

## 1c. Curriculum Overview: English



SAINTS PETER AND PAUL  
CATHOLIC HIGH SCHOOL

Year 7 English			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS2/3 NC	<p><b>‘Oliver Twist’</b></p> <p><b><u>What are the students learning?</u></b></p> <p><b>Using ‘Oliver Twist’:</b></p> <ul style="list-style-type: none"> <li>• Exploration of character</li> <li>• Analytical writing</li> <li>• Understanding of Victorian London and its effect on people of the time</li> <li>• Exploration of new key terms</li> </ul> <p><b>Through Writing Mastery:</b></p> <ul style="list-style-type: none"> <li>• Consistent recall of grammar rules, punctuation rules, spelling rules</li> <li>• Writing accurately</li> <li>• Choosing vocabulary for effect</li> <li>• Extended writing</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Baseline assessment of SPaG, inference skills, creative writing skills.</li> <li>• How does Charles Dickens present the character of Bill Sikes?</li> </ul> <p><b><u>What are the standardised Homeworks?</u></b></p> <ul style="list-style-type: none"> <li>• Sparx Reader: 300 Sparx Reader Points per week.</li> </ul>	<p><b>‘A Midsummer Night’s Dream’</b></p> <p><b><u>What are the students learning?</u></b></p> <p><b>Using ‘A Midsummer Night’s Dream’:</b></p> <ul style="list-style-type: none"> <li>• Exploration of character</li> <li>• Analytical writing</li> <li>• Understanding of a play and how it differs from a novel</li> <li>• Exploration of new key terms</li> </ul> <p><b>Through Writing Mastery:</b></p> <ul style="list-style-type: none"> <li>• Consistent recall of grammar rules, punctuation rules, spelling rules</li> <li>• Writing accurately</li> <li>• Choosing vocabulary for effect</li> <li>• Extended writing</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• How is the love potion presented?</li> </ul> <p><b><u>What are the standardised Homeworks?</u></b></p> <ul style="list-style-type: none"> <li>• Sparx Reader: 300 Sparx Reader Points per week.</li> </ul>	<p><b>Similes and Metaphors: Poetry</b></p> <p><b><u>What are the students learning?</u></b></p> <p><b>Using Poetry:</b></p> <ul style="list-style-type: none"> <li>• Understanding different elements of metaphorical language</li> <li>• How poets use imagery for effect</li> <li>• How poets alter the tone of a poem through their choice of words and phrases</li> </ul> <p><b>Through Writing Mastery:</b></p> <ul style="list-style-type: none"> <li>• Consistent recall of grammar rules, punctuation rules, spelling rules</li> <li>• Writing accurately</li> <li>• Choosing vocabulary for effect</li> <li>• Extended writing</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• How does the poet describe the tom cat in this poem?</li> <li>• End of year assessment of SPaG, inference skills, creative writing skills.</li> </ul> <p><b><u>What are the standardised homework’s?</u></b></p> <ul style="list-style-type: none"> <li>• Sparx Reader: 300 Sparx Reader Points per week.</li> </ul>

