


<p>What is the intent statement for you subject? What does the discipline offer young people? What is the subject's purpose? This should be a short, snappy statement.</p>	
	<p>Words are a form of magic; they are how we share ideas, how we communicate, how we affect and inspire change in others and in ourselves. Words are capable of both inflicting injury, and remedying it</p> <p>At TCS, students are taught to frame texts as living and active entities that reflect the values, interests and perspectives of their writers and attempt to see those values personified in the wider world. The question is not “what is this text about?” but rather “what does this text do to it’s reader?”</p> <p>Through study, application, adaptation and practice, students at TCS are empowered to master the magic power of words for themselves and use the written and spoken word to overcome the challenges that they face at school and in later life.</p>
<p>What are the core aims of the curriculum? What key knowledge do you want students to have at the end of their learning journey?</p>	

Year 7	Core Aims:	
	<p>In Year 7, students are taught the fundamentals of grammar and narrative composition as both a revision of skills acquired at Key Stage 2 and a foundation for later study, before engaging with the first two keystone concepts of the English curriculum: tragedy and romanticism through study of Faustus by Christopher Marlowe and variety of gothic texts across time.</p> <p>By the end of Year 7, students will be able to identify and analyse tragic and romantic concepts in a variety of texts as well as compose robust narratives that adhere to the concept of a 5-act structure in a number of different genres.</p>	
	Key knowledge:	Key Concepts:
	<p>The 5-act structure (Freytag); judicious use of nouns & noun phrases; verbs; adjectives; adverbs; appositives; simple, compound & complex sentences; dramatic sequencing of feelings, thoughts & actions; use and adaptation of participles; use and adaptation of tenors and vehicles in figurative structures (simile, metaphor & personification)</p> <p>The conventions of Greek & Elizabethan tragedy; the political context of 16th Century London; the concepts of hubris & hamartia; analysis of imagery, associations & symbolism in text.</p> <p>The influence of the industrial revolution on English literature; the core tenets and conventions of romanticism: the conceit and the sublime; the influence of Jean Jacques Rousseau on the romantic movement; the influence of romanticism on the gothic genre; the conventions of gothic literature and their iteration across a variety of texts.</p>	<ul style="list-style-type: none"> • 5 Act Structure (Exposition, inciting incident, climax/confrontation, falling action & denouement) • Tragedy (hubris & Hamartia) • Romanticism & The Gothic (Conceit & the Sublime)

	<p>Core Aims:</p> <p>In Year 8, students will begin to engage with the creation of texts as a political act, reflecting the desired values and perspectives of their writers in order to extend their understanding of tragic and romantic conventions and introducing them to the third and fourth keystone concepts of the English curriculum – patriarchy and modernism – through the study of romantic poetry, animal farm and the art of rhetoric.</p> <p>By the end of Year 8, students will be able to identify and analyse all four keystone concepts in a variety of texts as well as compose robust narratives that adhere to the concept of a 5-act structure in a number of different genres. Additionally, students will be able to use rhetorical skills to begin to express their own views on a variety of different topics.</p>	
Year 8	<p>Key knowledge:</p> <p>Revision of the influence of the industrial revolution on English literature and the core tenets of Romanticism (the conceit and the sublime); modal analysis of imagery, patterns (semantic fields, juxtaposition & contrast), associations, connotations, tone & symbolism in text through comparison of varied and multi-cultural perspectives of London throughout time.</p> <p>The concepts of allegory and diatribe and their use in political literature; the influence of the writer’s political viewpoint on text, continued analysis of writer’s methods to create meaning via the vehicle of Animal Farm.</p> <p>The core tenets of rhetoric (ethos, logos and pathos) use of pronouns, sources of knowledge; adjectives, relative clauses; imperative verbs & sentence structures to convey meaning.</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Tragedy • Romanticism & The Gothic • Patriarchy • Modernism • Allegory • Diatribe • Rhetoric

