

English Curriculum Overview

We aim to provide opportunities for students in English, to develop a love of reading, writing and literature in order to promote our students' understanding of the world.

The curriculum is sequenced to ensure that that all students can read fluently and with accuracy, as well as encouraging a passion for reading and guiding students to read a wide range of texts and genres by immersing them in all forms of literature to encourage them to become lifelong readers. We will stimulate students' curiosity and desire to read, make links with their own knowledge, reading and other curriculum subjects.

We will develop students' writing skills, by using their reading as a springboard for their own writing, to give them the core life-skills to succeed, as well as developing writing as a form of expression and pleasure.

To ensure students succeed in English, we will nurture their creative flair in writing, encourage them to have personal, critical opinions when reading and help them to develop their opinions and arguments, using evidence to support these, when expressing their opinions in written form.

English will develop students' understanding of a range of issues through discussion and debate which builds understanding of diversity whilst also addressing stereotypes and misconceptions. We also strive to develop students who listen respectfully, speak like experts and can articulate themselves confidently in and out of the classroom.

English will support students with their further academic study, enabling them to envisage the vast opportunities available through the study of the subject and its importance in their continuing learning journey, whilst ensuring their enduring love and curiosity for the subject.

	Autumn	Spring	Summer
Year 7	<p style="text-align: center;">Hunger Games and Creative writing</p> <p>During this term, the novel 'The Hunger Games' is used to instantly engage students with the themes of adversity, identity, conflict, and prejudice in the world, adversity in childhood(fiction), instil empathetic values and encourage a love of literature in order to ensure that all students read fluently and with accuracy whilst encouraging a love of reading.</p>	<p style="text-align: center;">Reading across time</p> <p>Students continue to develop their understanding of effective reading skills, focusing on reading a variety of texts from different time periods (fact and fiction) in order to immerse students in all forms of reading in order to encourage them to become lifelong readers.</p>	<p style="text-align: center;">Cultural poetry Point of View Writing</p> <p>Introduction to Shakespeare and his world Building on the knowledge of the world (past and present) and empathetic values, students will continue to develop their understanding of conflict and diversity through the topic of 'Cultural Poetry'. The exploration of each poem (beginning with a focus on British values) will begin with a detailed knowledge-based focus on cultural context and writers' experiences before then exploring themes and language choices to continue to immerse students in all forms of literature. The reading of these texts will be used as a springboard for developing critical opinions</p>

			<p>and expressing these in written form, along with creating original poems of their own.</p> <p>Building upon the key contextual knowledge of the world (past and present) studied in the previous schemes of work, students will focus on developing a detailed knowledge of Shakespeare's world. Immersing students in a thematic approach to Shakespeare's ideas by introducing them to a number of his plays, focusing on themes such as appearance and reality, kingship, prejudice and religion.</p>
<p style="text-align: center;">Year 8</p>	<p style="text-align: center;">Of Mice and Men Creative Writing</p> <p>The popular novella 'Of Mice and Men' is used to instantly re-engage students and develop further a passion for reading with the themes of conflict and bias in the world (fiction), prejudice, instil empathetic values and continue to encourage a love of literature developed during Y7. This will further their knowledge of effective reading, writing and communication developed during year 7. The repetitive nature of themes re-introduced via a novel at the start of the year, and a focus on the writer's method when reading, will encourage confidence in the application of knowledge by using reading as a springboard for writing to develop an understanding of how to communicate effectively, and craft an effective creative writing piece (with some scaffolding of skills).</p>	<p style="text-align: center;">Shakespeare's Wicked Women and Heroes. Exploring our world – Point of View Writing</p> <p>Building on the knowledge of the themes of conflict, bias, prejudice, key contextual information gained during the first term, and the introduction to Shakespeare's world in year 7, Students will explore 'Shakespeare's Wicked Women and Heroes'. Students will focus on developing a detailed knowledge of men and women in Shakespeare's world. Empathetic values will also continue to be instilled in response to the links between Shakespeare's world and the world today to encourage students' curiosity and immerse them in all forms of literature.</p> <p>Building on the knowledge of the themes of survival, conflict, adversity, identity, prejudice, relationships, family, equality and key contextual information gained during Y7, and knowledge of prejudice gained during the first 3 HTs of Y8, students will focus on 'Exploring Our World'. The focus back on point of view writing, once again, embedded into a daily routine, repeats the crafting and scaffolding process, using real-life (factual texts) as prompts, issues, themes and ideas to allow students to develop their writing as a form of expression and to encourage them to form personal critical opinions about issues</p>	<p style="text-align: center;">Conflict Poetry Human Nature and Relationships Creative Writing</p> <p>Building on the knowledge of the world (past and present) and empathetic values, students will continue to develop their understanding of conflict and, adversity and diversity through the topic of 'Conflict Poetry'. The exploration of each poem will begin with a detailed knowledge-based focus on cultural context and writers' experiences before then exploring themes and language choices to continue to immerse students in all forms of literature and increasingly develop their confidence in approaching all forms of literature to inspire them further to become lifelong readers</p> <p>Building on the knowledge of the world (past and present) and empathetic values, students will continue to develop their understanding of the world through an exploration of 'Human Nature and Relationships' focussing on the themes of relationships, love and family issues. The exploration of each text will begin with a detailed knowledge-based focus on context and writers' experiences and their craft, before then exploring topic and language choices. The content of the springboard texts will then be used as prompts for Creative Writing.</p>

