



ASPIRE • BELIEVE • ACHIEVE



Curriculum Overview: English (Y7)

Year 7 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<i>Amazing Autobiographies</i>	<p>Knowledge</p> <ul style="list-style-type: none">• Conventions of an autobiography• Features of descriptive and narrative writing• Features of factual writing• Characterisation• Contextual factors• The role of dialogue• Awareness of perspectives <p>Understanding</p> <ul style="list-style-type: none">• The importance of chronology in an autobiography• How to re-tell key events in different writing genres• How to use tenses, anecdotes and language features effectively <p>Skills</p> <ul style="list-style-type: none">• Applying the conventions of different genres to their writing• Analysing scenes & character traits• Extended writing based on people and events from their life	<p>Ability to contribute verbally to class discussion and debates relating to family history and their own lives.</p> <p>Ability to sequence events</p> <p>The ability to use correct tenses in writing</p> <p>Applying knowledge to a GCSE style question.</p> <p>Producing a published book at the end of the topic.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thinking schools maps and using PEEL paragraphs.</p> <p>Engagement in the topic.</p>	<p>Doddle</p> <p>Language questions</p> <p>YouTube videos</p> <p>Writing frames for newspaper articles</p> <p>Out of Hours Learning booklet</p>

Year 7 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><i>Reliable Research and Splendid Speeches</i></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Reliable and unreliable sources • Awareness of bias • Features of factual writing • What makes an effective debate • Awareness of different viewpoints and perspectives • Famous speeches from history <p>Understanding</p> <ul style="list-style-type: none"> • How language can be used to convey a viewpoint • How to distinguish between reliable and unreliable sources • How to apply debate skills • Language features <p>Skills</p> <ul style="list-style-type: none"> • How to research a topic independently • Selecting and using reliable sources • Debate skills • Persuasive writing • Speaking and Listening skills 	<p>Ability to contribute verbally to in class conversations and debates about changes in society over time</p> <p>The ability to understand how language can be used to convey different perspectives</p> <p>A completed research grid</p> <p>Extended pieces of writing based around GCSE question stems</p> <p>Analysing the effects of linguistic features</p> <p>Engagement in the topics</p> <p>Participation in debate activities</p> <p>Speech performances</p>	<p>Doddle</p> <p>YouTube videos</p> <p>Extra revision resources</p> <p>Guided research grid</p> <p>Videos of historical speeches</p> <p>Out of Hours Learning booklet</p>

Curriculum Overview: English (Y8)

Year 8 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Gothic Literature Anthology	<p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of the conventions of Gothic texts • Plot development • Characterisation • Contextual historical factors • Key Quotes & Scenes <p>Understanding</p> <ul style="list-style-type: none"> • The Romantic era, the lives of Gothic authors, the rise of Scientific experimentation • Character traits & motivations • How to analyse pivotal scenes • How historical events affect our understanding of the play <p>Skills</p> <ul style="list-style-type: none"> • Contrasting Eras • Analysing scenes & quotations • Extended writing based on characterisation & theme throughout the play • Using knowledge of the gothic genre to produce their own horror story 	<p>Ability to contribute verbally to class discussion and debates relating to characters' motivations & plot development.</p> <p>Ability to sequence events and analyse key quotations.</p> <p>The ability to explain contextual factors- what life was like in the time of the French and Industrial revolutions, the rise of science,</p> <p>Applying knowledge to a GCSE style question when writing Blue Book pieces.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thinking schools maps and using PEEL paragraphs.</p> <p>Producing a horror story that models the conventions of the gothic genre.</p> <p>Engagement in the topic.</p>	<p>Doddle</p> <p>Gothic Lit Anthology</p> <p>Revision Booklets</p> <p>Extracts from various gothic texts</p> <p>YouTube videos on contextual factors</p>

Year 8 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
War Poetry	<p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of events in WW1 and poets' reactions to the war • Contextual Factors • Technical language analysis • Structural analysis • Propaganda poetry <p>Understanding</p> <ul style="list-style-type: none"> • Soldiers' experiences of WW1 and WWII (trench life etc) • Opposing reactions to WW1 and WWII • Poetic techniques and how they are used to create effect • Language features • Structural features <p>Skills</p> <ul style="list-style-type: none"> • Identifying a poet's viewpoint • Identifying language techniques • Identifying structural features • Examining & explaining the effect of linguistic & structural features • Producing a war poem 	<p>Ability to contribute verbally in class conversations and debates about reactions to WW1</p> <p>The ability to empathise with experiences of war</p> <p>Ability to identify the poet's viewpoint</p> <p>Extended pieces of writing based around GCSE question stems.</p> <p>Analysing the effects of linguistic and structural features in Poetry.</p> <p>Engagement in the topic.</p>	<p>Doddle</p> <p>YouTube clips on WW1 and WWII</p> <p>All Quiet on the Western Front</p>

