



English

CURRICULUM OVERVIEW

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Curriculum Overview: English

Year group and time scales	Topic <i>Put in the order you will be studying them</i>	Key Words	Key Skills	Key Knowledge	Assessments	Cultural Capital
7 – Term 1 (15 weeks)	<i>Dystopian Fiction</i> <i>Novel – The Hunger Games by Suzanne Collins</i>	<i>Dystopia</i> <i>Utopia</i> <i>Genre conventions</i> <i>Orwellian</i>	<i>Narrative writing*</i> <i>Interpreting ideas and meanings in texts.*</i>	<ul style="list-style-type: none"> • To develop a clear understanding of the conventions of dystopian fiction. • To begin to develop an appreciation of the stylistic choices of key writers from the genre (e.g. Orwell, Collins) • To have an understanding of the plot, characters and themes of ‘The Hunger Games’. • To use knowledge of narrative conventions in order to produce original writing that is in the style of dystopian fiction. • To begin to select evidence from literary texts and offer interpretations 	<p>Write part of a dystopian short story.</p> <p>Interpret ideas and make inferences from a dystopian text.</p>	<i>Exploring the importance and influence of dystopian writers, such as Orwell and Bradbury, and their influence on popular culture.</i>

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<p>7 – Term 2 (12 weeks)</p>	<p>Poetry – Exploring the Natural World</p> <p>Novel – A Monster Calls by Patrick Ness</p>	<p>Intentions Stanza Structure Imagery</p>	<p>Compare ideas in two texts.</p> <p>Respond to studied poems and analyse how poets present their ideas.</p>	<ul style="list-style-type: none"> • To develop a clear understanding of key poetry terminology. • To have an understanding of the plot, characters and themes of ‘A Monster Calls’. • To have an understanding of the key content, themes and ideas in the anthology poems studied. • To have an understanding of comparative sentence structures 	<p>Compare ideas and interpretations in two extracts from A Monster Calls.</p> <p>Write a poetry response for a poem from the ‘Exploring the Natural World’ Anthology.</p>	<p>Discuss and explore the importance of mental health, in particular, grief, in a safe, supportive environment.</p>
<p>7 – Term 3 (13 weeks)</p>	<p>Introduction to Shakespeare</p> <p>Text – Romeo and Juliet by William Shakespeare</p>	<p>Comedy Tragedy Prologue Elizabethan beliefs</p>	<p>Interpreting the views and attitudes of characters*</p> <p>Exploring Shakespeare’s portrayal of characters and relationships in context*</p>	<ul style="list-style-type: none"> • To understand the attitudes, beliefs and social and historical context of Elizabethan theatre. • To begin to develop a familiarity with the linguistic and dramatic conventions of Shakespearean texts. • To have an understanding of the plot, characters and 	<p>Explore how Shakespeare presents characters and their relationships in a key scene of Romeo and Juliet.</p> <p>Write a speech to give your views on injustice in</p>	<p>Develop an understanding of the influences of Elizabethan beliefs and society on Shakespeare’s writing. To experience a live theatrical performance.</p>

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			Developing a written point of view.	<p>themes of 'Romeo and Juliet'.</p> <ul style="list-style-type: none"> To develop a clear understanding of the conventions of transactional, speech writing. 	school or the wider world.	
8 – Term 1 (15 weeks)	Gothic Literature Play – Dracula adaptation by Bram Stoker	Structure Language Setting Characterisation Dramatisation	Analysing how writers use language for effect* Descriptive writing*	<ul style="list-style-type: none"> To have an understanding of the plot, characters and themes of 'Dracula'. To have a clear understanding of the Gothic conventions, characters and Victorian beliefs. To develop an understanding of a range of descriptive writing techniques – both language and structure. To develop an understanding of dramatic conventions that are utilised in the play. 	<p>Analyse how gothic writers use language to achieve effects in a range of texts.</p> <p>Describe a gothic setting to create an intended tone and atmosphere.</p>	Developing an understanding of Victorian society, beliefs and the influences and inspirations of gothic literature.
8 – Term 2 (12 weeks)	Celebrating voices from different cultures – Poetry.	Segregation Equality Patriarchy	Poetry Interpretation*	<ul style="list-style-type: none"> To develop a clear understanding of key poetry terminology. 	Analyse a poem from the 'Celebrating Voices from	Appreciation and understanding of literary texts from across the world.

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	Selection of short stories .		Narrative writing with a focus on short stories.	<ul style="list-style-type: none"> To have an understanding of the key content, themes and ideas in the anthology poems studied. To understand the conventions and structure of a piece of narrative writing. 	Different Cultures' anthology. Write a short story on a given theme.	
8 – Term 3 (13 weeks)	Activism and rhetoric. Novel – Stone Cold by Robert Swindells	Rhetoric Ethos Pathos Logos Homelessness Poverty Democracy	Transactional speech writing* Identifying and comparing written perspectives in non-fiction texts* Deliver a formal speech in front of an audience*	<ul style="list-style-type: none"> To have an understanding of activism and the role it can play in a democratic society. To have an understanding of the plot, characters and themes of 'Stone Cold' To have an understanding of a range of seminal speeches from the 20th and 21st Century. To develop a clear understanding of the conventions of transactional, speech writing. To develop a critical appreciation of the 	Write a speech to give your views. Compare the content and written perspectives in non-fiction texts.	To explore the art and intentions of rhetoric using seminal speeches from history. To debate and explore societal issues in an informed and structured way.

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				<p>power of rhetoric and influence on society.</p> <ul style="list-style-type: none"> To understand that writers can have different points of view and perspectives on controversial issues. 		
<p>9 – Term 1 (15 weeks)</p>	<p>Analysing and developing the written craft.</p> <p>Novel – Heroes by Robert Cormier</p>	<p>Structure Analepsis Tone Writer’s Intent Evaluation</p>	<p>Analysing how writers use structure*.</p> <p>Descriptive writing*</p> <p>Explore how writers use language to create deliberate effects in poetry*</p>	<ul style="list-style-type: none"> To understand the historical and contextual details relating to: Pearl Harbour, WW2 and American Polices (e.g. GI Bill). To have an understanding of the plot, characters and themes of ‘Heroes’. To use knowledge of descriptive writing conventions in order to produce original writing that is linked to a war image. To further develop the students’ understanding of advanced literary devices – both language and structure. 	<p>Analyse how the writer has structured an extract to interest the readers.</p> <p>Write a piece of descriptive writing based on a war image.</p> <p>Explore ideas and language in a war poem.</p>	<p>Explore the history of conflict in the 20th Century and the effect, particularly on mental health, of the recruited soldiers.</p> <p>To develop a critical writing style.</p> <p>To develop a crafted, precise writing style.</p>

<p>9 – Term 2 (12 weeks)</p>	<p>Shakespearean Beliefs and Justice</p> <p>Play – The Merchant of Venice</p>	<p>Justice Liberalism Anti-Semitism Prejudice Discrimination</p>	<p>Transactional article writing for a national newspaper*</p> <p>Critical English Literature essay writing*</p>	<ul style="list-style-type: none"> • To understand the attitudes, beliefs and social and historical context of Elizabethan theatre and Venetian life in the 16th Century. • To develop an understanding of the linguistic and dramatic conventions of a Shakespearean text. • To have an understanding of the plot, characters and themes of 'The Merchant of Venice.' • To develop an understanding of the criminal justice system used in the UK. • To develop a clear understanding of the conventions of opinionated, article writing linked to controversial topics, such as capital punishment • To develop an understanding of the 	<p>Write an article to give your views on Capital Punishment.</p> <p>Explore how Shakespeare presents a key character's thoughts in the play.</p>	<p>To explore Elizabethan societal beliefs about race and religion and discuss the origins of anti-Semitic prejudice.</p> <p>To explore the style and tone of a range of published broadsheet newspaper articles covering a range of themes and perspectives.</p>
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				different conventions of tabloid and broadsheet newspapers.		
9- Term 3 (13 weeks)	Novel- Of Mice and Men Poetry linked to the theme relationships	Segregation Apartheid. Equality Patriarchy	Critical English Literature essay writing* Poetry interpretation* Comparing poet's ideas.	<ul style="list-style-type: none"> To understand the historical and contextual attitudes demonstrated in 1930s America- with a specific focus on racism, sexism and the Great Depression. Understanding of plot, characters and themes in Of Mice and Men. To develop a clear understanding of poetry terminology. To have an understanding of the key content, themes and ideas in the anthology poems studied. To understand the conventions and structure of a literary essay. 	Explore how Steinbeck presents a key theme in Of Mice and Men. Analyse and compare two poems from the relationship anthology.	To explore different cultures using different texts from across the world.
10 – Term 1 (15 weeks)	Play – An Inspector Calls	Exploration of Idea Analysis of methods	Critical English Literature essay writing*	<ul style="list-style-type: none"> To have a deeper understanding of the plot, characters and themes of 'An Inspector Calls. 	Explore how Priestley presents a key character/theme	To explore Edwardian societal beliefs about systems and discuss the conflict between

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	<p>GCSE English Language Paper 1 – Section A</p> <p>GCSE Poetry Anthology Power and Conflict:</p> <ul style="list-style-type: none"> - Bayonet Charge, - Exposure, - Remains. - Poppies - War Photographer. - Kamikaze 	<p>Links to contextual influences</p>	<p>Comparing poets' ideas, methods and intentions*</p> <p>Comprehension*</p> <p>Language analysis*</p> <p>Structure analysis*</p> <p>Evaluating and developing a personal response*</p> <p>Narrative Writing*</p> <p>Poetry Analysis*</p>	<ul style="list-style-type: none"> • To develop an understanding of dramatic conventions that are utilised in the play. • To understand the attitudes, beliefs and social and historical context of the early 20th Century. • To understand the political ideologies of capitalism and socialism. • To understand the conventions and techniques required for English Language Paper 1. • To understand how to apply descriptive and narrative techniques in exam response. • To understand how writers use language and structure to create intended effects. • To explore a range of power and conflict poems and how poets present their ideas. 	<p>in An Inspector Calls.</p> <p>English Language Paper 1 – Section A</p>	<p>socialism and capitalism.</p> <p>To explore a range of poets from the power and conflict anthology including their: intentions, political agendas and the contexts they were first written in.</p>
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<p>10 – Term 2 (12 weeks)</p>	<p>19th Century Fiction</p> <p>Text – A Christmas Carol</p> <p>GCSE English Language Paper 1 – Section B</p> <p>GCSE Poetry Anthology Power and Conflict: - London, - The Emigree, - Checking out Me History</p>	<p>Political diatribe Social responsibility Ethics The Human Condition Morality Redemption</p>	<p>Critical English Literature essay writing*</p> <p>To explore and analyse how writers use language to convey their ideas in non- fiction texts.*</p> <p>Inference*</p> <p>Analysing how writers use language to create effects*</p>	<ul style="list-style-type: none"> • To have an understanding of the plot, characters and themes of ‘A Christmas Carol’. • To develop an understanding of literary conventions that are utilised in the novel. • To understand the attitudes, beliefs and social and historical context of the Victorian era. • To understand the political ideologies of capitalism and socialism. • To use knowledge of descriptive writing conventions in order to produce original writing that is linked to an image. 	<p>Essay response on an extract from ACC.</p> <p>GCSE English Language P1, Section B – Descriptive writing</p>	<p>To explore the societal beliefs and contexts that inspired the studied 19th Century novel of choice.</p>
<p>10 – Term 3 (13 weeks)</p>	<p>Shakespearean Drama</p> <p>Play – Macbeth</p>	<p>Ambition Hamartia ‘The Great Chain of Being’</p>	<p>Critical English Literature essay writing*</p>	<ul style="list-style-type: none"> • To have an understanding of the plot, characters and themes of ‘Macbeth’. 	<p>Essay response on an extract from Macbeth.</p>	<p>To experience a live performance of a Shakespearean play.</p>

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	<p>GCSE English Language – Spoken Language</p> <p>GCSE Poetry Anthology Power and Conflict:</p> <ul style="list-style-type: none"> - Ozymandias, - My Last Duchess, - Charge of the Light Brigade - Storm on the Island, - Prelude, - Tissue. 	Supernatural Beliefs Power and Corruption	<p>Poetry interpretation for unseen poems.</p> <p>Comparing how poets present their ideas in two unseen poems.</p>	<ul style="list-style-type: none"> • To develop an understanding of dramatic conventions that are utilised in the novel. • To understand the attitudes, beliefs and social and historical context of the Jacobean era. • To explore how to produce a rhetorical presentation. • To explore the art of public speaking and deliver an individual presentation. 	<p>Individual Presentation.</p> <p>Mock Examinations</p> <p>GCSE English Literature Paper 1.</p> <p>GCSE English Language Paper 1.</p>	
11 – Term 1 (15 weeks)	<p>GCSE English Language Paper 2 – Section A</p> <p>GCSE Poetry – Unseen.</p>	Exploration of Idea Analysis of methods Links to contextual influences	<p>Comprehension*</p> <p>Inference*</p> <p>Language analysis*</p> <p>Comparing writers'</p>	<ul style="list-style-type: none"> • To understand the conventions and techniques required for English Language Paper 2. • To understand how writers use language to create intended effects. 	<p>English Language Paper 2 – Section A</p> <p>Unseen Poetry Analysis.</p> <p>Narrative Writing.</p>	

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	GCSE English Language Paper 1 – Section B		<p>perspectives and methods*</p> <p>Evaluating and developing a personal response*</p> <p>Narrative Writing*</p> <p>Poetry Analysis*</p>	<ul style="list-style-type: none"> To explore how read, interpret and analyse unseen poetry. To compare how poets convey their ideas in unseen poetry. 	<p>Mock Examinations</p> <p>GCSE English Language Paper 1 and 2.</p> <p>GCSE English Literature Paper 1 and 2.</p>	
11 – Term 2 (13 weeks)	GCSE Revision-English		Teachers will focus on key areas of development and revision for their classes.			
11 – Term 3 (8 weeks)	GCSE Revision				GCSE Exams	

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