

Subject:

Curriculum vision

The seven-year knowledge-rich English curriculum at Avonbourne Academies introduces students to powerful knowledge through an exploration of the diversity and evolution of literature and language. Our curriculum fosters students to be resilient, tolerant, curious, open-minded and creative through developing them culturally, emotionally, intellectually, socially and spiritually.

Our passionate subject specialists engage with their disciplines to promote exceptionally high aspirations for all through the study of literature through the ages, and the lexis, semantics and pragmatics of the written and spoken word. Our challenging and diverse curriculum demonstrates how writers can influence and enact change in society through their dissenting voices.

Students study the works of Charlotte Bronte, William Shakespeare, George Orwell, Charles Dickens, Margaret Atwood, Mary Shelley and a range of seminal world literature as they engage with themes of identity, responsibility, power, ambition, gender, love, death and morality. This exploration of the human condition and examination of the 'best that has been thought and said' inspires students to establish a dialogue with the world around them, in order to navigate and challenge it. Through rigorous and explicit instruction of ambitious vocabulary, grammatical structures, discourses and rhetorical and literary techniques, we aim to instil a love of communication and expression that empowers our future scholars to establish and articulate their voice.

The Avonbourne Academies English transformative journey creates students who can read and engage with complex and varied texts, can think critically, can write academically and can communicate their ideas and emotions in a nuanced and appropriate manner, for their professional and personal futures.



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Curriculum Overview



United Sixth Form

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Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Prose: Jane Eyre	This compelling unit of work introduces Year 7 students to the richness of 19 th century literature through a curated collection of extracts from Charlotte Brontë's Jane Eyre. Designed to bridge the transition to KS3 literary analysis, the unit provides students with a foundational understanding of Victorian context, exploring pivotal themes such as the role of women, childhood, religion, power, and social class.	Prose: Short Stories	Year 7 students are introduced to short stories through this exciting collection, and focus on form, structure and narrative voice. At this point student explore and experience suspense, the macabre, deception and mystery and continue to develop skills in characterisation and plot structure.
Year 8	Poetry: Social Justice	Year 8 will deepen their understanding of social justice poetry by analysing how context, form, structure, and literary methods drive a writer's message. Building on the foundational reading skills established in Year 7, students will explore a diverse anthology of poets who use their voices to challenge inequality, expose marginalisation, and call for systemic change.	Prose: Animal Farm	Year 8 build their knowledge of prose through reading and studying the entire novella. Throughout this term there is a strong focus on structure, detailed plot/character analysis and language analysis. Year 8 continue to focus on the theme of social injustice, and we teach key concepts such as allegory, satire, fable, democracy, and dictatorship.
Year 9	Drama Blood Brothers	Blood Brothers is a masterpiece of British theatre, which blends both comedy and tragedy, exploring the nature vs nurture debate and key themes such as: superstition, social class and inequality, family and friendships. Building on their study of Shakespeare's play, Richard III in Year 8, students will explore the conventions of a modern tragedy and its classical and Greek origins. Spanning from the 1950s through to the early 1980s, students will evaluate the cultural, historical, political and social context and how it influences a writer's work.	Prose A Scandal in Bohemia	Year 9 students continue their study of Victorian literature through a focus on Arthur Conan Doyle's <i>A Scandal in Bohemia</i> . Students will undertake an in-depth character study of both Holmes and Adler, analysing the extent to which they conform to societal expectations of the time. Students will also explore Victorian ideals, the theory of 'The Other' and review the importance of key themes such as reputation, power and gender.
Year 10	<i>Macbeth</i>	Year 10 students build upon their KS3 knowledge of Shakespeare and the conventions of a tragedy, returning to the themes of kingship, power, conflict and ambition to study their GCSE text <i>Macbeth</i> . Students will explore the hubris, duality and hamartia of the eponymous Macbeth.	<i>A Christmas Carol</i>	Building upon their KS3 study of the 19 th Century novel Jane Eyre, Year 10 students return to the themes of social class, poverty, isolation and power to study their GCSE set text <i>A Christmas Carol</i> .
Year 11	Literature Paper 2 revision (<i>An Inspector Calls</i> , <i>Power and Conflict</i> , <i>Unseen Poetry</i>) Language Paper 2	Year 11 students begin by returning to <i>An Inspector Calls</i> , previously taught in the middle of Year 10, building on their knowledge of the play and applying it to exam-style questions. This is followed by revising the <i>Power and Conflict</i> anthology poems and poetic devices taught towards the end of Year 10, with greater focus in Year 11 on comparison writing. Students will then build on their understanding of poetry by studying	Literature Paper 2 Power and Conflict Poetry Language Paper 1 revision	Year 11 begin this half term by completing their study of <i>Power and Conflict Poetry</i> and uncovering the intricacies of the 'Identity' poems in the cluster. Students will study the remaining four poems in the anthology, developing their analytical and comparative work. Following this, Year 11 students complete a Language Paper 1 revision cycle, using feedback from mocks to improve



