The English Curriculum 2019-20

		Key Stage 3		Key Stage 4		
		Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Unit 1	Theme	**Telling Tales**	**The Struggle for Survival**	**Visionaries**	**The Supernatural**	**The Power to Change**
	Overview	We begin Year 7 with an exploration of narrative structures in stories, allegory, myth, legends and fairy tales. As human beings we are hardwired for narrative - students explore our love of stories and the power that literature has as a force for social change and political commentary.	We begin Year 8 with reading John Steinbeck's classic *Of Mice and Men* and learning how the author presents marginalised people and their 'Struggle for Survival'. We then explore this theme in the context of the wilderness, looking at how writers depict our attempt to live in hostile and difficult environments. Studying a range of fiction and non fiction extracts.	Visionaries investigates 'People With Big Ideas', considering how language can be used powerfully in both the spoken and written form to convey thoughts and generate change, as well as reading the work of the Romantic Poets.	'The Supernatural' combines ghost stories, fairy-tales, myths and legends from the ancient world alongside contemporary urban legends. We ask how a writer can compel, frighten and speculate.	Students study a range of fiction and non fiction texts that explore mental health and resilience. The unit explores the power within ourselves to change and define our identity.
	Texts	Students study a range of mentor texts as they move through their "Telling Tales" journey. We study extracts, short stories and poems. We investigate the origins of language and literature studying myth, fairy tales and writers ranging from the classics Chaucer, Shakespeare, Swift, Tennyson to the more contemporary such as Tolkien, Horowitz and Rowling.	Students study Of Mice and Men as a whole text exploring Steinbeck's characters, themes and setting. We also study extracts from other texts such as Lord of the Flies to develop an understanding of how human beings react in hostile environments. Our study also looks at non fiction extracts from people such as Shackleton and Aron Ralston who have survived in real life hostile environments.	Students study a range of fiction and non fiction texts as they move through the Visionaries unit. We study extracts, short stories and poems. We investigate the origins of rhetoric, study the Romantic poets - the Rock Stars of their day and people that have big ideas. We study the poem Invictus, explore why rhetoric is a powerful tool and why some people are an inspiration.	Students study a range of fiction texts as they explore the supernatural from Stoker to Hill. We study extracts and short stories together with A CHRISTMAS CAROL as a set text. We study the power of Urban legends and students craft their own writing.	Students revisit and revise PAPER ONE TEXTS MACBETH & ACC. Students complete an extracts booklet revising question one and two of the language paper. Extracts are linked by the theme of change. Be that our capacity to change and protecting our mental health or characters that change, places that change. Extracts will focus on structure of texts and in addition how people respond to change.
	Assessment	Baseline Assessment: Can I show characterisation through description? Assessment: Short story writing Assessment: Academic writing using WHAT/HOW/WHY How has J K Rowling used language to interest you as a reader? Assessment: What has been your favourite story, poem or text we have studied this term? Why? Students to create group S&L presentation.	Assessment: 'There's no point making the effort and taking the risk of travelling the world, disturbing people and animals as you go, when you can see it all on TV or the Internet.' Write a magazine article which persuades young people either to travel or stay at home. Assessment Academic writing using WHAT/HOW/WHY How has Steinbeck used language to interest you as a reader?	Assessment: Writing to persuade and Spoken Language	Assessment: Crafting the narrative of an urban legend - focus on structure for effect Assessment: Extract based question Supernatural in ACC	Baseline and PPE
	Signposts	Students need to understand the patterns in storytelling and the motivations for narratives for all texts they will in encounter in the curriculum and beyond. Particular links here are made to ideals of chivalry and knightly codes as well as the importance of religion and moral codes in stories. All of these strands will be revisited in the GCSE set texts.	Particular links here are made to our need to understand how humans behave when under pressure. We refer back to Journeys of discovery for travel writing and future links to the human struggle for survival that are revisted in the GCSE set texts.	Particular links here are made to our need to understand the power of language - the power that we all therefore have. Speech writing is explored.	Links from Gothic unit explored previously and elements of supernatural in both Macbeth and AIC	Links from transformations unit as well as the importance of good mental health during stressful Y11
Unit 2	Theme	**Exploring the Gothic**	**Outsiders**	**Subversion and Rebellion**	**The Power of Nature**	**Power and Conflict**
	Overview	An exploration of the Gothic genre. Gothic fiction, which reached the height of its popularity in the late 18th to mid-19th centuries, was a genre of fiction that focused on the darker, irrational and more terrifying aspects of life. This unit studies and explores Gothic conventions that have remained popular and are still found in novels, music and film today	Students continue their Year 8 journey by reading literature that explores life on the 'outside' of power and privilege. A study of those who do not belong and how society treats the outsider.	We continue Year 9 reading George Orwell's classic *Animal Farm* and learn how a range of authors use stories to explore subversion and rebellion in society. Students study the importance of the context of the text and how readers respond to texts at different levels.	Students study a range of poems, prose extracts and non fiction writing which explore the powerful forces of mother nature and the insignificance of human beings in the face of nature's power.	Through a range of extracts of fiction, non-fiction and poetry students explore the central power and conflicts of the human condition. What gives some power over others? What causes conflict?

