



Curriculum Overview 2026 2027

English Department

Department	English
Head of Department	J.Kyriacou
Department Members	N.Rogers, N.Smith, R.Abercrombie, C.Monnickendam, C.Finucane, S.Boyle, M.Beale, J.Hearn, L.Matthews, S.Jarrett.
Accommodation and Resources	Classrooms: N9, N10, N11, N12, N13, N14, N15, N16, G1, M6, M7. Situated on the top floor of N Block. We have many resources such as: a variety of fiction and non-fiction books, visualisers to aid modelled learning and 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.

Curriculum Intent	At the heart of our English curriculum is the belief that literature enables us to explore what it means to be human. Through an engaging, diverse and rigorous canon of texts, students expand their understanding of themselves, others and the wider world. Reading, writing and structured discussion serve as the primary vehicles through which students explore diverse perspectives, challenge societal assumptions and formulate articulate, evidence-based responses to complex ideas. Rather than treating Key Stage 3 merely as a preparation ground for examinations, our curriculum is carefully sequenced around a progressive inquiry journey of increasing intellectual, thematic and social complexity. Year 7: How do stories help us understand ourselves as individuals? Students begin by exploring the foundational stories that have shaped human culture for centuries. Through myths, legends, <i>Wolf Brother</i>, Shakespeare and poetry, they encounter heroes, villains, archetypes and moral dilemmas. Students consider themes of identity, belonging, courage, choice and personal growth, developing an understanding of how stories can help us reflect on our own character, values and experiences. Year 8: How does literature influence our understanding of others? Students then broaden their focus from themselves to the experiences of other people. Through texts/topics such as <i>Darkside</i>, <i>Frankenstein</i>, diverse voices and <i>Romeo and Juliet</i>, they explore ideas of prejudice, empathy, relationships, identity and belonging. They learn how literature can challenge assumptions, amplify underrepresented perspectives and deepen our understanding of lives that may differ from our own. Year 9: How do stories help us understand the world around us? In Year 9, students examine how literature reflects, critiques and shapes society. Through the study of <i>Elmet</i>, non-fiction protest writing, modern drama and <i>The Tempest</i>, students investigate power, inequality, justice, conflict and social change. They explore how writers use language to question the world around them and consider their own place within it as informed, thoughtful citizens. Moving from an exploration of self, to others, to society, the curriculum equips students with both the academic knowledge and the cultural understanding needed to thrive as readers, thinkers and members of an increasingly interconnected world. Into Key Stage 4:
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Ultimately, this learning journey fosters personal growth whilst also constructing the analytical stamina and critical voice required for Key Stage 4 success. By mastering language analysis, structural evaluation, and thematic synthesis through the lens of Self, Others, and Society, students enter Year 10 with a rich foundation of cultural capital and academic fluency. This ensures they meet the rigorous demands of Eduqas GCSE English Language and Literature not as passive exam candidates but as confident, articulate students equipped to dissect complex prose, evaluate rhetoric and interrogate power across 19th-century texts, modern drama and unseen literature.

Key Stage 5:

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.

Curriculum Implementation

Key Stage 3:

What my child will learn in Year 7:

Year 7	Term 1 & 2	Term 3	Term 4	Term 5 & 6
Unit Title	<u>Wolf Brother OR Girl of Ink and Stars</u> <u>Novel Study</u>	<u>Myths and Legends</u>	<u>Poetry</u>	<u>Shakespeare's Archetypes</u>
Previous knowledge recalled	- Word reading - Comprehension - Genre - KS2 Literacy - Creative writing – narratives and descriptions	- Some awareness of key stories from popular culture. - Guided reading - Using prompts for creative writing - KS2 SPaG	- Some awareness of how figurative language is used for impact - Creative writing - Comprehension - Some understanding of identifying themes	- Shakespeare as a playwright. - Some awareness of comedies/main plots of plays from KS2/popular culture - How language is used for impact. - Conventions of speech/article writing.
New Knowledge	Developed Comprehension Skills Decoding Using prompts for Creative writing Understanding of pre historic/middle age era Quest novel characteristics Characterisation Developing understanding of linguistic devices and ambitious vocabulary to develop creative writing.	Comprehension skills Some cultural awareness exploring different societies, peoples and cultures Characterisation Introduction of DESCRIPTIVE for creative writing Embedding technical accuracy of writing Understanding of theme Comprehension of what may influence a text Narrative writing and the characteristics of a plot/story, including	Introduced to poetic terms Creative writing Developing awareness of poetic form, rhyming schemes, meter Introduced to poetry from a range of poets How social, personal and historical contexts shape the written word Figurative language Identifying symbols and implicit meaning Embedding technical accuracy of writing	Characterisation Shakespeare's use of language for impact Introduction of PERSUADER The ideas and rhetoric of famous speeches and letters throughout history The style and rhetoric in newspaper articles and opinion pieces about the big issues of the 21st century Elizabethan England and Shakespeare's life/influences Language can be used to manipulate readers and audiences and how writers use specific approaches to do so: logos, ethos and pathos.



