



Curriculum Overview 2025 2026

English Department

Department	English
Head of Department	Mrs G Chazot
Deputy Head of Department	Miss J Kyriacou
English Staff KS3 - KS5	Mrs G Chazot, Miss J Kyriacou, Mr Matthews, Miss Rogers, Mrs Jarrett, Miss Abercrombie, Miss Beale, Mr Smith, Miss Monnickendam, Miss Boyle
Teachers of Film	Mr Smith and Miss Rogers
Accommodation and Resources	Situated on the top floor of N Block. We have many resources such as: a variety of fiction and non – fiction books, use of visualisers to aid modelled learning, use of mini white boards to increase maximise student participation and engagement. We also have laptops dedicated to our Department which students have frequent access to in order to enhance their studies, for example as a key research tool. We also have great links with our fully housed library and excellent librarian, Mrs Silver.

<u>Curriculum Intent</u>	<p>Our aim is to provide learners with a deep conceptual understanding of English. This will then enable them to express their ideas and interpretations with confidence. A sequence of carefully structured steps is used to ensure that core skills are embedded before moving forward. Students will then be able to apply their understanding to analysis, communication, and develop the independence needed for further study.</p> <p>The habits of thinking critically and creatively through English are life-enriching and it is vital to be literate in order to participate fully in society and our democratic processes: our culture depends on an articulate population and a significant number of specialists in language, literature, and communication-related fields. So, when we are thinking about the 'Intent' of our programme, it is all about finding ways to ensure that every young person, regardless of background, has a rich and meaningful English education.</p>
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Curriculum Implementation

Key Stage 3: Key Stage 3 English builds essential reading, writing, and speaking skills. Students explore a variety of texts, including fiction, non-fiction, poetry, and drama. They learn to analyse language, express ideas clearly, and develop creativity. This stage lays the foundation for GCSEs, encouraging confidence and enjoyment in English.

What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Wolf Brother/ Girl of Ink and Stars	Wolf Brother/ Girl of Ink and Stars	Myths and Legends	Myths and Legends	An Introduction to Shakespeare's archetypes and rhetorical writing	An Introduction to Shakespeare's archetypes and rhetorical writing
Previous knowledge recalled	Word reading, Comprehension Genre – knowledge of fiction texts KS2 Literacy Creative writing – narratives and descriptions	Word reading Comprehension Genre – knowledge of fiction texts KS2 Literacy Creative writing – narratives and descriptions	Some awareness of key stories from popular culture. Ancient Greece Guided reading Using prompts for creative writing SPaG	Some awareness of key stories from popular culture. Ancient Greece Guided reading Using prompts for creative writing SPaG	Shakespeare as a playwright. Some awareness of comedies/main plots of plays from KS2/popular culture How language is used for impact. How Language changes over time Conventions of speech/article writing.	Shakespeare as a playwright. Some awareness of comedies/main plots of plays from KS2/popular culture How language is used for impact. How Language changes over time Conventions of speech/article writing.
New Knowledge	Developed Comprehension Skills Decoding Using prompts for creative writing Understanding of pre	Developed Comprehension Skills Decoding Using prompts for creative writing Understanding of	Comprehension skills Characterisation Introduction of DESCRIPTIVE for creative writing Embedding technical	Comprehension skills Characterisation Introduction of DESCRIPTIVE for creative writing	Characterisation Shakespeare's use of language for impact Introduction of PERSUADER The ideas and rhetoric of	Characterisation Shakespeare's use of language for impact Introduction of PERSUADER The ideas and rhetoric of



	<p>historic/middle age era</p> <p>Quest novel characteristics</p> <p>Characterisation</p> <p>Developing understanding of linguistic devices and ambitious vocabulary to develop creative writing.</p>	<p>adventure/quest novel genre</p> <p>Characterisation</p> <p>Developed understanding of settings and narrative structural features</p> <p>Focus on literacy skills to develop creative writing, using a range of language and structural devices</p>	<p>accuracy of Writing</p> <p>Understanding of theme</p> <p>Comprehension of what may influence a text</p> <p>Narrative writing and the characteristics of a plot/story, including narrative structures and historical retellings</p> <p>Cultural capital of important stories</p> <p>The ways stories influence the future/ways things are.</p> <p>Using prompts for creative writing</p>	<p>Embedding technical accuracy of Writing</p> <p>Understanding of theme</p> <p>Comprehension of what may influence a text</p> <p>Narrative writing and the characteristics of a plot/story, including narrative structures and historical retellings</p> <p>Cultural capital of important stories</p>	<p>famous speeches and letters throughout history</p> <p>The style and rhetoric in newspaper article</p> <p>opinion pieces about the big issues of the 21st century</p> <p>Elizabethan England and Shakespeare's life/influences</p> <p>Language can be used to manipulate readers and audiences and how writers use specific approaches to do so: logos, ethos and pathos.</p> <p>The conventions and purposes of different text types: speech; letter and article</p> <p>Speaking and listening skills</p>	<p>famous speeches and letters throughout history</p> <p>The style and rhetoric in newspaper article</p> <p>opinion pieces about the big issues of the 21st century</p> <p>Elizabethan England and Shakespeare's life/influences</p> <p>Language can be used to manipulate readers and audiences and how writers use specific approaches to do so: logos, ethos and pathos.</p>
Key Knowledge Assessment	Mid Marking Opportunity: Writing A detailed description of frightening encounter. You can use Torak's encounter in the	Mid Marking Opportunity: Writing. Write a detailed description of the forgotten territories. Use Isabella's description and	Mid marking opportunity Term 3: Writing - Literacy focus on creative writing task. (Writing own short myth)	End of Term 4 assessment – Writing – Write a detailed description of a mythical creature.	Mid Marking Opportunity Term 5:	Mid Marking Opportunity Term 6: Reading : How is X presented in this scene. Staff to select an extract /



	<p>novel the images to inspire you.</p> <p>End of Term Assessment: Writing Write a description of a forest at night as suggested by the images.</p>	<p>the images to inspire you.</p> <p>End of Term Assessment: Writing. Write a detailed description of the underground labyrinth. Use Isabella's descriptions and the images to inspire your idea.</p>	<p>End of Term 3 assessment – Reading – How is Hua Mulan presented as a strong and powerful woman in the Ballad of Mulan legend?</p> <p>Mid marking opportunity Term 4 – Reading - Literacy focus on a piece of analytical writing. How does the writer portray the theme of loyalty in the myth of Achilles and Patroclus?</p>	<p>Formal examination</p>	<p>Mid Marking Opportunity Term 5:</p> <p>Mid Marking Opp:</p> <p>Transactional writing: Non-Fiction writing (dependent on where you are on SOW)</p> <p>End of Term 5 Assessment:</p> <p>Reading : How is X presented in this scene. Staff to select an extract / character from the archetypes.</p>	<p>character from the archetypes.</p> <p>End of Term 6 Assessment</p> <p>Speaking and Listening Assessment.</p>
<p>Links to literacy and numeracy</p>	<p>Key Vocab:</p> <p>Narrator</p> <p>Imagery</p> <p>Culture</p> <p>Synopsis</p> <p>Connotation</p> <p>Denotation</p> <p>Culture</p> <p>Foreshadowing</p> <p>Prophecy</p> <p>Additional Literacy Links: Links throughout the scheme to creative writing, with this being the key focus of</p>	<p>Key Vocab:</p> <p>Myth</p> <p>Plot Twist</p> <p>Symbolism</p> <p>Cyclical structure</p> <p>Fantasy</p> <p>Characterisation</p> <p>Cliff hanger</p> <p>Climax</p> <p>Tension</p> <p>Conflict</p> <p>Narrator</p> <p>Imagery</p>	<p>Key Vocab:</p> <p>Mythology</p> <p>Legend</p> <p>Mythical</p> <p>Protagonist</p> <p>Antagonist</p> <p>Deity</p> <p>Divine</p> <p>Fable</p> <p>Folklore</p> <p>Oracle</p> <p>Hubris</p> <p>Nemesis</p>	<p>Key Vocab:</p> <p>Mythology</p> <p>Legend</p> <p>Mythical</p> <p>Protagonist</p> <p>Antagonist</p> <p>Deity</p> <p>Divine</p> <p>Fable</p> <p>Folklore</p> <p>Oracle</p> <p>Hubris</p> <p>Nemesis</p>	<p>Key Vocab:</p> <p>Tragic Hero</p> <p>Foil</p> <p>Antagonist</p> <p>Protagonist</p> <p>Iambic Pentameter</p> <p>Soliloquy</p> <p>Monologue</p> <p>Dramatic Irony</p> <p>Hubris</p> <p>Archetype</p> <p>Dichotomy</p> <p>Tragedy</p>	<p>Key Vocab:</p> <p>Tragic Hero</p> <p>Foil</p> <p>Antagonist</p> <p>Protagonist</p> <p>Iambic Pentameter</p> <p>Soliloquy</p> <p>Monologue</p> <p>Dramatic Irony</p> <p>Hubris</p> <p>Archetype</p> <p>Dichotomy</p> <p>Tragedy</p>



