



Wanstead High School

Education with Character

English Curriculum Content 2024 - 25

Key Stage 3 - Year 7, 8 & 9

Key Stage 4 - Year 10 & 11

Key Stage 5 - Year 12 & 13



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English Year 7

In Year 7, pupils receive 8 lessons of English each fortnight.

English inspires pupils to develop Education with Character through the way the curriculum is organised. The choices reflect the best of writing in English from Britain and across the world. The topics we study are designed to be challenging and thought provoking and deal with some of the key issues that young people face growing up in the 21st century. Texts chosen for study are a selection from our culture that may provoke lively discussion and debate and lead to interesting, intelligent written and spoken outcomes. In each Key Stage 3 year we cover topics that are important to the pupils and allow them to develop their active learning skills which are crucial for success beyond Key Stage 3. In each year we cover a range of texts including: fiction, non-fiction, plays and poetry. The curriculum allows pupils to read widely, develop a critical voice and experiment with their own writing style. During the academic year we also offer a range of enrichment opportunities such as: Poetry Week, World Book Day, National Writing Day, Wanstead Reading Projects, competitions and theatre visits.

Skills that we develop during English lessons:

Reading Skills:

- Use a **range of strategies**, including accurate decoding of text, to read for meaning.
- **Understand, describe, select or retrieve** information, events or ideas from texts and use quotation and reference to text.
- **Deduce, infer or interpret** information, events or ideas from texts.
- Identify and comment on the **structure and organisation** of texts, including grammatical and presentational features at text level using technical terminology.
- Explain and comment on **writers' use of language**, including grammatical and literary features at word and sentence level.
- Identify and comment on **writers' purposes and viewpoints**, and the overall effect of the text on the reader.
- Relate texts to their **social, cultural and historical traditions**.
- Comparing **ideas within** texts.

Writing Skills:

- Write **imaginative, interesting** and **thoughtful** texts. Producing texts which are appropriate to task, reader and purpose.
- Use **Standard English** for all formal writing.
- **Organise and present** whole texts effectively, sequencing and structuring information, using paragraphs.

Speaking and listening skills:

- Speaking **confidently** and without hesitation
- Use standard and sophisticated language
- Consider expression, tone, eye contact and body language

What is taught? (Thematic approach)	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Childhood	Term 1	<ul style="list-style-type: none"> • Myths and Legends from around the world • Poetry week • Childhood poetry • Dickens – 'Oliver' • Autobiography – non-fiction • Reading projects 	<ul style="list-style-type: none"> • Challenging range of texts selected • Stretch and challenge tasks every lesson • Leadership opportunities (during discussions and group work) • Ambitious success criteria for writing tasks

Extraordinary Experiences	Term 2	<ul style="list-style-type: none"> • Non-fiction – Explorers • Short story competition (Redbridge) • Class novel • ‘Frankenstein’ – play version • Reading projects 	<ul style="list-style-type: none"> • Suggested reading lists for wider reading • Independent research tasks • Presentations in front of peers • Links made to GCSE demands to push pupils • Opportunity to perform poetry/drama
Love and Relationships	Term 3	<ul style="list-style-type: none"> • ‘Romeo and Juliet’ • Love poetry • Literary Shorts – short stories • Preparation for end of year assessment • Reading projects 	

How are pupils informally and formally assessed?	<p>Assessments include:</p> <ul style="list-style-type: none"> • Essays (reading and analytical skills) • Creative writing • Non-fiction writing • Presentations (speaking and listening skills)
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Developing Independent and Home Learning Skills	<ul style="list-style-type: none"> • Home learning is set on Google Classroom and reflects the theme of the given term • Wanstead Reading Project – termly task to encourage reading for pleasure and culminates in a presentation at the end of each term.
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Useful e-Learning Resources (e.g., web links)	<p>https://www.bbc.co.uk/bitesize/subjects/z3kw2hv https://www.bl.uk/ https://www.shakespearesglobe.com/ https://readingagency.org.uk/books/</p>
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Equipment for lessons	<ul style="list-style-type: none"> • Two black or blue pens • Ruler • Pencil • Highlighter • Colouring pencils • Green pen • Glue stick • Reading book
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Enrichment activities	<ul style="list-style-type: none"> • Poetry Week • World Book Day • National Writing Day, • Wanstead Reading Projects • Writing competitions (National and School based) • Theatre visits • Summer Reading Challenge
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Careers curriculum	We apply skills that we develop in English class to real-life scenarios (such as persuasive writing)
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Head of Department and email contact	<p>Ms A Malik (Head of Department) a.malik@wansteadhighschool.co.uk Ms C Gorczak (Key Stage 3 Coordinator) c.gorczak@wansteadhighschool.co.uk</p>
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English Year 8

Pupils receive 8 lessons of English each fortnight.