		narrative structures and historical retellings Cultural capital of important stories The ways stories influence the future/ways things are. Using prompts for creative writing	Exposure to cultures and stories and how they influence the self. Social injustice	The conventions and purposes of different text types: speech; letter and article Speaking and listening skills
Key Knowledge Assessment	Marking Opportunity: Writing A detailed description of a frightening encounter. You can use Torak's encounter in the novel to inspire you. End of Term Assessment: Writing Write a description of a forest at night as suggested by the images. Or: Marking Opportunity: Writing. Write a detailed description of the forgotten territories. Use Isabella's description and the images to inspire you. End of Term Assessment: Writing. Write a detailed description of the underground labyrinth. Use Isabella's descriptions and the images to inspire your idea.	Marking Opportunity Term 3: Writing - Literacy focus on creative writing task. (Writing own short myth) End of Term 3 Assessment: Reading - How is Hua Mulan presented as a strong and powerful woman in the Ballad of Mulan legend? 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? End of Term 4 Assessment: Writing – Write a detailed description of a mythical creature.	Marking Opportunity: Writing - Write a poem about identity. Focus on use of implicit detail - metaphor, symbolism. End of term/year assessment - Reading - Analysis of a poem.	Marking Opportunity Term 5 : Writing - Write a descriptive paragraph about a magical forest, with a focus on figurative language. End of term 5 assessment: Reading - How is the character portrayed as? Marking opportunity term 6 - Writing/Transactional - Speech or letter writing. End of Term 6 Assessment - Reading - How is the character portrayed as?



Links to literacy and numeracy	Key Vocab: Narrator Imagery Culture Synopsis Connotation Denotation Culture Foreshadowing Prophecy 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. Numeracy links: Tension graphs to plot key moments in the novel.	Key Vocab: Myth Symbolism Tension Conflict Culture Mythology Legend Mythical Protagonist Antagonist Deity Folklore 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. Advanced focus on technical accuracy as this is the second faster read. Numeracy links: Tension graphs to plot key moments in the novel.	Key Vocab: Interpret Suggest Explore Convey Express Describe Emphasise Contrast Compare Reflect Represent Reveal Imply Evoke Influence Perspective Attitude Emotion 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. Advanced focus on technical accuracy. Numeracy links: Venn diagrams used to draw comparisons between symbolism in poetry.	Key Vocab: Tragic Hero Foil Antagonist Protagonist Iambic Pentameter Soliloquy Monologue Dramatic Irony Hubris Archetype Dichotomy Tragedy Tragicomedy Pathos Sonnet Hubristic Redemption Supernatural Conflict 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 plays and understanding the context behind them. 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 Shakespearean archetypes. Venn diagrams to draw comparisons between different plays.
Extra-Curricular opportunities	• Poetry and creative writing competitions (nationally and in school) • Creative writing clubs within the school, run by the librarian. • Debating clubs available for a range of pupils. • Opportunities for trips			
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's Archetypes, 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	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; for example, through the adventures of the protagonists in <i>Wolf Brother</i> and <i>Girl of Ink and Stars</i>, and through the range of characters in Shakespeare's works.			



	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. Mindful – The nature of discussions surrounding characterisation, parental/platonic relationships in the two Faster Read texts, poetry and Shakespeare invite pupils to consider the lives of others as well as themselves. Students will be mindful and consider their emotional responses and written responses. 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. Leadership – Students will develop their leadership skills in English through the use of class discussions and debates, pair work and group activities. 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.
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What my child will learn in Year 8:

