

Curriculum Overview for Year 7 in English

Assessments

Endpoint - November
Endpoint June

Students will also be assessed across the terms, in their below subjects:

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	September- October	October- December	January- February	February- March	April- May	June-July
	1	2	3	4	5	6
	<p>Greek Mythology & Identity Poetry</p> <p><i>Students will explore cultures and experience diversity in this unit whilst encouraged to challenge inequality.</i></p>	<p>Secret Garden</p> <p><i>Students study not only the rich language, characterisation and extensive context of the novel, but also learn how to focus on direct speech writing skills.</i></p>	<p>Much Ado About Nothing</p> <p><i>This richly written, traditional play provides students 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>The Woman in Black</p> <p><i>This modern gothic story supports students' exploration of the way writers build tension and establish themes and conventions whilst learning to craft their own immersive fiction.</i></p>	<p>Ruby in the Smoke</p> <p><i>Linking into questions of morals and stereotypes, students will gain a deeper understanding of Victorian society and how authors may express their opinions or thoughts on current situations through literature,</i></p>	<p>Creating a viewpoint</p> <p><i>This unit introduces students to rhetoric and supports their ability to write persuasively whilst engaging their reader.</i></p>

<p>Knowledge and skills which will be covered this year</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><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><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><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>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. Encouraged 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>	<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>
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Curriculum Overview for Year 8 in English

Assessments

Endpoint - November
Endpoint June

Students will also be assessed across the terms, in their below subjects:

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	September-October	October-December	January-February	February- March	April- May	June-July
	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p>Around the world in 10 poems + The 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</i></p>	<p>Atmospheric Writing</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>Frankenstein</p> <p><i>Students gain 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>Noughts and Crosses Play</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>Hamlet</p> <p><i>This unit offers students the opportunity to explore one of Shakespeare's most celebrated plays, opening their eyes to further canonical texts that</i></p>	<p>Media and Critical Literacy</p> <p><i>Students will gain the skills needed to read the news and question the reliability of the sources whilst analysing language choices.</i></p>



	<p><i>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><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><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><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>	<p><i>will benefit and excel their earlier studies in Year 8.</i></p> <p><u>Skills taught and assessed:</u></p> <p><i>Both assessments encourage students to refine their critical lens and be able to approach challenging text in preparation for their GCSE studies, mapping out their ideas in a clear and concise manner.</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 has been said.</p>
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Curriculum Overview for Year 9 in English

Assessments

Endpoint - November

Endpoint June

Students will also be assessed across the terms, in their below subjects:

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	September- October	October- December	January- February	February- March	April- May	June-July
	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p>Heroes</p> <p><i>This unit offers students the opportunity to explore characters in an historical context with empathy and maturity. Students use examination skills of symbolism, metaphor and language analysis</i></p>	<p>And Then There Were None</p> <p><i>This engaging unit offers students the opportunity to explore genre and convention, structure and ethics of justice. The unit focuses on mature understanding of the gothic and horror and invites</i></p>	<p>Dystopian Fiction</p> <p><i>This unit teaches students not only conventions and typical tropes of dystopian fiction, but also focuses on creating it too. The lessons explore grammar skills with sentence variation and punctuation for</i></p>	<p>Sunlight on the Grass - Short Stories</p> <p><i>This unit is a challenging and enjoyable exploration of thought-provoking short stories from contemporary authors. The main focus will be to prepare students with excellent</i></p>	<p>The Great Gatsby</p> <p><i>This unit offers students the opportunity to explore some of the very finest American literature ever written. The mature and thoughtful activities are designed for students to</i></p>	<p>Transactional Writing</p> <p><i>This specifically teaches students the formatting, tone and purpose for the non-fiction writing forms in paper 2 of the English language GCSE. Students are introduced to the</i></p>



	<p><i>with an emphasis on philosophical debate and ethics of war and religion.</i></p> <p>Rebecca</p> <p><i>This unit aims to encourage a love for modern classic literature. Students are to be led through extracts and a film adaptation of Daphne Du Maurier's 'Rebecca', analysing and creating opinions on the text as a whole with moral meanings and discussions embedded within</i></p> <p><u>Skills taught and assessed:</u></p> <p>Speaks appropriately to explore ideas, with an awareness of structure, audience</p>	<p><i>students to consider foreshadowing, plot devices and red herrings for entertainment.</i></p> <p>Characterisation</p> <p><i>This unit focuses on creating characters for the GCSE English language writing paper. Students are encouraged to practise and value the skill of preparing and planning material to demonstrate in an exam. Students are explicitly taught different areas of characterisation, with a focus on symbolism and metaphor for extra challenge.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Speaks appropriately to explore ideas, with</p>	<p><i>effect combined with more nuanced techniques such as pathetic fallacy for characterisation and time manipulation.</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>reading material, with themes that will stretch and challenge all students. With guided practice to build confidence in making inferences and analysing language, this unit expressly prepares students for using terminology and sophisticated expression, as expected for highest quality responses.</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</p>	<p><i>understand some of the most prevalent themes in modern American history and literature. The unit focuses on students analytical and symbolism skills; using the challenging nature of the book to elicit thoughtful opinions on difficult topics such as class, race, wealth and consumerism. The novel also provides the opportunity for theme and character study, with activities geared towards clear assessment of understanding in these areas.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Developing interest and appreciation and a love of reading.</p>	<p><i>different forms of writing and are expected to retain and understand what is needed for success in these areas. Students are taught specific vocabulary, challenged to use certain criteria and given stimuli to answer writing questions. The scheme also uses contemporary and historic sources to engage and teach students about wider culture and notable events in British society.</i></p> <p><u>Skills taught and assessed:</u></p> <p>Write a range of non-fiction texts, including arguments and personal / formal letters.</p> <p>Summarising and</p>
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	<p>and purpose.</p> <p>Discussing English with use of linguistic vocabulary</p> <p>Comment on the choices and effects of writers' methods. Make links between texts and cultural knowledge.</p>	<p>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>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>		<p>with any necessary factual detail.</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>Comment on the choices and effects of writers' methods. Make links between texts and cultural knowledge.</p>	<p>organising material and supporting ideas and argument with any necessary factual detail.</p>
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Curriculum Overview for Year 10 in English

Assessments

GCSE assessments will take place within units and mock examinations in the following subjects:

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	1	2	3	4	5	6
	Exam board & course code Knowledge and skills which will be covered this year	Macbeth <u>Examination objectives</u> Read, understand and respond to texts. Students should be able to: <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 	A Christmas Carol <u>Examination objectives</u> Read, understand and respond to texts. Students should be able to: <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 	An Inspector Calls <u>Examination objectives</u> Read, understand and respond to texts. Students should be able to: <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 	Love and Relationships <u>Examination objectives</u> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve	English Language Component 1 <u>Examination objectives</u> AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts AO2 Explain, comment on analyse how writers use



	<p>interpretations.</p> <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 and punctuation</p>	<p>interpretations.</p> <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 and punctuation</p>	<p>interpretations.</p> <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 and punctuation</p>	<p>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>language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references</p>	<p>ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Candidates must 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 11 in English

Assessments

GCSE assessments will take place within units and mock examinations in the following subjects:

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Half Term	1	2	3	4	5	6
	Exam board & course code Knowledge and skills which will be covered this year	English Language Component 2 Revising Macbeth	Exam skill work English Language Revising A Christmas Carol	Exam skill work English Language Revising An Inspector Calls	Exam Skill work English Language Revising Poetry	Last revision for examinations