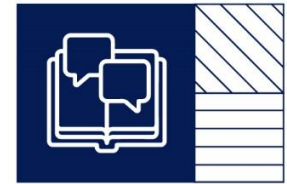




English Curriculum Overview



| Year | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|------|---|---|--|--|---|--|
| 7 | Our Transition Unit The Legend of the Minotaur | The Modern Novel 'Refugee' by Alan Gratz Prose study History – The Holocaust and modern-day refugee crisis | The Poetic Form Nature and The Romantics Poetry study – analysis/create poetry/perform poetry Art World Book Day | Shakespearean Drama – 'A Midsummer Night's Dream' Extract analysis of scene Dance External theatre company opportunity | 19 th Century Crime – Sherlock Holmes and The Speckled Band Fiction and Non-Fiction texts Prose study History | The Art of Rhetoric for Rebel Voices Analysing and writing non-fiction – adverts and persuasive texts Transactional writing S&L assessment Careers – advertising, sales and marketing |
| | Students will draw on prior knowledge of storytelling and crafting stories. They will study the Minotaur legend and the modern adaptation 'I am the Minotaur' which will be gifted to them from Ruskin. They will create their own Minotaur inspired prose. This unit explicitly builds on the grammar work studied at KS2. There will be opportunities for storytelling sessions, to develop confident speakers. | In this unit, students explore narrative voice and the impact of historical context when reading the three narratives in the novel. Students complete a reading assessment/essay analysing the author's intentions. Students will also explore the cultures of the three main characters: - Jewish German - Cuban - Syrian Pupils will be able to explore their own thoughts and feelings regarding what they believe a refugee is and how their views may change as the novel is read. | This unit will introduce students to the poetic voice – they will build on their knowledge of poetry from KS2. There will be a focus on developing students' knowledge of poetic techniques. Students will start to examine the effect of these on the reader. They will also develop their knowledge of the Romantic poets and their impact on the canon. | This unit builds on the academic writing developed in U1, U2 and U3. Students develop their knowledge of Shakespeare and Elizabethan theatre. The overall aim will be to familiarise students with Shakespeare's writing, to introduce them to drama conventions and to inspire a love for learning. | Students will explore the ways in which writers create tension using language and structure. Students will also build on their reading and comprehension skills. Students will be looking at fiction and non-fiction texts. | In this topic, students will build their knowledge of transactional writing from U5. Students will deepen their knowledge of rhetoric and develop their ability to write for change and to influence. Students will deliver a Dragon's Den style pitch to sell their invention to the class which will be assessed for Speaking and Listening. |



