can be used to manipulate people</li> <li>• practise analytical writing using the ‘juicy criteria’ covering all skills.</li> <li>• practise independent planning of a piece of narrative writing with a four-part structure.</li> </ul>	<p><b>Political Discourse</b></p> <p>Students will study Animal Farm alongside a range non-fiction extracts which illuminate how writers use language to manipulate and control their readers. In this unit students will:</p> <ul style="list-style-type: none"> <li>• practise skills of summary and inference</li> <li>• continue to explore how writers use allegory and extended metaphor</li> <li>• identify writers’ attitudes, viewpoints and perspectives and analyse how these are presented through the methods they use</li> <li>• practise using effective structures for persuasive writing, ensuring writing is cohesive</li> <li>• revisit skills introduced in Year 7 and Year 8 to provide opportunities for practise.</li> </ul>	<p><b>Introduction to Romeo and Juliet</b></p> <p><b>Students will read the play and watch extracts of the play in performance.</b></p> <p>The purpose of this unit is for students to gain a secure understanding of plot and character before they study the play in term 2 of Y10. By the end of this unit students will:</p> <ul style="list-style-type: none"> <li>• have a secure understanding of the main events of plot and character</li> <li>• have annotated key sections of the play in their own copies of the play.</li> </ul>

	<p>person narration, and unreliable narrators.</p> <ul style="list-style-type: none"> <li>• use setting, seasons and symbolism in descriptive/narrative writing.</li> </ul>			
<b>Class Reader/Key Text</b>	<b>Coming of Age Anthology of Short Stories</b>	<b>The Hunger Games by Suzanne Collins</b>	<b>Animal Farm by George Orwell</b>	<b>Romeo and Juliet by William Shakespeare.</b>
<b>Key vocabulary will include the following:</b>	<p>Motif Paternal Antagonistic Nurture Harmony Illuminate Kaleidoscope Transcendent Omnipotent Iridescent</p>	<p>Utopia Threshold Obliterate Surveillance Tyranny Nuance Vestige Conscience Inexorably Trepidation Futility Mendacious</p>	<p>Toxic Barbaric Contemptible Beneficial Constructive Promote Advocate Endorse Eradicate Abolish Eliminate Manipulate Propaganda</p>	<p>Impetuous Defiant Inevitable Pervasive Antagonistic Flawed Melancholy Objectification Foreboding Oppressive Patriarchy Benevolent Catalyst Volatile Hamartia</p>



**Year 10**  
**Language**

**The English Language exam is made up of 2 papers.**

Paper 1: Explorations in creative reading and writing (fiction focus)

Paper 2: Writers' viewpoints and perspectives (non-fiction focus)

Students start Y10 with a focus developing their writing skills. They then progress on to a thematic unit which develops both reading and writing skills while allowing students to explore a range of genres of fiction texts. The purpose of this is to expose students to the conventions or a range of genres in literature in preparation for Paper 1 exam, as well as promoting reading for pleasure by using engaging extracts from novels or short stories that students may then want to go on and read for themselves

	Unit 1	Unit 2	Unit 3
<b>Topic/Theme/ Focus</b>	<p><b>Creative Writing (Paper 1: writing)</b></p> <p><b>In this unit students will work on developing a toolkit of writing skills and approaches. Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop narratives based on setting and character</li> <li>• use grammar correctly, punctuate and spell accurately. They will look at how to create imaginative sentences that use more sophisticated punctuation and syntax.</li> <li>• acquire and apply a wide vocabulary,</li> <li>• Learn approaches to planning a piece of creative writing, using a range of devices and methods</li> </ul>	<p><b>Thematic Unit (Paper 1 reading and writing skills)</b></p> <p>In this unit students will learn to:</p> <ul style="list-style-type: none"> <li>• read a wide range of texts, fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> </ul>	<p><b>Writing to present a viewpoint: preparing for the spoken language assessment (Paper 2 and Spoken Language teacher assessment)</b></p> <p>In this unit students will learn to:</p> <ul style="list-style-type: none"> <li>• write effectively and coherently to present their own viewpoint about a range of topical issues</li> <li>• use Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> </ul>

