

Curriculum: English

Year 7 Curriculum

Autumn Term	Spring Term	Summer Term
<p><u>Dystopia</u> Exploration of the concept of dystopian and utopian worlds. The origins and influences of dystopian fiction throughout history. A study of extracts from seminal dystopian texts and more contemporary texts. Creating dystopian settings.</p> <p>Key Assessed Task Creative writing: A 'plan, write, edit' piece of creative writing based on a dystopian image.</p> <p><u>Oliver Twist</u> A study of the life of Dickens and his motivations for writing the novel. Social and historic context of Dickensian London, focusing on rich and poor, workhouses, crime and child exploitation. A study of <i>Oliver Twist</i> focusing on plot development, characterisation and an exploration of key themes. Evaluative writing and extended responses.</p> <p>Key Assessed Task: Extended response to a thematic question focusing on a key extract from within the text.</p>	<p><u>An Introduction to Shakespeare and his Theatre – Heroes and Villains.</u> An introduction to Shakespeare's theatre – what was theatre like in the 16th Century? An introduction to Shakespearean language through the study of some of Shakespeare's most heroic and villainous characters.</p> <p>Key Assessed Task: Spoken Language assessment. Persuasive speech based on whether 'villains' are truly bad or misunderstood.</p> <p><u>The Tempest</u> A study of the whole play with a focus on true heroes and villains, looking at the characters of Prospero and Caliban.</p> <p>Key Assessed Task Extended evaluative response: Who is the true villain in <i>The Tempest</i>?</p>	<p><u>The Class Novel</u> A study of a contemporary text, looking at the context and background of the author. Evaluation of the writer's intent and inspiration. Socratic talk to explore key themes and ideas, and the way that an author builds characterisation. Novels are chosen to develop students' cultural capital and ability to articulate their own opinions, both verbally and as a piece of extended writing.</p> <p>Key assessed task: Opinion-based evaluation of a character and / or theme explored within the novel.</p>

Year 8 Curriculum

Autumn Term	Spring Term	Summer Term
<p><u>Of Mice and Men / Private Peaceful</u> A study of a seminal modern fiction text building on students' analytical and critical reading skills through exploring writers' viewpoints, themes, characterisation and the effect of writers' language and structural choices.</p> <p>Exploration of The Great Depression, the itinerant worker, and racism and discrimination in 1930's America.</p> <p>Private Peaceful will be chosen as an alternative text where necessary, with a focus on the concept of cowardice and bravery in World War 1, discrimination and family values.</p> <p>Key Assessed Task: A short extract based on a key character or theme within the novel. A series of questions building in complexity.</p>	<p><u>Window to the World – literature from other cultures.</u> A study of selected poetry, as well as fiction and non-fiction text extracts that address ideas around culture, identity and expression of a personal voice.</p> <p>Key Assessed Task: Persuasive speech based upon a topic chosen by the student, linked to the ideas studied in this module.</p> <p><u>Romeo and Juliet</u> What makes a Shakespearean tragedy? A study of the play focusing on: love and infatuation; family values; patriarchal hierarchy and the role of women;</p> <p>Key assessed Task: Creative writing task based on an alternative viewpoint from within the play – giving a voice to a character with 'little voice' within the play.</p>	<p><u>Crime and Punishment</u> What constitutes a crime, and what are fitting punishments? Why do people commit crimes? Non-fiction extracts based on The Gangs of Manchester.</p> <p>A study of the detective genre, focusing on Conan Doyle's Sherlock Holmes. In the second part of the term, students will put these skills into practice by planning, writing, editing and evaluating their own piece of imaginative crime fiction that encompasses key aspects of the genre.</p> <p>Key Assessed Task: Detective fiction stories to be compiled into a whole class anthology.</p>

Year 9 Curriculum

Term 1	Term 2	Term 3
<p><u>Autumn 1: The Gothic Genre</u> Exploration of the origins of the gothic genre. Gothic conventions: setting, character, plot. A study selection of seminal 19th and 20th century fiction texts based around the Gothic tradition.</p> <p>From page to screen: how The Gothic is translated into the visual text, using <i>The Woman in Black</i>.</p> <p>Key Assessed Task Creative writing task in the style of The Gothic.</p> <p><u>Autumn 2: War and Conflict</u> Propaganda within literature vs the reality of war: Flanders Fields – John McRae; Who’s for the Game – Jessie Pope; Dulce et Decorum est - Wilfred Owen A study of extracts from WW1 literature.</p> <p>Key Assessed Task: A series of reading questions assessing inference, writers’ intent and use of methods.</p>	<p><u>Through our eyes</u> An exploration of diverse voices and experiences through the study of a range of non-fiction texts, fictional extracts and poetry. An appreciation of the power of the written word when expressing identity and personal voice.</p> <p>Key Assessed Task: Students will be given the choice to create their own ‘powerful voice’, drawing on their own experiences and identities. This will take the format of either poetry, creative writing or transactional writing.</p>	<p>The Modern Play: The Crucible, Journey’s End, Our Day Out. A study of one of three seminal 20th century plays, carefully chosen for their commentary on a significant moment in time. Contextual exploration of both time period and writer’s intent.</p> <p>Development of understanding how a text is written to be performed on the stage.</p> <p>Key Assessed Task Extended response to a thematic question focusing on a key extract from within the play.</p>

Year 10 GCSE Curriculum

Term 1	Term 2	Term 3
<p>Macbeth – Autumn 1 Context of the play: Witches and the Supernatural; the role of women; kingship; the Great Chain of Being. A study of key themes within the play, focusing on Shakespeare’s development of character. Key Assessed Task: An extract-based GCSE question linking to the wider play. English language paper 2 Language Paper 2 reading and writing skills. Key assessed Tasks: Language Paper 2</p>	<p>The 19th Century Novel A study of either Frankenstein or A Christmas Carol. Context and writer’s intent Characterisation and thematic symbolism. Structure of the novel. Power and Conflict poetry linked to the themes and context of the novel studied. Language Paper1 reading skills. Key Assessed Task: An extract- based GCSE question linking to the wider text.</p>	<p>Power and Conflict Anthology poetry Relevant context of all poets and their poems. Plot, language and structural form of each poem. Poetic technique Writers’ intent and impact on both a reader at the time the poem was written and on a contemporary reader. English language paper 1 Language Paper 1 reading and writing skills. Key assessed Tasks: Poetry comparison Language paper 1</p>

Year 11 GCSE Curriculum

Term 1	Term 2	Term 3
<p>The Modern Text: Pigeon English – Stephen Kelman Contextual study of the Damilola Taylor case, study of plot, characterization, key themes, writer’s viewpoints and intentions. Unseen poetry based on themes and ideas within the text. Language Paper 2: Writers’ viewpoints and perspectives Consolidation of key skills threaded throughout the teaching of the novel. Mock exams Language Paper 2 Literature Paper 2</p>	<p>Focused revision across all 4 papers A bespoke series of revision lessons will be delivered to pupils, focusing carefully on areas identified in their mock exams as needing further consolidation. Lessons will take the form of knowledge consolidation, revision of key skills and themes, practice questions / full papers in timed conditions. Mock exams Language Paper 1 Literature Paper 1</p>	<p>Focused revision across all 4 papers A bespoke series of revision lessons will be delivered to pupils, focusing carefully on areas identified in their mock exams as needing further consolidation. Lessons will take the form of knowledge consolidation, revision of key skills and themes, practice questions / full papers in timed conditions.</p>