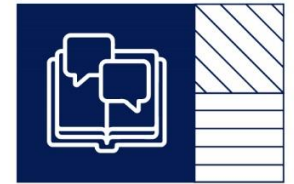
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|------|---|--|---|---|--|--|
| 8 | <p>Frankenstein: A Play 19th Century/Literature study/Victorian society Analyse scene History/Drama</p> | <p>Conflict Poetry Propaganda posters Letters from the Front (Letters from Crewe) Analyse poetry History</p> | <p>Short story writing – Adventure Writing Reading fiction and creating own prose Creating own narrative Creative Writing Competition</p> | <p>Shakespearean Drama ‘Romeo and Juliet’ Whole play focus Character Study – Romeo/Juliet/Mercutio Drama</p> | <p>The Modern Novel – ‘Ghost Boys’ by Jewel Parker Rhodes – whole text Prose study – Thematic analysis Art – Day of the Dead History – civil rights and Emmett Till</p> | <p>Journalism Speaking and listening Assessed using S&L mark scheme. Careers link – journalism</p> |
| | <p>In this unit, students will develop knowledge of drama conventions. They will analyse scenes and explore how characters develop through the play. This unit prepares students for contextual knowledge needed for GCSE Literature study.</p> | <p>Throughout this topic, students will build on their prior knowledge of poetic techniques. Students will have the opportunity to investigate the historical context of the poetry. Students will link the historical context to the themes within the poems being studied. Students will be taught the mechanics of essay writing.</p> | <p>In this topic, students will be developing their creative writing skills through the genre of Adventure Writing. The overall aim is to develop their planning and creation of writing creative prose using a variety of linguistic devices. They will be encouraged to develop their use of SPaG (spelling, punctuation and grammar) to help with the pace and crafting of their story. There will also be opportunities to explore tension, suspense and viewpoints throughout the topic.</p> | <p>Students will deepen their knowledge and skills from year 7 U4. Students will analyse Shakespeare’s language and structural techniques in greater detail. They will be encouraged to write longer pieces of analytical writing. There will also be opportunities for students to read the play aloud and consider Shakespeare’s craft.</p> | <p>Students will read the novel Ghost Boys by Jewell Parker Rhodes to deepen their knowledge of the novel form. Students will develop an understanding of the context of the novel and how the issues raised in the novel are relevant to today’s society. Students will have the opportunity to explore different movements such as Black Lives Matter and how they impact today’s society and their own thoughts and feelings. Pupils will complete a reading assessment/essay related to the novel and its ideas.</p> | <p>Throughout this topic, students will gain a strong understanding of journalism and begin to build skills required for their English Language study. Students will develop an understanding of the techniques of other writers as well as learning to incorporate these techniques into their own writing, giving power to their voice. This unit encourages students to become activists about topics that matter the most to them.</p> |





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| 9 | <p>Modern Drama – ‘Blood Brothers’ Whole play study character study/thematic study History/SMSC Theatre trip/theatre company opportunity</p> | <p>Writing for Change Important Voices Marcus Rashford, Martin Luther King, Gareth Thomas, Michelle Obama, Ada Nield Chew, Akala, Marie Curie, Greta Thunberg, Micheal Rosen, Zuzana Čaputová, Analysing writing and creating own ‘Writing for Change’ History and Geography, and SMSC) Careers link – Politics and Law, journalism</p> | <p>Gothic Fiction Reading fiction and writing Art – Gothic architecture)</p> | <p>Shakespeare’s Villains English Literature Study SMSC Poetry Competition</p> | <p>Short Story Writing Reading and writing fiction Careers link – Author focus.</p> | <p>Powerful Poetic Voices – Exploring Culture English Literature Poetry Study History and Geography and SMSC</p> |
| | <p>Students will draw on their knowledge of drama from Year 7 and Year 8 and explore the features and conventions of a modern drama. They will continue to develop skills in analytical reading and essay writing, with a particular focus on structure and making links with context (historical, political, social and literary). There will also be opportunities for students to read the play aloud and consider the playwright’s use of character, setting and music.</p> | <p>Throughout this topic, students will gain a strong understanding of persuasive techniques and begin to build skills required for their English Language qualification. Students will develop an understanding of the techniques of other writers as well as learning to incorporate these invaluable techniques into their own writing, building confidence of their own voice. This unit also encourages students to write to change the world.</p> | <p>Students will develop their knowledge of gothic fiction, examining the conventions of the genre. Students will have the opportunity to read a range of gothic fiction, exploring and analysing writers’ techniques. Students will be able to write analytically about gothic fiction but also write creatively, using some of the stories read in lessons as inspiration. They will include a range of literary devices and conventions of the gothic genre in their own writing to build tension.</p> | <p>Throughout this topic, students will develop their knowledge of Shakespeare and how he creates and develops the villains in his plays. Students will continue to develop their analytical skills. Students will have the opportunity to read sections of Shakespeare’s plays and examine a range of techniques which he uses to develop the power and subsequent downfall of his villains.</p> | <p>Students will draw on their knowledge of story structures, examining how the four-part story structure is used in short stories to develop the plot. Students will have the opportunity to read a range of short stories, both past and modern. Students will be able to write analytically about the short stories, but also write creatively to entertain and imagine.</p> | <p>Students will draw on their knowledge of poetry from Year 7 and Year 8. They will continue to develop their analytical skills, understanding of poetic conventions and essay writing. Students will need to focus on structure and making links between poems (historical, political, social and literary). There will be opportunities for pupils to read the poems aloud and discuss their thoughts and feelings about the poet’s intentions.</p> |





