



## English department curriculum intent

*Link governor: Raymond Jones*

### Department curriculum intent:

We are a small rural school in Yorkshire living at a time of social media and 'fake news'. We aim in our lessons to encourage and empower students to be confident in expressing themselves imaginatively and to demonstrate their knowledge through careful selection of language which they can manipulate and use to learn about the world around them, relating experiences in the classroom to those in their peer groups and the world at large.

We strive to enable students to make sense of the world they live in through the study of literature and language, to be aware how language is manipulated for effect and for the writer or speaker's purpose. To empower students to realise where language is manipulated and how to form their own conclusions, sifting through rhetoric or other devices and being aware of bias. To empower students to use their own language for purpose, for example to secure careers at interview.

In addition, we desire students to be able to make sense and develop their own identities through the study of literature and others' experiences. To enable them to engage with the emotions and experiences of others to learn more about themselves and the world we live in. We are a rural school and we aim for our students to experience the world and its diverse richness through our lessons, as their environment may mean that they do not gain these experiences in life. We believe that great literature has something to teach all of us – to educate and raise questions about the human condition and allow us to live many lives. We believe that it is the job of the writer to reflect society and humanity back at us in their writing and allow us to see ourselves (or others) as they truly are. We believe that writers can change individuals and societies and it is the job of the educator to open the student's mind to infinite possibilities.

In planning the curriculum, we began by considering the reason that human beings read and write texts – in their purest form they seek to communicate: to know and be known. Language and literature allows us to explore who we are, make sense of our lives, understand, empathise and grow from awareness of the lives of others and seek to make the world a better place. With this in mind, we have focused on the key concepts of: exploring the individual experience, exploring the lives of others and making a change in the world.



## Year 7

**Overall curriculum intent for year 7:** Key question: **what does it mean to be heroic?** In year 7, we focus on the individual to begin our journey to decode texts, being inspired by others in order to become the best that we can be. We are developing as readers and writers from our KS2 learning. All lessons have a SPAG focus and incorporate tier 2 and 3 explicit vocabulary.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Ancient Heroes: what makes a hero?	What makes a hero? Fantasy fiction and allegory	What makes a hero? Shakespearean women. Patriarchal societies and rebellion.	What makes a hero? Victorian heroes.	What makes a hero? Modern heroes – spies, detectives.	What makes a hero? Modern heroes in today's society. Non-fiction texts.
Content mapping	Greek myths and Fairy Tales, Beowulf. Literacy focus: sentences.	Extracts from The Lion, Witch and Wardrobe and other fantasy fiction. Literacy focus: sentences	Presentation of character, context of patriarchal society and class division, trait words Literacy focus: vocabulary and spelling	Extracts from Victorian literature, Dickens et al. Literacy focus: vocabulary and spelling	Extracts from modern texts. Conan Doyle, Collins et al. Literacy focus: punctuation.	Non-fiction text study of modern real-life heroes. Autobiographical writing. Literacy focus: punctuation
Assessment mapping	Greek mythology analysis (Reading) What makes a hero? (Writing)	Fantasy fiction analysis (R) Fantasy fiction creative writing (W)	How does Shakespeare present the character of ...? exploding question. (extract to whole text) (R) Transactional writing (W)	Focused language analysis. Creative writing task.	Transactional writing task. Analysis of presentation of character.	Analysis of structure of text. Autobiographical writing.
Personal development mapping	Awareness an empathy of the experiences of others	Questioning of what makes me me. Empathising with alternative experiences.	Equality and empathy of experience	Questioning of injustice/poverty	Mental health and resilience	Confidence
Literacy focus for the term	Sentence types and structure. Characterisation and representation		Tier 2 and 3 vocabulary and spelling		Punctuation accuracy and ambition	
Numeracy links	Counting sentence lengths, working out averages		Counting beats in meter	Counting rhythm/rhyme	-	-



