

## Curriculum Overview – English Literature

**Intent:** The English curriculum aims to empower students to analyse, question and explore methods of communication across a range of literary contexts. The teaching of English across KS3, KS4 and KS5 is underpinned by the facilitation of passionate debate, discussion and exploration of texts from across our literary heritage. Our aims are to galvanise students to personally engage with a wide variety of challenging themes, ideas, characters and concepts which will broaden and test their current world view. Within the study of English Literature, students will question and critique the methods that writers, and speakers, use to present their views and perspectives, and respond to these ideas using their personal ideas and opinions. Students will be prompted to utilise, borrow and experiment with methods employed by great writers and speakers in order to develop their own communication skills. The chosen texts at KS3, KS4 and KS5 allow students to confidently examine how wide-ranging ‘voices’ respond to personal, social, cultural and political contexts and critically interleave their understanding through a variety of literary lenses and genres honing their ability to select, critique and thread together interesting trends and tropes across different written texts. Students will be required to purposefully select for themselves, from a broad a range as possible, novels by reading regularly for homework and choosing and selecting literature within their identified level. The development of analytical skills across KS3 also builds the required familiarity with the rigorous requirements of the Literature GCSE exams. Plus frequent and purposeful practise of key exam questions and styles is built in for termly review.

The overarching **concepts** for English at Shaftesbury School are:

- Read a wide and diverse range of texts linked to our Literary Heritage and other cultures
- Read texts from a wide range of genres to understand specific characteristics of style, content and form
- Explore writers’ method in the construction and creation of literary texts
- To read a wide range of prose, poetry and plays which challenge and engage students on a wide range of themes and concepts
- To provide, promote and facilitate opportunities for students to read a range of literary texts for pleasure

### Implementation:

The study of English Literature will allow students the opportunity to read, consider, question and explore a wide range of texts from across the British literary heritage as well as a range of texts from other cultures. It provides students the opportunity to imagine and experience different worlds through the creative powers of writers and explore a range of universal, concepts, themes and ideas. The study of texts through genre also facilitates students ability to understand the methods writers use to create their characters and literary worlds and enables students to grow their own powers of imagination and creative thought.

Curriculum Overview (Knowledge and skills) English (Literature)						
Term	1	2	3	4	5	6
Year 7	The Oral tradition	The Oral Tradition	Messages and Themes in Literature- NOVEL	Messages and Themes in Literature- NOVEL	POETRY- appreciation, performance, composition	POETRY

<b>Year 8</b>	Issues through Literature Modern novels or narratives	Issues through Literature Modern novels or narratives	Shakespeare- an Introduction to comedy	Blink- Structure through film	POETRY- themes	CHAUCER
<b>Year 9</b>	MODERN text (literary canon) with links to POEMS	MODERN text (literary canon) with links to POEMS	SHAKESPEARE within the wider dramatic context	SHAKESPEARE within the wider dramatic context	19 <sup>th</sup> century text within the wider context of narrative form	Unseen Poetry
<b>Year 10</b>	POETRY ANTHOLOGY Power and Conflict Love and Relationships UNSEEN POETRY	MODERN TEXT: Inspector Calls Lord of the Flies Animal Farm (Other text from syllabus)	POETRY ANTHOLOGY Power and Conflict Love and Relationships UNSEEN POETRY	19 <sup>TH</sup> CENTURY TEXT PPE PREPARATION The Strange Case f Dr Jekyll and Mr Hyde The Sign of Four Frankenstein (Other text from syllabus)	19 <sup>TH</sup> CENTURY TEXT PPE PREPARATION Paper 2 Modern texts and Poetry  Literary devices and quotations  Model answers	SHAKESPEARE TEXT Macbeth Romeo and Juliet The Tempest (Other text from the syllabus)
<b>Year 11</b>	SHAKESPEARE TEXT Romeo and Juliet The Tempest (Other text from the syllabus) PAPER 1 Shakespeare and 19 <sup>th</sup> Century Prose	PPE Practise PAPER 1 Shakespeare and 19 <sup>th</sup> Century Prose  Reflection and improvement	PRACTICE QUESTIONS paper 1 and 2 Literary devices and quotations  Model answers	PRACTICE QUESTIONS PAPER 1 AND 2 Literary devices and quotations  Model answers	EXAMS	
<b>Year 12</b>	TRAGEDY THEORY AND CONCEPTS. NARRATIVE THEORY AND CONCEPTS. OTHELLO AND KING LEAR	RICHARD II THE GREAT GATSBY KEATS DEATH OF A SALESMANN TESS OF THE D'URBERVILLES	CRITICAL ANTHOLOGY	NEA COURSEWORK CRITICAL ANTHOLOGY		PPE PREPARATION ASPECTS OF TRAGEDY ELEMENTS SOCIAL AND POLITAL PROTEST THEORY
<b>Year 13</b>	HENRY IV PART 1 HANDMAIDS TALE BLAKE KITE RUNNER	UNSEEN EXTRACT PRACTICE	PPE PREPARATION ASPECTS OF TRAGEDY AND ELEMENTS OF SOCIAL PROTEST WRITING		EXAMS	

## Impact

**By the end of Key Stage 3:** students will be able to confidently discuss their ideas and responses to a wide range of literary texts. They will be able to explain and justify their choices of reading and understand the key concepts of form, content and style on a range of literary genres. Develop the habit of reading widely and often for pleasure

**By the end of Key Stage 4:** students will be able to read a wide range of classic literature fluently and with good understanding, and make connections across their reading. They will be able to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. Students will be able to appreciate the depth and power of the English literary heritage

**By the end of Key Stage 5:** students will become articulate, assured and perceptive in their ideas; they will be able to construct sophisticated personal and creative responses to literary texts, using associated concepts and terminology. They will be able to justify their own independent and perceptive interpretations and be confident autonomous readers.