

ATAM Academy

Secondary English Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Gothic Short Stories <ul style="list-style-type: none"> Introduction to the convention Inference and deduction Comprehension Read aloud with expression and intonation Dramatisation of short texts PEEL paragraphs 	Novel Study: A Monster Calls <ul style="list-style-type: none"> Recap the Gothic conventions Character analysis Theme of family, friendship and loneliness examined Class discussions Developing analytical paragraphs Social and emotional awareness through reading 	Identity Poetry <ul style="list-style-type: none"> Exploration of poetry as a medium for expression Reading poetry aloud Identifying poetic devices Understanding how meaning is related through poetic devices Students' identities explored through collages, drama and poetry 	The Apprentice Challenge <ul style="list-style-type: none"> Study of non-fiction Advertisements examined and interpreted Brands, logos and pitches taught through a class project Group presentations Evaluations written with self-assessment 	Shakespeare's Soliloquies <ul style="list-style-type: none"> Introduction to Shakespeare Exploration of soliloquies Mental state of various characters explored Film and video clips used to explore character Analytical paragraphs developed through watching plays and films Dramatisation of soliloquies Developing spoken language skills Plot, character and themes explored 	
8	Dystopian Fiction <ul style="list-style-type: none"> Introduction to the convention Short extracts studied with emphasis on dystopian worlds Characters analysed with links to convention Students create their own narrative with dystopian conventions Using film, drama and short video clips to explore the world of dystopia 	Novel Study: Noughts and Crosses <ul style="list-style-type: none"> Recap of dystopian conventions in a long-form novel study Race, discrimination and privilege explored through reading, speaking and class discussion Analysis of characters and themes Ethical and moral dilemmas explored 	Stolen History <ul style="list-style-type: none"> Project study of colonialism and imperialism Links to Sikh and British identity Exploration of British history Links to slavery and subjugation Understanding the role of Queen Victoria and East Indian Company 	Persuasive Writing <ul style="list-style-type: none"> Rhetoric: writing for an audience Famous speeches read and examined Analysis of persuasive devices and their effects on the audience Presentation of speeches with rhetoric and persuasive devices Evaluation of speeches 	Romeo and Juliet <ul style="list-style-type: none"> Study of play with drama Social and historical context of 16th Century England Characters explored and analysed with links to the play Film and video clips to aid with understanding the plot Inspired stories explored 	Media Unit: Newspapers, Blogs and Film <ul style="list-style-type: none"> Media introduced through newspaper types – tabloids and broadsheets. Conventions explored and modelled Blog posts read, written and assessed Films reviewed using conventions Media literacy Images and photography analysis
9	Academic Writing: Animal Farm <ul style="list-style-type: none"> Study of social and historical context Writing with a clear purpose and direct address Concise evidence selected Identifying writer's methods with an appreciation for language and structure Essay writing introduction Writer's purpose examined Character, plot, themes and motifs 		Contemporary Poetry <ul style="list-style-type: none"> Links to Sikh and Indian diaspora Poetic devices examined with links to themes of identity, society and religion Meaning and methods considered through poetry 	Transactional Writing <ul style="list-style-type: none"> Recap of newspapers, articles, blogposts, letter writing and speeches Conventions of transactional writing revised Writing for a purpose, audience and form 	Shakespeare: Hamlet <ul style="list-style-type: none"> Study of a tragedy Plot, characters, themes and motifs Social, historical and religious context Conventions of a play studied Dramatisation of scenes Analytical essays on character and themes 	

10	English Literature: Power and Conflict Anthology <ul style="list-style-type: none"> • Introduction to GCSE Literature • Reading, analysing and examining poems linked to the theme of power and conflict • Study of <i>Ozymandias</i>, <i>London</i>, <i>Storm on the Island</i>, <i>Extract from, The Prelude</i>, <i>My Last Duchess</i>, <i>Checking Out Me History</i>, <i>The Émigrée</i> and <i>Tissue</i>. • Comparative writing skills 	English Literature: A Christmas Carol <ul style="list-style-type: none"> • Social and historical context of 19th Century England • Author study of Charles Dickens • Plot, character, theme, symbolism, structure and motifs • Examination of writer's purpose and political ideas • Essay writing skills 	Spoken Language Endorsement Piece <ul style="list-style-type: none"> • Presentation of student-chosen topic • Speaking with a purpose to persuade • Writing, drafting and presenting skills 	English Literature: An Inspector Calls <ul style="list-style-type: none"> • Conventions of a play • Author study of J.B Priestley • Political, social, historical and economical context of 20th Century England • Morality and ethics explored through plot, character, themes and structure 	English Language Paper 1: Explorations in creative reading and writing <ul style="list-style-type: none"> • Introduction to GCSE Language • Identify and interpret explicit and implicit information and ideas. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Evaluate texts critically with appropriate textual references. 	P r e - P u b l i c E x a m i n a t i o n s	English Literature: Power and Conflict Anthology <ul style="list-style-type: none"> • Completion of poetry anthology • Study of poems linked to the theme of war, internal conflict and violence • Study of <i>Bayonet Charge</i>, <i>Exposure</i>, <i>Kamikaze</i>, <i>War Photographer</i>, <i>Remains</i> and <i>Poppies</i>.
11	English Language Paper 2: Writers' Viewpoints and Perspectives Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	P r e- P u b l i c E x a m i n a t i o n s	English Literature: Unseen Poetry Read, understand and respond to unseen texts. Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	English Literature: Macbeth Conventions of a tragedy recap Author study of William Shakespeare Social, historical and religious context studied Plot, character and themes Study of Great Chain of Being	P r e- P u b l i c E x a m i n a t i o n s	Revision Preparation for upcoming GCSE examinations using the marks from the previous PPE exams to support students through class re-teaching, small-group interventions, booster classes and after school revision sessions. Keynote Education [external] sessions will be held for the topics where students have achieved the least marks. All revision in school will be under guidance from both class teacher and examiner reports generated after the examinations. Use of past papers, teacher-created assessments and exam-style questions will be used to prepare students to be exam-ready. Timed activities and walking, talking mocks will also be used to ensure all skills are covered.	GCSE examinations