



Curriculum Information

English



What I learn about in the curriculum...

Year		Topics	How does this build on from previous learning?	The key concepts we cover
7	Autumn 1	Myths and Legends We learn about the oral tradition of myths including those about creationism, Greek mythology and Norse Mythology. You will learn the conventions of myths and explore how their moral messages still have relevance today.	We build on prior knowledge already built into KS1 and 2 curriculums with regards to myths and legends knowledge, developing this further by introducing Norse mythology, creationism and allusions which then appear in a plethora of literature texts that we both study and are likely to encounter beyond school.	<p><i>Across the different schemes of work in year 7 we cover the following key concepts:</i></p> <ul style="list-style-type: none"> Conflict Society Identity Power Relationships Oppression Poverty Racism Gender <p><i>All of these concepts are taught alongside key skills for reading and writing:</i></p> <ul style="list-style-type: none"> Comprehension Inference Analysis Critical evaluation Non-fiction and fiction writing skills.
	Autumn 2	Inspiring Stories We will explore a range of autobiographies from people who have inspiring stories to share learning about how they have overcome hardships including homophobia, disability and racism.	We connect previous learning from Autumn one by moving from classical interpretations of heroes to modern interpretations of those who have demonstrated heroic qualities through their resilience in difficult situations.	
	Spring 1	19th Century Society We will learn about life in the 19 th century through a range of fiction extracts. We will explore how social class, gender and race played a role in the life that you experienced.	We will be able to use our prior knowledge from last half-term regarding the experience of oppression but gain new perspectives through exploring the concept through a different form, moving to look at fiction extracts.	
	Spring 2	Shakespeare and his Villains We will learn about the contexts in which Shakespeare was writing, studying some of his most famous villains from a range of his plays considering what makes them an antagonist.	We will build on our knowledge from Autumn one in terms of the archetypes of a villain and their qualities, but this area of study will also allow us to gain a new perspective on literary stereotypes and characters. We will be introduced to more advanced key dramatic conventions to support a more technical study of the play form than was taught in KS2.	
	Summer 1	Ghost Boys We will read the novel written by Jewell Parker Rhodes, using the content of the narrative to learn about the BLM movement and the racism faced by many young people in America currently.	We will be focusing on modern oppression which builds on the knowledge gained in Spring one, looking at a different type of oppression in terms of social issues that everyone needs to be aware of that is occurring in the world in which they live.	

	Summer 2	Ghost Boys We will continue to read the novel written by Jewell Parker Rhodes, using the content of the narrative to learn about the BLM movement and the racism faced by many young people in America currently.	We continue to build on our knowledge and understanding of the concepts taught last half-term. By finishing the year with a thought-provoking novel this will hopefully encourage more reading for pleasure over the Summer.	
8	Autumn 1	The Other Side of Truth We will read the novel written by Beverley Naidoo, using the content of the narrative to learn about political oppression and the experience of being a refugee.	We build on the knowledge gained across year 7 by starting year 8 with another novel that deals with similar themes, but through a different perspective. The novel is challenging but will allow us to build on our reading skills gained in year 7 and help to promote a passion for reading.	<p>Across the different schemes of work in year 8 we cover the following key concepts:</p> <ul style="list-style-type: none"> Conflict Society Power Relationships Oppression Racism Gender Culture Identity <p>All of these concepts are taught alongside key skills for reading and writing:</p> <ul style="list-style-type: none"> Comprehension Inference Analysis Critical evaluation Comparison Non-fiction and fiction writing skills.
	Autumn 2	The Other Side of Truth We will continue to read the novel written by Beverley Naidoo, using the content of the narrative to learn about political oppression and the experience of being a refugee.	We continue to build on our knowledge and understanding of the concepts taught last half-term. We also move away from comprehension and inference skills and start to look in more detail at the writer's craft and choices which will help us become better writers.	
	Spring 1	Rhetoric: The Art of Persuasion We will look at how rhetoric is used within speeches, analysing the power that the written word has to persuade and argue.	Last half-term, the novel we studied focused on the power of rhetoric and having a voice so this knowledge will be recalled but now applied specifically to speeches across history. It will also help to build confidence in being able to articulate our own opinions and viewpoints.	
	Spring 2	Poetic Voices We will study a range of poetry which all depict a female voice from various different time periods, learning about the female experience and hardships faced by women across time.	The poems studied this half-term address the importance of a female voice and the importance of speaking out in different forms so encourage knowledge recall from the previous schemes in year 8 in Autumn and Spring 1 as well as key knowledge gained in year 7 regarding 19 th century society (spring 1) in terms of the female experience at this time and how that is portrayed through poetry. Knowledge from the first scheme in year 7 Autumn 1, will also support our learning here, through being able to understand literary allusions to mythology in some of the poems.	
	Summer 1	Romeo and Juliet We will learn about the contexts in which Shakespeare was writing and how those contexts shaped this tragedy and the relationships within it.	We will draw on our knowledge of Shakespearean society and context gained in year 7, Spring 2, and develop it to look more deeply at a range of other concepts such as relationships, gender, violence and love. We will be able to continue to build our analytical skills but with the dramatic form, consider writer's stagecraft and understanding the importance of writer's construct and reception.	