Year 9	Core aims:	
	<p>In Year 9, students will solidify their knowledge and understanding of the four keystone concepts of the English curriculum: tragedy, romanticism, patriarchy and modernism through the study of Macbeth, dystopian literature and preparing a speech on a topic of their choosing to present to their peers.</p> <p>By the end of Year 9 students will be able to identify and analyse all four keystone concepts in a variety of texts with increasing confidence and fluency as well as compose robust narratives that adhere to the concept of a 5-act structure in a number of different genres. Additionally, students will be able to use rhetorical skills to express their own views on a variety of different topics and begin to use these skills to argue their case on topics of their own choosing.</p>	
	Key knowledge:	Key Concepts:
	<p>Revision of the conventions of Greek & Elizabethan tragedy, the political context of 16th Century London and the concepts of hubris & hamartia; continued modal analysis of imagery, patterns (semantic fields, juxtaposition & contrast), associations, connotations, tone & symbolism in text; revision of the concepts of allegory and diatribe and their use in political literature; the influence of the writer’s political viewpoint on text, continued analysis of writer’s methods to create meaning via the vehicle of Macbeth.</p> <p>Revision of Freytag’s 5 act structure; the conventions of dystopian literature and their application across a variety of texts; revision of the concepts of allegory and diatribe and their use in literature; the influence of the writer’s political viewpoint on a text.</p> <p>Revision of the core tenets of rhetoric (ethos, logos and pathos) and the use of rhetorical devices to convey meaning.</p>	<ul style="list-style-type: none"> • Tragedy • Romanticism & The Gothic • Patriarchy • Modernism • Allegory • Diatribe • Rhetoric

Year 10	Core aims:	
	<p>In Year 10, students will begin to engage with content for GCSEs in English Literature and English Language through the study of A Christmas Carol, an Inspector Calls, Power & Conflict Poetry and associated supporting texts.</p> <p>By the end of Year 10, students will have a robust knowledge of core texts, including plot, characters, themes and quotations and be able to articulate in writing how writers of text have made use of the written word to reflect their core values in essay form.</p>	
	Key knowledge:	Key Skills:
	<p>The social and political context of 19th & 20th century Britain; the contextual background and political viewpoints of Charles Dickens, J.B. Priestley and a number of poets relevant to the Power & Conflict poetry anthology; the symbolism and function of characters in A Christmas Carol & An Inspector Calls; revision of the central tenets of romanticism (the conceit and the sublime), modernism and their relevance to a variety of poems; the fundamentals of essay construction and literary analysis; continued modal analysis of imagery, patterns (semantic fields, juxtaposition & contrast), associations, connotations, tone & symbolism in text; revision of the concepts of allegory and diatribe and their use in political literature; the influence of the writer's political viewpoint on text, continued analysis of writer's methods.</p> <p>The structures required to effectively analyse English language (use of language, use of structure, evaluation); revision of Freytag's 5 act structure; use of literary conventions (gothic, dystopian, action, crime, fantasy) across a variety of texts; use of vocabulary, sentence structure and motifs to effectively convey meaning in text.</p>	<ul style="list-style-type: none"> • Comprehension • Inference • Analysis • Critical Evaluation • Essay construction

