

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: <i>Identity, Diversity &amp; Inclusivity: Folktales from Around the World</i>	Spring1: Y7 <i>Child Labour &amp; Poverty</i> , a comparison of nonfiction 19th and 21st century texts, linked by theme.	Summer 1: An introduction to the Dystopian Genre, in preparation for <i>Animal Farm</i>
	Autumn 2: Ancient Greek Mythology - studying epic poetry through <i>The Odyssey</i> .	Spring 2: <i>Challenging Discrimination</i> through Shakespearean extracts ( <i>Romeo &amp; Juliet; Othello; Richard III</i> )	Summer 2: An introduction to political satire and the Dystopian Genre through <i>Animal Farm</i>
Year 8	Autumn 1: <i>An Introduction to the Gothic Genre</i> .	Spring1: Y8: ' <i>How We Treat Other People</i> ', 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 ' <i>The Woman in Black</i> '	Spring2: <i>Identity, Diversity &amp; Inclusivity: Face</i> (dramatic text by Benjamin Zephaniah)	Summer 2: A continuation of extended Dystopian fiction through <i>Lord of the Flies</i> .
Year 9	Autumn 1/2: <i>Identity, Diversity &amp; Inclusivity: Challenging Discrimination</i> through ' <i>Noughts and Crosses</i> ' (play) + extracts from <i>Of Mice and Men</i> (novella)	Spring 1/2: GCSE post 1914 text: <i>An Inspector Calls</i>	Summer 1/2: GCSE Poetry Cluster: <i>Conflict Poems</i>

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