



Academic Overview 2017-18

English						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Literary Periods and Movements	Novel: <i>'A Christmas Carol'</i>	Shakespeare: <i>'Romeo and Juliet'</i>		Incredible Stories and Extracts	Poetry Cluster: Love and Relationships
Year 8	Shakespeare: <i>'Much Ado About Nothing'</i>	19th Century Settings Extracts	Novel: <i>'Of Mice and Men'</i>		Travel Writing: Viewpoints and Perspectives	Poetry Cluster: Character and Voice
Year 9	Literature Paper 2: Modern drama: <i>'An Inspector Calls'</i> Language Paper 1 - descriptive and narrative Writing		Literature Paper 1 Shakespeare: <i>'Macbeth'</i> Language Paper 2: Writing to present a viewpoint		Power and Conflict Poetry Themes: Power of <i>Nature</i> and <i>Humanity</i> Revision for PPE: An Inspector Calls and Macbeth	
Year 10	19 TH Century Novel: <i>'The Strange Case of Dr. Jekyll and Mr. Hyde'</i> Language paper 1: Descriptive – using the text as a stimulus. Literature paper 1- Academic/exam style writing		Power and Conflict Poetry Themes: Reality of conflict, sadness and loss of conflict Unseen Poetry	Revision Lit Paper 1 Shakespeare Revision Lit Paper 2 Poetry: Power and Conflict	Revise all Literature	Language Paper 2: Writing to present a viewpoint Spoken language- presentation of speech
Year 11	Paper 1: Section A Explorations in Creative Reading and Writing Paper 1: Section B Descriptive and Narrative 'Crafting Writing'		Paper 2: Section A Examining Writers Viewpoints and Perspectives Paper 2: Section B Writing to present a viewpoint		Revision of Key Skills	



Year 7 Curriculum Content Overview 2017-18

English – Year 7				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> Read, understand and respond to texts. Develop a personal response to pieces of text using evidence, including quotations, to support ideas. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. Show an understanding of how texts are affected by contexts in which they were written (time period, place). Communicate clearly, effectively and imaginatively. Select and change tone and style for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features (tense, person) to make sure writing is clear and logical. Use a range of vocabulary and sentence structures for clarity, purpose and effect. Make sure spelling and punctuation is accurate. 	Reading <ul style="list-style-type: none"> Variety of texts including: plays, poetry, 19th Century fiction, modern extracts. Variety of fiction and non-fiction texts Accelerated Reader programme 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing Exit strategies	2 mastery skills assessments completed in the academic year to inform reports. Timed tasks throughout each half term which are medalled and missioned.	Challenging texts of 'A Christmas Carol', 'Romeo and Juliet' and Love and Relationships Poetry taken from the GCSE specification. All set questions are GCSE style. Range of Language and Literature based skills to prepare for GCSE.
	Numeracy <ul style="list-style-type: none"> Tension and emotion graphs Ranking Ordering events 	Voting Debates for viewpoints		
	Oracy During the year students will complete 2 spoken language assessments. <ul style="list-style-type: none"> Individual speaking: Deliver a monologue from Romeo or Juliet's perspective. Group performance: In groups, create a news report based on the events within The Landlady. 	Peer and self-assessment of written work		



Assessment Skills, Knowledge and Concepts Map

Key Learning Questions/Tasks	Literary Periods and Movements	Language of Learning
<ul style="list-style-type: none"> How has Bronte structured the text to interest you as a reader? How does Orwell use language to present an unusual atmosphere? 	<ul style="list-style-type: none"> To consider how the English language and literature has developed throughout history. To explore a variety of challenging texts from different periods. To learn skills of analysis by exploring writers' choices of language and structure. 	<ul style="list-style-type: none"> Persuasive Dystopian Movements Analysis Atmosphere Structure
Key Learning Questions/Tasks	'A Christmas Carol'	Language of Learning
<ul style="list-style-type: none"> How does Dickens use the Cratchit family to show the struggles of the poor? Write a description suggested by an image 	<ul style="list-style-type: none"> To read and understand the plot and characters in 'A Christmas Carol' To analyse key ideas and themes within the text: poverty, redemption, family, Christmas. To understand what life was like in 19th century England. To write descriptively using ambitious vocabulary. 	<ul style="list-style-type: none"> Redemption Victorian Omniscient Empathy Christmas Poverty
Key Learning Questions/Tasks	'Romeo and Juliet'	Language of Learning
<ul style="list-style-type: none"> How does Shakespeare present the relationship between Mercutio and Romeo? Lord Capulet said: 'Juliet should marry the man I choose for her.' Write a letter in which you explain your point of view on this statement. How does Shakespeare present attitudes towards love in Romeo and Juliet? 	<ul style="list-style-type: none"> To understand the key plot moments in 'Romeo and Juliet'. To analyse how the characters are presented within the play: Romeo, Juliet, Mercutio, Tybalt, The Montagues and Capulets. To consider how context has an impact on the play. To explore themes of love, conflict and family in the play. To apply language devices in writing to make ideas persuasive. 	<ul style="list-style-type: none"> Conflict Elizabethan Tragedy Relationships Deception Forbidden
Key Learning Questions/Tasks	Incredible Stories and Extracts	Language of Learning
<ul style="list-style-type: none"> Having read this extract, a student said: "The writer makes Mr Evans an unlikeable character who isn't very nice to the children." To what extent do you agree? How does Dahl create tension in The Landlady? 	<ul style="list-style-type: none"> To develop understanding of language devices and how they can be used effectively in writing. To analyse writers' use of language in various stories and extracts. To evaluate how and why writers construct stories for impact. 	<ul style="list-style-type: none"> Evaluation Narrative Engaging Clarity Impressions Characterisation
Key Learning Questions/Tasks	Poetry Cluster: Love and Relationships	Language of Learning
<ul style="list-style-type: none"> How does Byron present love in 'When We Two Parted'? Compare the ways poets present the relationships between parents and children in 'Before You Were Mine' and 'Walking Away'. 	<ul style="list-style-type: none"> To develop understanding of how writers create meaning in poetry. To analyse how love and relationships is presented in various forms of poetry. To relate poems to their contexts and explore writers' intentions. 	<ul style="list-style-type: none"> Unrequited Nature Philosophy Comparison Separation Emotion