

## English Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 7</b> 8* hours per fortnight delivered as 'English'.</p> <p>* 1 hour of Reading Plus in the Library</p>	<p><b>Exploration of Modern Text (YA Novel)</b> A unit of work that focuses on creative writing and explores how writers create setting and characters in the exposition of the narrative arc and the conventions of different plot types. Students will focus on the craft of the writer and be given a range of opportunities to apply their knowledge to their own creative writing and begin their 'Just Write' portfolio.</p>	<p><b>Adapting Nineteenth Century Texts</b> A unit of work that explores the themes and ideas of a nineteenth century text by considering both the original text and modern adaptations of the text (a play adaptation and graphic novel) and a range of non-fiction resources that build students' knowledge of the context that the text was produced in.</p>	<p><b>The Power of Words</b> A thematic unit exploring the topic of <i>school</i> by considering a range of poems and extracts from non-fiction texts, looking at the impact of language across these texts. Students will be given an opportunity to consider the real world opportunities of English. They will also be expected to make group presentations</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Character/setting inference question: <i>What impression...?</i></li> <li><input type="checkbox"/> Just Write: <i>Put yourself in the book</i></li> <li><input type="checkbox"/> Analysis of fiction: <i>How does the writer make use of... to...?</i></li> <li><input type="checkbox"/> Just Write: <i>Alternative ending</i></li> <li><input type="checkbox"/> Key Knowledge</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Character/setting inference question: <i>How does the writer position the reader to ...?</i></li> <li><input type="checkbox"/> Analysis of fiction: <i>How does the writer use the conventions of the gothic genre to...?</i></li> <li><input type="checkbox"/> Just Write: <i>Two characters meet</i></li> <li><input type="checkbox"/> Evaluation: <i>Who is the real 'monster'?</i></li> <li><input type="checkbox"/> Key Knowledge</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writer inference question: <i>What is the poet saying about...?</i></li> <li><input type="checkbox"/> Analysis of Poetry: <i>How does the poet present his/her view of school?</i></li> <li><input type="checkbox"/> Just Write: <i>All in a good cause</i></li> <li><input type="checkbox"/> Oracy: <i>Group Presentations</i></li> <li><input type="checkbox"/> Key Knowledge</li> </ul>
<p><b>Year 8</b> 7 hours per fortnight delivered as 'English'.</p>	<p><b>Texts in Context</b> A unit of work that explores creative writing with a specific focus on how fiction can be used to provide social and political commentary of the twentieth century. Students will consider the writer's craft, tracking ideas across the text and making connections to context whilst also working on their own creative writing skills.</p>	<p><b>The Power of Rhetoric</b> A unit of work that explores the use of rhetoric in William Shakespeare's <i>Julius Caesar</i> and considers its developments and relevance across contemporary non-fiction texts. Students will be given a range of opportunities to consider the effects achieved in different contexts and apply this understanding to their own writing. They will also focus on developing verbal fluency with an immersive read of a linking text.</p>	<p><b>From Poetry to the Real World</b> A two-part unit that begins by exploring the different relationships presented across a range of poems and how language is used to convey the ideas of the poets. Students will consider poetic form and techniques, including the literal and figurative use of language. Students will then be given an opportunity to consider the real world opportunities of English and asked to create and present an advertisement campaign.</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of fiction: <i>How does the writer use language to present...?</i></li> <li><input type="checkbox"/> Just Write: <i>A Writer's Advice</i></li> <li><input type="checkbox"/> Creative Writing: <i>The Gulf</i></li> <li><input type="checkbox"/> Key Knowledge</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of rhetoric in Shakespeare: <i>How does ... use rhetoric to ...?</i></li> <li><input type="checkbox"/> Evaluation: <i>Marc Anthony's use of rhetoric</i></li> <li><input type="checkbox"/> Just Write: <i>If I were Prime Minister</i></li> <li><input type="checkbox"/> Key Knowledge</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of Poetry: <i>Compare how ... is presented in...</i></li> <li><input type="checkbox"/> Just Write: <i>Picture Prompt</i></li> <li><input type="checkbox"/> Analysis of language: <i>How does the ... advert use language to persuade its audience?</i></li> <li><input type="checkbox"/> Oracy: <i>Group Presentations</i></li> <li><input type="checkbox"/> Key Knowledge</li> </ul>
<p><b>Year 9</b> 8 hours per fortnight</p>	<p><b>Crafting Creative Commentary</b> A unit of work that explores a range of 'Diverse Shorts' with a focus on political and/or social commentary. Students will explore writers'</p>	<p><b>Damaged Minds: The Psychology of War</b> A unit exploring the psychological impact of war and changing viewpoints and perspectives of mental health. Students will read a range of</p>	<p><b>When Things Go Wrong in Literature</b> A thematic unit of work that explores the idea of Dystopia. Students will consider a range of famous religious allusions and how/why writers</p>			

delivered as 'English'	choices, deepening their understanding of the writer's craft and how to achieve effects within their own writing. Students will be given a variety of opportunities to respond creatively to texts and develop their writing. The unit will conclude with a reading of the 19th Century novel, <i>A Christmas Carol</i> , where students will track the narrative and explore Dickens' call for change through the protagonist's journey.	fiction and non-fiction texts alongside close exploration of conflict poetry, exploring how writers share their viewpoint and how language is adapted to suit audience and purpose. They will then apply their understanding to their own transactional writing. During the exploration of poetry, they will focus on securing an approach to unseen poetry and exploring devices used by poets to create imagery and convey meaning.	refer to them. They will then read the novel 'Lord of the Flies', tracking the use of allegory and allusion and reflecting on Golding's commentary on man's capacity for evil, using the text as a stimulus for their own persuasive writing. The unit will also provide opportunities to revisit and extend creative writing skills from the start of the year.
Assessment	<ul style="list-style-type: none"> <li>□ Inference question: <i>What impression do you get of...?</i></li> <li>□ Creative Writing: <i>Sophie Lancaster stimulus</i></li> <li>□ Analysis of Fiction: <i>How does the writer hook...?</i></li> <li>□ Creative Writing: <i>Victorian Street</i></li> <li>□ Key Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>□ Analysis of poetry: <i>Single Poem Response</i></li> <li>□ Analysis of non-fiction: <i>How does the writer present their perspective on...?</i></li> <li>□ Non-Fiction Writing: <i>Transactional (Inform/Explain)</i></li> <li>□ Key Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>□ Analysis of Fiction: <i>How does the writer position you as a reader to understand...?</i></li> <li>□ Non-Fiction Writing: <i>Transactional (Persuade/Argue)</i></li> <li>□ Analysis of fiction: <i>How does the writer foreshadow...?</i></li> <li>□ Evaluation: <i>Most dangerous character</i></li> <li>□ Key Knowledge</li> </ul>
<b>Year 10</b> 8 hours per fortnight delivered as 'English'	<b>The Struggle for Power</b> A thematic unit of work that tracks relationships and hierarchies across different texts and provides opportunities for students to produce their own creative writing in response to the literary texts studied. Students will look at a selection of poems from the AQA Power and Conflict poetry anthology and explore William Shakespeare's 'The Tragedy of Macbeth'.	<b>Speaking out about Society</b> A unit exploring a range of texts where writers aim to speak on behalf of those whose voices are silenced or missing, raising and challenging societal injustices. Students will revisit Dickens' 'A Christmas Carol' and consider the devices used to convey Dickens' ideas. They will also explore the perspectives of additional non-fiction texts and poems from the <i>Power and Conflict Poetry Anthology</i> before composing their own response to the themes and ideas raised.	<b>Living Together and Building Relationships</b> A thematic unit about the relationships that we build (and destroy) that provides the opportunity to revisit key concepts and extend understanding, and application of, ideas introduced so far. Students will continue to look at poems from the <i>AQA Power and Conflict Anthology</i> and make connections to a variety of fiction and non-fiction texts, including JB Priestley's 'An Inspector Calls' and/or Willy Russell's 'Blood Brothers'.
Assessment	<ul style="list-style-type: none"> <li>□ Analysis of Fiction: <i>How does the writer structure...?</i></li> <li>□ Creative Writing: <i>Narrative (Anil Stimulus)</i></li> <li>□ Creative Writing: <i>Description (The Raven)</i></li> <li>□ Analysis of Shakespeare: <i>How does the writer use figurative language...?</i></li> <li>□ Extended Write: <i>Presentation of Macbeth as a 'Flawed' hero</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Analysis of Poetry: <i>How does the poet present ideas about...?</i></li> <li>□ Analysis of fiction &amp; non-fiction: <i>How does the writer use language to...?</i></li> <li>□ Non-Fiction Writing: <i>Transactional (Persuade and Argue)</i></li> <li>□ Extended Write: <i>Presentation of Scrooge as an outsider</i></li> <li>□ Spoken Language Endorsement*</li> </ul>	<ul style="list-style-type: none"> <li>□ <b>Spoken Language Endorsement*</b></li> <li>□ Inference: <i>What impression does the writer create of...?</i></li> <li>□ Analysis of Poetry: <i>To what extent do you agree that...?</i></li> <li>□ <b>End of year assessment</b></li> <li>□ Extended Write: <i>Presentation of Sheila as someone who learns important lessons about herself and society</i></li> </ul>

<p><b>Year 11</b> 8 hours per fortnight delivered as 'English Language' and 'English Literature'.</p>	<p><b>Viewpoints and Perspectives: Language &amp; Poetry</b> Students will explore a variety of non-fiction texts (articles, letters, speeches, reports) and show their understanding of the writer's view, how s/he is achieving this (methods used) and why. They will then explore 4 of the 'Power and Conflict' poems from their AQA Anthology.</p>	<p><b>Exploration of Creative Writing</b> Students will revisit their C19th text ('A Christmas Carol') and secure key knowledge, but lessons will be increasingly focused on exam strategies and how to achieve an academic style. An introduction to the format of English Language Paper 1 will also take place in this time.</p>	<p><b>Composition and craft: Language &amp; Shakespeare</b> Students will continue to work on their creative writing skills (description and narratives) and show their understanding of William Shakespeare's craft when revisiting 'The Tragedy of Macbeth'. This unit will continue to develop composition skills and students' ability to work with extracts.</p>	<p><b>Academic Responses to Literature</b> Students will return to their modern text and poetry Anthology, securing key knowledge and focussing on how to develop an extended response in timed conditions.</p>	<p><b>Revision (Lan &amp; Lit)</b> Bespoke to individual groups.</p>	
<p><i>Assessment</i></p>	<p>Range of timed writes scheduled on fortnightly basis  <b>English Language Paper 2 mock (November)</b></p>	<p>Range of timed writes scheduled on fortnightly basis  <b>English Literature mock – bespoke (November)</b></p>	<p>Range of timed writes scheduled on fortnightly basis  <b>English Language Paper 1 mock (January)</b></p>	<p>Range of timed writes scheduled on fortnightly basis  <b>English Literature Paper 1 and 2 mock (March)</b></p>	<p><b>GCSE Exams schedule still to be confirmed</b></p>	

HIGH SCHOOL

