

Curriculum Overview for Year 7 in English

Year 7 Assessment point 1: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Year 7 Assessment point 2: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Year 7 Assessment point 3: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Assessments: In English we complete 2 assessments per unit one formative and one summative. Key Stage 3 will complete approximately 12 assessments a year.

GCSE students will complete 2 assessments per GCSE unit and they will also be assessed in Mock series.

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their interim and masters assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
	Greek Mythology & Identity Poetry <i>Students will explore cultures and experience</i>	Secret Garden <i>Students study not only the rich language, characterisation</i>	Much Ado About Nothing <i>This richly written, traditional play provides students</i>	The Woman in Black <i>This modern gothic story supports students'</i>	Creating a viewpoint <i>This unit introduces students to rhetoric and supports their</i>	Ruby in the Smoke <i>Linking into questions of morals and stereotypes, students will gain a</i>



<p>Knowledge and skills which will be covered this year</p>	<p><i>diversity in this unit whilst encouraged to challenge inequality.</i></p> <p><u>Skills taught and assessed:</u> Read and actively engage in the text.</p> <p>Make links between texts and cultural knowledge.</p> <p>Comment on the choices and effects of writers' methods.</p> <p>Develop vocabulary through explicit instruction.</p>	<p><i>and extensive context of the novel, but also learn how to focus on direct speech writing skills.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Accuracy of the written and spoken word.</p> <p>Making inferences, and referring to evidence in texts.</p> <p>Summarising and organising material and supporting ideas and argument with any necessary factual detail.</p>	<p><i>with the opportunity to see humanity at its best and worst with Shakespeare's masterful commentary on society's attitudes to love and war.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p> <p>Studying setting, plot and characterisation and their effects.</p>	<p><i>exploration of the way writers build tension and establish themes and conventions whilst learning to craft their own immersive fiction.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Write imaginative narratives.</p> <p>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p> <p>Amending vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>	<p><i>ability to write persuasively whilst engaging their reader.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Considering how writing reflects the audience and purpose for which it is intended.</p> <p>Write a range of non-fiction texts, including arguments and personal / formal letters.</p> <p>Participating in formal debates and structured discussions, summarising and/or building on what has been said.</p>	<p><i>deeper understanding of Victorian society and how authors may express their opinions or thoughts on current situations through literature, teaching students through the values of the school.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Developing interest and appreciation and a love of reading. Encourage d to read increasingly challenging material in lessons and independently.</p> <p>Summarising and organising material and supporting ideas and argument with any necessary factual detail.</p>
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Curriculum Overview for Year 8 in English

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Date of Interim Assessment: dates of assessment week

Date of Masters Assessment: date of assessment week

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	Around the world in 10 poems + The	Macbeth <i>This unit explores the character of</i>	Atmospheric Writing	Frankenstien <i>Students gain</i>	Media and Critical Literacy <i>Students will gain</i>	Noughts and Crosses Play



<p>Knowledge and skills which will be covered this year</p>	<p>Literary Canon</p> <p><i>Students explore and analyse a variety of challenging poetry, honouring a number of countries across the world from some famous and lesser known poets.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Recognising a range of poetic conventions and understanding how these have been used.</p> <p>Make links between texts and cultural knowledge.</p>	<p><i>Macbeth, examining his desires and desperation to hold onto kingship.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Knowing the purpose, audience for, and context of the writing and drawing on this knowledge to support comprehension.</p> <p>Comment on the choices and effects of writers' methods.</p>	<p><i>In this unit, Students will get creative with writing and obtain skills to create immersive settings and well crafted descriptions.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Considering how writing reflects the audience and purpose for which it is intended.</p> <p>Write imaginative writing such as narratives, scripts and poetry.</p> <p>Discussing English with use of literary vocabulary</p>	<p><i>valuable insight into not only the craft and social intentions of Shelley but also the birth of a new genre of novels: science fiction.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Developing interest and appreciation and a love of reading.</p> <p>Comment on the choices and effects of writers' methods. Make links between texts and cultural knowledge.</p>	<p><i>the skills needed to read the news and question the reliability of the sources whilst analysing language choices.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Discussing English with use of linguistic vocabulary</p> <p>Make links between texts and cultural knowledge.</p> <p>Summarising and organising material and supporting ideas and argument with any necessary factual detail.</p> <p>Participating in formal debates and structured discussions, summarising and/or building on what</p>	<p><i>In this play, students will explore prejudice, segregation and social injustice and will be encouraged to form opinions on characterisation.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Speaks appropriately to explore ideas, with an awareness of structure, audience and purpose.</p> <p>Discussing English with use of linguistic vocabulary</p>
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Curriculum Overview for Year 9 in English