English inspires pupils to develop Education with Character through the way the curriculum is organised. The choices reflect the best of writing in English from Britain and across the world. The topics we study are designed to be challenging and thought provoking and deal with some of the key issues that young people face growing up in the 21st century. Texts chosen for study are a selection from our culture that may provoke lively discussion and debate and lead to interesting, intelligent written and spoken outcomes. In each Key Stage 3 year we cover topics that are important to the pupils and allow them to develop their active learning skills which are crucial for success beyond Key Stage 3. In each year we cover a range of texts including: fiction, non-fiction, plays and poetry. The curriculum allows pupils to read widely, develop a critical voice and experiment with their own writing style. During the academic year we also offer a range of enrichment opportunities such as: Poetry Week, World Book Day, National Writing Day, Wanstead Reading Projects, competitions and theatre visits.

Skills that we develop during English lessons:

Reading Skills:

- Use a **range of strategies**, including accurate decoding of text, to read for meaning.
- **Understand, describe, select or retrieve** information, events or ideas from texts and use quotation and reference to text.
- **Deduce, infer or interpret** information, events or ideas from texts.
- Identify and comment on the **structure and organisation** of texts, including grammatical and presentational features at text level using technical terminology.
- Explain and comment on **writers' use of language**, including grammatical and literary features at word and sentence level.
- Identify and comment on **writers' purposes and viewpoints**, and the overall effect of the text on the reader.
- Relate texts to their **social, cultural and historical traditions**.
- Comparing **ideas within texts**.

Writing Skills:

- Write **imaginative, interesting and thoughtful** texts. Producing texts which are appropriate to task, reader and purpose.
- Use **Standard English** for all formal writing.
- **Organise and present** whole texts effectively, sequencing and structuring information, using paragraphs.
- **Speaking and listening skills:**
- Speaking **confidently** and without hesitation.
- Use standard and sophisticated language.
- Consider expression, tone, eye contact and body language.

What is taught? (Thematic approach)	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Conflict	Term 1	<ul style="list-style-type: none"> • War poetry • "Now or Never" • Poetry week • Creative Writing skills • Reading projects 	<ul style="list-style-type: none"> • Challenging range of texts selected • Stretch and challenge tasks every lesson • Leadership opportunities (during discussions and group work) • Ambitious success criteria for writing

Crime	Term 2	<ul style="list-style-type: none"> • Class novel - 'The Giver' • Murder Mystery stories and Literary Shorts • Language skills • Short story competition (Redbridge) • Sherlock Holmes • Reading projects 	<p>tasks</p> <ul style="list-style-type: none"> • Suggested reading lists for wider reading • Independent research tasks • Presentations in front of peers • Links made to GCSE demands to push pupils • Opportunity to perform poetry/drama
Fear/Gothic	Term 3	<ul style="list-style-type: none"> • Gothic extracts • Poetry- "The Rime of the Ancient Mariner" • Play- The Curious Incident of the Dog in the Night-Time • Preparation for end of year assessment • Reading projects 	

How are pupils informally and formally assessed?	<p>Assessments include:</p> <ul style="list-style-type: none"> ▪ Essays (reading and analytical skills) ▪ Creative writing ▪ Non-fiction writing ▪ Presentations (speaking and listening skills)
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Developing Independent and Home Learning Skills	<ul style="list-style-type: none"> ▪ Home learning is set on Google Classroom and reflects the theme of the given term ▪ Wanstead Reading Project – termly task to encourage reading for pleasure and culminates in a presentation at the end of each term.
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Useful e-Learning Resources (e.g., web links)	<p>https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</p> <p>https://www.bl.uk/</p> <p>https://www.shakespearesglobe.com/</p> <p>https://readingagency.org.uk/books/</p>
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Equipment for lessons	<ul style="list-style-type: none"> • Two black or blue pens • Ruler • Pencil • Highlighter • Colouring pencils • Green pen • Glue Stick • Reading book
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Enrichment activities	<ul style="list-style-type: none"> • Poetry Week • World Book Day • National Writing Day, • Wanstead Reading Projects • Writing competitions (National and School based) • Theatre visits • Summer Reading Challenge
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Careers curriculum

We apply skills that we develop in English class to real-life scenarios (such as persuasive writing).

