

# 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. The units in years 7-9 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
<b>Year 7</b>	<p><b>INTRODUCTION TO AUTOBIOGRAPHY &amp; BIOGRAPHICAL WRITING</b></p> <p>Introduced to a variety of writing styles (autobiographies, biographies, diary) and identity.</p> <p>Using autobiographies to learn about different historical contexts and cultures.</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><b>NOVEL: A MONSTER CALLS</b></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><b>NARRATIVE WRITING: RETELLING STORIES</b></p> <p>Introducing the connection between social narratives, characters, and culture and tradition, including the oral tradition of storytelling</p> <p>Exploring altering the perspective through which a story is told to express interesting viewpoints creatively</p> <p>Applying growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form for audience.</p>	<p><b>LOVE POETRY</b></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. Exploring how language, structure, and form create meaning.</p>	<p><b>DIVERSE LITERATURE</b></p> <p>Developing empathy and awareness of issues regarding representation and identity.</p> <p>Introduction of skills of retrieval, explanation and analysis used to explore a diverse range of creative prose.</p> <p>Analysis of writers' choices of language and structure.</p>	<p><b>SHAKEPEARE: A MIDSUMMER NIGHT'S DREAM</b></p> <p>An introduction to the influence of historical events and social conventions on Shakespeare.</p> <p>Introduction to genre and its conventions – comedy and problem-plays. Introduction to key excerpts from AMSND.</p>

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Year 8	<p style="text-align: center;"><b>SHAKESPEARE: MUCH ADO ABOUT NOTHING</b></p> <p>Review of genre - comedy plays.</p> <p>Exploring features of the 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 style="text-align: center;"><b>ORIGINAL AND EMPATHETIC NARRATIVE WRITING</b></p> <p>Reviewing original writing/figurative features of a text.</p> <p>Writing using first person narrative to explore and develop characterisation.</p> <p>Creating and drafting plausible storylines.</p> <p>Students create their own story and craft their writing.</p>	<p style="text-align: center;"><b>PLAY: BLOOD BROTHERS</b></p> <p>Exploring how writers present their views through language in drama.</p> <p>Close reading of the play, with overarching discussion of themes and authorial purpose.</p> <p>Development of context in relation to literature.</p>	<p style="text-align: center;"><b>NOVEL: ANIMAL FARM</b></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 structure and authorial purpose.</p>	<p style="text-align: center;"><b>ROMANTIC POETRY</b></p> <p>Recapping different poetic terminology. Exploring origins of protest poetry. Learning about the values, intentions and key historical and social events that influenced the Romantic poets. Learning about the key principles of Romanticism. Analysing different examples of protest poetry from different cultures. Analysing form, structure, and language and its effect.</p>	<p style="text-align: center;"><b>NON-FICTION: PERSUASIVE WRITING</b></p> <p>Understanding the key methods of rhetoric to be able to interrogate the use of rhetorical use of language and to apply in their own writing.</p> <p>To be able to craft an effective tone and register to reach a specific audience.</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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<b>Year 9</b>	<b>20<sup>th</sup> Century Prose: <i>Of Mice &amp; Men</i></b>	<b>War Poetry</b>	<b>20<sup>th</sup> Century Drama: <i>Pygmalion</i></b>	<b>Non-Fiction: Genres over Time</b>	<b>Gothic Narrative</b>	<b>Tragedy &amp; Shakespeare</b>
	Discussion of social identity and exploration of the effects of alienation/othering.	Study of a range of poems from different poets across a range of time periods responding to warfare.	Whole class reading of a dramatic text.	Introduction to 19th Century non-fiction writing and the key linguistic and stylistic features of the time.	Close study of specific generic conventions.	Introduce the features of tragedy, including study of Ancient Greek and Roman origins.
	Close reading of novel, with overarching discussion of key themes.	Close analysis of poets' use of language, form and structure to create meaning.	Discussion of key linguistics ideas presented in the play, depiction of class and status in the Edwardian era.	Study of a range of non-fiction genres and purposes.	Wider reading about literary heritage and tradition.	Study of a range of Shakespeare extracts, grouped by thematic aspects of Shakespearian tragedy.
Exploration of specific context, its effect and how it has shaped the author's writing.	Wider reading and research to inform on the specific historical context of the poems studied.	Exploring how characters and relationships are presented through language and stagecraft.	Developing key comprehension and tracking skills of unseen texts.	Study of a range of passages to explore how author's create specific atmospheres and effects.	Familiarisation with key language and structure techniques used by Shakespeare.	
	Comparison of poems through key ideas and messages.		Student produce a non-fiction text of their own according to genre features.	Developing ability to use creative language features effectively.	Students produce their own Gothic excerpt.	Developing skills of extract analysis and annotation.