	<p>assessment throughout the term. Developed reading comprehension and oracy skills developed through the use of reading and questioning.</p> <p>Numeracy links:</p> <p>Tension graphs to plot key moments in the novel.</p>	<p>Culture</p> <p>Synopsis</p> <p>Connotation</p> <p>Denotation</p> <p>Foreshadowing</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to creative writing, with this being the key focus of assessment throughout the term. Developed reading comprehension and oracy skills developed through the use of reading and questioning. Advanced focus on technical accuracy as this is the second faster read.</p> <p>Numeracy links:</p> <p>Tension graphs to plot key moments in the novel.</p>	<p>Muse</p> <p>Ethereal</p> <p>Enchant</p> <p>Chronicle</p> <p>Alchemy</p> <p>Sorcery</p> <p>Omen</p> <p>Perilous</p> <p>Pinnacle</p> <p>Transcendence</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading myths and legends and understanding various cultures. Speaking and listening skills also practiced through discussions around key themes and symbols.</p> <p>Numeracy links:</p> <p>Tension graphs to plot key moments throughout the exploration of myths. Venn diagrams to draw</p>	<p>Muse</p> <p>Ethereal</p> <p>Enchant</p> <p>Chronicle</p> <p>Alchemy</p> <p>Sorcery</p> <p>Omen</p> <p>Perilous</p> <p>Pinnacle</p> <p>Transcendence</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading myths and legends and understanding various cultures. Speaking and listening skills also practiced through discussions around key themes and symbols.</p> <p>Numeracy links:</p> <p>Tension graphs to plot key moments throughout the exploration of myths. Venn diagrams to draw</p>	<p>Tragicomedy</p> <p>Pathos</p> <p>Epiphany</p> <p>Ambiguity</p> <p>Sonnet</p> <p>Hubristic</p> <p>Redemption</p> <p>Supernatural</p> <p>Conflict</p> <p>Paradox</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading plays and understanding the context behind them. Speaking and listening skills also practiced through discussions around key themes and symbols.</p> <p>Numeracy links:</p> <p>Tension graphs to plot key moments throughout the exploration of</p>	<p>Tragicomedy</p> <p>Pathos</p> <p>Epiphany</p> <p>Ambiguity</p> <p>Sonnet</p> <p>Hubristic</p> <p>Redemption</p> <p>Supernatural</p> <p>Conflict</p> <p>Paradox</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading plays and understanding the context behind them. Speaking and listening skills also practiced through discussions around key themes and symbols.</p> <p>Numeracy links:</p> <p>Tension graphs to plot key moments throughout the exploration of</p>
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			comparisons between myths and cultures.	comparisons between myths and cultures.	Shakespearean archetypes. Venn diagrams to draw comparisons between different plays.	Shakespearean archetypes. Venn diagrams to draw comparisons between different plays.
Extra-Curricular opportunities	Activities linked to Values Week, book and Library Clubs.					
Links to careers/aspirations	Studying English in Year 7, including topics/units such as <i>Wolf Brother</i> , <i>Girl of Ink and Stars</i> , Myths and Legends, and an introduction to Shakespeare, provides students with a range of valuable skills. Critical thinking and analysis skills developed through literary studies are applicable in professions that demand problem-solving, such as law and research. Communication skills honed through reading and discussion are crucial in careers like marketing and public relations. Cultural awareness, creativity, and imagination fostered in the exploration of myths and diverse literature are advantageous in global careers, artistic pursuits, and innovation. Research skills, attention to detail, adaptability, and empathy, cultivated through literary studies, are beneficial in academia, journalism, human resources, counselling, and social work. Public speaking skills, refined through discussions and Shakespearean rhetoric, are valuable in any leadership role. Additionally, strong writing skills developed are essential in professions like journalism, content creation, and technical writing. Overall, a background in literature equips students with transferable skills that contribute to personal development and a broader understanding of the world, enhancing their adaptability and success in various careers.					
Links to our Fulston FAMILY values	<p>Fortitude – Students will be persistently challenged and will show fortitude when approaching their new learning in English. Fortitude is also demonstrated throughout the texts they will be studying and there will be opportunities to discuss writers use of characterisation/how and where certain characters may show fortitude.</p> <p>Ambition – Excellence tasks will be included throughout the teaching of these schemes and students will be ambitious through their written work and the articulation of their verbal responses in class during discussions and questioning. In addition to this, there will be success criteria for pupils to self and peer assess against with the aim to be continually progressing against each strand.</p> <p>Mindful – The nature of discussions surrounding characterisation and parental relationships in <i>Wolf Brother</i> and <i>Girl of Ink and Stars</i>, alongside the range of cultures studied within the exploration of myths and legends etc will require students to be mindful and consider their emotional responses and written responses.</p> <p>Integrity – Integrity is demonstrated throughout the study of all texts, especially when considering characterisation and how people are perceived and understood. Discussions will be developed around this and alongside writers’ intentions.</p> <p>Leadership – Students will develop their leadership skills in English through the use of class discussions and debates, pair work and group activities.</p> <p>Young Citizens - Texts will encourage students to consider what makes a good citizen, real life examples will be drawn upon with the consideration of different voices.</p>					

What my child will learn in Year 8

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Darkside	Diverse Voices	Frankenstein	Frankenstein	Romeo and Juliet	Romeo and Juliet



<p>Previous knowledge recalled</p>	<p>Word reading</p> <p>Comprehension</p> <p>Genre</p> <p>Familiarity of faster read process.</p>	<p>Power people hold over others.</p> <p>Rhetorical Devices (PERSUADER)</p> <p>Use of speech/formal writing for impact</p>	<p>Structure of a play.</p> <p>Some prior understanding of Victorian England.</p> <p>Genre</p> <p>Language/structure/form</p> <p>Literacy links (Eg. Sentence types, grammar, punctuation)</p> <p>Characterisation (heroes vs. villains)</p> <p>Persuader/Descriptive</p>	<p>Structure of a play.</p> <p>Some prior understanding of Victorian England.</p> <p>Genre</p> <p>Language/structure/form</p> <p>Literacy links (Eg. Sentence types, grammar, punctuation)</p> <p>Characterisation (heroes vs. villains)</p> <p>Persuader/Descriptive</p>	<p>Character development</p> <p>Shakespeare's archetypes</p> <p>Conflict</p> <p>The purpose of prologues</p>	<p>Character development</p> <p>Shakespeare's archetypes</p> <p>Conflict</p> <p>The purpose of prologues</p>
<p>New Knowledge</p>	<p>Comprehension Skills</p> <p>Decoding</p> <p>Using prompts for creative writing</p> <p>Engagement with extended reading</p> <p>Using prompts for creative writing</p>	<p>How minority groups may feel represented in current society.</p> <p>The use of rhetorical devices for impact.</p> <p>How poetry can be used as a form of protest.</p> <p>Writing for persuasion.</p>	<p>Victorian England and its influence</p> <p>The effect of setting</p> <p>Nature vs nurture</p> <p>Gothic conventions</p> <p>Effect of language/structure/form</p>	<p>Victorian England and its influence</p> <p>The effect of setting</p> <p>Nature vs nurture</p> <p>Gothic conventions</p> <p>Effect of language/structure/form</p>	<p>Elizabethan England</p> <p>Patriarchal structures</p> <p>The plot of the play</p> <p>Sonnet form</p> <p>Iambic Pentameter</p> <p>Petrarchan Lover</p>	<p>Elizabethan England</p> <p>Patriarchal structures</p> <p>The plot of the play</p> <p>Sonnet form</p> <p>Iambic Pentameter</p> <p>Petrarchan Lover</p>



	Purpose of prologues	Speaking and listening skills.	Detailed what/how/why analysis Ethics The power of nature vs. power of humans Speaking and listening skills	Detailed what/how/why analysis Ethics The power of nature vs. power of humans Speaking and listening skills	The impact of patriarchal structures in history. How Shakespeare uses language to present his characters. Shakespearean tragedy. Speaking and listening skills	The impact of patriarchal structures in history. How Shakespeare uses language to present his characters. Shakespearean tragedy. Speaking and listening skills
Key Knowledge Assessment	<p>Mid Marking Opportunity: Writing</p> <p>Create your own short story, utilising techniques that create tension and suspense.</p> <p>Subject:</p> <p>Something is coming for you on the other side of the door and you are slowly opening it.</p> <p>End of Term Assessment: Writing</p> <p>Writing a gothic, detailed description based on an image.</p>	<p>Mid Marking Opportunity: Reading</p> <p>Marking point to check for comprehension and analysis of writer.</p> <p>End of Term Assessment:</p> <p>Speaking and Listening Assessment</p> <p>'Our school curriculum is in need of an overhaul. It needs to be more open and inclusive and to teach topics about all forms of diversity.'</p> <p>Write a speech to be delivered to your</p>	<p>Mid marking opportunity Term 3: Writing - Literacy focus on creative writing task. (Description based on image)</p> <p>End of Term 3 assessment – Reading – How does the writer use language and structure to present the monster throughout Act 2?</p> <p>Mid marking opportunity Term 4 – Reading - Literacy and comprehension focus on a piece of analytical writing.</p>	<p>Mid marking opportunity Term 3: Writing - Literacy focus on creative writing task. (Description based on image)</p> <p>End of Term 3 assessment – Reading – How does the writer use language and structure to present the monster throughout Act 2?</p> <p>Mid marking opportunity Term 4 – Reading - Literacy and comprehension focus on a piece of analytical writing.</p>	<p>Mid Marking Opportunity Term 5:</p> <p>End of Term 5 Assessment:</p> <p>Formal Examination</p>	<p>Mid Marking Opportunity Term 6</p> <p>Mid Marking Opportunity Term 6:</p> <p>End of Term 6 Assessment:</p>



