

## English Curriculum Overview 2021-22

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What will students learn in each year?

<b>Year 7</b>	
<b>Term 1</b>	<p>Gothic Conventions through Creative explorations:</p> <p>Students will start reading an abridged version of Mary Shelley's Frankenstein and focus on developing their writing skills using Shelley's techniques and exploring the Gothic genre.</p>
<b>Term 2</b>	<p>Gothic Conventions through Creative explorations</p> <p>Students will finish reading the abridged version of Mary Shelley's Frankenstein whilst focusing on developing their reading skills, looking closely at: identifying relevant quotations, giving inferences on her choice of language and exploring how the 19<sup>th</sup> century influenced her work.</p>
<b>Term 3</b>	<p>Clashes and Collisions:</p> <p>Students will read a range of pre-1914 poetry from Sassoon and Owen alongside non-fiction texts such as diary entries, newspaper articles and propaganda writing. They will focus on exploring contextual links to provide a deeper analysis of language and comparing the author's perspectives.</p>
<b>Term 4</b>	<p>Blood Brothers by Willy Russell:</p> <p>Students are introduced to the style and form of a play whilst developing their writing skills through empathetic writing and imitating the stylistic choices of the playwright.</p>
<b>Term 5</b>	<p>Blood Brothers by Willy Russell:</p> <p>Students will finish reading Blood Brothers and focus on analysing the use of conflict in the play through contextual analysis to improve their reading skills.</p>
<b>Term 6</b>	<p>Introduction to Shakespeare: The Tempest</p> <p>Students will read extracts of The Tempest whilst securing a clear understanding of Shakespearean language and the significance of colonisation and the representation of this in characters.</p>

<b>Year 8</b>	
<b>Term 1</b>	<p>Language and Literature across the ages:</p> <p>Students will explore a range of texts from our Literary Heritage such as: Beowulf, The Canterbury Tales, Sonnets by Shakespeare, Poems by Blake and Wordsworth, Oliver Twist by Dickens. They will focus on developing a clear understanding of the origins of storytelling and the techniques the writers use in order to create their own elegies, short stories and poems.</p>
<b>Term 2</b>	<p>A Christmas Carol by Charles Dickens</p> <p>Student will use their contextual knowledge from their previous term to explore the themes of injustice, discrimination and conflict. They will develop their reading skills by making clear links between context and writer's intentions.</p>
<b>Term 3</b>	<p>Ethics:</p> <p>Student will explore a range of articles and documentaries covering a wide range of ethical dilemmas such as capital punishment, euthanasia, animal rights and war. Students will be comparing and analysing writers' viewpoints and developing their own writing through expressing their perspective on these issues.</p>
<b>Term 4</b>	<p>Discrimination and conflict:</p> <p>Students will study a contemporary novella that covers different types of discrimination such as race, sex, age and physical and mental disability. They will work on improving their reading skills by analysing the language authors use to represent the issues surrounding discrimination and conflict in the 21<sup>st</sup> century.</p>
<b>Term 5</b>	<p>Macbeth by Shakespeare:</p> <p>Students will begin reading Macbeth and track the theme of conflict whilst building on their understanding of stereotypes and conflict from the previous term. They will give an in depth analysis of how Shakespeare uses language to present key themes and link their contextual knowledge to the writer's purpose.</p>
<b>Term 6</b>	<p>Macbeth by Shakespeare:</p> <p>Students will finish reading Macbeth and develop their writing skills through empathetic writing focusing on key emotions and characters that link to conflict.</p>

