

English Curriculum 2022-2023

Year 7						
	HT1 Topic/Unit: Animal Farm	HT2 Topic/Unit: Persuasive Writing	HT3 Topic/Unit: Introduction to Poetry	HT4 Topic/Unit: Childhood Reading	HT5 Topic/Unit: Romeo and Juliet	HT6 Topic/Unit: Art Inspired Creative Writing
DPR learning focus	Lit 1, 2, 3, 4, 6	Lang 6, 7, 8, 9, 10	Lit 1, 2, 3, 4, 5, 6	Lang 1, 2, 3, 4, 5	Lit 1, 2, 3, 4, 6	Lang 6, 7, 8, 9, 10
Key Content:	<p>Pupils will be introduced to reading the whole text- responding to how the writer uses language to create effects.</p> <p>Students will begin to make relevant points and use evidence to support their ideas.</p> <p>Students will begin to analyse the language of the text and apply the appropriate terminology to their analysis.</p> <p>Students will start to comment on writers' effect</p> <p>Students will begin to explore the historical context of the novel and explain the significance.</p>	<p>Pupils will be introduced to a range of non-fiction persuasive texts.</p> <p>Students will begin to apply persuasive techniques using DAFORREST.</p> <p>Students will be introduced to critical approaches when reading persuasive literature.</p> <p>Students will have a foundation in structuring a piece of non-fiction writing.</p> <p>Students will begin to consider an audience in their responses.</p> <p>Students will build a strong foundation of SPAG skills.</p>	<p>Pupils will begin to explore a variety of poetry and start to identify character and voice.</p> <p>Students will start to develop their analytical skills and support their interpretations using the PEA and WAR structure.</p> <p>Students will start to explore the use of language, techniques and structure within poems and analyse the effect in relation to meaning.</p> <p>Students will begin to compare poems.</p>	<p>Pupils will explore a variety of pieces of fiction revolving around the topic of childhood.</p> <p>Students will begin to analyse and respond to language techniques writers use to convey perspectives within 'unseen' extracts.</p> <p>Students begin to compare multiple sources of prose.</p> <p>Students will begin to retrieve key information from texts and begin to make inferences based on explicit details.</p>	<p>Students will learn to understand, analyse and evaluate Shakespeare's Romeo and Juliet with focus on use of language, structure and form.</p> <p>Students will begin to understand, analyse and evaluate Elizabethan attitudes to society, family, gender, religion and fate.</p> <p>Students will develop and apply a critical viewpoint about the themes and ideas explored in Romeo and Juliet</p> <p>Students will accurately use spelling, punctuation and grammar to create impact, effect and clarity in their written work.</p>	<p>Students will use art/ literature/ film as stimulus to begin to create distinct creative writing pieces.</p> <p>Pupils will learn to articulate their thoughts and feelings to a range of art and themes writing imaginatively in response.</p> <p>Students will be introduced to debating and express their views on art/literature/film/.</p> <p>Students will begin to explore how narratives and descriptive pieces are structured in order to create effect.</p>

Year 8						
	HT1 Topic/Unit: Gothic Writing	HT2 Topic/Unit: Gothic Reading	HT3 Topic/Unit: Poetic Voices	HT4 Topic/Unit: Explorations of The Self	HT5 Topic/Unit: A View From A Bridge	HT6 Topic/Unit: Descriptive Writing
DPR learning focus	Lang 6, 7, 8, 9, 10	Lit 1, 2, 3, 4, 6	Lit 1, 2, 3, 4, 5, 6	Lang 1, 2, 3, 4, 5	Lit 1, 2, 3, 4, 6	Lang 6, 7, 8, 9, 10
Key Content:	<p>Students will be introduced to the gothic genre as stimulus to create distinct creative writing pieces.</p> <p>Pupils will read a range of gothic stimulus and produce writing imaginatively in response.</p> <p>Students will develop their understanding of how narratives and descriptive pieces are structured in order to create effect.</p>	<p>Pupils will be introduced to reading short stories- improving responses to how the writer uses language and structure to create effects.</p> <p>Students will develop making relevant points and use evidence to support their ideas.</p> <p>Students will develop ways to analyse the language of the text and apply the appropriate terminology to their analysis.</p> <p>Students will explore the historical context of the Gothic and will apply this context to a number of short stories.</p>	<p>Pupils will explore a variety of poetry, with particular focus on how a sense of character is created.</p> <p>Students will develop their analytical skills and support their interpretations using the PEACE and WAR structure.</p> <p>Students will build their knowledge of language, techniques and structure within poems and analyse the effect in relation to meaning.</p> <p>Students will begin to explore how context impacts poetry.</p> <p>Students will explore different ways of comparing poems.</p>	<p>Pupils will explore a variety of pieces of fiction and non-fiction revolving around the topic of identity.</p> <p>Students will develop their analysis and responses to language techniques writers use to convey perspectives within 'unseen' extracts, both fiction and non-fiction.</p> <p>Students will develop their comparison of multiple sources of prose.</p> <p>Students will begin to examine how structure can impact an unseen text.</p> <p>Students will begin to retrieve key information from multiple texts and begin to make compared inferences based on explicit details.</p>	<p>Students will learn to understand, analyse and evaluate Arthur Miller's with focus on use of language, structure and form.</p> <p>Students will begin to understand, analyse and evaluate 20th Century American attitudes to society.</p> <p>Students will develop and apply a critical viewpoint about the themes and ideas explored in A View From A Bridge.</p> <p>Students will accurately use spelling, punctuation and grammar to create impact, effect and clarity in their written work.</p>	<p>Students will use art/ literature/ film as stimulus to create distinct descriptive writing pieces.</p> <p>Pupils will be introduced to the 'descriptive arc' model for structuring descriptive writing.</p> <p>Students will explore how tone can be created through language and structure to produce effect within descriptive writing.</p>

