

Curriculum Overview for Key Stage 3 in English

The table below details the skills and knowledge students will be covering each term in Years 7, 8 and 9 in this subject area.

| Year 7 | TERM 1 | | TERM 2 | | TERM 3 | |
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| | The Beginnings | | A Look Back at the Victorians | | Shakespeare and Performance | |
| Journeys in Literature Knowledge and skills which will be covered this year | Myths, Tales and Legends <i>Students will explore cultures and experience diversity in this unit whilst encouraged to challenge inequality.</i> | Literary Heritage <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> | Ruby in the Smoke <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, teaching students through the values of the school.</i> | The Woman in Black <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> | Much Ado About Nothing <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> | Shakespeare Festival Speeches and Performance <i>Students are given the opportunity of creating a performance to a Shakespeare play and learning about performances in the Globe. This unit also introduces students to rhetoric and supports their ability to write persuasively whilst engaging their reader.</i> |
| | Skills taught and assessed: Read and actively engage in the text. Make links between texts and cultural knowledge. | Skills taught and assessed: Recognising a range of poetic conventions and understanding how these have been used. Make links | Skills taught and assessed: Developing interest and appreciation and a love of reading. Encouraged to read increasingly challenging material in | Skills taught and assessed: Write imaginative narratives. Drawing on knowledge of literary and rhetorical devices from their reading and | Skills taught and assessed: Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for | Skills taught and assessed: Considering how writing reflects the audience and purpose for which it is intended. Write a range of |

| Year 7 | TERM 1 | | TERM 2 | | TERM 3 | |
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| | The Beginnings | | A Look Back at the Victorians | | Shakespeare and Performance | |
| | <p>Comment on the choices and effects of writers' methods.</p> <p>Develop vocabulary through explicit instruction.</p> | <p>between texts and cultural knowledge.</p> | <p>lessons and independently.</p> <p>Summarising and organising material and supporting ideas and argument with any necessary factual detail.</p> | <p>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>different interpretations of a play.</p> <p>Studying setting, plot and characterisation and their effects.</p> | <p>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> |

| Year 8 | Term 1 | | Term 2 | | Term 3 | |
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| | Voices From Other Cultures | | Literary Influences | | Voices Who Influence | |
| Knowledge and skills which will be covered this year | <p>I am Malala</p> <p><i>This unit offers the opportunity to dive into the life of Malala Yousafzai and experience the world through her eyes as she describes her upbringing and her life following the events of the shooting by the Taliban.</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.</p> | <p>Poetry Around the World</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>Lord of The Flies</p> <p>Frankenstein</p> <p><i>Students gain valuable insight into canonical works, explore not only the craft and social intentions of Shelley and Golding but also the birth of a new genre of novels: science fiction and dystopia.</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>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 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</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><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>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><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</p> |



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| | | | | <i>ideas in a clear and concise manner.</i> | | factual detail. Participating in formal debates and structured discussions, summarising and/or building on what has been said. |
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| Year 9 | Term 1 | | Term 2 | | Term 3 | |
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| | Exploring Justice | | Questioning Morality | | The Power of Words | |
| Knowledge and skills which will be covered this year | <p>Heroes and Historical Poetry</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 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</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 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>And Then There Were None and The Great Gatsby</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 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</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 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</i></p> | <p>Characterisation</p> <p><i>In this unit, students will explore characters from literature and explore character arcs, and how to develop realistic characters. Students will explore a range of vocabulary whilst carefully writing about body language to expose character traits.</i></p> <p><i>This unit will support students in their ability to develop character and voice for their GCSE narrative and to be able to discover clues about characters in their personal reading.</i></p> <p><u>Skills taught and</u></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 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</i></p> |

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| | <p><i>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 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>Comment on the choices and effects of writers' methods. Make links between texts and cultural knowledge.</p> | <p><i>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 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</p> | <p><i>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 with any necessary factual detail.</p> | <p><u>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>Select vocabulary for purpose and effect</p> <p>To consider the audience when writing creatively</p> <p>To develop realistic characters with personality and dimension.</p> | <p><i>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 organising material and supporting ideas and argument with any necessary factual detail.</p> |
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| | | | <p>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> | | | |
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Curriculum Overview for GCSE in English

Specification information

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

Eduqas English Language : [Eduqas specification](#)

AQA English Literature : [AQA specification](#)

The table below details the skills and knowledge students will be covering each term in Years 10 and 11 in this subject area.

| Year 10 | Term 1 | | Term 2 | | Term 3 | |
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| | AQA Literature | AQA Literature | AQA Literature | AQA Literature | Eduqas Language | Eduqas Language |
| | Love & Relationships Poetry | | | | | |
| Knowledge and skills which will be covered this year | <p>An Inspector Calls</p> <p>Examination objectives Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response</p> | <p>A Christmas Carol</p> <p>Examination objectives Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response •</p> | <p>Macbeth</p> <p>Examination objectives Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response •</p> | <p>Unseen Poetry</p> <p>Examination objectives Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> | <p>English Language Component 1</p> <p>Examination objectives AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from</p> | <p>English Language Section B</p> <p>Examination objectives AO5 Communicate clearly, effectively, and imaginatively, selecting and adapting tone,</p> |

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| | <p>use textual references, including quotations, to support and illustrate 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>use textual references, including quotations, to support and illustrate 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><u>Mock exams:</u> December AQA Literature</p> | <p>use textual references, including quotations, to support and illustrate 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>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>different texts AO2 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 Evaluate texts critically and support this with appropriate textual references</p> | <p>style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>Mock exams:</u> June Eduqas Paper 1 AQA Paper 1</p> |
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Curriculum Overview for Year 11 in English

| Year 11 | Term 1 | | Term 2 | | Term 3 | |
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| | 1 | 2 | 3 | 4 | 5 | 6 |
| | <p>English Language Component 2</p> | <p>Exam skill work English Language</p> <p><u>Mock exams:</u> November Both Eduqas Language papers and AQA Paper 2</p> | <p>Exam skill work English Language</p> | <p>Exam Skill work English Language</p> <p><u>Mock exams:</u> March Both Eduqas Language papers and both AQA Papers</p> | <p>Last revision for examinations</p> | <p>Examinations</p> |
| <p><i>Students will also be revisiting and revising Macbeth, A Christmas Carol, An Inspector Calls, Love and Relationships Poetry and Unseen Poetry during this period.</i></p> | | | | | | |