	Summer 2	Pygmalion We will study the play written by George Bernard Shaw exploring the stereotypes associated with different social classes and the importance of language as a marker of status.	We will be able to apply our previously gained knowledge of the dramatic form from year 7 and 8 to a play that isn't written by Shakespeare, which has been our main focus so far. It also allows us to recall key knowledge about 19 th century society from year 7 and how that may have impacted the content and ideas of the play. Finally, it allows us to recall our knowledge from the autumn term in year 7 with regards to mythical allusions through the title of the play.	
9	Autumn 1	A Christmas Carol We will learn about the contexts in which Dickens was writing, exploring the social injustice experienced in Victorian England which is demonstrated throughout the novella.	Starting year 9 with another 19 th century text allows us to build on the contextual knowledge from the play that we looked at in the final half-term of year 8. Key concepts regarding class are further explored here so we can secure our prior knowledge and build upon it with regards to the didactic function of the play.	<p>Across the different schemes of work in year 9 we cover the following key concepts:</p> <ul style="list-style-type: none"> Conflict Society Power Relationships Oppression Equality Poverty Gender Rhetoric <p>All of these concepts are taught alongside key skills for reading and writing:</p> <ul style="list-style-type: none"> Comprehension Inference Analysis Critical evaluation Non-fiction and fiction writing skills.
	Autumn 2	A Christmas Carol We will continue to explore the text, learning about the contexts in which Dickens was writing, exploring the social injustice experienced in Victorian England which is demonstrated throughout the novella.	We continue to build on our knowledge and understanding of the concepts taught last half-term, continuing to build on and secure our understanding of social injustice in 19 th century Britain, and the intention of writers such as Dickens in terms of what they wanted their writing to teach a reader and encourage them to change.	
	Spring 1	Blood Brothers and Modern Britain We will study the play written by Willy Russell, learning about class difference in Liverpool in the 1950s-70s. We will also explore different play conventions and consider how Russell uses them to teach the audience about inequality. As we explore the play, we will also look at issues raised in the play that are prevalent in modern Britain such as gangs, poverty and social class divisions.	We will be able to recall knowledge of the dramatic form gained in year 7 through the study of the play. Our knowledge surrounding class oppression gained in year 7, 8 and last term can be recalled here and applied to a new context. We will also look at non-fiction extracts to support the key concepts studied in the play to allow us to gain knowledge of the struggles that are still faced by many in Britain today (gangs, living below the poverty line, mental health struggles etc).	
	Spring 2	Blood Brothers and Modern Britain We will continue to study the play, learning about class difference in Liverpool in the 1950s-70s. We will also continue to explore different play conventions and consider how Russell uses them to teach the audience about inequality. As we explore the rest of the play, we will also look at issues raised in the play that are prevalent in modern Britain such as gangs, poverty and social class divisions.	We will be able to draw upon the knowledge gained in year 8 autumn term which looked at both the bias and the power of the media in being a voice for the marginalised but also a barrier for them. We will further this knowledge by considering the role that the media play in modern Britain in reporting on key issues seen in the play and this will then be addressed in our writing, where we will use our previous knowledge of the journalistic style and conventions but now focus more closely on how to create a subtle bias through language use.	

