

Our core belief and the rationale that sits behind our curriculum and all that we do is that pupils are entitled to be introduced to, to know and to love some of the best Literature in the world. Our job is to encourage a love for reading and Literature that will continue beyond 'KS3 and KS4'.

Our curriculum is designed to introduce pupils to some of the best that has been thought and written, to introduce them to a diverse range of voices and experiences, to maximise their academic outcomes, their personal development and their cultural literacy which will enable them to continue learning beyond GCSE and CVC.

At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress. In English these strategies can include in-lesson quizzes, practice paragraphs with guidance and teacher input, whole-class feedback sessions based on student assessment, homework tasks to improve their understanding of the core lesson material.

Autumn Term	<p>What can we learn from 'The Hound of the Baskervilles'?</p> <p>What are the key features of a crime fiction novel?</p> <p>How is suspense and tension created by an author?</p>
Key subject knowledge:	<ul style="list-style-type: none"> ✓ The content and message(s) of the novel – including knowledge and understanding of characters, themes, plot, structural devices, genre conventions. ✓ The detective novel and Conan Doyle: key features, the presentation of the police force
Key disciplinary knowledge:	<ul style="list-style-type: none"> ✓ Analysis of language techniques and structure: particular focus on establishing atmosphere ✓ The use of structural devices ✓ Author's deliberate choices ✓ Cultural significance and context of the novel (including: increase in crime; fear of anonymity and being victim of crime; the Peelers and the perception of the police)
Summative Assessment Strategies	<p>Writing an analytical essay on Conan Doyle's use of tension and suspense in his description.</p> <p>Writing a creative narrative in the style of Conan Doyle.</p>
How does this unit prepare students for future study?	<p>Establishing a clear understanding of the crime fiction genre and supporting students to gain a sense of the 19th Century novel and its conventions.</p>

Spring Term	<p>What can we learn from 'Much Ado About Nothing'?</p> <p>What are the key features of a Shakespearean Comedy?</p> <p>How are women presented in Shakespeare plays?</p>
Key subject knowledge	<ul style="list-style-type: none"> ✓ The comedy genre: key features ✓ Key language – comedy, physical slapstick, dramatic irony, the absurd, stereotypes, soliloquy, stagecraft, bawdy, groundlings, imperative.
Key disciplinary knowledge	<ul style="list-style-type: none"> ✓ Analysis of language techniques and structure ✓ The content and message(s) of the play – including knowledge and understanding of characters, themes, plot ✓ Cultural significance and context of the play (including: the Elizabethan setting; Elizabeth I as Queen – the stability brought to the religious 'rollercoaster' of England, her rule and the presentation of her as decisive, independent, an unusual woman; role of women and traditional gender roles)
Summative Assessment Strategies	<p>Writing an analytical essay on how Beatrice is presented in the play</p> <p>A speaking and listening assessment discussing the villain of the play</p>
How does this unit prepare students for future study?	<p>Establishing a clear understanding of one of Shakespeare's genres, preparing them for the study of Tragedy and History in later years and supporting students to gain a sense of conventions of a Shakespeare play.</p>

Summer Term	<p>Half Term 1: The Romantic Poets</p> <p>What are the key poetic features?</p> <p>How is change and reaction presented in poetry of this time?</p>	<p>Half Term 2: Gothic Literature</p> <p>What are the key features of gothic literature?</p> <p>How does a writer establish a gothic setting?</p>
Key subject knowledge	<ul style="list-style-type: none"> ✓ The Romantic movement: beliefs, values, motivation, fears etc. and the studied poets' place in the Romantic movement ✓ Key language – pathetic fallacy (linked to study of 'Hound', term 1), sonnets, sublime (this can then be revisited and considered with the Gothic scheme in the final half term of Y7), extended metaphor, enjambment, caesura, allusion (plus simpler poetic techniques) 	<ul style="list-style-type: none"> ✓ The Gothic genre: parody; themes; key literary features and techniques; using learning to reassess 'The Hound of the Baskervilles' – is it Gothic? ✓ Key language – pathetic fallacy (linked to study of 'Hound', term 1), sublime (first explored in the Romantic poetry scheme in the previous half-term), parody (e.g. 'Northanger Abbey'), allusion (e.g. Prometheus in 'Frankenstein', 'The Rime of the Ancient Mariner' by Coleridge in 'Frankenstein'), concept of hubris and 'overreaching' ambition
Key disciplinary knowledge	<ul style="list-style-type: none"> ✓ Analysis of language and poetic techniques, structure, form (increasingly subtle/complex choices) 	<ul style="list-style-type: none"> ✓ Analysis of language techniques, structure, Gothic features (increasingly subtle/complex choices)

	<ul style="list-style-type: none"> ✓ The content and messages of a range of Romantic poems (Blake, Wordsworth, Shelley, Keats) ✓ Cultural significance of the Romantic poets and links to context (including: French Revolution and links to Romantics, the disparity between rich and poor, role of London as the capital, Industrialisation and fear of the expansion of towns/cities, sonnet form – Italian/Petrarchan and English/Shakespearean). 	<ul style="list-style-type: none"> ✓ The content and messages of a range of extracts from Gothic literature spanning the 18-21st centuries (Walpole, Radcliffe, Shelley, Poe, Stoker, Du Maurier, Hill, Setterfield, Austen – for exploring parody) ✓ Cultural significance of the Gothic genre, its continuing popularity and fascination for readers and links to context (including: Victorian era as height of the genre's popularity, the readership – female middle/upper class, links to madness and hysteria as 'female' traits, fears of madness, Victorian obsession with death and the supernatural, links to the Romantic era and the sublime).
Summative Assessment Strategies	Analytical essay on how a Romantic poem reflects the beliefs and values of Romanticism.	Writing a creative piece using the features and conventions of the genre.
How does this unit prepare students for future study?	<p>To develop an understanding of the Romantic literary movement.</p> <p>To Exploring how poets use specific devices to communicate with their audience.</p> <p>To acquire an understanding of key context of the 18th/19th centuries including:</p> <ul style="list-style-type: none"> - The Age of Enlightenment - The Industrial Revolution 	<p>To develop an understanding of the gothic genre.</p> <p>To use language and structure to create a deliberate atmosphere which links back to the study of HOTB and looks ahead to their continued work on creative writing.</p>