



AIM AND PURPOSE

Understanding texts and their authors as products of the political and social landscape in which they are written, is crucial to the development of a student's own critical voice when reading and writing texts. The aim of the English curriculum at The Totteridge Academy is to expose students to a diverse body of English literature (across all key writing disciplines that includes prose, poetry, drama, and non-fiction writing) that has been written during some of the most significant moments in history, whilst equipping them with the skills needed to critically explore the authorial 'voices' that dominate these moments. The study of English Literature and Language at The Totteridge Academy encourages students to delve into both unknown worlds and concepts in order to engage with new experiences, whilst also allowing students to see themselves represented within the texts studied. Finally, teachers of English at Totteridge aim to develop secure communication skills by giving students the confidence to express their ideas.

HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

Students' ability to grapple with and develop disciplinary thinking is achieved initially through the sequencing of the curriculum, particularly the use of carefully chosen contextual information paired with the overarching questions that culminate in extended analytical or creative writing each week. The English department's questions and critical interpretations of the texts are rooted in both past and current academic scholarship and each question is carefully designed to establish understanding of both character and thematic development. Deliberate weekly practice in lessons is undertaken by students in both reading and writing disciplines in order to hone both written expression, fluency, and technical accuracy. Teachers scrutinise writing produced by students each week and devise feedback that allows students to drive further improvement for a particular skill (for example, structured thesis writing) or to develop ideas about a specific piece of knowledge (for example, colonisation in the Elizabethan era). Teachers explicitly model best practice through a range of examples and non-examples. Students are exposed to a variety of non-fiction material to explore writers' personal accounts and experiences, therefore developing knowledge of cultural capital and ideas that they can use in their own non-fiction writing. Students are encouraged to construct creative texts for a variety of purposes and readerships, most notably descriptive writing in order to develop authorial intent and non-fiction writing about relevant and topical issues through the lens of a more formal persona.





OVERVIEW

In English we strive to develop both creative and critical responses to a range of challenging literature – both fiction and non-fiction. Students will be exposed to the challenges of 19th Century literature, Shakespeare and poetry from a range of influential poets. In addition, they will have the opportunity to grapple with modern texts that are relevant to our world today. We believe in striking a fine balance between developing crucial exam skills and a love of seminal literature from across the ages.

Term	Focus	Assessment
Aut 1	19th Century literature and social inequality in Victorian London: Charles Dickens' <i>Oliver Twist</i>. - Descriptive writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Analytical assessment to explore character relationships in <i>Oliver Twist</i> .
Aut 2	19th Century literature and social inequality in Victorian London: Charles Dickens' <i>Oliver Twist</i> and <i>War and Conflict poetry by various writers</i>. - Descriptive writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Ongoing teacher assessment through written hinge tasks and knowledge quizzes
Spr 1	- Revision of <i>War and Conflict poetry</i> until mid-year assessment window. - Reading Non-Fiction: Excerpts from <i>Anne Frank's Diary</i> - Descriptive writing to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Mid-Year Assessment: Poetry and Descriptive Writing.
Spr 2	- Shakespeare: '<i>A Midsummer Night's Dream</i>' and Elizabethan England. - Descriptive writing to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Descriptive writing in response to unseen stimulus.
Sum 1	- Fiction Reading: a range of short stories from different perspectives. - Descriptive writing to develop narrative voice and structure. - Analytical writing skills to unlock creative writing.	Ongoing teacher assessment through written hinge tasks and knowledge quizzes
Sum 2	- Revision of <i>Oliver Twist</i> for end of year assessment window. - Descriptive writing to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	End of Year Assessment: <i>Oliver Twist</i> and Descriptive Writing.

Home Learning: Weekly booklet plus Sparx Reader and Carousel Learning.

Useful resources: Set literature texts; quotation knowledge organisers and extract/context booklets will be given to each student.



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Term	Focus	Assessment
Aut 1	- Shakespeare's <i>'The Tempest'</i>. - Descriptive writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Analytical assessment based on themes or characters in the text.
Aut 2	19th Century literature and social justice in Victorian London: Arthur Conan Doyle's <i>Sherlock Holmes</i>. - Descriptive writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Ongoing teacher assessment through written hinge tasks and knowledge quizzes
Spr 1	- Revision of <i>The Tempest</i> until mid-year assessment window. - Reading Dystopian short stories. - Descriptive writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Mid-Year Assessment: Sherlock Holmes and Descriptive Writing.
Spr 2	- George Orwell's <i>Animal Farm</i>. - Descriptive writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Descriptive writing in response to unseen stimulus.
Sum 1	<i>Social Justice</i> poetry from across the ages. - Descriptive writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Ongoing teacher assessment through written hinge tasks and knowledge quizzes
Sum 2	- Revision of <i>Animal Farm</i> for end of year assessment window. - Descriptive writing lessons to develop narrative voice and structure looking at Gothic Literature. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	EOY Assessment: The Tempest, Animal Farm and Descriptive Writing.