	Summer 1	<p><i>Dystopian Literature</i> We will read a range of extracts from the dystopian genre exploring how they portray a modern future and whether the world in which we live is now embodying those ideas.</p>	We will be able to apply our knowledge of oppression and marginalisation from year 7 and 8 in terms of the content of the extracts but we will also gain knowledge regarding the potential ramifications if society doesn't change.	
	Summer 2	<p><i>Literary Lens</i> We will look at extracts from novels that have also been made into films, looking at how the written word has been adapted into film. We will explore a writer's choices and impacts through different literary 'lenses' such as a feminist lens, Marxist lens etc</p>	We will be able to use our prior knowledge about a writer's craft but also apply it to moving image considering how the context of reception can affect meaning.	
10	Autumn 1	<p><i>English Language</i> In English language lessons, we learn to apply a range of reading skills including analysis and evaluation to a variety of fiction extracts which focus on the war genre. We will also build writing skills through creative writing tasks that allow us to craft description and narratives.</p> <p><i>English Literature</i> In English literature lessons, we aim to become a literary critic and explore a range of poetry which addresses themes of power and conflict.</p>	We will be able to draw upon a range of concepts that we will have already been introduced to during years 7, 8 and 9 but will also continue to study for the rest of year 10 and year 11. We will be able to utilise our contextual knowledge from prior learning to support our understanding of the poems. We will also be able to recall our knowledge of key poetic methods. The 'war and its aftermath' anthology of fiction extracts supports the knowledge and understanding of ideas of conflict seen in the conflict poems in the cluster.	<p><i>Across the different schemes of work in year 10 we cover the following key concepts:</i></p> <p>Conflict Society Power Relationships Class Poverty Racism Gender Morality</p>
	Autumn 2	<p><i>English Language</i> In English language lessons, we learn to apply a range of reading skills including analysis and evaluation to a variety of fiction extracts which focus on problematic female protagonists. We will also build writing skills through creative writing tasks that allow us to craft description and narratives.</p> <p><i>English Literature</i> In English literature lessons, we aim to become a literary critic and explore a range of poetry which addresses themes of power and conflict.</p>	We will be able to apply the skills from taught poetry in autumn 1 to other poems that don't necessarily fit into set themes. The language anthology of fiction extracts focusing on problematic women allows us to recall prior knowledge surrounding gender roles in history, using our knowledge of oppressed female voices in a patriarchal society which we have seen in year 7, 8 and 9. We will continue to master the skills from the previous H/T, having further texts to use as exemplar texts for our own writing.	<p><i>All of these concepts are taught alongside key skills for reading and writing:</i></p> <p>Comprehension Inference Analysis Critical evaluation Comparison Non-fiction and fiction writing skills.</p>

