Subject: English

Rationale: The CWCS English faculty aim to instill a love of reading that will sustain students throughout a lifetime of literary enjoyment.Students will therefore study a rich variety of high quality texts that will combine to provide them with much-needed cultural capital, by generating a deeper understanding of significant cultural backgrounds and their continued relevance to both the world of modern literature and wider society as a whole.
Their CWCS literary path will take them on an exciting excursion through Ancient Greek times via extracts from the epic poem, *The Odyssey*, in conjunction with a collection of key mythological characters from the ancient Norse civilisation. Their well-read journey will then continue through the Elizabethan, Jacobean, Victorian and Edwardian eras via a range of Shakespearean and modern plays, 18, 19th and 20th Century Gothic novels, 21st Century Dystopian texts and a variety of modern and traditional poetry from the Edexcel Conflict genre.

	Autumn	Spring	Summer
Year 7	Autumn 1: Promoting CWCS inclusivity through *Folktales from Around the World*	Spring1: Y7 *Child Labour & Poverty,* a comparison of nonfiction 19th and 21st century texts, linked by theme.	Summer 1: An introduction to the Dystopian Genre, in preparation for *Animal Farm*
	Autumn 2: Ancient Greek Mythology - studying epic poetry through *The Odyssey*.	Spring 2: An Introduction to Shakespearean Tragedy through extracts from *Romeo and Juliet*	Summer 2: An introduction to political satire and the Dystopian Genre through *Animal Farm*
Year 8	Autumn 1: *An Introduction to the Gothic Genre.*	Spring1: Y8: '*How We Treat Other People*', a continued comparison of nonfiction 19th & 21st century texts.	Summer 1: A continued introduction to the Dystopian through a variety of extracts.
	Autumn 2: An Introduction to the Modern Gothic Genre through *'The Woman in Black'*	Spring2: *Challenging Racism* through a series of Shakespearean extracts *(The Merchant of Venice; Othello; etc)*	Summer 2: A continuation of extended Dystopian fiction through *Lord of the Flies.*
Year 9	Autumn 1: *Identity, Diversity & Inclusivity: Challenging Discrimination* through *'Noughts and Crosses'* (play)	Spring1: GCSE Poetry Cluster: *Power Poems*	Summer 1: GCSE post 1914 text: *An Inspector Calls*
	Autumn 2: *Identity, Diversity & Inclusivity: Challenging Discrimination* through *'Noughts and Crosses'* (play)	Spring1: GCSE Poetry Cluster: *Conflict Poems (military conflict)*	Summer 2: GCSE post 1914 text: *An Inspector Calls*

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Year 10	Teacher 1: *Macbeth*, by Shakespeare Teacher 2: *The Strange Case of Dr Jekyll & Mr Hyde* (where split classes)		Both teachers: Language Paper 1, Sections A & B through a variety of fiction extracts.
Year 11	Autumn 1: *An Inspector Calls* Revision Language Paper 1 (Section A) Autumn 2: Language Paper 1 (Section B) Language Paper 2 (Section B)	Spring 1: Language Paper 2 (Section A) *Macbeth* revision Spring 2: *Jekyll & Hyde* Revision	Language P1 & 2 revision
Year 12	Teacher 1: *Othello* Teacher 2: *Death of a Salesman*	Teacher 1: *Othello* Teacher 2: Poetry from the Tragedy genre by *Keats & Larkin*	Teacher 1: *Political & Social Protest Poetry* by Tony Harrison. Teacher 2: *Kite Runner* by K Hosseini
Year 13	Teacher 1: *A Doll's House*, by Henrik Ibsen Teacher 2: Completion of *Kite Runner* by Khaled Hosseini NEA: a coursework essay based on a Political & Social Protest of their individual choice.	Revision + Exam Skills Practice: Teacher 1: Othello Tony Harrison poetry Teacher 2: Death of a Salesman Keats' poetry	Revision + Exam Skills Practice Teacher 1: A Doll's House, by Henrik Ibsen Teacher 2: Kite Runner by K Hosseini