

Our English Curriculum

	Year 7 Magic and myth	Year 8 villains	Year 9 Power and conflict	Year 10	Year 11	Year 12 Literature	Year 13 Literature
Term 1	Unit 01: Step into the unknown + 'Clockwork by Phillip Pullman' <ul style="list-style-type: none"> / setting/ word/ imagery atmosphere/ uncanny/ supernatural //character/ antagonist/ protagonist/ plot ++narrative structure Paragraph level analytical writing + close reading Descriptive Writing: setting/ atmosphere word and sentence level mastery Writers make choices to create effects: 	Unit 01 Gothic Literature- re-creative writing + Mary Shelly's Frankenstein: the play <ul style="list-style-type: none"> Extracts from: Rebecca, Dracula, Woman in Black. Gothic tropes of setting and character. Features of a modern play/ stage direction Paragraph level analytical writing + close reading Descriptive writing – form + setting + character + genre Sentence and image level focus – building a cohesive atmosphere. Genres and forms of writing have expectations with writers can meet or subvert 	Unit 01: War stories <ul style="list-style-type: none"> Analysing prose – The short story – openings/ resolution/ shifts/ perspective/ motif/ symbolism. Context: 1st world war, 2nd World war/ trauma/ home front/ impact of conflict/, modern conflict: All: Propping up the line by Ian Beck Fireworks by Geraldine McCaughran Advanced: The Fly by Katherine Mansfield and Redeployment by Phil Kay Whole text level essay writing – developing an argument/ tracking the development of a motif or theme. Rhetorical and re-creative writing in response to texts.. Literature can shine a light on real world events and help us process human experiences 	Unit 01: Jekyll and Hyde' <ul style="list-style-type: none"> Gothic fiction/ detective fiction genre + purpose Context: The Victorian gentleman & Victorian fears: scientific development/ urban crime/ reputation and blackmail/ degeneration and decadence. Read and annotate whole text character, setting, plot, non-linear text structure, key themes, Whole text level essay writing – clear line of argument + topic sentences. Cohesive thesis statements, topic sentences and supporting details. Descriptive writing/ re-creative writing – developing genre tropes / motifs/ cohesive structure. Writer's use non-linear structures and multiple narrative perspectives to create effects Writers use contemporary fears and worries to drive a text 	Unit 01: An Inspector Calls <ul style="list-style-type: none"> Edwardian and post war Britain, the labour movement. Social responsibility. Capitalism/ socialism/ Dramatic methods: stage directions/ interactions/ lighting/ entrances/ exits/ sound/ symbolic characters/ morality play Whole text level essay writing – developing an argument/ writer's intent/ Literature can be polemic. +Unseen poetry	Teacher 1: Drama: Streetcar	Teacher 1: Comparative Coursework: (2 texts — various)
					Unit 02: Eng lang Paper 2 revision: <p>Approach to paper – demands fo the questions</p> <p>Q5 Approach to paper: writing with a persona / in satirical mode.</p>	Teacher 2: Prose: Tess	Teacher 2: Drama: Hamlet and Shakespeare Critical Anthology
Term 2	Unit 02: Myths, poetry and paintings <ul style="list-style-type: none"> Poetry: words, imagery, simile, metaphor and symbolism / line/ stanza/ speaker Hero, villain, Tragic downfall: hubris. / metamorphosis/ transformation Myths: Daedalus and Icarus, Perseus and medusa, Orpheus and Eurydice Paragraph level analytical writing + close reading Re-creative Narrative and descriptive writing / narrative perspective/ voice. Sentence and image level focus – writing 	Unit 02: Villains <ul style="list-style-type: none"> Sherlock Holmes 'The Speckled Band'. Dramatic monologues / (modern + 19th century)/ unreliable narrators/ concept of a villain/ theme/ speaker/ imagery, metaphor/ simile/ enjambment/ end stopping, syntax/ caesura, Hitcher Stealing My Last Duchess The Laboratory Whole essay analytical writing + close reading. writing poetry– write the sequel – apply form and techniques. Sentence and image level writing – creating symbolism + using syntax for effect. 	Unit 02: Power and conflict Poetry <ul style="list-style-type: none"> themes (war + effects of war) form, speaker/ key ideas/ language/ structure and key lines. Context: frontline/trenches/home front/ trauma Charge of the Light Brigade Exposure Bayonet Charge War Photographer Remains Kamikaze Poppies Emigree Whole text level essay writing – introductions and conclusions - analysing a poem. Theme/ ideas/ language and structure Poets use language in different ways to the writers of prose and 	Unit 02: political rhetoric Analysing political speeches (JB Priestley + social responsibility?) Language paper 2 – analysing non-fiction extracts Writing a speech Delivering a speech <ul style="list-style-type: none"> Writers use rhetoric to persuade 	Unit 03: Eng Lang Paper 1 + Poetry revision English Language Paper: Narrative perspectives and inventive structures Writers from other cultures Extracts: Reluctant Fundamentalist by	Teacher 1: Modern Poetry: Forward Poem of the Decade Anthology (POD) and unseen poem	Teacher 1: Comparative Coursework — drafting and one-to-one feedback Revision: Modern Poetry: Forward Poem of the Decade Anthology (POD) and unseen poem
				Unit 04: Love Poetry comparison (w&c in future years) Familial relationships Comparing poems by theme + techniques: familial relationships: <ul style="list-style-type: none"> Climbing My Grandfather Before you were Mine Follower Mother Any Distance Eden Rock Walking Away. 	All texts revision	Teacher 2: Prose: Splendid Suns Compare Tess and Suns	Teacher 2: Drama: Hamlet Revision: Romantic Poetry