Cross-curricular links to other subjects	History and geography. Psychology.		History and psychology - identity.	History and geography. Psychology - identity	History	All subjects – skills of presentation of ideas
Careers	Promotion of the idea of global opportunities.		Equality of opportunity	Poets/ political writers	Writers	Presenters
Support for all	Consolidation of basic literacy skills and writing frames for assessment. Tier 2 and 3 vocabulary.		Use of video clips, glossaries/ limited quotations and plot summaries	Pair/group learning	Structured writing frames, choice of source text	Pair/group learning for presentation
Challenge ideas	Wider reading on the influence of Greek mythology	Wider reading on theme of isolation	Sexual equality wider reading	Wider reading. Writing across poetic forms.	Challenging texts, independent study into one writer	Production of narrative across media forms



## Year 8

**Overall curriculum intent for year 8:** Key question – **how are the lives of others different from our own?** In year 8, we seek to develop and challenge students’ ability to empathise with others’ experiences in our choice of texts. We have a greater focus on transactional writing for purpose and audience and seek to help students develop and advocate their own perspectives. SPAG starter activities and tier 2 and 3 vocabulary is taught explicitly through all units.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Conflict and prejudice – Boy in the Striped Pyjamas. Students learn of discrimination and the plight of Jews in WW2. They gain a deeper understanding of writers’ intentions and how structural choices contribute to meaning and explore how writers present moral issues.	Conflict and prejudice – war poetry. Students learn about different contexts of the poems and form opinions as to the intentions of the poets as well as being able to contribute to language, structure and form analysis whilst exploring moral themes/questions.	Conflict – internal conflict. Students study the play Macbeth and explore how Shakespeare presents the notion of internal and external conflict.	Internal conflict and conflict with society. Great Expectations. Students explore the character of Philip Pirrip and class conflict.	Conflict within society. Students explore the world of dystopian fiction drawing links with the modern and historical world.	Conflict within society. Students explore a range of non-fiction texts studying how conflicts are presented in the media.
Content mapping	Boy in the Striped Pyjamas, narrative voice, structural choices and characterisation. ‘What How Why’ Trait words Literacy focus: sentences	The Soldier Who’s for the game? Dulce et Decorum Est Manhunt Other poems chosen by class teacher.  Form/structure/figurative language/themes (identity)  Purpose/audience/ structuring a letter. Literacy focus: sentences	Students will read, understand and respond to a range of extracts from the play Macbeth. Context – recall background to Shakespeare’s life and times. Character development, themes of internal and external conflict within context. Trait words Literacy focus: vocabulary and spelling	Great Expectations, social, cultural and historical context. Literacy focus: vocabulary and spelling	Dystopian fiction extracts: 1984, Hunger Games, etc. Tier 2 and 3 vocabulary. Recap of structural and linguistic vocabulary. Vocabulary of analysis and evaluation. Context relevant to extract and awareness of writers’ way of ‘seeing’ Trait words Literacy focus: punctuation	Non-fiction texts from various media sources. Structure and language vocabulary. Perspective and point of view, Trait words Literacy focus: punctuation



Assessment mapping	How does Boyne present (insert theme/character) in the extract and novel as a whole? Various class based transactional writing set by class teacher and peer assessed for: ideas, range of vocabulary and sentence structure for effect, as well as spelling and punctuating effectively.	Transactional writing – A letter home from the front.  Written response to the poems. One peer assessed with redrafting to be assessed by class teacher. Analysis of language * Analysis of structural features *  * these can be in the form of marked annotations/ analytical chains/suitable alternative rather than essay.	How does Shakespeare present the character/relationship of (Lady Macbeth and/or Macbeth?)  One peer assessed with redrafting to be assessed by class teacher. Analysis of language/structural features (these can be in the form of marked annotations/analytical chains/suitable alternative)	Analysis of language and/or structure (these can be in the form of marked annotations/ analytical chains/suitable alternative.	First person writing using an image as a stimulus.  One peer assessed with redrafting to be assessed by class teacher,	Class based transactional writing from different perspectives One peer assessed with redrafting to be assessed by class teacher. Analysis of structural features.
Personal development mapping	Awareness and empathy with others. Understanding of personal responsibility through the character of the mother.	Presenting an opinion, developing a point of view from another experience	Awareness and empathy with others, exploring ideas about power and conflict. Presenting a case.	Understanding of activism and how to effect change. Structure of a point of view and how to refute.	Awareness of different historical and cultural experiences with empathy and understanding of differences.	Awareness of how different bias/perspectives stances affect reader understanding.
Literacy focus for the half term	Revision of sentence structure from year 7	Revision of upgraded sentences from year 7	Revision and amplification of vocabulary and spelling of tier 2 and 3 words.		Revision of punctuation, development of skills	
Numeracy links	Tracking of plot	Counts of rhythm and rhyme patterns	Rhythm and rhyme	Venn diagrams	Graphs	
Cross-curricular links	History, RE, psychology	History, RE, geography	History, RE, psychology	Politics, history and RE	History and RE	Psychology and RE
Careers	Discussion of ethics of employment	-	Exploring ideas about personal sacrifice and ambition	Discussion of privilege and how to overcome.	Awareness of educational opportunities	
Support for all	Use of multimedia, supported assessment structures.	Supported assessment structures, choice of poems	Supported assessment structures. Teaching of vocabulary to access higher grades.			



