



**Curriculum intent:** Pupils will leave Barr Beacon School being able to: articulate themselves and their ideas in a professional, personal and academic setting; read and interpret information from a variety of sources; write clearly and fluently.

**Curriculum rationale:** *We ensure our English curriculum enables pupils to access the knowledge needed to read critically and write imaginatively, adapting for a variety of forms. Pupils will develop a love of reading through a variety of increasingly challenging texts. We ensure that the broad skills of language, structural and contextual analysis are integrated and built within our curriculum, and across each year. We do this through a diverse variety of topics and genres (fiction and non-fiction).*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>The Reading Project</b> An awareness of the skills needed to approach and understand prose.	<b>Writing project and Ruby In The Smoke by Phillip Pullman</b> (reading and descriptive writing) An awareness of the ways in which language can build characterisation.	<b>Ruby In The Smoke by Phillip Pullman</b> (reading and narrative writing) Understanding how prose fiction can be organised to create tension.	<b>'Give me a voice': Speeches</b> (persuasive writing) An awareness of the ways in which language can be used to persuade.	<b>Conflict in Poetry</b> (reading) Understanding how the writer's use of poetic devices can portray conflict.	<b>Introduction to Shakespeare (History)</b> (reading) Understanding how to read and analyse Shakespearean language.
8	<b>The Power of Language - Articles</b> (entertaining and informative writing) An awareness of the ways in which language meaning and use have developed and can be manipulated.	<b>Drama: An Inspector Calls</b> (reading) Understanding how contextual knowledge affects an audience's perspective.	<b>Social Media and 'Fake News' - Letter</b> (reading and writing to argue) An awareness of the ways in which language can be biased.	<b>Poetry Across different cultures</b> (reading) Understanding the writer's use of poetic devices and contextual references to create meaning.	<b>Shakespeare (Comedy): Much Ado About Nothing</b> (reading) An awareness of the ways in which language can create humour.	<b>Short Stories</b> (reading and narrative writing) Understanding how narrative methods are used to engage the reader.
9	<b>Noughts and Crosses by Malorie Blackman</b> (reading and descriptive writing) An awareness of the ways in which to evaluate the effectiveness of language.	<b>Noughts and Crosses by Malorie Blackman</b> (reading and narrative writing) Understanding how writers use narrative structure to develop plot.	<b>Poetry influencing social change</b> (reading) Understanding how the writers convey their views and persuade the reader using poetic devices.	<b>Shakespeare (Tragedy) Othello</b> (reading) Understanding that language can be analysed to reveal a variety of meanings.	<b>Empowerment: writing to persuade, describe, inform, and entertain</b> Understanding how language and structure can be utilised for purpose.	<b>Drama: Journey's End</b> (reading) Understanding how contextual knowledge supports language analysis.



<b>10</b>	<b>Literature:</b> Blood Brothers	<b>Language:</b> Paper 1- Being Human	<b>Literature:</b> A Christmas Carol	<b>Language:</b> <b>Paper 1-</b> Being Human	<b>Literature:</b> Romeo and Juliet	<b>Language: Paper 2-</b> Influential figures	<b>Literature:</b> Conflict Poetry – batch 1	<b>Language : Paper 1-</b> Around the World	<b>Literature:</b> Conflict Poetry – batch 2	<b>Language:</b> Paper 2- Famous Icons
<b>11</b>	<b>Literature:</b> Conflict Poetry – batch 3		<b>Language:</b> Identity and Belonging		<u><b>Interleaved revision</b></u> <b>Language:</b> Identity and Belonging <b>Literature:</b> Paper 2 (A Christmas Carol, Conflict Poetry and Unseen Poetry)	<u><b>Interleaved revision</b></u> <b>Language:</b> Identity and Belonging <b>Literature:</b> Paper 1 and Paper 2	<u><b>Interleaved revision</b></u> <b>Language:</b> Human Impact Paper 1 or 2 (personalised focus). <b>Literature:</b> personalised revision		<u><b>Interleaved revision</b></u> <b>Language:</b> Human Impact Paper 1 or 2 (personalised focus). <b>Literature:</b> personalised revision	
<b>12</b>	<b>Methods of Language Analysis</b> <b>Introduction to Dystopian Fiction and Concept of Place</b>		<b>Telling Stories (Paper 1)</b> The Handmaid's Tale Paris Anthology		<b>Exploring Conflict (Paper 2)</b> A Streetcar Named Desire The Kite Runner	<b>Exploring Conflict (Paper 2)</b> A Streetcar Named Desire The Kite Runner	<b>Making Connections</b> Non-exam assessment <b>Telling Stories (Paper 1)</b> Paris Anthology		<b>Making Connections</b> Non-Exam Assessment <b>Year 12 Consolidation Module</b>	
<b>13</b>	<b>Telling Stories (Paper 1)</b> Poetry of Carol Ann Duffy Paris Anthology Consolidation		<b>Telling Stories (Paper 1)</b> The Handmaid's Tale Consolidation Paris Anthology Consolidation		<b>Exploring Conflict (Paper 2)</b> A Streetcar Named Desire Consolidation The Kite Runner Consolidation	<b>Exploring Conflict (Paper 2)</b> A Streetcar Named Desire Consolidation The Kite Runner Consolidation	<b>Exam Practice</b> Paper 1 and Paper 2			