	<p style="text-align: center;">Spring 1</p> <p>English Language In English language lessons, we learn to apply a range of reading skills including analysis, inference and comparing ideas and perspectives to a variety of non-fiction extracts which focus on crime and detection. We will also build writing skills through transactional writing tasks that allow us to express our own opinion through a variety of different forms.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore the play An Inspector Calls focusing on characterisation, themes and the writer’s message.</p>	<p>Our new text of study will allow us to recall key contextual knowledge from our study of Pygmalion in year 8, A Christmas Carol and Blood Brothers in year 9 – all of which focus on class and social injustice, key elements of the play. We will also be able to recall our knowledge of the dramatic form from year 7, 8 and 9 building on this to explore the meaning of stage setting decisions.</p> <p>As we will look at a non-fiction anthology focusing on crime and detection, it will include 19th century and modern non-fiction, which we will have seen in year 7, 8 and 9 previously just on different concepts so we can use prior knowledge of different forms to support our understanding.</p> <p>We will continue to master reading skills, focusing more closely on how writers in non-fiction texts make their viewpoint either explicit to readers or implicitly highlight their opinion.</p>	
	<p style="text-align: center;">Spring 2</p> <p>English Language In English language lessons, we learn to apply a range of reading skills including analysis, inference and comparing ideas and perspectives to a variety of non-fiction extracts which focus on growing up in the 21st century. We will also build writing skills through transactional writing tasks that allow us to express our own opinion through a variety of different forms.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore the play An Inspector Calls focusing on characterisation, themes and the writer’s message.</p>	<p>A new non-fiction anthology will enable us to build on our knowledge of different forms and how writers achieve different purposes (gained in year 7, 8 and 9) but also offers new opportunities to build cultural capital and consider the experience of teenagers similar and dissimilar to ourselves. We will have the opportunity to consider our own experiences as a young person growing up and this will then be applied in our writing as we discuss more complex ideas.</p>	
	<p style="text-align: center;">Summer 1</p> <p>English Language In English language lessons, we learn to apply a range of reading skills including analysis and evaluation to a variety of fiction extracts which focus on the gothic genre. We will also build writing skills through creative writing tasks that allow us to craft description and narratives.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore the novel Jekyll and Hyde focusing on characterisation, themes and the writer’s message.</p>	<p>We will be able to use our prior knowledge about the gothic genre from year 9 in both our language and literature lessons. We will also be able to use the contextual knowledge regarding 19th century society we gained in year 7, 8 and 9 to support our understanding of Jekyll and Hyde. This knowledge will be increased with a focus on the Victorian psyche and the importance of reputation. We will also be able to make links between AIC and J+H in terms of how the concepts of the play were inherently a result of the society explored in Jekyll and Hyde.</p> <p>We will continue to master our creative written craft, building on knowledge of genre conventions we have previously used, but now see how we can now manipulate them for effect.</p>	

	Summer 2	<p>English Language In English language lessons, we learn to apply a range of reading skills including analysis and evaluation to a variety of fiction extracts which focus on the supernatural genre. We will also build writing skills through creative writing tasks that allow us to craft description and narratives.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore the novel Jekyll and Hyde focusing on characterisation, themes and the writer’s message.</p>	<p>Although we will gain new knowledge on the supernatural genre, we will be able to also use our prior knowledge of the gothic from year 9 and last half-term to understand the subtleties and nuances that make the two genres similar yet so different.</p> <p>Again, in our writing we will be able to use the skills we have previously mastered but now consider how they can manipulate typical conventions for effect.</p>	
11	Autumn 1	<p>English Language In English language lessons, we learn to apply a range of reading skills including analysis, inference and comparing ideas and perspectives to a variety of non-fiction extracts which focus on science and technology as a key theme. We will also build writing skills through transactional writing tasks that allow us to express our own opinion through a variety of different forms.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore the play Macbeth focusing on characterisation, themes and the writer’s message.</p>	<p>We will be able to draw upon our Shakespearean context knowledge from KS3, but this knowledge will be developed with a focus on the political instability of the Jacobean era and the influence that James I had on Shakespeare’s craft.</p> <p>The non-fiction focus on science and technology will allow us to recall prior knowledge regarding the Victorian view on science and also build new cultural capital with regards to modern technological advancements and the moral questions they raise.</p> <p>We will secure our non-fiction writing skills through being able to write in a variety of forms for different purposes or audiences adapting style, tone and register with ease.</p>	<p>Across the different schemes of work in year 11 we cover the following key concepts:</p> <ul style="list-style-type: none"> Conflict Society Power Relationships Class Poverty Racism Gender Morality <p>All of these concepts are taught alongside key skills for reading and writing:</p>
	Autumn 2	<p>English Language In English language lessons, we learn to apply a range of reading skills including analysis, inference and comparing ideas and perspectives to a variety of non-fiction extracts which focus on science and technology as a key theme. We will also build writing skills through transactional writing tasks that allow us to express our own opinion through a variety of different forms.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore the play Macbeth focusing on characterisation, themes and the writer’s message.</p>	<p>We will continue to draw upon the same prior knowledge as last half-term from both KS3 and KS4 to ensure that we can explore the text and its contexts with confidence.</p>	<ul style="list-style-type: none"> Comprehension Inference Analysis Critical evaluation Comparison Non-fiction and fiction writing skills.

