

English Curriculum Overview 2019-2020

Year 7 : How is writing used to tell the story of who we are?

Scheme	Cabinet of Curiosity (short stories transition scheme)	Novel Study - Trash	Literary Heritage (A Midsummer Night's Dream)	Social Media and Digital Footprint	Cultures Poetry	Childhood through Time (The Wardrobe)
Intent	<ul style="list-style-type: none"> - To develop mastery of year 6 skills - Improve reading fluency and comprehension, and develop skills of reading aloud. - Introduction of reciprocal reading strategies - Introduction of 'Think Aloud' approach and reading journal strategies. - To introduce the writing process. 	<ul style="list-style-type: none"> - Develop comprehension of whole text - Pace and fluency teaching alongside reciprocal reading strategies being embedded - Quotation selecting - Introduction to the 'What, How, Why Cycle'. 	<ul style="list-style-type: none"> - To gain an awareness of our literary heritage through time (and develop cultural capital) - Introduce the concept of allusions, - - Develop comprehension of more challenging texts (alongside decoding skills), - Introduction to three texts from our English canon: Prometheus, Beowulf, Canterbury Tales). - Understand the conventions of a drama text, dual narratives and stagecraft - Understand the context of Shakespearean writing - Development of the 'What, How, Why Cycle'. 	<ul style="list-style-type: none"> - Understand how the language we use and the way we present ourselves through any written form allows others to develop opinions about our values and characteristics - Understand effect of presentational features - Understand the conventions of writing to inform and advise - Understand the conventions of a leaflet - Understanding how fact and opinion can be used to manipulate reader response 	<ul style="list-style-type: none"> - Understand conventions of different poetic forms - Develop independent analysis skills - Understand others' cultures and how poetry can be used to present these - Understand what makes us British - Apply conventions of poetry to own writing - Understand how to explore the impact of structural choices made by a writer - Develop ability to make comparisons between texts 	<ul style="list-style-type: none"> - To develop ability to track a theme across a text - Develop understanding of the conventions of a drama text - Develop knowledge of a range of historical contexts - Develop and draw together skills from across year 7

Assessing Impact (Main assessment piece) Green and Blue Paper Teacher Assessed	Writing (narrative): Own Cabinet of Curiosity story.	Reading: How has the writer use language to present the Colva prison?	Reading: How does Shakespeare use language to present Puck and the theme of the supernatural?	Writing (transactional): Write a leaflet informing year 6 students and parents about how to stay safe online.	Reading: Independent analysis of <i>Island Man</i> (annotations) and own 'what how why paragraph' exploring one key argument. Venn diagram comparing this to <i>Blessing</i> .	Writing (drama): Writing own scene for the play which shows their interpretation of childhood in the modern day.
	Reading: Think aloud of three extracts and a James Durran style deconstruction of the conventions of the 'Cabinet of Curiosities'.	Writing (descriptive): Write a description of the dumpsite.	Writing (transactional): Write a letter home from a time-travel mission to Elizabethan London.	Reading: Deconstruction of a website. How does the writer use presentational features and language to inform the reader?	Writing (creative): Write own poem about the British culture in the style of one of the studied cultures poems.	Reading: Review of a scene of student's choice, in which they explore the presentation of childhood.
Speaking and Listening – formally assessed pieces	Reading aloud – pace and fluency, use of punctuation.	Reading aloud – fluency, pace and use of punctuation, intonation and expression	Reading aloud – intonation and expression, fluency, use of punctuation with more challenging text	Group debate around fake news – listening, questioning, building upon others' ideas, developing arguments	Presentation: Sharing of own poems and explanation of what they show about our British culture – pace, intonation and expression, giving explained and detailed responses	Drama performance of key scene from the play – facial expression, gesture, use of body, intonation and expression, pace.