		headteacher in which you persuade them to support your opinion that the curriculum needs to be rethought.	End of Term 4 assessment – Writing – A gothic description/narrative.	End of Term 4 assessment – Writing – A gothic description/narrative.		
Links to literacy and numeracy	<p>Key Vocab:</p> <p>Narrator</p> <p>Imagery</p> <p>Culture</p> <p>Synopsis</p> <p>Connotation</p> <p>Denotation</p> <p>Foreshadowing</p> <p>Foreboding</p> <p>Ambiguity</p> <p>Atmosphere</p> <p>Additional Literacy Links: Links throughout the scheme to creative writing, with this being the key focus of assessment throughout the term. Developed reading comprehension and oracy skills developed through the use of reading and questioning.</p> <p>Numeracy links:</p> <p>Tension graphs to plot key moments in the novel.</p>	<p>Key Vocab:</p> <p>Diversity</p> <p>Inclusion</p> <p>Representation</p> <p>Equality</p> <p>Stereotype</p> <p>Empathy</p> <p>Marginalised</p> <p>Inclusivity</p> <p>Additional Literacy Links: Links throughout the scheme for creative, persuasive and analytical writing, with these being the key focus of assessments throughout the term. Developed reading comprehension and speaking and listening skills developed through the exploration of different voices, understanding various cultures. Speaking and listening skills also developed through discussions.</p> <p>Numeracy links:</p> <p>Graphs/Venn diagrams to plot key moments and find</p>	<p>Key Vocab:</p> <p>Playwright</p> <p>Incessant</p> <p>Sinister</p> <p>Phenomenon</p> <p>Specimen</p> <p>Nurture</p> <p>Grotesque</p> <p>Foreshadowing</p> <p>Nurture</p> <p>Additional Literacy Links: Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and oracy skills developed through the use of reading and understanding both linguistic and structural devices. Oracy skills also practiced through evaluative tasks and discussions around key themes in the text.</p>	<p>Key Vocab:</p> <p>Playwright</p> <p>Incessant</p> <p>Sinister</p> <p>Phenomenon</p> <p>Specimen</p> <p>Nurture</p> <p>Grotesque</p> <p>Foreshadowing</p> <p>Nurture</p> <p>Additional Literacy Links: Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and oracy skills developed through the use of reading and understanding both linguistic and structural devices. Oracy skills also practiced through evaluative tasks and discussions around key themes in the text.</p>	<p>Key Vocab:</p> <p>Tragedy</p> <p>Prologue</p> <p>Foreshadowing</p> <p>Feud</p> <p>Dramatic irony</p> <p>Soliloquy</p> <p>Sonnet</p> <p>Fate</p> <p>Iambic pentameter</p> <p>Monologue</p> <p>Rhetoric</p> <p>Petrarchan love</p> <p>Additional Literacy Links: Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading Shakespearean language and understanding the context behind it,</p>	<p>Key Vocab:</p> <p>Tragedy</p> <p>Prologue</p> <p>Foreshadowing</p> <p>Feud</p> <p>Dramatic irony</p> <p>Soliloquy</p> <p>Sonnet</p> <p>Fate</p> <p>Iambic pentameter</p> <p>Monologue</p> <p>Rhetoric</p> <p>Petrarchan love</p> <p>Additional Literacy Links: Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading Shakespearean language and understanding the context behind it,</p>



		similarities and differences between speakers/topics.	Numeracy links: Tension graphs to plot key moments.	Numeracy links: Tension graphs to plot key moments.	alongside it's meaning. Speaking and listening skills also practiced through discussions around key themes and symbols. Numeracy links: Tension graphs to plot key moments throughout the exploration of Shakespeare's Romeo and Juliet. Venn diagrams to draw comparisons between different plays studied in Y7/characters.	alongside it's meaning. Speaking and listening skills also practiced through discussions around key themes and symbols. Numeracy links: Tension graphs to plot key moments throughout the exploration of Shakespeare's Romeo and Juliet. Venn diagrams to draw comparisons between different plays studied in Y7/characters.
Extra-Curricular opportunities	Activities linked to Values Week, book and Library Clubs.					
Links to careers/aspirations	<p>The Year 8 curriculum, covering topics such as <i>Darkside</i>, <i>Diverse Voices</i>, <i>Frankenstein</i>, and <i>Romeo & Juliet</i>, equips students with a diverse set of skills with valuable applications in future careers. Literary studies foster critical thinking, analytical skills, and effective communication—essential in fields like law, marketing, and teaching. Exposure to diverse voices cultivates cultural awareness and adaptability, valuable in global careers and professions working with diverse groups. Exploring ethical considerations in <i>Frankenstein</i> contributes to a foundation in bioethics, philosophy, and law. Research skills honed in literary analysis are advantageous in academia and journalism. The curriculum also enhances storytelling and creative writing skills, relevant to content creation and media careers. Public speaking and persuasive abilities, developed through the analysis of rhetorical techniques in Shakespeare, benefit roles in sales, politics, and leadership. Overall, the interdisciplinary nature of literature connects various subjects, fostering a holistic approach to problem-solving and creativity, preparing students for diverse and rewarding careers.</p>					
Links to our Fulston FAMILY values	<p>Fortitude – Students will be persistently challenged and will show fortitude when approaching their new learning in English. Fortitude is also demonstrated throughout the texts they will be studying and there will be opportunities to discuss writers use of characterisation/how and where certain characters may show fortitude.</p> <p>Ambition – Excellence tasks will be included throughout the teaching of these schemes and students will be ambitious through their written work and the articulation of their verbal responses in class during discussions and questioning. In addition to this, there will be success criteria for pupils to self and peer assess against with the aim to be continually progressing against each strand.</p>					



<p>Mindful – The nature of discussions surrounding characterisation and parental relationships in Darkside, the views and perspectives from diverse voices, creation in Frankenstein etc will require students to be mindful and consider their emotional responses and written responses.</p> <p>Integrity – Integrity is demonstrated throughout the study of all texts, especially when considering characterisation and how people are perceived and understood. Discussions will be developed around this and alongside writers’ intentions.</p> <p>Leadership – Students will develop their leadership skills in English through the use of class discussions and debates, pair work and group activities.</p> <p>Young Citizens - Texts will encourage students to consider what makes a good citizen, real life examples will be drawn upon with the consideration of different voices.</p>
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What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Elmet by Fiona Mozely Fiction Study	Elmet by Fiona Mozely Fiction Study	Play: DNA by Dennis Kelly or Noughts and Crosses by Malorie Blackman	Voices of Dissent Fiction and Non-Fiction	The Tempest by William Shakespeare	The Tempest by William Shakespeare
Previous knowledge recalled	Genre Characterisation Use of language Narrative voice/ perspective Imagery Use of dialect Extended novel Reading Use of dialect to portray character Narrative voices and how they're created	Genre Characterisation Use of language Narrative voice/ perspective Imagery Use of dialect Extended novel Reading Use of dialect to portray character Narrative voices and how they're created	Structure of play The power people hold Language/structure/form Isolation in literature Human nature How hierarchical structures are presented in literature. The use of setting/characterisation. How playwrights craft their meaning. Monologues.	The power people hold over others Ideas of protest and speech for impact. Using rhetorical devices (PERSUADER) Ethos, Logos, Pathos	Elizabethan England Shakespeare's archetypes Colonialism Genre Language use Hierarchies	Elizabethan England Shakespeare's archetypes Colonialism Genre Language use Hierarchies



			<p>Portrayals of leadership and hierarchy in literature.</p> <p>How playwrights create meaning.</p>			
New Knowledge	<p>Use of dialect</p> <p>Extended novel</p> <p>Reading</p> <p>Use of dialect to portray character</p> <p>Narrative voices and how they are created</p>	<p>Use of dialect</p> <p>Extended novel</p> <p>Reading</p> <p>Use of dialect to portray character.</p> <p>Narrative voices and how they are created</p>	<p>How playwrights craft their meaning.</p> <p>Monologues.</p> <p>Portrayals of leadership and hierarchy in literature.</p> <p>How playwrights create meaning.</p>	<p>PERSUADER</p> <p>Using rhetorical devices in our writing.</p> <p>(Aristotelian)</p> <p>Dissent in democracies.</p> <p>Speaking and listening skills.</p> <p>Writing for persuasion/argument.</p>	<p>The Golden Age of Exploration</p> <p>The features of a tragi-comedy</p> <p>The play as Shakespeare's goodbye to the stage</p> <p>Hierarchies of power</p> <p>Extract analysis</p> <p>Deeper understanding of Shakespearean language</p>	<p>The Golden Age of Exploration</p> <p>The features of a tragi-comedy</p> <p>The play as Shakespeare's goodbye to the stage</p> <p>Hierarchies of power</p> <p>Extract analysis</p> <p>Deeper understanding of Shakespearean language</p>
Key Knowledge Assessment	<p>Mid Marking Opportunity:</p> <p>Writing</p> <p>Write a diary entry from the perspective of Daniel or Cathy.</p> <p>End of Term Assessment:</p> <p>Reading</p> <p>'Vivien's metaphor clearly implies that John is a violent and cruel man.'</p> <p>To what extent do you agree</p>	<p>Mid Marking Opportunity:</p> <p>Writing</p> <p>You are John. Your task is to write a speech to your community, persuading them to join your cause against Mr Price.</p> <p>End of Term Assessment:</p> <p>Reading</p> <p>A reader of the novel has said 'Whilst Mozley creates likeable</p>	<p>Mid Marking Opportunity:</p> <p>Reading</p> <p>How is Cathy presented throughout the play?</p> <p>End of Term Assessment:</p> <p>Reading</p> <p>How does Kelley use the play DNA to explore ideas about gang membership?</p>	<p>Mid Marking Opportunity:</p> <p>Reading</p> <p>What were the most effective moments in Emma Watson's speech and why?</p> <p>End of Term Assessment:</p> <p>Writing</p> <p>Write a persuasive speech on your opinions on the length of the school day</p>	<p>Mid Marking Opportunity Term 5:</p> <p>Reading</p> <p>How does Shakespeare create a dramatic introduction to The Tempest?</p> <p>End of Term 5 Assessment:</p> <p>Reading</p> <p>How does Shakespeare present Prospero's</p>	<p>Mid Marking Opportunity Term 6:</p> <p>Reading OR Writing</p> <p>How is '...' presented in this scene?</p> <p>OR</p> <p>Write a detailed description of a storm/shipwreck based on these images</p>