Unit 3

	Disturbed Voices	Belonging	Power and Privilege	The Search for Identity	Revision and Exam Skills
Texts	Students study a range of mentor texts as they move through the unit of Gothic literature. We study extracts, short stories, plays and poems. We investigate the conventions of Gothic literature studying writers ranging from the classic writers such as Poe, Stoker, Stevenson and Shelley to the more contemporary such as Angela Carter, Susan Hill and Steven King.	Students study a range of mentor texts as they move through their study of Outsiders. We study non fiction and fiction extracts, short stories and poems. We investigate the reasons society has for ostracising people from witchcraft, disability, religion, class etc. Extracts and texts range from classics Hardy, Bronte, Wilde to the more contemporary authors such as Hill, Atwood and Rhys.	Students study the whole of Animal Farm in the style of a GCSE set text. Exploring Orwell's use of characters, themes and setting. In particular we will focus on the political aspects of the allegory and the layers of meaning within the text.	In addition to studying the NATURE POEMS IN POWER AND CONFLICT PRELUDE/SOTI/REVISIT OZYMANDIAS STUDENTS STUDY MACBETH AS A SET TEXT. The idea of being human in the face of mother nature is explored through a range of fiction and non fiction texts covering skills for language paper one and paper 2	REVISION OF PAPER TWO TEXTS LITERATURE. Students study a range of fiction and non fiction texts to refine their exam skills
Assessment	Assessment: Gothic short story writing Assessment: Academic writing using WHAT/HOW/WHY How has Hill used language to interest you as a reader?	Assessment: Compare and Contrast Rhys and Bronte's treatment of the madwomen in the attic Assessment: Academic writing using WHAT/HOW/WHY How has Hardy used language to explore the theme of the outsider in The Withered Arm?	Assessment: Academic writing using WHAT/HOW/WHY How has Orwell used the story of animals on a farm to explore deeper issues of subversion and rebellion?	Assessment: Academic writing using WHAT/HOW/WHY Compare power and conflict poems? Assessment: Can I consciously craft a description?	Assessment: Exam style Literature and Language question informed by PPEs
Signposts	Particular links here are made to our fascination with the darker and more irrational aspects of life. For example our fascination with ghost stories and the supernatural are revisited in the GCSE set texts.	This unit is fundamental to exploring difference and how society treats outsiders. For example in a study of non fictional texts the presentation of the real life PT Barnum is compared with Jackman's Barnum in The Greatest Showman. This unit compares different perspectives.	Particular links here are made to our need to understand a writer's purpose.	Particular links here are made to our need to understand the forces of nature. In addition revisiting links between power and conflict poems	Links made between set texts
Theme	Disturbed Voices	Belonging	Power and Privilege	The Search for Identity	Revision and Exam Skills
Overview	Students investigate the role and impact of the unreliable narrator in a range of Literature texts including poetry and prose. Students explore the role of narrative voice in their own creative texts.	Students study a range of fiction and non fiction texts that explore the human need to "Belong." The unit explores the role of the story in how we reflect on our life experiences and define our identity.	"All power corrupts. Absolute power corrupts absolutely" Students study a range of fiction and non fiction texts to explore the impact of use and abuse of power and privilege.	Students study a range of poems, prose extracts and non fiction writing which explore human beings search for identity.	Students study a range of resources to help them to refine their informed critical responses to literary texts and the way writers present their ideas. The revision unit enables students to make links between a variety of written texts and the contexts which have shaped them.

