

YEAR 7						
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6	
<p><u>Unit Title: Prose</u> <u>Literary Heritage: Oliver Twist</u></p> <p>This unit provides students with an opportunity to learn about Topic sentences about characters / characterisation + selecting / embedding a quotation + exploring how meaning is created in a Victorian prose text.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • Life in Victorian London. • Victorian crime. • the form of a novel. • Bill Sikes, Fagin, the Artful Dodger, Oliver. • Morality <p><u>Skills in writing in this unit include:</u></p> <ul style="list-style-type: none"> • Creative Writing 1.1 - The foundations of short stories • Structure, ingredients, action, focus, character, ending 		<p><u>Unit Title: Drama</u> <u>Literary Heritage: A Midsummer Night’s Dream</u></p> <p>This unit provides students with an opportunity to learn about Topic sentence about themes/concepts + selecting / embedding a quotation + starting to use analytical sentences to explore effects of dramatic choices.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • Life in Elizabethan England. • life in ancient Athens. • Shakespeare’s life. • the four lovers. • the love potion. • Elizabethan family relationships. • The form of a play. <p><u>Skills in writing in this unit include:</u></p> <ul style="list-style-type: none"> • Creative Writing 1.2 - Creating Coherence in short stories • Action, challenge, struggle, coherence, set up, pay off 		<p><u>Unit Title: Poetry & Allegory</u> <u>Literary Heritage: Poetry (Metaphor)</u></p> <p>This unit provides students with an opportunity to learn about Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writer’s choices of poetic language (metaphor) create meaning (s). Students will also learn about creative writing and how to write a full story applying knowledge of planning, drafting, writing and editing.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • Structure and use of metaphor • poetic forms • how to approach an unseen poem • Poets studied include Blake and Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg. 		<p><u>Unit Title: Reading for Writing</u> <u>Literary Heritage: Ancient Tales</u></p> <p>This unit provides students with an opportunity to learn about Topic sentence + selecting / embedding a quotation + using analytical sentences to explore how writers’ structural choices in short stories create meaning. Students will also learn about oracy and how to re-tell a story clearly and fluently, choosing appropriate vocabulary, facial and tonal expression, gesture and posture.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • What Ancient Tales are; the oral story tradition; what the morals of stories are; short story structure(s). • Tales include ‘The Cheetah’s Whisker’; ‘Hansel and Gretel’; ‘Two Dinners’; ‘The Giant’s Causeway’; ‘The Wicked King’; ‘1001 Nights’

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YEAR 8						
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6	
<p>Unit Title: Prose</p> <p>Literary Heritage: The Adventures of Sherlock Holmes</p> <p>This unit provides students with an opportunity to learn about Y7 content plus using complex topic sentences to explore character; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using sentences to link ideas from one paragraph to another.</p> <p>Overview of knowledge, understanding and skills (Key Concepts)</p> <ul style="list-style-type: none"> • Scientific developments in the Victorian era • class and society in Victorian England • the detective genre • duality • periodicals 		<p>Unit Title: Drama</p> <p>Literary Heritage: The Tempest</p> <p>This unit provides students with an opportunity to learn about + Using complex topic sentences to explore character and theme; selecting/embedding quotations; using analytical sentences to explore (dual) meanings; using dramatic terminology accurately; memorising key knowledge.</p> <p>Overview of knowledge, understanding and skills (Key Concepts)</p> <ul style="list-style-type: none"> • The Elizabethan age of exploration • Colonialism • nature / nurture • the form of a comedy • subplots • soliloquy and monologue • Italian city-states 		<p>Unit Title: Poetry & Allegory</p> <p>Literary Heritage: Poetry (Metaphor)</p> <p>This unit provides students with an opportunity to learn about using complex topic sentences to explore themes & concepts; selecting and embedding quotations; using analytical sentences to explore how writer’s choices create meaning; linking textual analysis to contextual analysis.</p> <p>Overview of knowledge, understanding and skills (Key Concepts)</p> <ul style="list-style-type: none"> • Allegory • Orwell’s life and times • the Russian Revolution • recurring imagery • irony and corruption 		<p>Unit Title: Reading for Writing</p> <p>Literary Heritage: Rhetoric</p> <p>This unit provides students with an opportunity to learn about applying Writing Mastery sentence knowledge: using sentence variety for impact in a performed speech. Focusing on the effect of writing using ethos, logos and pathos.</p> <p>Overview of knowledge, understanding and skills (Key Concepts)</p> <ul style="list-style-type: none"> • Aristotle; ethos, logos, pathos • links between Greek & Roman discourse of rhetoric and Renaissance/Shakespearean texts • how to write for performance and impact
<p>Writing Mastery: problem-solved, romance, action, fantasy & horror stories</p> <p>Grammar content includes clauses; subordinate clauses; sentence demarcation; speech; apostrophes; possessive pronouns.</p> <p>Writing content includes problem solved stories; love stories; action stories; fantasy quests; horror stories; poetic justice, Chekov’s gun; avoiding deus ex-machina.</p> <p>Writing for Pleasure opportunities: (1.1) description of Victorian / urban character / setting (1.2) description of a dual or usurped character, villain/victim or pastoral/island setting; (1.3) description of a dystopian setting; creating an extended metaphor (Animal Farm)</p>					<p>Oracy:</p> <p>Write and perform a structured speech about a power imbalance you feel strongly about (inspired by themes in ‘Animal Farm’)</p>	

