ENGLISH LITERATURE & LANGUAGE

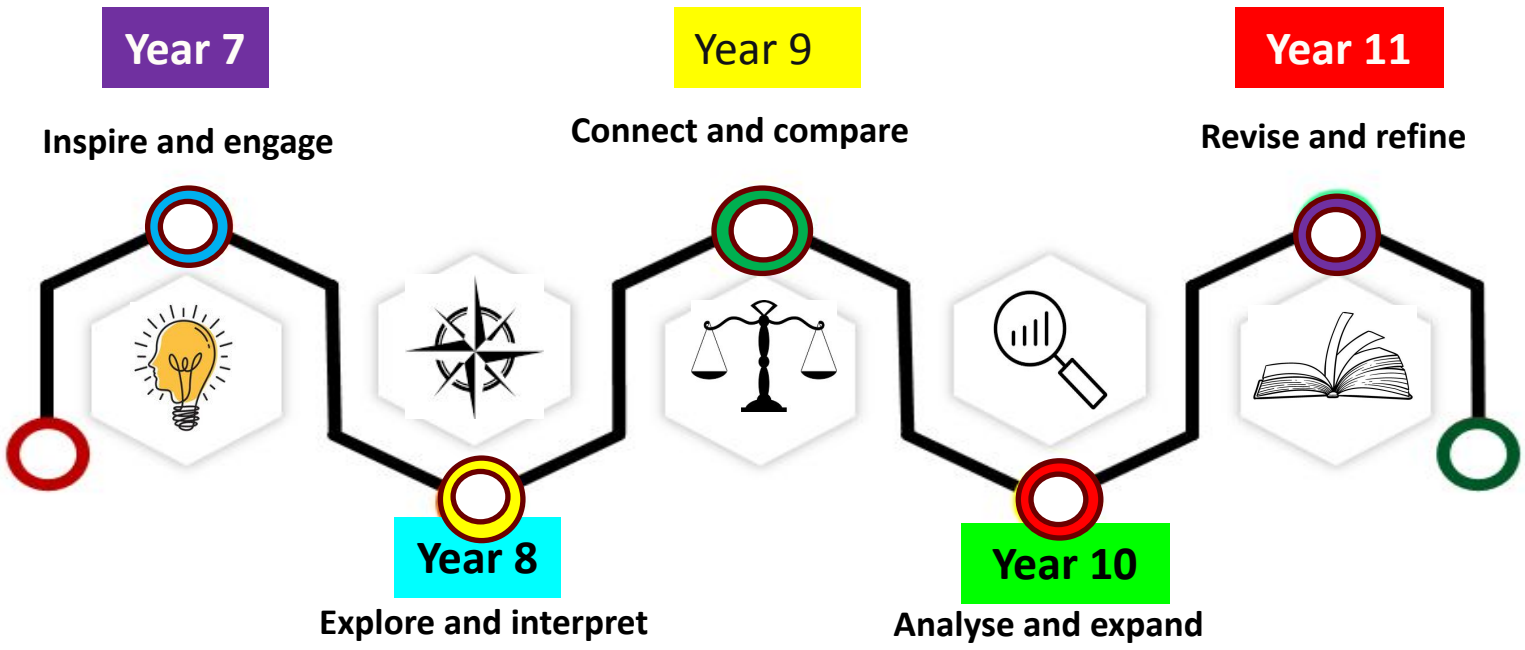
English Curriculum Intent

In English, the powerful knowledge we want to impart onto our students is the ability to be analytical, critical and articulate young adults over their 7 year journey at West Lakes Academy. The English department's intent is to ensure all students have equal access to enthusiastic and passionate teachers to acquire a love for English. We have high expectations of all our students, both for the work they produce, and their behaviour for learning. Students are expected to be resilient with their learning and dedication to achieve.