	with this statement?	characters with the family, we have no reason to feel sorry for them by the end of the novel. They lived outside of the law, on someone else's land and John was not a good father' To what extent do you agree/disagree with this view?		and/or homework	relationship with Caliban?	End of Term 6 Assessment: Reading How is Caliban presented in this extract and in the rest of the play?
Links to literacy and numeracy	<p>Key Vocab:</p> <p>Isolation</p> <p>Flashback</p> <p>Narrative perspective</p> <p>Foreshadowing</p> <p>Connotations</p> <p>Denotations</p> <p>Inference</p> <p>Culture</p> <p>Copse</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to creative and analytical writing, with this being the key focus of assessment throughout the term. Developed reading comprehension and oracy skills developed through the use of reading and questioning.</p>	<p>Key Vocab:</p> <p>Marginalise</p> <p>Evaluate</p> <p>Ambiguous</p> <p>Juxtaposition</p> <p>Social/ class hierarchy</p> <p>Dialogue</p> <p>Symbolic</p> <p>Counter Culture</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to creative and analytical writing, with this being the key focus of assessment throughout the term. Developed reading comprehension and oracy skills developed through the use of reading and questioning.</p>	<p>Key Vocab:</p> <p>Consequence</p> <p>Dynamic</p> <p>Profound</p> <p>Volatile</p> <p>Retaliate</p> <p>Alienation</p> <p>Incriminate</p> <p>Dialogue</p> <p>Monologue</p> <p>Foreshadowing</p> <p>Characterisation</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to analytical writing and reading comprehension, with this being the key focus of assessments throughout the term. Developed reading comprehension and oracy skills through the use of reading a play and understanding both linguistic</p>	<p>Key Vocab:</p> <p>Dissent</p> <p>Advocate</p> <p>Rhetoric</p> <p>Subverts</p> <p>Resilient</p> <p>Conformity</p> <p>Ostracize</p> <p>Anecdote</p> <p>Ethos</p> <p>Pathos</p> <p>Logos</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme for creative, persuasive and analytical writing, with these being the key focus of assessments throughout the term. Developed reading comprehension and speaking and listening skills developed</p>	<p>Key Vocab:</p> <p>Tempest</p> <p>Tragicomedy</p> <p>Tragedy</p> <p>Soliloquy</p> <p>Iambic Pentameter</p> <p>Colonialism</p> <p>Foreshadowing</p> <p>Dramatic Irony</p> <p>Supernatural</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading</p>	<p>Key Vocab:</p> <p>Tempest</p> <p>Tragicomedy</p> <p>Tragedy</p> <p>Soliloquy</p> <p>Iambic Pentameter</p> <p>Colonialism</p> <p>Foreshadowing</p> <p>Dramatic Irony</p> <p>Supernatural</p> <p>Additional Literacy Links:</p> <p>Links throughout the scheme to both creative and analytical writing, with these being the key focus of assessments throughout the terms. Developed reading comprehension and speaking and listening skills developed through the use of reading</p>



	<p>Numeracy links:</p> <p>Tension graphs to plot key moments in the novel.</p>	<p>Numeracy links:</p> <p>Tension graphs to plot key moments in the novel.</p>	<p>and structural devices. Oracy skills also practiced through evaluative tasks and discussions around key themes in the text.</p> <p>Numeracy links: Tension graphs to plot key moments.</p>	<p>through the exploration of different voices, understanding various cultures. Speaking and listening skills also developed through discussions.</p> <p>Numeracy links: Venn diagrams to create comparisons/scaffolding to evaluative writing</p>	<p>Shakespearean language and understanding the context behind it, alongside it's meaning. Speaking and listening skills also practiced through discussions around key themes and symbols.</p> <p>Numeracy links: Tension graphs to plot key moments throughout the exploration of Shakespeare's <i>The Tempest</i>. Venn diagrams to draw comparisons between different plays studied in Y7 & 8/ different characters.</p>	<p>Shakespearean language and understanding the context behind it, alongside it's meaning. Speaking and listening skills also practiced through discussions around key themes and symbols.</p> <p>Numeracy links: Tension graphs to plot key moments throughout the exploration of Shakespeare's <i>The Tempest</i>. Venn diagrams to draw comparisons between different plays studied in Y7 & 8/ different characters.</p>
Extra-Curricular opportunities	Activities linked to Values Week, book and Library Clubs.					
Links to careers/aspirations	Studying <i>Elmet</i> by Fiona Mozley, <i>DNA</i> by Dennis Kelly, <i>The Tempest</i> by William Shakespeare, and rhetorical writing in <i>Voices of Dissent</i> develops essential skills for a wide range of careers. These texts explore power, morality, identity, and social justice—issues vital in professions like law, journalism, education, politics, and social work. Shakespeare's <i>The Tempest</i> teaches interpretation of complex language and themes, while <i>DNA</i> challenges students to think about ethics and peer pressure, key to psychology or criminology. <i>Elmet</i> explores family, class, and resistance, encouraging empathy and critical thinking, valuable in creative industries and public service. Studying rhetorical writing sharpens persuasive communication—essential in marketing, media, and leadership roles. Through analysis, debate, and writing, students learn to form arguments, understand diverse viewpoints, and express ideas clearly. These are crucial skills not just for academic success, but for building confidence and ambition in future career paths.					
Links to our Fulston FAMILY values	<p>Fortitude – Students will be persistently challenged and will show fortitude when approaching their new learning in English. Fortitude is also demonstrated throughout the texts they will be studying and there will be opportunities to discuss writers use of characterisation/how and where certain characters may show fortitude.</p> <p>Ambition – Excellence tasks will be included throughout the teaching of these schemes and students will be ambitious through their written work and the articulation of their verbal responses in class during discussions and questioning. In addition to this, there will be success</p>					



	<p>criteria for pupils to self and peer assess against with the aim to be continually progressing against each strand.</p> <p>Mindful – The nature of discussions surrounding characterisation and parental relationships in <i>Darkside</i>, the views and perspectives from diverse voices, creation in <i>Frankenstein</i> etc will require students to be mindful and consider their emotional responses and written responses.</p> <p>Integrity – Integrity is demonstrated throughout the study of all texts, especially when considering characterisation and how people are perceived and understood. Discussions will be developed around this and alongside writers’ intentions.</p> <p>Leadership – Students will develop their leadership skills in English through the use of class discussions and debates, pair work and group activities.</p> <p>Young Citizens - Texts will encourage students to consider what makes a good citizen, real life examples will be drawn upon with the consideration of different voices.</p>
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Extended Learning Opportunities for Key Stage 3	National Writing Competitions.
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Key Stage 4: This is a two-year learning journey for students as they work towards achieving success in two GCSEs: English Language and English Literature.

What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title GCSE Literature Eduqas Spec	An Inspector Calls by JB Priestley	A Christmas Carol by Charles Dickens	Poetry Anthology A study of a collection of 18 poems	Poetry Anthology/ Unseen poetry	Key Literature Retrieval /Revision strategies/ activities linked to key Lit texts and Language skills studied so far in preparation for PPE exams.	Key Literature Retrieval and timed tasks to practise for pace required in the exam.
Previous knowledge recalled.	Use of setting, characterisation, how playwrights create meaning, how hierarchal structures are presented in literature. Structure of play	Genre, comprehension skills, inference, characterisation, Narrative voice/ perspective, understanding of setting as symbolic/ narrative features, foreshadowing	Stanza, speaker, Imagery: Simile, Metaphor, Alliteration, Onomatopoeia, Personification. Rhythm, Rhyme, Couplet, Blank verse, Sonnet, iambic pentameter	Stanza, speaker, Imagery: Simile, Metaphor, Alliteration, Onomatopoeia, Personification. Rhythm, Rhyme, Couplet, Blank verse, Sonnet, iambic pentameter	Revision of key concepts in Literature studied so far with key focus on consolidating key points linked to the language and structure of said texts, alongside revision.	Using rhetorical devices in our writing. PERSUADER Writing for persuasion and argument. Different forms of non-fiction writing: Diary, letter, magazine article, web-page, newspaper



						report, advertisement, speech.
Language	Explore persuasive techniques, form and audience in writing. Opportunity to explore modern themes similar to AIC. Opportunity for Non-Fiction Speech/letter writing.	Explore and experiment with narrative and structural devices to engage audience. Opportunity to write an engaging piece of creative, narrative writing.	Use narrative and structural devices to engage audience. Opportunity to write an engaging piece of creative, narrative writing. Focus on characterisation, setting and plot. Could be inspired by poems studied so far.	Use narrative and structural devices to engage audience. Opportunity to write an engaging piece of creative, narrative writing. Focus on characterisation, setting and plot. Could be inspired by poems studied so far.	Compare 2 Non-Fiction texts using structured exam style questions. Use of past paper as model	Revision of key rhetorical / persuasive devices in preparation for Speaking and Listening Endorsement.
New Knowledge	<p>How the writer uses plot, setting, characterisation and dialogue to shape meaning.</p> <p>Exploration of key themes of: Personal Responsibility vs Social and Collective Responsibility, Age, Gender, Patriarchal structures and Class.</p> <p>How the play is structured to maximise tension and audience impact. Key dramatic techniques.</p> <p>Use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>How the writer uses plot, setting, characterisation and dialogue to shape meaning.</p> <p>Exploration of key themes and social/ historical context of 19th century Victorian Britain such as Poverty, Social Injustice and the power of Redemption.</p> <p>How the novella is structured in the form of an allegory/morality tale.</p> <p>Use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of</p>	<p>Explore and effectively compare a range of poems and examine how the poet uses Language, Structure and Form to create meaning.</p> <p>Exploring key themes such as Love and Relationships, Passage of Time, Change and Transformation</p> <p>Also key aspects of social / historical context from 18th to 21st century.</p> <p>Maintain a critical style and develop an informed personal response.</p> <p>Use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and</p>	<p>Key skills and practise in responding and writing about meaning, language and structure in variety of 'unseen' poems.</p> <p>Use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Maintain a critical style and develop an informed personal response.</p> <p>Language Exam Skills Writing: Communicate clearly, effectively, and imaginatively, selecting and</p>	<p>For Literature see knowledge and skills listed in previous columns.</p> <p>Language Exam Skills Reading :Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views . Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically and support this with appropriate textual references.</p>	<p>Speaking and Listening Endorsement</p> <p>Demonstrate presentation skills in a formal setting.</p> <p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</p> <p>Use spoken Standard English effectively in speeches and presentations. Language Exam Skills Writing: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support</p>



