

English Department

Curriculum Overview:

Curriculum Overview: English Language and Literature

Please see the department MTP for a more in depth scheme of work.

Year	Term	Unit/s of Work	Core Knowledge & Concepts
7	1	Reading and Writing	<u>The Island Project</u> <ul style="list-style-type: none"> Understanding the conventions of different forms of writing Understanding T.A.P. (Text type, Audience, Purpose) Skills <ul style="list-style-type: none"> Working collaboratively in a group Developing speaking and listening skills through group collaboration Planning, drafting and editing a piece of writing Identifying key language techniques in a range of text types and explaining and analysing their effect on the reader
		The Novel	<u>Holes by Louis Sachar</u> <ul style="list-style-type: none"> Understanding of the cultural, social and historical context of a novel Understanding of the writer's context Understanding the conventions of a novel and the reader's role Skills <ul style="list-style-type: none"> Making informed predictions about a text Expressing personal opinions about a novel Developing empathy with characters and their situations Retrieving evidence from the text to support points and explaining its effectiveness Identifying explicit and implicit meaning in a text Identifying and explaining how language and structure is used to convey meaning and create effects
	2	Poetry	<u>An introduction - What is poetry?</u> <ul style="list-style-type: none"> Identification of key poetic techniques (metaphor, simile etc) Understanding of the conventions of poetry Skills <ul style="list-style-type: none"> Delivering performance poetry with confidence and clarity Identifying poetic techniques in poetry and explaining its effect Using imagery in writing to engage the reader's interest
	3	Shakespeare	<u>The Tempest</u> <ul style="list-style-type: none"> Biographical context of Shakespeare Understanding the context in which Shakespeare was writing (historical and social) Understanding of theatre and how it was different to modern theatre Understanding of the significance of Shakespeare's writing on the English language Skills <ul style="list-style-type: none"> Speaking Shakespeare's language with confidence Researching and retrieving key facts from non-fiction texts to inform own writing Identifying how language is used to convey meaning and create effects Planning, drafting and editing a piece of writing
8	1	Reading and Writing	<u>Gothic Horror</u> <ul style="list-style-type: none"> Features of horror and suspense writing Story openings and hooks Conventions of different forms of text including short stories and poetry Descriptive language, including imagery Different sentence structures used to build detail and create tension Skills <ul style="list-style-type: none"> Retrieving relevant information from the text Locating evidence from text to support interpretations Analysing key vocabulary with consideration of impact on the reader Analysing the structure of a horror story with consideration of how this builds tension and

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			<ul style="list-style-type: none"> suspense Effectively using language choices and imagery to create an effective piece of horror writing Effectively planning and organising own writing
	2	The Novel	<p><u><i>My Sister Lives on the Mantelpiece</i> by Annabel Pitcher</u></p> <ul style="list-style-type: none"> Conventions of form and genre Techniques used by writers to engage and retain readers Contextual information Presentation of 'The Other' in the media <p>Skills</p> <ul style="list-style-type: none"> Developing empathy for characters Making predictions about the text Selecting evidence to support ideas and interpretations Analysing language and language features with consideration of impact on reader
		Poetry	<ul style="list-style-type: none"> Different poetry forms Poetic techniques Historical and social context <p>Skills</p> <ul style="list-style-type: none"> Developing an understanding of different parts of the world and how they have changed Retrieving evidence from poetry to support ideas Making inferences from the text Identifying and analysing language and imagery Developing personal responses to poetry Using drama and performance to interact with poetry and develop interpretations
	3	Shakespeare	<p><u><i>Macbeth</i></u></p> <ul style="list-style-type: none"> Context surrounding Shakespeare, including the role of women and men Conventions of a play Language and change in language Plot Key themes <p>Skills</p> <ul style="list-style-type: none"> Developing confidence to read Shakespeare aloud Using drama and performance to bring a text to life Select and understand quotes to support key ideas and themes in the text Develop individual interpretations of text Develop empathy and make informed predictions Select and analyse vocabulary and literary techniques
9	1	The Novel	<p><u><i>Of Mice and Men</i> by John Steinbeck</u></p> <ul style="list-style-type: none"> Understanding of America in the 1920s and 1930s (cause and effect) Understanding of The American Dream Understanding of the writer's context Other American literature (Angelou, Walker etc) Racism in America <p>Skills</p> <ul style="list-style-type: none"> Developing and justifying a personal response to a novel Linking real historical events to a text Developing and expressing informed opinions about plot and empathy for characters Retrieving evidence from the text to support points Identifying and explaining how language and structure is used to convey meaning and create effects Identifying and explaining both explicit and implicit meaning in the text Writing a literature essay
	2	Shakespeare	<p><u><i>Romeo and Juliet</i></u></p> <ul style="list-style-type: none"> Understanding of the Elizabethan historical and social context Understanding of the conventions of Shakespearean theatre Understanding of the plot Understanding how to read and deliver Shakespeare's language Understanding of the conventions of sonnet writing <p>Skills</p> <ul style="list-style-type: none"> Developing empathy for characters which is rooted in the text Developing a personal response to drama Comparing a modern audience's response to a contemporary audience's response Identifying and explaining how Shakespeare uses language/dramatic techniques to