Challenge ideas	Greek tragedy – who is the tragic hero of the story? Fatal flaws, wheel of fortunes etc.	Real life activism – letters to MP regarding current conflicts	Greek tragedy revisited – Macbeth as tragic protagonist. Lady Macbeth as antagonist?	Further independent study on cultural contexts	Deeper study of chosen political speech/topic. Present counter-argument	BBC School Reports
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## Year 9

**Overall curriculum intent for year 9:** Key question: **What does it mean to be human?** Year 9 aims to continue to broaden students' experiences of the world through the study of literature, as they encounter the hypocrisies and inconsistencies within cultures they thought may have been familiar. We then move on to a greater examination of the wider world and the different experiences and perspectives it offers. We also begin to think about skills of recall and application of knowledge for GCSE. All lessons have a SPAG focus and incorporate tier 2 and 3 explicit vocabulary.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Morality within fiction: Long Way Down by Jason Reynolds. Students explore key themes of responsibility, privilege, culture and revenge/moral codes.	How do journalists shape morality? Non-fiction study looking at representation and bias in modern and historical media.	How do people change the world? World protest poetry.	How do we decide on what is right and wrong? Exploring the Victorian Gothic.	Revolution and individuality: An introduction to Romanticism.	Revolution and individuality: Persuasive speeches.
Content mapping	Context of urban, black USA Plot, character, theme Full study of novel. Free verse format, trait words	Various selection of non-fiction media texts. Analysis of language choices and structural devices. Exploration of how language has been used to create and uphold power structures.	A study of a selection of world protest poetry, applying SMSC context and understanding to gain awareness of how writers can attempt to affect change.	How did the Victorians explore their own fears about right and wrong? A study of extracts from Victorian Gothic literature.	Romanticism – ideology and context. Research task – Romantic poet. Poems: To Autumn, Tomorrow at Dawn, My heart leaps up – Wordsworth, Darkness – Byron, Charlotte Smith – Sonnet on Being Cautioned Against Walking on a Headland. Bare bones quotes Structuring an explosive response.	Students must complete their GCSE speaking & listening assessment, with marks recorded. Speeches must be on a persuasive/moral issue.
Assessment mapping	Explosive study of character (extract to whole text) Theme question (this can be marked as a	Comparison between two texts	Analysis of language/structure (marked annotations etc.)	One analysis of text (this can be done as independent annotation of text) One piece of	Analysis of poem – essay response Biography of poet Description of the aims of Romanticism	Speech recorded.



