

Curriculum Overview – English

Key Stage 3

		Year 7: “The Power of Language”		Year 8: “Time and Place”		Year 9: “Me and my world”	
		Unit	Big, exploratory question	Unit	Big, exploratory question	Unit	Big, exploratory question
Autumn Term 1		Doorways	“Can texts open up doors to new and fantastical worlds?”	Shakespeare: Much Ado About Nothing	“How does a Shakespearean comedy work and what can an audience expect?”	Identity	“Who am I?”
		<p>In this unit, we will review works from the fantasy genre to understand how writers create worlds and build characters, so that students can:</p> <ul style="list-style-type: none"> Understand and apply the rules of paragraphs & idea sequencing Write descriptively for a clear audience 		<p>In this unit, we will explore the structure and conventions of a Shakespearean comedy looking at the roles of the hero, villain, fools and ‘angry father’. We will explore the opposing narratives and the genre-defining conventions of a comedic ending and how this links to modern rom-coms. We will do this so that students can:</p> <ul style="list-style-type: none"> Analyse why events happen in the order that they do Analyse the roles of characters on a story Write a love letter in the style of a character 		<p>In this unit, we will be reflecting on this ‘big question’ via exciting, current young adult fiction writers and how they are changing the landscape of what we can read. We will study how different voices (race, culture, sexuality, gender) are given a voice in Modern Britain. We will understand the art and impact of creating a powerful narrative voice, through these extracts. This is so that students can:</p> <ul style="list-style-type: none"> Write deeply and critically about how authors use ‘characterisation’ to portray themes (reading) Write non-fiction character profiles 	
Autumn Term 2		Introduction to Shakespeare	“How does Shakespeare still have relevance today?”	Victorian novel: ‘Hound of the Baskervilles’	“How is the Victorian era depicted?”	Shakespeare: Macbeth	“What makes a hero and a villain in a Shakespearean tragedy?”
		<p>In this unit, we will be exploring the cultural capital and legacy of Shakespeare’s works, through extracts, so that students can:</p> <ul style="list-style-type: none"> Understand the value and importance of the theatre in Shakespeare’s England Begin to explore genres, characters and become familiar with decoding language Write informatively about Shakespeare’s theatre 		<p>In this unit, we will explore, through close analysis, the conventions of a whole gothic horror text (building from Year 7). We will look at how a successful author establishes character, including how the setting is used as a character. We will look at Victorian society and the themes of class, readying us for deeper study of this during KS4. This is so students can:</p> <ul style="list-style-type: none"> Write descriptively about a setting Analyse how time and place is portrayed through text 		<p>In this unit, we will explore the structure and conventions of a Shakespearean tragedy. We will explore the ‘tragic downfall’ and the role of fate and power, readying us for GCSE Shakespeare study. In doing so, we will gain a deeper understanding of Shakespeare’s England, its monarch and its culture. Thematic exploration including gender roles, the supernatural and ambition. This is so that students can:</p> <ul style="list-style-type: none"> Review / analyse language (word level, figurative, prose and poetry) and characterisation (Reading) Analyse an extract effectively, whilst simultaneously linking it to the whole play (Reading) 	
Assessment Point 1: All students will be assessed formally on work from Half Term 1 during Half Term 2							
Spring Term 1		“Words that Burn”	“How do words have the power to ignite a fire within us?”	The Natural World	“How do writers depict the natural world through fables, legends, documentaries, rainforests and other texts?”	Politics of ‘Animal Farm’	“What is a political allegory and how can they reveal truths about society and class?”
		<p>In this unit, we will explore the history of poetry and its importance in creating a voice. We will look at the effects of figurative language and how poems create powerful messages and contain layers of meanings. This is so that students can:</p> <ul style="list-style-type: none"> Write about personal feelings in poetic form Analyse poems looking how meaning is revealed by the poet 		<p>In this unit we will reviewing and create different text types across a shared theme of ‘nature’ (the environment and animal life), and humanity’s relationship with it. This is so that students can:</p> <ul style="list-style-type: none"> Analyse structure and linguistic choices of these different text types (reading) Write about and in the different conventions of different text types (writing) 		<p>In this unit we will understand how a writer can use a narrative as an ALLEGORY to make a deeper ‘statement’ about real-life events. This will introduce students to differing and changing political landscapes which will be crucial to their GCSE literature studies. This is so that students can:</p> <ul style="list-style-type: none"> Write transformatively (non-fiction) with high formality (letter to a newspaper) Write critically about themes within a text (reading) 	
