

English Curriculum

Key Stage 5

Academic Year 2025-26



Year 12: Key Stage 5 Curriculum Overview 2025-26: English Language and Literature

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
12	Unit (Teacher1)	<u>The Great Gatsby (Paper 2, Section B)</u> A detailed, comparative study of the text in preparation for Paper 2, Section B Focus on <i>The Great Gatsby</i>	<u>The Great Gatsby (Paper 2, Section B)</u> A detailed, comparative study of the text in preparation for Paper 2, Section B Focus on <i>The Great Gatsby</i>	<u>The Whitsun Weddings Paper 2, Section A.</u>		<u>NEA</u> • Introduction to NEA • Reading and analysing: <i>The Kite Runner</i> .	
	FMWteacher	Essay response to <i>The Great Gatsby</i>	Essay response to <i>The Great Gatsby</i>	Essay response to Philip Larkin's <i>The Whitsun Weddings</i>	Essay response to Philip Larkin's <i>The Whitsun Weddings</i>	Creative writing – a story entitled 'Memories'	Mock Exam – Paper 2 Opening of coursework – Fiction piece.
	Unit Teacher	<u>Introduction to Spoken Language Analysis and Unseen Text analysis</u> An Introduction to spoken language techniques in both spontaneous and planned spoken language. • 5.1 BBC1 Panorama interview... • 5.2 Jay Leno's interview....	<u>All My Sons (Paper 1, Section B)</u> Edexcel English Language and Literature set text. Explicit focus on the analysis of voice		<u>Voices in Speech and Writing Anthology (Paper 1, Section A)</u> • 1.1 Charlie Brooker: Too much talk... • 1.2 Ian Birrell: As gay people celebrate..., • 7.1 Chris Rainier: 'Tsunami Eyewitness Account... • 7.2 Jessica Read: 'Experience: I survived an earthquake...	<u>Voices in Speech and Writing Anthology (Paper 1, Section A)</u> • 6.1 David Seidler: The King's Speech. • 6.2 Andrew Viner: When I Lived in Peru... • 9.1 John F Kennedy's Inaugural Address... • 9.2 Colonel Tim Collins to 1 st Battalion... Including unseen comparison	<u>Voices in Speech and Writing Anthology (Paper 1, Section A)</u> 4.1 Blog by George Scott: 'A ride of two halves...' 4.2 Past Masters Podcast: 'The Truth is in Here: UFOs at The National Archives' Including unseen comparison
	FMWteacher	Analysis of a Spoken Language extract	Analysis of an extract from the text	Analysis of an extract from the text	Analysis of an anthology text	Analysis of an anthology text with comparison	Mock Exam – Paper 1

Edexcel 9ELO

Teacher 1: SRS | Teacher 2: CET

Year 13: Key Stage 5 Curriculum Overview 2025-26: English Language and Literature

