

Quality of Education: Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and leads towards clearly defined end points.

Vision: The English Department is committed to ensuring that all pupils have the opportunity to excel in their English studies and are provided with a varied and broad curriculum. We want our students to aspire to be lifelong critical readers and to be confident and effective communicators.

Year 7				
	Autumn	Spring		Summer
Literary Unit:	Oliver Twist , Charles Dickens	A Midsummer Night's Dream , Shakespeare	Poetry , Various	Boy by Roald Dahl
Writing Unit:	Narrative Writing: Victorian Childhood	Descriptive Writing: Places and Landscapes		Transactional Writing: Writing to argue
Key context and skills taught:	Introduction to Victorian context; Why context is important; what is a novel?; comprehension skills; responding to statements; writing in the perspective of a character; introduction to character analysis; introduction to using quotations to support ideas; developing inference; looking at metaphor and simile; information retrieval.	Developing the relationship between context and text; introduction to moral; developing the use of evidence to support ideas and inference; developing character analysis; introducing structure and scripts; introducing monologues, selecting appropriate evidence, information retrieval.	Revision of metaphor (tenor, vehicle, ground); revision of literary devices such as metaphor and simile; introduction to comparison; development of character portrayal through poetry; introduction to stanzas and basic structure of poems; introduction to rhythm, information retrieval.	Developing character analysis; introduction to writer's intentions and purpose; introducing autobiography; developing the understanding of structure using flashbacks; developing narrative voice, information retrieval.
Non-Fiction Elements:	The Victorian Era Context; Life in the Workhouses; The Poor Law; Who was Charles Dickens?; Crime and Punishment in Victorian England	Life as a groundling in Elizabethan London, Punishment in Ancient Athens.	Biographies of the poets; contextual influences.	'Boy' - non-fiction text based on Dahl's childhood memories.
What do we want our children to know?	Changes that occurred in the Victorian era in London; differences in the lives of the rich and the poor; life for the poor in the workhouse; biographical information about Dickens' life; how to compose topic sentences; how to select and analyse key quotes; how to compose an introduction and conclusion; how to form sentences correctly using present and past simple tenses; how to use capital letters and full stops.	Facts about Shakespeare's childhood/upbringing; impact of Shakespeare's education on topics of his plays; the difference between a novel and a play; punishments in Ancient Athens; soliloquy; the love potion as a force for good or evil; unrequited love; how to select appropriate evidence from a text; how to compose an introduction and conclusion; how to punctuate direct speech and prepositional phrases	The difference between literal and metaphorical language; key terms: tenor, vehicle and ground; how to apply analysis to a paragraph; how to plan approaches to unseen poetry; how to organise writing into paragraphs; how to punctuate temporal clauses within longer sentences.	Understanding autobiographical sources and how to analyse them in detail.

Year 8

	Autumn	Spring	Summer
Literary Unit:	Sherlock Holmes , Sir Arthur Conan Doyle	The Hunger Games , Suzanne Collins	Animal Farm , George Orwell
Writing Unit:	Narrative Writing: Crime	Descriptive Writing: Dystopian worlds	Transactional Writing: Writing to persuade/argue/advise
Key context and skills taught:	Context: the Victorian police force; how crimes were solved; disease; scientific investigations; duality in fiction; deduction and inference; periodicals; character analysis revision; plot structure; information retrieval.	What is a dystopian novel? What is the difference between a dystopian world and a utopia? How does inequality play a role in the plot of <i>The Hunger Games</i> ? Who is our protagonist and what makes her successful?	Context: George Orwell was influenced by his context to challenge the status quo; an allegory is a story with a moral; a farm has a variety of animals who perform different functions, information retrieval.
Non-Fiction Elements:	Sherlock Holmes booklet - police force, cholera outbreak, detective fiction information.	Contextual information on the Apartheid regime, biographical information on the author and context of the novel.	Biographical information on George Orwell, video on farming in 1945, information on 20th Century Russia,
Vocabulary:	Duality, introspective, introvert, perspective, scandal, deduction, synthesising, influence, composing.	Segregation, inequality, equality, sacrifice, betrayal, utopia, ally, rebellion, tyrant, rebellious, dystopia, dichotomy, supple, deterrent, tribute, reaping, cornucopia, sponsor, apothecary, preposterous, sustenance, barbarism, defiance, predicament, dissent, scarcity, quell, incompetent.	Allegory, status quo, rebellion, tyrant, moral, propaganda, commandment, revolution, manipulation, cult of personality, corruption.
Writing Skills:	Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses; closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices; creative writing; extended metaphor; writing character; describing settings; Chekhov's Gun; horror, romance, adventure, fantasy and poetic justice.		