Unit 4

	Journeys of Discovery	Shakespeare's World	Diverse Voices	The Social Condition	
Texts	Students study a range of mentor texts as they move through their "Disturbed Voices" journey. We study extracts, short stories and poems. We investigate the role of the narrator in a text. Explore shifts in narrative perspective studying dramatic monologues and prose texts. We explore writers ranging from the classics Browning, Poe, Dickens to the more contemporary authors such as Duffy and Armitage.	Students study a range of mentor texts as they move through their Belonging journey. We study extracts of fiction and non fiction, short stories, poems and plays. We investigate the importance of belonging in texts such as Blood Brothers and in addition explore the importance of understanding the social, historical and cultural context of the texts we study. We also look at belonging to a community and students are encouraged to undertake a social action project for their community.	Students study a range of extracts, short stories and poems. We investigate the exploration and depiction of power and privilege in literature studying writers ranging from the classics Dickens and Bronte to the more contemporary such as Atwood and Bradbury. POWER AND CONFLICT POEMS MY LAST DUCHESS/OZYMANDIAS/LONDON STUDIED HERE	This unit seeks to build on the work from Diverse voices unit through studying more fiction and non fiction extracts from different cultures. Students explore why identity and belonging are central to human existence. POWER AND CONFLICT IDENTITY POEMS AND UNSEEN POETRY STUDIED /CHECKING OUT ME HISTORY/EMIGREE/TISSUE/KAMIKAZE	Teacher to use data to inform content- range of resources for each component in intervention and revision file.
Assessment	Assessment: First person narrative writing Assessment: Academic writing using WHAT/HOW/WHY How has Duffy used the dramatic monologue form to interest you as a reader?	Assessment: Speaking and Listening - Charity presentation	Assessment: Academic writing using WHAT/HOW/WHY How has the writer used language and structure to interest you as a reader?	Assessment: Academic writing using WHAT/HOW/WHY How has the writer used language and structure to interest you as a reader?	
Signposts	Particular links here are made to our need to understand a narrator and their motivation. For example our study of narrative perspectives that are revisited in the GCSE set texts.	Particular links here are made to our need to understand a human beings need for belonging. The importance of social, cultural and historical contexts are explored whilst students prepare for a speaking and listening activity designed to improve confidence around public speaking.	Particular links here are made to our need to understand power and corruption in preparation for the study of Macbeth in year 10.	Revisiting ACC and MACBETH and skills covered for paper 1 and 2 in both Language and Literature.	
Theme	Journeys of Discovery	Shakespeare's World	Diverse Voices	The Social Condition	
Overview	In the unit 'Journeys of Discovery', students study a range of forms of travel writing, including literary non-fiction, blog and advertisement. Students also study the codes and conventions of the detective genre exploring our fascination with crime and solving the mystery.	An introduction to the Bard's brilliance through an exploration of Shakespeare's characterisation and social commentary. Students explore Shakespeare's critical understanding of the human condition.	In the Diverse Voices unit students read literature from different cultures and traditions, as well as prose that explores life on the 'outside' of power and privilege.	Through a range of extracts students learn how authors present social issues. We then explore this theme in the context of *An Inspector Calls* and *A Christmas Carol*, looking at how these writers depict our attempt to live in challenging and difficult circumstances.	