Spring Term 2		Being an effective orator	“Can a speech change the world?”	Spoken Language: British Legacies	“What does “being successful” mean in modern Britain?”	Poetry: Love and Relationships	“What does ‘love’ mean and how do poets reveal their attitudes to it?”
		<p>In this unit, we will explore some important seminal and modern speeches to understand the power that words can have in shaping attitudes, politics and actions. This is so that students can:</p> <ul style="list-style-type: none"> Write an effective persuasive piece using appropriate techniques Deliver a persuasive speech 		<p>In this unit, we will learn about how Britain has evolved over time (cultures, traditions, influences, history-makers, events, legacies), looking at key people from across time and cultures. We will consider the shared and different experiences that make up the people of Britain and what makes it ‘Great’. This so that students can:</p> <ul style="list-style-type: none"> Infer and decode texts Write argumentatively about a ‘Great Briton’ Deliver a convincing and powerful persuasive speech 		<p>In this unit, we will take a thematic approach to reading poetry, getting students used to the notion of a ‘poetry collection’ which will be a key feature of their GCSE studies. Students will begin to master the art of comparison and consider how different writers convey similar concepts, looking closely at language and structural features. This is so that students can:</p> <ul style="list-style-type: none"> Write about poetic technique and intention across a theme (reading) Write transformatively from the perspective of a voice from the poems 	
Assessment Point 2: All students will be assessed formally on work from Half Term 3 during Half Term 4							
Summer Term 1		Narrative Arc in horror: The Landlady	“How do horror writers shape a story?”	Poetry (& creative writing)	“How can a poem reflect your experience in the world?”	Creative Writing – Making the Ordinary, Extraordinary.	“How can we breathe life into the ordinary through words?”
		<p>In this unit we will learn about the conventions of short stories (opposed to longer prose) looking at the features and tropes of the gothic horror genre. This is so that students can:</p> <ul style="list-style-type: none"> Analyse how gothic writers creating meanings and interest for their readers (Reading) Write in the gothic genre 		<p>In this unit, we will how writers use poetic techniques to create meanings, and create & break stereotypes. This is so that students can:</p> <ul style="list-style-type: none"> Analyse deep meanings and how poets deploy technique to convey these Adopt similar techniques and themes of language in our own descriptive and poetic writing. 		<p>In this unit, we will look at how writers can take everyday ideas, objects and topics and make them sound exciting and extraordinary through the craft, control and deployment of precise language and syntax. This is so that students can:</p> <ul style="list-style-type: none"> MASTER their technical accuracy before their GCSE studies GROW a richer and more sophisticated repertoire of vocabulary and writerly technique, readying them for their GCSE studies 	
Summer Term 2		Novel: “Ruby in the Smoke”	“How far can language transport us to another era?”	Describing Dystopia	“What does a dystopian future look like?”	Noughts & Crosses	“How does human strength overcome barriers?”
		<p>In this unit, we will explore meanings, characterisation and structural choices across a whole novel. This is so that students can:</p> <ul style="list-style-type: none"> Write ‘as’ a character, in the first person Write in a range of formats Analyse and comprehend deep meaning across a whole text (reading) 		<p>In this unit, we will explore how the future is portrayed through a selection of literary extracts from across eras. We will, explicitly focus on how a ‘dystopian’ vision is created (preparing us for our whole novel study in year 9). This is so that:</p> <ul style="list-style-type: none"> Students can write creatively and in the style of a literary great 		<p>In this unit, we will complete our key stage 3 journey by reading a dense and challenging text exploring themes and subject matter which affects students in their contemporary world. It will allow us to debate topics which will recur throughout their GCSE studies and will help to shape their own perceptions and voice. This is so that students can:</p> <ul style="list-style-type: none"> Describe dystopian landscapes in a convincing and personal way (Writing) Talk about the contexts and personal experiences of a writer and how they affect their texts (Reading) 	
Assessment Point 3: All students will be assessed formally on work from Half Term 5 during Half Term 6							

