



Curriculum Overview – English

Over the course of Years 7-9, students will write imaginatively in diverse forms and for a variety of purposes and audiences, including autobiography, letters, and stories. We build on student experience at KS2, developing subject specific skills and consolidating the fundamentals of spelling, punctuation and grammar embedded by Year 6. By Year 9 they will also be introduced to the format of the GCSE English Language papers, developing their transactional writing skills. They will study writers and texts from the traditional canon, such as Shakespeare, whilst also being introduced to literature from other cultures and traditions. A library lesson every fortnight gives them the time and space to read for pleasure, and promotes good academic practice through library skills sessions. Spoken Language assessments also take place across the lower school. Opportunities for super-curricular activities include the BBC 500 words competition, something which is entered by every Year 8 student. Author visits and poetry societies provide further opportunities for engagement.

All students study for English Language and English Literature at GCSE, following the Eduqas specifications in both. There are three strands to English Language: Reading, Writing, and Spoken Language. There are regular opportunities for assessment and feedback in all three areas. Teachers have some flexibility in the selection of set texts for English Literature, though all must study a Shakespeare play and an Eduqas curated anthology of poetry. Texts chosen have included *Macbeth*, *Jekyll and Hyde*, and *An Inspector Calls*. We arrange trips to see plays in performance. The culture of promoting reading for pleasure continues to be at the heart of all we do, and students are invited to use the senior library for their fortnightly session. An example of the extracurricular activities on offer is the English Speaking Union Public Speaking Competition, in which Pate's were national champions for 2019.

Studying English Literature at A level allows students to take the skills learned at GCSE to the next level, adding a depth of critical appreciation to their reading. Classes are invariably smaller and the learning is much more student driven. Group discussion is the key to success, and we aim to promote an environment that is safe, friendly, and supportive. Set texts are taught for drama and poetry, supported by work on prose writing from specific periods of history, covering the late 19th to mid-20th centuries. Text choices include *Hamlet*, *A Streetcar Named Desire*, and *Mean Time* by Carol Ann Duffy. Finally, there is a coursework element, in which there is an opportunity to write a comparative study of two prose texts. Where set texts are staged we will take students to see them, and we have also attended text-based RSC workshops. Many students, around 5% of the year group historically, choose to study English at university and this is a proud tradition that we aim to uphold.

Key Stage 3

Year Group	Term 1	Term 2	Term 3
7	<p>Content:</p> <ul style="list-style-type: none"> Autobiography. Year 7 Poetry Booklet. <p>Aims:</p> <ul style="list-style-type: none"> To look at a range of autobiographical/biographical extracts. To acknowledge and employ the features of autobiographical /biographical writing. To develop an understanding of basic poetic devices. To understand the effect of various poetic techniques. 	<p>Content:</p> <ul style="list-style-type: none"> Class reader chosen from: <ul style="list-style-type: none"> -Skellig -Private Peaceful -Friedrich History of English Literature. <p>Aims:</p> <ul style="list-style-type: none"> To develop an understanding of various plot devices. To develop an understanding of characterisation. To understand and use PQA/PEA. To explore the rich history of English Literature. 	<p>Content:</p> <ul style="list-style-type: none"> Transactional Writing. <p>Aims:</p> <ul style="list-style-type: none"> To define transactional writing. To understand the significance of form/purpose/audience. To look at 2/3 types of transactional writing from the following: diary/review/letter/ travel writing.
8	<p>Content:</p> <ul style="list-style-type: none"> Detective Fiction Shakespeare: <i>The Tempest</i> <p>Aims:</p> <ul style="list-style-type: none"> To look at 2-3 short stories. To understand and utilise detective fiction rules & guidelines. To understand and analyse a selection of extracts from a Shakespeare play. To develop an understanding of dramatic devices. To explore the portrayal of characters/plot/setting. 	<p>Content:</p> <ul style="list-style-type: none"> Class reader: <i>Animal Farm</i> Transactional Writing <p>Aims:</p> <ul style="list-style-type: none"> To explore the significance of character/setting/plot/theme. To discuss the significance of plot devices To transfer new-found knowledge of the above to imaginative writing. To develop an understanding of different transactional text types. To understand the features of a newspaper article. 	<p>Content:</p> <ul style="list-style-type: none"> Year 8 Poetry Booklet <p>Aims:</p> <ul style="list-style-type: none"> To read a selection of poems from the Year 8 Poetry Booklet. To develop an understanding of form & structure. To explore the significance of poetic devices.

