

English Department Curriculum Overview



Curriculum Overview

English underpins all other subjects. It has social, political and moral implications with Literature enabling students of all background and abilities to become better thinkers, empathetic human beings and citizens who demonstrate core values.

The English curriculum is based on our aim is to ensure students are exposed to a wide variety of literature and develop and practice their skills in reading, writing, speaking and listening. Our intent is to foster passion for learning and love for literature across all key stages through the enthusiasm and expertise of high-quality teachers with plenty of opportunities for discussion, as we place a high value on each student's personal response. The English department is passionate that students develop their cultural capital to appreciate English Literature and English Language in context through schemes of learning and enrichment opportunities.

Our curriculum is sequenced so that students revisit and build key skills in reading and writing as they progress from KS3 to KS4 and onto KS5. In each year, students study poetry, drama and a prose text, plus a Shakespeare text in addition to creative writing and non-fiction writing.

English is taught in mixed ability groups from years 7-11. All classes follow the topics outlined on the curriculum overview. In years 7 and 8, prose, drama and Shakespeare units are taught in rotation with the exception in year 9 where it is only prose and drama. The units at KS3 build students' skills, knowledge and subject terminology in preparation for KS4. The units at KS4 build students' skills knowledge and subject terminology in preparation for KS5.

At KS5 we currently offer English Literature which extends and develops students love of literature and their ability to express themselves in formal, structured arguments and discussion.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Autobiography Introduce a range of non-fiction texts from different time periods (mostly 19th and 21st century.</p> <p>Study inspiring role models within different professions through biographies, autobiographies and memoirs extracts.</p> <p>Develop the ability to understand a range of structural and language features of autobiographies, biographies and memoirs.</p> <p>Develop the ability to produce produce non-fiction writing to suit form, purpose and audience.</p>	<p>Novel (<i>Private Peaceful, The Hunger Games</i>)</p> <p>Introducing the specific narrative structure of the text.</p> <p>Study the specific narrative, characters and themes.</p> <p>Develop the ability to respond in an informed way through planning and preparation.</p> <p>Develop the ability to identify and show an understanding of the writer's use of language.</p>	<p>POETRY</p> <p>Introduction to poetry. Studying a variety of poems to understand the different techniques a writer will use.</p> <p>Recognising a range of poetic conventions and understanding how these have been used.</p> <p>Exploring how language, structure, and form create meaning.</p>	<p>NARRATIVE WRITING (RETELLING STORIES)</p> <p>Introducing the oral tradition of story-telling in cultures.</p> <p>Exploring a variety of forms of writing through the exploration of myths, legends and fairy tales in different cultures.</p> <p>Applying growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form for audience.</p>	<p>ANALYSING DIVERSE LITERATURE</p> <p>(PROSE FICTION EXTRACTS)</p> <p>Introduction of skills of retrieval, explanation and analysis used to explore a diverse range of 19th and 20th Century creative prose.</p> <p>Analysis of writer's choices of language and structure.</p>	<p>INTRODUCTION SHAKESPEARE/NOVEL</p> <p>An introduction to the influence of historical events and social conventions on Shakespeare.</p> <p>Introduction to genre and its conventions – comedy, tragedy, history and problem-plays.</p> <p>Introduction to key excerpts from AMSND.</p> <p>NOVEL</p> <p>Introducing the specific narrative structure of the text.</p> <p>Study the specific narrative, characters and themes.</p> <p>Develop the ability to respond in an informed way through planning and preparation.</p> <p>Develop the ability to identify and show an understanding of the writer's use of language.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<p>Prose <i>(Animal Farm, The Boy in Striped Pyjamas Tulip Touch)</i></p> <p>Introducing the specific context and narrative structure of the text.</p> <p>Study the specific narrative, characters themes and progression.