

English

Our BSG English curriculum in Year 7 explores the many ways written and spoken language can influence readers or audiences, along with the different ways writers and readers are influenced by the circumstances under which a text is written or experienced. In Year 7, we consider a range of fiction and non-fiction texts and extracts, with a focus on breadth of study; a range of text types, genres and writers are studied across the literary canon, examining how character, setting, tone and atmosphere are created and developed.

While we cover all the knowledge and skills outlined in the National Curriculum, our aims are also to empower our students to:

- Confidently read any text, developing as critical, analytical and independent thinkers;
- Write and speak effectively, developing a love and use of language which enables them to communicate confidently in any situation;
- Express themselves, knowing their voice / opinion / interpretation is valued, important and relevant, through lively, respectful and challenging debate and discussion;
- Explore a broad, rich and diverse curriculum, with study of language and literature texts and great writers through the ages and from different cultures in order to develop an appreciation for the arts and a love of learning;
- Develop a questioning, inquisitive, reflective and curious approach to their learning;
- Explore and reflect on the human experience, to better understand themselves, others and the world around them – developing their empathetic, cultural and emotional awareness;
- Develop their own moral compass through the exploration of different views, values and experiences;
- Develop their own flexibility, accountability and a range of transferable skills, through personalised learning experiences for all learners;
- Develop skills that will enable them to achieve their potential and be successful and happy in the future.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition Period – Introduction to analysis. Guidance on key vocabulary, how to structure analytical paragraphs and how to use the English Learning Passports.					
<p>'Alice in Wonderland'</p> <p>(Transition unit from primary to secondary, looking at how Carroll creates characters, setting and atmosphere by reading extracts from the whole novel).</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Creative writing inspired by the study of the novella. • Analysis of a character or theme in the novella through exploration of an extract and the wider text. 	<p>Gothic Horror & 'Frankenstein'</p> <p>(Exploring the genre through a range of extracts before taking a closer look at 'Frankenstein'.)</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Analysis of an unseen Gothic Horror extract. • Analysis of a character or theme in 'Frankenstein' through exploration of an extract and the wider text. 		<p>Inspirational Women</p> <p>(Reading a variety of writing on, about or by inspirational women and how this can influence students' own writing).</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Analysis of an unseen extract written by an inspirational woman. 	<p>Exploring Shakespeare</p> <p>(Providing a taste of several of Shakespeare's plays as preparation for studying 'Romeo and Juliet' at the start of Year 8).</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Language style assessment of comprehension and contextual knowledge. 	

<p>Deeper learning</p> <ul style="list-style-type: none"> • Explore influences on Carrol for the writing of the novel, as well as how the novel has influenced art and fashion. • Investigate satire, nonsense texts, archetypes, and other generic conventions. • Study of Victorian era with links to History curriculum. • Philosophical enquiry about awe and wonder. • Spoken Language discussion task. • Introduction to use of Google Classroom as an independent learning tool. 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Exploring genre through a range of extracts before a deeper dive into one text ('Frankenstein'). • Project exploring the influences of the Romantic period, the Gothic tradition and female writers during this time. • Spoken Language – Role-play used to develop communication, interpretation and an understanding of performance of texts. • Internet Research project on relevant contexts compiling findings in typed presentation. 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Investigate and reflect on women who inspire them in their own lives. • Creating a collection of knowledge gained about how women can inspire and influence others. • Different activities on influential women including a poster and spoken language presentation. • Discussion about women's roles, including in different workplaces. • Research and create a fact file about an inspirational woman in science, technology, engineering or mathematics. 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Exploring Shakespeare through a range of play extracts. • Exploring contextual influences upon Shakespeare at the time of writing. • Socratic method of discussion and teaching to explore the writer's viewpoints and how this has been influenced by contexts. • Drama activities to explore the play in performance. • Exploring actor interviews who have played main roles in plays and discussing how they portray certain characters. • Internet research project on different plays and historical context.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Reading activities and clubs to encourage a love of reading and literature. • Debate Club – a great way to learn how to form opinions, debate, argue an idea and work as a team. 		<p>Key resources / websites</p> <ul style="list-style-type: none"> • English Learning Passport – this is given to students at the start of the year and is part of English equipment throughout the year. • Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. • Extract/Source Booklets - given for each unit for students to annotate, make notes and use to aid revision. 	

English

Our BSG English curriculum in Year 8 explores the many ways written and spoken language can influence readers or audiences, along with the different ways writers and readers are influenced by the circumstances under which a text is written or experienced. In Year 8, we build on the exploration of character, setting, tone and atmosphere to study texts in more depth, considering structure, plot and the development of themes across a text.