CURRICULUM LESSONS ALLOCATED OVER THE WEEKLY TIMETABLE						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
4	4	4	5	5	5	5

INSPIRE	MOTIVATE	ACHIEVE
At the heart of our English curriculum is a passion for language and literature that seeks to inspire every learner. Our lessons are designed to engage students through real-world connections, a diverse and challenging range of texts, and dynamic teaching strategies that foster curiosity and critical thinking. Teachers create warm, inclusive, and inspiring classrooms where debate, creativity, and analysis thrive. By placing relevance and excitement at the core, students are encouraged to see the power of English in their own lives, the lives of others and how it can change viewpoints/opinions. Our team inspires by modelling enthusiasm, using rich literary material, and celebrating every learners' voice and progress.	A motivated learner in English is curious, engaged, and open to challenge. They approach Literature and English Language with a willingness to explore deeper meanings, ask thoughtful questions, and connect texts to real-world issues. They actively participate in discussions, work both collaboratively and independently, and take pride in crafting thoughtful, analytical responses. Motivated learners take feedback seriously, redraft their work with care, and enjoy discovering how language shapes meaning. In a classroom built on warmth and inspiration, they thrive by showing resilience, creativity, and a genuine passion for English. They see themselves as developing thinkers, ready to express ideas and learn from others. A motivated learner will connect skills from each stage of the curriculum and apply them within the classroom and within their own lives.	Success in English is seen when learners confidently interpret, analyse, and craft language with precision, creativity, and purpose. A successful linguist is articulate, thoughtful, and inquisitive—able to decode meaning, evaluate impact, and express complex ideas clearly. These skills are nurtured through a curriculum rich in challenging texts, real-world relevance, and opportunities for critical thinking. From exploring diverse voices to constructing powerful written arguments, students practise empathy, reasoning, and communication. Our curriculum champions these skills at every stage, celebrating learners who can confidently navigate both language and literature—ready to thrive academically and beyond.

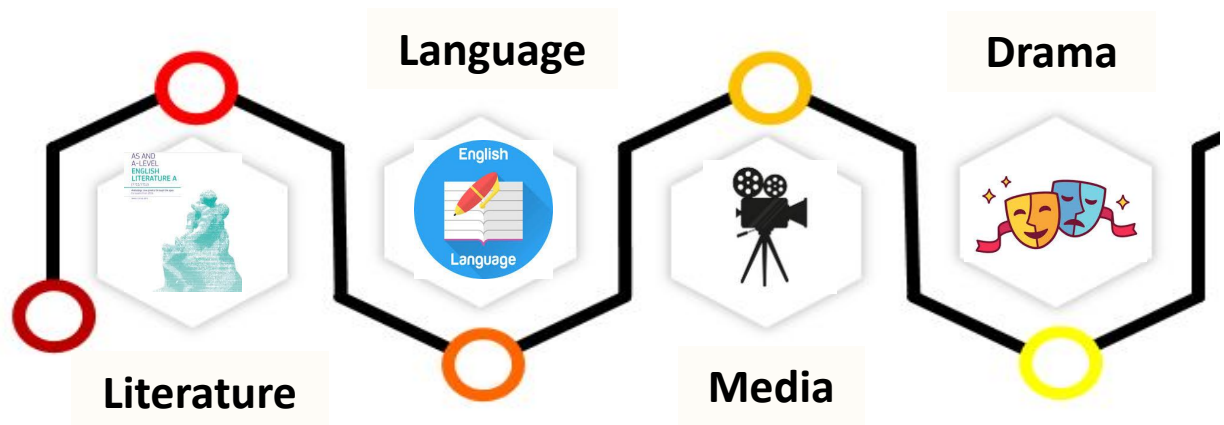
ENGLISH CURRICULUM THEMES



Cross Curricular links

- History – Racism, prejudice in America. Life in Elizabethan/Jacobean England.
- Social Injustice in the 1840's and the effects of the Industrial Revolution.
- RE – developing empathy and understanding of others
- Geography- exploring other cultures and traditions. Issues faced in other countries
- PDev Social injustice, first impressions and being accepted.

