



Subject: English

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.



Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Prose: <i>Jane Eyre</i>	This delightful collection of extracts from <i>Jane Eyre</i> introduces Year 7 students to 19 th Century literature with a focus on characterisation and exploration of the following themes: the role of women, childhood, religion, power, and social class. Throughout this unit of work, students begin to develop a critical voice and analyse various methods of characterisation in literature.	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 continue to build on their knowledge of poetry and the key theme of social justice, while focusing on the analysis of context, form, structure, and literary devices.	Shakespeare: <i>Richard III</i>	Year 8 students build on their understanding of Shakespeare from their study of <i>The Tempest</i> in Y7. This unit focuses on: Kingship/authority, The Great Chain of Being, features of tragedy and structural features.
Year 9	Poetry: Relationships	This vibrant anthology of relationship poetry provides a detailed consolidation of poetry skills taught across KS3, while rigorously providing challenge to ensure all students are ready to study poetry at KS4.	Drama: <i>The Crucible</i>	Year 9 will consolidate their knowledge of allegorical literature and develop their experience of the dramatic form (beyond Shakespeare) by studying this thought-provoking play. Students will revisit the key theme of social justice and embark on a detailed exploration of social/historical context.
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 <i>Jane Eyre</i> , 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	Unseen Poetry Language Paper 2	Year 11 students return to the poetic devices taught at the end of Year 10, building on this knowledge through application to a selection of 'unseen poems'. As the unit progresses, students develop their confidence to independently analyse an unseen poem. Students also continue to hone their analytical and evaluative knowledge through exposure to non-fiction. They will develop their skills in identifying and comparing writer's viewpoints and attitudes.	Lit Paper 1 revision Lang Paper 1 Revision	Year 11 students complete a series of Literature paper 1 revision cycles - in the format of thematic exploration to further develop analysis and cross-text links. A focus on honing academic writing craft is also developed, supporting students to develop 'big ideas' and multiple layers of interpretation. Students return to fiction to embed their knowledge and understanding of how language is crafted for meaning and to hone their skills in creative writing to communicate ideas and feelings.
Year 12 Lit	Poems of the Decade	Building further upon their poetry analysis studied in Year 11, Year 12 students complete their Poems of the Decade study, exploring themes of power, identity, gender and family. This unit of work is carefully placed to enable students to utilise their recently honed analytical skills from studying poetry at KS4 and prepares student to develop the necessary close analysis skills at KS5 level before studying lengthier texts in the Spring Term.	Romantic poetry	Year 12 students build upon their KS4 knowledge of the Romantic poets Blake, Wordsworth and Shelley, through their study of a collection of English Romantic Verse. This unit of study further masters the poetry analytical skills encountered through the Poems of the Decade module, whilst adding a layer of complexity within the linguistic and thematic aspects of Romantic poetry.
Year 12 Lang	Course Introduction Language Levels & Frameworks 1 - 3 Meanings & Representations 1 & 2	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. Year 12 apply their toolkits to a wide variety of texts in preparation for P1SA and learn how to apply these tools to the data for the CLA question.	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 are introduced to the idea of evaluative writing in relation to the CLA question – this will feed their study of language diversity in coming terms.
Year 13 Lit	<i>Othello</i> Prose and Drama Revision Coursework	Year 13 students explore Shakespeare's darkest and greatest tragedy, <i>Othello</i> , building on the culmination of tragic plays that begin in KS3 and run through subsequent years. Students also return to their study of <i>A Streetcar Named Desire</i> , <i>Frankenstein</i> and <i>The Handmaid's Tale</i> , focusing on	<i>Othello</i> - Critical Theory Targeted Poetry Revision	Year 13 students continue their study of <i>Othello</i> with a focus on utilising critical theory to explore detailed interpretations of a range of ideas. Students build their procedural knowledge of referencing critical theory in their academic writing. Students begin targeted revision of a range of modern and Romantic poetry, focusing on developing a critical, evaluative voice towards poetic form.



		completing extended responses and developing a critical, evaluative written voice. Finally, Autumn 1 sees students complete their coursework.		
Year 13 Lang	Diversity: World Englishes NEA: Investigation	Year 13 continue to hone their evaluative skills whilst learning about another diversity topic. They embark on the second component of their NEA.	NEA: Investigation	Year 13 continue work on the second component of their NEA.