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Term Focus

Assessment

Aut 1

- 19th Century literature: Mary Shelley's *Frankenstein*.
- Non-fiction writing lessons to develop narrative voice and structure.
- Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.

Analytical assessment based on themes or characters in the novel.

Aut 2

- 19th Century literature: Mary Shelley's *Frankenstein*.
Poetry Unit: Love and Relationships.
- Non-fiction writing lessons to develop narrative voice and structure.
- Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.

Ongoing teacher assessment through written hinge tasks and knowledge quizzes

Spr 1

- Revision of *Identity and Relationships poetry* until mid-year assessment window.
- Non-fiction writing lessons to develop narrative voice and structure.
- Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.

Mid-Year Assessment: Poetry and Non-Fiction Writing.

Spr 2

- Shakespeare's *Romeo and Juliet* and Elizabethan England.
- Non-fiction writing lessons to develop narrative voice and structure.
- Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.

Analytical assessment based on themes or characters in the play.

Sum 1

- Non-fiction reading: a range of articles.
- Non-fiction writing lessons to develop narrative voice and structure.
- Analytical skills on non-fiction texts to develop writing skills with tone and structure.

Ongoing teacher assessment through written hinge tasks and knowledge quizzes

Sum 2

- Revision of *Frankenstein and Romeo and Juliet* for end of year assessment window.
- Non-fiction writing lessons to develop narrative voice and structure.
- Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.

EOY Assessment: *Frankenstein*, *Romeo & Juliet* and Non-Fiction Writing.

Home Learning: Weekly booklet plus Sparx Reader and Carousel Learning.

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Term	Focus	Assessment
Aut 1	- Shakespeare's <i>Macbeth</i>. - Creative writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Literature Paper 1 Section A – Shakespeare.
Aut 2	- Stevenson's <i>Jekyll and Hyde</i>. - Creative writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Full Literature Paper 1 – Shakespeare and the 19 th Century Novel.
Spr 1	- Revision of <i>Shakespeare and the 19th Century novel</i>. - Introduction to Language Paper 1. '<i>Love and Relationships</i>' poetry cluster from AQA anthology - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Mid-Year Assessment: Full Language Paper 1.
Spr 2	'<i>Love and Relationships</i>' poetry cluster continued. - Priestley's '<i>An Inspector Calls</i>'. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Literature Paper 2 – Sections B – Poetry.
Sum 1	- Filming of Spoken Language Assessment and Priestley's '<i>An Inspector Calls</i>'. - Revision of <i>Shakespeare and the 19th Century novel</i>. - Revision of Language Paper 1. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Literature Paper 2 – Section A – Modern Texts.
Sum 2	- Revision of <i>Shakespeare and the 19th Century novel</i>. - Revision of Language Paper 1. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument. - Feedback on End of Year exams.	Language Paper 1 and Literature Paper 1 in full.

Home Learning: Weekly quotation quizzes plus one other at teacher's discretion including: essay writing/redrafting or context reading.

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Term	Focus	Assessment
Aut 1	- Revision of set GCSE literature texts studied in year 10. - Introduction to Language Paper 2. - Creative writing lessons to develop narrative voice and structure. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Full Language Paper 2.
Aut 2	- Revision of set GCSE literature texts studied in year 10. - Revision of Language Paper 2. - Introduction to Unseen Poetry. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Literature Paper 2 and Language Paper 2 in full.
Spr 1	- Revision of set GCSE literature texts studied in year 10. - Revision of key language skills and exam techniques for both Language Paper 1 and Language Paper 2. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	Full Literature Papers 1 and 2 – Shakespeare, 19 th Century fiction and Non-fiction.
Spr 2	- Revision of set GCSE literature texts studied in year 10. - Revision of key language skills and exam techniques for both Language Paper 1 and Language Paper 2. - Analytical essay writing skills including: thesis writing, authorial intent and refining an academic argument.	All GCSE papers in full.
Sum 1	Final GCSE Exams.	
Sum 2	Final GCSE Exams.	

Home Learning: Weekly homework set at teacher discretion.

Useful resources: Set literature texts; quotation knowledge organisers and extract/context booklets will be given to each student.