CONTINUING THE CURRICULUM PATH



Future Pathways

- Journalist
- Speech and Language Pathologist
- Copywriter
- Public relations
- Marketing Director
- Producer / Director
- Business manager
- Solicitor

WLA English

Curriculum theme:

Inspire and Engage

*The focus in **Year 7** is to ignite a love of English through a broad and engaging curriculum. We want to share our passion for all things English and inspire our students to read, write and speak for pleasure and with developing confidence.*
There is a big focus this year on developing skills and knowledge through oracy and real end of unit outcomes.

7

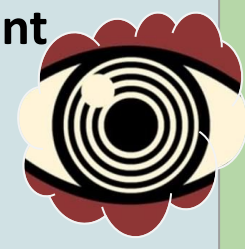
3. *The Giver*: What is the role of the individual in challenging or resisting a broken system?

Spine text will be The Giver by Lois Lowry
Writing Assessment:
Real outcome: Enter in 500 word competition. Successful students are published.

3b. Ancient Origins: How does exploring the past help us understand and appreciate different cultures and traditions?

Spine text: Creation myths
Oracy: debate - what is the perfect world?

3a. Dystopian writing: Which is the more important trait for a hero - empathy or courage?



Spine text: The Giver by Lois Lowry
Oracy: debate - what is the perfect world?

2. *A Midsummer Night's Dream*: How do our relationships impact us?

Focus on context – Shakespeare's background and influences. Focus on 'A Midsummer Night's Dream' and the characters that have strong voices and aren't afraid to speak out and against others: Helena, Hermia, Bottom, Titania.
Reading Assessment: Exploring the treatment of females in Shakespeare's times.
Writing Assessment: Modern day monologues inspired by the issues raised in the play.

2b. Performance and public speaking: When is it time to use my voice, and when is it time to listen to others?

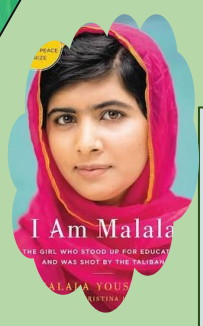
Develop performance and public speaking skills in a safe space.**Oracy Assessment:** Perform an extract from one of the plays with focus on character representation and interpretation of the script.

2a. Monologues: How does resilience intersect with mental and emotional well-being?

Using Shakespeare's text as a way to develop performance and public speaking skills in a safe space.
Oracy Assessment: Perform an extract from one of the plays with focus on character representation and interpretation of the script.

1b. Myths and legends: Are monsters born or made?

Students will look at myths and legends from across the world and what they can teach us about the nature of good and evil.
Reading Assessment: Comprehension task on myth studied - Sir Gawain/Beowulf.
Oracy: Group presentations on a myth of their choosing and its influence on literature today.
Real outcome:



1a. Biography and Autobiography: How can the voices of the past influence the voices of the future?

We start Year 7 with a tranitionary unit. . You will have the opportunity to show your teacher your literacy knowledge and skills.
We will then explore a selection of autobiographical extracts from across time and the influence these voices have had on society.
Writing Assessment: Individual piece of autobiographical writing
Oracy: Small group presentation on an influential event in their life.
Real outcome: Write a letter to a person such as Malala Yousafzai or Marcus Rashford

WEST LAKES ACADEMY

WLA English

Curriculum theme:

Explore and Interpret

*Following an inspirational Year 7, students will continue to develop their knowledge and skills **in Year 8** through exploration of a wide variety of fiction and non-fiction texts from different times and places. They will be encouraged to develop their personal responses to the written word through group and individual interpretation.*

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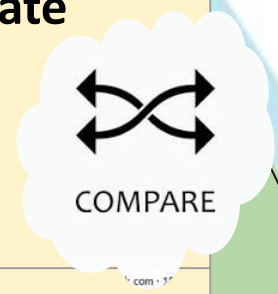
3. Poetry collection: How does resilience intersect with mental and emotional wellbeing?

