

# 1. Curriculum Overview - ENGLISH



## CURRICULUM OVERVIEW FOR ENGLISH

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
YEAR 7	<p><b>Transition:</b> Recap core VSSPS skills.</p> <p><b>People and Places:</b> How do our experiences shape who we are? <b>Reader on the go:</b> The Goldfish Boy.</p>	<p><b>People and Places:</b> How do writers effectively structure the exposition of a mystery story? <b>Reader on the go:</b> The Goldfish Boy.</p>	<p><b>Literature Through Time:</b> Why is it important to study literature from the past and how is it still relevant to us today? <b>Reader on the go:</b> Short stories</p>	<p><b>Literature Through Time:</b> How do writers use characterisation to produce an emotional reaction from the reader? <b>Reader on the go:</b> Wuthering Heights.</p>	<p><b>Conflicting Emotions:</b> Why does Shakespeare include conflict in many of his works? <b>Reader on the go:</b> Chosen by class teacher.</p>	<p><b>Conflicting Emotions:</b> Why have tragic characters endured as a key convention of literature? <b>Reader on the go:</b> Chosen by class teacher.</p>
YEAR 8	<p><b>Other Worlds:</b> How do dystopian worlds reflect aspects of modern society? <b>Reader on the go:</b> Divergent.</p>	<p><b>Other Worlds:</b> How do writers use setting to create an ominous atmosphere? <b>Reader on the go:</b> Divergent.</p>	<p><b>Relationships:</b> Why does Steinbeck want us to empathise with characters who experience oppression? <b>Reader on the go:</b> Of Mice and Men</p>	<p><b>Relationships:</b> How does the reader's understand of misogyny, including contextual factors, alter their perception of Curley's Wife? <b>Reader on the go:</b> Of Mice and Men</p>	<p><b>Persecution and Punishment:</b> How are women presented as persecuted characters in Shakespearean literature? <b>Reader on the go:</b> Taming of the Shrew</p>	<p><b>Persecution and Punishment:</b> Should all crimes carry the same punishment? <b>Reader on the go:</b> Taming of the Shrew</p>
YEAR 9	<p><b>Heroes and Villains:</b> Is there always a clear distinction between a hero and a villain? <b>Reader on the go:</b> Our Day Out</p>	<p><b>Heroes and Villains:</b> How do writers use structural techniques to create effects? <b>Reader on the go:</b> Our Day Out</p>	<p><b>Prejudice:</b> How do stereotypes towards other cultures promote prejudice? <b>Reader on the go:</b> The Hate U Give</p>	<p><b>Prejudice:</b> Why do writers use rhetoric in non-fiction texts? <b>Reader on the go:</b> The Hate U Give</p>	<p><b>Power and Morality:</b> Why have women been presented as 'weaker vessels' historically in literature? <b>Reader on the go:</b> An Inspector Calls</p>	<p><b>Power and Morality:</b> How do writers convey messages to a reader? <b>Spoken Language assessment</b> <b>Reader on the go:</b> An Inspector Calls</p>
YEAR 10	<p><b>Close study:</b> An Inspector Calls and language skills. <b>Anthology Poetry:</b> Conflict.</p>	<p><b>Close study:</b> An Inspector Calls and language skills. <b>Anthology Poetry:</b> Love and relationships.</p>	<p><b>Close study:</b> A Christmas Carol and language skills. <b>Anthology Poetry:</b> Nature.</p>	<p><b>Close study:</b> A Christmas Carol and language skills <b>Anthology Poetry:</b> People, place, space.</p>	<p><b>Transactional writing</b> and analysis of non-fiction texts.  Review Lit texts.</p>	<p><b>Narrative writing:</b> literary devices used for effect.  Review Lit texts</p>
YEAR 11	<p><b>Close Study:</b> Romeo and Juliet.  <b>Review of Lit texts and exam technique practice.</b></p>	<p><b>Close Study:</b> Romeo and Juliet.  <b>Review of Lit texts and exam technique practice.</b></p>	<p><b>Tragedy and Disaster.</b>  <b>Childhood and education.</b>  <b>Review of Lit texts</b></p>	<p><b>The Natural World.</b>  <b>Review of Lit texts and exam technique practice.</b></p>	<p><b>Poverty, health and society.</b>  Timed exam practice.  GCSE exams begin.</p>	<p>Revision and exam technique.  GCSE exams continue.</p>