	Literature Paper 1 revision (<i>Macbeth</i> , <i>A Christmas Carol</i>) Language Paper 1 revision	Unseen Poetry, the final component of their Literature Paper 2 exam. After three weeks revising Literature Paper 2, students then enter revision cycles for the remaining papers, with a particular focus on Language Paper 2. For this, students will hone their analytical and evaluative knowledge through exposure to non-fiction texts, developing their ability to identify and analyse writers' viewpoints and attitudes.		outcomes. Students will embed their knowledge and understanding of how language is crafted for meaning and hone their skills in creative writing to communicate ideas and feelings.
Year 12 Lang	Course Introduction Language Levels & Frameworks 1 - 3 The Big Questions	Year 12 are given the toolkit with which to assess all language texts they will face throughout the course. This is the foundation on which the whole course is built.	Meanings & Representations 1 & 2 Diversity: Social Groups – Age	Year 12 apply their toolkits to a wide variety of texts in preparation for P1SA. We will be thinking about wider cultural and social discourse and the dialogues and dialectics which drive debate and conversation in society. Year 12 are also introduced to the first of their diversity topics: language & age
Year 12 - Lit	Drama – <i>A Streetcar Named Desire</i> by Tennessee Williams	Year 12 students will be introduced to A-Level texts of increasing thematic and emotional complexity starting with their study of <i>A Streetcar Named Desire</i> . This play forms a good bridge from their GCSE studies having been written at the same time as <i>An Inspector Calls</i> and involving a similar consideration of the writer's purposes and methods (including dramaturgy). The study of this engaging and approachable text will allow students to better their analytical essay writing skills, moving beyond the requirements of GCSE assessment objectives.	Poetry – Modern poetry: Poems of the Decade and unseen modern poetry.	Year 12 will then develop the A-Level skills they've begun to develop to the cluster of modern poems from the Forward 'Poems of the Decade' anthology. These challenging and exciting texts will also refresh students' knowledge of poetry specific terminology and technique and develop their capacity to form cogent and complex comparisons.
Year 13 Lang	Diversity: Regional Variation & World Englishes, Occupation & Power NEA: Investigation	Year 13 continue to hone their evaluative skills whilst learning about another diversity topic. They continue work on the second component of their NEA.	Diversity: World Englishes, Occupation & Power NEA: Investigation Change: History, Processes & Attitudes	Year 13 continue to hone their evaluative skills. They complete the second component of their NEA. Year 13 begin their study of Language Change, looking at the history and then bringing it into the current century.
Year 13 - Lit	Drama: <i>Othello</i> by William Shakespeare / NEA writing	Year 13 students will start their final year of school with the study of <i>Othello</i> , which will use and then move beyond their knowledge of Shakespearean tragedy gained through their GCSE study of <i>Macbeth</i> . They will continue to refine their ability to form critical judgements and consider carefully the writer's intentions and craft, including dramaturgy. Alongside this, they will continue to work on their independent NEA, with some classroom and individuated support from the teacher.	Drama: Critical interpretations of <i>Othello</i> / NEA writing	Having studied and formed their own critical judgements about the text, Year 13 will now read established professional and historical critics of the play and consider how they are joining a centuries' long debate about the potential meanings and characterisations of the play. This will allow them to satisfy the AO5 requirement set by the exam board, and support them with finishing their NEAs (which also require the use of others' criticism).