Year 8	Term 1	Term 2	Term 3 & 4	Term 5 & 6
Unit Title	Darkside	Diverse Voices	Frankenstein	Romeo and Juliet with Love Poetry
Previous knowledge recalled	- Word reading - Comprehension Genre Familiarity of faster read process.	- Power people hold over others/social injustice - Rhetorical Devices (PERSUADER) - Use of speech/formal writing for impact	- Structure of a play. - Some prior understanding of Victorian England. - Genre - Language/structure/form - Literacy links (Eg. Sentence types, grammar, punctuation) - Characterisation (heroes vs. villains) - Persuader/Descriptive	- Character development - Shakespeare's archetypes - Conflict - The purpose of prologues
New Knowledge	Comprehension Skills Decoding Using prompts for creative writing Engagement with extended reading Using prompts for creative writing Purpose of prologues	How minority groups may feel represented in current society. The use of rhetorical devices for impact. How poetry can be used as a form of protest. Writing for persuasion. Speaking and listening skills.	Victorian England and its influence The effect of setting Nature vs nurture Gothic conventions Effect of language/structure/form Detailed what/how/why analysis Ethics The power of nature vs. power of humans Speaking and listening skills	Elizabethan England Patriarchal structures The plot of the play Sonnet form Iambic Pentameter Petrarchan Lover The impact of patriarchal structures in history. How Shakespeare uses language to present his characters. Shakespearean tragedy. Speaking and listening skills



Key Knowledge Assessment	Marking Opportunity: Writing - Write a story full of suspense, using the picture prompt. End of Term Assessment: Writing - Write an effective description of the picture prompt.	Marking opportunity: Reading (Analytical) -How does Roger Robinson present his ideas about what paradise is in 'A Portable Paradise'? End of Term Assessment - Writing (Transactional) Write a speech to be delivered to your headteacher in which you persuade them to support your opinion that the curriculum needs to be rethought.	Marking opportunity Term 3: Writing - Literacy focus on creative writing task. (Description based on image) End of Term 3 assessment – Reading – How does the writer use language and structure to present the monster throughout Act 2? Marking opportunity Term 4 – Reading - Literacy and comprehension focus on a piece of analytical writing. End of Term 4 assessment – Writing – A gothic description/narrative.	Marking Opportunity Term 5: Reading (Analytical) - How does Shakespeare present Romeo in Act 1 Scene 1? End of Term 5 Assessment: Reading - How is a theme presented in a poem (dependent on where you are in SOW) Marking Opportunity Term 6: Reading (Transactional) Write a speech in which you express your point of view on the given prompt. End of Term 6 Assessment: Reading (Analytical) How does Shakespeare present his feelings about aging in Sonnet 73?
Links to literacy and numeracy	Key Vocab: Narrator Imagery Culture Synopsis Connotation Denotation Foreshadowing Foreboding Ambiguity Atmosphere 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. Numeracy links: Tension graphs to plot key moments	Key Vocab: Diversity Inclusion Representation Equality Stereotype Empathy Marginalised Inclusivity 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. Numeracy links: Graphs/Venn diagrams to plot key moments and find similarities and differences between speakers/topics	Key Vocab: Playwright Incessant Sinister Phenomenon Specimen Nurture Grotesque Foreshadowing Nurture 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. Numeracy links: Tension graphs to plot key moments.	Key Vocab: Tragedy Prologue Foreshadowing Feud Dramatic irony Soliloquy Sonnet Fate Iambic pentameter Monologue Rhetoric Petrarchan love 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, alongside its 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	- Poetry and creative writing competitions (nationally and in school) - Creative writing clubs within the school, run by the librarian. - Debating clubs available for a range of years			



	• Opportunities for trips
Links to careers/aspirations	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 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 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.
Links to our Fulston FAMILY values	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. 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. 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. 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. Leadership – Students will develop their leadership skills in English through the use of class discussions and debates, pair work and group activities. 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.

What my child will learn in Year 9:

Year 9	Term 1 & 2	Term 3	Term 4	Term 5 & 6
Unit Title	Elmet Novel Study	DNA	Voices of Dissent	The Tempest
Previous knowledge recalled	• Genre • Characterisation • Use of language	• 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.	• 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
New Knowledge	Narrative voice/perspective Imagery Use of dialect Extended novel Reading Use of dialect to portray character Narrative voices and how they're created	How playwrights craft their meaning. Monologues. Portrayals of leadership and hierarchy in literature. How playwrights create meaning.	Using rhetorical devices in our writing. (Aristotelian) Dissent in democracies. Speaking and listening skills. Writing for persuasion/argument.	The Golden Age of Exploration The features of a tragedy-comedy The play as Shakespeare's goodbye to the stage Hierarchies of power Extract analysis A deeper understanding of Shakespearean language



