

English Curriculum Overview

KS3	Unit One	Unit Two	Unit Three	Unit Four	Unit Five	Unit Six (Dropped through the year)
<p>Year 7 will focus on introducing students to some of the building blocks of English narratives and language in order to provide a firm basis from which their study of English can develop. The year is themed around identity.</p> <p>Employability Skills Learnt:</p> <ul style="list-style-type: none"> - Analytical and critical thinking. - Working and thinking independently. - Awareness of how to find appropriate and relevant resources. 	<p>Writing – Narrative</p> <p>Narrative structure: An understanding of how to construct narratives and avoid clichés.</p> <p>Authorial methods: How to apply methods that they can identify to enhance their work.</p> <p>Grammar: Laying the basis for clear communication and an understanding of the basic grammatical rules.</p>	<p>Text – Origin Stories</p> <p>Narrative structures: Freytag, circular and non-linear structures.</p> <p>Biblical symbolism: Understanding of key narratives which are referenced in literature and can help them to decode these texts.</p> <p>Introduction to Shakespeare: Familiarising students with Shakespeare’s language so they are able to independently interact with full narratives later.</p>	<p>Text – The Girl of Ink and Stars</p> <p>Context: Introducing how texts can reflect elements of society and can be influenced by them.</p> <p>Structural techniques: Introduction to how authors order events in the text to engage and interest the reader.</p> <p>Reader’s perspective: Explicit introduction to how readers are positioned by writers and the reasons for this.</p>	<p>Text – Identity poetry.</p> <p>Poetic devices: Ensuring students know key elements of subject terminology to help their poetry analysis.</p> <p>Author’s purpose: How an author’s message and own experiences are seen and how this impacts the intended effect on the audience.</p>	<p>Text – I Am Malala</p> <p>Rhetorical devices: Ensuring students know key elements of subject terminology to develop their ability to decode non-fiction texts.</p> <p>Conventions of non-fiction text: Features of a non-fiction text so that students are able to replicate it in their own writing.</p> <p>Non-fiction writing: An introduction to how to use rhetorical devices and structure non-fiction writing.</p>	
<p>Year 8 will begin to link the ideas of identity with the theme of conflict, exploring the ideas of persecution and war particularly in the setting of WW2. Students will learn the features of key genres – particularly tragedy and dystopian – and explore symbolism to develop students’ analysis and understanding of authors methods.</p> <p>Employability Skills Learnt:</p> <ul style="list-style-type: none"> - Assessing of relevant ideas. 	<p>Text – Voices of War</p> <p>Rhetorical devices: Developing student s’ knowledge of key elements of subject terminology beyond DAFOR REST to lift their understanding and decoding of texts.</p> <p>Conventions of non-fiction text: Exploring features of a diary form and the impact on language.</p> <p>Context: Developing their understanding of how texts can reflect contemporary perspectives of an event.</p>	<p>Text – Detective Fiction – The Speckled Band & Lady Molly of Scotland Yard by Baroness Orczy.</p> <p>Conventions of detective fiction: Introducing students to the main conventions of late Victorian and Edwardian detective fiction, which will provide a framework for the detective fiction genre.</p> <p>Character Development: Exploring the character development of the two protagonists, and how Lady Molly is both an homage to and a subversion of the Sherlock Holmes character.</p> <p>Author’s purpose: Developing students’ familiarity with how authors use character, setting</p>	<p>Text - Romeo & Juliet by William Shakespeare</p> <p>Shakespearean Language and Form: Introducing students to Shakespeare and the language and forms he uses.</p> <p>Conventions of a play: Introducing knowledge of the form of a play and developing students use of key subject terminology.</p> <p>Poetic devices: Demonstrating how students’ poetry knowledge can be applied to other texts and that these devices are a part</p>	<p>Text - Dystopian Fiction</p> <p>Conventions of the genre: Introducing students to key themes and conventions of Dystopian literature, expanding their knowledge of the purpose of the genre.</p> <p>Cultural Capital and Context: Understanding of how they can apply knowledge from previous modules and subjects to a text.</p> <p>Close reading: Introducing students to exploring texts, and particularly extracts, in detail to identify how</p>	<p>Text: An Inspector Calls</p> <p>Character Development: Students will explore character types and their development – particularly in their pursuit of power - and the way this impacts the plot.</p> <p>Author’s purpose: How authors use literature to offer a critique of society and what impact this has on the positioning of the reader.</p> <p>Conventions of a play: Embedding students use of subject terminology so that they can confidently,</p>	<p>Writing – Descriptive</p> <p>Descriptive structure: An understanding of how to construct descriptions so that there is a clear development and an interesting structure.</p> <p>Authorial methods: Developing their knowledge of authorial methods and how to employ these to create mood and atmosphere. Focusing on avoiding clichés.</p> <p>Grammar: Developing students understanding of grammatical constructions and punctuation to communicate effectively.</p>