Year 9

	Autumn	Spring	Summer
Literary Unit:	Jane Eyre , Charlotte Bronte	Romeo and Juliet , William Shakespeare	Of Mice & Men , John Steinbeck
Writing Unit:	Narrative Writing: Gothic writing	Transactional Writing: Letter writing	Introduction to War and Conflict , Various
Key context and skills taught:	Context: The rural landscape and weather in Yorkshire influenced Brontë's writing; character development, writing about techniques and methods, explaining how authors create sympathy for their characters, information retrieval.	Revision on Elizabethan era knowledge, understanding key traits of a tragedy, exploring tragic conventions, understanding the importance and function of a prologue, information retrieval.	Context: migrant workers, America in 1930, The Wall Street Crash. The role of women in 1930s. Analysing structure and tension, Sexism, The Dust Bowl, Racism, information retrieval.
Non-Fiction Elements:	Charlotte Bronte biography, Children and punishment, Extracts from the bible,	A C Bradley: Construction in Shakespeare's tragedies, Women in the Elizabethan Era.	Sexism, Migrant Workers, The Dust Bowl, The Wall Street Crash.
Vocabulary	Bronte, Victorian, orphan, bleak, landscape, Yorkshire, dependent, neglect, abuse, punishment, discipline, just, unjust, oppress, narrative voice, apothecary,	Tragedy, tragic, Elizabethan, genre, Verona, city-state, Prologue, Chorus, exposition, rising tension, catastrophe, tragedy, tragic, structure, hero, plot, obedient, shrine, palm,	Migrant, racism, sexism, disability, vulnerable, vulnerability, tragedy, tension, colloquialism,
			Poetry: Enjambment, caesura, rhyme, rhythm, anaphora, alliteration, repetition,

	liberty, caste, poverty, juxtaposition, nurture, meek, submissive, Psalms, Testament, childhood, thesis, chapbook, Lowood School, orphan, orphanage, institution, stark, harsh, Helen Burns, Helen Burns, vicious, meek, cruel, punishment, punishment, Miss Scatcherd, faith, Christianity, hypocrite, hypocrisy, shame, humiliation, meek, obedient, console, metaphor, famished, nourished, slattern, privation, luxuries, tuberculosis, consumption.	sonnet, status quo, soliloquy, hyperbole, soliloquy, friar, tragedy, tragic, conventions, juxtapose, juxtaposition, stage directions, Elizabethan, women, obstacles, foreshadow, foreshadowing, exile, submissive, independent, loyal, similarities, differences, inevitable, responsibility, tragic, academic.	temperament, juncture, debris, mottled, recumbent, tramp, emerge, companion, brusquely, pugnacious, anguish, occupant, gingerly, derogatory, decisive, contorted, rouge, apprehensive, profound, complacently, derision, scornful, indignation, crestfallen, jeer, writhe, monotonous, discontent, bewildered, confide.	syllable, pace, metaphor, simile, sibilance, quatrain, sestet, monologue, blank verse, assonance, plosives, personification, listing, rhetorical, didactic, viewpoint.
Writing Skills:	Apostrophe of omission; the apostrophe; past perfect continuous; countable and uncountable nouns; future perfect simple; sustaining a thesis; structuring a thesis; future perfect continuous; defining relative clauses; non-defining relative clauses; comparing texts; thesis and antithesis; chronological and non-chronological composition; 2nd conditional; 3rd conditional.			