	<p>Spring 1</p> <p>English Language In English language lessons, we learn to apply a range of reading skills including analysis, inference, evaluation and comparison of ideas and perspectives to a variety of fiction and non-fiction extracts which focus on a variety of different genres. We will also build writing skills through creative writing tasks that allow us to craft description and narratives and transactional writing tasks that allow us to express our own opinion through a variety of different forms.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore a range of literary texts including plays, poetry and novels focusing on characterisation, themes and the writer’s message.</p>	<p>We will be able to use our prior knowledge from both KS3 and KS4 when revisiting texts of study and looking at different concepts in fiction and non-fiction extracts.</p> <p>We will be working on securing reading and writing skills that we have mastered previously.</p>	
	<p>Spring 2</p> <p>English Language In English language lessons, we learn to apply a range of reading skills including analysis, inference, evaluation and comparison of ideas and perspectives to a variety of fiction and non-fiction extracts which focus on a variety of different genres. We will also build writing skills through creative writing tasks that allow us to craft description and narratives and transactional writing tasks that allow us to express our own opinion through a variety of different forms.</p> <p>English Literature In English literature lessons, we aim to become a literary critic and explore a range of literary texts including plays, poetry and novels focusing on characterisation, themes and the writer’s message.</p>	<p>We will be able to use our prior knowledge from both KS3 and KS4 when revisiting texts of study and looking at different concepts in fiction and non-fiction extracts.</p> <p>We will be working on securing reading and writing skills that we have mastered previously.</p>	

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	<p>Summer 2</p>		

Information	
Personal Development within the Curriculum	Our challenging and creative curriculum allows students to 'travel the world without moving', enabling them to see the world through different perspectives and viewpoints. We encourage students to be curious and critical thinkers and ensure that all students have a chance to widen their cultural capital. Our diverse texts of study ensure that students are able to explore beyond the local area in which they live and we give them the skills and confidence to succeed beyond their schooling and into the wider world.
Extra Curricular Opportunities	<p>In English, students have the opportunity to:</p> <ul style="list-style-type: none"> Visit the theatre. Previous dramatic experiences have included going to see An Inspector Calls, Blood Brothers, Macbeth and alternative versions of Lord of the Flies and Jekyll and Hyde. <p>Get involved in extra-curricular clubs such as being involved in the library and becoming a school librarian.</p>

Key Stage 3

- Students are regularly assessed on their retrieval of key knowledge through diagnostic quizzing (including contextual knowledge, subject specific knowledge and vocabulary and other ambitious vocabulary which they will encounter across the key stages). These take place as per the calendared schedule across the year.
- Students are also assessed on their ability to apply that knowledge in extended written pieces – both when writing analytically about a text and when producing their own fiction or non-fiction pieces of writing.
- Students encounter regular retrieval within lessons – Each ‘Do Now’ at the beginning of each lesson is a recall opportunity.
- Live marking in lessons ensures that student work is also informally assessed within lesson as students complete GRIT tasks (extended independent tasks). This allows staff to address misconceptions immediately with students.
- Informal assessment occurs during every lesson.

