Ashley College Curriculum			Subject: ENGLISH				Teacher: Caroline O'Gara	
Groups	**Brief/ Heading from subject LTPs**						**Subject Intent**	**Syllabus/ exam board qualification Suggested reading/text books**
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**		
KS3	**Literature** Poetry Across Time London by WILLIAM BLAKE (1757–1827) Ozymandias by P B SHELLEY (1818) Island Man or Hurricane Hits England by GRACE NICHOLS (1950-) **ANTI-RACISM THEMES** Quickdraw by CAROL ANN DUFFY (1955 -) ***Reading comprehension and reading critically:*** *literal and inferential comprehension* *critical reading* *evaluation of a writer's choice of vocabulary, grammatical and structural features* *comparing texts* **Writing:** *Producing clear and coherent text: writing effectively about literature for a range of purposes* *Using accurate Standard English* *(Lt-AO1)* *(Lt-AO2)*	**LANGUAGE** Writers' views and perspectives – reading and producing discursive texts TEXTS: Children in Victorian Britain **GENDER EQUALITY** **Critical reading and comprehension:** *Summary and synthesis* *Evaluation of a writer's choice of vocabulary, form, grammatical and structural features* *Comparing texts* **Writing***:* *Producing clear and coherent text* *Writing for impact* **Bridge to GCSE-Language Paper 2** *(Lg-AO1)* *(Lg-AO3).*	**Literature** **Shakespeare** Romeo and Juliet **GENDER EQUALITY** ***Reading comprehension and reading critically:*** *literal and inferential comprehension* *critical reading* *evaluation of a writer's choice of vocabulary, grammatical and structural features* **Writing:** *Producing clear and coherent text: writing effectively about literature for a range of purposes* *Using accurate Standard English* *(Lt-AO1)* *(Lt-AO2)* *(Lt-AO3)* **Bridge to GCSE-Literature**	**Literature** **Shakespeare** Romeo and Juliet **GENDER EQUALITY** ***Reading comprehension and reading critically:*** *literal and inferential comprehension* *critical reading* *evaluation of a writer's choice of vocabulary, grammatical and structural features* **Writing:** *Producing clear and coherent text: writing effectively about literature for a range of purposes* *Using accurate Standard English* *(Lt-AO1)* *(Lt-AO2)* *(Lt-AO3)* **Bridge to GCSE-Literature**	**LITERATURE:** **Novel:** Animal farm ***Reading comprehension and reading critically:*** *literal and inferential comprehension* *critical reading* *evaluation of a writer's choice of vocabulary, grammatical and structural features* **Writing:** *Producing clear and coherent text: writing effectively about literature for a range of purposes*	**LITERATURE:** **Novel:** Animal farm & **Creative Writing** Use extracts from novel as a stimulus ***Reading comprehension and reading critically:*** *literal and inferential comprehension* *critical reading* *evaluation of a writer's choice of vocabulary, grammatical and structural features* **Writing:** *Producing clear and coherent text: writing effectively about literature for a range of purposes*	We aim to enhance our pupils' understanding and appreciation of literature throughout the ages and to develop the skills they need to read, understand and analyse a wide range of different fiction and non-fiction texts and to write clearly. We aim to ensure that KS3 provides a bridge to GCSE; and across all the key stages, we promote oracy skills. Our English curriculum combines language and literature to give all our students the opportunity to experience the joys of reading literature, to find out how language works and to ensure they are prepared for their transition back to mainstream and post 16 education. As all of our students have medical needs, we are conscious of the emotional and psychological benefits of studying literature. We also know that both language and literature increase their cultural capital and capacity for critical thinking. We aim to ensure that our core texts in literature are used as a spring board to develop the students' critical responses to reading and to their own	Exam Board: AQA https://www.aqa.org.uk/subjects/english <u>Year 7</u> Roll of Thunder, Hear My Cry Holes The Machine Gunners Northern Lights The Curious Incident Mister Orange Gone Little Women Wonder Here Lies Arthur <u>Year 8</u> The Adventures of Huckleberry Finn My Family and other Animals The Silver Sword Alice in Wonderland The Fault in Our Stars The Book Thief Maggot Moon Persepolis The Diary of a Young Girl Lost in Lexicon <u>Year 9</u> To Kill a Mockingbird Oliver Twist Regeneration Sum The Perks of Being a Wallflower Mister Pip The Hunger Games A Gathering Light The Hitchhiker's Guide to the Galaxy The Phantom Tollbooth