Head of Department and email contact

Ms A Malik (Head of Department)
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Ms C Gorczak (Key Stage 3 Coordinator)
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English Year 9

In Year 9 pupils receive 7 lessons of English each fortnight.

English inspires pupils to develop Education with Character through the way the curriculum is organised. The choices reflect the best of writing in English from Britain and across the world. The topics we study are designed to be challenging and thought provoking and deal with some of the key issues that young people face growing up in the 21st century. Texts chosen for study are a selection from our culture that may provoke lively discussion and debate and lead to interesting, intelligent written and spoken outcomes. In each Key Stage 3 year we cover topics that are important to the pupils and allow them to develop their active learning skills which are crucial for success beyond Key Stage 3. In each year we cover a range of texts including: fiction, non-fiction, plays and poetry. The curriculum allows pupils to read widely, develop a critical voice and experiment with their own writing style. During the academic year we also offer a range of enrichment opportunities such as: Poetry Week, World Book Day, National Writing Day, Wanstead Reading Projects, competitions and theatre visits.

Skills that we develop during English lessons:

Reading Skills:

- Use a **range of strategies**, including accurate decoding of text, to read for meaning.
- **Understand, describe, select or retrieve** information, events or ideas from texts and use quotation and reference to text.
- **Deduce, infer or interpret** information, events or ideas from texts.
- Identify and comment on the **structure and organisation** of texts, including grammatical and presentational features at text level using technical terminology.
- Explain and comment on **writers' use of language**, including grammatical and literary features at word and sentence level.
- Identify and comment on **writers' purposes and viewpoints**, and the overall effect of the text on the reader.
- Relate texts to their **social, cultural and historical traditions**.
- Comparing **ideas within** texts.
- **Writing Skills:**
- Write **imaginative, interesting** and **thoughtful** texts. Producing texts which are appropriate to task, reader and purpose.
- Use **Standard English** for all formal writing.
- **Organise and present** whole texts effectively, sequencing and structuring information, using paragraphs.
- **Speaking and listening skills:**
- Speaking **confidently** and without hesitation
- Use standard and sophisticated language
- Consider expression, tone, eye contact and body language

What is taught? (Thematic approach)	When is it taught	Reading list and Literacy focus	Where the curriculum is ambitious
Hopes and Dreams	Term 1	<ul style="list-style-type: none"> • Poets Speak Out • Poetry week • Class novel- 'The Outsiders' or 'Mortal Engines' • Language skills- Non-fiction • Reading projects 	<ul style="list-style-type: none"> • Challenging range of texts selected • Stretch and challenge tasks every lesson • Leadership opportunities (during discussions and group work) • Ambitious success criteria for writing

Society	Term 2	<ul style="list-style-type: none"> • 'A View from the Bridge' Miller • Short story competition (Redbridge) • 19th Century/Romantic Writers • 'Animal Farm' – Orwell • Reading projects 	<p>tasks</p> <ul style="list-style-type: none"> • Suggested reading lists for wider reading • Independent research tasks • Presentations in front of peers • Links made to GCSE demands to push pupils • Opportunity to perform poetry/drama
Outsiders	Term 3	<ul style="list-style-type: none"> • Language Skills- Non-fiction: Strong Women • Shakespeare: 'Merchant of Venice' • Colonialism – 'Rabbit Proof Fence' • Writing as a Reader • Reading projects 	

