



English Language and Literature



Intent – ‘Rooted and grounded in Love’

Intent – Rooted

It is our mission to enable all students to flourish in English. Our English curriculum is designed so that students acquire knowledge about texts and genres cumulatively from year 7 all the way to post 16 study. Our philosophy is to create a rounded and confident English student through exposing them to a range of literature, equipping them with the knowledge about how to write accurately and fostering a love of reading for pleasure. Therefore, the key stage three curriculum ensures that students graduate from Year 9 as confident and literate readers and critical and accurate writers. All students are taught the same curriculum content. Year 7 begin with the study of Dickens’ *Oliver Twist*, moving on to Shakespeare’s *A Midsummer Night’s Dream* and finishing with an introduction to the study of poetry. Year 8 continues to develop students’ understanding of texts and genres through the study of Doyle’s Sherlock Holmes, Shakespeare’s *The Tempest* and Orwell’s *Animal Farm*. When our students reach Year 9, they will experience Bronte’s *Jane Eyre*, a collection of WW1 poetry and a stage adaptation of Levy’s novel *Small Island* by Helen Edmundson. By the end of key stage three, they will know more about the foundational texts in literature, will be able to remember more about English Literature’s social and historical context and will be able to do more creative and critical writing which prepares them for the skills and texts they will encounter at GCSE.

At Key Stage 5, genre study is at the heart of English Literature B and the two broad genres available for study are: tragedy and political and social protest writing. This course offers a great platform for university as we read texts through different critical lenses. Just as meanings of texts are not fixed, neither are definitions of genre, which frequently change and become blurred. Through strengthening links to content taught in key stage three and GCSE, we can ensure that students will ‘read much better if they already have background knowledge about the subject,’ Mary Myatt. As a result, students will be able to free up their working memories for critical analysis and probing of the text.

Archangel Gabriel is the English Patron Saint of communication. He is a vehicle to communicate God’s words/message. Literature teaching is rooted and grounded in discussion around Catholic Social Teaching. The texts we encounter in literature explore challenging or difficult situations in which characters overcome adversity. Through our curriculum, we encourage students to empathise, consider the wider messages of texts and become critics of culture.

We always consider why these texts are important and link them to the writers’ message/intent, making connections with many gospel teachings: kindness, humility, courage, compassion and fortitude.

Reading and discussing literature is a shared experience: a dramatic plot twist can evoke the collective feeling of either injustice or joy. We encourage thinking, understanding and empathy. Stories are the key to revealing truths about our lives.



A Level English Language and Literature

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- **Human Dignity:** The Color Purple: Celie is denied dignity through abuse and racism, but gradually gains it through self-expression which shows the importance of recognising human worth. In Cold Blood: Perry Smith is treated as both victim and criminal; Capote presents his humanity to question whether society respects dignity. Romantic poetry teaches that every person has unique worth and value by celebrating individual emotions, experiences, and imagination.
- **Solidarity:** The Color Purple: Female relationships (Celie, Shug, Sofia) show people supporting each other and solidarity empowers individuals. In Cold Blood: Lack of solidarity leads to isolation which contributes to crime and tragedy. Romantic poets often emphasise the shared human experience, encouraging empathy and connection between people through common feelings and struggles.
- **The Common Good:** The Color Purple: Society fails to protect black women. The “common good” is not achieved. In Cold Blood: Justice system claims to act for the common good, but the execution raises moral questions. Poetry: *London* criticises institutions that harm society rather than help it. Romantic poetry suggests that society benefits when people appreciate beauty, creativity, and nature, fostering a more compassionate and thoughtful community.
- **Option for the Poor:** The Color Purple: Focus on poor, black women highlight marginalisation and its impact in society. In Cold Blood: Perry’s difficult upbringing suggests society neglects the vulnerable. Poetry: Romantic poets such as Shelley in *Ozymandias* reflect on inequality and power. Many expressed concern for marginalized and oppressed people, highlighting social inequalities and the need for justice and compassion.
- **Peace:** The Color Purple: Personal peace comes through healing and forgiveness. In Cold Blood: Violence destroys peace; the murder disrupts the entire community. Romantic poetry promotes peace by encouraging reflection, emotional understanding, and a deeper appreciation of nature's calming influence.
- **Creation and Environment:** The Color Purple: Nature symbolises growth, freedom, and healing. In Cold Blood: The empty Kansas landscape reflects isolation and moral emptiness. Poetry: Nature poems (Wordsworth) show harmony vs human destruction. A central theme of Romantic poetry is the beauty and importance of the natural world, teaching respect for creation and humanity's connection to the environment.
- **Dignity of Work and Participation:** The Color Purple: Celie gains independence and dignity through work (her trousers business). In Cold Blood: The Clutter family represent honest labour and community contribution. Poetry: Many pastoral and romantic poems value the lives and labour of ordinary people, showing that all forms of honest work contribute meaningfully to society. They also critique how labour is exploited (*London* and *England in 1819*).