	to promote text cohesion: use of flashback, cyclical narratives, use of semantic field, use of descriptions of the weather.	<ul style="list-style-type: none"> <li>acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</li> </ul>	<ul style="list-style-type: none"> <li>listen to and understand spoken language, and use spoken Standard English effectively</li> </ul>
<b>Class Reader/Key Text</b>		<b>Extracts from:</b> <b>Frankenstein, Shelley,</b> <b>Dracula, Stoker,</b> <b>Great Expectations, Dickens</b> <b>The Lovely Bones, Sebold</b> <b>The Book Thief, Zusak</b> <b>The Five People You Meet in Heaven</b> <b>A Thousand Splendid Suns, Hosseini</b> <b>Les Misérables, Hugo</b> <b>Lord of the Flies, Golding</b> <b>Birdsong, Faulks</b>	<b>Extracts from a range of non-fiction sources: speeches, articles, diary entries</b>
<b>Key vocabulary will include the following:</b>	Semantic Field Second person Perspective Conflict Rising action Exposition Symbolism Narrative voice Second person Third person Turning point	Pathetic Fallacy Symbolism Semantic Field Second person Personification Perspective Foreshadowing Focus Shift Motif Turning Point Direct address	Hyperbole Personal pronouns Imperative verbs Triples statistics Toxic Barbaric Contemptible Constructive Endorse Eradicate Abolish Eliminate

## Year 10 Literature

Students will study a range of texts that they will be examined on. For Paper 1 (Romeo and Juliet and A Christmas Carol) student will be given an extract from the text as a starting point for their essay and will be expected to use references from the rest of the text to support their ideas and interpretations. Throughout all units, students will be taught how to address the following assessment objectives set by the exam board AQA:

**AO1:** Read, understand, and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

**AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**AO3:** Show understanding of the relationships between texts and the contexts in which they were written.

	Unit 1	Unit 2	Unit 3
<b>Topic/Theme/ Focus</b>	<p><b>Modern Drama (Paper 2)</b></p> <p>Students will study Russell’s famous 20<sup>th</sup> century play that examines the effects of the British class system. Students will continue to:</p> <ul style="list-style-type: none"> <li>• develop their skill analysing texts</li> <li>• refine their ability to select the best details from a text to support their ideas and interpretations.</li> <li>• Develop their ability to build an argument and construct an essay.</li> </ul> <p>Throughout this unit students will consider how:</p>	<p><b>William Shakespeare (Paper 1)</b></p> <p>Students will study Shakespeare’s famous tragic love story. Students will explore the context of the play and its relevance to a modern-day audience. Students will continue to:</p> <ul style="list-style-type: none"> <li>• develop their skill analysing texts</li> <li>• refine their ability to select the best details from a text to support their ideas and interpretations.</li> <li>• Develop their ability to build an argument and construct an essay.</li> </ul> <p>Throughout the course of this unit, students will consider how:</p>	<p><b>Poetry (Power and Conflict Anthology and Unseen Poetry: Paper 2)</b></p> <p>Students will study the first half of the Power and Conflict Poetry Anthology with a focus on the poems which look at the way war is presented in literature and the effects of war and conflict on individual.</p> <p>Students will study the following poems:</p> <ul style="list-style-type: none"> <li>• The Charge of the Light Brigade by Tennyson</li> <li>• Bayonet Charge by Hughes</li> <li>• War Photographer by Duffy</li> <li>• Remains by Armitage</li> </ul>

	<ol style="list-style-type: none"> <li>1. Russell condemns the cruel, divisive and unfair nature of the class system.</li> <li>2. Russell explores ideas about friendship and family and their impacts on individuals.</li> <li>3. Russell exposes the disparity in opportunity offered by differing levels of education.</li> <li>4. Russell criticises the power of the upper classes to control and manipulate.</li> <li>5. Russell highlights the connection between deprivation, crime and violence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shakespeare shows that although love is a positive force, it is doomed to fail.</li> <li>2. Shakespeare uses his tragedy to criticise Romeo and Juliet for their impetuous and defiant behaviour.</li> <li>3. Shakespeare highlights the inevitable consequences of violent and antagonistic behaviour.</li> <li>4. Shakespeare highlights how female characters are forced to be submissive as a result of a controlling patriarchal society.</li> <li>5. Shakespeare questions the wisdom of authority by presenting parental figures as absent, flawed or misguided.</li> <li>6. Shakespeare explores the power of honour and family allegiance.</li> </ol>	<ul style="list-style-type: none"> <li>• Poppies by Weir</li> <li>• Kamikaze by Garland</li> </ul> <p><b>Students will learn and be able to write about the following key poetic terminology:</b></p> <p>Simile  Metaphor/ Extended metaphor  Onomatopoeia  Stanza  Rhyme  Personification  Imagery  Repetition  Alliteration  Sibilance  Caesura  Enjambment  ambiguity  Semantic field</p>
<b>Class Reader/Key Text</b>	<b>Blood Brothers by Willy Russell</b>	<b>Romeo and Juliet by William Shakespeare</b>	<b>Power and Conflict Poetry Anthology.</b>
<b>Key vocabulary will include the following:</b>	Patriarchy Divisive Inevitable Deprivation Nature v Nurture Disparity Juxtaposition/counterpoint	Unrequited Patriarchy Impetuous Defiant Inevitable Pervasive Antagonistic Flawed	Brutal Traumatic PTSD Visceral Patriotism Desensitised To glorify