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	<ul style="list-style-type: none"> writers often write back to other writers (literature texts allude to one another) 	<ul style="list-style-type: none"> Writers use voice in their poems to create narrators (speakers) Writers don't always create trustworthy narrators. The narrators don't always convey the views and feelings of the writers. 	drama- namely metaphor and symbolism						
Term 3	Unit 03: Shakespeare's 'A Midsummer Night's Dream' – relationships <ul style="list-style-type: none"> Features of play/ Shakespearian context/ Genre: comedy – characterisation/ relationships/ supernatural / metamorphosis transformation Developing an argument/ drawing evidence from across a whole text Paraphrasing language and zooming in on word choice. Building a narrative arc Whole text structure – discourse markers and cohesion. Complex characters and relationships change and develop across a text 	Unit 04: Shakespeare's Othello: Iago as a villain – character study <ul style="list-style-type: none"> Dramatic methods/ soliloquy/ appearance and reality/ concept of a villain over time/ Machiavellian/ conflict/ resolution/ manipulation Analysing a play language and character. Developing an argument/ drawing evidence from across a whole text Paraphrasing language and zooming in on word choice. Paragraph level cohesive features – in other words... + more specifically + this suggests. Writers in literature often explore the difference between appearance and reality. 	Unit 04: Shakespeare's 'Macbeth'- Introduce whole plot focus on Macbeth's tragic journey <p>Jacobean context: kingship/ witchcraft/ James 1st and Medieval Scotland</p> <p>Ambition and power/ supernatural/ good and evil</p> <p>tragic downfall: tragic hero/ hamartia</p> <p>Macbeth's anxieties and fears</p> <p>Dramatic methods: soliloquy/ aside/ character arcs/ symbolic characters</p> <p>Read + annotate whole play- most revealing moments.</p> <ul style="list-style-type: none"> Developing an argument/ drawing evidence from across a whole text Paraphrasing and analysing Shakespearian language Complex characters and relationships change and develop across a text 	Unit 05: Shakespeare's 'Macbeth'- key themes study <p>Gender/ supernatural/ violence and betrayal.</p> <p>Subvert and meet expectations/ masculinity and femininity</p> <p>Jacobean context deep dive: gender/ supernatural/ kingship and loyalty.</p> <p>Key scene studies</p> <ul style="list-style-type: none"> Developing an argument/ linking together moments/ methods to explore a writer's intention Paraphrasing and analysing Shakespearian language <ul style="list-style-type: none"> Writers presentation of themes influence different audiences in different ways There is often more than one way of reading and interpreting a literary text. 	Unit 05: Final Revision GCSE Exams	Teacher 1: Modern Poetry: Forward Poem of the Decade Anthology (POD) and unseen poem Coursework Introduction	Teacher 1: Revision: Streetcar		
		Perspectives on race (non-fiction extracts) <ul style="list-style-type: none"> Persuasive speech writing. Introduction to rhetoric: ethos/ logos and pathos rhetorical techniques: whole text structure – cohesive devices, supporting details – introductions and conclusions. Effective writers can influence opinion 	Unit 05: descriptive writing Descriptive writing revision mini unit: <ul style="list-style-type: none"> Whole text structure – cohesive devices, supporting details – introductions and conclusions. Sentence and image level focus – writing 	Unit 06: Jekyll and Hyde revision – character of Jekyll					
				Unit 07: Paper 2 – question 4 & 5 revision <ul style="list-style-type: none"> Writers differ in their opinion and perspectives 				Teacher 2: Romantic Poetry	Teacher 2: Revision: Tess and Suns