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Year 8 English			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS3 NC	<p><b>The Adventures of Sherlock Holmes</b></p> <p><u>What are the students learning?</u></p> <p>Students will study 2 texts: ‘The Red-Headed League’ and ‘A Scandal in Bohemia’ or ‘The Blue Carbuncle’.</p> <p><b>Using the stories studied:</b></p> <ul style="list-style-type: none"> <li>• Exploration of character</li> <li>• Analytical writing</li> <li>• Understanding of Victorian London and its effect on people of the time</li> <li>• Exploration of new key terms</li> </ul> <p><b>Through Writing Mastery:</b></p> <ul style="list-style-type: none"> <li>• Consistent recall of grammar rules, punctuation rules, spelling rules</li> <li>• Writing accurately</li> <li>• Choosing vocabulary for effect</li> <li>• Understanding of how to write for different genres</li> <li>• Extended writing</li> </ul> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> <li>• Baseline assessment of SPaG, inference skills, creative writing skills.</li> <li>• What kind of character is Sherlock Holmes? Use the extract provided and one other story that you have studied to form your response.</li> </ul> <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none"> <li>• Sparx Reader: 300 Sparx Reader Points per week.</li> </ul>	<p><b>‘The Tempest’</b></p> <p><u>What are the students learning?</u></p> <p><b>Through ‘The Tempest’:</b></p> <ul style="list-style-type: none"> <li>• Exploration of character</li> <li>• Analytical writing</li> <li>• Understanding of a play and how it differs from a novel</li> <li>• Exploration of new key terms</li> </ul> <p><b>Through Writing Mastery:</b></p> <ul style="list-style-type: none"> <li>• Consistent recall of grammar rules, punctuation rules, spelling rules</li> <li>• Writing accurately</li> <li>• Choosing vocabulary for effect</li> <li>• Understanding of how to write for different genres</li> <li>• Extended writing</li> </ul> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> <li>• How is Caliban presented in this extract and in the rest of the play?</li> </ul> <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none"> <li>• Sparx Reader: 300 Sparx Reader Points per week.</li> </ul>	<p><b>‘Animal Farm’</b></p> <p><u>What are the students learning?</u></p> <p><b>Using ‘Animal Farm’:</b></p> <ul style="list-style-type: none"> <li>• Exploration of character</li> <li>• Analytical writing</li> <li>• Understanding the dystopian genre</li> <li>• Exploration of new key terms</li> </ul> <p><b>Through Writing Mastery:</b></p> <ul style="list-style-type: none"> <li>• Consistent recall of grammar rules, punctuation rules, spelling rules</li> <li>• Writing accurately</li> <li>• Choosing vocabulary for effect</li> <li>• Understanding of how to write for different genres</li> <li>• Extended writing</li> </ul> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> <li>• How and why does the farm fail in ‘Animal Farm’?</li> <li>• Baseline assessment of SPaG, inference skills, creative writing skills.</li> </ul> <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none"> <li>• Sparx Reader: 300 Sparx Reader Points per week.</li> </ul>

## 1c. Curriculum Overview: English



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Year 9 English			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS3 NC and GCSE Spec	<p><b>Equality</b></p> <p><b><u>What are the students learning?</u></b> <b>'Of Mice and Men'</b></p> <ul style="list-style-type: none"> <li>Contextual background to the novella and author and how to apply this to evidence and analysis</li> <li>Reading skills – commenting closely on methods and their effects/ impact on the reader</li> <li>Comparison of non-fiction texts</li> <li>Modern and historical context concerned with the theme of equality</li> <li>Exploration of a range of poetry – exploring poetic methods and effects</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>How does the writer use language to present the relationship between George and Lennie?</li> <li>Non-fiction persuasive/ informative writing</li> <li>Reading assessment – language (non-fiction)</li> </ul> <p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"> <li>Sparx Reader: 300 Sparx Reader Points per week.</li> </ul>	<p><b>Love and Relationships</b></p> <p><b><u>What are the students learning?</u></b> <b>'Romeo and Juliet'</b></p> <ul style="list-style-type: none"> <li>Contextual background to the play and how to apply this to evidence and analysis</li> <li>Comparison of non-fiction texts</li> <li>Reading skills – commenting closely on methods and their effects/ impact on the reader</li> <li>Exploration of features of drama</li> <li>Reading skills linked to exploration of pre-1914 poetry</li> <li>Imaginative writing skills using poems and play as stimulus</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>Exploration of a key theme/character in an extract from the play (Literature)</li> <li>Imaginative writing</li> <li>Poetry comparison assessment</li> </ul> <p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"> <li>Sparx Reader: 300 Sparx Reader points per week.</li> </ul>	<p><b>Identity</b></p> <p><b><u>What are the students learning?</u></b> <b>'Noughts and Crosses'</b></p> <ul style="list-style-type: none"> <li>identification of methods and examination of their effects and impact on the reader.</li> <li>Ability to find key evidence and make close inferences</li> <li>Understanding the portrayal of the theme throughout the novel</li> <li>Characterisation</li> <li>Dystopian genre and its impact – contextual links</li> <li>Non-fiction texts to develop successful planning strategies/opinionated writing</li> <li>Comparing writers perspectives through non-fiction texts</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>Compare how the two writers convey their different attitudes towards teenagers.</li> <li>How does the poet present attitudes towards identity?</li> <li>Non-fiction writing: 'Reality TV is toxic and harmful to young people. It should be banned from our TV screens.' Write an article for a newspaper in which you argue your point of view in response to this statement.</li> </ul> <p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"> <li>Sparx Reader: 300 Sparx Reader points per week.</li> </ul>