	Motifs Dramatic Irony Foreshadowing Characterisation Tragedy Class	Melancholy Objectification Foreboding Oppressive Benevolent Catalyst Volatile	Ambiguous Futile/ futility Obedience Remorse
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**Year 11**  
**Language**

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Topic/Theme/ Focus</b>	<p><b>Thematic Unit (Paper 2 reading skills)</b></p> <p>Students will read a range of extracts exploring themes such as prejudice, oppression, health and well-being, and society.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• read a wide range of texts, fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> </ul>	<p><b>Paper 1 Exam Preparation</b></p> <p>Students revise and practise the skills required for the Paper 1 English Language exam.</p>	<p><b>Paper 2 Exam Preparation</b></p> <p>Students revise and practise the skills required for the Paper 2 English Language exam.</p>	<p><b>Drill and Skill Exam Preparation</b></p> <p>This is a short unit in the run up to the exam period where students complete focused exam practise to work on their own areas of weakness and practise exam approaches.</p>

	<ul style="list-style-type: none"> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading and writing non-fiction texts.</li> </ul>			
	<b>Extracts from a range of non-fiction sources: speeches, articles, diary entries</b>	<b>Past exam papers</b>	<b>Past exam papers</b>	<b>Past exam papers</b>
<b>Key vocabulary</b>	Connotations Tone Imagery Metaphor Extended metaphor Lists Humour -Incongruity -Hyperbole -Farce -Slapstick -Stereotyping Dialogue	Revise and consolidate key terms from earlier units	Revise and consolidate key terms from earlier units	Revise and consolidate key terms from earlier units

	Register Anecdote			
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## Year 11 Literature

Students will study a range of texts that they will be examined on. For Paper 1 (Romeo and Juliet and A Christmas Carol) student will be given an extract from the text as a starting point for their essay and will be expected to use references from the rest of the text to support their ideas and interpretations. Throughout all units, students will be taught how to address the following assessment objectives set by the exam board AQA:

**AO1:** Read, understand, and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

**AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**AO3:** Show understanding of the relationships between texts and the contexts in which they were written.

	Unit 1	Unit 2	Unit 3
<b>Topic/Theme/ Focus</b>	<b>Nineteenth Century Literature (Paper 1)</b>	<b>Power and Conflict Poetry Anthology. (Paper 2)</b>	<b>Exam Preparation</b>  The final months of Y11 are spent revising the literature content and

	<p>Students will read and study Dickens' famous Victorian novel. Students will learn about the novel's Victorian context and also the novel's relevance to a modern audience. Students will explore Dickens' key messages in the novel:</p> <ul style="list-style-type: none"> <li>• Victorian attitudes to poverty</li> <li>• The importance of kindness and charity</li> <li>• The importance of Christmas and the values of generosity and benevolence that it represents</li> </ul>	<p>Students will study the second half of the Power and Conflict Poetry Anthology with a focus on the poems which look at the power of individual and their search for identity and the power of nature.</p> <p>Students will study the following poems:</p> <p>Ozymandias by Shelley  London by William Blake  My Last Duchess by Browning  The Prelude by Wordsworth  Storm of the Island by Seamus Heaney  Exposure by Owen  The Emigree by Rumens  Tissue by Dharker  Checking Out Me History by Agard</p>	<p>practising how to tackle examination questions. This will involve writing introductions and conclusions; writing short paragraphs to refine skills of precise analysis as well as writing more extended essays.</p>
<b>Class Reader</b>	<b>A Christmas Carol by Charles Dickens</b>	<b>Power and Conflict Poetry Anthology.</b>	<b>Past exam papers</b>
<b>Key vocabulary will include the following:</b>	Disenfranchised Exacerbating Deprivation Disparity Redemption Misanthropy Benevolent Character foil Foreshadowing Motif Pathetic fallacy Antithesis	Identity Emigree Inequality Oppressive Tyranny arrogance hubris <p><b>Key poetic terminology will be recapped from Y10 Poetry Unit</b></p>	Revise and consolidate key terms from earlier units