Key Knowledge Assessment	Marking Opportunity Term 1- Writing - Write a detailed description of a copse End of Term Assessment Term 1: Reading - Evaluative response to a statement Marking Opportunity Term 2 -Reading (Transactional) - Your task is to write a speech to your community, persuading them to join your cause against Mr Price. End of Term Assessment Term 2: Reading - Evaluative response to a statement. '	Marking Opportunity: Reading How is Cathy presented throughout the play? End of Term Assessment: Reading How does Kelley use the play DNA to explore ideas about gang membership?	Marking Opportunity: Reading - What were the most effective moments in Emma Watson's speech and why? End of Term Assessment: Writing - Write a persuasive speech on your opinions on the length of the school day and/or homework	Marking Opportunity Term 5: Reading - How does Shakespeare create a dramatic introduction to The Tempest? End of Term 5 Assessment: Reading - How does Shakespeare present Prospero's relationship with Caliban? Marking Opportunity Term 6: Reading OR Writing - How is '...' presented in this scene? OR Write a detailed description of a storm/shipwreck based on these images 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	Key Vocab: Isolation Flashback Narrative perspective Foreshadowing Connotations Denotations Inference Culture Copse Additional Literacy Links: 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. Numeracy links: Tension graphs to plot key moments in the novel.	Key Vocab: Consequence Dynamic Profound Volatile Retaliate Alienation Incriminate Dialogue Monologue Foreshadowing Characterisation Additional Literacy Links: 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 and structural devices. Oracy skills also practiced through evaluative tasks and discussions around key themes in the text. Numeracy links: Tension graphs to plot key moments.	Key Vocab: Dissent Advocate Rhetoric Subverts Resilient Conformity Ostracize Anecdote Ethos Pathos Logos 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. Numeracy links: Venn diagrams to create comparisons/scaffolding to evaluative writing	Key Vocab: Tempest Tragicomedy Tragedy Soliloquy Iambic Pentameter Colonialism Foreshadowing Dramatic Irony Supernatural 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, 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 The Tempest. Venn diagrams to draw comparisons between different plays studied in Y7 & 8/ different characters.



Extra-Curricular opportunities	- Poetry and creative writing competitions (nationally and in school) - Creative writing clubs within the school, run by the librarian. - Debate clubs run for various years - Opportunities for trips
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 creative 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	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. 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. Mindful – The nature of discussions surrounding characterisation, parental/platonic relationships in <i>Elmet</i>, <i>DNA</i> and <i>The Tempest</i>. Additionally, the views and perspectives from diverse voices and regarding racial identity in <i>Voices of Dissent</i> and <i>The Tempest</i> will require students to be mindful and consider their emotional responses and written responses. 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. Leadership – Students will develop their leadership skills in English through the use of class discussions and debates, pair work and group activities. 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.

Extended Learning Opportunities for Key Stage 3	Use of knowledge organisers for Homework, which allows pupils to take ownership of their own learning. Resources are also made available on ClassCharts and Google Classroom for further learning.
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Key Stage 4:

What my child will learn in Year 10:

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	An Inspector Calls with Language Component 2, Section B	A Christmas Carol with Language Component 2, Section B	Poetry Anthology with Language Component 1, Section A	Poetry Anthology/ Unseen poetry with Language Component 1 Section B	Literature revision for PPEs with Language Component 2 and Speaking & Listening preparation	Language Component 2 with Literature revision
Previous knowledge recalled	Use of setting, characterisation How playwrights create meaning	Conventions of genre Comprehension skills, inference characterisation	Stanza, speaker, Imagery: Simile, Metaphor, Alliteration, Onomatopoeia, Personification.	Stanza, speaker, Imagery: Simile, Metaphor, Alliteration, Onomatopoeia, Personification.	Revision of key concepts in Literature studied so far with key focus on consolidating key points linked	The use of PERSUADER and other rhetorical devices