How are pupils informally and formally assessed?	<p>Assessments include:</p> <ul style="list-style-type: none"> - Essays (reading and analytical skills) - Creative writing - Non-fiction writing - Presentations (speaking and listening skills)
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Developing Independent and Home Learning Skills	<ul style="list-style-type: none"> - Home learning is set on Google Classroom and reflects the theme of the given term - Wanstead Reading Project – termly task to encourage reading for pleasure and culminates in a presentation at the end of each term.
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Useful e-Learning Resources (e.g., web links)	<p>https://www.bbc.co.uk/bitesize/subjects/z3kw2hv</p> <p>https://www.bl.uk/</p> <p>https://www.shakespearesglobe.com/</p> <p>https://readingagency.org.uk/books/</p>
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Equipment for lessons	<ul style="list-style-type: none"> • Two black or blue pens • Ruler • Pencil • Highlighter • Colouring pencils • Green pen • Glue stick • Reading book
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Enrichment activities	<ul style="list-style-type: none"> • Poetry Week • World Book Day • National Writing Day, • Wanstead Reading Projects • Writing competitions (national and school based) • Theatre visits • Summer Reading Challenge
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Careers curriculum	We apply skills that we develop in English class to real-life scenarios (such as persuasive writing)
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Head of Department and email contact	<p>Ms A Malik (Head of Department) a.malik@wansteadhighschool.co.uk</p> <p>Ms C Gorczak (Key Stage 3 Coordinator) c.gorczak@wansteadhighschool.co.uk</p>
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AQA English - Year 10

Pupils receive 8 lessons of English each fortnight.

The importance of English in the curriculum: English allows pupils to explore the power and beauty of literature and language, and is fundamental to a pupil's educational success.

English inspires pupils to develop Education with Character: Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language.

English also has a strong creative and expressive dimension, through responding to the best that has been written as part of the literary canon, and through creative writing. We also discuss and debate universal human issues as part of our subject, touching upon such subjects as religion, morality, ethics, war, love, family and so on. Fostering a sense of imagination, empathy and understanding is at the heart of what we do.

Other skills developed in English:

- Spelling, punctuation and grammar.
- Reading with fluency and understanding.
- Forming personal responses and critical viewpoints on texts.
- Understanding writer's perspectives and methods.
- Evaluating writing and its impact on the reader.
- Understanding form and genre.
- Clear communication, both verbally and in writing.
- Confidence in oracy.
- Essay writing skills, including how to build an argument and support it with evidence.
- Writing creative for non-fiction, transactional writing, and fiction.
- Crafting writing on a word, sentence and paragraph level.
- Knowledge of the literary canon and of diverse voices.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
English Literature Paper 2: Poetry Cluster: War: War Photographer, Bayonet Charge, Remains, Kamikaze	September to mid-November: 3 weeks	Narrative voice, tone, structure, semantic field, repetition, assonance, enjambment, alliteration, metaphor, simile, personification, tonal shifts, blood imagery, juxtaposition, recurring motif, symbolism, verbs, adjectives, adverbs.	Complex ideas around war and its physical and psychological effects. Higher level vocabulary regarding poetry and its analysis.
English Language 1: section B. Descriptive writing based on war image.	1 week	Ambitious vocabulary: sceptical, hesitant, apathetic, indifferent, perplexed, disillusioned, dismayed, alienated, submissive, anguish, stifle, malice, futile, demoralised Social responsibility, social reformer, wealth inequality, poverty, social class, morality, Christian virtues, charity, Sabbatarianism, misanthropic, philanthropic, isolation, family values, attitudes towards Christmas, Malthusian ideas.	Complex ideas regarding poverty, social inequality, and ideologies that shifted over time.
English Literature 1: A Christmas Carol	6-7 weeks	Didactic, allegory, pathetic fallacy, religious imagery, juxtaposition, contrasts, cyclical structure, symbolism, imagery of light and dark, the supernatural, symbolism of the church bells, character foils, parallel syntax, adjective string, complex-compound sentences.	Knowledge of 19th century context.

