

Curriculum Overview

Subject: English

Year Group: 7

Students will learn about how writers construct the hero and villain character archetypes by studying a range of extracts from the most popular and exciting fiction for Young Adults. Building from this, students will demonstrate their knowledge of hero and villain archetypes by creating their own, learning planning skills which will continued to be applied throughout KS3 and KS4. Students will learn about the first gothic story: The Woman in Black. They will apply this knowledge to the study of three modern poems from Duffy and Armitage within the poetry unit on Heroes and Villains. Students will know about these archetypes and their origins and be able to apply this knowledge to the analysis of the characters in the poems. They will then learn how to apply these archetypes to real-life heroes by reading a range of non-fiction articles. Pupils will learn how to write their own articles. In term 3, students will build on their repertoire of fiction texts by studying a dystopian novel featuring the hero/villain archetypes, learning how to analyse and interpret character constructs. Students will have read a range of poetry and fiction prose texts this year in their study of literary archetypes and creative construct of one of those archetypes. Students will develop their reading skills in dedicated library lesson once per fortnight where they will be reading a range of books suitable to their ability and their reading ages will be tested for progress throughout the year. Students will enhance their vocabulary knowledge with a 'word of the day' in every English lesson and with their weekly spelling homeworks.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Transition Unit: Creative writing Masterclass: Introduction to descriptive language and the five-part structure Heroes and Villains: Application of the knowledge of literary archetypes; how to plan using expressive vocabulary, revision of word-classes. Heroes and Villains in a New World (Novel): The context and conventions of dystopian literature; what is context in 'The Hunger Games'. Analysis of writer's craft in constructing dystopian worlds and character archetypes; writing a literature essay (PETAL)	KNOWLEDGE/SKILLS Heroes and Villains in a New World (Novel): Continued Heroes and Villains (Poetry): Application of the knowledge of literary archetypes; how to analyse poetry; poetic conventions; literary inference; the basics of literature essay writing (PETAL) , psychoanalysis, 'Education for Leisure', 'Hitcher', 'Medusa' Descriptive writing: Revision Revision of strategies taught in Term 1 in preparation for exam.	KNOWLEDGE/SKILLS Heroes and Villains: 'Julius Caesar' Develop application of literary archetypes. Analysis of writer's craft as affected by their intentions. Introduction to Shakespeare by reading the full play. Develop use of PETAL structure and thesis statements.
KEY ASSESSMENTS 1.1: Key Piece: Description of the image End of Unit Assessment: Description of the image 1.2: Key Piece: PETAL – How is District 12 presented as a scary place? End of Unit Assessment: PETAL- How is Cinna described as an innocent character?	KEY ASSESSMENTS 2.1: Key Piece: How is Katniss presented as brave? 2.2: Key Piece: PETAL- How is the Speaker in 'Education for Leisure' presented? End of Unit Assessment: Writing exam – describe an image	KEY ASSESSMENTS 3.1: Key Piece: LIVE – How is Caesar presented at the beginning of the play? End of Unit Assessment: How is Brutus presented in his speech? End of Unit Assessment: Closed book exam – PETAL on an extract question from 'Julius Caesar'
Extended reading suggestions and external resources: Hitchhiker; Education for Leisure; Psychoanalysis; English and European Literary history; Where the World Ends; The Lion, the Witch and Wardrobe; Kite Rider; Greek Myths and Legends; History: Chinese or Scottish Literary History;		