	How hierarchical structures are presented in literature Structure of a play Use of persuasive devices to convey ideas	Narrative voice/ perspective understanding of setting as symbolic Narrative features foreshadowing.	Rhythm, Rhyme, Couplet, Blank verse, Sonnet, iambic pentameter.	Rhythm, Rhyme, Couplet, Blank verse, Sonnet, iambic pentameter	to the language and structure of said texts. The use of PERSUADER and other rhetorical devices	Writing for persuasion and argument. Different forms of non-fiction writing: review, letter, magazine article, newspaper report, speech.
New Knowledge	Literature Exam Skills How the writer uses plot, setting, characterisation and dialogue to shape meaning Exploration of key themes of: Personal Responsibility vs. Social and Collective Responsibility, Age, Gender, Patriarchal structures and class How the play is structured to maximise tension and audience impacts Key dramatic techniques Use of textual references, including quotations to create meanings and effects, using relevant subject terminology where appropriate Maintain a critical style and develop an informed personal response Use a range of vocabulary and	Literature Exam Skills How the writer uses plot, setting, characterisation and dialogue to shape meaning. Exploration of key themes and social/ historical context of 19th century Victorian Britain such as Poverty, Social Injustice and the power of Redemption. How the novella is structured in the form of an allegory/morality tale. Use of textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.	Literature Exam Skills Explore and effectively compare a range of poems and examine how the poet uses Language, Structure and Form to create meaning. Exploring key themes such as Love and Relationships, Passage of Time, Change and Transformation Also key aspects of social / historical context from 18th to 21st century. Maintain a critical style and develop an informed personal response. Use of textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	Literature Exam Skills Key skills and practise in responding and writing about meaning, language and structure in variety of 'unseen' poems. Use of textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Maintain a critical style and develop an informed personal response. Language Exam Skills Writing: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	For Literature see knowledge and skills listed in previous columns. 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.	Speaking and Listening Endorsement Demonstrate presentation skills in a formal setting. Listen and respond appropriately to spoken language, including to questions and feedback to presentations. 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 coherence and cohesion of texts Use a range of vocabulary and sentence structures for



	sentence structures for clarity, purpose and effect, with accurate spelling, grammar and punctuation Language Exam Skills: Writing Communicate clearly, effectively and imaginatively Selecting and adapting tone, style and registers for different text types, audiences and purposes Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling, grammar and punctuation	Maintain a critical style and develop an informed personal response. 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 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Show understanding of the relationships between texts and the contexts in which they were written. Maintain a critical style and develop an informed personal response. 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.	Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		clarity, purpose and effect, with accurate spelling and punctuation.
Key Knowledge Assessment	Mid Term Assessment: Extract question based on Mr Birling in Act 1. Write about Mr Birling and how he is presented at different	Mid Term Assessment: Extract based question: 'In A Christmas Carol, characters have different views about poverty and the poor.' Write about how	Mid Term Assessment: 1) [Poem] is a poem about [theme]. Discuss how [poet] explores [theme] through the poem.	Mid Term Assessment: 1)Write about the poem by and its effect on you. You may wish to consider: what the poem is about and how it	Main Marking Focus: PPE Examinations Lang: Component 1: Prose Study/Prose writing.	Mid term Assessment: Marked section A End of term Assessment:



	points in the play. End of Term Assessment: Extract question based on the theme of responsibility. Write about the theme of responsibility and how it is presented at different points in the play.	Dickens presents some of these different views throughout A Christmas Carol. 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.	2) From the anthology, select another poem which examines [theme]. Compare how the theme is explored in [poem] and one other poem you have studied End of Term Assessment: 1) [Poem] is a poem about [theme]. Discuss how [poet] explores [theme] through the poem. 2) From the anthology, select another poem which examines [theme]. Compare how the theme is explored in [poem] and one other poem you have studied	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	Literature: An Inspector Calls/A Christmas Carol/Poetry Anthology Marking Opportunity: Short revision / timed tasks as chosen / devised by individual teachers Marking of students' speaking and listening	Marked Section B
Links to literacy and numeracy	Key Vocab: Context Dramatic irony Symbolism Political drama Social drama Infantilise Atmosphere Thesis Morality Symbolism Theme Character contrast Authorial voice Hyperbole Juxtaposition Tension Stage directions Patriarchy Capitalism Socialism	Key vocab: Symbolism Stave Omniscient narrator Morality, Novella Allusion Allegory Motif, Connotation Semantic field Sensory detail Evocative Poverty Redemption Transformation Numeracy: Venn diagram to create character comparisons.	Literacy: Key vocab: Blank verse Caesura Meter Viewpoint Refrain Quatrain Octave Sestet Ballad Elegy Ode Pastoral Sonnet Assonance Sibilance Connotation Dialect Ellipsis Euphemism Hyperbole Juxtaposition Motif Oxymoron	Literacy: Key vocab: Blank verse Caesura Meter Viewpoint Refrain Quatrain Octave Sestet Ballad Elegy Ode Pastoral Sonnet Assonance Sibilance Connotation Dialect Ellipsis Euphemism Hyperbole Juxtaposition Motif Oxymoron	Literacy: Key Vocab: See Key Literacy Vocab in previous columns.	Literacy: Key Vocab Connotation semantic field Formal and informal language Sensory detail Emotive language Allusion Tension Cumulative Onomatopoeia Lexical choice Simple, compound and complex sentences. Numeracy: Keen awareness of line numbers in exam extracts