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YEAR 9						
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6	
<p><u>Unit Title: Prose</u></p> <p><u>Literary Heritage: Jane Eyre</u></p> <p>This unit provides students with an opportunity to learn about Y8 + how to introduce and sustain a thesis across a whole essay; planning & developing; writing introductions; analytical sentences exploring alternative meanings.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • Victorian attitudes to children and childhood • rural isolation • Christianity • Victorian sickness • juxtaposition in Jane Eyre 		<p><u>Unit Title: Drama</u></p> <p><u>Literary Heritage: Small Island</u></p> <p>This unit provides students with an opportunity to learn about + Analysing structure through a whole text through characterisation, exploring alternative interpretations (context of production/reception).</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • The Windrush • colonialism and multi-cultural Britain • modern dramatic conventions • character and monologue • foreshadowing; the form of a tragedy • AC Bradley's lectures on tragic character 		<p><u>Unit Title: Poetry & Allegory</u></p> <p><u>Literary Heritage: Poetry (Comparison)</u></p> <p>This unit provides students with an opportunity to learn about + Using comparative topic sentences for poetry comparison; exploring alternative interpretations; using tentative language (may/could)</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • Journeys: Extended metaphors & comparison; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' • Poets include John Milton, Geoffrey Chaucer, Patience Agbabi, W.H. Auden, Grace Nichols, Jackie Kay 		<p><u>Unit Title: Reading for Writing</u></p> <p><u>Literary Heritage: Rhetoric</u></p> <p>This unit provides students with an opportunity to learn about how to write an introduction, thesis and argument, including counterargument.</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <ul style="list-style-type: none"> • Reading nineteenth, twentieth and twenty-first century non-fiction • using models to plan, structure and write letters, articles, speeches, and essays • Transitional language unit into KS4.
<p>Mastery Writing 4: non-fiction argument writing, essay argument</p> <p><u>Grammar content includes</u> subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals.</p> <p><u>Writing content includes</u> argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.</p>					<p><u>Oracy:</u></p> <p>Opportunities to read, share and perform student work.</p>	

Curriculum Plan Overview – English



YEAR 10					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p>Unit Title: Modern Drama</p> <p><i>An Inspector Calls</i> - JB Priestley</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <p>Students will be able to demonstrate a clear understanding of how to approach, explore and analyse their first GCSE set text, <i>An Inspector Calls</i>.</p> <p>An Inspector Calls Unit Overview:</p> <ul style="list-style-type: none"> - Plot – key events of the play - Key Scenes - Contextual information – Edwardian era vs. Post War Britain - Key themes - Priestley’s characterisation - Stagecraft and other methods used by Priestley to present key themes and ideas - Critical lenses to approaching the text 	<p>Unit Title: Pre-20th Century</p> <p><i>A Christmas Carol</i> - Charles Dickens</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <p>Students will be able to demonstrate a clear understanding of how to explore and analyse a 19th Century text at GCSE level. This will involve developing a wider response to a text and task, considering alternative readings and understanding of the novel. Students will also consolidate and improve upon the knowledge and skills that have been developed during Autumn 1.</p> <p>A Christmas Carol Unit Overview:</p> <ul style="list-style-type: none"> - Plot – key events of the novel - Key themes - Dickens’ characterization - Literary methods used by Dickens to present key themes and ideas - Critical lenses to approaching the text 		<p>Unit Title: Conflict Poetry</p> <p>EDEXCEL Anthology</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <p>Students will be able to demonstrate an understanding of how to explore and analyse a collection of poems, including a range from the 18th century to contemporary. This will involve developing a wider response to a text and task, considering alternative readings and understanding of the poems and developing comparison within the collection. Students will also consolidate and improve upon the knowledge and skills that have been developed during previous terms.</p> <p>EDEXCEL Conflict Anthology Overview:</p> <ul style="list-style-type: none"> - Key ideas presented within each poem - Methods used by each poet - Comparison between poems - ideas/themes/ methods 	<p>Unit Title: Shakespeare</p> <p>Romeo and Juliet – William Shakespeare</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u></p> <p>Students will be able to demonstrate a clear understanding of how to explore and analyse a Shakespeare text at GCSE level. This will involve developing a wider response to a text and task, considering alternative readings and understanding of the play. Students will also consolidate and improve upon the knowledge and skills that have been developed during previous terms.</p> <p>Romeo and Juliet Unit Overview:</p> <ul style="list-style-type: none"> - Plot – key events of the play - Key Scenes - Contextual information – Elizabethan era - Key themes - Shakespeare’s characterisation - Stagecraft and other methods used by Shakespeare to present key themes and ideas - Critical lenses to approaching the text 	

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YEAR 11					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p>Review: Unit Title: Shakespeare Romeo and Juliet – William Shakespeare</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u> The chronology of English literature / context; enduring themes; writer’s craft; context and reception including literary criticism (socio-historical, gender and post- colonial theory); genre and form; grammar; intertextuality</p>	<p>Review: Unit Title: A Christmas Carol</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u> The chronology of English literature / context; enduring themes; writer’s craft; context and reception including literary criticism (socio-historical, gender and post- colonial theory); genre and form; grammar; intertextuality</p>	<p>Review: Unit Title: Poetry</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u> The chronology of English literature / context; enduring themes; writer’s craft; context and reception including literary criticism (socio-historical, gender and post- colonial theory); genre and form; grammar; intertextuality</p>	<p>Review: Unit Title: Modern Drama – An Inspector Calls</p> <p><u>Overview of knowledge, understanding and skills (Key Concepts)</u> The chronology of English literature / context; enduring themes; writer’s craft; context and reception including literary criticism (socio-historical, gender and post- colonial theory); genre and form; grammar; intertextuality</p>		
<p>Relevant End Points to cover in Revision Units:</p> <ol style="list-style-type: none"> 1. A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes. 2. Skills in literary criticism using a range of texts from different periods, styles and genres. 3. Strong powers of expression, both written and oral (grammar). 4. Understanding of tragedy, British literature from classical literature to contemporary forms (chronology). 5. Understanding of form, structure and language across contexts, cultures, writers and genres. 					