



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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 Character Archetypes	<u>Ruby in The Smoke by Phillip Pullman</u> <i>Establishing and developing reading skills across a text.</i> Exploration of character archetypes and how writers develop character.		<u>Character Crafting</u> An array of extracts looking at diverse and oppositional characters.	<u>Characters in conflict (poetry)</u> Exploration of how poets create a sense of character and voice within a poetry to create meaning.	<u>Introduction to Shakespeare</u> Exploration of some of Shakespeare’s most famous characters and how he uses character to convey his message.	<u>Give me a voice</u> Exploring and replicating well-written rhetoric. Creating clear character perspective.
8 The Power of Structure	<u>An Inspector Calls</u> Understanding how structure is used to criticise society	<u>Short Stories</u> Understanding how narrative methods are used to engage the reader.	<u>Animal Farm</u> (Transactional writing) Understanding how prose can be used as a political diatribe. Understanding how to structure a range of transactional texts		<u>Poetry from different cultures</u> Understanding the writer’s use of poetic devices, structure and contextual references to create meaning.	<u>Shakespeare – Much Ado About Nothing</u> Understanding the conventions of Freytag’s pyramid. An awareness of the ways in which language can create humour.
9 Perspective and voice	<u>Noughts & Crosses and Transactional writing</u> Understanding how writers create a sense of voice in regards to prejudice. Understanding how to create a convincing perspective and voice.		<u>Poetry Influencing Social Change</u> Understanding how the writers convey their views and persuade the reader using poetic devices.	<u>Shakespeare’s Othello & Creative Writing</u> Understanding that language can be analysed to reveal a variety of meanings. Understanding how to transpose and construct convincing character voices.		<u>Empowerment Writing</u> Exploring and replicating well-written rhetoric. Understanding how language and structure can be utilised for purpose.
10 AQA English Language & Edexcel	Literature: Blood Brothers (PAPER 1) AO1 &AO3	Literature: A Christmas Carol (PAPER 2) AO1 &AO2	Literature: Romeo and Juliet (PAPER 1) AO1. AO2, AO3	Literature Poetry (PAPER 2) AO1, AO3, AO4	Language: Paper 1 AO1, AO2, AO3, AO4, AO5, AO6	Language: Paper 2 AO1, AO2, AO3, AO4, AO5, AO6



English literature						
11	Literature: Conflict Poetry – batch 3	Walking Talking Mocks Mock exam feedback	<u>Interleaved revision</u>	<u>Interleaved revision</u> Mock exam Feedback	<u>Interleaved revision</u>	<u>Interleaved revision</u>
12	Methods of Language Analysis Introduction to Dystopian Fiction and Concept of Place	Telling Stories (Paper 1) The Handmaid’s Tale Paris Anthology	Exploring Conflict (Paper 2) A Streetcar Named Desire The Kite Runner	Exploring Conflict (Paper 2) A Streetcar Named Desire The Kite Runner	Making Connections Non-exam assessment Telling Stories (Paper 1) Paris Anthology	Making Connections Non-Exam Assessment Year 12 Consolidation Module
13	Telling Stories (Paper 1) Poetry of Carol Ann Duffy Paris Anthology Consolidation	Telling Stories (Paper 1) The Handmaid’s Tale Consolidation Paris Anthology Consolidation	Exploring Conflict (Paper 2) A Streetcar Named Desire Consolidation The Kite Runner Consolidation	Exploring Conflict (Paper 2) A Streetcar Named Desire Consolidation The Kite Runner Consolidation	Exam Practice Paper 1 and Paper 2	