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Knowledge and skills which will be covered this year	Unseen Poetry - Cultural events Characterisation	And Then There Were None Rebecca	The Great Gatsby	Sunlight on the Grass - Short Stories Dystopian Fiction	Transactional Writing Heroes	Year 9 Exams Love & Relationships Poetry



	<u>Skills taught and assessed:</u>	<u>Skills taught and assessed:</u>	<u>Skills taught and assessed:</u>	<u>Skills taught and assessed:</u>	<u>Skills taught and assessed:</u>	<u>Skills taught and assessed:</u>
	<p>Recognising a range of poetic conventions and understanding how these have been used.</p> <p>Make links between texts and cultural knowledge.</p> <p>Considering how writing reflects the audience and purpose for which it is intended</p>	<p>Speaks appropriately to explore ideas, with an awareness of structure, audience and purpose.</p> <p>Discussing English with use of linguistic vocabulary</p> <p>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>	<p>Developing interest and appreciation and a love of reading.</p> <p>Comment on the choices and effects of writers' methods. Make links between texts and cultural knowledge.</p>	<p>Discussing English with use of linguistic vocabulary</p> <p>Make links between texts and cultural knowledge.</p> <p>Summarising and organising material and supporting ideas and argument with any necessary factual detail.</p>	<p>Write a range of non-fiction texts, including arguments and personal / formal letters.</p> <p>Summarising and organising material and supporting ideas and argument with any necessary factual detail.</p>	<p>Read, understand and respond to texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were</p>

						<p>written.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
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Curriculum Overview for Year 10 in English

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	Love and	A Christmas	An Inspector	Language Paper	Romeo & Juliet	Mock revision &



<p>Exam board & course code</p> <p>Knowledge and skills which will be covered this year</p>	<p>Relationships Poetry</p> <p>Read, understand and respond to texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Carol</p> <p>Read, understand and respond to texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and</p>	<p>Calls</p> <p>Read, understand and respond to texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of</p>	<p>1</p> <p>Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>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.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p>	<p>Read, understand and respond to texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and sentence structures</p>	<p>Spoken Language</p> <p>Is audible</p> <p>Uses Spoken Standard English</p> <p>Expresses challenging ideas/information/feelings using a range of vocabulary</p> <p>Organises and structures his or her presentation clearly and appropriately to meet the needs of the audience</p> <p>Achieves the purpose of his or her presentation</p> <p>Listens to questions/feedback responding formally and in some detail</p>
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	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		for clarity, purpose and effect, with accurate spelling and punctuation	
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Curriculum Overview for Year 11 in English

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Exam board & course code	Language Paper 2 Identify and interpret explicit	Revisiting Love and Relationships	Revisiting A Christmas Carol Read, understand and respond to	Revisiting An Inspector Calls	Revisiting Romeo and Juliet	Examination revision



<p>Knowledge and skills which will be covered this year</p>	<p>and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>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.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p>	<p>Unseen Poetry</p> <p>Read, understand and respond to texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and</p>	<p>texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling</p>	<p>Revisiting Language Paper 1</p> <p>Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>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.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p>	<p>Examination revision</p> <p>Read, understand and respond to texts. Students should be able to:</p> <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. <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	
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		sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	and punctuation		Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
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