

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.

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>INTRODUCTION TO AUTOBIOGRAPHY & BIOGRAPHICAL WRITING</p> <p>Introduced to a variety of writing styles (autobiographies, biographies, diary) and identity.</p> <p>Writing for a particular audience and purpose. Supporting ideas and writing with descriptive linguistic techniques.</p> <p>Analysis of non-fiction forms.</p>	<p>INTRODUCTION TO 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>RETELLING STORIES</p> <p>Introducing subversive and fairy tale genre.</p> <p>Exploring a variety of forms of writing through the exploration of fairy tales and rhymes.</p> <p>Applying growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form for audience.</p>	<p>INTRODUCTION TO THE NOVEL</p> <p>Prose fiction analysis -close reading of the novel, with overarching discussion of themes and characters.</p> <p>Development of context in relation to literature.</p> <p>Extract analysis to explore the writer's intention and effect on the reader.</p> <p>Analysis of novel structure and writer's intention.</p>	<p>ANALYSING DIVERSE LITERATURE</p> <p>Introduction of skills of retrieval, explanation and analysis used to explore a diverse range of creative prose.</p> <p>Analysis of writer's choices of language and structure.</p>	<p>INTRODUCTION COMEDY SHAKESPEARE</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>

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Year 8	<p>MUCH ADO ABOUT NOTHING</p> <p>Review of genre - tragedy, comedy and history.</p> <p>Exploring features of history play in greater depth.</p> <p>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 ANIMAL FARM/THE BOY IN STRIPED PYJAMAS</p> <p>Close reading of the novel, with overarching discussion of themes.</p> <p>Development of context in relation to literature. Exploring context and its effect.</p> <p>Discussions of the use of allegory and the Russian revolution.</p> <p>Analysis of a whole text character/ theme and structure.</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>	<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>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>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>

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Year 9	<p>20th Century Prose <i>(Of Mice & Men/Anita and Me)</i></p> <p>Close reading of novel, with overarching discussion of key themes.</p> <p>Exploration of specific context, its effect and how it has shaped the author's writing.</p> <p>Discussion of social identity, the effects of alienation/othering</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>20th Century Drama: <i>Pygmalion</i></p> <p>Class reading of a whole dramatic text.</p> <p>Discussion of key linguistics ideas presented in the play, depiction of class and status.</p> <p>Exploring how characters and relationships are presented through language and stagecraft.</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>Gothic Unit</p> <p>Close study of specific generic conventions.</p> <p>Wider reading about literary heritage and tradition.</p> <p>Study of a range of passages to explore how author's create specific atmospheres and effects.</p> <p>Developing ability to use creative language features effectively.</p> <p>Students produce their own Gothic excerpt.</p>	<p>Tragedy Unit</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 Shakespearean tragedy.</p> <p>Familiarisation with key language and structure techniques used by Shakespeare.</p> <p>Developing skills of extract analysis and annotation.</p>

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Year 10	<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: 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>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>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>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>
	<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</p>	<p>Revision 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,</p>	<p>Revision</p> <p>Language: Reading Fiction and Non-Fiction texts.</p> <p>Writing: Creative writing and non-fiction Writing.</p>	<p>Revision</p> <p>Language: Reading Fiction and Non-Fiction texts.</p> <p>Writing: Creative writing and non-fiction Writing.</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>

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Year 11	<p>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>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>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>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>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 Teacher 1	<p>21st Century Poetry Introducing specific forms and structures used in poetry and their relation to content. Studying the specific narrative, description or purpose of poems. Developing the ability to respond with confident developed knowledge of the text. Developing the analysis of the writer's craft. Developing the ability to make meaningful and illuminating comparisons between poems and to select poems which compare well to each other.</p>	<p>21st Century Poetry Introducing specific forms and structures used in poetry and their relation to content. Studying the specific narrative, description or purpose of poems. Developing the ability to respond with confident developed knowledge of the text. Developing the analysis of the writer's craft. Developing the ability to make meaningful and illuminating comparisons between poems and to select poems which compare well to each other.</p>	<p>Drama Text: <i>The Importance of Being Earnest</i> Introducing the specific context and dramatic genre of the text. Studying the specific narrative, characters themes and progression. Developing the ability to respond with confident developed knowledge of the text. 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>Drama Text: <i>The Importance of Being Earnest</i> Introducing the specific context and dramatic genre of the text. Studying the specific narrative, characters themes and progression. Developing the ability to respond with confident developed knowledge of the text. 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>REVISION</p> <p>21st Century Poetry.</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>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>
Year 12 Teacher 2	<p>Prose: '<i>The Handmaid's Tale</i>' Margaret Atwood 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>Prose: '<i>The Handmaid's Tale</i>' Margaret Atwood 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>Prose: <i>Frankenstein, Mary Shelley</i> Introducing the specific context and narrative structure of the text. Studying the specific narrative, characters themes and progression.</p> <p>Developing the ability to respond with confident developed knowledge of the text. Developing the analysis of the writer's craft.</p> <p>Developing the ability to make meaningful and illuminating comparisons between novels.</p>	<p>Prose: <i>Frankenstein, Mary Shelley</i> Introducing the specific context and narrative structure of the text. 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>. Prose: 'The Handmaid's Tale' & 'Frankenstein.'</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>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 Teacher 1	<p>Shakespeare (Tragedy) - <i>Othello</i> or <i>Hamlet</i> 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>Shakespeare (Tragedy) - <i>Othello</i> or <i>Hamlet</i> 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>Poetry Collection – <i>Christina Rossetti</i> (+ Revision) 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>Poetry Collection – <i>Christina Rossetti</i> (+ Revision) 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>REVISION</p> <p>Drama Poetry</p>	
Year 13 Teacher 2	<p>Coursework Text-varies 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>Coursework Text-varies 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>Unseen Poetry (+ Revision) 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>Unseen Poetry (+ Revision) 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>Prose Poetry</p>	