			Homework looking at the context offers challenges in terms of vocabulary and ideas.
English Language 1: section B	Mid-November to February		
Introduction to 'Explorations in Creative reading and writing'	2 weeks	Simile, metaphor, alliteration, personification, pathetic fallacy, adjectives, verbs, adverbs, nouns, onomatopoeia, sensory language, flashbacks, foreshadowing, juxtaposition, cyclical structure, time, pace, exposition	Challenging texts with a reading age of 15+ used in the teaching of this unit.
English Lit 2 Poetry Cluster: Power	3 weeks	Oppression, power, powerlessness, liberation, tyrannical, dictators, inequality, British Empire, colonisation and decolonisation.	
- Ozymandias - COMH - The Emigree & revise London	3 weeks	Narrative voice, tone, structure, dramatic monologue, sonnet, semantic field, phonetic spellings, repetition, assonance, enjambment, alliteration, metaphor, simile, personification, tonal shifts, possessive pronouns, recurring motif, symbolism.	Complex ideas around oppression, inequality and liberty discussed and debated.
English Language Paper 1: section A and B			
City of Beasts Jamaica Inn			
English Literature Paper 1: Macbeth	Feb- July 6 weeks	Ambition, loyalty, guilt, immorality, regicide, kingship, tyranny, gender roles (traditional norm/transgressing of), supernatural, religious belief (and religious context), divine right of Kings, natural order, disruption to natural order	Complex ideas around gender and violence discussed and debated.
English Literature 2 Poetry Cluster: Nature	2 weeks	Act, scene, tragedy, tragic hero, fatal flaw, hamartia, peripeteia, soliloquy, foreshadowing, dramatic irony, prolepsis, character foil, poetic language, rhyme, light imagery, dark imagery, biblical references, symbolism, metaphor, simile, personification, pathetic fallacy, modal verbs, verbs=, adverbs, adjective, exclamatory sentences, recurring motifs, stage directions, structure, juxtaposition, contrasts, blood imagery, violent imagery, nature imagery, supernatural	Knowledge of 17th century context and Greek Tragedy.
Storm on the island The Prelude Exposure **Tissue			
English Literature 1: Mock Revision ACC & Macbeth		Narrative voice, tone, structure, dramatic monologue, sonnet, semantic field, phonetic spellings, repetition, assonance, enjambment, alliteration, metaphor, simile, personification, tonal shifts, possessive pronouns, recurring motif, symbolism, verbs, adjectives, adverbs. Perspective, viewpoint, tone, analogy, rhetorical questions, list of three, powerful adjectives, emotive language, repetition, figurative writing, range of sentences for effect, varied sentence openings for effect, organisation of paragraphs and ideas, structural choices for effect.	

English Language Paper 2: section b	
How are pupils informally and formally assessed?	Pupils are assessed informally through: questioning, retrieval quizzes and other assessments for learning strategies. Formative assessments where they practise skills followed by targets to move forward. Summative assessments of extended writing practice will be graded and given meaningful feedback.
Developing Independent and Home Learning Skills	Homework is set on the Google Classroom and may comprise of: reading, research, writing a short-extended piece, memorisation of quotations, watching videos or productions, listening to audiobooks or podcasts.
Useful e-Learning Resources (e.g., web links)	<p>Macbeth: https://www.bbc.co.uk/bitesize/topics/zgq3dmn https://www.sparknotes.com/shakespeare/macbeth/</p> <p>A Christmas Carol: https://www.bbc.co.uk/bitesize/topics/zwhkxsg https://www.sparknotes.com/lit/christmascarol/</p> <p>English Language: https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 https://www.bbc.co.uk/bitesize/articles/zvbnb7h</p> <p>Power and Conflict Poetry: https://www.bbc.co.uk/bitesize/topics/zprysg8 https://www.physicsandmathstutor.com/english-revision/gcse-aqa/power-and-conflict/</p>
Equipment for lessons	Pens, pencils, rulers, rubbers, green pens, glue stick, reading book
Enrichment activities	Intervention sessions, homework to do extra or wider reading, potential trips to see productions or, alternatively, theatre company visits to the school.
Careers curriculum	Communication skills and opportunities for creative thought are relevant to a large range of careers that require creative thinking, delivering presentations, writing letters and emails and reading with understanding.
Head of Department and email contact	<p>Ms A Malik (Head of Department) a.malik@wansteadhighschool.co.uk</p> <p>Ms Khan – (Key Stage 4 Coordinator) s.khan@wansteadhigh.co.uk</p>

AQA English - Year 11

Pupils receive 8 lessons of English each fortnight.

The importance of English in the curriculum: English allows pupils to explore the power and beauty of literature and language, and is fundamental to a pupil's educational success.