Unit 5

	Column 1	Column 2	Column 3	Column 4
Texts	Students study a range of mentor texts as they move through the module. We study extracts of fiction and non fiction and detective short stories. We investigate the origins of the detective story and our fascination with crime fictionstudying detective figures in Doyle, Dickens and many more. We also look at how writers use travel writing to take us on journeys of discovery, studying Isabella Bird, Bryson and Blogging.	Students study a range of extracts from Shakespeare's plays with a specific focus on characterisation of villains. We study extracts from the plays and investigate the social and historical context of Shakespeare's world. We explore Shakespeare as a visionary and look at why his themes are universal and still relevant today.	Students study a range of mentor texts as they move through the Diverse voices unit. We study non fiction and fiction extracts, short stories and poems. Each voice studied allows students to discover voices and experiences that may be culturally different to their own. Chimamanda Ngozi Adichie's TED talk is explored in detail together with extracts from novels like Purple Hibiscus and The Kite Runner and poems from John Agard, Imitiaz Dhaker and Grace Nichols.	Students study a range of extracts of fiction and non fiction as they move through the exploration of the social condition. We study the set text AN INSPECTOR CALLS exploring Socialism and Priestley's views on the Social Condition. We revisit A CHRISTMAS CAROL revising the social context of the Novella through non fiction extracts and exam style extracts.
Assessment	Assessment: Can I create my own detective story? Assessment: Can I create my own travel blog? Assessment: Academic writing using WHAT/HOW/WHY How has Conan Doyle used language create an engaging character?	Assessment: Academic writing using WHAT/HOW/WHY How has Shakespeare used language to create interesting characters?	Assessment: Academic writing using WHAT/HOW/WHY How has Adichie used language to create diverse voices in her story?	End of Year Exam - Paper 2 Literature and Paper 2 Language- students also complete their speaking and listening component during this unit.
Signposts	Particular links here are made to our need to understand narrative structures and theirpurpose. For example our study of Mr Bucket from Dickens is the embryo of Priestley's they share similar traits.	Particular links here are made to our need to understand the importance of Shakespeare to the canon. We link to idioms - words and phrases we explored in Year 7 that the Bard has given to us whilst preparing the way for a study of Shakespeare at GCSE and beyond.	Links are made here to poets that will be encountered in the identity unit of Year 10. Together with a series of lessons on ignorance and post colonial Literature.	Revisiting ACC and skills covered for paper 2 in both Language and Literature.
Theme	Imagining the Future	Transformations	Voices of War	
Overview	An exploration of Dystopian Fiction. Dystopian fiction focuses on dark futures where corruption and oppression preside over frightening worlds . This unit studies and explores conventions of that have remained popular and are in many found in novels and film today	In Transformations students study a range of texts focusing on change, illusion and reality- including extracts from Shakespeare's plays which explore reality and illusion.	We end Year 9 with an exploration of how humans respond to war. This unit explores the different perspectives of war through a study of non fiction, poetry and prose.	
Texts	Students study a range of mentor texts as they move through their Dystopian journey. We study extracts from Dystopian texts. We investigate the conventions of the genre and our fascination with frightening futures that just might become a reality. We study texts ranging from 1984, Fahrenheit 451 to the more contemporary texts such as The Bees, The Hunger Games and The Maze Runner.	Students study a range of mentor texts as they move through the Transformations unit. We study extracts, short stories, plays and poems, in particular looking at extracts from The Tempest and A Midsummer Night's Dream and other transformations such as the Pygmalion story and the darker side of transformations.	Students study a range of mentor texts as they explore different voices of war. We study extracts, short stories and poems. We investigate the differing perspectives of war which are dependent on social, historical and cultural perspectives. We also study 6 poems from the GCSE anthology REMAINS/BAYONET CHARGE/ POPPIES /EXPOSURE/ WAR PHOTOGRAPHER /CHARGE OF THE LIGHT BRIGADE	
Assessment	Assessment: Can I create a dystopian description? Assessment: Academic writing using WHAT/HOW/WHY Examination Day by Henry Seslar. What kind of child is Dickie? How does Seslar make the Government seem scary? How does Seslar build tension in the story? How does Seslar structure the story to keep us interested?	Assessment: Can I show transformation through description?	End of year exam - conflict poetry question- comparison of viewpoints.	
Signposts	Particular links here are made to our fascination with frightening futures. For example dystopian texts use juxtapostion and this will be revisited in the GCSE specification.	Particular links here are made to our need to understand the structure of texts and how narrative structure impacts the reader	Particular links here are made to our need to understand differing voices of war before studying the power and conflict anthology poems.	