9	<p>Content:</p> <ul style="list-style-type: none"> • Year 9 Poetry Booklet. • Class reader: <i>Of Mice and Men</i> <p>Aims:</p> <ul style="list-style-type: none"> • To read a selection of poetry from various time periods. • To explore and discuss the significance of poetic devices. • To explore the significance of relevant context. • To develop an understanding of how to approach unseen poetry. • To explore the significance of character, setting & theme • To explore the ways in which writers use language, structure and form in prose texts. • To understand & utilise relevant subject terminology 	<p>Content:</p> <ul style="list-style-type: none"> • Shakespeare play: <i>Twelfth Night</i> • Transactional Writing <p>Aims:</p> <ul style="list-style-type: none"> • To read (and enjoy) <i>Twelfth Night</i> • To explore the ways in which Shakespeare uses language, structure and form to create meanings and effects. • To explore the significance of various dramatic devices. • To explore & discuss the presentation of various characters & themes. • To develop an understanding of transactional writing and the features of persuasive texts 	<p>Content:</p> <ul style="list-style-type: none"> • Introduction to GCSE English Language Paper 1. <p>Aims:</p> <ul style="list-style-type: none"> • To understand the structure of the English Language GCSE: Paper 1 • To develop and utilise the skills of synthesis, analysis and evaluation • To be able to Identify and interpret explicit and implicit information and ideas. • To understand and utilize the skills of creative writing.
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Key Stage 4 GCSE Exam Board: Eduqas

GCSEs in both English Language AND English Literature

Year Group	Term 1	Term 2	Term 3
10	<p>Content:</p> <ul style="list-style-type: none"> English Literature: 20th Century Text (Paper 2): <i>An Inspector Calls</i>. English Literature: Unseen Poetry (Paper 2). English Language: Paper 1 (Section A). English Language: Prose Writing (Paper 1). <p>Aims:</p> <p><u>English Literature</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>English Language</u></p> <p>Reading:</p> <p>AO1:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. 	<p>Content:</p> <ul style="list-style-type: none"> English Literature: 19th Century Text (Paper 2) <i>Jekyll and Hyde</i>. English Literature: Unseen Poetry (Paper 2). English Language: Paper 1 (Section A). English Language: Prose Writing (Paper 1). <p>Aims:</p> <p><u>English Literature</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationship between texts and the contexts in which they were written.</p> <p><u>English Language</u></p> <p>Reading:</p> <p>AO1:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. 	<p>Content:</p> <ul style="list-style-type: none"> English Literature: Poetry Anthology (Paper 1). English Language: Paper 2 (Section A). English Language: Transactional Writing (Paper 2). <p>Aims:</p> <p><u>English Literature</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationship between texts and the contexts in which they were written.</p> <p><u>English Language</u></p> <p>Reading:</p> <p>AO1:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. <p>AO2:</p>

	<ul style="list-style-type: none"> Select and synthesise evidence from different texts. <p>AO2:</p> <ul style="list-style-type: none"> Explain, comment on, analyse how writers use language and structure. <p>AO4:</p> <ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. <p>Writing:</p> <p>A05:</p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively. Organise information and ideas. <p>A06:</p> <ul style="list-style-type: none"> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<ul style="list-style-type: none"> Select and synthesise evidence from different texts. <p>AO2:</p> <ul style="list-style-type: none"> Explain, comment on, analyse how writers use language and structure. <p>AO3:</p> <ul style="list-style-type: none"> Compare writers' ideas and perspectives. <p>AO4:</p> <ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. <p>Writing:</p> <p>A05:</p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively Organise information and ideas <p>A06:</p> <ul style="list-style-type: none"> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<ul style="list-style-type: none"> Explain, comment on, analyse how writers use language and structure. <p>AO3:</p> <ul style="list-style-type: none"> Compare writers' ideas and perspectives. <p>AO4:</p> <ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. <p>Writing:</p> <p>A05:</p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively Organise information and ideas <p>A06:</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
II	<p>Content:</p> <ul style="list-style-type: none"> English Literature: Shakespeare (Paper 1): <i>Romeo and Juliet</i> OR <i>Macbeth</i>. English Literature: Poetry Anthology (Paper 1). English Language: Paper 2 (Section A). 	<p>Content:</p> <ul style="list-style-type: none"> English Literature: revision and timed essays. English Language: Paper 1 (Section A). English Language: Prose Writing (Paper 1). <p>Aims:</p>	<p>Content:</p> <ul style="list-style-type: none"> English Literature & Language: revision and timed essays.

	<ul style="list-style-type: none"> English Language: Transactional Writing (Paper 2). <p>Aims:</p> <p><u>English Literature</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationship between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>English Language</u></p> <p>Reading:</p> <p>AO1:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. <p>AO2:</p> <ul style="list-style-type: none"> Explain, comment on, analyse how writers use language and structure. <p>AO4:</p>	<p><u>English Literature</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant.</p> <p>AO3: Show understanding of the relationship between texts and the contexts in which they were written. subject terminology where appropriate.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>English Language</u></p> <p>Reading:</p> <p>AO1:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. <p>AO2:</p> <ul style="list-style-type: none"> Explain, comment on, analyse how writers use language and structure. <p>AO3:</p> <ul style="list-style-type: none"> Compare writers' ideas and perspectives. <p>AO4:</p>	
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	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. <p>Writing:</p> <p>A05:</p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively. Organise information and ideas. <p>A06:</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. <p>Writing:</p> <p>A05:</p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively Organise information and ideas <p>A06:</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
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Key Stage 5 A Level Exam Board: Eduqas

The following should be seen as a guide only. It is inevitable that circumstances will alter and require some deviation from the course plan.

Teacher 1 (5)		Teacher 2 (4)	
YR12	Text	YR12	Text
Autumn term 1	<ul style="list-style-type: none"> Course Outline. Introduction to study of prose, with focus on novel/short stories. 	Autumn term 1	<ul style="list-style-type: none"> Introduction to study of poetry. Unseen Poetry (Paper 3). Introduction to genre of tragedy. John Webster: <i>The Duchess of Malfi</i> (Paper 2)

	<ul style="list-style-type: none"> ▪ Prose passages: 1880-1910 & 1918-39 (Paper 3). ▪ William Shakespeare: <i>Hamlet</i> (Paper 2). 		
Autumn term 2	<ul style="list-style-type: none"> ▪ William Shakespeare: <i>Hamlet</i> (Paper 2). 	Autumn term 2	<ul style="list-style-type: none"> • John Webster: <i>The Duchess of Malfi</i> (Paper 2). • Tennessee Williams: <i>A Streetcar Named Desire</i> (Paper 2). • Prose passages: 1918-1939 (Paper 3).
Christmas			
Spring term 1	<ul style="list-style-type: none"> ▪ Unseen Poetry (Paper 3). ▪ Coursework: introduction. Coursework: post-2000 novel. 	Spring term 1	<ul style="list-style-type: none"> ▪ Tennessee Williams: <i>A Streetcar Named Desire</i> (Paper 2). ▪ Prose passages: 1918-1939 (Paper 3).
Spring term 2	<ul style="list-style-type: none"> ▪ Coursework: post-2000 novel. ▪ Prose passages: 1880-1910 (Paper 2). 	Spring term 2	<ul style="list-style-type: none"> ▪ John Webster: <i>The Duchess of Malfi</i> + Tennessee Williams: <i>A Streetcar Named Desire</i> (Paper 2). ▪ Unseen Poetry (Paper 3).
Easter			
Summer term 1	<ul style="list-style-type: none"> ▪ Coursework: post-2000 novel. ▪ Prose passages: 1880-1910 (Paper 2). ▪ Revision. 	Summer term 1	<ul style="list-style-type: none"> ▪ Coursework: pre-2000 Prose choices. ▪ Prose passages: 1918-1939 (Paper 3). ▪ Revision.
Revision and Mock After May Half Term			

Summer term 2	<ul style="list-style-type: none"> ▪ Feedback. ▪ Philip Larkin: <i>The Whitsun Weddings</i> + Carol Ann Duffy: <i>Mean Times</i> (Paper 1). 	Summer term 2	<ul style="list-style-type: none"> ▪ Feedback. ▪ Coursework: pre-2000 Prose choices. ▪ Introduction to Chaucer.
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Year 13

Teacher 1 (5)		Teacher 2 (4)	
YRI3	Text	YRI3	Text
Autumn term 1	<ul style="list-style-type: none"> • Coursework: work on choices and titles. • Philip Larkin: <i>The Whitsun Weddings</i> + Carol Ann Duffy: <i>Mean Times</i> (Paper 1). 	Autumn term 1	<ul style="list-style-type: none"> • Coursework: work on essay. • Unseen Poetry (Paper 3). • Geoffrey Chaucer: <i>The Merchant's Prologue and Tale</i>.
Autumn term 2	<ul style="list-style-type: none"> ▪ Prose passages: 1880-1910 (Paper 2). ▪ Philip Larkin: <i>The Whitsun Weddings</i> + Carol Ann Duffy: <i>Mean Times</i> (Paper 1). 	Autumn term 2	<ul style="list-style-type: none"> ▪ Geoffrey Chaucer: <i>The Merchant's Prologue and Tale</i>. ▪ Prose passages: 1918-1939 (Paper 3).
Christmas			
Revision and Mocks After Christmas			
Spring term 1	<ul style="list-style-type: none"> ▪ Feedback. ▪ Final coursework hand in. 	Spring term 1	<ul style="list-style-type: none"> ▪ Feedback. ▪ Final coursework hand in.

Spring term 2	<ul style="list-style-type: none"> ▪ Philip Larkin: <i>The Whitsun Weddings</i> + Carol Ann Duffy: <i>Mean Times</i> (Paper 1). ▪ William Shakespeare: <i>Hamlet</i> (Paper 2). 	Spring term 2	<ul style="list-style-type: none"> ▪ Prose passages: 1918-1939 (Paper 3). ▪ John Webster: <i>The Duchess of Malfi</i> + Tennessee Williams: <i>A Streetcar Named Desire</i> (Paper 2).
Easter			
Summer term 1	<ul style="list-style-type: none"> ▪ Prose passages: 1880-1910 (Paper 2). ▪ Revision and timed essays. 	Summer term 1	<ul style="list-style-type: none"> ▪ Geoffrey Chaucer: <i>The Merchant's Prologue and Tale</i>. ▪ Revision and timed essays.