	(Lt-AO3) **Bridge to GCSE – Literature: Paper 2**						writing. When choosing texts, we have taken into consideration the changes made by AQA (from 2024) to bring greater diversity to the curriculum. Although shaped by particular contexts, all of our texts transcend them, enabling our students to understand the universality of the human condition.	<u>Year 10</u> The Lovely Bones Spies Gulliver's Travels The Catcher in the Rye The Kite Runner Lord of the Flies Oranges Are Not the Only Fruit Of Mice and Men Dr Jekyll and Mr Hyde Extremely Loud and Incredibly Close <u>Year 11</u> The Great Gatsby Sons and Lovers Birdsong Sophie's World Decline and Fall Heart of Darkness 1984 Pride and Prejudice Wuthering Heights A History of the World in 10.5 Chapters
Cross Curricular References	**Science** Variation for survival Differences between the species The importance of maintaining biodiversity Link to diversity in poetry texts	**PSCHE** Texts about girls in 19th and 21st centuries. Sexualisation of girls in beauty pageants links to sexual equality between boys and girls in PSCHE.	**PSCHE** KS3 - Romeo and Juliet: Discussion of 'age of consent' links to topic about reproduction in Science and laws around 'consent in PSCHE **Science** Motion of earth in space – what people believed about the Earth the 1500s? Elizabethan period – time of exploration **Biology:** Our health and the effect of drugs The effects of 'recreational' drugs -link with drug taken by Juliet.	**PSCHE** KS3 - Romeo and Juliet: Discussion of 'age of consent' in PSCHE **Rep** **Moral Dilemmas (Spr 1)** Begin to appreciate the difficulty in making moral decisions. R & J decision to get married without parental permission Modern Day Leaders – Sum 1. Understand the qualities that make a good leader. Does the Prince in R & J show leadership qualities? **Drama** Gestures, Expressions (Facial and Vocal) Movement and Space. Looking at this in productions of R & J. Hot seating in lessons. **Biology:** Our health and the effect of drugs The effects of 'recreational' drugs - link with drug taken by Juliet.	**PSHE** Mental health and emotional wellbeing (more detail to be added) **Rep** Be able to fit an individual's actions into the context of their culture. Looking at characters' actions in short stories and how they relate to the context of their culture.	**Maths** A1 - shapes and measures. Link with /use this vocabulary in descriptive writing **Science** Use scientific words in descriptions, **Art** (Yayoi Kusama, Bridget Riley) Language of colour & pattern in descriptive writing.	

KS4	Yr10	**Literature & Language** Unit 1: Shakespeare: **Macbeth** **GENDER EQUALITY** AO1: Critical response to text Use textual references AO2: Analyse the language, form and use subject terminology: • Sonnet form • Iambic pentameter • Tetrameter • Symbolism • Imagery • Motifs • Tragedy • Rhyming couplets • Blank verse AO3: Themes/Ideas: False appearance Power and ambition Kingship Masculinity V Femininity Guilt Context: Divine right of Kings The supernatural	**Literature & Language** Unit 1: Shakespeare: **Macbeth** **GENDER EQUALITY** **Paper 2: writing** Discursive writing. Form: letter, Purpose: explain, argue, persuade Writing to present a point of view. Planning within a time limit. Proofreading /accuracy. (Lg-AO5) (Lg-AO6)	UPDATED **Literature & Language** Unit 2: Modern prose and drama: **Leave Taking** By Winsome Pinnock **ANTI-RACISM THEMES** AO1: Critical response to text Use textual references AO2: Analyse the language, form and use subject terminology AO3: Themes/Ideas: Cultural identity Beliefs Absent men Windrush Oral tradition Obeah Migration	**UPDATED** **Literature/Language** Unit 2: Modern prose and drama: **Leave Taking** By Winsome Pinnock **ANTI-RACISM THEMES** Co-teach with Paper 2: Writers' views and perspectives – Reading non-fiction texts	**Literature/Language** Unit 1: 19th Century novel: **Jekyll and Hyde** Paper 2: Writers' views and perspectives: Discursive writing. *Form: letter,* *Purpose: explain, argue, persuade* *Writing to present a point of view.* *Planning within a time limit.* *Proofreading /accuracy.* *(Lg-AO5)* *(Lg-AO6)* **ANTI-RACISM THEMES (colonial ideas related to Darwin's Origin of the Species)**	**Literature/Language** Unit 1: 19th Century novel: **Jekyll and Hyde** Paper 1: Explorations in creative reading: Reading **Spoken Language:** ***POTENTIAL FOR STUDENTS TO EXPLORE ANTI-RACIST THEMES AND/OR GENDER EQUALITY*** *Skills of presentation with emphasis on planning, self and peer evaluation.* (Lg-AO7) (Lg-AO8) (Lg-AO9)		AQA English Language (8700) **Suggested Newspapers:** *The Times; The Independent;* *The Guardian, National Geographic.* **Online news**: *BBC News; The New York Times; Google World News* **Modern Classics**: Dracula by Bram Stoker To Kill A Mockingbird - Harper Lee A Farewell to Arms – Ernest Hemingway The Great Gatsby - F. Scott Fitzgerald Not Without Laughter by Langston Hughes Go Tell It On A Mountain by James Baldwin If Beale Street Could Talk by James Baldwin Animal Farm or 1984 - George Orwell Catch 22 – Joseph Heller The Catcher in the Rye – J.D. Salinger The Color Purple – Alice Walker Anita and Me – Meera Syal Atonement – Ian McEwan Birdsong – Sebastian Faulks The Book Thief – Markus Zusak The Curious Incident of the Dog in the Nighttime – Mark Haddon Refugee Boy – Benjamin Zephaniah The Road – Cormac McCarthy Shadow of the Wind – Carlos Ruiz Zafón White Teeth – Zadie Smith