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Year 8:	How do writers use structure to engage us as readers?		How can we use our voices to persuade and manipulate others?		How has our interpretation of a 'monster' changed over time?	
Scheme	Of Mice and Men	The Speckled Band	The Freak Show	Voices of Protest	Medea	The Gothic, romanticism, monsters and madness
Intent	<ul style="list-style-type: none"> - Develop understanding of structural features across a text, including juxtaposition, recurring motifs and foreshadowing 	<ul style="list-style-type: none"> - Understand the conventions of the detective genre - Develop understanding of structural features - Applying these to own writing - Explore how to adapt form for purpose (epistolary?) - Provide opportunity for students to celebrate their work in amphitheatre 	<ul style="list-style-type: none"> - Understand the use of bias - Apply reading analysis to multi-modal texts - To analyse the impact of a range of non-fiction texts in different forms - To identify and explore the effect of a range of methods used by writers to persuade and manipulate - To explore non-fiction texts compared with fictional multi-modal texts - Introduction to evaluation skills 	<ul style="list-style-type: none"> - To develop a strong writer's voice - To apply features of manipulation and persuasion to own texts - To develop understanding of poetry - To develop use of voice in oral speech giving <p>History: Suffragettes studied at start of year 8.</p>	<ul style="list-style-type: none"> - To develop understanding of Greek mythology and allusion - To track character across a text - Build upon understanding of drama texts from previous schemes - Development of evaluation skills 	<ul style="list-style-type: none"> - To explore the conventions of gothic and romanticist texts, and texts inspired by these genres - To explore how the idea of a 'monster' has developed over time - Develop and experiment with 'what, how, why' cycle to take ownership over analysis - To apply the conventions of gothic writing to their own - Text drivers include: Romanticism: William Blake, poetry, artwork. Gothic: Frankenstein, Dracula, Yellow Wallpaper, Hound of the Baskervilles, and Jane Eyre. <p>History: Holocaust in year 8</p>

						Industrial revolution (yr7) Madness or martyr exploration of suffragettes in year 8
Assessing Impact (Main assessment piece) Green and Blue Paper Teacher Assessed	Reading: How does Steinbeck use structural devices (such as foreshadowing) to build up to the events that take place at the end of the novel?	Writing (narrative): Write opening to a detective story, featuring a sinister character and a letter.	Reading: In his autobiography, how does Treves use bias to manipulate our opinion of his relationship with Merrick?	Writing (transactional): Write a speech in which you persuade students and SLT about an issue if your choice?	Reading: Euripides wants us to feel empathy for Medea. To what extent do you agree with this statement?	Writing (creative): Write the opening of a novel using romanticist artwork as a stimulus.
	Writing (descriptive): Write a description of two contrasting environments.	Reading: How does the writer use language to present Roylott as a villainous character?	Writing (transactional): TV talent shows and reality TV shows are the modern freak show. Write an article in which you present your views about this statement.	Reading: How does Simon Rae present his views on environmental issues in 'One World Down the Drain'?	Writing (monologue): Write an empathic monologue as either Jason or Medea	Reading: How does the writer use language and structure to present the theme of madness? Extract from Jane Eyre when Jane first meets Bertha in the attic.
Speaking and Listening – formally assessed pieces	Reading aloud: pace, intonation, expression, fluency, responding to punctuation, character voices	Presentation of own work – a dramatic reading of their story opening.	Reading aloud: pace, intonation, expression, fluency, responding to punctuation.	Presentation: Presenting their speech to the class.	Drama: Dramatic reading of key scenes	Group Discussion: Who is the biggest monster? Debate using characters from the text drivers as stimuli.

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Year 9:							
Scheme		Jekyll and Hyde	Anthology Poetry: Experiences at War	Aristotelian Rhetoric	Macbeth – linked to J&H through duality of nature	Anthology Poetry: Effects of Conflict	Animal Farm – linked to Macbeth through tyrannical leadership
Intent	Revision power point to be used to start off expectations and explicitly teach strategies. Revision challenge to be set at the start of each half term, with weekly challenges.	<ul style="list-style-type: none"> - To be introduced to the key plot, characters and theme within 'Jekyll and Hyde' - To use the text as a stimulus for transactional writing - To understand the context of the novella, to include: Duality of nature, Victorian London, tensions between science and religion, Lombroso, Darwinism, Doppelgangers, Victorian Gentlemen - To explore non-fiction and fiction texts linked to the themes presented within the novella. - Apply the conventions of a newspaper article - Apply active and passive voice for effect 	<ul style="list-style-type: none"> - To develop independence in analysing poetry - To understand the context of 5 of the key poems from the GCSE cluster - To explore methods used by poets to present their ideas - Quotation selecting - Develop application of descriptive methods - Use of sentence structures for effect - Exposure - Bayonet Charge - Remains - Kamikaze - Charge of the Light Brigade <p>History: Peace and conflict in WW1&2 (yr8)</p>	<ul style="list-style-type: none"> - To understand the key features of Aristotelian rhetoric, to include ethos, pathos and logos - To develop persuasive writing beyond AFOREST - To understand how to apply rhetorical features effectively and with a clear intent <p>Focusing on child refugees as the text driver (newspaper articles)</p>	<ul style="list-style-type: none"> - To be introduced to the key plot, characters and theme within 'Macbeth' - To use the text as a stimulus for transactional writing - To understand the context of the play, to include: Jacobean era, supernatural, Divine order, patriarchal society, - To explore non-fiction and fiction texts linked to the themes presented within the play. - Apply the features of an essay - To develop an argument across a piece of writing and through a range of evidence <p>History: Daemonologie (yr8) Witch crazes (yr8)</p>	<ul style="list-style-type: none"> - To develop independence in analysing poetry - To understand the context of 5 of the key poems from the GCSE cluster - To explore methods used by poets to present their ideas - Quotation selecting - To develop a clear character voice - To use punctuation to develop meaning and impact on effect - War Photographer - Emigree - Storm on the Island - Poppies - London <p>History: Industrial revolution (yr7)</p>	<ul style="list-style-type: none"> - To be introduced to the key plot, characters and theme within 'Animal Farm' - To use the text as a stimulus for transactional writing - To understand the context of the novella, to include: Russian Revolution, allegory, propaganda - To explore non-fiction and fiction texts linked to the themes presented within the novella. - To be able to apply a range of persuasive methods to own writing. <p>History: Russian Revolution (yr8)</p>
Assessing Impact		Reading: How are features of the gothic used to develop the	Writing (Monologue):	Writing: Write a letter to Boris Johnson	Writing (Narrative): Write a narrative focusing on the events	Reading: Compare how the poet presents conflict in	Reading: How does the writer present Napoleon's relationship