Prose	poetry	drama	Non-fiction/ rhetoric
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Literature knowledge– language knowledge – structured development of writing grammar and cohesion – structured development of analytical writing and reading. – Structured development of creative/ rhetorical writing - Threshold concept

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Year 7

book	Amazon age range	genre	Cultural capital	Diversity
Wolf Wilder	9 - 12	Adventure/ fantasy	Russia?	none
Asha & The Spirit Bird	9 - 14	adventure	Contemporary India	Author - ethnicity
Trials of Apollo	10 - 13	Fantasy	Greek myths	none
Car Jacked	9 - 11	Thriller/ adventure		none
Haunt	11+	gothic		none
Bus Stop Baby	9 - 12	Family/ relationships		none
Guggenheim Mysteries	9 -11	detective	narrator with ASD	none
Where the River Runs Gold	9 - 11	Dystopia/ adventure	Environment / climate change	Author- ethnicity Protagonists - ethnicity
My name is Mina	6 - 11	adventure	William Blake	none
No Ballet Shoes in Syria	9 - 12	Realism	Refugee experience	Protagonists - ethnicity
Armistice Runner	8 +	Historical	First world war	None
Shadowsmith	9 - 12	Gothic / fantasy		none
Chasing danger	8+	Adventure/ thriller		none

Year 8

book	Amazon age range	genre	Cultural capital	Diversity
Asha & The Spirit Bird	9 - 14	adventure	Contemporary India	Author - ethnicity
Crossfire	12 – 17	dystopia	Race	Author - ethnicity Protagonists - ethnicity
The Dog Runner	9 - 14	Dystopia/ adventure	Environment / climate change	none
The Boxer	12- 15	Realism	race	Author - ethnicity Protagonists - ethnicity
Longest Night of Charlie Noon	9 - 12	adventure	Concept of time?	None
Malala book (young persons addition)	12 - 17	Non-fiction	Education/ history/ Pakistan/ fundamentalism	Author - ethnicity
The Patron Saints of Nothing	13 - 16	Realism / family/ relationships	Phillipines?	Author- ethnicity Protagonists- ethnicity
Children of blood and bone	12 - 15	fantasy	West African setting?	Author - ethnicity Protagonist- ethnicity
Girl Boy Sea	12+	Fantasy/ adventure	Myths?	Protagonist – ethnicity
Lies we tell ourselves	11+	Historical/ romance	Civil rights era US	Author - LGBT Protagonist - - LGBT + ethnicity
Everything Everything x 32	12 - 17	Realism/ romance/	disability	AUTHOR – ethnicity Protagonist - disability
Simon vs. the Homo Sapiens Agenda x 32	12- 16	Realism/ romance	LGBT	Protagonist - lgbt
The dark lady x 32	12 - 15	Historical	Elizabethan era	Author – ethnicity Protagonist - ethnicity
The girl of ink and stars	10 - 17	Magical realism		none