

Faculty: English  
Subject Area: English

# YEAR 9 – ENGLISH



**1**  
**Introduction to Analytical Writing & Romeo and Juliet**

In the Introduction to Analytical Writing unit, students will learn to examine texts critically, organise ideas clearly, and build strong arguments—foundations for effective writing at QE.

Students will begin to explore the play's (Romeo and Juliet) intricate relationships while developing a critical understanding of Shakespeare's intentions and the text's thematic and historical context.

**2**  
**Romeo and Juliet**

Students will continue to explore the play's (Romeo and Juliet) intricate relationships while developing a critical understanding of Shakespeare's intentions and the text's thematic and historical context.

**3**  
**Poetry: Identity & Voice**

Students will study a diverse selection of contemporary poems exploring themes like resilience, identity, migration, and societal expectations, encouraging personal reflection and global awareness.

**4**  
**Non-Fiction: I Am Malala**

In the unit on I Am Malala, students will explore themes of resilience, identity, and activism, gaining insight into global issues through Malala's personal story.

**5**  
**Prose: Sherlock Holmes**

Students will study The Speckled Band and A Scandal in Bohemia to explore Victorian society, identity, and power. These stories reveal how Arthur Conan Doyle uses the detective genre to reflect and critique norms of gender, class, and justice in an era of imperial confidence and strict social hierarchies.

**6**  
**Rhetoric-Identity and Voice**

This unit prepares students to craft and deliver persuasive speeches by studying rhetorical texts—from historical to contemporary—to build a strong understanding of rhetoric, its origins, and purpose.

# YEAR 10 GCSE – ENGLISH LANGUAGE & LITERATURE



# YEAR 11 GCSE – ENGLISH LANGUAGE & LITERATURE



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## An Inspector Calls & Mock Revision

Students will study J.B. Priestley's An Inspector Calls with a focus on the writer's craft and the play's continued relevance as a critique of class, responsibility, and social inequality.

8

## An Inspector Calls & English Language Paper 1 Revision

This unit will enable students to refine their analytical skills, focusing on Priestley's use of dramatic techniques, characterisation, and structure to convey his moral and social messages.

9

## Language and Literature Revision

In the final Key Stage 4 phase, students systematically revise GCSE English Language and Literature. They revisit core texts—Macbeth, A Christmas Carol, An Inspector Calls, and the Power and Conflict anthology—while sharpening analytical and comparative writing. In English Language, they practise analysing unseen texts and refine transactional and creative writing for clarity, structure, and style.

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## Language and Literature Revision

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## Language and Literature Revision

In the final phase of the Key Stage 4 English curriculum, focused time is dedicated to the structured revision and consolidation of the key knowledge, skills, and texts required for success in both the English Language and English Literature GCSEs. The overarching aim is to ensure that students are not only secure in their subject knowledge but also confident, resilient, and capable of applying their skills with precision and independence across a range of texts and tasks.

## A Streetcar Named Desire

In Year 12, students embark on their A-Level study with Tennessee Williams' *A Streetcar Named Desire*, a play that builds upon their earlier exploration of complex relationships that they studied in the play, *Macbeth*.

## Poems of the Decade

This unit encourages students to critically assess how poetry, like drama, engages with the forces that shape individual and collective identities, and to analyse how poets use form, language, and imagery to reflect and challenge societal structures.

## Dracula

Across both texts, students will critically analyse how the authors use Gothic conventions to reflect anxieties of their time, including fears surrounding modernity, repressed desire, and the fragility of social order. They will consider authorial intent and contextual influences—such as Victorian morality, gender roles, and fin de siècle decadence—while engaging with a range of literary perspectives and critical theories, including psychoanalytic and feminist readings.

## The Picture of Dorian Gray

## NEA

In Year 12, students embark on their coursework, which offers a valuable opportunity for independent literary exploration and critical engagement with texts and themes that resonate with their personal interests. At this stage, students take ownership of their learning by selecting two texts and formulating a line of inquiry that reflects their individual passions and academic strengths. They develop a working title for their extended comparative essay and begin the process of in-depth research, drawing on a range of critical interpretations and contextual material to inform their analysis. This phase of the course encourages intellectual curiosity, academic rigour, and originality, while fostering the independent research and analytical skills essential for success at A Level and beyond.

## NEA



## Othello

In Year 13, students engage with Shakespeare's *Othello*, his darkest tragedy. They will explore how Shakespeare constructs complex power dynamics and identity conflicts, particularly through the relationships between Othello, Iago, and Desdemona. Through their critical analysis, students will consider the ways in which Shakespeare critiques societal structures, including issues of race, gender, and status, and will interrogate the role of jealousy and manipulation in the disintegration of personal and social relationships.

## Rossetti Poetry

Students will explore the work of Christina Rossetti through her anthology of selected poems. They will examine key themes such as love, loss, self-deception, and societal expectations, with a particular focus on poems like "Song," "Remember," "From the Antique," and "Goblin Market." The study of Rossetti's work will encourage students to engage critically with how literature interrogates identity, power, and personal morality, continuing the thematic dialogue established in earlier texts.

## Revision Cycle 1

Year 13 students complete a series of revision cycles, drawing upon their existing prior knowledge as a platform to deepen and develop understanding and fluency. We also continue to hone students' academic writing craft.

## Revision Cycle 2

## Revision Cycle 3

Based on data from PPE2, Year 13 students complete a series of revision cycles, drawing upon their existing prior knowledge as a platform to deepen and develop understanding and fluency. We also continue to hone students' academic writing craft.

## Examination

A-Level exams include questions that allow students to demonstrate their ability to: draw together their knowledge, understanding and skills from across the full course of study as well as provide extended responses.