KS4 – Y10			
	Autumn	Spring	Summer
Literary Unit:	A Christmas Carol , Charles Dickens	An Inspector Calls , JB Priestley	Macbeth , William Shakespeare
Language Unit:	Language Paper 1 Autumn 1 Language Paper 2 Autumn 2	Language Paper 2	Language Paper 1
Key context and skills taught:	Writing comparative statements, writer's techniques and subject specific terminology; structuring a response to a literature question (mnemonic - SQIMEL); thesis statements, writing introductions and conclusions; approaching alternative viewpoints, how to make notes, annotate and summarise; active reading; writing topic sentences; using supporting quotation; tentative sentence stems; discourse markers.	Writing thesis statements in response to an examination question; using subject terminology to comment on the writer's use of methods; comparing characters and commenting on the effect; annotating speech; developing analytical responses; embedding quotation and synthesising references to form an argument; structuring essays; active reading; using discourse markers to build an argument; developing alternative viewpoint; linking analysis to relevant context; building context into a response.	Reading and annotating for meaning; information retrieval; language and structural analysis; how meaning is presented; studying setting, plot and characterisation, and the effects of these; learning new vocabulary; making inferences and referring to evidence; drawing contextual links, making critical comparisons across texts; understanding how the work is communicated through performance; how alternative staging allows for different interpretations comparisons and contrasts; thesis statements and topic sentences; embedding quotation; writing accurately, effectively and fluently at length; developing commentary in extended responses; writing notes and summary skills;
Vocabulary:	Context, novella, character, theme, class, social reform. Subject specific terminology: atmosphere, setting, dialogue, simile, metaphor, personification, repetition, pathetic fallacy, contrast, onomatopoeia, rhetorical devices,	Irony, character, theme, class, social reform, social responsibility, moral, didactic, meaning, convey, rights, attitude, responsibility, civility, behaviour, consequences.	Divine right of rule, succession, patron, prophecy, pact, persecution, characterisation, nefarious, usurp, familiar, folio, rhyming couplet, stage direction, setting, rhythm and rhyme, imperatives, prologue, theme, soliloquy, dissemble, realism, prose, contrast, dramatic irony, dupe, euphemism, kith and kin, protagonist, bravado,

	<p>pathos, adjectives, listing, direct and reported speech, comparison, euphemism, conditionals, semantic field</p> <p>Gothic features: sublime, revenant, obscurity</p>	<p>Subject specific terminology: Dramatic irony, staging, stage directions, opening, exposition, inciting incident, rising tension, climax, falling action, resolution, cliff-hanger, denouement, dialogue, metaphor, listing, atmosphere, tone, setting, comparison, development, static, dynamic</p>	<p>equivocate, treason, Greek Chorus, motif, mirroring, hypocrite</p>
KS4 – Y11			
	Autumn	Spring / Summer: Revision Programme	
Literary Unit:	<p>Power and Conflict Poetry, Various</p> <p>Unseen Poems, Various</p>	<p>An Inspector Calls, <i>JB Priestley</i></p> <p>Macbeth, <i>William Shakespeare</i></p> <p>A Christmas Carol, <i>Charles Dickens</i></p> <p>Power & Conflict Poetry, Various</p> <p>Unseen Poems, Various</p>	
Language Unit:	<p>Language Paper 1 Autumn 1</p> <p>Language Paper 2 Autumn 2</p>	<p>Language Paper 2</p> <p>Language Paper 1</p>	
Key context and skills taught:	<p>Comparing two poems using subject terminology; being able to distinguish and identify rhyming schemes; embedding quotation and zooming in on specific words and phrases; exploring meaning and writers' intentions; building context into an examination response; commenting on similarities and differences; exploring alternative meaning and inferences; learning quotations; commenting on theme, structure, language and form; identifying form; identifying structural techniques and exploring the effect of writers' choices; identifying figurative language and commenting on the effect; discussing rhyme and the relevance; identifying and commenting on the use of enjambment.</p>	Revision	
Vocabulary:	<p>Comparison, whereas, on the other hand, furthermore, additionally, alternatively, inference, connotes, connotations, exploration, identity, conflict, deliberate, context.</p> <p>Subject specific terminology: Enjambment, caesura, rhyme, rhythm, anaphora, alliteration, repetition, syllable, pace, metaphor, simile, sibilance, quatrain, sestet, monologue, blank verse, assonance, plosives, personification, listing, rhetorical, didactic, viewpoint.</p>	Revision	