English inspires pupils to develop Education with Character: Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language.

English also has a strong creative and expressive dimension, through responding to the best that has been written as part of the literary canon, and through creative writing. We also discuss and debate universal human issues as part of our subject, touching upon such subjects as religion, morality, ethics, war, love, family and so on. Fostering a sense of imagination, empathy and understanding is at the heart of what we do.

- Other skills developed in English:
- Spelling, punctuation and grammar.
- Reading with fluency and understanding.
- Forming personal responses and critical viewpoints on texts.
- Understanding writer's perspectives and methods.
- Evaluating writing and its impact on the reader.
- Understanding form and genre.
- Clear communication, both verbally and in writing.
- Confidence in oracy.
- Essay writing skills, including how to build an argument and support it with evidence.
- Writing creative for non-fiction, transactional writing, and fiction.
- Crafting writing on a word, sentence and paragraph level.
- Knowledge of the literary canon and of diverse voices.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Unseen Poetry	September-October	Speaker, tone, title, poet, stanza, couplet, quatrain, octet, sestet, enjambment, rhyme, half-rhyme, free verse, alliteration, metaphor, simile, onomatopoeia, sensory language, semantic field, contrast, juxtaposition, repetition, anaphora, refrain.	Challenging poetry used to teach unseen poetry, using a variety of forms.
	1 week		
DNA	4 weeks	Power, vulnerability, bullies, leadership, social conscience mental and psychological decline, loyalty, peer pressure, self-preservation, fear, isolation and impact on mental health, microcosm, allegory, symbolism of chimps and bonobos, repetitive structure of each act, recurring motifs, dramatic beats, use of settings, imagery of nature, food imagery, stage directions, monologues, juxtaposition, imperatives, use monologues, chorus, tone, pace, minimal responses.	Complex ideas around dramatic structures of plays, and a mid-2000s context around teenagers and the rise of gang culture. Philosophical ideas around humanity's purpose, breaking cycles of behaviour, morality, and the individual vs. the group.
English Language Paper 2: Section A and revision of Section B		Spoken Language Features: repetition, unfinished sentences, false starts, interruptions, fillers, silence, imperatives.	
English Literature Paper 2: Poetry	4 weeks	Viewpoint, Perspective, Tone, Satire, Personal pronouns, Rhetorical questions, Opinion, Statistics, Hyperbole, Rule of three, Anecdote,	

Cluster: memories, power 1.Poppies 2.COTLB Revise war poems 3.Remains 4.War Photographer 5.Kamikaze	2 weeks	Commands/Imperatives, Repetition, Metaphor, Simile, Ethos, Pathos, Logos Speaker, tone, title, poet, stanza, couplet, quatrain, octet, sestet, enjambment, rhyme, half-rhyme, free verse, alliteration, metaphor, simile, onomatopoeia, sensory language, semantic field, contrast, juxtaposition, repetition, anaphora, refrain. Propaganda, glorification, control, power, blank verse, monologue, refrain, dactylic dimeter, falling meter, Crimean war.	
English Literature Paper 2: Poetry Cluster: My Last Duchess & Revision of all poems in thematic clusters of 4 or 5. Revision: English Literature Paper 2: Unseen Revision: DNA	January to March 3 weeks 2 weeks 2 weeks	Assonance, consonance, caesura, end-stopped line, sixteenth century Italy, Victorian period, coercion, abuse, gender roles. See all previous poetry terminology for unseen. See previous terminology for DNA.	
Revision: English Language Paper 1 and Paper 2 Revision: English Literature Paper 1- Macbeth and A Christmas Carol	March to July 3 weeks 4 weeks	See previous terminology for language papers. See previous terminology for Macbeth and A Christmas Carol	