Key stage 4

Students will complete TWO GCSEs across their English lessons:

- English Language
- Literature

The breakdown of these courses is as follows:

Language	Literature
<p>Paper 1: Explorations in creative writing</p> <ul style="list-style-type: none">• Section A - Reading: 25% of the Language GCSE 1 Fiction text – how is meaning portrayed through language and structure? (4 questions)• Section B – Writing: 25% of the Language GCSE Using a prompt (image or written), write a piece of descriptive or narrative writing (1 big question)	<p>Paper 1: 40% of the Literature GCSE</p> <ul style="list-style-type: none">• Section A - Shakespeare (Romeo & Juliet) – 1 big question• Section B - Pre-19th Century novel – 1 big question (Jekyll & Hyde) – Current Year 10 (sitting GCSE in 2024) & 11 (sitting GCSE in 2023) will study this. <p>Extract based analytical essay responding to theme or character (closed book). Link to whole text</p>
<p>Paper 2: Writers' viewpoints and perspectives</p> <ul style="list-style-type: none">• Section A - Reading: 25% of the Language GCSE 2 non-fiction texts about a shared theme – how are viewpoints similar and different across these 2 extracts? (4 questions)• Section B – Writing: 25% of the Language GCSE Write with a specific purpose, for a specific audience, in a specific format (1 big question)	<p>Paper 2: 60% of the Literature GCSE</p> <ul style="list-style-type: none">• Section A – Modern play (An Inspector Calls) – 1 big question (choice)• Section B – Poetry Anthology (Power & Conflict) – 1 big question (comparing 1 named poem, with any other of student's choice)• Section C – Unseen poetry – 2 questions Students will get 2 unseen poems to read. 1 question is on a single poem; 1 question is comparing the 2 poems
<p>Spoken Language Students will also have to complete a Speaking & Listening Assessment – assessing the skills and written format similar to Paper 2, Section B (Assessed in class)</p>	

The English Language and Literature courses will be studied over Years 10 and 11. The breakdown is below:

	Year 10		Year 11	
	Unit	Where does this fit into their GCSE?	Unit	Where does this fit into their GCSE?
Autumn Term 1	Explorations & Descriptions	Language Paper 1	Shakespearean play: Romeo & Juliet	Literature Paper 1, Section A
	Linked to the requirements of Language Paper 1 (see above), students will study: <ul style="list-style-type: none"> What 'language analysis' is, what it requires of candidates and the key terminology for the question (reference, quotation, inference, effect on readers, zooming on language, connotations, alternative interpretation). The structure of different types of texts, both extract and whole text, and how to analyse these The key terminology that underpins the question (establish, contextualise, beginning, progression, alteration, deliberate, pace, foreshadowing, conclusion, ambiguity, clarity). What is required of candidates in an 'evaluation': what the word means, what constitutes a basic/more conceptual response to a stimulus and the key terminology that underpins the question (extent, methods, purposeful, conscious, effective, tone, subtly, explicitly, vagueness). 		Linked to the requirements of Lit Paper 1 (see above), students will study: <ul style="list-style-type: none"> The plot of the play and how it is in keeping with the tragic form. Who the characters (major and minor) are and their relationships with other characters – how do they fulfil roles within a typical Shakespearean plan (genre). How the play is structured to signpost the audience to different ideas/feelings and likely developments and outcomes. A range of critical quotations to support their interpretation. The different themes that Shakespeare uses to draw attention to certain ideas and interpretations. Shakespeare's England and its influences. 	
Autumn Term 2	19 th Century Novel: Jekyll & Hyde (2023 & 2024)	Literature paper 1, Section B	Modern play: An Inspector Calls	Paper 2, Section A
	Linked to the requirements of Section A of Lit Paper 1 (see above), students will study: <ul style="list-style-type: none"> The plot of the novella, 'Jekyll and Hyde' including chapter names and a summary of what transpires in each chapter. The impressions that Stevenson intends to give of the main characters (Jekyll, Hyde, Lanyon, Utterson) and some of the less significant characters in the text, recognising their role: Enfield, Guest, Poole, Carew. How the novel is structured to deliberately withhold information from the readers and the idea that critically evaluating the text requires the candidate to step back and interpret ideas based on what readers know at specific times. A range of critical quotations to support their interpretation. The different themes that Stevenson uses to draw attention to certain ideas and interpretations. 		Linked to the requirements of Lit Paper 2 (see above), students will study: <ul style="list-style-type: none"> Reading and understanding the play's narrative, characters and themes. How a play differs to a novel and the important of stage directions and dramatic devices. The drama's genre (crime thriller) and its conventions as well as how the action unfolds over the play's exacting structure. Careful and precise exploration of the writer's beliefs and influences, and how these shaped his careful construction of the play. Consideration of how the play has been received over time, and how we ought to sensitively approach triggering content. 	
Spring Term 1	Poetry: Power & Conflict (Part 1 – War)	Literature paper 2, Section B	Revision Season:	
	Linked to the requirements of Section B of Lit Paper 2 (see above), students will study: <ul style="list-style-type: none"> How prevalent themes and intentions are shown within the anthology poems and how they relate to bigger themes. Exploration of poetic techniques. Contextual information that underpins each poem. How to write a comparison Knowledge retrieval and critical content revision. Extended essay planning/ writing – which poems compare with which? What poetry is and what the purpose of unseen poetry is. How writers can use language, structure and form to portray messages. The way the content of a poem can be analysed / interpreted in different ways. 		<ul style="list-style-type: none"> Language: Paper 1, Explorations and Descriptions Literature: Paper 2, Unseen Poetry <p>By this point in the year, the content is finished, and students will now be revisiting key topics with the aim of revisiting key knowledge, and practicing essays and answers in line with exam requirements (see above)</p> <p>Students should be supporting in-class revision with their own extensive revision, using past papers and materials given by school.</p>	
Spring Term 1	Writers' Viewpoints & Perspectives & Spoken Language	Language Paper 2 Spoken Assessment Piece	Revision Season:	
	Linked to the requirements of Section A of Language Paper 2 (see above), students will study: <ul style="list-style-type: none"> The difference between a viewpoint and perspective, and how they are conveyed in non-fiction writing. Exploration of what constitutes a concise summary – with clarity and inference. Analysing language at word and sentence level, considering the purposeful choices writers have made to convey their own views. Students need to know how a non-fiction extract varies in comparison to a fiction extract and how this impacts the way in which it is analysed/appraised. Students will consider how they best make insightful comparisons across texts, contrasting methods used and opinions conveyed. The difference between and variations between different forms of genre for non-fiction writing. The choice of genre will include: high quality journalism, articles, reports, essays, travel writing, accounts, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. Within these text types, we will look at how writers construct their views in an organized way and how different methods are adopted to shape views. Alongside reading non-fiction texts, students will look at how they write their own, suited to purpose, audience and format. They will need to plan ideas, consider how they are best organized and construct their own viewpoint. Technical accuracy and proof reading of ideas is crucial. Linked to the requirements of the Spoken Assessment, students will study: <ul style="list-style-type: none"> How to write for purpose and audience; they will plan, write and deliver their own speech to their peers. Significant importance is placed on use of standard English and clarity of communication. This spoken language unit is awarded a pass, merit or distinction grade and will appear on their GCSE certificate. 		<ul style="list-style-type: none"> Language Paper 2 revision Literature: Power & Conflict Poetry <p>By this point in the year, the content is finished, and students will now be revisiting key topics with the aim of revisiting key knowledge, and practicing essays and answers in line with exam requirements (see above)</p> <p>Students should be supporting in-class revision with their own extensive revision, using past papers and materials given by school.</p>	
Summer Term 1	Spoken Language & Comparative Reading	Spoken Assessment Language Paper 1 (Q1-4)	Revision Season: Literature Paper 1, Section B	
	As above, students will be continuing with the focuses from Spring Term 2.		<p>By this point in the year, the content is finished, and students will now be revisiting key topics with the aim of revisiting key knowledge, and practicing essays and answers in line with exam requirements (see above)</p> <p>Students should be supporting in-class revision with their own extensive revision, using past papers and materials given by school.</p>	
Summer Term 2	Poetry: Power & Conflict (Part 2 – Identity, nature and culture)	Literature paper 2, Section A	Examination season	
Linked to the requirements of Section B of Lit Paper 2 (see above), students will study: <ul style="list-style-type: none"> How prevalent themes and intentions are shown within the remaining anthology poems and how they relate to bigger themes. Exploration of poetic techniques. Contextual information that underpins each poem. How to write a comparison Knowledge retrieval and critical content revision. Extended essay planning/ writing – which poems compare with which? What poetry is and what the purpose of unseen poetry is. How writers can use language, structure and form to portray messages. The way the content of a poem can be analysed / interpreted in different ways. 				