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
13	Unit Teacher	Paper 2 Varieties in English and NEA Unseen non-fiction texts: a study of different forms for a variety of purposes using <i>Cupcakes and Kalashnikovs</i> as a core text and other non-fiction texts. NEA writing	<u>Paper 2 Varieties in English Othello & The Great Gatsby (Paper 2, Section B)</u> Revision of Othello/The Great Gatsby. Developing comparison – themes and characters.	<u>Paper 2 Varieties in English Revision and Consolidation</u> Unseen non-fiction texts <i>Othello & The Great Gatsby</i> comparison		<u>Exam Preparation and Examinations</u>	
	FMW Teacher	NEA Draft (Non-Fiction) Final submission (Fiction)	Final draft (non-fiction). Plan for commentary.	First draft commentary – As January 10 th revision Final Draft of NEA – end of the first week back after February half term. Mock Paper – Sections A and B	appropriately informed by	<u>Exam Preparation and Examinations</u>	
	Unit Teacher	<u>Voices in Speech and Writing Anthology (Paper 1, Section A)</u> 2.1 Oscar Wilde: De Profundis 2.2 Maya Angelou: Mom & Me & Mom 5.1 BBC1 Panorama interview... 5.2 Jay Leno's interview... 4.1 Blog by George Scott: 'A ride of two halves...' Including unseen comparison	<u>Voices in Speech and Writing Anthology (Paper 1, Section A)</u> 10.1 DH Lawrence, Sea and Sardinia 10.2 Paul Theroux: Riding the Iron Rooster 9.1 John F Kennedy's Inaugural Address... 9.2 Colonel Tim Collins to 1st Battalion... 7.2 Jessica Read: 'Experience: I survived an earthquake...' Including unseen comparison	<u>Voices in Speech and Writing Anthology (Section A) and All My Sons (Section B) Revision and Consolidation</u> (Review: was set as individual preparation) 6.1 David Seidler: The King's Speech 6.2 Andrew Viner When I Lived in Peru 8.1 Book review: Boxer Handsome 8.2 Martin Hoyle: The Bridge Revision and examination practice – <i>All My Sons</i>		<u>Exam Preparation and Examinations</u>	
	FMW Teacher	Analysis of an anthology text with comparison	Analysis of an anthology text with comparison	Mock Paper – Sections A and B	As appropriately informed by revision	<u>Exam Preparation and Examinations</u>	

Year 12: Key Stage 5 Curriculum Overview 2025-26: English Literature

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
12	Unit Teacher	INDUCTIONFORTNIGHT: using unseenpoetryandunseenprose extracts.	<u>Othello</u> <ul style="list-style-type: none">Whole play studyContext and genreThematic explorationCritical theory (race, feminism, AC Bradley, etc.)Essay writing skills		<u>Love through the Ages</u> <ul style="list-style-type: none">Start with Sonnet 116 (links to Othello and Renaissance love conventions)Chronological approach (using timeline)Approach some poems as unseen to practise skills	<u>Atonement</u> <ul style="list-style-type: none">Key scenes and moment analysisThematic significance and analysis (e.g. loss, relationships, conflict within relationships, unrequited love, enduring love, forbidden love, taboo)	<u>Mock revision:</u> <ul style="list-style-type: none">OthelloAtonementPoetry <u>NEA:</u> PN and LB to split delivery into two halves: novel study of A Picture of Dorian Gray and NEA comparison skills.	
	FMWteacher	Wk2: Short, formative baseline essay on an unseen poem. Wk6/7: Analysis of an extract from Othello (Act One)	Wk7/8: Analysis of an extract from Othello (whole text)		Wk4 of Term 4: Analysis of a poem	Wk 3 of Term 5: Comparative analysis of two poems	Summer 1 Wk3/4: Analysis of Atonement	Wk4 Mock – topic TBC
	Unit Teacher	<u>Prose and A Streetcar Named Desire</u> Timeline and context of Love Through the Ages. Unseen prose analysis and approaches to Unseen Prose for Paper 2 Extract analysis and developing essay technique. A critical study of A Streetcar Named Desire.		<u>The Help and Sylvia Plath (comparison text)</u> A critical study of The Help alongside the poetry of Sylvia Plath. Examination of themes, characters, plot, motifs etc. Skills for comparison.			<u>Mock Revision and NEA</u> Start Reading A Picture of Dorian Gray. Examine key extracts from the novel. Introduce list of possible comparison texts. Provide guidelines for NEA. Set up one-to one mentoring and provide overview of how NEA is assessed. Examples of questions.	
	FMWteacher	Analysis of A Streetcar Named Desire (character/theme)	Analysis of A Streetcar Named Desire (character/theme)	Analysis of Unseen Prose	Analysis of The Help	Comparative analysis of The Help and Sylvia Plath’s poetry	Mock Exam	