Curriculum Overview: English (Y9)

Year 9 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
19th Century Language through <i>The Speckled Band</i>	<p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of 19th Century Language • Characterisation with a focus on Sherlock & Watson • Contextual Factors • Technical language analysis • Structural analysis <p>Understanding</p> <ul style="list-style-type: none"> • Life in Victorian England • Character traits & motivations • Sir Arthur Conan Doyle's motivations • Language features • Structural features <p>Skills</p> <ul style="list-style-type: none"> • Explaining consequences • Examining characters and their roles • Explaining change and continuity through time periods • Examining & explaining the effect of linguistic & structural features 	<p>Ability to contribute verbally to in class conversations and debates about changes in society over time.</p> <p>The ability to understand 19th Century language.</p> <p>Ability to explain the development of characters and their individual motivations.</p> <p>Extended pieces of writing based around GCSE question stems.</p> <p>Analysing the effects of linguistic and structural features in Poetry.</p> <p>Engagement in the topics.</p>	<p>Doddle</p> <p>Jeremy Brett Film adaptation of <i>The Speckled Band</i></p> <p>GCSE Pod</p> <p>YouTube videos on Victorian London and 19th Century Crime</p> <p>Out of Hours Learning booklet</p> <p>Stretch and Challenge Resource booklet</p>

Year 9 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The Real World Non-Fiction</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Global issues we are facing as a society – immigration, climate change, health and disease • Reliable and unreliable sources • Awareness of bias • Features of factual writing • What makes an effective debate • Awareness of different viewpoints and perspectives • Famous speeches from history <p>Understanding</p> <ul style="list-style-type: none"> • How language can be used to convey a viewpoint • How to distinguish between reliable and unreliable sources • How to apply debate skills • Language features <p>Skills</p> <ul style="list-style-type: none"> • How to research a topic independently • Selecting and using reliable sources • Debate skills • Persuasive writing • Speaking and Listening skills 	<p>Ability to contribute verbally to in class conversations and debates about changes in society over time</p> <p>The ability to understand how language can be used to convey different perspectives</p> <p>A completed research grid</p> <p>Extended pieces of writing based around GCSE question stems</p> <p>Analysing the effects of linguistic features</p> <p>Engagement in the topics</p> <p>Participation in debate activities</p> <p>Speech performances</p>	<p>Doddle</p> <p>YouTube videos</p> <p>Extra revision resources</p> <p>Guided research grid</p> <p>Videos of historical speeches</p> <p>Out of Hours Learning booklet</p> <p>Anthology</p>

Curriculum Overview: English (Y10)

Year 10 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Literature Macbeth – William Shakespeare Love and Relationships Poetry cluster Writing/Analysing key themes that arise in Macbeth	<p>Knowledge Macbeth – Understanding the complete Plot, development of characters and themes and context</p> <p>Exam practice , analysing extracts from the play, embedding writers methods</p> <p>Analytical skills for poetry to further understanding of AQA Love and Relationships Cluster</p> <p>Skills Literal and inferential comprehension Linking literature skills to language skills, the writer conveys.... Etc Analysing language and dramatic features in a play Understanding the effect on the reader Critical thinking</p>	<p>Ability to contribute verbally to in class conversations and debates</p> <p>Applying knowledge to a GCSE style questions. Feed forward tasks in blue books</p> <p>A clear effort to consolidate knowledge and understanding via activities such as Thinking schools maps.</p> <p>Model answers</p> <p>AFL through questioning and formative and summative assessment.</p> <p>Linking to the world around them</p> <p>Stimulus through pictures, DVD and video clips</p>	<p>GCSEPOD</p> <p>Out of hours booklet on Doddle</p> <p>Mr Bruff YouTube clips</p> <p>Extracts linked to key themes</p> <p>Poems</p> <p>BBC Bitesize</p> <p>Extract Booklet</p>
Year 10 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Literature An Inspector Calls	<p>Knowledge AIC – Plot, characters and themes Analysing extracts from the play, embedding writers methods</p>	<p>Ability to contribute verbally to in class conversations and debates</p>	<p>GCSEPOD</p> <p>Out of hours booklet on Doddle</p> <p>Mr Bruff YouTube clips</p>

<p>Love and Relationships Poetry cluster</p> <p>Writing/Analysing key themes that arise in AIC</p>	<p>Analytical skills for poetry to further understanding of AQA Love and Relationships Cluster</p> <p>Understanding Themes/plot and dramatic features. Poetic devices and the impact they have on the reader The world at that time, context and the rights of women in the Edwardian era</p> <p>Skills Linking literature skills to language skills, the writer conveys.... Etc Analysing language and dramatic features in a play Understanding the effect on the reader Critical thinking Creative and transactional writing around the themes of morality etc</p>	<p>Applying knowledge to a GCSE style question. Feed forward tasks in blue books</p> <p>A clear effort to consolidate knowledge and understanding via activities such as Thinking schools maps.</p> <p>Model answers</p> <p>AFL through questioning and formative and summative assessment.</p> <p>Linking to the world around them</p> <p>Stimulus through pictures, DVD and video clips</p>	<p>BBC Bitesize</p> <p>Stretch and Challenge Booklets</p> <p>Poems</p>
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Curriculum Overview: English (Y11)

Year 11 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Examining language through various extracts.</p> <p>Sherlock – P1 Q4 Equality – P2 Q5 Death + Loss –P1 Q5 Unnatural – P1 Q5</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of civilisation • Development and structure of extracts • Contextual factors and today’s society • Worldly views and topical issues • Key Quotes 	<p>Ability to contribute verbally to class discussion and debates relating to content of the extracts and language techniques.</p> <p>Ability to sequence events and analyse key moments.</p>	<p>Doddle Revision Booklets GCSE Pod Mr Bruff videos on YouTube</p>

<p>Focus on Q4- 'To what extent....'</p> <p>Q5- Descriptive- visual stimulus Factual Writing</p>	<ul style="list-style-type: none"> Linguistic analysis <p>Understanding</p> <ul style="list-style-type: none"> How to analyse pivotal moments and language features Today's society in comparison to societal views of the past How to be metaphorical and not literal in description <p>Skills</p> <ul style="list-style-type: none"> Analysing structural features The ability to compare and contrast societal views Extended writing based on Q4 & Q5. Agreeing with statements and writing descriptively & factually. 	<p>The ability to explain contextual factors and the contrasts between societal values and views of today compared with the past.</p> <p>Applying knowledge to a GCSE style question.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thinking schools maps.</p> <p>Engagement in the topic.</p>	
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Year 11 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Analysing language through various extracts.</p> <p>Travel – P2 Q4 Education – P1 Q4 Materialism At Christmas Mock Exam Preparation</p> <p>Focus on Q4- 'To what extent' Compare & Contrast</p>	<p>Knowledge</p> <ul style="list-style-type: none"> An understanding of civilisation Development and structure of extracts Contextual factors and today's society Worldly views and topical issues Key Quotes Linguistic analysis How to structure an argument <p>Understanding</p>	<p>Ability to contribute verbally to class discussion and debates relating to content of the extracts and language techniques.</p> <p>Ability to sequence events and analyse key moments.</p> <p>The ability to explain contextual factors and the contrasts between societal values and views of today compared with the past.</p>	<p>Doddle Revision Booklets GCSE Pod Mr Bruff videos on YouTube</p>

	<ul style="list-style-type: none"> • How to analyse pivotal moments and language features • The differences in format between an article, letter and speech. • Audience, purpose and intent • How to use expert quotes & statistics. • The layout of the exam paper. <p>Skills</p> <ul style="list-style-type: none"> • Analysing structural and linguistic features • The ability to compare and contrast opposing views and use of connectives • Extended writing based on Q4 & Q5. Comparing & contrasting and delivering an argument based on a factual topic. 	<p>Applying knowledge to a GCSE style question.</p> <p>Having a clear understanding of the layout and requirements of the Mock exam questions.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thinking schools maps.</p> <p>Engagement in the topic.</p>	
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Curriculum Overview: English (Y12)

Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Introduction to The Great Gatsby	<p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of context 1920s • Plot development • Characterisation • Contextual factors 	<p>Ability to discuss background, style, authorial intention</p> <p>Ability to analyse linguistically.</p> <p>The ability to explain contextual factors and the contrasts between the fictional world and reality.</p>	<p>Doddle</p> <p>Set Readings</p> <p>Secondary reading</p> <p><i>Pope's Text intervention</i></p>

	<ul style="list-style-type: none"> • Mark schemes • Recast requirements <p>Understanding</p> <ul style="list-style-type: none"> • Character traits & motivations • How to analyse pivotal moments and language features • Fitzgerald’s constructs <p>Skills</p> <ul style="list-style-type: none"> • Analysing linguistic and literary features • Textual intervention • Commenting on writing choices • Maintaining links with the base text 	<p>Applying knowledge to an A Level question.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as recasting and commentary.</p> <p>Engagement in the topic. Demonstrating creative flair and close analysis.</p>	
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Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
An Introduction to the Paris Anthology	<p>Knowledge</p> <ul style="list-style-type: none"> • An understanding of genre • representation • Audience • Mode • Purpose • Travel theory <p>Understanding</p> <ul style="list-style-type: none"> • Linguistic and literary features • Impact of GRAMP on a text <ul style="list-style-type: none"> • Links between texts 	<p>Ability to present individual textual discoveries</p> <p>Ability to identify focus in a text.</p> <p>The ability to explain contextual factors and the contrasts between the fictional world and reality.</p> <p>Applying knowledge to an A level question.</p> <p>A clear effort to consolidate knowledge and understanding through oral presentations and written analysis.</p>	Doddle Set Readings Secondary reading

	<ul style="list-style-type: none"> • How theories apply to texts • Application of mark scheme Skills <ul style="list-style-type: none"> • Analysing linguistic and literary features • The ability to compare and contrast texts • Writing a comparative analysis of texts 	Engagement in the topic.	
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Curriculum Overview: English (Y13)

Autumn term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Introduction to <i>A Streetcar Named Desire</i>	Knowledge <ul style="list-style-type: none"> • Williams' context • The American South • Post war America • Attitudes Values and beliefs • Kitchen sink drama Understanding <ul style="list-style-type: none"> • Language features • Character constructs • Importance of setting • Importance of structure • Notion of tragedy and the tragic heroine Skills <ul style="list-style-type: none"> • Examining & exploring the effect of linguistic & structural features in a drama 	<p>Ability to contribute verbally to in class conversations and debates.</p> <p>Ability to lead class discussions</p> <p>Analysing language and structural techniques and explaining their effect.</p> <p>Applying knowledge to an A level question.</p>	<p>AQA past papers</p> <p>Doddle</p> <p>Readings</p> <p>Secondary Reading</p> <p>Revision booklets</p>

	<ul style="list-style-type: none"> Applying knowledge and understanding to an A level question 		
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Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Completion of the NEA	<p>Knowledge</p> <ul style="list-style-type: none"> An ability to distinguish Literary and non-literary texts Exposure to a range of possible texts The required structure of an NEA. <p>Understanding</p> <ul style="list-style-type: none"> How to write aims How to write a review How to write an analysis How to write a conclusion What is secondary reading <p>Skills</p> <ul style="list-style-type: none"> Constructing an hypothesis Constructing a bibliography In text referencing Applying knowledge and understanding to construct a finished product. 	Maintaining a weekly reading and ideas log Submitting final draft Meeting deadlines Working independently.	Sample NEAs Readings Mentors

Curriculum Overview: Functional Skills - English

Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>How to meet the criteria of the Reading section of the exam.</p> <p>Understanding skills through various sources and improving reading comprehension.</p>	<p>Level 1</p> <ul style="list-style-type: none"> • Compare information, ideas, and opinions in different texts • Identify meanings in texts and distinguish between fact and opinion • Understand organisational and structural features and use them to locate relevant information • Infer from images meanings not explicit in the accompanying text <p>Level 2</p> <ul style="list-style-type: none"> • Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources 	<p>-Confidence and fluency reading from a wide range of texts.</p> <p>-Read and evaluate texts critically and make connections between them.</p> <p>-Write effectively and coherently using Standard English appropriately with accurate spelling, grammar and punctuation.</p> <p>-Knowledge gained from wider reading to inform and improve writing.</p> <p>-Acquire and apply a wide vocabulary to support writing for appropriate purpose.</p>	<p>Additional Extracts and Questions provided for independent learning</p> <p>YouTube Tutors</p>
Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Writing skills to meet criteria of the exam.</p> <p>Writing at Level 1 and 2</p> <ul style="list-style-type: none"> • Two tasks: one longer, one shorter 	<p>Level 1</p> <ul style="list-style-type: none"> • Recognise that language and other textual features can be varied to suit different audiences and purposes 	<p>-Confidence in responding to questions related to the extracts selected.</p>	<p>Additional Extracts and Questions provided for independent learning</p> <p>YouTube Tutors</p>