Year 9						
	HT1 Topic/Unit: Of Mice and Men	HT2 Topic/Unit: Non-fiction Writing	HT3 Topic/Unit: City life poetry	HT4 Topic/Unit: Dystopian Fiction	HT5 Topic/Unit: Shakespeare's Villains	HT6 Topic/Unit: Creating villainous characters
DPR learning focus	Lit 1, 2, 3, 4, 6	Lang 6, 7, 8, 9, 10	Lit 1, 2, 3, 4, 5, 6	Lang 1, 2, 3, 4, 5	Lit 1, 2, 3, 4, 6	Lang 6, 7, 8, 9, 10
Key Content:	<p>Pupils will begin to conceptualise a whole text- creating a thesis to respond to questions.</p> <p>Students make increasingly sophisticated points and use embedded evidence to support their ideas.</p> <p>Students will analyse the language of the text and apply a range of increasingly complex terminology to their analysis.</p> <p>Students will explore multiple effects, explaining how each is constructed</p> <p>Students will confidently explore how the context of depression era America impacts the novel and explain the significance.</p>	<p>Pupils will explore the conventions of a range of non-fiction text types.</p> <p>Students will develop a range of techniques and consider the impact they have upon the tone of writing.</p> <p>Students will explore the impact of structural choices for a piece of non-fiction writing and apply this to their own writing.</p> <p>Students will take an increasingly nuanced approach to audience, considering how language choices might impact reception.</p> <p>Students will become comfortable with an increasing variety of vocabulary choices and will punctuate for impact.</p>	<p>Pupils will explore a range of poems, written by people from a spectrum of human experiences. The poems will centre on depictions of city living.</p> <p>Students will further develop their analytical skills and support their interpretations using the PEACE and WAR structure.</p> <p>Students will build upon their knowledge of language, techniques and structure within poems and analyse the effect in relation to meaning.</p> <p>Students will compare how context impacts poetry.</p> <p>Students will evaluate different ways of comparing poems.</p>	<p>Pupils will explore a variety of pieces of dystopian fiction.</p> <p>Students will learn to critically evaluate statements made in response to literature.</p> <p>Students will continue to hone their analysis and responses to language techniques writers use to convey perspectives within 'unseen' extracts, both fiction and non-fiction.</p> <p>Students will explore the links between texts which fall under the dystopian genre, evaluating their merit.</p> <p>Students will master retrieval of key information and make increasingly sophisticated inferences based on explicit details.</p>	<p>Students will explore a large range of Shakespearean texts, including: The Merchant of Venice, Much Ado About Nothing, Hamlet and Titus Andronicus.</p> <p>Students will focus on creation of character via language and dramatic effects.</p> <p>Students will explore shifting contextual interpretations, comparing a modern interpretation to Elizabethan view of the play.</p> <p>Students will apply a critical viewpoint about the themes and ideas explored in Shakespeare presentation of villainy.</p> <p>Students will accurately use spelling, punctuation and grammar to create impact, effect and clarity in their written work.</p>	<p>Students will focus on characterisation to create believable and nuanced representations of villainous characters.</p> <p>Pupils will explore non-linear ways of creating narrative structure and apply 'Freytag's pyramid' as a model for storytelling.</p> <p>Students will evaluate how tone can be created through language and structure to produce effect within narrative writing.</p>

