

**Quality of Education:** Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.

SUBJECT: English		CURRICULUM PROGRESSION PATHWAYS		CL: Ms Maxwell-Hunt			
KS3 (Level 1)	KS4 (Level 2) - AQA GCSE English	KS5 (Level 3) – AQA A-Level History	Further Education and training	Careers			
<p><b>Modern texts</b></p> <ul style="list-style-type: none"> <li>Animal Farm</li> <li>The Woman In Black</li> <li>Journey's End</li> <li>Boys Don't Cry</li> </ul> <p><b>Knowledge taught through the Modern Text</b></p> <p>Narrative Perspective, Context, Genre, Text as Construct, Character as Function, Authorial Purpose, Structure, Language</p> <p><b>19<sup>th</sup> Century Novel</b></p> <ul style="list-style-type: none"> <li>A Christmas Carol</li> <li>The Island of Dr Moreau</li> <li>Selected Short Stories</li> </ul> <p><b>Knowledge taught through the 19<sup>th</sup> Century Text</b></p> <p>Narrative Perspective, Context, Genre, Text as Construct, Character as Function, Authorial Purpose, Structure, Language, Alternative Interpretation</p> <p><b>Shakespeare plays</b></p> <ul style="list-style-type: none"> <li>A Midsummer Night's Dream</li> <li>Romeo &amp; Juliet</li> <li>Macbeth</li> </ul> <p><b>Knowledge taught through the plays of Shakespeare:</b></p> <p>The role of the Protagonist, Context, Genre, Text as Construct, Character as Function, Authorial Purpose, Structure, Language, Alternative Interpretation</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Poetry of WW1</li> <li>Poetry Through the Ages</li> </ul> <p><b>Knowledge taught through poetry</b></p> <p>Voice, Form, Structure, Language devices, Comparison</p> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>The story arc</li> </ul>		<p><b>Modern Text DNA</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Text as Construct</li> <li>Character as Function</li> <li>The role of the Protagonist</li> <li>Context</li> <li>Structure</li> <li>Language devices</li> <li>Alternative Interpretations</li> </ul> <p><b>19<sup>th</sup> Century Novel The Strange Case of Dr Jekyll &amp; Mr Hyde</b></p> <ul style="list-style-type: none"> <li>Perspective</li> <li>Genre</li> <li>Text as Construct</li> <li>Character as Function</li> <li>The role of the Protagonist</li> <li>Context</li> <li>Structure</li> <li>Language devices</li> <li>Alternative Interpretations</li> </ul> <p><b>Shakespeare Macbeth</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Text as Construct</li> <li>Character as Function</li> <li>The role of the Protagonist</li> <li>Context</li> <li>Structure</li> <li>Language devices</li> <li>Alternative Interpretations</li> </ul> <p><b>Poetry: Power &amp; Conflict</b></p> <ul style="list-style-type: none"> <li>Form, Structure, Language devices</li> <li>Context</li> <li>Interpretation</li> </ul> <p><b>Poetry: unseen</b></p> <ul style="list-style-type: none"> <li>Form, Structure, Language devices</li> <li>Interpretation</li> <li>Comparison</li> </ul>		<p><b>Drama:</b></p> <p><b>A Streetcar Named Desire</b></p> <ul style="list-style-type: none"> <li>Genre: tragedy (20<sup>th</sup> Century American tragedy)</li> <li>Protagonist: Blanche as a tragic hero</li> <li>Antagonist: Stanley</li> <li>Plastic theatre (expressionistic props, music, lighting, sound)</li> <li>Realism versus expressionism</li> <li>Context: Old v new south, postwar America, homosexuality, attitudes towards women, Tennessee Williams' life.</li> </ul> <p><b>Shakespeare (Hamlet)</b></p> <ul style="list-style-type: none"> <li>Genre – tragedy (specifically revenge tragedy)</li> <li>Influence of Seneca on Elizabethan revenge tragedy</li> <li>Role of the protagonist (subversion of typical revenge hero)</li> <li>Role of antagonist</li> <li>Imagery</li> <li>Use of soliloquy</li> <li>Staging</li> <li>Structure</li> <li>Alternative interpretations including feminist and Freudian interpretations of Hamlet</li> <li>Context (including Renaissance humanism, the four humours, the Elizabethan court and spy networks, anxieties concerning aging monarchy and succession, historical sources for Hamlet, history of theatre in England, attitudes towards women in Elizabethan England,</li> </ul> <p><b>Prose</b></p> <ul style="list-style-type: none"> <li>Narrative perspective</li> <li>Genre</li> <li>Text as Construct</li> <li>Character as Function</li> <li>The role of the Protagonist</li> <li>Context</li> <li>Structure</li> <li>Language devices</li> <li>Alternative Interpretations</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Form, Structure, Language devices</li> <li>Interpretation</li> <li>Comparison for Section A (unseen)</li> </ul>		<ul style="list-style-type: none"> <li>University courses in Language or Literature</li> <li>University courses in other Humanities subjects such as anthropology, sociology, psychology</li> </ul> <ul style="list-style-type: none"> <li>Publishing</li> <li>Journalism</li> <li>Television &amp; Radio</li> <li>Law</li> <li>Marketing</li> <li>Public Relations</li> <li>Research</li> <li>Teaching</li> <li>Novelist</li> <li>Poet</li> <li>Playwright</li> </ul>	