	detailed plan)			transactional writing. Same piece of writing adapted for different audience and purpose (shorter piece)	for year 9 audience	
Personal development mapping	Understanding of how disadvantage can create division in society	Awareness of global issues	Discussions of motives and psyche	Presentation of viewpoint	Exploration of themes of environmentalism and revolution	Presentational skills
Literacy focus for the half term	Upgraded sentences		Vocabulary and spelling		Punctuation	
Numeracy links	Tracking of plot graphs	Venn diagrams	Counting sentence types	Tracking of devices	Tracking of devices	-
Cross-curricular links to other subjects	RE, history, geography, politics, economics	Geography, RE, history, politics	History, RE	RE	History, RE	
Careers	Economic power and exploitation	Performance poetry	Writer's craft, journalism	journalism	Environmentalism work	Interview skills
Support for all	Supported assessment structures. Teaching of vocabulary to access higher grades					
Challenge ideas	Further study into current fate of migrant workers	BLM study/project	Short story competitions	Real life issue/activism	Extended study of one Romantic poet/historical context What would the Romantics be writing about today?	Debating competition





**Year 10**

**Overall curriculum intent for year 10:** Year 10 sees the commencement of the GCSE courses in Literature and Language. Whilst adhering to the syllabus of each qualification, we also aim to continue to foster that desire for wider reading, seeking new experiences and presenting own perspectives. This last one becomes increasingly important as we become closer to the world of employment – interviews, personal statements for university, etc. We seek to explore deeper themes and encourage independent thought whilst also preparing students for life in the real world – how to spot fake news, how to recognise bias etc. We continue to use the punctuation and writing prompts from KS3 and place emphasis on Tier 2 and 3 vocabulary. Half terms 1 and 2 run concurrently as study of Christmas Carol begins once poems are completed.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	LIT: Key text: Poetry Anthology. Romantic poets.  LANG: unseen nonfiction reading (paper 2)	Key text: 'A Christmas Carol'  LANG: transactional writing (paper 2)	LIT: poetry anthology: Bayonet Charge, Remains, Charge of the Light Brigade, Poppies  An Inspector Calls  LANG: unseen fiction reading (paper 1)	LIT: An Inspector Calls continues  LANG: imaginative writing (paper 1)	LIT: poetry anthology Kamikaze, War Photographer, Exposure, Storm on the Island.  Begin Romeo and Juliet  LANG: catch up S & L assessments from year 9.  Paper 2 revision and targeted upskilling from term 1.	LIT: Romeo and Juliet  LANG: Paper 1 revision and targeted upskilling from term 2.
Content mapping	LIT: 1. Ozymandias. 2. London. 3 The Prelude. 4. My Last Duchess. Context of Romanticism, analysis, themes and bare bones quotes. Plot, characters and theme. Key quotes, tier 2 and 3 vocabulary.  LANG: initial baseline comprehension test.	LIT: Context - Victorian attitudes towards the poor, misanthropy to philanthropy. Workhouses, hypocrisy of Christian attitudes. Dickens' purpose as a writer. Ruskin: 'Gentlemen' essays. Core knowledge – plot, characters, theme & genre. Structure and symbolism (Ignorance and Want, characters	LIT: Context: war from different perspectives. Edwardian attitudes to women, class and capitalism vs socialism. WW1 & WW2 changes, welfare state etc. Themes, plot and character. Bare bones quotes. Tier 2 and 3 vocabulary.  LANG: range of extracts, reading for	Context: war from different perspectives. Analysis, themes and bare bones quotes. Edwardian attitudes to women, class and capitalism vs socialism. WW1 & WW2 changes, welfare state etc. Themes, plot and character. Tier 2 and 3 vocabulary.  LANG: writing to	LIT: cultural contexts of the poems. Analysis, themes and bare bones quotes.  R & J context: tragedy, patriarchal society, notions of honour, courtly love, sonnet form, plot, character and theme, symbolism. Key concepts of love v hate, family v individualism, young v old, destiny v free will, etc	LIT: R & J context: tragedy, patriarchal society, notions of honour, courtly love, sonnet form, plot, character and theme, symbolism. Key concepts of love v hate, family v individualism, young v old, destiny v free will, etc  LANG: Full Paper 1 –