	Simple, complex and compound sentence 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. Timelines of key events in the play and the key events at the play's time of writing. Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.	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.	Rhetorical question Colloquial language Numeracy: Keen awareness of line numbers in exam extracts Awareness of the 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.	Rhetorical question Colloquial language Equilibrium Numeracy: Awareness of the 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.		Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.
Extra-Curricular opportunities	Students may have opportunities to enjoy a theatre production of one or two Key texts chosen for Literature. Opportunities to enter poetry and story writing competitions both in – house and nationally.					
Links to careers/aspirations	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> 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. Moreover, the curriculum emphasises 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. 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 personal development needed to navigate and contribute to the complex world we live in.					
Links to our Fulston FAMILY 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.
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What my child will learn in Year 11:

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Macbeth By William Shakespeare (& Language Component 2 Revision)	English Language Revision (C1 & C2) With An Inspector Calls Revision	Revision	Revision	Revision and GCSE Examinations	GCSE Examinations
Previous knowledge recalled	Use of setting and characterisation How playwrights create meaning, how hierarchical 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	Exam Skills (See below) Writing in specific timed conditions. Applying revision to practice. Maintain a critical style and develop an informed personal response.	Consolidation of knowledge listed in previous columns and year 10 overview.	Consolidation of knowledge listed in previous columns and year 10 overview.	Consolidation of knowledge listed in previous columns and year 10 overview.	Consolidation of knowledge listed in previous columns and year 10 overview.



	within the structure of the play. The various formats transactional writing can take					
New Knowledge	Literature Exam Skills: How the writer uses plot, setting, characterisation and dialogue to shape meaning. 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. 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. Use of textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure	Lit Paper 1: Shakespeare and Poetry Anthology How to identify important parts of the exam question. How to analyse an extract in relation to the question and select relevant, supported points. (AO1) How to use relevant quotes effectively and analyse them in detail. (AO1) How to analyse the language and the structure of the text (AO2) How to develop ideas about the question in relation to other parts of the play /poems How to relate the text to its contexts and purpose. Historical and social contexts (AO3) Language Component 2 19th and 21st century Reading	Key revision of knowledge and skills for both Language and Literature GCSE exams.	Key revision of knowledge and skills for both Language and Literature GCSE exams.	Key revision of knowledge and skills for both Language and Literature GCSE exams.	Final revision sessions for Language Component 2



	used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Maintain a critical style and develop an informed personal response. 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 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	and Transactional/ Persuasive Writing Reading Section:40 marks. 6 Questions based on 2 Non-Fiction Unseen texts, testing students ability to: 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 AO4 Evaluate texts critically and support this with appropriate textual references				
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		Writing Section: 40 marks. Students need to complete 2 non-fiction/ persuasive writing tasks. (AO5/6) See Literacy below.				
Key Knowledge Assessment	Mid term assessment: 15 mark extract question on Act 2, Scene 2 <i>How might an audience respond to this part of the play?</i> End of Term Assessment: Full Literature paper 1, Section A (15 and 25 mark question)	Walking Talking PPE to practice skills for Language Component 2 (Eduqas) PPEs begin 2nd week of term 9th November 2026	Walking Talking papers to practice	A blend of Walking Talking PPEs for both literature and language, leading to fortnightly assessments. These will be assessed via a blend of self-assessment, peer assessment, comment only marking and full teacher assessments with numerical grades.	A blend of Walking Talking PPEs for both literature and language, leading to fortnightly assessments. These will be assessed via a blend of self-assessment, peer assessment, comment only marking and full teacher assessments with numerical grades.	Focused assessment on Language Component 2
Links to literacy and numeracy	Key Vocab: Iambic pentameter Trochee Trochaic tetrameter Regicide Hameantia Hubris Jacobean Ominous Anagnorisis Peripeteia Remorse Prophetic Machiavellian Malevolent Conspire Numeracy: Tension graph to plot key moments. Awareness of key dates within the context of the play and their relevance to its plot and purpose	Key Vocab: Consolidation of previous vocabulary An increased focus on students' ability to: 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.	Consolidation of all previous vocabulary and skills in preparation for the GCSE examinations	Consolidation of all previous vocabulary and skills in preparation for the GCSE examinations	Consolidation of all previous vocabulary and skills in preparation for the GCSE examinations	Consolidation of all previous vocabulary and skills in preparation for the GCSE examinations



	Awareness of time and how to divide time according to tasks which need to be completed in specific timed conditions.	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Numeracy: Splitting time effectively between questions in an exam setting so that all of the paper is completed on time.				
Extra-Curricular opportunities	Students may have opportunities to enjoy a theatre production of Macbeth. Opportunities to enter poetry and story writing competitions both in – house and nationally. Opportunities to debate and persuade through Clubs, school and community initiatives.					
Links to careers/ aspirations	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> 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.					
Links to our Fulston FAMILY 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.