(Main assessment piece) Green and Blue Paper Teacher Assessed		theme of fear across the novella?	Write a monologue exploring a soldier's experiences at war, using John Singer Sergeant's 'Gassed' as a stimulus.	persuading him to take urgent action supporting child refugees from Syria.	that unfold during Lady Macbeth's sleepwalking scene.	<i>London</i> and <i>Exposure</i> ?	with the other animals and the men?
	Secondary Assessment Piece) Peer assessed Teacher acknowledged	Writing (transactional): Write a newspaper article in which you report on the crimes committed by Hyde. Trampling of the girl and the murder of Carew.	Reading: How does the poet use language and structure to present conflict in <i>Remains</i> ?		Reading: How does Shakespeare present key themes within the play?	Writing (descriptive): Write a description of a natural event, using <i>Storm on the Island</i> as a stimulus.	Writing (transactional): Write a persuasive speech in the style of Squealer in which you persuade the animals to give up all of their rations in return for parts for the windmill.
Speaking and Listening – formally assessed pieces		Reading Aloud: Pace, fluency, intonation, expression, response to punctuation.	Group discussion: Which of the five poems is most effective at presenting experiences of war?	Debate: Statements linked to child refugees debated in groups.	Drama: performance of key scenes from the play	Group discussion: Rank ordering of key messages from one of the five poems.	Presentation: Presenting Squealer speeches in groups.

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Year 10		Thematic Links				
Theme	Anthology Poetry: Power of People and Places	Night Time	Aristotelian Rhetoric	Monsters (Good v Evil / Morality and Blame / Nature)	Power	
Text Drivers	<ul style="list-style-type: none"> - Ozymandias - Prelude - Checkin' Out Me History - Tissue - My Last Duchess 	Jekyll, Macbeth, Animal Farm, War Photographer, Remains, Exposure, Prelude, London	Focusing on fake news stories.	Macbeth, Jekyll, Animal Farm, Kamikaze, Checkin' Out Me History, My Last Duchess, Ozymandias, London, Emigree, Unseen: Medusa & Havisham	Animal Farm, Jekyll, Macbeth, Tissue, Charge, Bayonet Charge, Poppies, Storm on the Island	Spoken Language Endorsement
Intent	<ul style="list-style-type: none"> - To develop independence in analysing poetry - To understand the context of 5 of the key poems from the GCSE cluster - To explore methods used by poets to present their ideas - Quotation selecting - To draw comparisons between poems 	<ul style="list-style-type: none"> - To draw links between the exam texts - To revise key content - To develop understanding of the exam paper, question stems and criteria - To develop own application of responses to exam questions - To develop exam technique and stamina - To re-consider a wide range of writer's methods - To make links with modern context and across different contexts 	<ul style="list-style-type: none"> - To understand the key features of Aristotelian rhetoric, to include ethos, pathos and logos - To develop persuasive writing beyond AFOREST - To understand how to apply rhetorical features effectively and with a clear intent 	<ul style="list-style-type: none"> - To draw links between the exam texts - To revise key content - To develop understanding of the exam paper, question stems and criteria - To develop own application of responses to exam questions - To develop exam technique and stamina - To make connections between themes and events in the texts and modern day context - Develop comprehension and analysis of unseen poetry <p>Unseen = Medusa and Havisham</p>	<ul style="list-style-type: none"> - To draw links between the exam texts - To revise key content - To develop understanding of the exam paper, question stems and criteria - To explore the presentation of ambition and power across texts. - To make connections between themes and events in the texts and modern day 	<ul style="list-style-type: none"> - To explore how to use voice for impact - To be able to apply features of rhetoric to own writing and speaking for impact - To be able to structure a text for maximum impact - To be exposed to a range of speaking to develop own spoken voice - To culminate in exam piece for spoken language endorsement.
Assessing Impact	Writing: Write a narrative in the style of 'Prelude' in which you	Exploration of exam papers, question stems, exemplar responses,	Writing: Write a letter to Boris Johnson persuading	Reading: Teachers to set own reading exam style tasks based on student needs and texts studied.	Writing: Write a speech for a group of peers in which	