Year 13: Key Stage 5 Curriculum Overview 2025-26: Literature

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
13	Unit (Teacher1)	Paper 1 – Unseen Poetry of An analytical study of a range of unseen poetry	Paper 1 – <i>Othello</i> Revision Revision of <i>Othello</i> including themes, plot, characterisation and context in preparation for summer examination.	Paper 1 – <i>Atonement</i> and Poetry Revision Revision of <i>Atonement</i> and poetry in preparation for summer examination.	Paper 1 – <i>Othello</i> Revision	Exam Preparation and Examinations	
	FMWteacher	Analysis of unseen poetry: Burns – ‘A Red, Red Rose’ Bronte – ‘Love and Friendship’ AND/OR Rossetti – ‘A Birthday’ Millay – ‘Love is not all’	An analytical essay on <i>Othello</i>	An analytical essay on <i>Atonement</i> and Poetry	An analytical essay on <i>Othello</i>	Exam Preparation and Examinations	
	UnitTeacher	Paper 2 and NEA of An analytical study of a range of unseen prose. Tutorials for NEA (fortnightly)	Paper 2 – <i>A Streetcar Named Desire</i> Revision and NEA Revision of <i>A Streetcar Named Desire</i> , including themes, plot, characterisation and context in preparation for summer examination. Tutorials for NEA (fortnightly)	Paper 2 – <i>The Help</i> and <i>Sylvia Plath</i> Poetry Revision Revision of <i>The Help</i> and <i>Sylvia Plath</i> ’s poetry in preparation for summer examination.	Paper 2 - Revision and Consolidation	Exam Preparation and Examinations	
	FMWteacher	Draft of NEA	An analytical essay on <i>A Streetcar Named Desire</i> . NEA completion and marking	An analytical essay on <i>Atonement</i> and Poetry NEA completion and marking	As appropriately informed by revision	Exam Preparation and Examinations	

>**SOMETHING MORE? IN THE BSS ENGLISH CURRICULUM**

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS5 English:

- **Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.**
- Lang/Lit: Use of The Kite Runner to inspire students to understand other cultures. The beautiful descriptions in all of the set texts inspire wonder.
- Lit: discussions based around the poetry in particular will enable students to gain spiritual insight.
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- **Encouraging creative expression to connect with the inner self and the transcendent.**
- Lang/Lit: students are given the opportunity to write a fiction and non-fiction piece about a topic of their choice. We always encourage them to write from first-hand experience for their non-fiction pieces. We have had wonderfully self-reflective pieces such as a student who has coped with his father's alcoholism, another where the candidate's mum died of cancer and another about her experiences living on the street, as the student and her mum had been homeless for a short time.
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- **Fostering a sense of belonging and interconnectedness with others, nature, and the universe.**
- Lang/Lit: Again, coursework lends itself to this. Also, the set texts cover topics such as the class divide, racism and misogyny.
- Literature: students are encouraged to understand the experiences of characters in the set texts and the poems.
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- **Encouraging self-awareness, emotional intelligence, and moral reasoning.**
- Lang/Lit: in the coursework, the students are asked to evaluate their own written work and reasons for it. They are also expected to understand whether anything is holding them back, as the titular character of The Great Gatsby is held back by his own views of his class and Othello is self-aware about the societal views on racism. If The Whitsun Weddings (Phillip Larkin) is taught instead of Othello, the students will get the opportunity to discuss a number of themes such as family, loneliness and old age and reflect on their own feelings about these. In All My Sons, the students have to assess the extent to which characters are to blame for the corruption that has occurred.

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- Lit: Othello (set text) – self-reflection and discussion about prejudice, love and loyalty, the roles of men and women in society and how these have changed. Streetcar Named Desire/The Handmaid’s Tale/Poetry by Duffy and Plath/The Help – themes such as misogyny, segregation, prejudice, class and family are discussed as part of these texts and students will be expected to reflect on their own views about these topics.
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- **Promoting open-ended investigations rather than just seeking right answers.**
- Lang/Lit: We have debates about issues like abortion, euthanasia, racism and the death penalty. Students are encouraged to research topics in depth so that they can produce written responses that are credible. These can then be used for coursework, or to inform their understanding of the unseen non-fiction texts that they have to write about in the exams.
- Lit: again, research and debates about a range of themes and texts will help students to be informed about a range of topics.