Advent 1	The Color Purple Poetry Anthology	Advent 2	The Color Purple Poetry Anthology
Description	The Color Purple and Poetry Students will: • Learn new linguistic and literary terminology and how to integrate this into analytical writing. • Learn how to layer their analysis. • Understand the influence of contexts on texts. • Learn how to analyse prose and poetry with precision. • Learn how to compare texts with unseen texts • Know the four assessment objectives and how they relate to exam questions. • Write about plot, character, structure and tone.	Description	The Color Purple and Poetry Students will: • use new linguistic and literary terminology and how to integrate this into analytical writing. • Layer their analysis in their writing • Understand the influence of contexts on texts. • Learn how to analyse prose and poetry with precision. • Learn how to compare texts with unseen texts • Know the four assessment objectives and how they relate to exam questions. • Write about plot, character, structure and tone.

Lent 1	The Color Purple In Cold Blood	Lent 2	Spoken Language In Cold Blood
Description	Students will: • integrate new linguistic and literary terminology into analytical writing. • Learn how to layer their analysis ensuring they use terminology to support their ideas. • Understand the influence of contexts on texts. • Learn how to analyse prose with precision. • Know the four assessment objectives and how they relate to exam questions. • Understand the skills required for extract and essay questions • Write about plot, character, structure and tone.		
Pentecost 1	Spoken Language In Cold Blood	Pentecost 2	Poetry Anthology Coursework preparation
Description	Students will: • integrate linguistic and literary terminology into analytical writing. • Learn how to layer their analysis ensuring they use terminology to support their ideas. • Understand the influence of contexts on texts. • Analyse prose and spoken language texts with precision. • Know the four assessment objectives and how they relate to exam questions. • Understand the skills required for extract and essay questions • Write about plot, character, structure and tone.	Description	Students will: • use new linguistic and literary terminology and how to integrate this into analytical writing. • Layer their analysis in their writing • Understand the influence of contexts on texts. • Learn how to analyse prose and poetry with precision. • Learn how to compare texts with unseen texts • Know the four assessment objectives and how they relate to exam questions. • Learn about different genres and their features. • Make informed choices about their coursework, reading and researching independently.

A Level English Language and Literature

Year 13



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Human Dignity:

- **King Lear:** Lear strips Cordelia of dignity by rejecting her honesty; later, he himself is reduced to madness which shows how dignity is fragile when power is abused.
- **Cat on a Hot Tin Roof:** Brick and Maggie struggle with identity and self-worth; Brick's alcoholism reflects a loss of dignity.

Solidarity:

- **King Lear:** True solidarity exists only in characters like Kent and Cordelia, who remain loyal; most relationships are selfish.
- **Cat on a Hot Tin Roof:** Family relationships are fractured by greed and lies; there is little genuine support.

The Common Good:

- **King Lear:** The kingdom collapses because Lear prioritises ego over responsible leadership.
- **Cat on a Hot Tin Roof:** The Pollitt family focuses on inheritance rather than fairness or wellbeing.

Option for the Poor:

- **King Lear:** Lear only recognises the suffering of the poor ("poor naked wretches") after losing power.
- **Cat on a Hot Tin Roof:** Marginalised voices (e.g. Brick's internal struggles, themes of repression) are ignored by the family.

Peace:

- **King Lear:** Conflict dominates the play, leading to chaos and tragedy.
- **Cat on a Hot Tin Roof:** Tension and emotional conflict drive the drama; there is no real peace within the family.

Creation and Environment:

- **King Lear:** The storm reflects Lear's inner turmoil and disorder in the natural and social world.
- **Cat on a Hot Tin Roof:** The oppressive Southern setting reflects emotional tension and decay within the family.

Dignity of Work and Participation:

- **King Lear:** Power is inherited and misused; Lear fails in his duty as a ruler.
- **Cat on a Hot Tin Roof:** Big Daddy's wealth and estate create conflict over control and inheritance

Advent 1	Coursework Essay Cat on a Hot Tin Roof King Lear	Advent 2	Coursework Essay Cat on a Hot Tin Roof King Lear
Description	Students will: • Integrate literary and linguistic terminology into analytical writing. • Layer their analysis in their writing to write in an academic style. • Understand the influence of contexts on texts and use this to illuminate their analysis. • Analyse prose and drama with precision. • Compare texts with unseen texts • Comment on different genres and their features. • Learn to comment on the texts in performance and the impact on the contemporary audience. • Make informed choices about their coursework, reading and researching independently.		

Lent 1	Coursework Creative Writing Spoken Language King Lear	Lent 2	Coursework Creative Writing Revision
Description	Students will: - Analyse prose, drama and spoken language texts with precision. - Integrate literary and linguistic terminology into analytical writing. - Layer their analysis in their writing to write in an academic style. - Understand the influence of contexts on texts and use this to illuminate their analysis. - Analyse prose and drama with precision. - Compare texts with unseen texts - Comment on different genres and their features. - Learn to comment on the texts in performance and the impact on the contemporary audience. - Plan and write literary and non-literary pieces of writing for coursework.		
Pentecost 1	Revision Exam practice	Pentecost 2	Revision Exams Begin
Description	Students will: - Consolidate their knowledge of the A Level course texts - Discuss approaches to exam questions and complete group planning and writing activities. - Analyse poetry, prose, drama and spoken language texts with precision. - Integrate literary and linguistic terminology into analytical writing. - Layer their analysis in their writing to write in an academic style. - Understand the influence of contexts on texts and use this to illuminate their analysis.		