Curriculum Overview

Subject: English

Year Group: 8

The theme of this year is morality: Students will develop their understanding of the theme through the study of poetry, non-fiction and drama. Initially they will build on their analysis of poetry and knowledge of poetic devices in exploring the way poetry is used to construct a moral voice that carries across the globe. Reading poetry from cultures across the world, they will study poems from Blake, Shelley, Osundare, Duffy, Kisuule and Angelou. Students will learn to compare poems focusing on how poetic devices are used to create meaning and impact. They will also learn about events that shook the world, creating a speech on one of the themes. Following their work in Year 7 on the novels from imagined worlds, students will engage with a non-fiction text along the theme of morality. Students will read "I am Malala" and will develop their questioning skills, their inference skills and their analysis of narrative. Building on their developing construction of voice, students will also be writing and delivering a speech inspired by the story. Concluding the year, students will read Shakespeare's Othello with the focus on analysing Shakespeare's construction of character, use of language and presentation of morality within the Jacobean context.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Protest Speeches and Poetry—voices from across the world & "Make a change": Context: Malala, MLK, David Attenborough, Sojourner Truth, Jameela Jamil, King George VI, JFK, Blake's 'The Chimney Sweeper', Shelley's 'Song to the Men of England, Osundare's 'Not My Business', Angelou's 'Still I Rise', Kisuule's 'Hollow' and Duffy's 'Mrs Scofield's GCSE'. Poetry conventions: imagery; cultural references; structural devices; language and connotations; voice and perspective, PERFECTS. Skills: PETAL structure; comparison of poems; PETAL structure; oracy; speech writing;	KNOWLEDGE/SKILLS Politics and Morals—"I am Malala" Context: Afghanistan under Taliban regime; females in society; education; moral questions. Writer's methods: narrative construct; structural devices. Skills: Persuasive writing, PERFECTS' inference; embedding quotations; questioning; interpretation and inference; writing to argue – Five-part structure, introduction of super sentence structures, non-fiction text types, research skills.	KNOWLEDGE/SKILLS Shakespeare and Morality: Othello Elizabethan context: Chain of being; regicide; gender roles; religion; Shakespeare's writer's methods: iambic pentameter; imagery; character dialogue; tragic conventions; characterisation; stage craft. Themes: morality, manipulation & deception. Skills: Essay writing; embedding quotations; PETAL structure; thesis statements; knowledge of extracts; knowledge of plot; integrating context.
KEY ASSESSMENTS 1.1: Key Piece: Write a speech persuading the older generation that the youth of today have value in society. End of Unit Assessment: "Pets are useless. They are expensive, time-consuming and they never love you as much as you love them." Present a speech to your peers presenting your opinion and persuading them to agree. 1.2: Key Piece: How does Blake expose the exploitation of child labour in 'The Chimney Sweeper'?' Key Piece: How does Osundare evoke sympathy for the victims of dictatorship in 'Not My Business'?	KEY ASSESSMENTS 2.1: Key Piece: Present a speech to the class on the importance of Education. Key Piece: Letter to Home Office on immigration. 2.2: Key Piece: PETAL: How does Malala present her own shooting? End of Unit Assessment: Writing closed book exam - Speech	KEY ASSESSMENTS 3.1: Key Piece: PETAL paragraph How is Iago presented in Act one scene one? Key Piece: Essay – How is the theme of gender presented in the extract and elsewhere in the play? 3.2: End of unit assessment: Closed book assessment – End of year exam.
Extended reading suggestions and external resources: Blessing; Island Man; Night of the Scorpion; Standing Rock ; Anthology of poems from other cultures; Othello theatrical productions; Critical theory on the play (Male Gaze theory, Freud's theory of repression)		

Curriculum Overview

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Year Group: 9

The theme of this year is conflict: students will continue their work on writer's methods and construction of character with the study of the modern drama "Blood Brothers" by Willy Russell. Focusing on the conflict between and within the characters, students will develop knowledge of modern plays and analysis of language and structure. Focus is on developing analytical skills and interpretations of character behaviour (Psychoanalytical/Historical/Feminist) Students will write essays that are pitched to extract greater depth of thought. Students will then study War Poetry, these poems will clearly link to the Power & Conflict Anthology studied in Year 10. Students will be analysing language and structure methods used by writers and understand the context of the poems and writer's intentions. They will be introduced to comparative skills and how to write an essay comparing two poems. Year 9 will conclude with the more challenging text 'Lord of the Flies.'

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Modern Drama – Blood Brothers Context: Thatcherism, poverty, Willy Russell's life and inspirations, forced adoption, Marilyn Monre. Writer's Methods: stagecraft; dramatic irony; character dialogue; structure. Skills: essay writing; selecting rich quotations; inference and interpretation; debating in formal contexts; characterisation.	KNOWLEDGE/SKILLS War (poetry): Context: Wilfred Owen; WW1; Propaganda, Jessie Pope, Rupert Brooke. Writer's Methods: poetic devices such as caesura, enjambement, end stopping, plosives. Skills: analysis of language and structure; comparison of two poems, PETALCPETAL. War (creative writing): Skills: Planning a description of an image, revision of super sentence structures, introduction or five-part descriptive writing plan.	KNOWLEDGE/SKILLS Conflict in Relationships-The Novel: Context: literary and historical backdrop to the novels (eg WW2, Golding's experiences and inspirations for the novel) Writer's Methods: characterisation; symbolism; religious allegory; Skills: interpretation using various lenses (psychoanalysis/feminist/historicist/religious); integrating textual references; embedding contextual links; essay writing to analyse; writing thesis and didactic statements.
KEY ASSESSMENTS 1.1: Key Piece: Presentation of Mrs Johnstone in Act One. Key Piece: How does Russell present the character of Mickey in the play? 1.2: Key Piece: How does Russell present the theme of superstition in the play? End of Unit Assessment: Closed book assessment, mirroring the GCSE exam for An Inspector Calls. Students get a choice of two questions.	KEY ASSESSMENTS 2.1: Key Piece: How does Pope use methods to persuade men to enlist in 'Who's for the Game?' End of Unit Assessment: 'Compare how differently war is presented in 'The Soldier' and 'Who's for the Game?' 2.2: Key Piece: Description of image End of Unit Assessment: Closed book assessment: Description of image (writing exam)	KEY ASSESSMENTS 3.1: Key Piece: How does Golding describe the characters in Chapter One? Key Piece: How does the boys' attitude towards The Beast change as the story develops? 3.2 Key piece: What does Golding have to say about Evil in 'The Lord of the Flies'? 3.3: End of Unit Assessment: Unseen closed-book GCSE Literature style exam question on theme or character.

Extended reading suggestions and external resources: Lord of the Flies; To Kill a Mockingbird; View from the Bridge; Heroes; Lord of the Flies; To Kill a mockingbird; View from the Bridge; Heroes; Extracts from: The Hunger Games; Extracts from: Dulce Et Decorum Est by Owen; letters from Sassoon; Non Fiction articles; Critical theory (Male Gaze Theory, Simone du Beauvoir, Freud's theory of Repression)