Exploring a wide range of persecution and conflict poems. Focus on **structure**, **technique**, **language** and **comparing** to real articles with a similar theme.

3a. Historical non-fiction: How does exploring the past help us understand and appreciate different cultures and traditions?



Writing Assessment:
Oracy Assessment:

2b. Grimm Fairy Tales: How can the voices of the past influence the voices of the future?

Grimm Fairy Tales and ideas about heroes and villains.
Writing Assessment: Extract from a 'twisted' fairy tale, taking tropes and distorting/subverting them.

2. *Refugee Boy*: What is the role of the individual in challenging or resisting a broken system?

Spine text: Refugee boy, by Benjamin Zephaniah. Exploring how Sissay uses theatrical techniques to tell Alem's story on stage.
Reading Assessment: Analysis of dramatic techniques and their impact on the story.
Oracy: Group presentation in class on topics of persecution.

2a. Performance and public speaking: When is it time to use my voice, and when is it time to listen to others?

Writing Assessment: S
Oracy Assessment:

2b. Grimm Fairy Tales: How can the voices of the past influence the voices of the future?

Grimm Fairy Tales and ideas about heroes and villains.
Writing Assessment: Extract from a 'twisted' fairy tale, taking tropes and distorting/subverting them.

1. *The Strange Case of Dr Jekyll and Mr Hyde*:Are monsters born or made?

Using the text of Doctor Jekyll and Mr Hyde by R.L Stephenson and other Gothic fiction. Focus on the writer's craft. How does Stephenson's methodology engage the reader in the allegory?
Reading Assessment: Comprehension task on an extract from Jekyll and Hyde.

1b. Gothic fiction: How can we explore our anxieties and concerns about society?

Exploring other Gothic novels and extracts.
Writing Assessment: Students write their own extract from a dystopian story. Best stories shared on social media and are used in a dystopian display.
Oracy Assessment: Group presentations of a famous character and their 'alter-ego', examining the why and how of their other side.

1a. Alter-egos: Which is the more important trait for a hero - empathy or courage?

Exploring modern texts, including comics and graphic novels.
Writing Assessment: Students write their own extract from an alter-ego story. Best stories shared on social media and are used in an alter-egos display.
Oracy Assessment: Group presentations of a famous character and their 'alter-ego', examining the why and how of their other side.

Year 7 recap

We will be revisiting all of the skills and knowledge developed in Year 7. Throughout all of the units in Year 8, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY

WLA English

Curriculum theme:

Connect and Compare

*The focus in **Year 9** is to develop skills in summarising and comparing a selection of texts, themes and views. The content of the Year 9 curriculum is more challenging and students will be focusing on exploring and comparing a selection of whole texts and a variety of poems*

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3b. How do our relationships impact us?

Transitional unit to GCSE studies, looking at key skills of annotation, revision, essay structure and proofreading.

Reading Assessment:
Comparing two poems.

Real Outcome: Revision pack for moving into GCSEs

3a. Spoken Language study: How does exploring the past help us understand and appreciate different cultures and traditions?

Focuses on attitudes towards spoken language, looking at accent, dialect and sociolects

Assessment: Presentation about an aspect of language or a specific dialect

2. *Hamlet*: How does resilience intersect with mental and emotional well-being?

Hamlet Study of Shakespeare's tragedy with a focus on universal themes.

Reading Assessment: Extract and essay question on the theme of tragedy. How does Shakespeare explore the tragic themes in the extract?

2a. Articles and blogs: How can we explore our anxieties and concerns about society?

Writing assessment: Written article on the theme of mental health and self-care.

Oracy Assessment: Class discussion around mental health support for young people.

2b. Victorian ghost stories: Are monsters born or made?