<b>Year 9</b>	
<b>Term 1</b>	<p>Love and Loss Poetry:</p> <p>Students will read various poems about relationships, both romantic and familial from different poets. They will focus on evaluating how the poets use language and structure to present key themes and messages and comparing them</p>
<b>Term 2</b>	<p>Identity through creative explorations:</p> <p>Students will explore what it means to have an identity and how we form our own identity. Students will read a range of fiction and non-fiction texts to explore what it means to live in Hastings and how different factors such as race and gender can affect our identity. They will develop analytical skills as well as their written communication skills.</p>
<b>Term 3</b>	<p>Noughts and Crosses by Malorie Blackman:</p> <p>Students will read the first half of Noughts and Crosses and look at the language and structural devices and genre that Blackman uses in order to present characters and key themes. The students will analyse her techniques and improve their analytical writing skills whilst learning about relationships and discrimination in the 21<sup>st</sup> century.</p>
<b>Term 4</b>	<p>Noughts and Crosses by Malorie Blackman:</p> <p>Students will finish reading Noughts and Crosses and focus on improving their writing skills by using Blackman's stylistic choices and exploring their own perspective on the key contextual issues that the book raises.</p>
<b>Term 5</b>	<p>Exploring persuasive language through Animal Farm:</p> <p>Students read key extracts from Animal Farm to explore how a writer uses language and structure to persuade an audience. They use the historical context in order to evaluate the perspectives and use different forms to create their own viewpoints.</p>
<b>Term 6</b>	<p>Romeo and Juliet:</p> <p>Students will have a transition unit in GCSE with a study of Romeo and Juliet. They will look at the context, plot, key themes and characters and explore how Shakespeare uses language and structure to present them.</p>

<b>Year 10</b>
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<b>Exam Board: AQA</b>	
<b>Term 1</b>	<p>Language Paper 1: Explorations in Creative writing</p> <p>Students will write creatively using a range of descriptive techniques whilst also aiming to use varied vocabulary and punctuation choices. They will use various extracts from a range of fictional texts to see how different writers use language and structure techniques in order to create specific effects. They will then use these techniques in their own writing and continue to develop their creative writing skills in order to create specific effects.</p>
<b>Term 2</b>	<p>Jekyll and Hyde</p> <p>Students will analyse Stevenson’s presentation of characters, themes, events and link these to the context (Victorian). Students will explore and analyse how Stevenson develops key theme through his use of language and structure to build tension and suspense and how key events unfold the mystery surrounding Dr. Jekyll.</p>
<b>Term 3</b>	<p>Language Paper 2: Understanding writer viewpoints and perspective</p> <p>Students will read a range of non-fiction extracts and work on key GCSE skills such a summarising, identifying and commenting on the use of language and comparing viewpoints and perspectives.</p>
<b>Term 4</b>	<p>Language Paper 2: Expressing viewpoints and perspectives</p> <p>Students will use their knowledge from the previous term to develop their own persuasive opinion pieces. They will look at the techniques and structures needed to create different forms (articles, blogs, speeches).</p>
<b>Term 5</b>	<p>Speaking and Listening preparation:</p> <p>Students will look at a range of influential speeches by different celebrities that cover many controversial topics and analyse the language and structure they use. They will then use this to write and redraft their speeches on a topic of their choice for their exam in term 6.</p>
<b>Term 6</b>	<p>Power and conflict poetry:</p> <p>Students will re-visit the poems they studied during lockdown in year 9 and ensure that any missing gaps are filled. They will then use these skills to approach unseen poems and make comparisons between poems.</p>

<b>Year 11</b>	
<b>Exam Board: AQA</b>	
<b>Term 1</b>	<p>Academic writing:</p> <p>Students will go over a range of skills needed in order to write a formal academic essay such as creating introductions and conclusions, critiquing language and structure, embedding quotes, planning, changing register.</p>
<b>Term 2</b>	<p>Romeo and Juliet and explorations in creative reading:</p> <p>Students will revisit Romeo and Juliet to ensure no gaps are missing due to the lockdown. They will focus on making clear contextual links, identifying and evaluating the language and structural features and commenting on writers intentions.</p>
<b>Term 3</b>	<p>An Inspector Calls and understanding writers viewpoints:</p> <p>Students will re-visit An Inspector Calls to ensure no gaps are missing due to lockdown. They will focus on making clear contextual links, identifying and evaluating the language and structural features and commenting on writers intentions.</p>
<b>Term 4</b>	<p>Poetry and Creative writing:</p> <p>Students will re-visit the poems from their Power and Conflict anthology and use these skills to look at how to approach unseen poetry. They will use the key themes and intentions to also develop their writing skills using the language devices identified.</p>
<b>Term 5</b>	<p>Exam revision:</p> <p>Students revise all key texts and structure for each question.</p>
<b>Term 6</b>	<p>Examinations</p>