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| 10 | 'An Inspector Calls' Theatre trip/performance | 'A Christmas Carol' Theatre performance | Complete Power and Conflict Poetry Careers - A Level English Literature/University courses etc | Macbeth' | Unseen Poetry | Spoken Language Assessments for English Language Careers importance of sound communication verbal communication skills Transactional Writing |
| | Throughout this unit, students will be able to draw together their knowledge of drama conventions built at KS3 level through the exploration of Shakespeare. Students will develop their analytical skills and understanding of historical, political, social and literary movements that influenced the writing of 'An Inspector Calls.' They will also be encouraged to consider their individual response to the text and how issues which are explored within the text may still be relevant today. | Students will draw on their knowledge of studying novels from year 7, 8 and 9, where they will further develop their analytical skills and understanding of historical, political, social and literary movements that influenced the writing of "A Christmas Carol." Pupils will consider Victorian context, plot, characters and relationships, themes, structure, and language. This will culminate in an assessment where students will be taught the skills to tackle an extract style exam question. | Students will draw on their knowledge of poetry from Year 7, 8 and 9. They will continue to develop their analytical skills, understanding of poetic conventions and essay writing. Students will need to focus on structure and making links between poems (historical, political, social, and literary). There will be opportunities for students to read the poems aloud and discuss their thoughts and feelings about the poet's intentions, context of the poem and the techniques which have been used. | In this topic, students will draw on the knowledge of the previous Shakespeare plays studied (AMND, R&J and Shakespeare's Villains), and the context and terminology associated with Shakespeare. Students will continue to develop analytical skills through Macbeth and focus on conventions linked to tragedy and historical context surrounding the creation of the play. Specific play terminology will be developed to be used in both Macbeth and AIC, exploring themes that link the GCSE texts together with the historical, political and social context that surround it. | Students will study previously unseen poems to gain confidence in personally responding to texts in terms of meaning, language and structure. They will build a thesis statement to support the clarity of their poetry response. They will practise embedding quotations and analysing the impact of the language and structural choices on the reader. | Using their knowledge of transactional writing, students will create a speech and deliver to an audience of their peers. They will receive a grade for their spoken language assessment. |





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| 11 | <p>Component 1 Section A 20th Century Reading Careers link – Importance of English Language – differentiated based on set. A Level English Language/University courses etc</p> | <p>Component 1 Section B Creative Prose Writing</p> | <p>Component 2 Section B Transactional/Persuasive Writing</p> | <p>Component 2 Section A 19th and 21st Century Reading</p> | <p>Revision and Exam Preparation for English Language and Literature</p> | <p>Literature topics will be revised on a weekly basis to ensure students deepen and develop their knowledge for the final exams in Yr. 11.</p> |
| | <p>This unit prepares students for detailed independent analysis of language and structure. Students will read a breadth of 20th Century literature to widen their knowledge and develop their analytical understanding.</p> | <p>This unit pulls together all the study of narratives and extensive work on writing throughout Key Stage 3 and Year 10. Students will create and craft their own stories in preparation for their English Language GCSE.</p> | <p>This area of study pulls together all the transactional writing study across KS3. This unit empowers students to write for the real world. Students will sharpen their grammar knowledge and write a range of letters, articles and speeches in preparation for their GCSE exam and the real world.</p> | <p>This reading study exposes students to a range of non-fiction texts, preparing them for detailed analysis and comparison of text. As in Key Stage 3, students are challenged to be astute and active readers by recognising and analysing rhetoric and bias.</p> | <p>At this stage, teachers will plan revision content specific for the needs of their class in preparation for all four exams. Teachers will plan revision content specific for the needs of their class in preparation for all four exams.</p> | |