Extended Learning Opportunities for Key Stage 4	
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Key Stage 5:

What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher A: Unit Title	<u>The Great Gatsby</u> <u>By F.Scott Fitzgerald</u>		<u>Othello</u> <u>By William Shakespeare</u>		<u>PPE Revision</u>	<u>Native Son</u> <u>Context</u> <u>introduction</u>
Previous knowledge recalled	- Awareness of genre, literary form and context. - Close reading skills. - Critical analysis and evaluation skills. - Consideration of characterisation. - Consideration of how meaning is shaped through narrative perspectives.		- Shakespeare as a playwright. - Form and principles of classical drama. - Features of a tragedy. - Some awareness of literary form and context. - Close reading skills. - Critical analysis of language, form and structure. - Awareness of literary criticism/theory.		- All content of texts previously studied. - Awareness of exam layout, essay structures and assessment objectives.	- Some awareness of setting and the context of the time period. - How meaning is shaped through narrative perspectives.
Key new knowledge linked to assessment objectives	Context: 1920s America, the Jazz Age, consumerism, and the decay of the American Dream. (AO3) Craft: Unreliable narration, structural pacing, symbolism, and motif tracking. (AO1) Critical Lenses: Introduction to critical theory. (AO5) Theme Analysis: The illusion of love, time and memory, class mobility, and moral corruption. (AO1) Essay Craft: Constructing sustained academic arguments and synthesizing critical interpretations (AO1, AO3, AO5)		Genre & Form: Jacobean tragedy, Aristotelian tragic hero, hamartia, and domestic tragedy dynamics. (AO1/AO5/AO2) Context: Renaissance Venetian and Cypriot settings, racial attitudes, misogyny, and patriarchal power. Character & Motif: Machiavellian villainy, psychological manipulation, dramatic irony, and sight/blindness motifs. Assessment Focus: Extract-based dramatic analysis (AO1, AO2, AO5) Critical Theory: Post-colonial, Feminist, and Psychoanalytic readings of <i>Othello</i>.		Exam Technique: planning under timed conditions, effective extract annotation, and AO balancing. Synoptic Links: Connecting contextual drivers to stylistic choices. Assessment: Year 12 PPE (Mock Examinations)	Context: 1930s Chicago, Jim Crow America, racial segregation, and socio-economic determinism. Genre & Style: Naturalism vs. Realism, urban elements, and protest literature. Preparation for Y13: Setting up the comparative prose foundation (<i>Gatsby</i> vs <i>Native Son</i>).
Teacher B: Unit Title	<u>Christina Rossetti Poetry</u>		<u>A Streetcar Named Desire & Coursework Writing</u>		<u>Unseen American Literature 1880-1940</u>	<u>The Duchess of Malfi Introduction</u>
Previous knowledge recalled	Poetic analysis, metric structures, and imagery from GCSE English Literature		Modern drama conventions and theatrical staging elements studied at Key Stage 4.		American historical and cultural contexts studied previously.	Shakespearean and classical tragic drama conventions studied in <i>Othello</i> (Teacher A)



	- Understanding of Victorian social norms, religious context, and gender roles - Close reading and annotation skills for poetic texts - Formulating comparative and thematic arguments.	- Character dynamics, dialogue analysis, and dramatic conflict. - Structural essay planning and academic thesis formulation. - Basic research methods and independent study skills.	- Timed close reading and analysis of unseen literary extracts. - Identifying literary techniques, narrative perspectives, and stylistic devices	- Critical evaluation of language, form, and dramatic structure. - Socio-historical context, court dynamics, and dramatic irony.
Key new knowledge linked to assessment objectives	Poetic Craft: Form, meter, rhythm and stylistic choices across selected Rossetti poems. Themes: Devotion, temptation, gender roles, mortality, renunciation and Victorian societal expectations. Context: Anglo-Catholicism, Victorian fallen women, and 19th-century gender politics. Critical Lenses: Feminist readings and biographical/religious interpretations.	Dramatic Craft: theatre/staging (lighting, music, sound motifs), tragic structure, and dialogue dynamics in 20th-century American drama. Coursework Launch: formulating an independent research question, and structuring an academic literature essay.	Analytical Strategy: Annotating unseen American literary extracts under timed conditions. Literary Movements: Realism, Naturalism, the Gilded Age, Harlem Renaissance, and Modernism	Dramatic Technique: Soliloquies, macabre symbolism, dramatic irony, and subversion of female archetypes. Setting up for Y13