Year 11	Core aims:	
	<p>As students continue their study in preparation for GCSE examinations at the end of the Year 11, students will continue to develop their skills through the study of Romeo and Juliet as well as a variety of English language revision exercises to broaden knowledge and exposure to texts from a variety of different genres.</p> <p>By the end of Year 11, students will have mastered all the skills necessary to fulfil their potential at GCSE as well as be equipped with the comprehension and composition skills to overcome whatever challenges they may face and succeed beyond life at TCS.</p>	
	Key knowledge:	Key Skills:
	<p>Revision of the social and political context of 19th & 20th century Britain; the contextual background and political viewpoints of Charles Dickens, J.B. Priestley and a number of poets relevant to the Power & Conflict poetry anthology; the symbolism and function of characters in A Christmas Carol & An Inspector Calls; revision of the central tenets of romanticism (the conceit and the sublime), modernism and their relevance to a variety of poems; revision of the conventions of Greek & Elizabethan tragedy, the political context of 16th Century London and the concepts of hubris & hamartia; development of essay construction and literary analysis; continued modal analysis of imagery, patterns (semantic fields, juxtaposition & contrast), associations, connotations, tone & symbolism in text; revision of the concepts of allegory and diatribe and their use in political literature; the influence of the writer's political viewpoint on text, continued analysis of writer's methods.</p> <p>Revision of structures required to effectively analyse English language (use of language, use of structure, evaluation & comparison); revision of Freytag's 5 act structure; use of literary conventions (gothic, dystopian, action, crime, fantasy) across a variety of texts; use of vocabulary, sentence structure and motifs to effectively convey meaning in text.</p> <p>Revision of rhetorical devices core tenets of rhetoric (ethos, logos and pathos) and the use of rhetorical devices to convey meaning in text.</p>	<ul style="list-style-type: none"> • Comprehension • Inference • Analysis • Evaluation • Comparison • Essay construction

Year 12	Core aims:	
	<p>In Year 12, students will be introduced to the central concepts required for their study of English Literature at A Level, including the Gothic (including the Bloody Chamber), Shakespeare (Twelfth Night) and the works of Geoffrey Chaucer (The Merchant’s Tale), and building on the skills already developed at GCSE.</p> <p>By the end of Year 12, students will have been exposed to a wide range of texts across genres and time and have mastered all the skills necessary to sit exams for AS English literature.</p>	
	Key knowledge:	Key skills:
<p>Revision of Gothic conventions (1700-2000); key gothic authors and literary periods; critical concepts in English literature.</p> <p>Revision of the conventions of Elizabethan theatre, the context of 16th Century London; theories of comedy and the comedy genre; development of theatre audiences over time.</p> <p>Close analysis of language, form and structure, including development of essay construction and literary analysis (including literary comparison).</p> <p>Traditions of medieval literature and language, including the significance of cultural context.</p>	<ul style="list-style-type: none"> • Comprehension of texts. • Linguistic and structural analysis of unseen prose and application of literary context. • Comprehension and analysis of extracts. • Evaluation of key themes and conventions of genre. • Analysis of poetry and a play (including conventions of form), evaluated within a specified theme (independently chosen) and comparative writing. • Creative writing, using stylistic features and conventions of form. 	

Year 13	Core aims:	
	<p>In Year 13, students will continue their study of English Literature at A Level, continuing to build on the skills developed in Year 12, including the study of the Gothic (The Picture of Dorian Grey), Modernism (A Doll's House) and revision of texts previously studied (The Bloody Chamber, Twelfth Night & Comparative Essays).</p> <p>By the end of Year 13, students will have been exposed to a wide range of texts across genres and time and have mastered all the skills necessary to sit exams for A Level English literature.</p>	
	Key knowledge:	Key skills:
	<p>Revision and development of Gothic conventions (1700-2000); key gothic authors and literary periods (from proto-gothic to modern gothic); critical concepts in English literature and their relationship to specific texts;</p> <p>Revision and development of the conventions of Elizabethan theatre, the context of 16th Century London; theories of comedy and the comedy genre; development of theatre audiences over time.</p> <p>Revision and development of traditions of medieval literature and language in relation to modern day texts, including the significance of cultural context across time.</p> <p>Continued close analysis of language, form and structure, including development of essay construction and literary analysis (including literary comparison).</p> <p>Academic skills- referencing, formatting and redrafting.</p>	<ul style="list-style-type: none"> • Comprehension of texts. • Linguistic and structural analysis of unseen prose and application of literary context. • Comprehension and analysis of extracts. • Evaluation of key themes and conventions of genre. • Analysis of poetry and a play (including conventions of form), evaluated within a specified theme (independently chosen) and comparative writing. • Creative writing, using stylistic features and conventions of form