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Term 2



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	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Poetry: War and Conflict	Year 7 will be introduced to a selection of First World War poetry, developing a foundational understanding of how conflict is depicted in literature. Moving chronologically from the initial pro-war propaganda of the Home Front to the brutal reality of the front-line trenches, students will examine how writers use poetry to persuade, protest, or process the emotional weight of warfare. By tracking this shift from romanticised patriotism to devastating anti war testimony, students will learn that poetry is not passive; it is a powerful vehicle for voice and intent.	Creative Writing	Creative/Narrative writing is an integral part of the English curriculum from Y7 to Y11. It is imperative that students have strong understanding of the skills required in order to successfully craft their own writing. This unit will revisit core skills, such as word classes, and build upon prior knowledge of literary devices like similes and metaphors, while also introducing new terminology, broadening student understanding of how to successfully produce their own creative writing.
Year 8	Shakespeare: Richard III	Year 8 students will advance their understanding of early modern drama by immersing themselves in the mechanics of tragedy and the history play. Rather than simply identifying linguistic methods, students will develop a critical written voice to explore the deeper effects of deliberate language choices and how they communicate complex political and moral messages.	Creative Writing	Creative/Narrative writing is an integral part of the English curriculum from Y7 to Y11. It is imperative that students have strong understanding of the skills required in order to successfully craft their own writing. Building on the key skills developed in Y7, this unit will develop students' understanding of how to successfully evolve their own creative writing.
Year 9	Non-Fiction	This dynamic collection of non-fiction texts provides an integral focus on structure, form, and purpose. Students continue to develop their understanding of key themes such as gender and social equality, languages and identity and climate change,	Creative Reading	Having mastered the foundations of linear narrative and characterisation in Year 7 and the conventions of Gothic literature in Year 8, this creative reading unit aims to elevate students' critical and analytical expertise, challenging them to evaluate how writers use language to create meaning and explore the human condition through narrative fiction.
Year 10	English Language Paper 1	Building upon students' knowledge of language analysis, Year 10 begin Spring 1 with an exposure to a variety of fiction extracts. Students explore how language is crafted for meaning and analyse how a range of themes are presented.	<i>An Inspector Calls</i>	Year 10 students enhance their KS3 understanding of authorial intent through their study of the GCSE text <i>An Inspector Calls</i> . We build upon students' knowledge of identity, class, power and gender to consider what compelled Priestley to write this popular play.
Year 11	Revision Cycles	Year 11 students complete a series of 'feedback, feedforward' revision cycles, drawing upon their existing prior knowledge as a platform to deepen and develop understanding and fluency. We also continue to hone students' academic writing craft.	Revision Cycles	Year 11 students continue their 'feedback, feedforward' revision cycles, interleaving a range of topics and texts to support the embedding of knowledge into the long-term memory. Our focus on students' academic writing craft also continues, paying close attention to the construction of thesis statements.



