



## English Curriculum Overview 2019- 2020

	<b>LP1 (10)</b>	<b>LP2 (16)</b>	<b>LP3 (13)</b>
<p><b>Year 7</b></p> <p>Students read modern and classic texts. They look at conventions of Gothic Literature and study a Shakespearean comedy. They write for different purposes and analyse 19<sup>th</sup> and 21<sup>st</sup> century non fiction</p> <p><i>On going: SPAG starters and 'Big Writes' to secure technical accuracy; and promoting culture of reading for enjoyment</i></p>	<p><u><a href="#">Text: Cirque du Freak- A Twisted Tale</a></u></p> <p>Descriptive language Setting the scene Writing for different purposes Characterisation</p>	<p><u><a href="#">Text: Cirque du Freak- A Twisted Tale</a></u></p> <p>Gothic genre: setting of the circus Importance of Narrator</p> <p><u><a href="#">Text: Real Reads</a></u></p> <p>Analysing 19<sup>th</sup> &amp; 20<sup>th</sup> century non fiction as a stimulus for writing</p> <p><u><a href="#">Victorian Monsters</a></u></p> <p>Conventions of the Gothic monster, Romantic Gothic, Gothic Villains and Setting &amp; Atmosphere</p>	<p><u><a href="#">Text: Much Ado About Nothing</a></u></p> <p>Context of Elizabethan and Renaissance era. Character and changing relationships Themes of Love and marriage Dramatic devices in Shakespearean Comedies</p>
<p><b>Year 8</b></p> <p>Students look at the impact of social and historical context on the writer. They consider human instinct and changes in characters. They read classic Literature and develop their language analysis</p> <p><i>On going: SPAG starters and 'Big Writes' to secure technical accuracy; and promoting culture of reading for enjoyment</i></p>	<p><u><a href="#">Text: Frankenstein</a></u></p> <p>Victorian era: scientific discoveries Exploring 19<sup>th</sup> century non fiction texts Gothic genre</p> <p>Themes of terror, dark side of human psyche, enlightenment and power Importance of Narrative voice and structure</p>	<p><u><a href="#">Text: Frankenstein</a></u></p> <p>Focus on creative writing and using gothic techniques Expand on reading from this genre</p> <p><u><a href="#">Text: Representations of women</a></u></p> <p>Stereotyping, marriage, representation in fairy tales, typical 1950s housewife, women in poetry</p> <p><u><a href="#">Reading through time</a></u></p> <p>Development of language analysis by exploring fiction and non fiction texts</p>	<p><u><a href="#">Text: Lord of the Flies</a></u></p> <p>Context of WW1/ WW2 Symbolism Significance of setting Change in characters Civilisation and savagery Tension Juxtaposition and contrast Moral message</p>
<p><b>Year 9</b></p> <p>Students study a Shakespearean tragedy, by looking at changes in society and relationships in families. They study poetry and a Victorian Gothic novel.</p> <p><i>On going: SPAG starters and 'Big Writes' to secure technical accuracy; and promoting culture of reading for enjoyment</i></p>	<p><u><a href="#">Text: Romeo &amp; Juliet</a></u></p> <p>Context of Elizabethan era and influences of the Renaissance Characterisation Verse and prose Patriarchal society Parent and child relationships</p>	<p><u><a href="#">Text: Romeo &amp; Juliet</a></u></p> <p>Love Conflict Fate</p> <p><u><a href="#">Poetry</a></u></p> <p>Thematically linked poems Meaning, language, imagery. structure and form</p>	<p><u><a href="#">Text: The Strange Case of Dr Jekyll and Mr Hyde</a></u></p> <p>Victorian London/ Gothic genre Duality Evolution/ Freud Symbolism Suspense Social class Intrigue/ Morality</p>
<p><b>Year 10</b></p> <p>Students study An Inspector Calls understand its moral meaning. They develop critical analysis of other literary texts and further develop their own writing for different purposes</p> <p><i>On going: Quote mastery and Hot Topics (discussion of current affairs to broaden knowledge of the world around them)</i></p>	<p><u><a href="#">Introduction to Paper 1 Language</a></u></p> <p>Explorations in creative reading and Writers' viewpoints and perspectives Descriptive and narrative writing</p>	<p><u><a href="#">Text: An Inspector Calls</a></u></p> <p>Plot, characters and understanding of the text's moral meaning and sense of collective responsibility. Knowledge of Edwardian context and dramatic devices</p> <p><u><a href="#">Poetry</a></u></p> <p>Comparison of key themes, context and terminology</p> <p><u><a href="#">Romeo and Juliet</a></u></p> <p>Re read play, explore key themes, scenes, character and context</p>	<p><u><a href="#">Text: A Christmas Carol</a></u></p> <p>Read the novella, explore key characters, quotations and themes</p> <p><u><a href="#">Spoken Language</a></u></p> <p>Deliver formal speech and respond to questions</p>
<p><b>Year 11 (Legacy spec)</b></p>	<p>Interleaving revision of key themes and threshold concepts (ACC/BB/R AND J)</p>	<p>Interleaving revision of key themes and threshold concepts</p>	<p>Interleaving revision of key themes and threshold concepts</p>