Key Stage 4

Title of course studied: GCSE English language and GCSE English literature

Course Content and assessment information:

GCSE English Language:

- Paper One – Explorations in Creative Reading and Writing
For this paper, students will study a range of extracts from different fiction novels exploring writers’ craft and how they use language and structure for effect. In the exam, students are given an unseen fiction extract (that they won’t have studied in class). They will then answer questions on that extract analysing writer’s choices. Students will also have to craft their own creative writing to produce description and narratives that convey specific atmosphere, tone, setting and characters.

- Paper Two – Writer’s Viewpoints and Perspectives

For this paper, students will study a range of non-fiction extracts exploring how writer’s opinions have changed over time. In the exam, students are given two unseen non-fiction extracts (that they won’t have studied in class). They will then answer questions on those extracts analysing writer’s choices and comparing the ideas and viewpoints in both texts. Students will also have to express their own viewpoints on current topics through their own transactional writing, altering tone and language depending on genre, audience and purpose.

- Both papers will be graded from 9-1 and each is worth 50% of the total grade for GCSE English Language. All final exams will be undertaken in the summer of year 11, but students will sit mock exams in year 10 and year 11 to help them prepare for the final external exams. These mock exams will take place each term.
- Students will complete a spoken language assessment which is necessary to gain a GCSE in English language. This will be graded by classroom teachers and students will receive a pass, merit or distinction for a presentation and response to questions, but this will not have a direct impact on the overall GCSE grade that is received.
- There is no coursework or controlled assessment for English language.

GCSE English Literature:

- Paper One - Shakespeare and 19th Century Novel

For this paper, students will study a Shakespeare play (Macbeth) and a 19th Century Novel (Jekyll and Hyde by R.L Stevenson). For each text they will explore the context in which it is written, the form and genre, key themes and plot and character. Students will also explore the text in terms of the writer’s craft and different ways in which the text may be received by audience/reader. In the exam, students are provided with an extract from both texts. They will then have to respond on an academic essay response, explaining how a particular theme, character or idea is presented in that extract and the rest of the text.

- Paper Two – Modern Texts and Poetry

	<p>For this paper, students will study an anthology of fifteen poems in the ‘Power and Conflict’ cluster focusing on how the poems connect through themes, context and poet’s ideas. They will also learn how to explore unseen poetry through the independent study of poetry that isn’t directly taught. For the modern text, students will study the play An Inspector Calls by J.B Priestley, exploring the dramatic form, key themes, plot and character. They will also explore the text in terms of the writer’s craft and different ways in which the text may be received by audience/reader. In the exam, students have a choice of two questions to respond to for An Inspector Calls. They will be required to write an academic essay in response. For the power and conflict question, students will be given one poem printed in the exam and they will have to select one of the remaining fifteen poems to compare it to. For the unseen question, students will have to analyse a poem they haven’t studied previously before comparing the methods used in that poem to another unseen.</p> <ul style="list-style-type: none"> • Both papers will be graded from 9-1. Paper 1 is worth 40% and Paper 2 is worth 60% of the total grade for GCSE English Literature. All final exams will be undertaken in the summer of year 11, but students will sit mock exams in year 10 and year 11 to help them prepare for the final external exams. These mock exams will take place each term. • Students are not allowed to take texts into the exams, they will be expected to recall key quotations from memory. • There is no coursework or controlled assessment for English literature.
Qualification Information	<p>AQA English Language: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF</p> <p>AQA English Literature: https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF</p>
Ways to Support your Child in this subject	<ul style="list-style-type: none"> • Ensure that students utilise the knowledge organisers available to them. • Encourage students to regularly test themselves on the key knowledge. • Ensure your child completes their homework on time. • Encourage reading at home. <p>At GCSE</p> <ul style="list-style-type: none"> • Support your child with learning key quotations for English literature. • Encourage your child to complete past papers under timed conditions. • Encourage your child to watch the news and keep up to date with current affairs.