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Year 12 Lang	Diversity: Social Groups – Age & Race Evaluative Writing	Year 12 are introduced to the idea of evaluative writing (through TWR) in relation to two topics for the diversity component of P2SA.	CLA Speech	Year 12 learn how to apply the tools from Autumn 1 to the data for the CLA question. They also learn the relevant theory surrounding CLA (speech). Year 12 build on their experience of evaluative writing in relation to the CLA question.
Year 12 - Lit	Prose: <i>Frankenstein</i> by Mary Shelley	Having become increasingly familiar with the demands of A-Level academic writing using the modern texts, students will now consider the heritage novel <i>Frankenstein</i> by Mary Shelley, and accumulate increasing knowledge of genre-specific critical vocabulary as well as developing their sense of how the contextual backdrop to a text shapes writers' and readers' ideas and creates opportunities for deeper analysis. Considering the philosophical and cultural contexts of the Enlightenment and the Romantic age will help with understanding of the Romantic poets later in the year.	Prose: <i>The Handmaid's Tale</i> by Margaret Atwood	Year 12 will then read <i>The Handmaid's Tale</i> by Margaret Atwood and, as they do so, consider how to compare its representation of science and society with that of Mary Shelley's earlier novel. They will thus burnish the comparative skills they used in the poetry module and will be ready to start the coursework module in the summer term, which will also require sophisticated comparison.
Year 13 Lang	Change: History, Processes & Attitudes	Year 13 continue their study of Language Change, looking at processes and attitudes of change and how this has led to language of our time.	Change: PC language & technology	This term sees Year 13 continue their study of language change, looking at contemporary issues of political correctness and technology. Students also consider the future of language.
Year 13 - Lit	Revision of Papers One and Two and exam skills	Year 13 lessons will now become much more skills and procedure driven than content driven as students prepare for their A-Level examinations. They will revisit all of the different units across the course and work on securing the assessment objectives and representing their knowledge to the best of their ability.	Revision of Paper Three and exam skills	Year 13 lessons will now become much more skills and procedure driven than content driven as students prepare for their A-Level examinations. They will revisit all of the different units across the course and work on securing the assessment objectives and representing their knowledge to the best of their ability.



	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	Creative Reading	Throughout the year, students engage with a rich variety of literature, spanning from their initial unit on <i>Jane Eyre</i> to contemporary novels explored during library lessons. This specific unit consolidates their foundational knowledge by systematically revisiting core literary devices, grammatical structures, and vocabulary, ensuring they are fully prepared to excel in their upcoming Rank Order Assessment	Non-Fiction - Rhetoric	We introduce Year 7 to the world of Rhetoric by focusing on the Aristotle's triad: ethos, logos and pathos. Students study the history of rhetoric and many of its key features, including antithesis, anaphora, hyperbole, alliteration and hypophora. Students will use the knowledge gained to develop their own persuasive writing.
Year 8	Creative Reading	Having mastered the foundations of linear narrative and characterisation in Year 7, Year 8 students' progress into the darker territories of Gothic literature. This creative reading unit aims to elevate students' critical expertise, challenging them to evaluate how writers use the sublime, ominous settings, and structural choices like antithesis and foreshadowing to explore human vulnerability.	Prose: Dystopian short stories	Year 8 will build on their knowledge and understanding of short stories and their core theme of social justice by studying this exhilarating collection of dystopian fiction. Throughout this unit, students will investigate how authors manipulate language to construct oppressive nightmare worlds and explore the heavy themes of oppression and totalitarianism.
Year 9	Creative Writing	Creative/Narrative writing is an integral part of the English curriculum from Y7 to Y11. It is imperative that students have strong understanding of the skills required in order to successfully craft their own piece of creative writing. Building on the key skills developed in Y7 and Y8, this unit will develop students' understanding of how to successfully evolve their own creative writing.	Shakespeare King Lear	Essentially, this unit of Shakespeare draws upon the study of Richard III from Y8. Students will develop their literature analysis further and explore the effects of methods and language choices and how this links to key themes and ideas. Through an in-depth exploration of key characters such as Lear and Edmund, and the key themes of power, powerlessness and madness, King Lear paves the way for students' in-depth study of another of Shakespeare's great tragedies, Macbeth, during GCSE Literature studies in Y10 and Y11.
Year 10	Power and Conflict Poetry	Year 10 students draw upon their KS3 study of war and conflict, social justice and relationships poetry to study their GCSE anthology poetry - Power and Conflict. Students are exposed to a range of writers, exploring the presentation of a number of themes previously encountered across their KS3 study.	Power and Conflict Poetry (cont.) Speaking and Listening	Students begin their final half term of Year 10 with a focus on examining non-fiction, analysing how language shapes meaning and importance of perspective and tone for the communication of ideas. This study transitions students to finish the year focused on drafting their own piece of non-fiction and



