

Subject – English

The rationale behind the English curriculum is to explore and build a knowledge rich base that allows the development of cultural capital and crucial skills. Through a range of rich, literary fiction and non-fiction texts, students will develop a wide vocabulary; hone their academic, transactional and descriptive writing skills; link texts to the context in which they are written including genre, social and historical contexts; and broaden their understanding of key concepts and terminology.

The curriculum is designed as a narrative that focuses on the theme of social justice and personal voice. These themes will be explored through the interleaving of a range of genres and literary foci that allows for opportunities to revisit and embed students' schema over time, thus, whilst still allowing for a broad range of study, students will have the cultural capital, knowledge and skills to approach GCSE texts.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<ul style="list-style-type: none"> • Topic: Heroes and Villains • Themes: Class hierarchy and gender • Focus: Early writing – Chaucer and Beowulf • Knowledge/concepts: characterisation, gender, class, hubris, social and historical context • Skills: development of shaped writing and SPaG • Assessments: CAT tests, Language and Literature baseline assessments; reading and spelling assessment; pre and post knowledge tests 		<ul style="list-style-type: none"> • Topic: Voice Through Time • Theme: Social injustice, the cult of personality • Focus: Non-fiction discourse of 19th, 20th and 21st Century and Poetry • Knowledge/concepts: writer’s as designers, social justice, social and historical contexts, poetic forms, language and structure. • Skills: analytical approaches to literary texts; development of transactional and academic writing • Assessments: Reading – Literature based analytical essay; reading and spelling tests; pre and post knowledge tests 		<ul style="list-style-type: none"> • Topic: Dystopia • Themes: Class and power • Focus: <i>Animal Farm</i>, non-fiction speeches • Knowledge/concepts: - revisit class, build on previous knowledge of social injustice through power. Revisit Heroes and villains from unit 1 and the cult of personality from unit 2. Social and historical context. • Skills: literary analysis – building on previous unit; development of transactional, academic and shaped writing; public speaking • Assessments: Language and literature assessments; reading and spelling tests; pre and post knowledge tests 	