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- Confidently read any text, developing as critical, analytical and independent thinkers;
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- Express themselves, knowing their voice / opinion / interpretation is valued, important and relevant, through lively, respectful and challenging debate and discussion;
- Explore a broad, rich and diverse curriculum, with study of language and literature texts and great writers through the ages and from different cultures in order to develop an appreciation for the arts and a love of learning;
- Develop a questioning, inquisitive, reflective and curious approach to their learning;
- Explore and reflect on the human experience, to better understand themselves, others and the world around them – developing their empathetic, cultural and emotional awareness;
- Develop their own moral compass through the exploration of different views, values and experiences;
- Develop their own flexibility, accountability and a range of transferable skills, through personalised learning experiences for all learners;
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>'Romeo & Juliet'</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Analysis of a character or theme in 'Romeo and Juliet' through exploration of an extract and the wider text. • Analysis of a character or theme in 'Romeo and Juliet' through exploration of an extract and the wider text. 		<p>'The Bone Sparrow'</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Analysis of a character or theme in 'The Bone Sparrow' through exploration of an extract and the wider text. • Analysis of a character or theme in 'The Bone Sparrow' through exploration of an extract and the wider text. 		<p>Writing Unit - Writer's Viewpoints and Perspectives</p> <p>Write in a variety of forms and styles such as travel writing, letters, speeches, blogs and newspaper articles.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Writing for a specific audience and purpose in an appropriate style (article/letter/speech). 	<p>Exploring Culture Through Poetry</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Analysis of a poem, applying exploration of cultural contexts and exploring how they influence a text, writer and reader.
<p>Deeper learning</p> <ul style="list-style-type: none"> • Development of revision and study skills (flip learning, consolidation and revision of texts for assessment). • Mask displays created to explore symbolism, characterisation and key themes. • Exploration of the way 'R&J' has influenced other writers, texts and forms of popular culture. 		<p>Deeper learning</p> <ul style="list-style-type: none"> • Development of revision and study skills (flip learning, consolidation and revision of texts for assessment). • Socratic method of discussion and teaching to explore the writer's viewpoints and how this has been influenced by contexts. 		<p>Deeper learning</p> <ul style="list-style-type: none"> • Exploration of the issues and concerns that have influenced writers of non-fiction and poetry. • Develop writing to express a viewpoint using current affairs, using information from internet research and social media. • Wider reading of relevant sources and different forms of writing. 	

<ul style="list-style-type: none"> ● Investigation into Elizabethan England and relevant contexts, such as marriage, religion and the role of women. ● Spoken Language - Role-play used to develop communication, interpretation and an understanding of performance of texts. ● Use of IT to research the Rohingya conflict, and as an option to create anti-bullying posters. Homework is also set to read newspaper articles, and research other poems from varied cultures. Creating podcasts and videos about mental health in the Bone Sparrow unit. 	<ul style="list-style-type: none"> ● Philosophical enquiries into the issues associated with refugees, community and resilience among other themes. ● Exploration of how personal experiences, cultural backgrounds and current affairs can influence writers. ● Spoken Language: Homework task to interview family members (The Bone Sparrow), role-playing as we read Romeo and Juliet, individual presentations of wedding vows in Romeo and Juliet lessons and whole-class readings of poems with dialect, colloquialism and phonetic spellings in Y8. In the Bone Sparrow unit, there is an opportunity for students to consider good mental health through podcasts and videos. ● A cross-curricular trip to the Globe for a performance of a Shakespeare play. 	<ul style="list-style-type: none"> ● Exploration of writing linked to different workplaces and job roles. ● Dragon's Den competition, using persuasive language, linking speaking skills to the world of work. ● Investigation into the different cultures and experiences. ● Using inspiration from poetry and different cultures to inform a varied forms of creative writing.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> ● Reading activities and clubs to encourage a love of reading and literature. ● Debate Mate – a great way to learn how to form opinions, debate, argue an idea and work as a team. ● A cross-curricular trip to the Globe for a performance of a Shakespeare play. 	<p>Key resources / websites</p> <ul style="list-style-type: none"> ● English Learning Passport – this is given to students at the start of the year and is part of English equipment throughout the year. ● Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. 	

English

Our BSG English curriculum in Years 9 and 10 continues to build on the knowledge and skills gained throughout KS3; we further hone reading and analytical skills through the study of the GCSE Literature texts and a range of other fiction and nonfiction texts, while also developing a more acute awareness of the influence of the context and writers' ideas and attitudes. Writing and communication skills are developed in essay writing and a range of writing and speaking activities within each of our units. Our AQA English Literature texts are chosen to allow for interesting discussion, debates and reflections relevant to our students, whilst also exploring themes linked to social, cultural, moral and spiritual issues and experiences, broadening their cultural awareness and developing their love for literature.