		relevant to them and express these opinions in written form.	
Year 9	<p align="center">Blood Brothers The world we live in – point of view writing</p> <p>During this term, the popular play 'Blood Brothers' is used to introduce students to modern drama and build on the knowledge of this genre from their experience of Shakespeare in years 7 and 8. The play instantly engages students with the themes of conflict, power and prejudice and continues to encourage a love of literature by immersing them in a range of literary genres.</p> <p>Building on the knowledge of the themes of conflict, relationships, awareness of world issues (over time), key contextual information and empathetic values gained during Y7&8, students will focus on developing a detailed knowledge of environmental issues by looking at 'The World We Live In'. The focus back on point of view writing, once again, embedded into a daily routine, repeats the crafting and scaffolding process, using real-life (factual texts) prompts, issues, themes and ideas to allow students to develop further their writing as a form of expression and using texts as a springboard for developing critical opinions and expressing these in written form, particularly writing and delivering a speech</p>	<p align="center">Romeo and Juliet</p> <p>Building on the knowledge of the themes of conflict, relationships, love, inequality, key contextual information gained during the first term, and the introduction to Shakespeare in years 7 and 8, students will study the play 'Romeo and Juliet'. Students will focus on developing a detailed knowledge of the play, exploring the writer's craft in presenting us with universal themes and ideas. Empathetic values will also continue to be instilled in response to the links between Shakespeare's world and the world today to encourage students' curiosity and immerse them in all forms of literature.</p>	<p align="center">People of the world - Creative Writing Short Stories</p> <p>Building on the knowledge of the world (past and present) and empathetic values, students will continue to develop their understanding of the world through an exploration of 'People of the World' focussing on diversity and relationships. The exploration of prompt texts will begin with a detailed knowledge-based focus on context and writers' experiences and their craft, before then exploring topic and language choices.</p> <p>Further building on the knowledge of the world (past and present) and empathetic values, students will continue to develop their understanding of the world through a range of short stories focussing on the themes of power & conflict. The exploration of each story will consolidate knowledge of how to effectively respond to reading content. The content of the stories will then be used as prompts for Creative Writing consolidating mastery of this skill that has been developed from Y7.</p>
Year 10	<p align="center">A Christmas Carol An Inspector Calls</p> <p>Students will study 'A Christmas Carol', continuing to focus on the themes of conflict, power, prejudice, bias, awareness of world issues over time and contextual and empathetic knowledge. They will also continue to develop a</p>	<p align="center">Poetry anthology – Conflict Creative Writing</p> <p>Building on their knowledge of the themes of power, conflict in the world (past and present) and empathetic values (studied throughout KS3 and first 2 HTs of KS4), students will explore a range of power and conflict poetry from the AQA</p>	<p align="center">Point of view and spoken language. Literature revision</p> <p>Students will begin term 3 by re-visiting their knowledge of how to effectively engage an audience through POV writing, on a topic of their choice.</p>