<ul style="list-style-type: none"> - Ability to judge and evaluate ideas. - Self-reflection and facilitation of own knowledge. 		<p>and genre to critique societal norms.</p>	<p>of any author's methodology.</p>	<p>authors use language for specific purposes.</p>	<p>and independently, apply these.</p>	
<p>Year 9 builds on ideas and skills established in the previous years and begins to prepare students for the requirements of GCSE. The year will focus on the theme of feminism and how this is presented in texts through time. This will allow students to look more critically at the presentation of female characters, whilst also understand the reasons for a lack of female characters in certain 19th century texts. The Fighting Battles unit also builds on students' knowledge of rhetoric.</p> <p>Employability Skills Learnt:</p> <ul style="list-style-type: none"> - Constructing and organising an argument. - Understanding different points of view. - Knowing how to write for different purposes. - Responding to different stimulus and tasks. 	<p>Text - <i>We should all be Feminists</i> by Chimamanda Ngozi Adichie</p> <p>Conventions of non-fiction texts: Exploring features of a speech and the impact of language.</p> <p>Author's purpose: How an author crafts a text not just to inform, but to persuade and change the readers' perspective.</p> <p>Non-fiction writing: Developing their understanding of how to use a range of rhetorical devices and grammatical structures for a specific purpose (persuasive) this will inform.</p>	<p>Text – <i>Twelfth Night</i> by William Shakespeare</p> <p>Shakespearean Language and Form: Developing students' knowledge of the language and forms that Shakespeare uses, and introducing them to the genre of comedy.</p> <p>Conventions and structure of a play: Building on students' knowledge of these areas and how these can be used to discuss a play in greater detail.</p> <p>Character Tropes: Building an understanding of the key character types used in literature and exploring what the effect of subverting these might be.</p>	<p>Text – <i>Injustice Poetry</i></p> <p>Poetic devices and form: expanding students' knowledge of key elements of subject terminology to help their poetry analysis. As well as introducing a variety of poetic forms and key associations with these to broaden their understanding of the poetic form.</p> <p>Author's purpose: Developing students' understanding of how authors use poetic forms and methods to demonstrate a message.</p>	<p>Text – <i>Of Mice & Men</i> by John Steinbeck</p> <p>Biblical symbolism: Knowledge of biblical symbolism from the <i>Origin Stories</i> unit will be extended as a knowledge base for understanding key symbolism in literature. Edenic imagery will be a particular focus.</p> <p>Context and Setting: Exploration of the author's use of context and setting to shape meanings within the text will be deepened with a focus on how literature can form social commentary.</p> <p>Character Development: Developing students' understanding of character types and their development, with a particular focus on toxic masculinity and the portrayal of Curley's wife.</p>	<p>Text - <i>Fighting Battles – Speeches and War Literature</i></p> <p>Conventions of non-fiction texts: Developing understanding of rhetoric and the impact of language.</p> <p>Author's purpose: How authors craft texts to effectively demonstrate their purpose.</p> <p>War literature: Providing an insight into literature that arises from war and conflict and key images that are used as a part of this.</p>	<p>Writing – <i>Transactional</i></p> <p>Transactional structures: An understanding of the different conventions associated with transactional forms and how to structure their work to meet the purpose of the task.</p> <p>Authorial methods: Developing their knowledge of the rhetorical methods they can identify and how to employ these to convincingly match the purpose and audience of the task.</p> <p>Grammar: Exploring how students can employ their knowledge of grammatical structures for effect, looking at how this can help them match their purpose.</p>



