



1c. Curriculum Overview: English

Year 7 English

Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS2/3 NC	<p>Tragedy (Natural vs Man Made)</p> <p><u>What are the students learning?</u> What tragedy is and the different types – natural & man-made. The effects tragedy has on different people. Context of the novel.</p> <p>1. 'Eleven'</p> <ul style="list-style-type: none"> Using 'Eleven': reading skills, writing skills Context Comprehension Plot Characters Themes Language and techniques Descriptive writing Planning Punctuation Paragraphing Comparing texts <p>2. Poetry</p> <ul style="list-style-type: none"> Poetry analysis: language, themes, speaker's voice Poem: Out of the Blue (Simon Armitage) <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> Baseline assessment Reading assessment (How does Rogers use language to present the dog?) 	<p>Ambition and Consequence</p> <p><u>What are the students learning?</u> How their actions and the actions of others have consequences. Awareness of life in Victorian Britain Awareness of Elizabethan life, specifically the role of women.</p> <p>1. 'Macbeth'</p> <ul style="list-style-type: none"> Using 'Macbeth': reading skills, writing skills Context Plot Characters Themes Language and techniques Creative/ descriptive writing Planning Comparing a character across the play <p><u>What are the key standardised assessments?</u> 'How does Shakespeare present ambition in Act 1 sc 5 and Act 1 sc 7?'</p> <p>How does Shakespeare present Lady Macbeth in Act 5 sc1?</p> <p><u>Homework</u> Developing vocabulary: learning definitions, applying word choices.</p>	<p>Courage and Wisdom</p> <p><u>What are the students learning?</u> How different forms of courage and wisdom are taking place in today's society and how our world is in need of these traits. Context of the novel.</p> <p>1. 'The Boy at the Back of the Class'</p> <ul style="list-style-type: none"> Using 'The Boy at the Back of the Class': reading skills, writing skills. Context Comprehension Plot Characters Themes Language and techniques Descriptive writing Planning Punctuation Paragraphing Comparing texts <p>2. Non-Fiction texts Reading and writing focus</p> <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none"> Reading assessment (How does Onjali Q. Rauf use language to show...) Descriptive writing: market scene Non-fiction writing: write a persuasive letter.



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	<ul style="list-style-type: none">• Reading assessment (A student commented...how far do you agree?)• Reading assessment (How does Armitage use language to present the horrors of 9/11?) 4. Descriptive writing: scenes from 9/11 (using ideas from both the novel and non-fiction article) <p><u>Homework</u></p> <ul style="list-style-type: none">• Developing vocabulary: learning definitions, applying word choices.		<p>4. Summative assessment</p> <p><u>Homework</u> Developing vocabulary: learning definitions, applying word choices.</p>
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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>Power and Conflict <i>Power and Conflict in Literature</i></p> <p><u>What are the students learning?</u> ‘Private Peaceful’</p> <ul style="list-style-type: none"> Using Private Peaceful: reading skills, writing skills Context Plot Characters Themes Language and structural techniques Creative writing Planning Paragraphing Comparing texts (<i>Dulce et Decorum Est, Who’s for the Game, Private Peaceful</i>) <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> Baseline assessment Descriptive writing (re-write fight scene from Charlie’s perspective) Descriptive writing (the trenches) Reading assessment Reading assessment 	<p>Good vs Evil <i>Choices and Consequences</i></p> <p><u>What are the students learning?</u> ‘Oliver Twist’</p> <ul style="list-style-type: none"> Using Oliver Twist: reading skills, writing skills Context Plot Characters Themes Language and structural techniques Speaking and listening: debate <p>2.Non-Fiction: Gang Culture</p> <ul style="list-style-type: none"> Writing to express a viewpoint Planning Paragraphing Comparison - modern gangs vs Fagin’s gang <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none"> Writing: newspaper article – Oliver’s trial Writing: newspaper article – Liverpool gangs Reading: language 	<p>Good vs Evil <i>What do we need to survive?</i></p> <p><u>What are the students learning?</u> ‘The Hunger Games’</p> <ul style="list-style-type: none"> Using The Hunger Games: reading skills, writing skills Context Plot Characters Themes Language and structural techniques Creative writing Planning Paragraphing Non-fiction reading: Caroline Flack articles, I’m a Celebrity Get me Out of Here letter <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none"> Reading assessment: language Reading assessment: language Descriptive writing: the cornucopia Summative assessment



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	<p><u>Homework</u> Developing vocabulary: learning definitions, applying word choices.</p>	<p><u>Homework</u> Developing vocabulary: learning definitions, applying word choices.</p>	<p><u>Homework</u> Developing vocabulary: learning definitions, applying word choices.</p>
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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>Identity</p> <p><u>What are the students learning?</u> ‘Noughts and Crosses’</p> <ul style="list-style-type: none"> Using the novel to develop reading and writing skills Identification of methods and examination of their effects and impact on the reader. Ability to find key evidence and make close inferences Understanding the portrayal of the theme throughout the novel Characterisation Dystopian genre and its impact – contextual links Non-fiction texts to develop successful planning strategies/opinionated writing Comparing writers perspectives through non-fiction texts <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> Baseline assessment 1. Non-fiction reading assessment: compare how the two writers convey their different attitudes towards teenagers. 2. Unseen poetry assessment: how does the poet present attitudes towards identity? 3. 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 	<p>Equality</p> <p><u>What are the students learning?</u> ‘Of Mice and Men’</p> <ul style="list-style-type: none"> Contextual background to the novella and author and how to apply this to evidence and analysis Reading skills – commenting closely on methods and their effects/ impact on the reader Comparison of non-fiction texts Modern and historical context concerned with the theme of equality Exploration of a range of poetry – exploring poetic methods and effects <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none"> Non-fiction writing: Opinionated speech on inequality Literature assessment: the presentation of Curley’s Wife. Reading assessment – How does Steinbeck use language to present George and Lennie? <p><u>Homework</u> Developing vocabulary: learning definitions, applying word choices.</p>	<p>Love and Relationships</p> <p><u>What are the students learning?</u> ‘Much Ado About Nothing’</p> <ul style="list-style-type: none"> Contextual background to the play and how to apply this to evidence and analysis Comparison of non-fiction texts Reading skills – commenting closely on methods and their effects/ impact on the reader Exploration of features of drama Reading skills linked to exploration of pre-1914 poetry Imaginative writing skills using poems and play as stimulus <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none"> Language assessment: How does the writer present the speaker’s thoughts on Porphyria? Exploration of Beatrice’s character Creative writing: sinister character/ballroom Summative assessment <p><u>Homework</u> Developing vocabulary: learning definitions, applying word choices.</p>



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	<p>newspaper in which you argue your point of view in response to this statement.</p> <p>Homework Developing vocabulary: learning definitions, applying word choices.</p>		
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