	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Maintain a critical style and develop an informed personal response.</p> <p>Language Exam Skills Writing: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>the relationships between texts and the contexts in which they were written.</p> <p>Maintain a critical style and develop an informed personal response.</p> <p>Language Exam Skills Writing: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Maintain a critical style and develop an informed personal response.</p> <p>Language Exam Skills Reading :Identify and interpret explicit and implicit information and ideas . Select and synthesise evidence from different texts AO2 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 Evaluate texts critically and support this with appropriate textual references.</p>	<p>adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>		<p>coherence and cohesion of texts</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Key Knowledge Assessment	Mid Marking Opportunity: Extract question	Mid Marking Opportunity: Extract based	Mid Marking Opportunity:	Marking Assessment:	Marking Opportunity:	Opportunity:



	<p>based on Mr Birling in Act 1. 'Write about Mr Birling and how he is presented at different points in the play.'</p> <p>End of Term Assessment: 'Write about the theme of responsibility in An Inspector Calls and how it is presented at different points in the play.'</p> <p>Language Opportunity: Imagine you're a suffragette. Write a persuasive speech encouraging other women to join the cause OR Imagine you are Eva Smith, write a persuasive letter to Mr Birling persuading him to give you and your fellow workers a pay rise.</p>	<p>question: "In A Christmas Carol, characters have different views about poverty and the poor." Write about how Dickens presents some of these different views throughout A Christmas Carol.</p> <p>End of Term Assessment: The characters in A Christmas Carol view Christmas in different ways. Write about some of these views and how Dickens presents them at different points in the novel. In previous columns.</p> <p>Language Opportunity:</p>	<p>1) Exploration of one poem studied so far. Exam style question (Part A) End of Term Assessment: Exam Style Question. (Both parts)</p> <p>Language Opportunity</p> <p>Narrative writing using poems as a springboard</p>	<p>1) Write about the poemby and its effect on you. You may wish to consider: what the poem is about and how it is organised. Consider the ideas the poet may have wanted us to think about. Consider the poet's choice of words, phrases and images and the effects they create. Consider how you respond to the poem. 2) Now compare by with by You should: compare what the poems are about and how they are organised. Compare the ideas the poets may have wanted us to think about. Compare the poets' choice of words, phrases and images and the effects they create. Compare how you respond to the poems</p>	<p>Short revision / timed tasks as chosen / devised by individual teachers</p> <p>Main Marking Focus:</p> <p>PPE Examinations Lang: Component 1: Prose Study/Prose writing. Literature: An Inspector Calls/A Christmas Carol/ Poetry Anthology</p>	<p>Language: Component 2 / Exam style questions based on 2 Non-Fiction Texts.</p> <p>Speaking and Listening Endorsement</p>
<p>Links to literacy and numeracy</p>	<p>Literacy: Key vocab: Exposition, rising action, Climax, falling action, resolution, plot, continuous action, structure, context, dramatic irony, symbolism, political/ social drama, mood, infantilise, atmosphere, onomastic symbolism, theme, character contrast, authorial voice,</p>	<p>Literacy: Key vocab: Plot, theme, character, setting, symbolism, stave, historical and social context (Victorian London), omniscient narrator, Exposition, climax, resolution, morality, novella, mood, atmosphere, imagery, allusion, descriptive</p>	<p>Literacy: Key vocab: Blank verse, caesura, end stopped, context, meter, narrative persona/voice, viewpoint, refrain, rhyme, rhythm, quatrain, octave, sestet, cinquain, ballad, elegy, ode, pastoral, sonnet, adverb, adjective, abstract noun, assonance, sibilance,</p>	<p>Literacy: Key vocab: Blank verse, caesura, end stopped, context, meter, narrative persona/voice, viewpoint, refrain, rhyme, rhythm, quatrain, octave, sestet, cinquain, ballad, elegy, ode, pastoral, sonnet, adverb, adjective, abstract noun, assonance, sibilance,</p>	<p>See Key Literacy Vocab in previous columns for key retrieval</p>	<p>Literacy: Connotation, semantic field, formal, informal language, sensory detail, emotive language, allusion, imperative verb, evocative verb, abstract/ concrete noun. Imagery: Simile, metaphor, alliteration, personification and onomatopoeia.</p>



	<p>hyperbole, juxtaposition, tension, stage directions, theme, dialogue, patriarchy, capitalism, socialism, social injustice, imperative verb, adjective, adverb, abstract noun. Anecdote, colloquial language. Simple, compound and complex sentence.</p> <p>Numeracy: Tension graph to plot key moments. Awareness of key dates between the writing of the play and the year it was set and amount of time that has elapsed since then. Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.</p>	<p>detail, allegory, dialogue, motif, connotation. Simple, compound and complex sentence, semantic field, sensory detail, evocative verb, imperative verb.</p> <p>Numeracy: Venn diagram to create character comparisons. Awareness of how much time has elapsed since the writing of this novella. Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.</p>	<p>connotation, dialect, ellipsis, euphemism, hyperbole, juxtaposition, imagery, mood, motif, oxymoron, rhetorical question, repetition, tone, colloquial language.</p> <p>Numeracy: awareness of number of lines per stanza and why this might be significant to the meaning of the poem. Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.</p>	<p>connotation, dialect, ellipsis, euphemism, hyperbole, juxtaposition, imagery, mood, motif, oxymoron, rhetorical question, repetition, tone, colloquial language</p> <p>Numeracy: awareness of number of lines per stanza and why this might be significant to the meaning of the poem. Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.</p>		<p>Simple, compound and complex sentence.</p> <p>Numeracy: Keen awareness of line numbers in exam extracts. Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.</p>
<p>Extra-Curricular opportunities</p>	<p>Students will see a live performance of Macbeth from 'Box Clever' Theatre company. Students are encouraged to enter national story and poetry writing competitions.</p>					
<p>Links to careers/aspirations</p>	<p>The Year 10 curriculum is designed to equip students with a diverse set of skills that are not only relevant to various career paths but also crucial for their personal growth and understanding of human experiences throughout history and in contemporary society. For instance, the study of <i>An Inspector Calls</i> (Yr 10) stimulates meaningful discussions on societal issues and the concept of collective responsibility, illustrating how these principles can lead to positive outcomes. This kind of critical engagement sharpens analytical skills, which are particularly beneficial in fields such as Law and Data Analysis. Similarly, the analysis of Shakespeare's <i>Macbeth</i> (Yr 11) further refines these analytical abilities, preparing students for careers that require detailed examination and interpretation. Moreover, the curriculum emphasizes the development of strong communication skills through the study of Prose, Poetry, and the Spoken Language Endorsement. These skills are essential for fostering empathy—an attribute that is invaluable in careers such as Marketing, Journalism, Business, and Public Relations. The ability to understand and articulate complex ideas is also crucial in Politics, Sales, and Leadership roles. Specifically, the study of Poetry helps to cultivate empathetic skills, which are particularly beneficial in counselling and human resources. Creative thinking and storytelling, nurtured through literary analysis, are also vital skills in Content Creation, Teaching, and Media careers. Additionally, the curriculum promotes critical thinking and research skills, which are transferable across a wide range of professions, including those in Academia. The interdisciplinary nature of Literature and Language encourages holistic problem-solving, fostering adaptability and creativity. These attributes are essential for success in innovative and rapidly evolving professions. In essence, the Year 10 curriculum not</p>					



	<p>only prepares students for a broad spectrum of careers but also nurtures the inner development needed to navigate and contribute to the complex world we live in.</p>
<p>Links to our Fulston FAMILY values</p>	<p>Fortitude – Students will be consistently challenged in their English studies, requiring them to demonstrate fortitude as they engage with new and often complex material. This resilience will be mirrored in the texts they study, where fortitude is a recurring theme. Through class discussions and analysis, students will explore how writers use characterization to depict characters who either exemplify or lack fortitude. These discussions will provide opportunities to delve into the motivations and consequences of characters' actions, deepening students' understanding of the concept of fortitude and its significance in literature and life.</p> <p>Ambition- Students will be encouraged to demonstrate ambition in their written work, discussions, questioning, and verbal responses in class. To support this, clear success criteria will be provided, enabling students to self-assess and engage in peer assessment. This approach will help them track their progress across various strands of learning, with the ultimate goal of continual improvement and mastery in each area. By setting high standards and regularly reflecting on their performance, students will be motivated to push themselves further and achieve their full potential.</p> <p>Mindful- The discussions surrounding characterisation in Literature texts, along with the exploration of views and perspectives in a range of Non-Fiction texts, require students to be both mindful and reflective. They must carefully consider their emotional responses to these texts, as well as how they articulate these reactions in their written work. This mindfulness fosters a deeper understanding of the material, encouraging students to engage thoughtfully with the diverse perspectives presented and to express their ideas in a nuanced and considerate manner.</p> <p>Integrity - Integrity is a key theme explored throughout the study of all texts, particularly in relation to characterisation and the ways in which people are perceived and understood. Students will engage in discussions that delve into how integrity is portrayed by different characters and how these portrayals align with or challenge the writers' intentions. These discussions will provide a platform for students to critically analyse the moral and ethical dimensions of the texts, deepening their understanding of integrity and its significance in both literature and real life.</p> <p>Leadership – Students will have the opportunity to develop their leadership skills in English through active participation in class discussions, debates, pair work, and group activities. These collaborative experiences will encourage them to take initiative, guide discussions, and effectively communicate their ideas while also listening and responding to others. By engaging in these interactive settings, students will build confidence in their ability to lead and contribute meaningfully to group dynamics, skills that are essential both in academic settings and beyond.</p> <p>Young Citizens - The texts studied in English will encourage students to reflect on what it means to be a good citizen, prompting them to consider the qualities and responsibilities that contribute to positive societal engagement. Real-life examples will be incorporated into these discussions, allowing students to explore and evaluate different perspectives and voices. This approach will help them connect literary themes to real-world contexts, deepening their understanding of citizenship and the diverse factors that influence it.</p>



