

Key Stage Three English Curriculum Overview

The Key Stage Three English curriculum is designed to be challenging and expose students to ‘the best that has been thought and said’, equipping them with an appreciation of the literary canon, and the knowledge and cultural capital to empower them. In Years 7-9, we take a thematic approach each year (the hero, the individual and then the citizen in 2022-2023), exploring ‘great texts’ chronologically so that the students get a sense of how texts are a product of, and reflect, the context in which they were constructed. Each text is explored through four conceptual lenses: character, genre, style and contextual theme. With each unit, the narrative of how the English literary tradition has developed is unpicked through these lenses, and students are encouraged to make connections and draw comparisons. We use these concepts to help examine the changes in the values presented thematically through the texts we study. Knowledge of English grammar and key subject-specific vocabulary is developed within these schemes and taught with reference to the texts studied in discrete English language lessons.

	Unit 1	Unit 2	Unit 3	Unit 4	Curriculum Narrative
YEAR 7	Greek epic poetry: The Odyssey (Armitage)	Anglo-Saxon epic poetry: Beowulf C10-11 th	Romance: The Knight’s Tale C15 th	Elizabethan Tragedy: Julius Caesar C16 th	<i>How does the idea of a hero change across time?</i>
	The Epic Hero	The Anglo-Saxon Hero	The Chivalric Hero	The Tragic Hero	
YEAR 8	Elizabethan Tragedy: Romeo and Juliet C16 th	Romantic Poetry: William Blake C18 th	Gothic Horror: Frankenstein C19 th	The Short Story: C19 th -C20 th	<i>How has the idea of the individual changed across time?</i>
	The Renaissance Hero	Individualism	The Gothic Anti-Hero	Genre and Characterisation	
YEAR 9	Elizabethan Tragedy: Romeo and Juliet C16 th	Romantic Poetry: William Blake C18 th	Gothic Horror: Frankenstein C19 th	The Short Story: C19 th -C20 th	<i>How has the idea of the individual changed across time?</i>
	The Renaissance Hero	Individualism	The Gothic Anti-Hero	Genre and Characterisation	

Key Stage Four English Curriculum Overview

At GCSE, we follow the AQA English Language (8700) and English Literature (8702) specifications. We continue to expose our students to ‘the best that has been thought and said’ through the GCSE English Literature set texts, and a range of fiction and non-fiction extracts for English Language. Our knowledge-rich curriculum focus continues, with students studying texts in detail, empowering them to confidently form interpretations, analyse language and structure, and make clear connections to context. Students study *Macbeth*, *The Strange Case of Dr Jekyll and Mr Hyde*, *An Inspector Calls*, Power and Conflict poetry and Unseen Poetry. We teach English Literature and English Language skills across the year with discrete lessons designed to equip all students for their exams, and present the texts in chronological order (where possible) so that it mirrors the Key Stage Three curriculum approach and continues to give the students a sense of progressing through time and being aware of context. We aim to cover every aspect of the course in Year 10 and then return to each of them in Year 11 so that the students have multiple opportunities to engage with the set texts, knowledge and skills, and receive feedback from their teachers.

We study *Macbeth* at GCSE because the students will have studied at least two tragedies at lower school so are prepared to read the form and genre. We study *Jekyll and Hyde* because it links to the genre of Gothic Horror which students are familiar with from their study of *Frankenstein* in Year 9. Our modern drama is *An Inspector Calls* and our Year 10 students studied *Blood Brothers* when they were in Year 9 to engage with a similarly challenging piece of drama with a social agenda. We also explored War Poetry to equip the Year 10 students with the necessary skills to engage with the Power and Conflict poetry. As such, our Key Stage Four curriculum should feel like a logical progression from Key Stage Three but also distinct as we expose students to new texts and encourage them to make links to prior knowledge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10 AQA	<i>Macbeth</i> English Language: Creative reading and writing Power and Conflict Poetry	<i>Macbeth</i> English Language: Creative reading and writing Power and Conflict Poetry	<i>Jekyll and Hyde</i> English Language: Application Power and Conflict Poetry	<i>Jekyll and Hyde</i> <i>An Inspector Calls</i> Power and Conflict Poetry	<i>An Inspector Calls</i> Unseen Poetry Power and Conflict Poetry	English Language: Spoken Language Power and Conflict Poetry
YEAR 11 AQA	<i>Macbeth</i> revision English Language: Creative reading and writing	<i>Jekyll and Hyde</i> revision English Language: Writers’ viewpoints and perspectives	Power and Conflict Poetry revision Unseen Poetry	<i>An Inspector Calls</i> revision English Language: Application	<i>Targeted revision</i>	

Key Stage Five English Curriculum Overview

At A-Level, we follow the AQA English Literature A (7712) specification. We chose this course because of its historicist lens and feel that our focus on ‘the best that has been thought and said’ equips students with a contextual overview and awareness of the literary timeline that supports their ability to identify typical features and connect texts to others that they have read. The students study *Othello*, Unseen Poetry comparison and *The Great Gatsby* compared to Pre-1900 poetry for Paper 1. They then study *A Streetcar Named Desire*, Unseen Prose and *Feminine Gospels* compared to *The Handmaid’s Tale* for Paper 2. Students are also required to complete an Independent Comparative Study for their NEA and we use *A Doll’s House* as the common taught text and then invite students to select an appropriate independent choice for comparison. We also have a specially-designed bridging unit for Year 11 students to complete to prepare them for the study of A-Level English Literature. We broadly teach chronologically and set up the NEA early in Year 12 but students do not start writing a draft until the end of Year 12/start of Year 13 so that they have developed their analytical writing skills beforehand and have read various other texts before deciding what to compare to *A Doll’s House*. Our aim is to produce students who have a broad overview of the literary timeline and can confidently engage with any text, making considered and creative interpretations which are informed by context, genre, critical viewpoint and analysis. Our focus on academic writing and secure knowledge is also designed to equip students with the skills that they need to continue into higher education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 12 AQA	<i>Othello</i> <i>A Doll’s House</i> and NEA	<i>The Great Gatsby</i> Pre-1900 poetry	<i>The Great Gatsby</i> Pre-1900 poetry	<i>A Streetcar Named Desire</i> Unseen Prose	<i>Feminine Gospels</i> <i>The Handmaid’s Tale</i>	<i>Feminine Gospels</i> <i>The Handmaid’s Tale</i>
YEAR 13 AQA	<i>Othello</i> <i>The Great Gatsby</i> Pre-1900 poetry	NEA <i>Feminine Gospels</i> <i>The Handmaid’s Tale</i>	<i>A Streetcar Named Desire</i> Unseen Prose and Poetry	NEA	<i>Targeted revision</i>	