## A-Level Literature

Students will build on the skills they developed in GCSE Literature and will study a range of texts that they will be examined on. Throughout all units, students will learn how to:

- Write informed, personal and creative responses to literary texts,
- Use literary concepts and terminology appropriately and coherent, accurate written expression
- Analyse ways in which meanings are shaped in literary texts.
- Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- Explore connections across literary texts.
- Explore literary texts informed by different interpretations.

Year 12	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Topic/Theme/ Focus</b>	<p><b>Introduction to studying Literature at A-level</b></p> <p>Students will read a range of texts across time with a focus on developing the skills to read and write like an academic. They will look at ways to approach textual analysis; building thesis statements and building a line of argument to support a</p>	<p><b>Paper 1: Love Through the Ages</b></p> <p>Students will study Shakespeare’s representations of love in his tragic play, Othello.</p> <p>Students will study the way the play explores the themes of desire and love; jealousy; loyalty and betrayal; race and colour.</p>	<p><b>Paper 1: Love Through the Ages</b></p> <p>Students will study Fitzgerald’s jazz era novel, The Great Gatsby. They will study this novel alongside an anthology of love poetry from 1600-1900 exploring and comparing the changing representations of love over time in both texts.</p>	<p><b>Paper 2: Option 2B Modern times: literature from 1945 to the present day</b></p> <p>Students will read Williams’ post war play A Streetcar Named Desire.</p> <p>Students will study the way the play explores the themes of desire and fate; death; madness; and social class.</p>	<p><b>NEA (Non-examined assessment) Independent Critical Study: texts across time</b></p> <p>Students can select their own two texts (one must be pre-1900), develop their own question and then write a 2500 essay comparing their chosen texts.</p>

	critical interpretation of a text.	Students will examine the way Shakespeare creates meaning through his use of imagery and symbolism; characterisation; tragic form and dramatic structure; language; the significance of setting; the use of irony; and styles of speech.	Students will study the way these explore the themes of desire; unrequited love; destructive love; passionate love; friendship; representations of gender.  Students will examine the way writers create meaning through their use of poetic and linguistic devices; narrative voice; imagery and symbolism; recurring motifs; language and structure.	Students will examine the way Williams creates meaning through his use of genre; structure; language; imagery and symbolism; the significance of setting; and visual and sound effects.  Students will also consider the importance of the play's post-war American context.	Students are given support and offered 1:1 tutorial sessions to support this process.  As a class we read A Doll's House and The Crucible as a way to model this process with students as well as a way to provide support for those students who may struggle with independently selecting their own texts.
<b>Class Reader</b>	<b>Extracts from a range of poetry, prose and drama texts</b>	<b>Othello</b>	<b>The Great Gatsby and Poetry Anthology</b>	<b>A Streetcar Named Desire</b>	<b>A Doll's House The Crucible</b>
<b>Key vocabulary</b>	Non-linear narrative Renaissance literature Carpe diem Metaphysical poets Realism naturalism Literary theory Ambiguity Plot	Patriarchy Misogyny Proto-feminist Soliloquy Irony Hamartia Hubris Catharsis Anagnorisis	Unreliable narrator Self-conscious narrator Modernism Intentional fallacy Individualism The American Dream Consumerism The Jazz Age Antithesis	Antagonist Authorial voice Dramatic tension Morality play Melodrama Hubris Foreshadow Expressionist Figurative language	Realism McCarthyism Irony Pathos Motif Symbolism Denouement Foreshadow climax