			<ul style="list-style-type: none"> convey meaning Retrieving evidence from the text to support points Explaining and analysing the effects of imagery and language Identifying and explaining explicit and implied meaning in the text Reading Shakespeare's language aloud with confidence
	3	Poetry	<p>Power and Conflict Anthology - AQA</p> <ul style="list-style-type: none"> Identification of key (language and structural) techniques poets use to convey meaning. Comparing presentation of ideas and themes across poems Appreciation and enjoyment of the poetic form <p>Skills</p> <ul style="list-style-type: none"> Writing a comparative literature essay Developing a personal response to poetry Retrieving evidence from a text to support a point Explaining and analysing how language and structure can convey meaning in poetry (both written and oral) Making inferences and deductions Developing empathy for characters Establishing links and making connections between poetry (what is imagined) and our own lives
10	1	Directed Writing and Composition	<p><u>English Language Paper 2 - Directed Writing and Composition</u></p> <ul style="list-style-type: none"> W1 articulate experience and express what is thought, felt and imagined W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context W5 make accurate use of spelling, punctuation and grammar.
	2	Reading Passages	<p><u>English Language Paper 1 - Reading Passages</u></p> <ul style="list-style-type: none"> R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text R4 demonstrate understanding of how writers achieve effects and influence readers R5 select and use information for specific purposes.
		A Raisin in the Sun	<p><u>English Literature Paper 3 - Drama (Open Text)</u></p> <ul style="list-style-type: none"> AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text. AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes. AO3 Recognise and appreciate the ways in which writers use language, structure and form to create and shape meanings and effects. AO4 Communicate a sensitive and informed personal response to literary texts.
3	Songs of Ourselves	<p>English Literature Paper 1</p> <ul style="list-style-type: none"> AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text. AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes. AO3 Recognise and appreciate the ways in which writers use language, structure and form to create and shape meanings and effects. AO4 Communicate a sensitive and informed personal response to literary texts. 	
11	1	Stories of Ourselves	<p>English Literature Paper 1</p> <ul style="list-style-type: none"> AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text. AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes. AO3 Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects. AO4 Communicate a sensitive and informed personal response to literary texts.
		Unseen	<p>English Literature Paper 4</p> <ul style="list-style-type: none"> AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text. AO2 Understand the meanings of literary texts and their contexts, and explore texts

			beyond surface meanings to show deeper awareness of ideas and attitudes. <ul style="list-style-type: none"> • AO3 Recognise and appreciate the ways in which writers use language, structure and form to create and shape meanings and effects. • AO4 Communicate a sensitive and informed personal response to literary texts.
	2	Revision	Mock Exams
	3		
12	1	Readers, Writers and Texts	1984 by George Orwell Wilfred Owen Poetry (HL) Paper 1: Guided Textual Analysis
	2	Intertextuality: Connecting Texts	<i>The Handmaid's Tale</i> by Margaret Atwood <i>L'Alouette</i> by Jean Anouilh (HL)
	3	Assessments	Individual Oral Coursework essay (HL) Mock Paper 1
13	1	Time and Space	<i>The Great Gatsby</i> by F Scott Fitzgerald <i>Antigone</i> by Sophocles
	2	Assessments	Revision, mock exams and feedback Make sure IAs are ready for submission
	3	Revision	

Curriculum Overview: English as an Additional Language (KS3), English Second Language (KS4) and English B (KS5)

Please see the department MTP for a more in depth scheme of work.

Year	Term	Unit/s of Work	Core Knowledge & Concepts
7	1	Unit 1 Daily life, People Unit 2 House and Home Unit 3 Food and Drink Unit 4 Clothes	<u>AO1 Reading</u> <ul style="list-style-type: none"> • understand the gist of real-world notices • identify appropriate vocabulary • Identify appropriate responses • understand the details and main ideas

	2	Unit 5 Sport Unit 6 School and study Unit 7 Places and buildings Unit 8 Technology	<ul style="list-style-type: none"> Identify appropriate structural words <u>AO2 Writing</u> <ul style="list-style-type: none"> Identify appropriate words and spell them correctly Identify appropriate words in context Identify and write target information Write a short text of 25-35
	3	Unit 9 Entertainment and media Unit 10 The natural world, Weather Unit 11 Health and fitness Unit 12 Travel and holidays	<u>AO3 Listening</u> <ul style="list-style-type: none"> Listen and identify key information Identify and write down key information <u>AO4 Speaking</u> <ul style="list-style-type: none"> Produce language normally associated with meeting people for the first time, giving factual personal information Exchange non-persona factual information
8	1	Unit 1 All about me Unit 2 Winning and losing Unit 3 Let's shop	<u>AO1 Reading</u> <ul style="list-style-type: none"> understand the gist of real-world notices identify appropriate vocabulary understand the details and main ideas <u>AO2 Writing</u> <ul style="list-style-type: none"> Identify appropriate words and spell them correctly Identify appropriate words in context Write a short text of 100 <u>AO3 Listening</u>
	2	Unit 4 Relax Unit 5 Extreme diets Unit 6 My home	<ul style="list-style-type: none"> Listen and identify key information Identify and write down key information <u>AO4 Speaking</u>
	3	Unit 7 Wild at heart Unit 8 We're off	<ul style="list-style-type: none"> Produce language normally associated with meeting people for the first time, giving factual personal information Exchange non-persona factual information
9	1	Unit 1 All about me Unit 2 Winning and losing Unit 3 Let's shop	<ul style="list-style-type: none"> AO1 read simple textbooks and articles in English AO2 Reported speech