What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher A: Unit Title	<u>Native Son</u> <u>By Richard Wright</u>		<u>PPEs/ Vernon God Little/</u> <u>Coursework Writing</u>		<u>Revision/Exam Preparation</u>	
Previous knowledge recalled	- Socio-historical context of 1930s Chicago, Jim Crow laws, and racial segregation introduced in Term 6 of Year 12. - prose analysis and narrative perspective techniques. - Concepts of Naturalism, Realism, and socio-economic determinism. - Critical analysis skills and application of theoretical lenses		- Coursework proposal, text choices, and comparative draft skills established in Year 12. - Satirical prose conventions, contemporary narrative voice, and dark humor. - Exam layouts, timing, and assessment objective weightings		- Complete knowledge of core prose and drama set texts (<i>The Great Gatsby</i>, <i>Native Son</i>, <i>Othello</i>) - Comparative prose essay structures, extract annotation strategies, and time management skills.	
Key new knowledge linked to assessment objectives	Textual Analysis: Detailed study of Bigger Thomas's character trajectory, symbolism and narrative structure across Books 1, 2, and 3 (Fear, Flight, Fate). Comparative Synthesis: Structuring a comparative prose essay uniting <i>The Great Gatsby</i> and <i>Native Son</i> (AO1, AO5, AO3, AO4) Assessment Focus: Comparative A Level prose essay practice.		Coursework Finalisation: Line-editing, embedding critical perspectives (AO5), and polishing comparative literature essays for final submission. Contemporary Satire (Vernon God Little): Postmodern narrative voice, media sensationalism, commercialism, and critique of 21st-century American culture.		Essay Writing Mastery: Speed-planning, cross-textual synthesis, refining highly ambitious academic vocabulary and thesis optimisation under strict exam conditions. Targeted Exam Drills: Extract-to-whole responses, handling unseen elements and addressing feedback from Y13 PPEs	
Teacher B: Unit Title	<u>The Duchess of Malfi</u> <u>By John Webster</u>		<u>PPEs/ Let Them Eat Chaos/</u> <u>Coursework Writing</u>		<u>Revision/Exam Preparation</u>	
Previous knowledge recalled	- Drama conventions, court dynamics, corruption and tragic features studied and introduced in Term 6 of Year 12. - Close reading of dramatic verse, soliloquies and dramatic irony.		- Rossetti poetry analysis techniques and contemporary poetic form. - Independent research, critical synthesis, and academic essay structuring skills for coursework.		- Complete knowledge of core prose and drama set texts (<i>Rossetti Poetry</i>, <i>Unseen American Literature</i>) - Comparative prose essay structures, extract	



	Subversion of female archetypes and patriarchal structures.	Exam layouts and timing strategies from Year 12.	annotation strategies, and time management skills.
Key new knowledge linked to assessment objectives	Dramatic Analysis: The malcontent archetype, macabre motifs, corruption, madness and tragic resolution in drama. Contextual Framing: Anti-Catholicism, James I's court, Renaissance gender politics, and macabre aesthetics. Assessment Focus: drama essay writing.	Coursework Finalisation: Line-editing, embedding critical perspectives (AO5), and polishing comparative literature essays for final submission. Contemporary Poetic Form (<i>Let Them Eat Chaos</i> by Kate Tempest): Spoken word rhythm, socio-political commentary, alienation, climate anxiety and modern poetic voice.	Essay Writing Mastery: Speed-planning, cross-textual synthesis, refining highly ambitious academic vocabulary and thesis optimisation under strict exam conditions. Targeted Exam Drills: Extract-to-whole responses, handling unseen elements and addressing feedback from Y13 PPEs

<u>Curriculum Impact</u>	Our English curriculum shapes articulate, critical, and empathetic individuals who view literature as a lens through which to understand human nature, critique power and participate meaningfully in societal discourse. By engaging with a diverse canon of texts across centuries, genres and cultures, students develop the analytical fluency, persuasive voice and written stamina required for academic excellence and future professional leadership. Beyond formal qualifications, the study of English at Fulston Manor equips students with lifelong skills: evaluating complex rhetoric in an information-rich world, appreciating cultural nuance and expressing independent thought with clarity and conviction. Whether progressing to higher education in the humanities, law, media, or social sciences, or entering the workforce, our students leave as discerning readers, confident communicators, and informed global citizens.
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