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Year 10	<b>Shakespeare: <i>Macbeth</i></b>		<b>Post 1914 Drama: <i>An Inspector Calls</i></b>		<b>Poetry Anthology 1789 to the present day</b>	
	<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>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>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>	
	<b>English Language: 20<sup>th</sup> Century Literature</b>		<b>English Language: 19<sup>th</sup> &amp; 21<sup>st</sup> Century Non-Fiction</b>		<b>Internal Exam Preparation</b>	
	<p>To study a range of different prose extracts of literature from the 20th century assessed through a range of structured questions</p> <p><b>Prose Writing</b> 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>To study a range of high-quality unseen non-fiction texts from the 19th &amp; 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>Language: Non-Fiction reading and writing.</p> <p>Literature: 'An Inspector Calls.' 'Poetry.'</p> <p>Continuing with Poetry 1789 to the present day.</p> <p><b>Bridging Work for Year 11</b> Retrieval and preparation for Year 11.</p> <p>Wider reading presentations.</p>	

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<b>Year 11</b>	<b>19th Century Prose: <i>The Strange Case of Dr Jekyll and Mr. Hyde</i></b>  Introduce Victorian context of the novel.  Study and develop an understanding of key characters and themes in the novel (duality, violence, supernatural, science & religion, settings, Victorian gentleman, reputation & secrecy/lies.)  Develop an analysis of writer's craft.  Develop an understanding of Gothic genre through the study of the novel.  Develop the ability to respond to the novel in a critical, well-informed and confident way.		<b>Unseen Poetry</b>  Study a collection of unseen poems from the 20th and/or 21st centuries. Reading poetry independently and critically. Revision of poetry techniques, language, structure and comparison of poems.  <b>Revision:</b>  <b>Non-fiction reading</b> Revision of reading non-fiction texts and exploring language, purpose and effect.  <b>Non-fiction writing:</b> articles, reports, reviews, speeches, formal and informal letters.  <b>'An Inspector Calls'</b> <b>J.B. Priestley</b> Revision: plot, characters, themes, language, form and structure.		<b>Revision</b>  <b>Language: Reading</b> Fiction and Non-Fiction texts. Writing: Creative and non-fiction Writing.  <b>Literature:</b> Shakespeare: 'Macbeth' Post-1914 Drama: 'An Inspector Calls' 19 <sup>th</sup> C Novel: 'The Strange Case of Dr Jekyll and Mr. Hyde' Poetry  <b>KS5 preparation</b> Year 12 A Level English Taster Lessons. Bridging work: Poetry and Prose. Wider Reading	
	<b>Revision</b>  <b>Language</b> Fiction Reading and Creative Writing.  <b>Literature</b> 'Macbeth' and 'The Strange Case of Dr Jekyll and Mr Hyde.'		<b>Revision</b>  <b>Language Paper 2</b> Non-Fiction reading and writing  <b>Literature:</b> Shakespeare: 'Macbeth' Unseen Poetry		<b>Exams</b>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12 Teacher 1</b>	<b>21<sup>st</sup> Century Poetry</b> 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.		<b>Drama Text: <i>The Importance of Being Earnest</i></b> 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. Introducing interpretative styles of academic writing. Developing the ability to embed contextual knowledge into response.		<b>REVISION</b> 21 <sup>st</sup> Century Poetry. Drama: 'The Importance of Being Earnest.'	<b>A2 Preparation</b> Developing a wider appreciation of written genres and styles. Introducing specific critical lenses and stances and applying them to texts. Studying a range of short fiction. Introducing the tragic genre and its key terminology.
	<b>Prose: '<i>The Handmaid's Tale</i>' Margaret Atwood</b> Introducing the specific context and narrative structure 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. Developing the ability to form a thesis statements and line of argument.		<b>Prose: <i>Frankenstein, Mary Shelley</i></b> Introducing the specific context and narrative structure 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. Developing the ability to make meaningful and illuminating comparisons between novels.		<b>REVISION</b> . Prose: 'The Handmaid's Tale' & 'Frankenstein.'	Introducing the Shakespearean context and key ideas. Introducing the play in performance. Considering approaches to coursework

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