

# English

## Curriculum Information

### Year 7

Learning Outcomes	Shaping language to show the power of nature; emulating ghost story writing styles to create scary flash fiction; balancing persuasive writing and humour in a travel blog about a camping trip; stepping into the shoes of a character from a novel; crafting a compelling short story with the help of film and prose.
Topics taught	Students begin the year with our <b>'Tales Through Time'</b> theme. First, <b>'Heroic Stories'</b> , a study of narrative, archetypes, setting and character focuses around Chris Vick's <i>Girl, Boy, Sea</i> and extracts of <i>Beowulf</i> . Students then sharpen their understanding of <b>'Storycraft'</b> with a selection of short stories from a diverse range of authors. Our <b>'Journeys of Discovery'</b> theme begins with <b>'Travel Writing'</b> and students study a range of forms including literary nonfiction, blog and advertisement. Students then explore dramatic devices and the power of theatre with William Shakespeare's <b>'The Tempest.'</b> The year concludes with the theme of <b>'Growing Up'</b> . Here, students explore David Almond's <b>'The Fire Eaters'</b> considering themes of social class, childhood and belonging. As students transition into year 8, <b>'Writing about Childhood'</b> takes inspiration from film and prose to encourage students to develop their own quest narratives.

### Year 8

Learning Outcomes	Giving a character a voice with a dramatic monologue; designing a sequence for a speculative fiction graphic novel; formulating a non-fiction feature article about survival; responding creatively and analytically to a novel; reviewing a film that introduces big ideas to a new audience.
Topics taught	Students begin the year with our <b>'Imagining the Future'</b> theme. We read Robert Swindells' novel <b>'Brother in the Land'</b> and consider themes of survival, morality and hope in a post apocalyptic world. Then, students delve deeper into <b>'Speculative Fiction'</b> with extracts from Jeff Lemire's graphic novel 'Sweet Tooth' and a range of short stories. Our <b>'Struggle for Survival'</b> theme begins with <b>'The Great Wilderness'</b> - a range of literary nonfiction about survival in hostile and difficult environments. Students then explore the novel <b>'The Bone Sparrow'</b> set in an Australian immigration detention centre. The year concludes with the theme of <b>'Visionaries.'</b> Students learn about <b>'People with Big Ideas.'</b> From Romantic poets to environmental activists, students consider how language can be used to convey thoughts and generate change. As students transition into year 9, <b>'Voices'</b> celebrates bold ideas in the name of comedy and entertainment.

### Year 9

Learning Outcomes	Challenging ideas of the Gothic genre through contemporary film; analysing the use of setting in Susan Hill's 'The Woman in Black'; debating the presentation of Abigail Williams in 'The Crucible'; considering how different types of love are presented in 'Romeo and Juliet'; examining the way in which writers might structure their texts for effect.
Topics taught	Students begin the year with our ' <b>Supernatural</b> ' theme. We explore the emergence of ' <b>The Gothic</b> ' with extracts from 'Dracula', 'Frankenstein' and 'The Strange Case of Dr Jekyll and Mr Hyde' alongside Tim Burton's 'Edward Scissorhands.' Students then read Susan Hill's ' <b>The Woman in Black.</b> ' Here, we consider the role of an unreliable narrative voice and the use of settings to create fear. Our ' <b>Outsiders</b> ' theme begins with ' <b>Writing from the Outside</b> ' - poetry from different traditions that explores life on the 'outside' of power and privilege. We then study Arthur Miller's ' <b>The Crucible</b> ' with a focus on the dramatic devices used in a modern play. The year concludes with the theme of ' <b>Subversion.</b> ' Students deepen their understanding of the tragedy genre with William Shakespeare's ' <b>Romeo and Juliet</b> ' and focus on significant themes of love and conflict. As students transition into year 10, ' <b>Unfolding Stories: Texts and Adaptions</b> ' encourages students to closely examine the way that film and texts are sequenced and structured in preparation for the GCSE English Language course.

### GCSE (2027)

Learning Outcomes	Our GCSE curriculum is written in line with both the AQA English Language and AQA English Literature specifications. Formative tasks and in-class assessments are determined by our department team. These tasks are designed to link to our thematic curriculum with a spaced review approach to learning and revision of all elements of both courses. Summative progress exams occur in Autumn Term of Year 10 and Year 11, with a final set in Spring of Year 11.
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Topics taught	Students begin year 10 with the theme of ' <b>People and Places.</b> ' This incorporates study of the modern play ' <b>An Inspector Calls</b> ' followed by ' <b>Explorations in Creative Reading and Writing</b> ' exploring how good writers use language so effectively and understanding how texts are structured. Our ' <b>Power</b> ' theme begins with William Shakespeare's ' <b>Macbeth</b> ' and is followed by a range of ' <b>Texts about Power</b> ' including poems by Agard, Browning and Shelley. Here we also return to 'An Inspector Calls' and sharpen our writing skills to powerfully argue and persuade. Year 10 concludes with a focus on ' <b>The Natural World.</b> ' Students explore fiction and nonfiction extracts about the power of nature as well as another cluster of poems, and revision of 'Macbeth.' As students transition into year 11, we consider ' <b>Nature vs Man</b> ' with further fiction extracts, a poetry cluster, creative writing and the study of unseen poetry. ' <b>Society and the Individual</b> ' includes the study of Charles Dickens' ' <b>A Christmas Carol</b> ' followed by ' <b>Our Impact</b> ' - further study of nonfiction extracts and writing to persuade, alongside revision of 'Macbeth' and 'A Christmas Carol.' The
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	<p>final theme is '<b>The Human Struggle.</b>' A focus on '<b>Conflict</b>' enables students to look at the remaining cluster of poems whilst also revising their modern text and elements of the language course again. '<b>Reactions and Responsibilities</b>' continues this revision and includes further unseen poetry. Following analysis of the final progress exams of year 11, the remainder of the course focuses on targeted revision.</p>
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