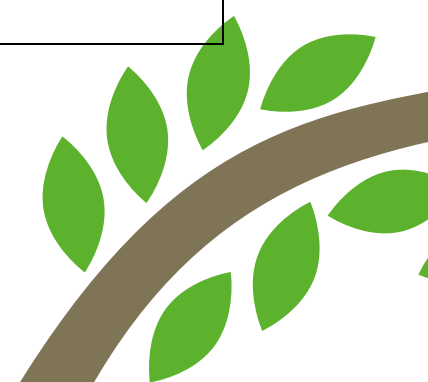
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<ul style="list-style-type: none"> • Topic: The Road to Shakespeare • Themes: Love, Conflict, Morality, Greed • Focus: Merchant of Venice • Knowledge/concepts: Influences on Shakespeare building cultural capital on: mythology, history, bible, nature; social and historical context, especially Elizabethan and Jacobean, • Skills: development of SPaG; transactional, academic and shaped writing; literary analysis; public speaking • Assessment: Reading – Literature based analytical essay; reading and spelling tests, pre and post knowledge tests 		<ul style="list-style-type: none"> • Topic: The Romantic Period and Gothic Literature • Themes: Humanity, nature, the sublime • Focus: Romantic poetry, Gothic literature • Knowledge/concepts: The road to the Romantics the Enlightenment period, Gothic conventions, the sublime, social and historical context • Skills: development of descriptive and narrative writing; analytical responses • Assessment: Writing – narrative/descriptive writing; reading and spelling tests, pre and post knowledge tests 		<ul style="list-style-type: none"> • Topic: Finding Our Voice • Themes: Social justice • Focus: Short stories (1890 onwards) • Knowledge/concepts: writer's craft – developing previous concept of writer's as designers; pastiche/parody; the impact of society contextually • Skills: development of narrative and descriptive writing, writing pastiche/parody • Assessment: Reading and (descriptive/narrative) writing; reading and spelling tests, pre and post knowledge tests 	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<ul style="list-style-type: none"> • Topic: Wider Shakespeare • Themes: Power, Hubris, Conflict, Love, Family • Focus: Romeo and Juliet • Knowledge/concepts: dramaturgy, revisit - tragedy, hubris, peripeteia and literature as an exploration of humanity. Revisiting context of Elizabethan theatre and wider culture • Skills: analytical responses, development of transactional, academic and shaped writing • Assessment: Reading – Literature based analytical essay; reading and spelling tests, pre and post knowledge tests 		<ul style="list-style-type: none"> • Topic: Aspirational Icons – the Voice of the Oppressed and Repressed. • Themes: social justice, aspiration, using your voice • Focus: non-fiction articles and speeches about aspirational, real-life figures. from 19th, 20th and 21st century • Knowledge/concepts: Iconic, real-life figures, rhetoric, social discourse, identity, social constructs • Skills: analytical response to non-fiction; transactional shaped writing; public speaking • Assessment: Writing – transactional writing; reading and spelling tests, pre and post knowledge tests 		<ul style="list-style-type: none"> • Topic: An Inspector Calls • Themes: social responsibility, capitalism, socialism, generation divide • Focus: An Inspector Calls • Knowledge/concepts: revisit dramaturgy and characterisation; build on knowledge of writer’s voice, build on context – social and historical; an understanding of specific GCSE skills and objectives • Skills: comparative approaches, literary analysis, • Assessment: Reading – Literature based analytical essay; reading and spelling tests, pre and post knowledge tests 	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<ul style="list-style-type: none"> • Topic: GCSE Literature Paper 1, GCSE Language Paper 2 • Focus: A Christmas Carol • Themes: social justice, greed/avarice, redemption, family, charity, Christianity • Knowledge/concepts: understanding of plot, character and themes; building on knowledge of heroes and villains, characterisation, social justice and contextual knowledge; building on GCSE specification • Skills: literary analysis; development of shaped transactional and academic writing • Assessment: Reading – Literature based analytical essay; Writing – academic, transactional writing; reading and spelling tests, pre and post knowledge tests 		<ul style="list-style-type: none"> • Topic: GCSE Literature Paper 1, GCSE Language Paper 2 • Focus: Macbeth, Non-Fiction Reading • Knowledge/concepts: understanding of play, characters and themes; revisit tragedy, hubris, peripeteia, dramaturgy, social justice, characterisation; non-fiction rhetoric • Skills: Literary analysis including comparative approaches; development of critical thinking; development of transactional writing; public speaking • Assessments: Writing – academic, transactional writing; reading and spelling tests, pre and post knowledge tests. GCSE Spoken Language Component 		<ul style="list-style-type: none"> • Topic: GCSE Literature Paper 2, GCSE Language Paper 1 • Focus: Power and Conflict Poetry • Themes: Hubris, social justice, conflict, love, relationships, power, nature, • Knowledge/concepts: in-depth study of poems; writer’s voice; building on language, form and structure; building on GCSE specifications • Skills: Literary analysis; development of descriptive and narrative writing • Reading – Literature based analytical essay; Writing: descriptive/narrative writing; reading and spelling tests, pre and post knowledge tests 	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<ul style="list-style-type: none"> • Topic: Revision of Literature Paper 2 • Focus: An Inspector Calls and Power and Conflict Poetry • Assessment: Reading – Literature based analytical essay; Writing – descriptive/narrative writing; 		<ul style="list-style-type: none"> • Topic: Revision of Literature Paper 1 • Focus: Macbeth and A Christmas Carol • Assessment: Reading – Literature based analytical essay; Writing – academic, transactional writing; 		<ul style="list-style-type: none"> • Topic: Revision of Language Papers • Focus: Fiction and non-Fiction extracts • Assessments: Reading and writing <p>GCSEs</p>	