Writing assessment: Extract from a ghost story in the style of a Victorian sensationalist story.

Oracy Assessment: Group audio recording of a Victorian ghost story.

1. *Of Mice and Men*: Which is the more important trait for a hero - empathy or courage?

Spine text: Of Mice and Men by John Steinbeck. Examining the challenges of studying 'problematic' texts and how we can use such novels to educate us moving forwards.

Reading Assessment: Structure focused extended reading task on the whole text. How has Steinbeck structured the text to interest the audience?

1a. Powerful Voices: When is it time to use my voice, and when is it time to listen to others?

Examining a range of influential speeches exploring civil rights, the life of Martin Luther King, America in the 1920/1930's.

Writing assessment: Online article about prejudice in our modern society.

Oracy Assessment: Presentation on an area of civil rights highlighted in the novel.

1b. Newspapers: How can the voices of the past influence the voices of the future?

Writing assessment: Newspaper article on the importance of historical novels and what they can teach a modern society.

Oracy Assessment: Presentation on an influential historical novel and why it should be taught in schools.

Year 8 recap

We will be revisiting all of the skills and knowledge developed in Year 8. Throughout all of the units in Year 9, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY

WLA English

Curriculum theme:

Analyse and Expand

*Starting the GCSE courses in both Language and Literature, students will be well prepared having developed confidence in their knowledge and skills. The aim is to cover most of the content of both courses during **Year 10** with regular assessed exam practices, feedback and targets for improvement. Focus will be on developing and expanding responses to fit the expectations and marks in the exams.*

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3. Language Paper 1 - Section A (Q5 throwback)

Exploring creative language, viewpoints and perspectives in fiction texts.

Reading and Writing Assessment: Language Paper 2

80 marks

3. Literature Paper 2 Section A - An Inspector Calls

Focus on context and big ideas in the novel. Exploring aspects of narrative through whole text analysis.

Reading Assessment: Literature Paper 1

Whole text analysis exploring characters, relationships, context or theme. 64 marks.

2. Language Paper 1 Section B

Section B -Exploring creative language, viewpoints and perspectives in fiction texts.

Writing Assessment: Language Paper 1 Section B - Descriptive detail using a given image. 40 marks

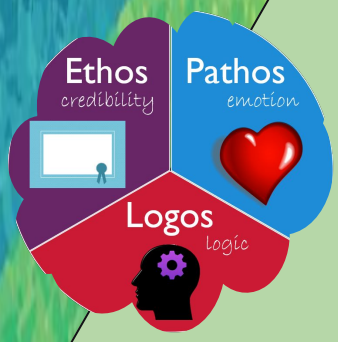
Real outcome: …

2. Literature Paper 1 Section A - A Christmas Carol

Focus on Victorian context and big ideas in the script. Exploring aspects of narrative through whole text analysis.

Reading Assessment: A Christmas Carol - Extract and whole text analysis exploring characters, relationships or theme. 30 marks.

Real outcome: Presentation on a specific element of context - Poor Law, Capitalism vs Socialism



1. Language Paper 2 Section A and B

Section A - Exploring writer's language, viewpoints and perspectives in non fiction.

Section B - Applying logos, ethos and pathos to persuasive text.

Writing Assessment: Language Paper 2 Section B - Writing an article, speech or letter to persuade. 40 marks.

Real outcome: Presentation on a chosen topic to persuade classmates.

1. Literature Paper 1 Section A - Macbeth

Focus on Jacobean context and big ideas in the script. Exploring aspects of narrative through whole text analysis.

Reading Assessment: Macbeth - Extract and whole text analysis exploring characters, relationships or theme. 34 marks.

Real outcome: Perform extract of the text.