	Structural analysis built on from KS3 using structural vocabulary. Language analysis built on from KS3 using language vocabulary. Synthesizing and summarising information Range of texts to be chosen by teacher. Demands of q1-4.	as symbols). Explicit teaching of Tier 2 and 3 vocabulary Read/listen to whole text in class  LANG: transactional writing: purpose, audience and form. Structuring a response for impact. vocabulary and position of the writer/level of formality and appropriateness.	meaning, language analysis skills and structure choices. demands of q1-4.	describe/narrate. Mood and atmosphere through vocabulary choices. Structure for impact, e.g. flashback, circular structure, dual narrative. Plot and character. Punctuation and sentence structure.	old, destiny v free will, etc  LANG: Full Paper 2 – with mock analysis used to address areas for targeting.	with mock analysis used to address areas for targeting.
Assessment mapping	LIT: Comparison between 2 poems (can be done as marked annotations, Venn diagram, etc.) from memory.  LANG: Baseline test for comprehension. Paper 2 reading paper q1-4.	LIT: ACC exam question: development of Scrooge's character.  LANG: Transactional writing task – letter.	LIT: Comparison between 2 poems (can be done as marked annotations/Venn diagrams, etc.) from memory.  LANG: Paper 1 reading q 1-4.	LIT: An Inspector Calls exam question: role of the Inspector.  LANG: Imaginative writing – describe/narrate The Sea.	LIT: Comparison between 2 poems (can be done as marked annotations/Venn diagrams, etc.) from memory  LANG: Paper 2 reading	LIT: R & J exam question: love vs hate.  LANG: Paper 1 reading
Personal development mapping	Explore notions of activism and ecology	Rights and responsibilities, privilege and disadvantage, capacity for change and growth	Rights and responsibilities, privilege and disadvantage. Exploitation.		Explore notions of war and conflict and effect on population. Begin to consider patriarchal society and its effect on men and women	Discussions on toxic masculinity. Explore what it means to be a teenager.
Literacy focus for the half term	Sentence structure		Vocabulary		Punctuation	
Numeracy links	Rhythm and rhyme.	Venn diagrams and tracking of themes				



Cross-curricular links to other subjects	History, RE, psychology					
Careers	Career as journalist	Discussions about career satisfaction and pay	Discussions about exploitation and fair pay	Discussions about fair pay and workers' rights	Equal pay and men v women's jobs	
Support for all	Supported assessment structures. Teaching of vocabulary to access higher grades					
Challenge ideas	Transactional writing climate change	Study of minimum wage and zero hours contracts	Study of other protest writing e.g. Swift	Study of other protest writing e.g. angry young men.	Study of patriarchal vs matriarchal societies	Further study of Shakespeare's sonnets



**Year 11**

**Overall curriculum intent for year 11:** this is the final year of study and so predominantly geared towards the final exams. We wish to avoid a teach to the test approach to studies and so the selection of material for unseen is paramount. We seek to explore deeper themes and encourage independent thought, whilst also preparing students for life in the real world – how to spot fake news and recognise bias, how to present themselves at interview etc. One unseen poem analysis per half term.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	LIT: Romeo & Juliet character/ theme/extract analysis Unseen poetry. Complete any outstanding poems and revise comparative analytical approaches for exam.  LANG: paper 1 unseen fiction/creative writing	Lit: A Christmas Carol character/theme/extract analysis. Ensure pupils well prepared for mock exam. Unseen poetry.  LANG: paper 2: non-fiction/transactional writing	Lit: An Inspector Calls character/theme/context/ techniques. Unseen poetry.  LANG paper 1 unseen fiction/creative writing	Lit: revise power and conflict poems, comparison. Revise key questions for all three literature texts. Unseen poetry.  LANG: paper 2 unseen non-fiction/transactional writing	Revision and exam practice of all components
Content mapping	LIT: Revision of all key themes, bare bones quotes and characters.  LANG: Focused preparation for mock and final exams using unseen fiction papers. Q1-4 what does the examiner want? Q5 recap of key skills of expression – SPAG, C & O	LIT: Revision of all key themes, bare bones quotes and characters.  LANG: Focused preparation for mock and final exams using unseen non-fiction papers.	LIT: Revision of all key themes, bare bones quotes and characters  LANG: Focused preparation for final exams using unseen fiction papers and mock analysis. Q1-4 what does the examiner want? Q5 recap of key skills of expression – SPAG, C & O	LIT: Revision of all key themes, bare bones quotes and characters  LANG: Focused preparation for final exams using unseen fiction papers and mock analysis. Q1-4 what does the examiner want? Q5 recap of key skills of expression – SPAG, C & O	LIT: Revision of all key themes, bare bones quotes and characters  LANG: Focused preparation for final exams using unseen fiction papers and mock analysis. Q1-4 what does the examiner want? Q5 recap of key skills of expression – SPAG, C & O
Assessment mapping	R & J exam question: fate	ACC exam question: role of the ghosts.  Paper 2  DEC mock: lang paper 1 and lit paper 1	AIC exam question: role of Eva Smith  Paper 1 comparison with mock	Poetry anthology question: Poppies and war. Various Lit exam questions FEB mock: lang paper 2 and lit paper 2	Papers 1 and 2 lang questions targeted from mock results  Papers 1 and 2 lit questions targeted from mock results
Personal development	Discussion of role of individual in society, free will	Responsibility and charity	Responsibility for own actions discussion – how do	Explore a point of view about themes in the poems.	Take ownership of own progress