How are pupils informally and formally assessed?	Pupils are assessed informally through: questioning, retrieval quizzes and other assessments for learning strategies. Formative assessments where they practise skills followed by targets to move forward. Summative assessments of extended writing practice will be graded and given meaningful feedback.
Developing Independent and Home Learning Skills	Homework will be set on the Google Classroom and may comprise of: reading, research, writing a short-extended piece, memorisation of quotations, watching videos or productions, listening to audiobooks or podcasts.
Useful e-Learning Resources (e.g., web links)	Unseen Poetry: https://www.bbc.co.uk/bitesize/guides/zs4rg82/revision/3 DNA: https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/dna-dennis-kelly Macbeth: https://www.bbc.co.uk/bitesize/topics/zgq3dmn https://www.sparknotes.com/shakespeare/macbeth/ A Christmas Carol:

	https://www.bbc.co.uk/bitesize/topics/zwhkxsg https://www.sparknotes.com/lit/christmascarol/ English Language: https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 https://www.bbc.co.uk/bitesize/articles/zvbnb7h Power and Conflict Poetry: https://www.bbc.co.uk/bitesize/topics/zprysg8 https://www.physicsandmathstutor.com/english-revision/gcse-aqa/power-and-conflict/
Equipment for lessons	Pens, pencils, rulers, rubbers, green pens, glue sticks, reading book
Enrichment activities	Intervention sessions, homework to do extra or wider reading, potential trips to see productions or, alternatively, theatre company visits to the school.
Careers curriculum	Communication skills and opportunities for creative thought are relevant to a large range of careers that require creative thinking, delivering presentations, writing letters and emails and reading with understanding.
Head of Department and email contact	Ms A Malik (Head of Department) a.malik@wansteadhighschool.co.uk Ms Khan – (Key Stage 4 Coordinator) s.khan@wansteadhigh.co.uk

A Level English Language and Literature

Year 12 and 13

Pupils receive 9 to 10 lessons of English each fortnight.

The importance of English in the curriculum: English allows pupils to explore the power and beauty of literature and language, and is fundamental to how pupils express themselves, develop a critical voice and how to write creatively for a range of purposes and audiences

English inspires pupils to develop Education with Character: Through studying language and literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension, through responding to a range of genres of written texts, both fiction and non-fiction, but also examining the role of spoken language in communicating important messages through speech, performance and everyday talk. Pupils also get the opportunity to explore and develop their voice through experimenting with a range of creative writing genres, both fiction and non-fiction. We also discuss and debate universal human issues as part of our subject, touching upon such subjects as religion, morality, ethics, war, love, family, race and so on. Fostering a sense of imagination, empathy and understanding is at the heart of what we do.

Other skills developed in English:

- Spelling, punctuation and grammar.
- Reading with fluency and understanding.
- Forming personal responses and critical viewpoints on texts.
- Understanding writer's perspectives and methods.
- Evaluating writing and its impact on the reader.
- Understanding form and genre.
- Clear communication, both verbally and in writing.
- Confidence in oracy.
- Essay writing skills, including how to build an argument and support it with evidence.
- Writing creative for non-fiction, transactional writing, and fiction.
- Crafting writing on a word, sentence and paragraph level.
- Knowledge of a range of genres, including fiction and non-fiction and of a diversity of voices.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Anthology of Fiction and Non-Fiction Texts	Year 12- Autumn and Spring term	Lexis, semantics, morphology, syntax, grammar, context, purpose, audience, genre, purpose, target audience, mode, deviation, accommodation, anaphora, adjacency pair, cliché, code-switching, deixis, dialect, direct speech, discourse, interrogative, irony, jargon, lexicon, linguistics, literal, metalanguage, polysyndeton, pragmatics, Received Pronunciation, register, rhetoric, satire, stylistics, Cancode research	Exploring ideas about linguistics-how language is crafted in both spoken and written contexts for particular purposes
The Great Gatsby - F. Scott Fitzgerald and Narrative fiction writing	Year 12- Autumn and Spring term/ Revisited in Year 13 Summer term	Narrative voice, perspective, dialogue, contrasts, motifs, symbolism, use of time, structure, figurative devices, flashback, setting, characterisation	Complex ideas regarding the trope of the American Dream, social inequality, and ideologies that shifted over time. Contextual knowledge of 1920's America and associated issues of race, class and perceptions of morality