What my child will learn in Year 11: This is a two-year learning journey for students as they work towards achieving success in two GCSEs: English Language and English Literature. GCSE English Language and Literature develop key reading, writing, and communication skills. Students study a range of texts, including novels, plays, and poetry, while learning to analyze themes and language. They also write creatively and persuasively, preparing for real-world communication and further study. Assessments are through exams only and those exams are not tiered.

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Macbeth A play by William Shakespeare Revision of Poetry Anthology Preparation for Extract based Literature Paper 1 exam.	Literature Revision for PPEs (Nov) Macbeth/ Poetry Anthology Revision of Poetry Anthology and Exam Gap Analysis post PPEs.	Key Revision and Essay writing skills An Inspector Calls/ A Christmas Carol Knowledge and essay writing skills to be structured into the first part of the lesson.	Revision/ In class timed assessments for Literature Paper 1 & 2 Macbeth/ Poetry Anthology/ Unseen Post Language PPE's structure of lessons can reflect upcoming exams.	Revision / In class timed assessments for Literature Paper 1 & 2 All texts. GCSE EXAMINATIONS	Revision GCSE EXAMINATIONS
Previous knowledge recalled	Use of setting, characterisation, how playwrights create meaning, how hierarchal structures are presented in literature. Structure of play. Knowledge about Shakespeare and some of his other plays. Experience of reading Shakespeare's language Use of Blank Verse/ iambic pentameter within structure of the play.	Exam Skills (See below) Writing in specific timed conditions. Applying revision to practice. Maintain a critical style and develop an informed personal response.	Reading Fiction and non – Fiction texts. Writing Fiction and Non Fiction Texts.	Reading Fiction and non – Fiction texts. Writing Fiction and Non Fiction Texts.	See Previous Columns and Yr 10 Curriculum intent	See Previous Columns and Yr 10 Curriculum intent
New Knowledge	How the writer uses plot, setting ,characterisation and dialogue to shape meaning.	Key Revision and retrieval of Knowledge and skills as identified.	Key Revision and retrieval of Knowledge and skills as identified.	Key Revision and retrieval of Knowledge and skills as identified.	Key Revision and retrieval of Knowledge and skills as identified.	GCSE EXAMINATIONS



	<p>Exploration of key themes of: Good vs evil, the dangers of ambition, the influence of supernatural forces, contrast between appearance and reality, loyalty, guilt and gender.</p> <p>How the play is structured to maximise tension and audience impact. Key dramatic techniques such as Dramatic Irony, use of Soliloquy and Aside to deepen understanding of character and situation.</p> <p>Use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Maintain a critical style and develop an informed</p>					
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	personal response.					
Key Knowledge Assessment	<p>How the writer uses plot, setting ,characterisation and dialogue to shape meaning.</p> <p>Exploration of key themes of: Good vs evil, the dangers of ambition, the influence of supernatural forces, contrast between appearance and reality, loyalty, guilt and gender.</p> <p>How the play is structured to maximise tension and audience impact. Key dramatic techniques such as Dramatic Irony, use of Soliloquy and Aside to deepen understanding of character and situation.</p> <p>Use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Use a range of vocabulary and sentence</p>	<p>PPE exams . Action on feedback</p> <p>Use of exemplar material to support progress</p> <p>See key knowledge from previous column for Year 10 and 11 as this key knowledge and skills will be focus for revision.</p>	<p>PPE exams . Action on feedback</p> <p>Use of exemplar material to support progress</p> <p>See key knowledge from previous column for Year 10 and 11 as this key knowledge and skills will be focus for revision.</p>	<p>PPE exams . Action on feedback</p> <p>Use of exemplar material to support progress</p> <p>See key knowledge from previous column for Year 10 and 11 as this key knowledge and skills will be focus for revision.</p>	<p>PPE exams . Action on feedback</p> <p>Use of exemplar material to support progress</p> <p>See key knowledge from previous column for Year 10 and 11 as this key knowledge and skills will be focus for revision.</p>	



	<p>structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Maintain a critical style and develop an informed personal response.</p>					
Links to literacy and numeracy	<p>Writing that is clear and legible to the reader.</p> <p>Essay Writing skills</p> <p>Accurate use of Spelling, punctuation and grammar.</p> <p>Use of varied vocabulary and sentence structures.</p> <p>Imperative verb, adjective, adverb, abstract noun. Anecdote, colloquial language. Simple, compound and complex sentence.</p> <p>Numeracy: Tension graph to plot key moments. Awareness of key dates between the writing of the play and the year it was set and amount of time that has elapsed since then. Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.</p>	<p>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences · Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Numeracy: Splitting time effectively between questions in an exam setting so that all of the paper is completed on time.</p>	<p>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences · Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Numeracy: Splitting time effectively between questions in an exam setting so that all of the paper is completed on time.</p>	<p>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences · Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Numeracy: Splitting time effectively between questions in an exam setting so that all of the paper is completed on time.</p>	<p>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences · Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Numeracy: Splitting time effectively between questions in an exam setting so that all of the paper is completed on time.</p>	<p>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences · Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Numeracy: Splitting time effectively between questions in an exam setting so that all of the paper is completed on time.</p>



<p>Extra-Curricular opportunities</p>	<p>Students will see a live performance of Macbeth from 'Box Clever' Theatre company. Students are encouraged to enter national story and poetry writing competitions.</p>
<p>Links to careers/aspirations</p>	<p>The Year 11 curriculum is designed to equip students with a diverse set of skills that are not only relevant to various career paths but also crucial for their personal growth and understanding of human experiences throughout history and in contemporary society. For instance, the study of <i>An Inspector Calls</i> (Yr 10) stimulates meaningful discussions on societal issues and the concept of collective responsibility, illustrating how these principles can lead to positive outcomes. This kind of critical engagement sharpens analytical skills, which are particularly beneficial in fields such as Law and Data Analysis. Similarly, the analysis of Shakespeare's <i>Macbeth</i> (Yr 11) further refines these analytical abilities, preparing students for careers that require detailed examination and interpretation. Moreover, the curriculum emphasizes the development of strong communication skills through the study of Prose, Poetry, and the Spoken Language Endorsement. These skills are essential for fostering empathy—an attribute that is invaluable in careers such as Marketing, Journalism, Business, and Public Relations. The ability to understand and articulate complex ideas is also crucial in Politics, Sales, and Leadership roles. Specifically, the study of Poetry helps to cultivate empathetic skills, which are particularly beneficial in counselling and human resources. Creative thinking and storytelling, nurtured through literary analysis, are also vital skills in Content Creation, Teaching, and Media careers. Additionally, the curriculum promotes critical thinking and research skills, which are transferable across a wide range of professions, including those in Academia. The interdisciplinary nature of Literature and Language encourages holistic problem-solving, fostering adaptability and creativity. These attributes are essential for success in innovative and rapidly evolving professions. In essence, the Year 10 curriculum not only prepares students for a broad spectrum of careers but also nurtures the inner development needed to navigate and contribute to the complex world we live in.</p>
<p>Links to our Fulston FAMILY values</p>	<p>Fortitude – Students will be consistently challenged in their English studies, requiring them to demonstrate fortitude as they engage with new and often complex material. This resilience will be mirrored in the texts they study, where fortitude is a recurring theme. Through class discussions and analysis, students will explore how writers use characterization to depict characters who either exemplify or lack fortitude. These discussions will provide opportunities to delve into the motivations and consequences of characters' actions, deepening students' understanding of the concept of fortitude and its significance in literature and life.</p> <p>Ambition- Students will be encouraged to demonstrate ambition in their written work, discussions, questioning, and verbal responses in class. To support this, clear success criteria will be provided, enabling students to self-assess and engage in peer assessment. This approach will help them track their progress across various strands of learning, with the ultimate goal of continual improvement and mastery in each area. By setting high standards and regularly reflecting on their performance, students will be motivated to push themselves further and achieve their full potential.</p> <p>Mindful- The discussions surrounding characterisation in Literature texts, along with the exploration of views and perspectives in a range of Non-Fiction texts, require students to be both mindful and reflective. They must carefully consider their emotional responses to these texts, as well as how they articulate these reactions in their written work. This mindfulness fosters a deeper understanding of the material, encouraging students to engage thoughtfully with the diverse perspectives presented and to express their ideas in a nuanced and considerate manner.</p> <p>Integrity - Integrity is a key theme explored throughout the study of all texts, particularly in relation to characterisation and the ways in which people are perceived and understood. Students will engage in discussions that delve into how integrity is portrayed by different characters and how these portrayals align with or challenge the writers' intentions. These discussions will provide a platform for students to critically analyse the moral and ethical dimensions of the texts, deepening their understanding of integrity and its significance in both literature and real life.</p>