				ultimately completing the Spoken Endorsement component of the English Language GCSE. The year finishes with an exploration of the poetic form and genres of war, identity and types of conflict continue through more poems in the Power and Conflict cluster. Students by now will be able to begin to draw comparisons between the poems they have studied.
Year 11	Revision Cycles and Targeted Revision	Revision cycles for the Literature set texts and Language papers are formulated to target final areas of development as the GCSE examinations approach.	Literature and Language GCSE Examinations	
Year 12 - Lang	Diversity: Gender & Sexuality Evaluative Writing NEA Introduction	Year 12 continue evaluative writing with new diversity topics, building on the skills already learnt. Students are introduced to the first component of their coursework which they will build on for the rest of the year.	Discourses: P2SB Diversity: Regional Variation Diversity: Regional Variation NEA	Year 12 build on their P2SB work which supports the first component of their coursework which they complete now. They also continue to hone their evaluative skills whilst learning about another diversity topic. The diversity topics studied to date will form the basis for their analysis of media discourses surrounding language.
Year 12 - Lit	The Romantics	Having studied <i>Frankenstein</i> and refreshed and augmented their poetry-specific critical vocabulary through the modern poetry, students will now look at the poets of the period and synthesise this knowledge. They will continue to improve their essay writing skills and the sophistication of their critical stances.	The Romantics / NEA Planning	Alongside the remaining Romantics (Shelley and Keats), students will begin to prepare for their independent coursework which will need them to apply the skills they've acquired across the year and bring together all of the different assessment objectives.
Year 13 - Lang	Countdown Plan: Revision & Walking, Talking Mocks	Year 13 revisit the themes of Diversity & Change through flipped learning, adding to their repertoire of theorists and current examples. They will revise all topics and engage in several walking, talking mocks.	A-Level Language Examinations	
Year 13 - Lit	Priorities for Revision and Walking Talking Mocks	In the final run-up to the exams, students will be encouraged to identify and prioritise areas of need, and supported in closing any gaps as the exams approach. The requirements of each of the papers will be minutely examined and students prepared so that they feel happy and confident going into their exams.	A-Level Literature Examinations	

Wider reading

Extracurricular Opportunities (competitions, associations and clubs) Access to MASSOLIT for Year 10 and Year 11 students	Revision Guides • Macbeth STUDY GUIDE: York Notes for GCSE • A Christmas Carol STUDY GUIDE: York Notes for GCSE • An Inspector Calls STUDY GUIDE: York Notes for GCSE • Power and Conflict AQA Anthology STUDY GUIDE: York Notes for GCSE • AQA English Literature Unseen Poetry Study and Exam Practice: York Notes for GCSE
Academic Reading A Short History of Literature, John Sutherland How to Read Like a Professor, Thomas C Foster The Connell Guides to <i>Macbeth</i>, <i>An Inspector Calls</i>, <i>Othello</i>, <i>A Streetcar Named Desire</i>, <i>The Handmaid's Tale</i>, and <i>Frankenstein</i> Mary Shelley's <i>Frankenstein</i>, Maurice Hindle Selections from - <i>On Totalitarianism</i> by Hannah Arendt Selections from - <i>The Second Sex</i> by Simone de Beauvoir Selections from – <i>Political Justice</i> by William Godwin Selections from – <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft Selections from – <i>Reflections on the Revolution in France</i> by Edmund Burke Selections from – <i>The Rights of Man</i> by Thomas Paine A Little Book of Language, David Crystal Language Myths, Laurie Bauer & Peter Trudgill Don't Believe a Word: The surprising truth about language, David Shariatmadari Talk on the Wild Side: Why Language Won't Do As It's Told, Lane Greene	