(main assessment piece is in the top box).	encounter a powerful natural setting.	production of golden rules and production of shared writes. Mock exam in October to be used to inform teacher targeted focus.	him to take urgent action against news agencies reporting fake news.			you persuade them about a topic of your choice.
	Reading: Connections map showing how the different power and conflict poems are linked, using key quotations to exemplify ideas.	Writing (narrative): Write a narrative with a night time setting influenced by Extract from the Prelude.		Writing (transactional): The head examiner for AQA has said that it is obvious who the biggest monster in the AQA literature texts. Write an article explaining who you believe this is.	Writing (monologue): Write a monologue as one of the characters from the AQA texts in which you explore the idea of power.	Reading: Research a topic of your choice and produce research notes to inform writing piece.
Speaking and Listening – formally assessed pieces	Reading aloud: Reading own narratives aloud in groups for parrot on shoulder feedback.	Presentation: Presentation of own writing in groups for parrot on the shoulder feedback.	Debate: Statements linked to fake news debated in groups.	Group Discussion: Who is the biggest monster in the AQA texts?	Drama: Dramatic presentation of monologues in groups for peer feedback.	Speaking Exam: Present a speech to your peers about a topic of your choice, in which you also respond to questions.

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		Students are preparing for the iGCSE English Language exam alongside their study of AQA. They are completing iGCSE coursework pieces whilst developing their skills in writing, which forms 50% of their AQA grade.		
Year 11	Thematic Exploration of the English Language and Writer’s Methods			
Scheme	Short Stories (until November)	Body Image and the Media (until January)	Travel and Adventure (until March)	Teacher Choice
Intent	- To have a clear understanding of paper 1 of the GCSE English Language exam - To develop comprehension skills - To develop analytical and evaluative skills - To develop understanding of effects of choices in structure across a text - To understand and be able to apply the features of level 3/4 (target dependent) writing.	- To have a clear understanding of paper 2 of the GCSE English Language exam - To develop comprehension skills - To develop comparison and analytical skills - To understand and be able to apply the features of level 3/4 (target dependent) writing. - To be able to build links between paper 1 and paper 2 skills - To understand how the media use language, structure and presentation to manipulate our feelings towards our personal body image	- To develop paper 1 and 2 skills - To be able to independently write reading and writing responses to target grade - To be able to build links between paper 1 and paper 2 skills.	- To develop paper 1 and 2 skills - To be able to independently write reading and writing responses to target grade - To be able to build links between paper 1 and paper 2 skills.
Assessing Impact (main assessment piece is in the top box).	Responding to Paper 1 style paper (on shared area) Teacher to use a range of stimuli (shared area) to explore individual questions	Responding to Paper 2 style paper (on shared area) Teacher to use a range of stimuli (shared area) to explore individual questions	Responding to Paper 1 and 2 style papers (on shared area) Teacher to use a range of stimuli (shared area) to explore individual questions	Teachers to select from vast range of paper 1 and paper 2 stimuli and question papers on the shared area. Shared writes and walking talking mocks to be used to enable students to reach (and exceed) target grade. DIRT tasks used to address class/group/individual areas for improvement. Whole class feedback sheets to be used to identify and plan whole class teaching, group/individual supported tasks, up-levelling tasks and exemplars.
Speaking and Listening – formally assessed pieces	Reading aloud: Shared reading of short stories	Group Discussion: The media are to blame for low self-esteem in teenagers.	Presentation: Presentation of written pieces to groups for parrot on the shoulder feedback	Group discussion and presentations: To be used to develop ideas for writing, support comprehension and understanding of source texts, support shared writes and improve student work.