	<p>Leadership – Students will have the opportunity to develop their leadership skills in English through active participation in class discussions, debates, pair work, and group activities. These collaborative experiences will encourage them to take initiative, guide discussions, and effectively communicate their ideas while also listening and responding to others. By engaging in these interactive settings, students will build confidence in their ability to lead and contribute meaningfully to group dynamics, skills that are essential both in academic settings and beyond.</p> <p>Young Citizens - The texts studied in English will encourage students to reflect on what it means to be a good citizen, prompting them to consider the qualities and responsibilities that contribute to positive societal engagement. Real-life examples will be incorporated into these discussions, allowing students to explore and evaluate different perspectives and voices. This approach will help them connect literary themes to real-world contexts, deepening their understanding of citizenship and the diverse factors that influence it.</p>
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Extended Learning Opportunities for Key Stage 4	Use of workshops and key targeted Intervention sessions.
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Key Stage 5:

What my child will learn in Year 12:

A Level Literature is a highly respected, academically rigorous subject, one valued by HE institutions and employers alike. Fulston Manor School offers a broad curriculum, featuring texts from 1600-Present across the 3 genres: poetry, prose and drama. The subject develops conceptual thinking, close analysis of texts and an understanding and appreciation of the possibilities and power of language. Students approach communication as a craft and by the end of the course become highly skilled writers and thinkers. Classroom experiences promote dialogic learning where ideas and perspectives are encouraged and shared and there are always open discussions relating to different cultures, contexts and ideologies. As a result, English Literature is invariably a horizon-broadening learning experience that promotes deep thinking and stimulates intellectual growth beyond the school setting.

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title: Teacher A	The Great Gatsby	The Great Gatsby	Shakespeare: Othello	Shakespeare: Othello	PPE Revision	Context for Native Son
Previous knowledge recalled	Some awareness of genre, literary form, context Close reading skills Critical analysis and evaluation	Some awareness of genre, literary form, context Close reading skills Critical analysis and evaluation	Shakespeare as a playwright Form and principles of classical drama Some awareness of genre,	Shakespeare as a playwright Form and principles of classical drama Some awareness of genre,	Knowledge of texts studied	Develop a rich understanding of historical, cultural, social contexts texts are written within: Modern American Literature



	<p>skills: language, form and structure</p> <p>Appreciation of how meaning is shaped in literary texts including how narrative perspective influences reader experience</p> <p>Legacy of the 19th century novel</p>	<p>skills: language, form and structure</p> <p>Appreciation of how meaning is shaped in literary texts including how narrative perspective influences reader experience</p> <p>Legacy of the 19th century novel</p>	<p>literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Basic understandin g of (literary) criticism / theory</p>	<p>literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Basic understandin g of (literary) criticism / theory</p>		
New Knowledge	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understandin g of historical, cultural, social contexts texts are written within: Modern American Literature</p>	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understandin g of historical, cultural, social contexts texts are written within: Modern American Literature</p>	<p>Develop a rich understandi ng of historical, cultural, social contexts texts are written within: the Elizabethan / Jacobean period</p> <p>Deconstructi ng extracts</p> <p>Harnessing critical views, adaptions, performances to develop arguments about texts</p>	<p>Develop a rich understandi ng of historical, cultural, social contexts texts are written within: the Elizabethan / Jacobean period</p> <p>Deconstructi ng extracts</p> <p>Harnessing critical views, adaptions, performances to develop</p>	Exam revision and exam skills	Research skills



	<p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined understanding of literary criticism, concepts and terminology: Historicism, in particular</p> <p>Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills.</p>	<p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined understanding of literary criticism, concepts and terminology: Historicism, in particular</p> <p>Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills.</p>		arguments about texts		
Key Knowledge Assessment	<p>Composing highly sophisticated, academic writing.</p> <p>Development of the novel as an art form.</p>	<p>Composing highly sophisticated, academic writing.</p> <p>Development of the novel as an art form.</p>	<p>Composing highly sophisticated, academic writing.</p> <p>Development of the play as an art form.</p>	<p>Composing highly sophisticated, academic writing.</p> <p>Development of the play as an art form.</p>	Revision Strategies	



	Will be compared to a study of Native Son in year 13 Autumn term 1	Will be compared to a study of Native Son in year 13 Autumn term 1				
Teacher B	Christina Rosetti Poetry	Christina Rosetti Poetry	Streetcar Named Desire by T. Williams	Streetcar Named Desire and course work	American Literature 1880-1940	The Duchess of Malfi- Introduction
Prior Knowledge	<p>Some awareness of genre, literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Appreciation of how meaning is shaped in literary texts including different poetic forms</p> <p>Legacy of the Romantics</p>	<p>Some awareness of genre, literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Appreciation of how meaning is shaped in literary texts including different poetic forms</p> <p>Legacy of the Romantics</p>	<p>Form and principles of modern drama</p> <p>Some awareness of genre, literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Basic understanding of (literary) criticism / theory</p>	<p>Form and principles of modern drama</p> <p>Some awareness of genre, literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Basic understanding of (literary) criticism / theory</p>	<p>Extract analysis</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p>	<p>Develop a rich understanding of historical, cultural, social contexts texts are written within the Jacobean period.</p>
Core Knowledge	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: Victorian poetry</p> <p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined</p>	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: Victorian poetry</p> <p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined</p>	<p>Close analysis of stagecraft</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: Modern American drama</p> <p>Harnessing critical views, adaptations, performances to develop arguments about texts</p>	<p>Close analysis of stagecraft</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: Modern American drama</p> <p>Harnessing critical views, adaptations, performances to develop arguments about texts</p>	<p>Develop a rich understanding of historical, cultural, social contexts texts are written within: Modern American prose</p> <p>Developing analysis of prose in academic writing</p>	<p>Develop an understanding of setting and characterisation in the play</p>



	<p>understanding of literary criticism, concepts and terminology across various LitCrit genres</p> <p>Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills.</p>	<p>understanding of literary criticism, concepts and terminology across various LitCrit genres</p> <p>Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills.</p>				
Links to literacy and numeracy	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.
Extra-Curricular opportunities	Theatre Trip in Year 12/ 13					
Links to careers/ aspirations	Embarking on A Level English Literature helps develop skills that are highly valued across a wide range of future careers. Through close reading, critical thinking, and essay writing, students learn to analyse complex ideas, communicate clearly, and construct well-reasoned arguments. These skills are essential for careers in law, journalism, education, publishing, marketing, politics, and the creative industries. Studying literature also builds empathy and cultural awareness, supporting aspirations in fields that involve working with people, ideas, and society. Overall, A Level English Literature provides a strong foundation for both academic pathways and flexible, transferable career opportunities.					
Links to our Fulston FAMILY values	<p>Fortitude – Students will be consistently challenged in their English studies, requiring them to demonstrate fortitude as they engage with new and often complex material. This resilience will be mirrored in the texts they study, where fortitude is a recurring theme. Through class discussions and analysis, students will explore how writers use characterization to depict characters who either exemplify or lack fortitude. These discussions will provide opportunities to delve into the motivations and consequences of characters' actions, deepening students' understanding of the concept of fortitude and its significance in literature and life.</p> <p>Ambition- Students will be encouraged to demonstrate ambition in their written work, discussions, questioning, and verbal responses in class. To support this, clear success criteria will be provided, enabling students to self-assess and engage in peer assessment. This approach will help them track their progress across various strands of learning, with the ultimate goal of continual improvement and mastery in each area. By setting high standards and regularly reflecting on their performance, students will be motivated to push themselves further and achieve their full potential.</p> <p>Mindful- The discussions surrounding characterisation in Literature texts, along with the exploration of views and perspectives in a range of Non-Fiction texts, require students to be both mindful and reflective. They must carefully consider their emotional responses to these texts, as well as how they articulate these reactions in their written work. This mindfulness fosters a deeper</p>					



understanding of the material, encouraging students to engage thoughtfully with the diverse perspectives presented and to express their ideas in a nuanced and considerate manner. Integrity - Integrity is a key theme explored throughout the study of all texts, particularly in relation to characterisation and the ways in which people are perceived and understood. Students will engage in discussions that delve into how integrity is portrayed by different characters and how these portrayals align with or challenge the writers' intentions. These discussions will provide a platform for students to critically analyse the moral and ethical dimensions of the texts, deepening their understanding of integrity and its significance in both literature and real life.

Leadership – Students will have the opportunity to develop their leadership skills in English through active participation in class discussions, debates, pair work, and group activities. These collaborative experiences will encourage them to take initiative, guide discussions, and effectively communicate their ideas while also listening and responding to others. By engaging in these interactive settings, students will build confidence in their ability to lead and contribute meaningfully to group dynamics, skills that are essential both in academic settings and beyond.

Young Citizens - The texts studied in English will encourage students to reflect on what it means to be a good citizen, prompting them to consider the qualities and responsibilities that contribute to positive societal engagement. Real-life examples will be incorporated into these discussions, allowing students to explore and evaluate different perspectives and voices. This approach will help them connect literary themes to real-world contexts, deepening their understanding of citizenship and the diverse factors that influence it.