	<p>detailed knowledge of issues in Britain (past and present) by re-visiting and developing detailed knowledge of Victorian Britain (first studied in Y7).</p> <p>Building on their knowledge of Victorian Britain (alongside the contextual knowledge gained during KS3), students will continue to focus on the themes of conflict, power, prejudice, bias, awareness of world issues over time and contextual and empathetic knowledge but with a focus on 'An Inspector Calls' and Britain's shift to an Edwardian society.</p>	<p>GCSE Anthology. The exploration of each poem will result in mastery of knowledge of how to effectively understand and respond to reading content.</p> <p>Students will re-visit the knowledge of how to craft a creative piece, using reading content as prompts for effective ideas. By this point, the focus back on creative writing, once again, embedded into a routine, repeats the crafting and scaffolding process, using fictional stories/extracts as prompts, and re-visiting issues, themes and ideas.</p>	<p>Students will re-visit the knowledge of how to craft a POV piece, using reading content as prompts for effective ideas. By this point, the focus back on POV writing, once again, embedded into a routine, repeats the crafting and scaffolding process, using real-life (factual texts) prompts, and re-visiting issues, themes and ideas.</p> <p>Students are expected to have mastered and become interdependent in their application of knowledge that has been developed since Y7. They will then demonstrate their knowledge by completing the AQA GCSE Spoken Language Endorsement, meaning their year ends with a GCSE completed.</p> <p>Students will revisit plot, characterisation and theme based on the Literature components already studied. Students will focus on big ideas and making connections across the text(s) as specified by the exam component</p>
<p>Year 11</p>	<p>Language Paper 1 and Paper 2 – Reading and Writing</p> <p>Students will refine their knowledge of re-occurring context and meaning in texts by exploring a range of fictional extracts and explaining meaning in a variety of different ways. Students will then also re-visit the knowledge of how to craft a creative piece, using reading content as prompts for effective ideas. By this point, the focus back on creative writing, once again, embedded into a clear routine, repeats the crafting and scaffolding process, using fictional stories/extracts as prompts, and re-visiting issues, themes and ideas.</p> <p>Students will refine their knowledge of re-occurring context and meaning in texts by exploring a range of factual extracts and explaining meaning in a variety of different ways. Students will then re-visit the knowledge of how to craft a POV piece, using reading content as prompts for effective ideas. By this point, the</p>	<p>Macbeth Unseen Poetry</p> <p>Students will study 'Macbeth', continuing to focus on the themes of conflict, power, prejudice, bias, awareness of world issues over time and contextual and empathetic knowledge. They will also continue to develop a detailed knowledge of issues in Britain (past and present) by re-visiting and developing detailed knowledge of Elizabethan and Jacobean Britain (first studied in Y7).</p> <p>Building on their knowledge of the themes of power, conflict in the world (past and present) and empathetic values (studied throughout KS3 and KS4), students will continue to explore a range of power and conflict poetry from the AQA GCSE Anthology. The exploration of each poem will result in mastery of knowledge of how to effectively understand and respond to reading content. The repetitive nature of content and skills will, by now, result in mastery of accuracy in</p>	<p>Literature and Language revision</p> <p>Students will now focus on retrieval of knowledge of the themes of conflict, power, prejudice, bias, awareness of world issues over time and contextual and empathetic knowledge. They will also retrieve and refine their knowledge of issues in Britain (past and present) in Elizabethan, Jacobean, Victorian, Edwardian and modern Britain (first studied in Y7 through to Y11).</p> <p>Students will also focus on retrieval of knowledge of how to effectively understand and respond to unseen reading content and how to use prompts, and their knowledge of themes, ideas, issues and context to refine their writing skills.</p>

	focus back on POV writing, once again, embedded into a daily routine, repeats the crafting and scaffolding process, using real-life (factual texts) prompts, and re-visiting issues, themes and ideas.	application of knowledge of how to confidently respond to reading content.	
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