mapping	vs fate – are you in control?		you influence others?	Take ownership of own progress	
Literacy focus for the half term	Sentence structure		Vocabulary and spelling		Punctuation
Numeracy links	Venn diagrams and theme tracking				
Cross-curricular links to other subjects	History, RE	History, economics, psychology	History, economics, RE	History, geography, RE	-
Careers	Discussion as to how possible career paths will require certain outcomes				
Support for all	Supported assessment structures. Teaching of vocabulary to access higher grades				
Challenge ideas	Wider reading on topics covered in unseen	Exploration of Dickens' other works	Non-fiction texts on poverty in modern UK	Second level tier 3 vocabulary	-



**Year 12 English language**

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Bridging work  Introduction to sociolinguistics	Modes and textual variation  Dialects	Introduction to Phonetics  Continued sociolinguistics	Original writing coursework  Media representations	Child language development	Language investigation coursework  Continued work on all other topics
Content mapping	Idiolect and sociolect	Spoken language Computer-mediated communication Genre and text type including multimodal texts	Dialect Language and gender Language and occupation Language and ethnicity Communication practices and models	Use of Paper 1 section A texts to inspire own work. Developed analysis of attitudes to variation and diversity e.g. prescriptivism versus descriptivism	Theorist studies explored e.g. innateness / interactionists Learning to speak, read, write. Use of different levels of language analysis	Research and investigation skills Mini project work on data collection, research ethics, data analysis and evaluation
Assessment mapping	Paper 1 Questions 1 and 2 – representation in a text. Identification / analysis / terminology / essay style	Paper 1 Question 3 – comparison of representation Identification / analysis / terminology / essay style	Paper 1 Question 3 – phonetic development analysis Paper 2 question 1 – phonetic varieties analysis	Paper 1 Questions 1,2,3 and Original writing Coursework	Paper 1 questions 4 and 5	Language investigation coursework
Personal development mapping	Development of free thinking and independent thought, debate skills, essay skills, analytical skills, data management, social awareness, representation and bias awareness					
Literacy focus for the half term	Grammatical analysis with correct metalanguage	Essay skills – analytical and comparative features	Phonetic alphabet recognition and usage metalanguage	Creative writing	Theoretical analysis of texts	Data analysis and synthesis report writing
Numeracy links	Word, sentence frequency Statistical syntax analysis	Word / sentence / text counting and analysis	Word, sentence and phoneme regularity and analysis	Words counts Regularity of usage	Word / sentence / text counting Stage analysis	Word / sentence / text counting Data presentation and statistical analysis
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, art					



Careers	Forensics, media, politics	Journalism Media Politics Speech therapy Sociology	Child development Teaching Speech therapy sociology	Forensics Media Law Psychology	Child development Psychology teaching	Dependant on topic, but any job requiring reports/investigations /analysis
Support for all	Intervention strategies Personal Tutorials Buddy/paired work					
Challenge ideas	Wider reading opportunities – Research					