	<ul style="list-style-type: none"> • Write coherently with simple vocabulary used effectively & accurate grammatical structures <p>Level 2</p> <ul style="list-style-type: none"> • Follow an argument, identifying different points of view and distinguishing fact from opinion • Identify different styles of writing and writer's voice • Write coherently with ambitious vocabulary used effectively & accurate grammatical structures 	<p>-An ability to recognise the impact of narration within a text and form a judgment.</p> <p>-Clear and coherent thoughtful analysis regarding the techniques used to portray the development of characterisation.</p> <p>-A full understanding of how the themes in the text are demonstrated.</p> <p>-A clear understanding of genre, audience and purpose of the written piece and language used appropriately to suit the task.</p>	
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Curriculum Overview: GCSE English Language Re-sit Opportunity – AQA 8700

Year 12/13 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Students on this pathway will be preparing for their GCSE Re-sit Opportunity in November 2020 and	-Ability to read, understand and analyse texts from 19 th , 20 th and 21 st century.	-Confidence and fluency reading from a wide range of fiction and non-fiction texts.	GCSE Pod – English Language Doddle – English Language Lessons and Quizzes

<p>revisiting the key areas of the course to promote success in this.</p> <p>Students will examine language extracts based on the following themes in order to develop their reading analysis skills and improve their skills of writing for purposes.</p> <p>Themes of extracts: -The Sweetshop -The Role of Libraries -Entertainment -Travel -Disaster -The Environment</p> <p>Walking Talking Mocks will also be undertaken as a key exam preparation strategy.</p>	<p>-Examine how writers use narrative and descriptive techniques to interest their readers.</p> <p>-Analyse how different writers present a similar topic over time and drawing connections between these.</p> <p>-Identify and interpret themes to use evidence within the text to demonstrate a viewpoint.</p> <p>-Write clearly using a range of vocabulary, punctuation and rhetorical devices.</p> <p>-Write effectively for different purposes and audiences in an organised way.</p>	<p>-Read and evaluate texts critically and make connections between them.</p> <p>-Write effectively and coherently using Standard English appropriately with accurate spelling, grammar and punctuation.</p> <p>-Knowledge gained from wider reading to inform and improve writing.</p> <p>-Acquire and apply a wide vocabulary to support writing for appropriate purpose.</p>	<p>Seneca – English Language Lessons and Quizzes</p> <p>Additional Extracts and Questions provided for independent learning</p> <p>AQA Online – Reading Support Booklet</p> <p>YouTube Tutors eg Mr Bruff, Mr Salles, Mrs Whelan</p>
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Year 12/13 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Students will have completed their first Re-sit for their AQA English Language Examination. Whilst awaiting their results, students will continue to practice their studies.</p> <p>Students will undertake a project to analyse aspects from the dystopian text – ‘The Lovely Bones’.</p>	<p>-An understanding to how the context of the novel influences the content.</p> <p>-Knowledge regarding the use of the narrative voice in the novel.</p> <p>-Understanding of the portrayal of characterisation and the presentation of relationships created.</p>	<p>-Confidence in reading the extracts selected from the novel.</p> <p>-An ability to recognise the impact of narration within a text and link this to a structural understanding.</p> <p>-Clear and coherent thoughtful analysis regarding the techniques used to portray the development of characterisation.</p>	<p>-Full novel text of ‘The Lovely Bones’.</p> <p>-Further reading on text – eg LitNotes Shmoop Cliffnotes</p> <p>Continued Language analysis -GCSE Pod -Doddle -Seneca</p>

	-Knowledge of the key themes of the text.	-A full understanding of how the themes in the text are demonstrated.	
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