KS4	Unit 1	Unit 2	Unit 3	Unit 4
<p>Year 10 introduces students to three of their literature texts for GCSE. Students build on their knowledge base established through KS3 to analyse and explore key themes and ideas (power, control and the supernatural) that span these texts. Students regularly work on the skills necessary for discussing texts in a more academic style. Alongside this, students are taught the key skills to unlocking the language GCSE and build confidence in independently exploring a range of extracts.</p> <p>Employability Skills Learnt:</p> <ul style="list-style-type: none"> - Articulating ideas and concepts. - Leading and participating in discussions. - Enhancing skills in listening and negotiation. - Planning and researching written work. 	<p>Modern Text – <i>Animal Farm</i></p> <p>Author’s Purpose and Context: Students build on their knowledge of the interplay between context and author’s purpose to explore how Orwell uses his text as a social commentary. They develop this further by exploring how the universality of themes in texts makes their lessons and messages applicable to all readerships.</p> <p>Structure: Building on the knowledge that students developed of cyclical structures in KS3, students explore how Orwell employs the cyclical structure to enhance the message of his text. Additionally, students begin to explore how structure on a micro level is employed by authors to increase tension in a text.</p> <p>Analytical writing: Students develop their writing from KS3, to embed an understanding of how to write about a text critically and analytically to ensure knowledge of the text, understanding of author’s methods and their effect on the reader, and context are all embedded into their responses.</p>	<p>Shakespeare – <i>Macbeth</i></p> <p>Close reading and Character trajectories: Building on their knowledge of close reading from KS3, students learn how to construct essays where the question includes an extract. This includes developing an understanding of how to map character developments across a text to build a holistic response to the question.</p> <p>Conventions and structure of a play: Students build on their knowledge of plays developed through KS3 to explore the importance of the tragic structure and how Shakespeare uses dramatic conventions (soliloquys, monologues, exits and entrances, etc.) to drive the narrative and develop characters.</p> <p>Author’s Purpose and Context: Embedding students’ understanding of how to use context and the author’s purpose to explore a text in greater detail. Students look at embedding context into their response, so it forms an important part of their overarching argument.</p>	<p>19th Century – <i>Jekyll and Hyde</i></p> <p>Structure: Students build on their knowledge of structure and are introduced to the episodic and epistolary structures and how Stevenson employs these to build mystery and tension within the novel.</p> <p>Genre: Building on students’ knowledge of detective fiction and the conventions it employs, students explore how Stevenson utilises elements of these to create mystery within his text. They are also introduced to the gothic genre and key conventions, particularly in terms of setting, to see how Stevenson uses these elements to build on Victorian fears.</p> <p>Thematic development: Building on students’ understanding of mapping character development across texts, they now explore how thematic threads are interwoven across the novel and how Stevenson uses foreshadowing to set up and develop key ideas.</p>	<p>Language – Distributed throughout the year to ensure consistent exposure to the language paper.</p> <p>Language and structure: Students learn how to apply their knowledge of language and structure gained across KS3 and in their literature studies to unseen extracts. Across the year this becomes increasingly independent. Students are shown how to discuss both language and structure in a manner which meets the demands of the language papers.</p> <p>Evaluation and comparison: Students are introduced to and develop the skills necessary to evaluate a text using their knowledge of authors’ methods and the impact of these on readers. They also explore how to synthesise texts to create effective comparisons and judge how authors utilise methods and structure differently.</p> <p>Creative: Students build on their understanding of how to structure their creative and transactional writing so that it shows an awareness of structure for effect. They also build their knowledge of grammatical structures and vocabulary to ensure that they are crafting responses to meet the purpose of the question and the demands of the mark scheme.</p>
<p>Year 11 focuses on preparing students for their final exams. The year starts with the final unit of the literature exam being taught, with a focus on application of authorial methods that they are already familiar</p>	<p>Poetry – <i>Anthology (Power and Conflict)</i></p> <p>Poetic devices and form: Students build upon their understanding of the way in which poets create meaning through their choices of language, structure and form. They develop their ability to analyse evidence and build strong arguments.</p> <p>Author’s purpose:</p>	<p>Poetry – <i>Unseen</i></p> <p>Challenging material</p> <p>Students develop confidence in their ability to understand and extract meaning from previously unseen poems. With increasing independence, they are asked to make assumptions about writers’ perspectives and attitudes solely on the choices of</p>	<p>Revision – <i>From January onwards students revise all of their literature texts and language skills in class to prepare them for their upcoming exams. The focus here is for regular feedback so pupils can make meaningful progress in the final run up to exams.</i></p> <p>Cycle lessons: These provide a chance to revisit key themes, characters and extracts from the text to solidify student understanding.</p> <p>Cold Writes: These are used to provide students with more chance to practice being in an exam situation without teacher input, helping to build resilience and familiarity with exam situations.</p>	



<p>with. Students will then complete the spoken language element of the exam before they move onto revision to ensure knowledge is properly embedded.</p> <p>Employability Skills Learnt:</p> <ul style="list-style-type: none"> - Time management and self-organisation. - Emotional literacy - Problem solving. 	<p>Students examine a range of different voices and explore the different ways in which poets express their ideas. They are guided to appreciate the ways in which humanity deals with seismic incidents such as war and loss.</p> <p>Links and comparisons:</p> <p>Students will be supported to make links between poems – drawing out universal themes and comparing the methods used to present themes and ideas. They will be able to appreciate the differences in human experience and reflect upon their own identity in order to examine how others see themselves in society.</p>	<p>language and structure presented in the text.</p> <p>Analytical writing</p> <p>Students use their prior knowledge of analysis and analytical writing to build well evidenced and detailed analytical responses to thematic questions. The unseen nature of the text allows students to focus sharply and precisely upon the effects of writers' methods.</p>	<p>Mini-mocks: These give students a chance to experience language papers in full, but without the pressure of a formalised exam.</p>
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