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	2	Unit 4 Relax Unit 5 Extreme diets Unit 6 My home	<p>write letters and emails on everyday subjects</p> <p>take meeting notes</p> <ul style="list-style-type: none"> • AO3 show awareness of opinions and mood in spoken and written English • AO4 Make 3-4 slides. Include with interesting pictures. • Giving Opinions, making suggestions, asking for opinions
	3	Unit 7 Wild at heart Unit 8 We're off Revision for Preliminary English Test for School (PET) June	
10	1	Unit 1 - Travel, Leisure and Entertainment	<p><u>AO1 Reading</u></p> <ul style="list-style-type: none"> • R1 identify and select relevant information • R2 understand ideas, opinions and attitudes • R3 show understanding of the connections between ideas, opinions and attitudes • R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings <p><u>AO2 Writing</u></p> <ul style="list-style-type: none"> • W1 communicate information/ideas/opinions clearly, accurately and effectively • W2 organise ideas into coherent paragraphs using a range of appropriate linking devices • W3 use a range of grammatical structures and vocabulary accurately and effectively • W4 show control of punctuation and spelling • W5 use appropriate register and style/format for the given purpose and audience <p><u>AO3 Listening</u></p> <ul style="list-style-type: none"> • L1 identify and select relevant information • L2 understand ideas, opinions and attitudes • L3 show understanding of the connections between ideas, opinions and attitudes • L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings <p><u>AO4 Speaking</u></p> <ul style="list-style-type: none"> • S1 communicate ideas/opinions clearly, accurately and effectively • S2 develop responses and link ideas using a range of appropriate linking devices • S3 use a range of grammatical structures and vocabulary accurately and effectively • S4 show control of pronunciation and intonation patterns • S5 engage in a conversation and contribute effectively to help move the conversation forward
	2	Unit 2 - The world around us	
	3	Unit 2 - Human endeavour	
11	1	Unit 1 - Travel , Leisure and Entertainment Unit 2 - Work and Education	<p><u>AO2 Writing</u></p> <ul style="list-style-type: none"> • W1 communicate information/ideas/opinions clearly, accurately and effectively • W2 organise ideas into coherent paragraphs using a range of appropriate linking devices • W3 use a range of grammatical structures and vocabulary accurately and effectively • W4 show control of punctuation and spelling • W5 use appropriate register and style/format for the given purpose and audience <p><u>AO3 Listening</u></p> <ul style="list-style-type: none"> • L1 identify and select relevant information • L2 understand ideas, opinions and attitudes • L3 show understanding of the connections between ideas, opinions and attitudes • L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings <p><u>AO4 Speaking</u></p> <ul style="list-style-type: none"> • S1 communicate ideas/opinions clearly, accurately and effectively • S2 develop responses and link ideas using a range of appropriate linking devices • S3 use a range of grammatical structures and vocabulary accurately and effectively • S4 show control of pronunciation and intonation patterns • S5 engage in a conversation and contribute effectively to help move the conversation forward
	2	Unit 3 - People and Relationships Unit 4 - Ideas and the future	
	3	Revision	
12	1	Presentation of themes: Human ingenuity, sharing the planet, identity, experiences and social organisation	<ul style="list-style-type: none"> • Advertising for an audience: What sells and what doesn't? • The ethics of immortality, science and health. • The future of Africa • Culture and identity • National costumes • Volontourism • Traveling • The value of friendship
	2	Set Text: <i>Black Boy</i> by Richard Wright	<ul style="list-style-type: none"> • Context • Self-determination and imposed identities • Bildungsroman as a text type • The history of the Civil Rights movement • Education and engagement • Black Lives Matter • The Great Migration

			<ul style="list-style-type: none"> Black culture in the USA (Childish Gambino)
	3	UNESCO heritage sites - What is their meaning?	<ul style="list-style-type: none"> What is the universal value of culture? UNESCO heritage sites in Africa (Kenya, Ghana, Nigeria, South Africa) The future of UNESCO
13	1	Fahrenheit 451 by Ray Bradbury	<ul style="list-style-type: none"> Does it matter to tell the truth? How can word choice affect truth? What role does emotion play in our understanding of media texts? To what extent does our sense perception impact on our understanding of linguistic connotations and linguistic devices? To what extent can censorship of texts (and thus language and culture) be justified?
	2	Mock exams and targeted revision	
	3	Revision	