Term 2

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Shakespeare: <i>The Tempest</i>	We introduce Year 7 to Shakespeare with an in-depth study of <i>The Tempest</i> , focusing on an introduction to Shakespeare's life and time.	Creative/Narrative 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 focuses on pathetic fallacy, sensory images, vivid descriptions and shifts in time.
Year 8	Prose: <i>Animal Farm</i>	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.	Prose: <i>Animal Farm</i>	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	Non-Fiction: Relationships	This dynamic collection of non-fiction texts provides an integral focus on structure, form, and purpose. Students continue to develop their understanding of the key theme of relationships.	Prose: <i>A Scandal in Bohemia</i>	Year 9 students continue their study of Victorian literature through a focus on <i>A Scandal in Bohemia</i> . Students study Victorian ideals, the theory of 'The Other' and review the importance of reputation.
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.
Year 12 Lit	<i>Frankenstein</i>	Year 12 continue their A-Level Literature study by returning to the Gothic genre to study <i>Frankenstein</i> . Students continue to explore ideas around katabasis and the gothic genre that were picked up in <i>A Christmas Carol</i> and they will apply contextual knowledge developed in their study of Romantic Poetry.	<i>The Handmaid's Tale</i>	Building upon students' KS3 knowledge of dystopian fiction, students return to the themes of power, identity and gender, and extend their knowledge of American literature through the study of their A-Level prose text <i>The Handmaid's Tale</i> .
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.	Diversity: Gender & Sexuality Evaluative Writing	Year 12 continue evaluative writing with new diversity topics, building on the skills already learnt.
Year 13 Lit	Revision cycles	Students also complete a series of revision cycles, interleaving key content across the papers to develop depth of interpretation and support the embedding of core knowledge into the long-term memory.	Revision cycles	Revision cycles continue for Year 13, offering an opportunity to develop and extended their responses to the texts through thematic exploration. The focus on academic craft continues, developing fluency with a range of grammatical structures.



Year 13 Lang	Change: History, Processes & Attitudes	Year 13 begin their study of Language Change, looking at the history and then bringing it into the current century.	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.
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Term 3

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	Poetry: War and Conflict	Year 7 students are introduced to poetry through exploring and analysing this powerful collection focused on the themes of war and conflict.	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/Narrative 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 focuses on establishing mood, creating setting and eliciting an emotional response.	Prose: Dystopian short stories	Year 8 build on their knowledge and understanding of short stories and their core theme of social justice by studying this exhilarating collection of Dystopian fiction.
Year 9	Prose: A Scandal in Bohemia	Year 9 students consolidate their knowledge of A Scandal in Bohemia. Students will explore the key theme of gender during the Victorian era.	Shakespeare: <i>King Lear</i>	Through the theme of power and powerlessness, this unit draws upon the Shakespeare texts taught in Year 7 and Year 8 to build students' ability to analyse language and respond to Shakespeare's great works.
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	Exploration of the poetic form and genres of war, identity and types of conflict continue. Students begin their final unit 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, supporting the Spoken Endorsement component of the English Language GCSE.
Year 11	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 Lit	A StreetCar Named Desire	Year 12 begin studying A Streetcar Named Desire, building new knowledge around American literature and its context. They continue to hone their analytical and evaluative skills developed this year by applying it to a drama text, which forms a strong basis for the study of the more complex play, <i>Othello</i> , in Year 13.	Targeted Revision Coursework	Year 12 continue their revision, focusing on developing their procedural knowledge as they develop written responses to a variety of key texts and themes. Additionally, Year 12 begin working on their coursework, providing the opportunity to select a text and theme for exploration that they are passionate about. At this stage, students select titles for their extended piece and complete research for their chosen texts and topics.



Year 12 Lang	Discourses: P2SB Diversity: Occupation & Power	Year 12 begin to understand how language issues are represented in the media and learn to both analyse and produce their own opinion articles surrounding a language issue. 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.	Diversity: Regional Variation NEA: Original Writing	Year 12 build on their P2SB work which supports the first component of their coursework which they begin 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 13 Lit	Revision – all topics	Year 13 will revise all topics in preparation for their examinations.	A-Level Literature Examinations	
Year 13 Lang	Flipped Learning & Revisiting Diversity 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	

Wider reading

<p>Extracurricular Opportunities</p> <p>Book Club – KS3 Debate Society Media Production Club English Literature Scholars’ Lunch – KS4 English Language Scholars’ Lunch – KS4 Access to MASSOLIT for Year 10 and Year 11 students</p>	<p>Revision Guides</p> <ul style="list-style-type: none"> • 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
<p>Academic Reading</p> <p>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</p> <p>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</p>	



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