	Cross Curricular References	**Citizenship (Autumn 1)** Politics and participation -link with government control over the individual in 1984 & civil rights. **Art:** Art annotations- analytical skills similar to analysis in response to extracts from texts.	**Art (Autumn 2)** Surrealism (Magritte, Dali, Tanguy). Possibly use these images for creative writing in English. **Science (Spring 1)** Plants, photosynthesis, systems in the human body) Descriptive writing **Drama: Spring 2** Use of body language to convey meaning about character **Drama: Summer 1** Reading a script and looking non-linear narratives	**Maths (Spring 1)** Averages and range in Spring 1: refer to when looking at figures related to child mortality, death, poverty statistics (texts about poverty and inequality in society) **Science: Spring 1** Lifestyle and health **Science: Summer 2** Preventing treating curing disease, drugs and vaccines.	**Food (Spring 2)** Food from around the world. Explain ways to economise when cooking at home. Refer to details in food on sale at fairs. Contrast with diet in 19th Century Britain **PSHE (Summer 1)** Sex education – relate texts on crime (e.g. against women) to texts about crimes.	**PSHE (Summer 2)** Living in the wider world Work Experience Evaluation of work experience and readiness for work Link with writing a letter. **Science (Autumn1)** Moral issues **Food: Summer 1** Ethical factors in food choices. Could use in non-fiction writing tasks. Drama: Autumn 1 & 2 Moral dilemmas: arguing for and against. Use these skills in writing to argue.	**PSHE (Summer 2)** Living in the wider world Work Experience – link with spoken language **Citizenship** Active citizenship – link with spoken language **Drama: Spring 1** Speaking skills linked to careers		

	Yr11	**Literature & Language** Poetry Anthology – 15 poems Cluster: Power and conflict **ANTI-RACISM THEMES (Checkin' Out Me History)** Themes: • Human power and corruption • The power of nature • War and conflict • Oppression and inequality • Memory and loss • Identity	Revision of literature texts: Macbeth, An Inspector Calls, Jekyll and Hyde **GENDER EQUALITY in AIC** **ANTI-RACISM THEMES (colonial ideas related to Darwin's Origin of the Species)**	**Spoken Language NEA Controlled Assessment** *Skills of presentation with emphasis on planning, self and peer evaluation.* (Lg-AO7) (Lg-AO8) (Lg-AO9) **English Language Paper 2: Writers' Views and perspectives** *Writing to present a point of view.* *Planning within a time limit.* *Proofreading /accuracy. (Lg-AO5)/(Lg-AO6)*	**Language Paper 1 & 2:** **1.Explorations in creative reading & writing.** **2.Writers' Views and perspectives** Texts about surfing: Texts about snow **Writing – revision** Paper 1: Write to describe, narrate *Crafting writing.* *Writing in timed conditions.* *Accuracy.* *Proofreading.* *(Lg-AO5)* *(Lg-AO6)* Paper 2: Write to explain, argue & persuade	**Exams & further revision** (past papers)	**Exams**		
	Cross Curricular References	Science (Y10 -Summer 1) & Y11 Aut 1) Electromagnetic spectrum and use of different waves PSHE: Spring 1 Parental relationships Science: Y10 Aut 2 Energy Maths: Spring 2 Statistics about natural disasters Science command word: Classification – naming/identify/analyse evaluate Maths command words: Identify	PSHE Living in the wider world - careers College application process Skills for employment and career progression – Spoken language skills Citizenship Section B: Rights and responsibilities Science command word: Explain Science topics: Genetic engineering Cloning	PSHE Living in the wider world – careers (Aut 2) College application process -Spoken language skills Maths: Graphs & statistics to aid Spoken Language presentations. (Spr 2) Science: Ongoing presentations in class. Drama:	Maths: Vocabulary related to shapes and measuring (Spr 1) for describing in Paper 1. Science: Vocabulary related to shapes (Sum 1) for describing in Paper 1. Maths: (Spr 2) Reading time in Maths – linked to planning within a time limit. Food (Spr 2) Planning timings of recipes			

			Global warming & link to carbon footprint. (Spr 1) Food: Fair trade (Y9 – Sum 2) Genetic engineering (Y10 – Sp2)	Public speaking and looking confident – tips on how we present ourselves (Spr 1)	Drama (Spr 2) Describe and interpret stage pictures				