

## Curriculum Overview – English

	Year 7	Year 8	Year 9	Year 10	Year 11
Unit 1	<p>Students study a variety of myths and legends from around the world.</p> <p>Students consolidate their knowledge about narrative, character, and the writer's method from primary school.</p> <p>Students begin to look critically at texts, using analytical and evaluative processes. They also begin to craft their own creative writing.</p>	<p>Students are exposed to different examples of Dystopian Fiction and focus on writing their own examples.</p> <p>Students learn the conventions of dystopian fiction and the methods writers use to create vivid and engaging dystopian worlds.</p> <p>Students practice transplanting worlds from their imagination onto the page, honing their technical accuracy and applying different strategies.</p>	<p>Students study the novel <i>Of Mice and Men</i> by John Steinbeck.</p> <p>Students study the plot, structure, characters, themes and context through the lens of how different groups are treated by society.</p> <p>Students continue to critically evaluate how writers construct their texts, and shape meanings at the sentence, page, and text levels.</p>	<p>Students study the novel <i>Lord of the Flies</i> by William Golding.</p> <p>Students learn the plot and how the writer has used language to create layers of meaning.</p> <p>Students begin to learn how to approach their Literature GCSE and construct essay-style answers that track characters and themes.</p>	<p>Students study the poems from the Eduqas anthology linked through the theme of Love.</p> <p>Students learn the meanings contained within the poems, the language used by the authors, and the context behind the poems' creation.</p> <p>Students continue to learn how to analyse poetry and construct answers following the style required by the exam board.</p>
Unit 2	<p>Students study a range of texts produced on the topic of war and conflict.</p> <p>Students learn how writers use language and structure to present their feelings about war alongside form and genre conventions.</p> <p>Students begin deeper levels of language analysis and engagement with writer intention and audience reception.</p>	<p>Students study a selection of poetry focusing on the theme of power.</p> <p>Students learn how different writers can present similar themes differently, and further become familiar with language methods used to influence.</p> <p>Students gain practice of analysis and interpretation and evaluation of writers' choices.</p>	<p>Students study a range of poetry across a variety of themes.</p> <p>Students further their understanding of poetic method and the conventions of different poetic styles.</p> <p>Students develop their analytical experience, further learning how to decode meaning and evaluate choices.</p>	<p>Students are exposed to GCSE English Language Paper 1 Section A.</p> <p>Students learn the structure of the exam, how they are assessed, and are exposed to examples of questions.</p> <p>Students learn the specific methods required for answering each question, and practise applying the analytical skills from KS3 to unseen texts.</p>	<p>Students consolidate their knowledge of English Language Paper 1.</p> <p>Students go over the structure of the exam to ensure familiarity.</p> <p>Students revisit the procedure for each question, ensuring that the different methods of approach are secure.</p>
Unit 3	<p>Students study the contemporary novel <i>Cirque du Freak</i>.</p> <p>Students engage with the entire novel, discussing plot, narrative, structure, character development, themes, and language choices.</p> <p>Students both analyse the novel, and use the source as a stimulus for creative writing focusing on description and persuasion.</p>	<p>Students study William Shakespeare's <i>Macbeth</i>.</p> <p>Students study a reduced version of the play, covering the plot, characterisation, themes, and key scenes.</p> <p>Students focus on working with and analysing Shakespearean language, and evaluating text-wide choices and representations.</p>	<p>Students explore a range of both fiction and non-fiction texts written during the 19<sup>th</sup> Century.</p> <p>Students are exposed to the conventions of 19<sup>th</sup> century writing.</p> <p>Students learn to decode and analyse texts from Victorian sources and interpret authorial intent in preparation for their GCSE English Language.</p>	<p>Students study War and Power poetry from the Eduqas anthology and Unseen poetry.</p> <p>Students learn the meanings found within the poems, the language and structure used to create them, and the contextual information about each poem.</p> <p>Students begin to learn how to approach the poetry section of their Literature GCSE and structure responses effectively.</p>	<p>Students revisit the Nature and War Poems from the Eduqas Anthology.</p> <p>Students recover the content and context of a range of poems, focusing on applying their knowledge to the exam questions.</p> <p>Students practise writing in exam conditions, structuring their ideas academically in order to access the mark scheme.</p>
Unit 4	<p>Students explore the theme of heroes and villains by looking at a range of contemporary non-fiction texts.</p>	<p>Students study a modern novel (Stone Cold).</p> <p>Students study plot, themes, and character development through a text that links to contemporary</p>	<p>Students look at extracts from Shakespeare's <i>Henry V</i>.</p> <p>Students learn the basic plot of the play and focus on Shakespeare's use of language to</p>	<p>Students study a 19<sup>th</sup> Century Novel – either Dickens' <i>A Christmas Carol</i> or Stevenson's <i>Strange Case of Dr Jekyll &amp; Mr Hyde</i>.</p>	<p>Students complete a revision module on 20<sup>th</sup> Century Fiction – <i>Lord of the Flies</i>.</p> <p>Students recap the key plot, character, and thematic information.</p>