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Stasiland- Anna Funder/ Non-fiction creative writing	Year 12- Summer term/ Year 13 Autumn term	Narrative voice, perspective, dialogue, contrasts, motifs, symbolism, use of time, structure, figurative devices, flashback, setting, characterisation, reported speech, historical narrative	Examining how non-fiction, journalistic narrative is used to portray ideas about history, oppression and identity through exploration of voices behind the Berlin Wall
Songs of Innocence and Experience - William Blake	Year 12 Summer term/ Revisited in Year 13 Spring term	Metre, oxymoron, parallelism, pentameter, plosives, taboo, tone, trimetre, triplet, trochee, stanza, rhyme scheme, colloquialisms, enjambment	Analysis of how the poetic form is used to challenge ideas regarding authority, class, religion and love
Othello - William Shakespeare	Year 13 Autumn and Spring term	Tragedy, tragic hero, fatal flaw, hamartia, stylistics, peripeteia, soliloquy, foreshadowing, dramatic irony, prolepsis, character foil, blank verse, couplet	Exploration of how the form of tragedy is used to portray ideas and raise questions about Elizabethan and modern views of race, class, love and gender

How are pupils informally and formally assessed?	<p>Frequent informal assessments throughout the year including timed essay practice, extended creative writing practice, target setting and green pen response.</p> <p>Formal assessment through mock exams and summative assessments in class, including Challenge Weeks.</p>
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Developing Independent and Home Learning Skills	Homework will be set on the Google Classroom and will comprise of: reading, research, essay-writing practice and creative writing.
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How are pupils informally and formally assessed?	<p>Frequent informal assessments throughout the year including timed essay practice, extended creative writing practice, target setting and green pen response</p> <p>Formal assessment through mock exams and summative assessments in class, including Challenge Weeks.</p>
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Equipment for lessons	Black or blue pen, green pen, pencil, rubber, ruler, highlighter, glue stick, set texts.
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Enrichment activities	Intervention sessions, homework to do extra or wider reading, potential educational visits to see productions, New Views National Theatre script-writing competition.
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Careers curriculum	Communication skills and opportunities for creative thought, are relevant to a large range of careers that require creative thinking, delivering presentations, writing letters and emails and reading with understanding.
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Head of Department and email contact	<p>Ms A Malik - Head of Department a.malik@wansteadhighschool.co.uk</p> <p>Ms B Waters - Head of KS5 English b.waters@wansteadhigh.co.uk</p>
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A Level English Literature - Year 12 and 13

SUBJECT: English Literature	HEAD OF DEPARTMENT: Ms A. Malik		
QUALIFICATION: A Level	LENGTH: 2 years	EXAM BOARD: AQA	SPECIFICATION NO. 7712

ENTRY REQUIREMENTS:

Grade 6 in English Literature and 5 in English Language.

ASSESSMENT AND AREAS OF STUDY:

A Level

Paper 1: Love through the Ages

Study of three texts: one poetry and one prose text (currently *The Awakening* by Kate Chopin), one of which must be written post-1900 (currently the poetry anthology) and one Shakespeare play (currently *Othello*). This exam will also include two unseen poems. 3-hour exam, 40% of A Level.

Paper 2: Texts in Shared Contexts

Study of three texts: one prose (*Revolutionary Road*- Richard Yates), one poetry (*Skirrid Hill*- Owen Sheers) and one drama (*Cat on a Hot Tin Roof*- Tennessee Williams), one of which must be written post-2000. Exam will also include an unseen extract. 2-hour 30-minute exam, 40% of A Level.

Independent Critical Study

Comparative critical study of two texts, at least one of which must have been written pre-1900. 20% of A Level. Assessed by teacher and moderated by exam board.

This course will suit those pupils who have enjoyed the chance to respond to literature at GCSE and wish to pursue their studies with more demanding texts and will include studying a Shakespeare play, novels and poetry. The course will involve critical writing and comparison of literary works. It is important that pupils enjoy reading widely and discussing their own interpretations of texts with others.

CAREER OPPORTUNITIES:

A Level English Literature provides pupils with the opportunity of developing critical skills which would be particularly useful if considering careers in the media, publishing, advertising, librarianship, education, etc. An A Level in English Literature is widely regarded as particularly useful to anyone considering a career involving communication skills.

SPECIAL NOTES:

Pupils who enjoy reading widely and wish to follow their GCSE Literature with study at a more sophisticated level should choose A Level English Literature, provided they are prepared to do research, read critical works and extend their study into related areas. A Level English Literature is highly respected as a qualification by universities and employers.