	Intertextuality Post-modernism	Peripeteia Pathos Exposition Protagonist antagonist	Prohibition Nativists The lost generation Nouveau riche	Pragmatic Symbolism Unities Trope irony	
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Year 13	Unit 1	Unit 2	Unit 3	Unit 4
<b>Topic/Theme/ Focus</b>	<p><b>Paper 2: Option 2B Modern times: literature from 1945 to the present day</b></p> <p>Students will study Carol Ann Duffy’s poetry anthology, Feminine Gospels. This text is taught alongside The Handmaid’s Tale as students are expected to write an essay which compared texts from different genres in the Paper 2 exam.</p> <p>Students will study the way the novel explores the themes of the importance of storytelling; identity and the individual; motherhood; power, freedom and control; resistance and rebellion; imagination; memory; gender.</p>	<p><b>Paper 2: Option 2B Modern times: literature from 1945 to the present day</b></p> <p>Students will study Margaret Atwood’s dystopian, post-modern novel, The Handmaid’s Tale. This text is taught alongside Feminine Gospels as students are expected to write an essay which compared texts from different genres in the Paper 2 exam.</p> <p>Students will study the way the novel explores the themes of the importance of storytelling; identity and the individual; motherhood; power, freedom and</p>	<p><b>Approaching the unseen element of the exams (poetry and prose)</b></p> <p>Students read a range of prose extracts from text written from 1945 to the present day. Students will explore the ways the following themes are presented in these texts: Class; identity; gender; isolation and belonging; family and relationships; power and culture; the significance of place; heritage and culture, etc.</p> <p>Students will study the way love is represented in a range of love poetry from 1600 to the present day.</p>	<p><b>Exam preparation</b></p> <p>The final months of Y13 are spent revising the literature content and practising how to tackle examination questions. This will involve writing introductions and conclusions; writing short paragraphs to refine skills of precise analysis as well as writing and planning lines of argument for more extended essays.</p>

	<p>Students will examine the way Duffy creates meaning through her use of characterisation; recurring motifs; symbolism; poetic structure; narrative voice; language.</p>	<p>control; resistance and rebellion; imprisonment and imagination; memory; gender.</p> <p>Students will examine the way Atwood creates meaning through her use of characterisation; narrative voice; genre; structure; language</p> <p>Students will also explore the significance of the modern social and historical context of the novel as well as the literary context of The Handmaid's Tale and how it now works in dialogue with Atwood's novel The Testaments and the recent HBO TV series.</p>		
<b>Class Reader</b>	<b>Feminine Gospels by Carol Ann Duffy</b>	<b>The Handmaid's Tale by Margaret Atwood</b>	<b>Past exam papers and an anthology of unseen poetry and prose extracts.</b>	<b>Past exam papers</b>
<b>Key vocabulary</b>	<p>Palimpsest</p> <p>Polyphonic</p> <p>Intertextuality</p> <p>Feminism</p> <p>Irony</p>	<p>Metafiction</p> <p>Post-modern literature</p> <p>Self-conscious narrator</p> <p>Palimpsest</p> <p>Non-linear narratives</p>	<p>Narrative</p> <p>Flashback</p> <p>Non-linear</p> <p>Unreliable narrator</p> <p>Symbolism</p>	<p>Revise and consolidate key terms from earlier units</p>

	Ambiguity Motif Symbolism Narrative voice Dramatic monology Post-modernism Ecriture feminine	Doubles Motif Intertextuality Dystopian literature Sci-fi Utopia Flashback Ecriture feminine Fictive autobiography	Motif Foreshadowing Trope Conventions Typicality Authorial voice	
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### A-Level Language

Year 12	Paper 1 Unit 1	Paper 2 Unit 1	Paper 1 Unit 2	Paper 2 Unit 2	Paper 1 Unit 3 NEA	Paper 2 Unit 3
<b>Topic/The me/ Focus</b>	<u>Language methods and representations:</u>  This unit builds on GCSE analysis of non-fiction texts. The skills being consolidated in this unit link to Q4 on Paper 2 English Language: analysing and evaluating writers' perspectives. Students may already be familiar with the concept of 'representation' to explore how writers present themselves	<u>Identity and Regional Varieties of English:</u>  Prescriptivism/descriptivism Case studies challenge – independent study task Accent and Dialect This is the first unit and the first time students will have looked at language in such a way. There may be misconceptions around prescriptivist ideas being 'correct'.	<u>Meanings and Representations:</u>  This unit builds on the skills developed in Unit 1: Language methods and representations. Students will analyse, evaluate and compare texts in more depth, exploring the way in which language has been used to shape meaning and position audiences. By practising the	<u>Social Varieties: Language and Age Language and Occupation</u>  This unit will prepare students for the gender unit of work – issues surrounding performativity and biological determinism.  The unit will also cover some theory which will set students up for American varieties of English in Y13.	<u>NEA: Original Writing</u>  This unit allows students the creativity to study and produce texts from a range of genres. The focus is on understanding genre conventions and applying them to own writing. In addition, a commentary of 750 words will accompany the coursework piece, detailing the choices made by the student.  <u>Power of Storytelling:</u> *Using style models	<u>Gender and Sexuality: Language and Gender</u>  This unit will prepare students for language discourses in Y13, as well as providing the essential fundamentals of gender theory which is often a popular topic for the NEA Investigation.

