



**Curriculum Area: English**

*They have all one language; and this is only the beginning of what they will do; nothing ... will now be impossible for them.*  
**Genesis 11:6**

**Curriculum Intent**

English will enable and encourage students to be articulate communicators, avid readers and ambitious writers. We facilitate and foster a culture of reading, not just in the department but across the school and provide ample opportunity for our students to explore a diverse range of texts from a variety of cultures. There is something in English for each and every student, whether that be dramatically acting out Romeo’s declaration of love for Juliet; utilising a quiet and reflective space to express themselves in creative tasks; or the exploration of texts to unpick the motives of inspirational writers. A student of English at Cardinal Newman will be challenged to question the world they live in through their investigation of literature whilst learning the skills to express themselves in all walks of life. The study of English equips our students, yes, to be able to read knowledgeably and to write accurately but most importantly to be curious, to connect and to communicate confidently.

**Curriculum Overview:**

	Year 7	Year 8	Year 9	Year 10 Literature	Year 10 Language	Year 11 Literature	Year 11 Language	Year 12 Literature	Year 13 Literature	Year 12 Language	Year 13 Language
HTI	<b>A Christmas Carol</b> by Charles Dickens	<b>Poetry Classics Anthology</b>	<b>Frankenstein</b> by Mary Shelley and the Gothic Anthology	<b>AQA Power and Conflict Poetry Anthology</b>	Paper 1 Creative Writing (Q5)	<b>An Inspector Calls</b> by J.B. Priestley	Paper 2 Reading Section A	<b>A Streetcar Named Desire</b> by Tennessee Williams  <b>The Tempest</b> by William Shakespeare	Unseen Texts and Time Periods  NEA ongoing development	<b>Introduction</b> 2 weeks  <b>Lang &amp; context(PI)</b> (both teachers)	<b>Crafting Lang/NEA</b> (P4) Both teachers

<b>HT2</b>	<b>A Christmas Carol</b> by Charles Dickens	<b>Of Mice and Men</b> by John Steinbeck	<b>Frankenstein/</b> by Mary Shelley and the Gothic Anthology	Pre 20 <sup>th</sup> C text: <b>Jekyll and Hyde</b> by Robert Louis Stevenson	Paper 1 Analysing Language (Q2)	<b>An Inspector Calls</b> by J.B. Priestley  Revision: Power and Conflict Poetry Anthology	Paper 2 Reading Section A and Writing Section B	<b>A Streetcar Named Desire</b> by Tennessee Williams  <b>The Tempest</b> by William Shakespeare	<b>Heaney/Sheers Revision</b>  Revision: <b>The Merchant's Prologue and Tale</b> by Geoffrey Chaucer  NEA	<b>Historical Variation</b> (P1)  <b>Individual Variation</b> (P1)	<b>Historical Variation</b> (P1)  <b>Individual Variation</b> (P1)  <b>Investigating Lang</b> (P3) <b>Pre-release 1 Dec</b> Both Teachers
<b>HT3</b>	<b>Macbeth</b> by William Shakespeare	<b>Of Mice and Men</b> by John Steinbeck	<b>Much Ado About Nothing</b> by William Shakespeare	Pre 20 <sup>th</sup> C text: <b>Jekyll and Hyde</b> by Robert Louis Stevenson	Paper 1 Analysing Structure (Q3)	Revision: Shakespeare : <b>Romeo and Juliet</b> by William Shakespeare  Pre 20 <sup>th</sup> C text: <b>Jekyll and Hyde</b> by Robert Louis Stevenson	Paper 1 Revision	<b>The Duchess of Malfi</b> by John Webster  <b>The Merchant's Prologue and Tale</b> by Geoffrey Chaucer	Revision: <b>The Tempest</b>  <b>Streetcar/Duchess Revision</b>	<b>Historical Variation</b> (P1)  <b>Individual Variation</b> (P1)  <b>Lang &amp; context Revision</b> (P1)	<b>Investigating Lang</b> Both Teachers

<b>HT4</b>	<b>Macbeth</b> by William Shakespeare	<b>Blood Brothers</b> by Willy Russell	<b>Much Ado About Nothing</b> by William Shakespeare	<b>Romeo and Juliet</b> by William Shakespeare	Speaking and Listening Paper 1 Answering the synoptic Q4	Revision techniques <b>Unseen poetry</b>  <b>Power and Conflict Poetry Anthology</b>	Speaking and Listening Assessments  Paper 2 Writing Section B	<b>The Duchess of Malfi</b> by John Webster  <b>The Merchant's Prologue and Tale</b> by Chaucer	Targeted Revision for group's needs	<b>Investigating Lang (P3)</b> Both Teachers	<b>Investigating Lang (P3)</b>  <b>Child Lang Revision (P2)</b>
<b>HT5</b>	<b>Modern Poetry Anthology</b>	<b>Blood Brothers</b> by Willy Russell	<b>Sonnet Poetry Anthology</b>	<b>Romeo and Juliet</b> by William Shakespeare	Consolidate Paper 1	Revision and exam practice: (specific to class needs)	Revision (specific to class needs)	<b>Heaney and Sheers Poetry Comparison</b>  NEA comparison text exploration	Exams	<b>Investigating Lang (P3)</b>  <b>Child Lang (P2)</b>	<b>Language Variations Revision (P1)</b>  <b>Investigating Language Revision (P3)</b>
<b>HT6</b>	<b>Modern Poetry Anthology/Detectives Module</b>	<b>Survival Module.</b>	<b>Sonnet Poetry Anthology</b>	<b>AQA Power and Conflict Poetry Anthology</b>	Paper 2 Introduction to Pre 20 <sup>th</sup> C non-fiction texts			<b>Heaney and Sheers Poetry Comparison</b>  NEA comparison text exploration		<b>Crafting Lang/NEA (P4)</b> Both teachers	

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