</p> <p>Develop the ability to respond in an informed way through planning and preparation.</p> <p>Develop the ability to explain writer's use of language focusing on use of evidence.</p> <p>Develop the ability to identify key features of language.</p>	<p>Narrative Writing</p> <p>Learn key features of plausible and empathetic storylines.</p> <p>Study the guidance for successful writing from several authors, using extracts and examples from a range of texts and authors.</p> <p>Develop the ability to include rich and meaningful narration and description.</p> <p>Develop the planning and drafting process to produce well-structured and interesting stories.</p> <p>Develop accurate literacy skills.</p>	<p>KS3 WRITING</p> <p>NON-FICTION WRITING - PERSUASIVE WRITING</p> <p>Reviewing persuasive features of a text. Students create their own products and craft their writing for a variety of different audiences.</p> <p>NARRATIVE WRITING: ORIGINAL WRITING</p> <p>Reviewing original writing/figurative features of a text.</p> <p>Students create their own story and craft their writing.</p>	<p>SHAKESPEARE/NOVEL</p> <p>MUCH ADO ABOUT NOTHING</p> <p>Review of genre - tragedy, comedy and history. Exploring features of history play in greater depth. Analysing language and how it presents meaning in a text.</p> <p>Reading a variety of extracts to understand why Shakespeare's text is revered.</p> <p>NOVEL Close reading of the novel, with overarching discussion of themes. Development of context in relation to literature. Exploring context and its effect.</p> <p>Discussions of the use of literary features.</p> <p>Analysis of a whole text character/ theme and structure.</p>	<p>ROMANTIC POETRY (PROTEST POETRY)</p> <p>Recapping different poetic terminology.</p> <p>Exploring origins of protest poetry.</p> <p>Analysing different examples of protest poetry from different cultures.</p> <p>Analysing form, structure, and language and its effect.</p>	<p>BLOOD BROTHERS SOCIAL ISSUES</p> <p>Exploring how writers present their views through language in drama.</p> <p>Close reading of the play, with overarching discussion of themes.</p> <p>Development of context in relation to literature.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>20th Century Prose <i>(Of Mice & Men/Heroes/Anita and Me)</i></p> <p>Introducing the specific context and narrative structure of the text.</p> <p>Study the specific narrative, characters themes and progression.</p> <p>Develop the ability to respond in an informed way.</p> <p>Develop the analysis of the writer's craft, focusing on language analysis.</p> <p>Develop the ability to form a clear and coherent response.</p>	<p>20th Century Drama: <i>Pygmalion</i></p> <p>Introducing the specific Edwardian context of the text and Shaw's viewpoints</p> <p>Study the specific narrative. Characters: Eliza Doolittle, Professor Higgins and use of humour. Themes studied for progression: class, women and importance of language.</p> <p>Develop the ability to respond in an informed way.</p> <p>Develop the analysis of the writer's craft, focusing on inference and evaluation.</p>	<p>Gothic Unit</p> <p>To study a range of extracts/short stories from 19th & 20th Century.</p> <p>To introduce specific context of Gothic literature.</p> <p>Study the specific characteristics associated with Gothic genre.</p> <p>Develop the ability to respond to Gothic texts in a confident and informed way.</p> <p>Develop the analysis of writers' craft.</p> <p>Develop the ability to produce a Gothic piece of writing.</p>	<p>NON-FICTION</p> <p>Study of a range of non-fiction genres and purposes.</p> <p>Introduction to 19th Century non-fiction writing and the key linguistic and stylistic features of the time.</p> <p>Developing key comprehension and tracking skills of unseen texts.</p> <p>Student produce a non-fiction text of their own according to genre features.</p>	<p>WAR POETRY</p> <p>Study of a range of poems from different poets across a range of time periods responding to warfare.</p> <p>Close analysis of poets' use of language, form and structure to create meaning.</p> <p>Wider reading and research to inform on the specific historical context of the poems studied.</p> <p>Comparison of poems through key ideas and messages.</p>	<p>TRAGEDY</p> <p>Introduce the features of tragedy, including study of Ancient Greek origins.</p> <p>Study of a range of Shakespeare extracts, grouped by thematic aspects of Shakespearian tragedy.</p> <p>Familiarisation with key language and structure techniques used by Shakespeare.</p> <p>Developing skills of extract analysis and annotation.</p>