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- Explore and reflect on the human experience, to better understand themselves, others and the world around them – developing their empathetic, cultural and emotional awareness;
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Transition Period: Course Overview. Introduction to study skills, including using the Learning Passport. Revision of techniques, looking at exam style questions and how the GCSEs link to previous KS3 topics.					
Unseen Poetry - English Literature Paper 2 Section C (3 weeks and then 1 lesson a week) Assessment: Students answer one question on one unseen poem and one question comparing this poem with a second unseen poem.	'An Inspector Calls' - English Literature Paper 2 Section A (4 lessons a week) Assessments: Students answer one essay question from a choice of two on their studied drama text. Narrative and Descriptive Writing Unit - English Language Paper 1 Sec B (1 lesson a week) Explorations in Creative Reading and Writing, focusing on content, organisation and technical accuracy. (AO5&6)	Love and Relationships Poems - English Literature Paper 2 Section B (4 lessons a week) Assessment: Students answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster. Revision skills (1 lesson a week)	'Macbeth' - English Literature Paper 1 Section A (4 lessons a week) Assessment: Students answer one question on the play. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Revision skills (1 lesson a week)		
Deeper Learning <ul style="list-style-type: none"> • Creation of a revision resource/ 	Deeper Learning <ul style="list-style-type: none"> • Research project about the context to the play – Edwardian Britain, the interwar years and Britain in the 1940s, including changing working conditions. 	Deeper Learning <ul style="list-style-type: none"> • Research context for each poem (additional ideas) and present to the 	Deeper Learning: <ul style="list-style-type: none"> • Exploration of the contexts: genre, writer, social, historical, cultural and literary. • Presentations to the class. 		

<p>booklet about forms of poetry.</p> <ul style="list-style-type: none"> • Reading poetry from across the literary canon, discussing different views, perspectives and experiences. 	<ul style="list-style-type: none"> • Spoken Language - Presentations in groups to teach the class about contextual information. Drama activities in role, exploring family relationships. • Exploration into political and social issues then and now, with discussion of related SMSC issues and workers' rights. • Reading different forms of fiction and non-fiction texts that focus on social issues. Discussion and debate used to inform views and perspectives for writing tasks. • Compilation of revision games and resources to track first and altered impressions of main characters. 	<p>class, as well as teach the class to enhance their understanding.</p> <ul style="list-style-type: none"> • SMSC debates and discussions, linked to the issues and themes in the poems. • 'Singh Song!' used to discuss work life balance and wellbeing. • Use of technology for collaborative learning and revision. 	<ul style="list-style-type: none"> • Spoken Language – performance of the play and hot seating / drama activities in character. • Debates and discussion to enhance independent interpretation of the texts. • Use of technology for collaborative learning and revision.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Wider reading activities to encourage a love of reading and literature. • Debate Club – a great way to learn how to form opinions, debate, argue an idea and work as a team. • Trips and visits, depending on productions / opportunities during the year. 		<p>Key resources / websites</p> <ul style="list-style-type: none"> • English Learning Passport – this is given to students at the start of the year and is part of English equipment throughout the year. • Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. 	

English

Our BSG English curriculum in Years 9 and 10 continues to build on the knowledge and skills gained throughout KS3; we further hone communication and analytical skills through the study of the GCSE Literature texts and a range of other fiction and non-fiction texts, while also developing a more acute awareness of the influence of the context and writers' ideas and attitudes. Our AQA English Literature texts are chosen to allow for interesting discussion, debates and reflections relevant to our students, whilst also exploring themes linked to social, cultural, moral and spiritual issues and experiences, broadening their cultural awareness and developing their love for literature. To further ensure students know more and remember more, we allocate one lesson per week to revise and retrieve previously studied texts in order to promote the importance of early revision.