	<p>Students look at the conventions of newspaper articles and writing to inform and persuade.</p> <p>Students focus on analytical comparison – looking at two linked texts and evaluating them for both content and language.</p>	<p>societal issues, showing how writer’s use novels to discuss real-world issues.</p> <p>Analytical Literature essay-writing development is included alongside creative opportunities tied to themes from the novel.</p>	<p>create power and shape character.</p> <p>Students learn how to engage analytically with Shakespearean language and evaluate characterization ahead of GCSE Literature.</p>	<p>Students study the plot structure, character development, and the writer’s use of language. They must also link their learning to context.</p> <p>Students develop their understanding on how to approach essay-style answers that track characters and themes.</p>	<p>Students hone their skills of answering analytical essays in timed conditions to satisfy the requirements of the exam board.</p>
Unit 5	<p>Students explore how to write effective non-fiction pieces.</p> <p>Students are exposed to non-fiction writing to learn the methods writers use to influence their audiences.</p> <p>Students write their own non-fiction pieces, practicing their writing accuracy alongside evaluating their language choices in order to achieve their aims.</p>	<p>Students explore how to write effective non-fiction pieces.</p> <p>Students further learn the conventions of non-fiction writing and the methods writers use to achieve their aims.</p> <p>Students develop their writing accuracy and work on the application of linguistic methods to influence the reader.</p>	<p>Students exploring representations of gender in different media.</p> <p>Students learn how writers present gender through language in their writing.</p> <p>Students focus on analysis, evaluation, and comparison in preparation for their Language GCSE course.</p>	<p>Students are exposed to GCSE Language Paper 2.</p> <p>Students learn the structure of the exam, how they are assessed, and are exposed to examples of questions.</p> <p>Students learn the specific methods required for answering each question, and practise applying the analytical skills from KS3 to unseen non-fiction texts.</p>	<p>Students revisit their 19<sup>th</sup> Century Novel – either <i>Jekyll and Hyde</i> or <i>A Christmas Carol</i>.</p> <p>Students recap the key plot, character, themes, and contextual knowledge.</p> <p>Students further work on answering long-form questions in timed conditions, practising the skills required to meet the exam-board requirements.</p>
Unit 6	<p>Students study extracts from William Shakespeare’s <i>The Tempest</i>.</p> <p>Students study key scenes from the play, covering the plot, characterization, and linking themes to a contemporary context.</p> <p>Students work to decode Shakespearean language, and evaluate the choices Shakespeare made and the impacts they have on the audience.</p>	N/A	<p>Students study the contemporary novel <i>Every Day</i> by David Levithan.</p> <p>Students focus on plot, themes, and character development through a text that challenges literary norms. Language and structure are analysed for meanings and representations.</p> <p>Students practice analysis and evaluation alongside academic essay-writing skills.</p>	<p>Students learn William Shakespeare’s <i>Macbeth</i>.</p> <p>Students study the plot, themes, characters, and Shakespeare’s use of language.</p> <p>Students develop their understanding of how to answer Literature answers successfully and think like Literature students.</p>	<p>Students revise their learning of <i>Macbeth</i>.</p> <p>Students ensure their understanding of plot, structure, character, and themes.</p> <p>Students answer exam-style questions in timed conditions, utilising the skills necessary for success in exams – structuring ideas, recall, accuracy of communication.</p>
Unit 7	N/A	N/A	<p>Students study effective creative writing – narrative and description.</p> <p>Students learn the methods writers use to engage, entertain, and describe. There is also a focus on writing accurately and in a sophisticated and mature manner.</p> <p>Students hone their writing skills with engaging stimuli in order to feel comfortable being creative whilst being effective in terms of assessment.</p>	<p>Students focus on Paper 1 Question 5 – Creative Writing.</p> <p>Students learn the structure of Section B, the mark scheme, and the conditions of success.</p> <p>Students apply the creative methods that they have learned over KS3 and evaluate how they combine to produce effective writing.</p>	N/A