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>English Language: 20th Century Literature</p> <p>To study a range of different prose extracts of literature from the 20th century assessed through a range of structured questions</p> <p>Prose Writing Exploring range of creative writing features used by writers and developing vocabulary, spelling, sentence structures, punctuation and grammar.</p> <p>To produce a creatively written and well-structured story.</p>	<p>Shakespeare: Macbeth</p> <p>To read, understand and respond to 'Macbeth' confidently.</p> <p>Develop a critical and an informed personal response to key characters and themes in the play (guilt, supernatural, violence, equivocation, ambition etc.)</p> <p>Develop the ability to analyse writer's craft.</p> <p>To recap and apply understanding of tragedy genre to the play.</p>	<p>English Language: 19th & 21st Century Non-Fiction</p> <p>To study a range of high-quality unseen non-fiction texts from the 19th & 21st century.</p> <p>Develop the ability to identify and interpret implicit and explicit information.</p> <p>Develop the ability to synthesise ideas in texts.</p> <p>Develop the ability to analyse and evaluate writers' craft.</p> <p>Develop the ability to compare writers' ideas.</p> <p>Produce a range of non-fiction texts: formal, informal letters, reviews, reports, speeches and articles.</p>	<p>Post 1914 Drama: An Inspector Calls</p> <p>To read, understand and respond to 'An Inspector Calls.'</p> <p>Develop the ability to respond critically and produce a well-informed personal response to key characters and themes in the play (responsibility, power, class, gender, etc.)</p> <p>Develop the ability to analyse writer's craft.</p>	<p>Poetry 1789 to the present day</p> <p>To study a range of heritage poetry across centuries. Poems cover themes such as: nature, place/time, love/relationships and war/conflict.</p> <p>Develop the ability to produce informed and personal response to poems studied.</p> <p>Develop the ability to analyse writers' craft.</p> <p>Develop an understanding of relevant contexts in which the poems were written.</p>	<p>Internal Exam Preparation</p> <p>Language: Non-Fiction reading and writing.</p> <p>Literature: 'An Inspector Calls.'</p> <p>'Poetry.'</p> <p>Continuing with Poetry 1789 to the present day.</p> <p>Bridging Work for Year 11 Retrieval and preparation for Year 11.</p> <p>Wider reading presentations.</p>

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>19th Century Prose: 'The Strange Case of Dr Jekyll and Mr. Hyde'</p> <p>Introduce Victorian context of the novel.</p> <p>Study and develop an understanding of key characters and themes in the novel (duality, violence, supernatural, science & religion, settings, Victorian gentleman, reputation & secrecy/lies.)</p> <p>Develop an analysis of writer's craft.</p> <p>Develop an understanding of Gothic genre through the study of the novel.</p> <p>Develop the ability to respond to the novel in a critical, well-informed and confident way.</p>	<p>Revision</p> <p>Language Fiction Reading and Creative Writing.</p> <p>Literature 'Macbeth' and 'The Strange Case of Dr Jekyll and Mr Hyde.'</p>	<p>Revision:</p> <p>Non-fiction reading Revision of reading non-fiction texts and exploring language, purpose and effect.</p> <p>Non-fiction writing: articles, reports, reviews, speeches, formal and informal letters.</p> <p>'An Inspector Calls' J.B. Priestley Revision: plot, characters, themes, language, form and structure.</p> <p>Poetry Revision of reading poetry independently and critically. Revision poetry techniques, language and structure of poems.</p>	<p>Revision</p> <p>Language: Reading Fiction and Non-Fiction texts.</p> <p>Writing: Creative writing and non-fiction Writing.</p> <p>Literature: Shakespeare: 'Macbeth'</p> <p>Post-1914 Drama: 'An Inspector Calls'</p> <p>19th C Novel: 'The Strange Case of Dr Jekyll and Mr. Hyde'</p> <p>Poetry</p>	<p>Revision</p> <p>Language: Reading Fiction and Non-Fiction texts.</p> <p>Writing: Creative writing and non-fiction Writing.</p> <p>Literature: Shakespeare: 'Macbeth'</p> <p>Post-1914 Drama: 'An Inspector Calls'</p> <p>19th C Novel: 'The Strange Case of Dr Jekyll and Mr. Hyde'</p> <p>Poetry</p>	<p>KS5 preparation</p> <p>Year 12 A Level English Taster Lessons.</p> <p>Bridging work: Poetry and Prose.</p> <p>Wider Reading</p>

Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>21st Century Poetry</p> <p>Introducing specific forms and structures used in poetry and their relation to content.</p> <p>Studying the specific narrative, description or purpose of poems.</p> <p>Developing the ability to respond with confident developed knowledge of the text.</p> <p>Developing the analysis of the writer's craft.</p> <p>Developing the ability to make meaningful and illuminating comparisons between poems and to select poems which compare well to each other.</p>	<p>Prose: 'The Handmaid's Tale' Margaret Atwood</p> <p>Introducing the specific context and narrative structure of the text.</p> <p>Studying the specific narrative, characters themes and progression.</p> <p>Developing the ability to respond with confident developed knowledge of the text.</p> <p>Developing the analysis of the writer's craft.</p> <p>Developing the ability to form a thesis statements and line of argument.</p>	<p>Drama Text: The Importance of Being Earnest</p> <p>Introducing the specific context and dramatic genre of the text.</p> <p>Studying the specific narrative, characters themes and progression.</p> <p>Developing the ability to respond with confident developed knowledge of the text.</p> <p>Developing the analysis of the writer's craft.</p> <p>Introducing interpretative styles of academic writing.</p> <p>Developing the ability to embed contextual knowledge into response.</p>	<p>Prose: Frankenstein, Mary Shelley</p> <p>Introducing the specific context and narrative structure of the text.</p> <p>Studying the specific narrative, characters themes and progression.</p> <p>Developing the ability to respond with confident developed knowledge of the text.</p> <p>Developing the analysis of the writer's craft.</p> <p>Developing the ability to make meaningful and illuminating comparisons between novels.</p>	<p>REVISION</p> <p>21st Century Poetry.</p> <p>Prose: 'The Handmaid's Tale' & 'Frankenstein.'</p> <p>Drama: 'The Importance of Being Earnest.'</p>	<p>A2 Preparation</p> <p>Developing a wider appreciation of written genres and styles.</p> <p>Introducing specific critical lenses and stances and applying them to texts.</p> <p>Studying a range of short fiction.</p> <p>Considering approaches to coursework.</p> <p>Introducing the tragic genre and its key terminology.</p> <p>Introducing the Shakespearean context and key ideas.</p> <p>Introducing the play in performance.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p>Shakespeare (Tragedy) - <i>Othello</i> or <i>Hamlet</i></p> <p>Studying the specific context surrounding the text.</p> <p>Studying the specific narrative, characters themes and progression.</p> <p>Studying specific critical viewpoints, developing the ability to understand them and apply them specifically to the text</p> <p>Developing the ability to respond with confident developed knowledge of the text.</p> <p>Developing the analysis of the writer's craft.</p> <p>Developing the ability to embed contextual knowledge into response.</p>	<p>Coursework Text-varies</p> <p>Introducing the specific context and narrative structure of the text.</p> <p>Studying the specific narrative, characters themes and progression.</p> <p>Developing the ability to craft an independent argument and thesis.</p> <p>Developing the drafting and editing process, including referencing.</p> <p>Developing the ability to select meaningful and illuminating comparisons between novels.</p>	<p>Poetry Collection – <i>Christina Rossetti</i> (+ Revision)</p> <p>Introducing specific context of the poetry collection and their relation to content.</p> <p>Studying the specific narrative, description or purpose of poems.</p> <p>Developing the ability to respond with confident developed knowledge of the text.</p> <p>Developing the analysis of the writer's craft.</p> <p>Developing the ability to make meaningful and illuminating comparisons between poems and to select poems which compare well to each other.</p>	<p>Unseen Poetry (+ Revision)</p> <p>Introducing the approach to 'cold reading' an unseen poem.</p> <p>Developing the ability to identify, select and annotate key meanings and features.</p> <p>Developing the ability to make meaningful and illuminating comparisons between poems.</p> <p>Developing the analysis of the writer's craft.</p>	<p>REVISION</p> <p>Drama</p> <p>Prose</p> <p>Poetry</p>	