Year 10						
	HT1 & 2 Topic/Unit: A Christmas Carol	HT1 & 2 Topic/Unit: Language Paper 1 Section A	HT3 Topic/Unit: Macbeth	HT4 Topic/Unit: Language Paper 2 Section A	HT5 Topic/Unit: An Inspector Calls	HT 6 Topic/Unit: Spoken Language Endorsement/Language Paper 2 Section B
DPR Skills/Objective:	Lit 1,2,3,4,6	Lang 1,2,3,4 5	Lit 1,2,3,4,6	Lang 1, 2, 3, 4, 5	Lit 1,2,3,4,6	Lang 6,7,8,9,10
Key Content: -Threshold Knowledge -Key foci -Key questions -Vocabulary	<p>Students will be introduced to the AQA Literature specification.</p> <p>Pupils will create a conceptualised view of the novel – Charles Dickens's A Christmas Carol.</p> <p>Students will learn about the Victorian era and the impact of the Industrial revolution on the proletariat.</p> <p>Students will understand the significance of the contextual factors surrounding the work and apply this to their analysis of the novella.</p> <p>Students will explore Dickens's use of language and pull multiple shades of meaning from the text.</p> <p>Students will explore how the structure of the text contributes to its meaning.</p>	<p>Students will be introduced to the structure of Language Paper 1 Section A and will understand its requirements.</p> <p>Students will master selecting explicit evidence in response to question 1.</p> <p>Students will master analysis of language within an unseen text in response to question 2.</p> <p>Students will master analysing the effect of structure in response to question 3.</p> <p>Students will master evaluating statements made about literature in response to the demands of question 4.</p>	<p>Pupils will create a conceptualised view of Shakespeare's Macbeth.</p> <p>Students will develop their understanding of the Jacobean era and consider how key concepts such as the 'Great Chain of Being' and the Rota Fortuna.</p> <p>Students will apply key contextual information, such as the ascension of King James and the Gunpowder Plot to shape their understanding of the play.</p> <p>Students will explore dramatic devices, such as soliloquy and explore its impact.</p>	<p>Students will be introduced to the structure of Language Paper 2 Section A and will understand its requirements.</p> <p>Students will master evaluating the veracity of statements in response to question 1.</p> <p>Students will master comparison of explicit evidence in response to question 2.</p> <p>Students will master analysing the effect of language within non-fiction texts in response to question 3.</p> <p>Students will master comparison of viewpoints in response to the demands of question 4.</p>	<p>Pupils will create a conceptualised view of Priestley's An Inspector Calls.</p> <p>Students will develop their understanding of the pre-war era and consider how the retrospective nature of the play contributes to its meaning.</p> <p>Students will apply key contextual information, such as the role of socialism in post-war Britain and the impact of the world wars on class division.</p> <p>Students will explore dramatic forms, such as the 'well-made play' and assess their impact of the meaning.</p>	<p>Pupils will create non-fiction persuasive speeches on topics of their choice.</p> <p>Students will read a range of non-fiction pieces of writing alongside watching to a range of speeches in order to ascertain what makes a successful speech.</p> <p>Students will learn to plan and write, thoughtful and engaging speeches using a variety of linguistic and structural devices.</p> <p>Students will understand the structure and requirements of both the SLE and Language Paper 2 Section B.</p>

Year 11					
	HT1 Topic/Unit: Poetry Anthology	HT2 Topic/Unit: Language Paper 2 Section A + Lit revision	HT3 Topic/Unit: Language Paper 1 Section B + Unseen Poetry	HT4 Topic/Unit: Revision	HT5 Topic/Unit: Revision
DPR Skills/Objective:	Lit 1, 2, 3, 4, 5, 6	Lang 1, 2, 3, 4, 5	Lang 6,7,8,9,10 Lit 1, 2, 3, 4, 5, 6	ALL	ALL
Key Content: -Threshold Knowledge -Key foci -Key questions -Vocabulary	<p>Students will understand the demands of the AQA Power and Conflict GCSE component.</p> <p>Students will analyse and understand a variety of poems from the AQA Power and Conflict Anthology.</p> <p>Students will be able to apply a range of contextual knowledge, from Japanese Bushido code to how societal constructs can impact lives, to the poems given.</p> <p>Students will master comparison of poetry, comparing not just ideas and perspectives but also comparing how effects are being created.</p>	<p>Students will be introduced to the structure of Language Paper 2 Section A and will understand its requirements.</p> <p>Students will master evaluating the veracity of statements in response to question 1.</p> <p>Students will master comparison of explicit evidence in response to question 2.</p> <p>Students will master analysing the effect of language within non-fiction texts in response to question 3.</p> <p>Students will master comparison of viewpoints in response to the demands of question 4.</p> <p>Students will revise key knowledge and skills from the literature they studied in Y10.</p>	<p>Students will master creation of descriptive and narrative pieces.</p> <p>Students will apply the descriptive arc for descriptive pieces and purposefully use Freytag's pyramid along with Aristotle's Unities to construct short stories using a variety of stimulus.</p> <p>Students will hone their use of language techniques and thoughtfully and judiciously apply structural features to their writing.</p> <p>Students will also explore and respond to unseen poetry, providing evaluative comment on the effects created.</p> <p>Students will learn to compare the methods used by poets in order to meet the requirements of AQA's unseen poetry section B component.</p>	Revision of all papers in run up to the exam – full revision calendar TBC based on data	Revision of all papers in run up to the exam – full revision calendar TBC based on data