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<p>'Macbeth' - English Literature Paper 1 Section A (4 lessons a week)</p> <p>Assessment: Students answer one question on the play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Revision skills (1 lesson a week)</p>	<p>'A Christmas Carol' - English Literature Paper 1 Section B (4 lessons a week)</p> <p>Assessment: Students answer one question on their novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Revision skills (1 lesson a week)</p>		<p>REVISION WEEKS</p> <ul style="list-style-type: none"> • 'Macbeth' • 'A Christmas Carol' • 'An Inspector Calls' • Love and Relationships Anthology/Poetry • Unseen Poetry <p>ENGLISH LITERATURE GCSE EXAMINATIONS</p>		<p>Writing for Different Viewpoints and Perspectives - English Language Paper 2 Section B</p> <p>SPOKEN LANGUAGE EXAMINATIONS</p>
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Further research on context and evidence of linking these ideas to analysis . 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Role-play, presentations and hot seating to show the development of Scrooge's character. • Debate social and moral issues relevant to the text, including issues related to the world of work, such as employer responsibilities and workers' rights. 		<p>Deeper Learning</p> <ul style="list-style-type: none"> • Creating revision cards and using revision games to consolidate learning. • Group discussion and talk to further learning. • Use technology to collaboratively create a bank of revision resources. 		<p>Deeper Learning</p> <ul style="list-style-type: none"> • The study of inspirational voices and how this can persuade/inspire/inform an audience.

<ul style="list-style-type: none"> • Exploration into the tragedy genre and its conventions. • Watching the play in performance (live if available). 	<ul style="list-style-type: none"> • Further research about the context and group presentations. • Use of technology for collaborative learning and revision. 	<ul style="list-style-type: none"> • Revision drop-down sessions. • Targeted lessons based on class gaps in knowledge/understanding or to further develop students' contextual understanding of the texts. 	<ul style="list-style-type: none"> • Speaking activities about a range of topics to build skills and confidence in public speaking. • Linking speaking skills to the world of work.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Reading activities and clubs to encourage a love of reading and literature. • Debate Club – a great way to learn how to form opinions, debate, argue an idea and work as a team. • Trips to see literature texts on stage, where possible. 		<p>Key resources / websites</p> <ul style="list-style-type: none"> • English Learning Passport – this is given to students at the start of the year and is part of English equipment throughout the year. • Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. • Consolidation trackers - for each topic students will have an overview of key knowledge and information needed. 	

English

Our BSFG English curriculum in Year 11 offers an exciting opportunity to build on the analytical skills gained so far, yet offering an opportunity for a broad, rich and diverse curriculum in our study of fiction, nonfiction and literary nonfiction for the English Language GCSE. The texts we explore are linked to a range of social, cultural, moral and spiritual issues or experiences, allowing for interesting discussions and reflections on the writers' and our own viewpoints and perspectives. Through this focus on English Language, our curriculum expands to the study of a range of text types, genres and writers, reflecting the interests and inspirations of our students, helping to develop their own creativity and understanding of communication in real situations beyond secondary school.

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- Explore a broad, rich and diverse curriculum, with the study of language and literature texts and great writers through the ages and from different cultures, in order to develop an appreciation for the arts and a love of learning;
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Language Reading & Writing Skills English Language Paper 1 Sections A & B Explorations in Creative Reading and Writing		Language Reading & Writing Skills English Language Paper 2 Section A & B Writers' Viewpoints and Perspectives – two linked texts		Language Revision Focus – Paper 1 and 2	English Language Exams (AQA)
Deeper Learning <ul style="list-style-type: none"> ● Wider reading, exploring a range of literature - different writers, genres, topics, etc. ● Whole-class guided reading, discussion and planning of responses. ● Research and create revision resources for genre and style. Students source their own material and create papers in the style of AQA. ● Exploration of reading and writing in popular culture, such as music and social media to consider the impact and influence of language. ● Spoken language activities, with discussions and debates to explore topics and demonstrate the power of language. ● Debate Club – a great way to learn how to form opinions, debate, argue an idea and work as a team. ● Practise of language in the workplace. Students will explore how to write and speak in a manner appropriate to a professional environment. 					

English Literature

Our BSG English Literature curriculum in Years 12 and 13 builds on the knowledge and skills gained at GCSE, yet with an increasing range of literary and language techniques and concepts explored through the texts studied. Discussion, a key component of the course, is used to strengthen and enhance textual and language analysis, providing opportunities to consider alternative interpretations and challenge viewpoints. At Advanced Level study of English Literature, students also explore a greater range of contextual factors, including the influence of literary movements and emerging artistic styles on writers, readers and audiences. Knowledge from other subjects, such as History, Psychology, Sociology, Philosophy, Politics and Ethics is utilised to enrich the study of texts, along with wider reading of critical views. Contexts, criticisms and critical viewpoints are used to inform and elevate independent interpretations of texts. We also explore how to communicate our ideas in well-structured, cohesive and balanced analytical essays, demonstrating an academic writing style and high levels of technical accuracy.