	to an audience and will have been exposed to the key method of semantic fields.		comparison element of this unit, students will prepare themselves for question 3 in Section A of Paper 1.		<ul style="list-style-type: none"> <li>*Positioning/representation</li> <li>*Dramatic monologue</li> <li>*Narrative</li> </ul> <u>Power of Information:</u> <ul style="list-style-type: none"> <li>*Travel writing</li> </ul> <u>Power of Persuasion:</u> <ul style="list-style-type: none"> <li>*Using style models</li> <li>*Positioning/representation</li> <li>*Opinion journalism</li> </ul>	
<b>Key vocabulary</b>	Lexis Semantics Grammar Syntax Phonology Graphology Pragmatics Discourse	Idiolect Sociolect Received Pronunciation Dialect levelling	Representation Positioning Hegemony Formality Context	Social networks Discourse communities Communities of practice Subcultures Teenspeak	Genre Convention Monologue Parody Rhetoric Perspective Authorial intent	Overt and covert marking Diminutive suffix Patriarchy Deficit Empty adjectives Subcultures Genderlect

Year 13	Paper 1 Unit 4	Paper 1 Unit 5 NEA	Paper 2 Unit 4	Paper 1 Unit 6	Paper 2 Unit 5	Exam revision
<b>Topic/Theme/Focus</b>	<u>Child Language Development:</u> *Spoken development  This unit builds on previously-taught skills in analysis of spoken language and	<u>Introduction to Investigation:</u> *Evaluating data types *Theory-led investigations *Writing a methodology *Analysis	<u>Big ideas on Language Change:</u> *Lexical and semantic changes *Orthographical changes *Language reform  This unit links back to the work on	<u>Child Language Development:</u> *Literacy development  This unit builds on the knowledge of spoken language acquisition and aims to explore how	<u>Global Englishes:</u> *Globish/English as Lingua Franca *BSE *American English *Pidgin/Creole *MLE/Estuary English *Singlish	Students will spend the final weeks of the two-year course completing a series of practice examinations, in readiness for the A Level exams in the summer term.

	<p>feeds into the next unit on Child Language Development: Literacy.</p> <p>Students will explore how children learn and develop language from 0-5 years and evaluate key theoretical approaches to this development.</p>	<p>*Conclusion and Evaluation *Bibliography</p> <p>This unit allows students to explore, analyse and evaluate an aspect of language that they find interesting. Students will refer to all learning across the course so far and select an appropriate area to focus on. This could be gender, accent and dialect, child language development or language change, for example.</p>	<p>language diversity in Year 12. In particular, we will revisit key concepts of prescriptivism and descriptivism, and link back to our work on accents and dialects to explore how language varieties continue to change. Students will build on their knowledge of Standard English when they look at the history of SE and critique its value as part of this unit.</p>	<p>children develop reading and writing skills from 0-11 years.</p>	<p>This unit advances the knowledge of language diversity and explores the range of English that exists across the globe. Each variation of the language will be explored in detail.</p>	
<p><b>Key vocabulary</b></p>	<p>Stages Communicative competence Stimulus Input Cognition Behaviourism</p>	<p>Methodology Hypothesis Rationale Bibliography Qualitative data Quantitative data</p>	<p>Orthography Prescriptivism Descriptivism Amelioration Pejoration</p>	<p>Rule-based Creative-based Recount Synthetic phonics Analytic phonics</p>	<p>Pidgin Creole Estuary Lingua Franca Variation Cultural</p>	<p>Revise and consolidate key terms from earlier units</p>