Year 9 recap

We will be revisiting all of the skills and knowledge developed in Year 9. Throughout all of the units in Year 10, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY

WLA English

Curriculum theme:

Revise and Refine

Students will revise and refine their exam techniques in Year 11, while studying new poetry content, with time to revisit the content covered in Year 10 in preparation for their GCSE exams. Plenty of opportunities will be given to exam practices, detailed whole class and individual feedback and focused areas for further progression.

Potential destinations

6th Form – English Language and/or English Literature.
College, various apprenticeships including recruitment, home care, communication, journalism.
Skills and knowledge developed in English are Universal and can be transferred to any profession.

AQA

11

3. Language Paper 1 and Paper 2 revision

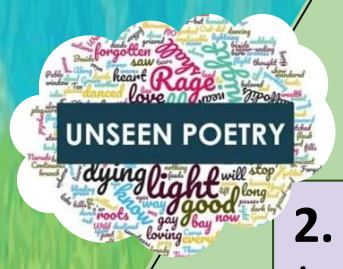
Revision of fiction and nonfiction papers.
GCSE exam: Date to be confirmed.

3. Literature Paper 1 and Paper 2 revision

Revise of all literature topics for final exam.
GCSE exam: Date to be confirmed.

2. Language Paper 1 and Paper 2 revision

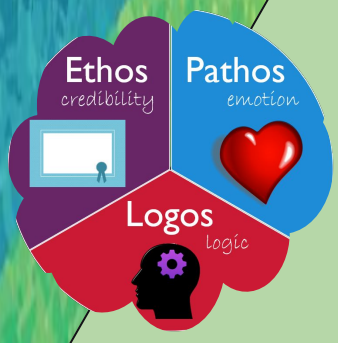
Revision of fiction and nonfiction papers.
Reading and Writing Assessment: Language Paper 1 and Paper 2 - all language topics covered.
Real outcome: Receive final practice paper results in 'rewards day'.



2. Literature Paper 2 Section C - Unseen Poetry

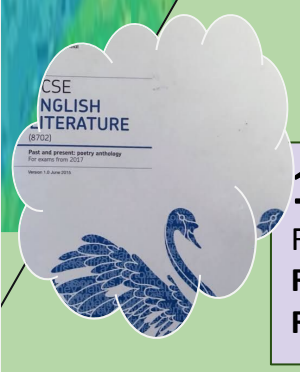
Apply language, structure and form analysis skills to unseen poem.
Compare unseen poems 24 marks and 8 marks.

Reading Assessment: Literature Paper 1 and Paper 2 - All literature topics covered
Real outcome: Receive final practice paper results in 'rewards day'.



1. Language Paper 2 Section A and B

Section A - Exploring writer's language, viewpoints and perspectives in non fiction.
Section B - Applying logos, ethos and pathos to persuasive text.
Oracy Assessment: Speaking and listening presentation - Create a TED talk about a topic you are passionate towards.
Pass/Merit/Distinction



1. Literature Paper 2 Section B - Power and Conflict Poetry

Focus on nature, war and human power poetry. Exploring context, big ideas, comparison and methodology.
Reading Assessment: Power and Conflict Poetry- One poem (given) compared to one other poem based on a given theme. 30 marks.
Real outcome: …

Year 10 recap

We will be revisiting all of the skills and knowledge developed in Year 10. Throughout all of the units in Year 11, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY

WLA English Language

Curriculum theme:

Critical learning and lateral thinking

Starting the A Level course in English Language, students will be well prepared having developed confidence in their knowledge and skills.
The aim is to cover most of the content of the course during ***Year 12*** *with regular assessed exam practices, feedback and targets for improvement. Focus will be on developing and expanding responses to fit the expectations and marks in the exams.*

AQA

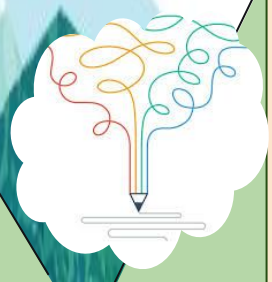
12

3. Paper 2 - Language and Occupation

Examination of how language use can be influenced by an individual's occupation and position of power.
Assessment: Research project around different variations of occupational language.