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<ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Using dialogue</li> <li>• Structural devices</li> <li>• Language devices</li> </ul> <p><b><u>Transactional (non-fiction) Writing</u></b></p> <ul style="list-style-type: none"> <li>• Purpose, Audience &amp; Format</li> <li>• Rhetoric</li> <li>• Structural devices</li> <li>• Language devices</li> </ul> <p><b><u>Skills taught throughout Reading Units</u></b></p> <ul style="list-style-type: none"> <li>• Foundation of reading skills: inference &amp; analysis</li> <li>• Foundation of essay writing skills: text and sentence-level structure, use of evidence, comparison, academic writing style</li> <li>• Foundation of contextual understanding of text and authorial intent</li> </ul> <p><b><u>Skills taught through Writing units:</u></b></p> <ul style="list-style-type: none"> <li>• Foundation of creative &amp; transactional writing skills: crafting texts suited to purpose, form and audience</li> <li>• crafting texts for effect through structural devices</li> <li>• crafting texts for effect through language devices</li> </ul>	<p><b>Language Paper 1 Reading</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Genre</li> <li>• Text as Construct</li> <li>• Character as Function</li> <li>• Structural devices</li> <li>• Language devices</li> <li>• Alternative Interpretation</li> </ul> <p><b>Language Paper 1 Writing</b></p> <ul style="list-style-type: none"> <li>• The story arc</li> <li>• Characterisation</li> <li>• Using dialogue</li> <li>• Structural devices</li> <li>• Language devices</li> </ul> <p><b>Language Paper 2 Reading</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Purpose, Audience, Format</li> <li>• Structural devices</li> <li>• Language devices</li> <li>• Rhetoric</li> </ul> <p><b>Language Paper 2 Writing</b></p> <ul style="list-style-type: none"> <li>• Purpose, Audience &amp; Format</li> <li>• Rhetoric</li> <li>• Structural devices</li> <li>• Language devices</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Confident application of reading skills independently: inference &amp; analysis</li> <li>• Confident application of independent essay writing skills: text and sentence-level structure, use of evidence, comparison, academic style</li> <li>• Confident interpretation independently, in the light of context, authorial intent &amp; alternative readings</li> <li>• Confident application of creative &amp; transactional writing skills independently: purpose, structure, language devices</li> <li>• Ability to construct an argument in analytical and transactional writing</li> </ul>	<ul style="list-style-type: none"> <li>• Context: Section B – John Keats (John Keats' life and professional ambitions/anxieties, values of The Romantics)</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Sophisticated application of reading skills independently: inference &amp; analysis</li> <li>• Sophisticated application of independent essay writing skills: forming a coherent argument which is built on throughout the essay</li> <li>• Evaluation of alternative interpretations and incorporation of these into central argument</li> <li>• Independent reading and research skills: inference and analysis of untaught texts (coursework)</li> <li>• Application of consistent referencing of secondary sources, both in body of essay and at end</li> </ul>		
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