## Year 12 English literature

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Aspects of Tragedy				Introduction of NEA Wider reading – prose and poetry	Aspects of Political and Social Protest writing Begin choice of texts for NEAs
Content mapping	Introduction to genre of Tragedy. Richard II Great Gatsby	Finish Richard II Finish The Great Gatsby Begin King Lear	King Lear Begin Keats – Poems from the Tragedy Anthology	King Lear Keats	Understanding different critical approaches Wider reading of prose and poetry	Introduction to genre of protest writing Introduction of Blake Choosing of NEA texts
Assessment mapping	Understanding structure/language/plot and characterisation in relation to Aspects of Tragedy Essays				Applying different critical approaches to a text Essays	Understanding structure/language/plot and characterisation in relation to Aspects of protest writing Essays
Personal development mapping	Development of free thinking and independent thought Debate skills					
Literacy focus for the half term	Essay skills					
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, art				History, psychology, geography, politics, philosophy, ethics, ecology, art	
Careers	English literature supports a wide range of careers, for example law, writing, journalism, teaching, TV, theatre, film					
Support for all	Intervention strategies/tutorials					
Challenge ideas	Wider reading opportunities – Research					





**Year 13 English language**

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Language Investigation Original writing	Language change	Language diversity revisited World Englishes	Language discourse revisited linked to original writing coursework	Child Language Development revisited	Revision of all topics
Content mapping	Continued work with links to exam texts. Focus on self evaluation and original writing commentary Analysis and essay style focus	Case studies to include: Lexical change Semantic change Grammatical change Phonological change Orthographical change	Explore concepts, theories and ideas around diversity, variation and attitudes Links to language change Analysis focus.	Linking opinion articles to original writing Genre exploration Use of representation and persuasion in own work Essay skills	Focus on movement between speech and written forms Different written genres Children and technology	-
Assessment mapping	Original writing coursework Paper 2 question 1,2,3	Paper 2 question 2 Diversity and change	Paper 2 question 1 Diversity and change	Original writing coursework Paper 2 question 4	Paper 1 question 4 and 5	All of paper 1 and 2
Personal development mapping	Development of free thinking and independent thought, debate skills, essay skills, analytical skills, data management, social awareness, representation and bias awareness					
Literacy focus for the half term	Metalanguage usage	Speech and semantic analysis	Essay skills – embedding of theorists / evidence	Creative writing Essay skills	Modern language usage	Essay skills
Numeracy links	Data analysis Word count limitations	Word / sentence / text counting and analysis	Geographical location / frequency / word order	-	Word / sentence / text counting and analysis	Data analysis
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, art					-
Careers	Journalism Media Any job requiring reports / analysis	Journalism Media Law Any job requiring reports / analysis	Psychologist Social workers Counsellors	Journalism Media	Early years work Teachers Speech therapy Children’s psychology	-
Support for all	Intervention strategies, personal tutorials, buddy/paired work					
Challenge ideas	Wider reading opportunities – Research					



## Year 13 English literature

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	Aspects of Political and Social Protest writing Planning of NEA 1	Aspects of Political and Social Protest writing Drafting of NEA 1	Aspects of Political and Social Protest writing Planning of NEA 2	Revision Drafting and writing up of NEA 1 and 2	Revision
Content mapping	Finish study of Blake Begin Handmaid's Tale	Handmaid's Tale	The Kite Runner Revision of Aspects of Tragedy	Revision	Revision
Assessment mapping	Understanding structure/language/ Plot and characterisation in relation to Aspects of protest writing Essays			Exam skills	
Personal development mapping	Development of free thinking and independent thought Debate skills				
Literacy focus for the half term	Essay skills Exam skills			Exam skills	
Cross-curricular links to other subjects	History, psychology, geography, politics, philosophy, ethics, ecology, art				
Careers	English literature supports a wide range of careers, for example law, writing, journalism, teaching, TV, theatre, film				
Support for all	Intervention strategies/tutorials				
Challenge ideas	Wider reading opportunities – Research				Exam skills