

Curriculum Content Summary

SUBJECT: English

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Term One	<p>Sport- writing skills. Learning about writing for different purposes, audiences and formats.</p> <p>Or <i>Darkside</i> by Thomas Becker</p>	<p>Boy in the Striped Pyjamas or Gothic Horror</p>	<p><i>The Curious Incident of the Dog in the Night- time</i> or Imaginative Writing</p> <p>British novel 1914 onwards.</p> <p>Students develop skills to analyse how the language, form, structure of texts can create meanings and effects. Students maintain a critical style and develop an informed personal response. Students use textual references, including quotations, to support and illustrate interpretations.</p> <p>Students use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Develop imaginative writing skills to engage the reader.</p>	<p>IGCSE CIE 0522 Paper 1 for Core students. Paper 2 for Extend students and Paper 3 for all students.</p>	<p>IGCSE CIE 0522 Paper 1 for Core students. Paper 2 for Extend students and Paper 3 for all students.</p>	<p>Unit 2: Explorations in Drama.</p> <p>Students complete two coursework pieces.</p> <p>-Creative Critical Response: students review a performance of a staged production. <i>Watch Matthew Dunster's 2011 production of Doctor Faustus at the Globe. Write two reviews for 'The Guardian' one of which praises the production; the other is critical.</i></p> <p>- Explorative Study- students produce a comparative essay based on a play by Shakespeare and a further play written between 1300 and 1800. Students must make informed, analytical responses which consider playwrights' crafting of the text(s), the ways texts can be compared and the students' own and others' critical response in a creative treatment.</p>	<p>Unit 4: Reflections in Literary Studies</p> <p>Students will produce a coursework folder that demonstrates that the four assessment objectives have been fully met. Students must make informed analytical responses, showing critical awareness of the connections and comparisons between texts (<i>A Streetcar Named Desire</i> and <i>A Doll's House</i>)</p>

<p>Term Two</p>	<p><i>Abomination</i> by Robert Swindells or Shakespeare.</p> <p>British novel 1914 onwards.</p> <p>At least one Shakespeare play.</p>	<p><i>Boy in the Striped Pyjamas</i> or Gothic Horror</p>	<p><i>The Curious Incident of the Dog in the Night-time</i> or Imaginative Writing</p> <p>British novel 1914 onwards.</p> <p>Students use textual references, including quotations, to support and illustrate interpretations. Students develop skills to analyse how the language, form, structure of texts can create meanings and effects. Students develop skills to maintain a critical style and informed personal response.</p> <p>Students use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Develop imaginative writing skills to engage the reader.</p>	<p>Unit 1: Understanding Prose</p> <p>Students study one text from Literary Heritage and one text from Different Cultures and Traditions.</p> <p>Students will have the opportunity to: develop and sustain independent interpretations of whole texts, supporting them with detailed textual references and relate texts to their social and historical contexts and to the literary traditions of which they are a part.</p>	<p>Unit 2: Understanding Poetry</p> <p>Section B</p> <p>Students study a selection of 15 poems by 15 key poets listed in the specification. Students analyse the impact of style, language, structure and form; explore writers' presentation of ideas, themes and settings; make comparisons and explain links between poems; evaluate writers' different ways of expressing meaning and achieving effects.</p>	<p>Unit 2: Explorations in Drama</p> <p>- Explorative Study- students produce a comparative essay based on a play by Shakespeare and a further play written between 1300 and 1800. Students must make informed, analytical responses which consider playwrights' crafting of the text(s), the ways texts can be compared and the students' own and others' critical response in a creative treatment.</p>	<p>Unit 4: Reflections in Literary Studies</p> <p>Students will create a coursework folder. Students will study: how critical responses are formed and received; he influences of culture and contexts on readers and writers; how to present their findings appropriately, using referencing and sources and how to develop creative responses to texts.</p>
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<p>Term Three</p>	<p><i>Abomination</i> by Robert Swindells or Shakespeare</p> <p>British novel 1914 onwards.</p> <p>At least one Shakespeare play.</p>	<p>War Poetry</p> <p>Poetry since 1789</p>	<p>Shakespeare <i>Macbeth</i> and <i>The Merchant of Venice</i></p> <p>At least one Shakespeare play</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Students show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Unit 3: Shakespeare and Contemporary Drama</p> <p>Students study two drama texts: one Shakespeare play (<i>Romeo and Juliet</i>) and one contemporary drama text (<i>An Inspector Calls</i>)</p> <p>Students complete one Controlled Assessment task for each drama text.</p>	<p>Unit 1: Understanding Prose</p> <p>Students study a Literary Heritage text (<i>Animal Farm</i>)</p> <p>Section A – Three-part question linked to a short extract. Students will select relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text. Students will be expected to relate the extract to the whole text. Both Foundation Tier and Higher Tier questions will focus on character, language and theme both within and outside the extract.</p>	<p>Unit 1: Explorations in Prose and Poetry</p> <p>Section A: Students study Unseen poetry or Prose. Students will respond to questions that will require students to comment on the use of key features in either poetry or prose.</p> <p>Section B: Poetry Anthology</p> <p>Students respond to one of two essay questions on the chosen topic area. In their response, students will compare and contrast the poems they have studied.</p>	<p>Unit 3: Interpretations of Prose and Poetry</p> <p>Section A: Unseen</p> <p>Students will select either one unprepared prose passage or one unprepared poem presented in the paper. In their response students will explore, through close reference, the writer’s choice of structure, form and language when shaping meaning.</p>
<p>Term Four</p>	<p>Survival</p>	<p>Travel Writing</p> <p>Or</p> <p>Different Cultures</p>	<p>Romanticism</p> <p>Poetry since 1789</p> <p>Students develop skills to analyse how the language, form, structure of texts can create meanings and effects. Students develop skills to maintain a critical style and informed personal response. Students show understanding of the</p>	<p>Complete Unit 3: Shakespeare and Contemporary Drama</p> <p>Students study two drama texts: one Shakespeare play (<i>Romeo and Juliet</i>) and one contemporary drama text (<i>An Inspector Calls</i>)</p> <p>and</p> <p>Unit 2: Understanding Poetry</p>	<p>Unit 1: Understanding Prose and Unit 2 Understanding Poetry Revision</p> <p>Section B- Different Cultures and Traditions (<i>Of Mice and Men</i>)</p> <p>Students will study themes, characters, events, setting and ideas of the novel. They will respond to one of two questions in the examination. Students will select relevant material</p>	<p>Unit 1 Explorations in Prose and Poetry</p> <p>Section B: Poetry Anthology</p> <p>Students respond to one of two essay questions on the chosen topic area. In their response, students will compare and contrast the poems they have studied (Home cluster).</p> <p>Section C: Prose</p> <p>Students respond to one of</p>	<p>Unit 3: Interpretations of Prose and Poetry</p> <p>Section B</p> <p>Students will be presented with a reader’s comment. Students will write about their response to their texts in the light of this comment, referring to at least two of the texts they have studied. (<i>The Great Gatsby/ Captain Corelli’s Mandolin/ Emergency Kit</i></p>