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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition The Unseen Poetry Unit includes an introduction to AO3 and AO5 at A Level and an introduction to study skills and essay writing at A Level, while exploring a timeline of literary movements.					
Component 2 Section B Tennessee Williams: <i>A Streetcar Named Desire</i> (Penguin Modern Classics) – closed book Assessment: Students answer one thematic question on the play. AO1, AO2, AO3 and building towards AO5.		Component 2 Section B John Webster: <i>The Duchess of Malfi</i> (Methuen) – closed book Assessment: Students answer from a choice of two comparative, thematic questions on the plays. AO1, AO2, AO3, AO4 and AO5.		Component 2 Section A Shakespeare: <i>King Lear</i> Assessment: Students answer one question closely analysing an extract from the play (AO1 and AO2 only) and one thematic question exploring the play as a whole. AO1, AO2, AO3 and AO5.	
Component 3 Section B – Unseen Poetry Assessment: Students choose from a choice of two poems and form independent interpretations through close textual analysis. AO1 and AO2.		Component 3 Section A - Unseen Prose Assessment: Students form independent interpretations of a prose extract from between 1918 and 1939, responding to supporting extracts linked to contexts and critical interpretations of the text.. AO1, AO2, AO3 and AO5.		Component 4 Ian McEwan: <i>On Chesil Beach</i> – coursework Component 4 Own choice of Prose Text from Pre-2000 Assessment: Plans and first drafts of coursework are submitted for feedback.	

Extra Curricular activities

- Reading activities, research and group work projects to encourage a love of reading and literature.
- Theatre trips to see plays in performance
- Use of technology in lessons and in independent learning to develop study skills and collaborative learning

Key resources / websites

- **English Learning Passport** – this is given to students at the start of the year and is part of English equipment throughout the year.
- **Topic PLCs** - for students to track progress and address gaps in knowledge.
- **Topic Google Classrooms** – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further.

English Literature

Our BSG English Literature curriculum in Years 12 and 13 builds on the knowledge and skills gained at GCSE, yet with an increasing range of literary and language techniques and concepts explored through the texts studied. Discussion, a key component of the course, is used to strengthen and enhance textual and language analysis, providing opportunities to consider alternative interpretations and challenge viewpoints. At Advanced Level study of English Literature, students also explore a greater range of contextual factors, including the influence of literary movements and emerging artistic styles on writers, readers and audiences. Knowledge from other subjects, such as History, Psychology, Sociology, Philosophy, Politics and Ethics is utilised to enrich the study of texts, along with wider reading of critical views. Contexts, criticisms and critical viewpoints are used to inform and elevate independent interpretations of texts. We also explore how to communicate our ideas in well-structured, cohesive and balanced analytical essays, demonstrating an academic writing style and high levels of technical accuracy.

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<p>Component 2 Section A Shakespeare: <i>King Lear</i></p> <p>Assessment: Students answer one question closely analysing an extract from the play (AO1 and AO2 only) and one thematic question exploring the play as a whole. AO1, AO2, AO3 and AO5.</p>	<p>Component 1 Sec B Carol Ann Duffy: <i>Mean Time</i> & Philip Larkin: <i>The Whitsun Weddings</i> (Picador & Faber) – open book</p> <p>Assessment: Students answer from a choice of two comparative, thematic questions on the poetry anthologies. AO1, AO2, AO3, AO4 and AO5.</p>		<p>REVISION: Component 2 Sec A - <i>King Lear</i> Component 2 Sec B A <i>Streetcar Named Desire</i> and <i>The Duchess of Malfi</i> Component 1 Sec B <i>Mean Time</i> and <i>The Whitsun Weddings</i></p>		
	<p>Component 1 Sec A John Donne: <i>Selected Poems</i> (Penguin Classics) – open book</p> <p>Assessment: Students answer one question closely analysing a poem from the anthology (AO1 and AO2 only) and one thematic question exploring the anthology as a whole. AO1, AO2, AO3 and AO5.</p>		<p>REVISION: Component 1 Sec A - John Donne Component 3 Sec A - Unseen Prose Component 3 Sec B - Unseen Poetry</p>		

<p>Component 4 Final drafts of coursework submitted.</p>		
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Reading activities, research and group work projects to encourage a love of reading and literature. • Theatre trips to see plays in performance • Use of technology in lessons and in independent learning to develop study skills and collaborative learning 	<p>Key resources / websites</p> <ul style="list-style-type: none"> • English Learning Passport – this is given to students at the start of the year and is part of English equipment throughout the year. • Topic PLCs - for students to track progress and address gaps in knowledge. • Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. 	