3. NEA: Original Writing

Choosing either the power of persuasion, the power of information or the power of storytelling, students will produce a piece of original writing and accompanying commentary.
Assessment: original writing and commentary



2.Paper 2 - Language Change and Language Gender

This module will focus on different theories around language use according to gender. Theorists and models will be examined allowing students to develop their evaluative skills and consider questions and issues raised with studies surrounding gender and language use.
Assessment: An evaluative essay on language change and/or diversity

2. Paper 1 - Child Language Acquisition

Students will explore how children develop their spoken and written skills by examining the functions of children's language. They will consider phonological, pragmatic, lexical, semantic and grammatical development. Different modes of communication (spoken, written, multimodal), as well as different genres of speech and writing will be discussed and analysed, and student will receive a thorough understanding of theories and research about language development.
Assessment: A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language

1. Paper 2 - History of the English Language

Students will explore how the English has developed from Old English and the Celts through to modern changes stemming from immigration and modern media. They will explore the reasons for change as well as various attitudes towards those changes.
Assessment: An evaluative essay on language change

1. Paper 1 - Language and Representations

Students will explore how language is shaped according to audience, purpose, genre and context; how it's used to construct meanings and representations and to enact relationships between writers, speakers and audiences or between participants within a text.
This exploration will include methods of language analysis, how identity is constructed,how audiences are addressed and positioned,the functions of the texts, the structure and organisation of the texts, how representations are produced. Left wing, right wing, liberal political views

Assessment: A question requiring analysis of text 1 and text 2.

GCSE recap

We will be revisiting all of the skills and knowledge developed in GCSE. Throughout all of the units in Year 12, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY

WLA English Language

Curriculum theme:

Academic study and self directed learning

Students will revise and refine their academic techniques in Year 13 with time to revisit the content covered in Year 12 in preparation for their A Level exams. Plenty of opportunities will be given to exam practices, detailed whole class and individual feedback and focused areas for further progression.

Potential destinations

Journalism, Language, Marketing, Advertising, Publishing and Editing, Teaching, Social Media Manager, Public Relations and Entertainment.

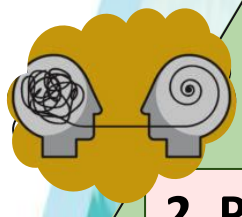
AQA

13

3. Revision support

Revision of the two papers to revisit areas of challenge, readdress previous misconceptions and allow learners to feel secure in their knowledge walking into the exam.

A Level Assessment: Both papers will be sat in May/June.



2. Paper 2 - Sociolinguistics

Students will consider how and why do people of different social groups use language differently. This could include: ethnic groups; teenspeak; different age groups; language in the workplace.

Written Assessment: Complete Paper 2

2. Paper 1 - Language & Data, Child Language Acquisition

L&R: Linguistic terminology; a variety of texts; representations and contexts

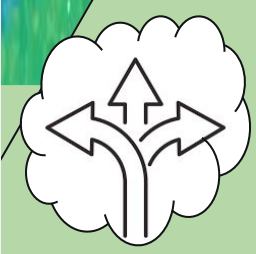
CLA: examination of data, theory and studies relating to the acquisition of child language

Written **Assessment:** Complete Paper 1

2. NEA: Investigation

Students will conduct an individual investigation into language use and how groups or individuals are represented based on their collected data. They will apply their knowledge of theories and studies to their own data set and how this agrees with or challenges common views of language use.

Assessment: 2,000 word essay including collected data



1. Paper 2 - Variations of English

Students will examine dialects of English within the Uk, such as MULE and Chinglish, as well as variations of English around the world including American English and Caribbean English.

Year 12 recap

We will be revisiting all of the skills and knowledge developed in Year 12. Throughout all of the units in Year 13, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY