



English Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

KS3 Curriculum Overview:

Half term	02.09.25 - 23.10.25 Autumn 1 - 8 weeks	03.11.25 - 19.12.25 Autumn 2 - 7 weeks	05.01.26 - 13.02.26 Spring 1 - 6 weeks	23.02.26 - 26.03.26 Spring 2 - 5 weeks	13.04.26 - 22.05.26 Summer 1 - 5 weeks	01.06.26 - 17.07.26 Summer 2 - 7 weeks
Year 7	Are the powerful always in control? Modern Novel: <i>Trash</i> by Andy Mulligan While studying <i>Trash</i>, students will explore how stories reveal injustice, resilience, and friendship in challenging environments. They will learn to identify key elements of plot, character, and setting, and begin to recognise how different narrators shape a reader’s understanding. Students will be introduced to metaphor and simile, using them in both analysis and creative writing. They will also develop their ability to write structured narratives by creating their own characters and settings inspired by the novel, using a clear beginning, middle, and end. In addition, students will explore how real-world issues like poverty and corruption can be addressed through persuasive and informative writing, producing formats such as letters and newspaper articles. Alongside analytical writing, they will build confidence in embedding evidence and expressing ideas clearly, while developing oracy skills through discussion and debate. This unit lays strong foundations in reading, writing, and speaking while encouraging students to think critically about truth, power, and justice. Y7 DC1 data collection deadline 26th November	What’s so special about Shakespeare? An Introduction to Shakespeare’s Life and Works In this unit, students are introduced to the world of Shakespeare through a rich exploration of his stories, characters, and the historical context in which he lived and wrote. They will study a range of extracts from comedies, tragedies, and histories, learning how Shakespeare’s language, structure, and use of metaphor continue to shape storytelling today. Pupils will explore key themes such as love, power, conflict, and transformation, while building confidence in reading and interpreting unfamiliar texts. Alongside performance and creative response tasks, students will develop their analytical writing by learning how to structure clear and focused thesis statements. They will practise supporting ideas with evidence and explanation, forming the foundations of essay writing. Students will also produce non-fiction writing in the form of informative guides, developing their ability to adapt language and structure to suit audience and purpose. Oracy is embedded throughout, with opportunities for discussion, performance, and collaborative learning at every stage. Y7 DC2 data collection deadline 4th March	What makes a legend? Various texts, genres and authors In this unit, students explore the concept of legend—both mythical and real—as they investigate what elevates a story or person to legendary status. They will encounter a range of texts, from ancient Greek myths and traditional legends to accounts of real-life figures who have inspired generations. As they read, students will explore common story structures, heroic archetypes, and the use of symbolism and exaggeration in storytelling across cultures and time. Alongside reading and discussion, students will begin to craft their own arguments about what defines greatness, building on their understanding of character, setting, and theme. They will write and deliver speeches that celebrate or question what makes someone ‘legendary’, developing skills in persuasive language, rhetorical structure, and effective delivery. This unit strengthens students’ ability to recognise patterns in narrative and rhetoric while building confidence in presenting ideas clearly, both on the page and aloud. Y7 DC3 data collection deadline 1st July			

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Year 8	Can bravery exist without fear? Modern Novel: <i>Girl of Ink and Stars</i> by Kiran Millwood Hargrave In this unit, students will explore The <i>Girl of Ink and Stars</i>, a richly imagined novel that blends myth, mystery, and adventure. As they follow Isabella’s journey beyond the borders of her island, students will analyse how character, setting, and narrative structure work together to shape meaning. They will explore themes such as truth, power, friendship, and belonging, and examine how symbolism and extended metaphor give depth to the text. Students will build their analytical writing by learning how to structure clear thesis statements in response to key ideas, embedding evidence to support their interpretations. They will also develop their creative writing skills by crafting their own adventure narratives and descriptions inspired by the novel’s world. Non-fiction writing will focus on travel writing and reflective journal entries, helping students write with imagination, clarity, and control. Oracy is developed throughout, with opportunities for structured discussion, role play, and sharing ideas confidently and clearly. Y8 DC1 data collection deadline 19th November	Why are writers so obsessed with the sea? Various texts, genres and authors Building on the symbolic journeys explored in <i>The Girl of Ink and Stars</i>, this unit invites students to examine how the sea has inspired writers across history—from myth and poetry to fiction and non-fiction. Rooted in the coastal identity of Bridlington, the unit encourages students to explore how the sea is used symbolically to express ideas of power, fear, fragility, and transformation. Through texts such as James Reeves’ <i>The Sea</i>, Jules Verne’s <i>20,000 Leagues Under the Sea</i>, and historical accounts like the sinking of the Titanic, students will develop their understanding of allegory, extended metaphor, and narrative perspective. They will also build their analytical writing by embedding evidence to support structured interpretations, while experimenting with personification and symbolism in their own creative descriptions. By comparing how different texts and genres use setting to reflect theme, students will strengthen their ability to think critically about storytelling. The unit fosters curiosity, creativity, and a strong sense of place. Y8 DC2 data collection deadline 25th February	Can we trust what we see and hear? Shakespeare: <i>Much Ado</i> & <i>Othello</i> In this final Year 8 unit, students explore deception, perception, and manipulation through two of Shakespeare’s most compelling plays: <i>Much Ado About Nothing</i> and <i>Othello</i>. Focusing on characters who are misled by appearances or words, the unit explores how misunderstanding, miscommunication, and deliberate deceit shape human relationships. Students will study how Shakespeare uses dramatic irony, dialogue, and stagecraft to explore truth, trust, and reputation—issues that remain relevant in modern society. As they move between comedy and tragedy, students will develop their ability to track theme across contrasting texts, consider how character and motive are revealed through language, and explore how different audiences might interpret the same scene. They will write thesis-based analytical responses and experiment with dialogue and monologue in their own creative work. Oracy remains central, with opportunities for performance, debate, and discussion, helping students deepen their understanding of character, intention, and the blurred line between what is seen and what is true. Y8 DC3 data collection deadline 1st July			

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	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 9	How can we change the world? Modern Novel: <i>Grow</i> by Luke Palmer In this unit, students will explore <i>Grow</i> by Andy Mulligan, a multi-voiced novel that examines trauma, resilience, and social injustice through a fractured and poetic structure. As they navigate the novel’s shifting perspectives, students will analyse how narrative voice, structure, and symbolism are used to reflect complex emotional truths. They will explore how characters are shaped by environment, belief, and loss, and consider how storytelling can be a powerful tool for healing and protest. Students will deepen their analytical skills by structuring thesis-based responses to character and theme, supporting their ideas with well-chosen evidence. They will also develop their creative writing through tasks that focus on voice, tone, and symbolic imagery. Non-fiction writing is rooted in speech writing, with students crafting persuasive and expressive speeches that connect personal experience to wider societal issues. Oracy is central to the unit, encouraging students to speak with confidence, listen actively, and respond thoughtfully in discussion and performance. Y9 DC1 data collection deadline 26th November		What makes something truly monstrous? Various texts, genres and authors In this unit, students explore the idea of monstrosity through a rich selection of texts including poetry, Gothic fiction, and epic literature. They will study extracts from <i>Frankenstein</i> , <i>The Picture of Dorian Gray</i> , <i>Jekyll and Hyde</i> , <i>Paradise Lost</i> , and poetry by Carol Ann Duffy and Chinua Achebe, examining how themes such as identity, corruption, ambition, and rejection shape our understanding of what it means to be monstrous. Students will deepen their analytical skills by writing comparative and thesis-driven responses, drawing on evidence and literary theory to evaluate how writers construct and challenge ideas about monstrosity. They will explore structural patterns, symbolism, and narrative voice, as well as applying psychoanalytic, feminist, and Marxist lenses to develop critical insight. Alongside analytical writing, students will also produce a creative monologue and take part in formal debate. This unit encourages complex thinking, intertextual connection, and thoughtful exploration of how literature reflects and shapes our moral understanding. Y9 DC2 data collection deadline 4th March		Do we shape our own future or are we ruled by fate? Shakespeare: <i>Romeo & Juliet</i> In their final Year 9 unit, students study <i>Romeo and Juliet</i> as a tragic exploration of love, conflict, and fate, building on their growing understanding of moral complexity, power, and identity. They will examine how Shakespeare uses structure, contrast, and dramatic irony to shape meaning, and how characters present façades that mask deeper fears, loyalties, or desires. Students will continue developing their ability to write thesis-led analytical responses, considering how individual choices collide with social expectations. As the year’s final text, this unit offers a cumulative opportunity to apply literary theories explored in earlier units—such as gender, social power, and psychoanalysis—while deepening their grasp of symbolic language, duality, and tragedy. Through structured debate, character studies, and creative writing, students will reflect on the consequences of impulsive action, generational conflict, and the tension between personal freedom and societal control—laying a strong foundation for the moral and thematic questions they will encounter in future study. Y9 DC3 data collection deadline 1st July	

KS4 Curriculum Overview (Y10):

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 10	Writer’s Methods and Unseen Poetry (Analysis) AQA English Literature: Paper 2 Students will develop their confidence in approaching and analysing a single unseen poem. They will learn to explore how poets use language, structure, and metaphor to create meaning, mood, and message. Emphasis is placed on crafting personal, informed responses supported by precise evidence and subject-specific vocabulary. Students will build their ability to write analytically about tone, theme, and poetic technique, laying the foundations for confident, independent reading and interpretation of unfamiliar texts. Power and Conflict Poetry (Cluster 1) <i>London, Ozymandias & Checking Out Me History</i> AQA English Literature: Paper 2 This cluster explores how writers use structure, symbolism, and voice to expose the abuse of power and the failure of institutions. Students will analyse how inequality is embedded in society and how voices of resistance challenge it. This cluster strengthens students’ ability to embed contextual knowledge and construct thoughtful, critical arguments. Writer’s Methods and Prose Writing English Language: Paper 1 This unit uses <i>A Christmas Carol</i> and Cluster 1 of the poems to inspire imaginative and purposeful prose writing. Students will explore how writers use structure, tone, and figurative language to express ideas about power, inequality, and social change. In response, they will craft their own narratives and descriptive pieces, developing control over characterisation, setting, and voice. Emphasis is placed on varied sentence structure and precise vocabulary. Through guided planning and modelling, students will write with increasing originality, fluency, and technical accuracy, developing core creative writing skills while deepening their understanding of how texts reflect and challenge the world around them.		Power and Conflict Poetry (Cluster 2) <i>Bayonet Charge, My Last Duchess & The Prelude</i> AQA English Literature: Paper 2 This cluster explores ambition, fear, and internal conflict. Students will study how poetic methods such as enjambment, imagery, and dramatic monologue reveal power, downfall, and shifting perspectives. The unit builds students’ ability to analyse how structural and figurative patterns reflect moral decay and psychological tension. Unseen Poetry (Analysis & Compare) AQA English Literature: Paper 2 In this unit, students will develop the skills to compare two unseen poems, exploring similarities and differences in theme, tone, and technique. They will learn to structure comparative responses clearly, using precise evidence to support ideas and refining their ability to evaluate how poets present meaning across different texts. Power and Conflict Poetry (Cluster 3) <i>The Charge of the Light Brigade, Exposure & Kamikaze</i> AQA English Literature: Paper 2 This cluster explores conflict between cultural expectation and individual conscience. Students will analyse how structure, repetition, and contrasting perspectives are used to present the consequences of obedience, loyalty, and sacrifice. The unit builds comparative skills and reinforces students’ ability to evaluate how viewpoint and voice shape reader response. Transactional Writing English Language: Paper 2 This unit uses <i>Macbeth</i> and selected war and power-themed poems to inspire purposeful transactional writing. Exploring themes such as ambition, conflict, and responsibility, students will craft speeches, letters, and articles for real-world audiences. They will learn to shape tone, structure, and rhetorical technique, while analysis of voice and viewpoint in texts like <i>Bayonet Charge</i> and <i>Kamikaze</i> supports the development of clear, convincing arguments. Emphasis is placed on control of grammar, vocabulary, and form.		Power and Conflict Poetry (Cluster 4) <i>The Emigrée, Tissue & Storm on the Island</i> AQA English Literature: Paper 2 This cluster explores how identity is shaped, and sometimes fractured, by place, belief, and memory. Through the study of symbolism, voice, and extended metaphor, students will consider how writers explore belonging and resilience in the face of uncertainty. This cluster supports interpretative writing and confident, independent analysis of abstract poetic concepts. Power and Conflict Poetry (Cluster 5) <i>Remains, Poppies & War Photographer</i> AQA English Literature: Paper 2 These poems examine memory, remorse, and the lasting effects of personal and collective inaction. Students will explore how metaphor, narrative voice, and structural shifts reflect internal conflict. This cluster deepens students’ understanding of character psychology and develops their ability to interpret emotional complexity in relation to social responsibility. Spoken Language Assessment English Language: NEA Students will plan and deliver a formal presentation on a topic of their choice. They will demonstrate confident spoken Standard English, using tone, gesture, and structure to engage their audience. They will also respond thoughtfully to questions and feedback, building the oracy skills needed for success beyond the classroom. Mock Preparation AQA English Literature: Paper 1 & Paper 2 In this phase, students consolidate their knowledge of all set texts in preparation for both Literature papers. They will revise their Shakespeare play and 19th-century novel for Paper 1, and their modern text, anthology poetry, and unseen poetry for Paper 2. Students will practise analytical and comparative responses under timed conditions, refining their exploration of character, theme, language, and context. Emphasis is placed on essay structure, critical insight, and developing confident, precise interpretations.	

Year 10	A Christmas Carol AQA English Literature: Paper 1 Students will study Charles Dickens’ <i>A Christmas Carol</i> , exploring how the novella uses allegory, characterisation, and narrative structure to communicate powerful moral and social messages. Students will analyse how figurative language, motif, and structural shifts develop theme and tone, while embedding precise evidence in thesis-led responses. They will examine how the historical context of Victorian England shapes Scrooge’s transformation and reflect on how literature critiques social inequality. This unit strengthens analytical reading and structured essay writing, while encouraging students to think critically about personal change, social responsibility, and redemption.	Macbeth AQA English Literature: Paper 1 In this unit, students will study Shakespeare’s <i>Macbeth</i> , examining how ambition, power, and fate drive the tragic downfall of the central characters. They will explore how Shakespeare uses soliloquy, imagery, and structure to reveal character psychology and moral conflict. Students will analyse key motifs—such as blood, darkness, and the supernatural—and develop thesis-driven responses supported by embedded evidence. They will consider how the play reflects Elizabethan beliefs about kingship, gender, and the natural order. This unit strengthens students’ ability to interpret complex language and structure while exploring timeless questions about guilt, destiny, and human nature.	An Inspector Calls AQA English Literature: Paper 2 In this unit, students will study J.B. Priestley’s <i>An Inspector Calls</i> , exploring how structure, characterisation, and dialogue are used to convey social and political messages. They will analyse how Priestley uses dramatic irony, symbolism, and contrast to challenge class divisions, power structures, and moral responsibility. Students will develop thesis-based essay responses, embedding evidence to support clear, critical arguments. Drawing on contextual knowledge of post-war Britain and Edwardian society, they will examine how the play critiques capitalism and social inequality. This unit deepens analytical skills and encourages students to reflect on individual and collective responsibility.
	Y10 DC1 data collection deadline 19 th November	Y10 DC2 data collection deadline 25 th February	End of year mocks: w/c 15 th June (two-week window). Y10 DC3 data collection deadline 8 th July

KS4 Curriculum Overview (Y11):

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 11	Non-Fiction Reading Study and Transactional Writing English Language: Paper 2 As students prepare for Component 2, they will consolidate their understanding of how viewpoint, rhetoric, and structure shape meaning in non-fiction. Through modelling, discussion, and practice, they will refine their ability to evaluate argument, track tone, and embed evidence effectively. In writing, they will craft purposeful transactional texts—such as speeches, articles, and letters—using grammatical control, rhetorical techniques, and appropriate tone. This phase builds fluency in structuring extended arguments, tailoring language for audience, and integrating contextual awareness—all essential for success in real-world communication tasks.		Prose Reading and Writing English Language: Paper 2 In the final phase of Component 1, students will refine their ability to analyse how writers craft meaning through narrative voice, structure, and figurative language. They will revisit core techniques such as motif, symbolism, and viewpoint, applying them to both reading and writing tasks. Using modelled responses and guided planning, students will practise crafting original narratives with structural cohesion, varied sentence forms, and purposeful imagery. This phase supports mastery in storytelling, grammar, and voice—ensuring students can approach unseen fiction with fluency, confidence, and creativity.		Exam Preparation/Revision cont. Across both Qualifications In the final weeks before examinations, students focus on consolidating key knowledge, refining exam technique, and applying feedback from previous assessments. Revision is carefully tailored to individual needs across English Language and AQA English Literature, with emphasis on high-impact retrieval, timed essay practice, and independent application of skills. Students revisit core concepts, texts, and question types, using structured revision strategies and modelled responses to build confidence and precision. This phase empowers students to take ownership of their learning, practise under real conditions, and enter each exam with clarity, control, and a strong sense of readiness.	
	Macbeth AQA English Literature: Paper 1 In this unit, students will study Shakespeare’s <i>Macbeth</i> , examining how ambition, power, and fate drive the tragic downfall of the central characters. They will explore how Shakespeare uses soliloquy, imagery, and structure to reveal character psychology and moral conflict. Students will analyse key motifs—such as blood, darkness, and the supernatural—and develop thesis-driven responses supported by embedded evidence. They will consider how the play reflects Elizabethan beliefs about kingship, gender, and the natural order. This unit strengthens students’ ability to interpret complex language and structure while exploring timeless questions about guilt, destiny, and human nature.		Mock Preparation Full Suite As students prepare for their final set of mock examinations, they will consolidate key reading and writing skills across both English Language and AQA English Literature. In Language, they will practise analysing fiction and non-fiction extracts, refining their ability to write with creativity, accuracy, and purpose. In Literature, students will revisit set texts and poetry, focusing on how to structure critical, thesis-led responses with embedded evidence and contextual insight. Timed practice, feedback, and strategic revision will support students in building confidence, resilience, and control across both papers, helping them to apply their knowledge with clarity and precision under exam conditions.		Literature exam dates: Paper 1: Shakespeare and the 19th Century Novel - 11th May (am) Paper 2: Modern texts and poetry - 19th May (am)	
	Power and Conflict Poetry AQA English Literature: Paper 2 In this unit, students study the Power and Conflict anthology, exploring how poets present ideas about authority, identity, war, and human experience. They will analyse language, structure, and poetic methods across a diverse range of voices, contexts, and historical moments. Through comparative practice and critical discussion, students will develop confidence in forming thesis-led interpretations, embedding evidence precisely, and comparing themes, viewpoints, and techniques. The unit prepares students to respond to unseen poetry and to write fluently about poetic form and effect.		Mock dates: w/c 26th January (two-week window).		Language exam dates: Paper 1: Prose Reading and Writing - 21st May (am) Paper 2: Non-Fiction Reading & Transactional Writing - 5th June (am)	
	Mock Preparation AQA English Literature: Paper 1 & English Language Paper 2 In this phase, Year 11 students will prepare for GCSE English Literature Paper 1 and Language Paper 2. They will revise set texts and practise responding to unseen extracts, refining their analytical and comparative writing. Timed tasks and feedback will support clarity, structure, and exam confidence across both papers.		Exam Preparation/Revision Across both Qualifications In the final weeks of literature teaching, lessons respond directly to areas of weakness identified in mock exams. Teachers re-teach key content and skills across the set texts and poetry, focusing on analytical depth, contextual understanding, and confident comparison. Students will refine their ability to construct thesis-led responses and embed evidence with precision.			
	Mock dates: w/c 10th November (two-week window).					

KS5 Curriculum Overview:

Half term	02.09.25 - 23.10.25 Autumn 1 - 8 weeks	03.11.25 - 19.12.25 Autumn 2 - 7 weeks	05.01.26 - 13.02.26 Spring 1 - 6 weeks	23.02.26 - 26.03.26 Spring 2 - 5 weeks	13.04.26 - 22.05.26 Summer 1 - 5 weeks	01.06.26 - 17.07.26 Summer 2 - 7 weeks
Year 12	Methods of Language Analysis AQA English Literature & Language: Paper 1 & 2 At the start of the course, students learn core language terminology and methods, applying them to literary and non-literary texts. This unit builds analytical precision and supports confident interpretation of how language shapes meaning and perspective.		Remembered Places: The Paris Anthology (cont.) AQA English Literature & Language: Paper 1		Remembered Places: The Paris Anthology (cont.) AQA English Literature & Language: Paper 1	
	Remembered Places: The Paris Anthology AQA English Literature & Language: Paper 1 In this unit, students explore how different writers and speakers construct representations of Paris across a range of literary and non-literary texts. They will analyse how language choices - lexis, grammar, pragmatics, and discourse - shape perspective, identity, and memory. Students will learn to compare modes, voices, and viewpoints, developing their ability to read critically, apply precise terminology, and evaluate how place is mediated through text and context.		Poetic Voices: Carol Ann Duffy (Cluster 1) AQA English Literature & Language: Paper 1 <i>Cluster 1: First Love, Valentine & Close</i> - love, vulnerability and emotional complexity; <i>Cluster 2: Nostalgia, Before you Were Mine, Mean Time & Never Go Back</i> - memory and time; <i>Cluster 3: Stafford Afternoons, Litany & The Cliché Kid</i> - childhood conformity and the shaping of social identity; <i>Cluster 4: The Biographer, Small Female Skull & Beachcomber</i> - fictional/performative voices, self-presentation, ego and introspection. In this unit, students study a selection of poems from Mean Time, exploring how Carol Ann Duffy constructs poetic voice to reflect themes such as love, loss, memory, and identity. They will analyse how language choices - lexis, syntax, deixis, and metaphor - combine with structural and literary techniques to shape perspective and emotion. Students will develop close reading and comparative skills, applying both literary and linguistic methods to evaluate how Duffy’s speakers represent personal and social experience with psychological complexity and stylistic control.		NEA Making Connections In this unit, students undertake an independent investigation exploring connections between a literary text and a selection of non-literary material. They will apply integrated linguistic and literary methods to analyse how meaning is shaped across genres, modes, and contexts. Students will develop skills in critical research, data selection, close analysis, and structured argument, producing a comparative study (2,500-3,000 words) that demonstrates confident, original, and conceptually informed analysis.	
	Imagined Worlds: Lovely Bones AQA English Literature & Language: Paper 1 In this unit, students explore how Alice Sebold constructs a distinctive fictional world in <i>The Lovely Bones</i> , analysing how voice, setting, and character are shaped by lexis, grammar, and viewpoint. They will evaluate how authorial choices influence reader positioning and create realism, symbolism, and moral ambiguity. Through stylistic analysis, students examine how imagined worlds reflect genre conventions and social context. This unit develops their ability to apply concepts and methods, explore meaning, and consider production and reception—while preparing them for re-creative and critical tasks later in the course.				Mock Preparation AQA English Literature & Language: Paper 1 End of year mocks: w/c 15 th June (two-week window). Y12 DC3 data collection deadline 8 th July	
	Y12 DC1 data collection deadline 19 th November		Y12 DC2 data collection deadline 25 th February			
Half term	02.09.25 - 23.10.25 Autumn 1 - 8 weeks	03.11.25 - 19.12.25 Autumn 2 - 7 weeks	05.01.26 - 13.02.26 Spring 1 - 6 weeks	23.02.26 - 26.03.26 Spring 2 - 5 weeks	13.04.26 - 22.05.26 Summer 1 - 5 weeks	01.06.26 - 17.07.26 Summer 2 - 7 weeks
Year 13	Writing About Society: The Great Gatsby AQA English Literature & Language: Paper 2 In this unit, students study <i>The Great Gatsby</i> as a novel shaped by narrative viewpoint, voice, and stylistic control. They will explore how Fitzgerald uses grammar, lexis, and narrative framing to present themes of desire, status, illusion, and identity. Students will analyse the construction of Gatsby’s myth through Nick’s first-person narration and examine how contextual values of the American Dream are reflected in language choices. The unit prepares students for comparative and re-creative work, encouraging close stylistic analysis and confident interpretation.		Mock Preparation Full Suite Mock dates: w/c 26 th January (two-week window). Y13 DC2 data collection deadline 11 th March		Exam Preparation/Revision (cont.) Across both Papers	
	Dramatic Encounters: Othello AQA English Literature & Language: Paper 2 In this unit, students examine how Shakespeare uses dramatic structure, soliloquy, and dialogue to construct complex voices and conflicting viewpoints in <i>Othello</i> . They will explore how jealousy, power, race, and manipulation are presented through shifts in language, genre, and characterisation. Integrating literary and linguistic approaches, students will analyse how meaning is shaped through lexis, syntax, and speech patterns. The unit encourages exploration of how perspective and voice reveal competing truths.		Exam Preparation/Revision Across both Papers In the lead up to exams, lessons target specific areas of development identified through mock performance and ongoing assessment. Teachers revisit key texts and task types from both papers, re-teaching core knowledge and refining analytical and comparative skills. Students focus on constructing conceptually driven, well-structured responses, embedding terminology and evidence precisely, and writing with fluency and control. Emphasis is placed on developing confident interpretations and applying integrated literary and linguistic analysis under timed conditions.		Exam dates: Paper 1: Telling Stories - 13 th May (am) Paper 2: Exploring Conflict - 1 st June (am)	
	Mock Preparation AQA English Literature & Language: Paper 2 Mock dates: w/c 10 th November (two-week window). Y13 DC1 data collection deadline 3 rd December					