

## English Curriculum Overview 2022-2023

KS3	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Topic</b>	<b>Transition unit:</b> The Great City of London	<b>19<sup>th</sup> Century Novel:</b> Oliver Twist	<b>Introduction to Poetry:</b> and British Heritage	<b>Introduction to Shakespeare and The Globe:</b> A Midsummer Night's Dream	<b>Non-Fiction:</b> Plastic pollution	<b>Fiction writing:</b> The Fantasy Genre
	<b>Assessment</b>	Descriptive Writing: Sensory Language	Extract based analysis: character	Analysing a poem	Extract based analysis: character	Viewpoint Writing (Argue): Letter	Narrative Writing: Developing Character
	<b>Key concepts</b>	<i>Transformation of London over time</i>	<i>Poverty, child labour, crime, Victorian London</i>	<i>Poetic devices, the Industrial Revolution</i>	<i>Theatre, Shakespearean pronouns</i>	<i>Individual and collective responsibility</i>	<i>Writer's craft: the power of words</i>
Year 8	<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Topic</b>	<b>Transition unit:</b> Dystopian Fiction	<b>Novel Study:</b> The Hunger Games	<b>Poetry:</b> War Poems	<b>Shakespearean Comedy:</b> Twelfth Night	<b>Fiction writing:</b> The Gothic	<b>Non-Fiction:</b> Climate Change
	<b>Assessment</b>	Narrative Writing: Developing Setting	Extract based analysis: character	Comparing poems	Extract based analysis: theme (focus on stage directions)	Descriptive writing: Image based	Viewpoint writing (Persuade): Speech
	<b>Key concepts</b>	<i>Dystopia in Literature and film</i>	<i>Identity, Freedom, Oppression</i>				
Year 9	<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Topic</b>	<b>Transition unit:</b> Political Ideologies	<b>Novel Study:</b> Animal Farm/ Lord of the Flies (2022 only)	<b>Shakespearean Tragedy:</b> Romeo and Juliet	<b>Modern Drama:</b> The Empress, Tanika Gupta	<b>Springboard to GCSE:</b> Power and Conflict and Performance Poetry	
	<b>Assessment</b>	Viewpoint writing (Advise): Speech	Choice of character or theme question (no extract)	Extract based analysis: theme	Stagecraft	Comparing two poems	Performance Poetry
	<b>Key concepts</b>	<i>Current affairs, political powers</i>					

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KS4	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Topic</b>	<b>Shakespeare:</b> Macbeth	<b>19<sup>th</sup> Century Novel:</b> A Christmas Carol	<b>Modern Drama:</b> An Inspector Calls	<b>Poetry:</b> Power and Conflict (and Unseen)	<b>Exploration in Creative Writing:</b> Lang Paper 1	<b>Writers' viewpoints and perspectives:</b> Lang Paper 2
	<b>Assessment</b>	Extract based analysis	Extract based analysis	Character/theme question	Compare 2 poems	Language Paper 1	Language Paper 2
	<b>Key concepts</b>						
Year 11	<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Topic</b>	A Christmas Carol	Macbeth & Lang P2 (plus 1 poem)	Poetry & Lang P1 (plus SL presentations)	AIC & Unseen Poetry & ACC	Revision of all topics	Revision of all topics
	<b>Assessment</b>	Extract based analysis: ACC	DEC MOCK: Lit P1 & Lang P2	Extract based analysis: Macbeth	MARCH MOCK: Lit P2 & Lang P1	Exam practice	Exam practice
	<b>Key concepts</b>						

Text	Poetry	Shakespeare: Macbeth	Modern Drama: An Inspector Calls	19 <sup>th</sup> Century Novel: A Christmas Carol	Language Paper 1	Language Paper 2
Key Knowledge and concepts	<ul style="list-style-type: none"> <li>● The Industrial Revolution</li> <li>● French revolution</li> <li>● Theocracies</li> <li>● The Romantics and the Sublime</li> <li>● Identity</li> <li>● Effects of conflict</li> <li>● Reality of conflict</li> <li>● Personal loss</li> <li>● Power of man</li> </ul>	<ul style="list-style-type: none"> <li>● The Industrial Revolution</li> <li>● French revolution</li> <li>● Identity</li> <li>● Effects of conflict</li> <li>● Reality of conflict</li> <li>● Personal loss</li> <li>● Power of man</li> <li>● Power of nature</li> <li>● Individual experience</li> </ul>	<ul style="list-style-type: none"> <li>● Edwardian society</li> <li>● Socialism</li> <li>● Capitalism</li> <li>● Class divisions</li> <li>● Gender inequality</li> <li>● Post war society</li> <li>● Power</li> </ul>	<ul style="list-style-type: none"> <li>● Victorian society</li> <li>● Poverty</li> <li>● Social injustice</li> <li>● Redemption</li> <li>● Religion</li> <li>● Charity/giving</li> <li>● 19<sup>th</sup> Century London</li> <li>● Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>● Literary genres</li> <li>● Literary conventions</li> <li>● Creative writing strategies</li> <li>● Crafting language</li> </ul>	<ul style="list-style-type: none"> <li>● Literature through the ages</li> <li>● Literary conventions</li> <li>● Viewpoint writing strategies</li> <li>● Crafting language</li> </ul>

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	<ul style="list-style-type: none"> <li>● Power of nature</li> <li>● Individual experience</li> </ul>	<ul style="list-style-type: none"> <li>● Violence</li> </ul>				
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### Concept mapping

Influencing factors:	<ul style="list-style-type: none"> <li>- National Curriculum/ GCSE texts</li> <li>- Enjoyment of texts and reading for pleasure</li> <li>- Preparing students for the job market (reading, writing, speaking)</li> <li>- Preparing students to continue English at A –Level and Degree Level</li> <li>- Trying to give students an equal footing to hold intellectual conversations about Literature at degree level, hence selecting many classical texts to study, which they and their families would not otherwise choose</li> <li>- Having a broad curriculum that invests in cultural capital</li> </ul>					
Vision Statement	<p>In English, we aim to nurture a strong appreciation and love of Literature which will help our students to develop culturally, emotionally, intellectually, socially and spiritually, preparing them for life in modern Britain. Students will have the opportunity to explore a wide range of challenging texts from a miscellany of writers – both classical and contemporary - spanning various eras and genres, broadening their cultural capital.</p> <p>We aspire to expand the vocabulary repertoire of our students so they may confidently and eloquently articulate their ideas and viewpoints, and craft their use of language, for a range of audiences and purposes, both in spoken and written form. Our students will acquire a strong command of language and literacy, enabling them to participate fully as valuable members of an ever expanding global society.</p>					
Text	Poetry	Shakespeare: Macbeth	Modern Drama: An Inspector Calls	19 <sup>th</sup> Century Novel: A Christmas Carol	Language Paper 1	Language Paper 2
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	● Violence					
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