What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher A	Native Son by Richard Wright	Native Son by Richard Wright	PPEs and Vernon God Little by DBC Pierre.	Vernon God Little and coursework Revision of Key Texts	Key Text Revision Public examinations	Key text Revision Public examinations
Previous knowledge recalled	Some awareness of genre, literary form, context Close reading skills Critical analysis and evaluation skills: language, form and structure Appreciation of how meaning is shaped in literary texts including how narrative perspective influences reader experience History of racial segregation in the US	Some awareness of genre, literary form, context Close reading skills Critical analysis and evaluation skills: language, form and structure Appreciation of how meaning is shaped in literary texts including how narrative perspective influences reader experience History of racial segregation in the US	Close reading skills Critical analysis and evaluation skills: language, form and structure Appreciation of how meaning is shaped in literary texts including how narrative perspective influences reader experience Culture of gun ownership and sensationalised media responses in America	Close reading skills Critical analysis and evaluation skills: language, form and structure Appreciation of how meaning is shaped in literary texts including how	Knowledge of texts studied	Knowledge of texts studied



				<p>narrative perspective influences reader experience</p> <p>Culture of gun ownership and sensationalised media responses in America</p>		
Key Knowledge	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: modern American prose</p> <p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined understanding of literary criticism, concepts and terminology across various LitCrit genres</p>	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: modern American prose</p> <p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined understanding of literary criticism, concepts and terminology across various LitCrit genres</p>	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: contemporary American prose</p> <p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined understanding of literary criticism, concepts and terminology across various LitCrit genres</p> <p>Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills.</p>	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: contemporary American prose</p> <p>Develop an understanding of ways texts are interrelated through literary traditions, movements and genres</p> <p>Develop and showcase a refined understanding of literary criticism, concepts and terminology across various LitCrit genres</p> <p>Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills.</p>	Developing analytical writing in timed conditions	Developing analytical writing in timed conditions



Key Knowledge Assessment	Individual assessment based on theme, language, character : Composing highly sophisticated, academic writing.	Individual assessment based on theme, language, character : Composing highly sophisticated, academic writing	Individual assessment based on theme, language, character : Composing highly sophisticated, academic writing	Individual assessment based on theme, language, character : Composing highly sophisticated, academic writing	Individual assessment based on theme, language, character : Composing highly sophisticated, academic writing	Public Examinations
Teacher B	The Duchess Of Malfi by John Webster	The Duchess of Malfi by John Webster	Let them Eat Chaos by Kae Tempest	Let them Eat Chaos and coursework	American Literature 1880-1940	Revision and Public exams
Prior Knowledge	<p>Jacobean Drama: characteristics and themes</p> <p>Form and principles of classical drama</p> <p>Some awareness of genre, literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Basic understanding of (literary) criticism / theory</p>	<p>Jacobean Drama: characteristics and themes</p> <p>Form and principles of classical drama</p> <p>Some awareness of genre, literary form, context</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Basic understanding of (literary) criticism / theory</p>	<p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Appreciation of how meaning is shaped in literary texts including how narrative perspective influences reader experience</p> <p>Political unrest in Millennial Britain</p>	<p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Appreciation of how meaning is shaped in literary texts including how narrative perspective influences reader experience</p> <p>Political unrest in Millennial Britain</p>	<p>Extract analysis</p> <p>Close reading skills</p> <p>Critical analysis and evaluation skills: language, form and structure</p> <p>Previous extracts studied in y12</p>	Knowledge of texts studied
Core Knowledge	<p>Develop a rich understanding of historical, cultural, social contexts texts are written within: the Elizabethan / Jacobean period</p> <p>Harnessing critical views, adaptations, performances to develop arguments about texts</p> <p>Relating unit content to themes and ideas present in the play.</p>	<p>Develop a rich understanding of historical, cultural, social contexts texts are written within: the Elizabethan / Jacobean period</p> <p>Harnessing critical views, adaptations, performances to develop arguments about texts</p> <p>Relating unit content to</p>	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: contemporary spoken word</p> <p>Develop an understanding of ways texts are interrelated through literary</p>	<p>Explore contrasts, connections and comparisons between different literary texts</p> <p>Develop a rich understanding of historical, cultural, social contexts texts are written within: contemporary American prose</p> <p>Develop an understanding of ways texts are interrelated through literary</p>	<p>Develop a rich understanding of historical, cultural, social contexts texts are written within: Modern American prose</p> <p>Developing analysis of prose in academic writing</p> <p>Recognising patterns in literature across the modern American period</p>	Application of Core Knowledge and skills in the framework of public examinations.



		themes and ideas present in the play	traditions, movements and genres Develop and showcase a refined understanding of literary criticism, concepts and terminology across various LitCrit genres Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills.	traditions, movements and genres Develop and showcase a refined understanding of literary criticism, concepts and terminology across various LitCrit genres Articulate informed, personal and creative responses to the chosen text: participation in class discussions, presentation of complex ideas and refining analytical writing skills. Development of complex analytical writing whilst drawing connections between different types of contemporary literature		
	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.	Composing highly sophisticated, academic writing.
Extra-Curricular opportunities	Theatre Trip. Lectures from Guest speakers.					
Curriculum Impact	Embarking on A Level English Literature helps develop skills that are highly valued across a wide range of future careers. Through close reading, critical thinking, and essay writing, students learn to analyse complex ideas, communicate clearly, and construct well-reasoned arguments. These skills are essential for careers in law, journalism, education, publishing, marketing, politics, and the creative industries. Studying literature also builds empathy and cultural awareness, supporting aspirations in fields that involve working with people, ideas, and society. Overall, A Level English Literature provides a strong foundation for both academic pathways and flexible, transferable career opportunities.					
Link to Fulston Values.	Fortitude – Students will be consistently challenged in their English studies, requiring them to demonstrate fortitude as they engage with new and often complex material. This resilience will be mirrored in the texts they study, where fortitude is a recurring theme. Through class discussions and analysis, students will explore how writers use characterization to depict characters who either exemplify or lack fortitude. These discussions will provide opportunities to delve into the					



motivations and consequences of characters' actions, deepening students' understanding of the concept of fortitude and its significance in literature and life.

Ambition- Students will be encouraged to demonstrate ambition in their written work, discussions, questioning, and verbal responses in class. To support this, clear success criteria will be provided, enabling students to self-assess and engage in peer assessment. This approach will help them track their progress across various strands of learning, with the ultimate goal of continual improvement and mastery in each area. By setting high standards and regularly reflecting on their performance, students will be motivated to push themselves further and achieve their full potential.

Mindful- The discussions surrounding characterisation in Literature texts, along with the exploration of views and perspectives in a range of Non-Fiction texts, require students to be both mindful and reflective. They must carefully consider their emotional responses to these texts, as well as how they articulate these reactions in their written work. This mindfulness fosters a deeper understanding of the material, encouraging students to engage thoughtfully with the diverse perspectives presented and to express their ideas in a nuanced and considerate manner.

Integrity - Integrity is a key theme explored throughout the study of all texts, particularly in relation to characterisation and the ways in which people are perceived and understood. Students will engage in discussions that delve into how integrity is portrayed by different characters and how these portrayals align with or challenge the writers' intentions. These discussions will provide a platform for students to critically analyse the moral and ethical dimensions of the texts, deepening their understanding of integrity and its significance in both literature and real life.

Leadership – Students will have the opportunity to develop their leadership skills in English through active participation in class discussions, debates, pair work, and group activities. These collaborative experiences will encourage them to take initiative, guide discussions, and effectively communicate their ideas while also listening and responding to others. By engaging in these interactive settings, students will build confidence in their ability to lead and contribute meaningfully to group dynamics, skills that are essential both in academic settings and beyond.

Young Citizens - The texts studied in English will encourage students to reflect on what it means to be a good citizen, prompting them to consider the qualities and responsibilities that contribute to positive societal engagement. Real-life examples will be incorporated into these discussions, allowing students to explore and evaluate different perspectives and voices. This approach will help them connect literary themes to real-world contexts, deepening their understanding of citizenship and the diverse factors that influence it.

Impact of Curriculum KS3 - KS5

Progressive literacy development – Students move from foundational reading and writing skills at KS3 to sophisticated analytical and evaluative writing by KS5.

Improved critical thinking – Engagement with diverse texts encourages interpretation, inference, and evaluation of ideas, themes and perspectives.

Vocabulary expansion – Exposure to literary, non-fiction, and academic texts steadily builds advanced vocabulary necessary for higher education and employment.

Confidence in communication – Structured speaking and listening activities develop the ability to present ideas clearly and participate in discussions and debates.



Cultural and historical awareness – Studying texts from different periods and cultures broadens students’ understanding of social, historical and global contexts.

Analytical essay writing skills – Students learn to structure arguments, use evidence and write coherently, skills essential for success across all subjects.

Creative expression – Opportunities for creative writing at KS3 and KS4 nurture imagination, storytelling ability, and personal voice.

Preparation for academic study – By KS5, students can engage with complex theoretical ideas, preparing them for university-level reading and research.

Media literacy development – Analysis of modern texts, speeches and media sources equips students to evaluate information critically in digital environments. Independent learning habits: Coursework; extended essays; and wider reading expectations at KS4–KS5 promote research skills and academic independence.

Enhanced empathy and social understanding – Literature encourages students to explore different experiences, viewpoints and ethical dilemmas.

Transferable employability skills – Communication, analysis, persuasion and presentation skills gained through English are highly valued in the workplace.

Assessment readiness and exam resilience – Gradual exposure to formal assessments develops exam techniques, time management and structured responses. Long-term academic progression.

The cumulative curriculum ensures that students leave KS5 with advanced literacy, analytical reasoning and communication skills that support success in higher education and professional careers.

Beyond formal qualifications, English equips students with the ability to think critically, communicate persuasively and understand the world around them. These are skills that shape confident, reflective and informed individuals long after they leave school. A strong grounding in English fosters curiosity, resilience and independence, enabling students to adapt to new challenges and opportunities throughout their lives. Whether in further study, employment or everyday decision-making, the habits of reading, writing, speaking and listening developed through English remain essential tools for personal and professional success. Ultimately, the English curriculum empowers students not only to achieve academically, but to participate fully and thoughtfully as lifelong learners and active citizens.