			relationships between texts and the contexts in which they were written.	Section B Students study a selection of 15 poems by 15 key poets listed in the specification.	focused on the key words of the question, clearly expressing relevant points and providing evidence from the text. Students will be expected to demonstrate knowledge of the whole text.	two essay questions on the chosen topic area. Students will respond to a question, focusing on their core text to establish their argument and referring to their second text in order to develop their line of argument. (<i>Brighton Rock</i> and <i>Lies of Silence</i>)	poetry anthology).
Term Five	Detective Fiction	Grammar for Writing Poetry and Fiction	Reality TV Students develop skills to analyse, evaluate and compare non-fiction extracts. They develop transactional writing skills for a variety of forms, purposes and audiences. IGCSE CIE 0522 Paper 1 for Core students. Paper 2 for Extend students. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and	Unit 2: Understanding Poetry Section B Students study a selection of 15 poems by 15 key poets listed in the specification.	Revision of IGCSE CIE 0522 Paper 1 for Core students. Paper 2 for Extend students and Paper 3 for all students.	Revision for Unit 1 Explorations in Prose and Poetry examination.	Unit 3: Interpretations of Prose and Poetry revision Section B and revision Students will be presented with a reader's comment. Students will write about their response to their texts in the light of this comment, referring to at least two of the texts they have studied. Students will show the importance of the relationship between texts, making comparisons between texts in the light of different interpretations by other readers. They will examine the significance of the cultural and contextual influences under which literary texts are written

			ideas, using structural and grammatical features to support coherence and cohesion of texts. Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation				and received. Students will respond creatively, relevantly and in an informed way to texts using appropriate terminology and concepts as well as coherent and accurate written expression. Students will analyse texts from a critical perspective.
Term Six	Animal Cruelty Or Different Cultures	Dickens 19 th Century Novel	Women's Literature in the 19 th Century 19 th Century Novel Students develop skills to analyse how the language, form, structure of texts can create meanings and effects. Students develop skills to maintain a critical style and informed personal response. Students show understanding of the relationships between texts and the contexts in which they were written.	Unit 2: Understanding Poetry Section A Students analyse and comment on an unseen poem And Component 5 Speaking and Listening IGCSE CIE 0522		Unit 4: Reflections in Literary Studies Students will study two plays and a series of criticism on these texts. Students will carry out literary research.	