

CURRICULUM OVERVIEW 2020-2021 SUBJECT: ENGLISH

KS4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS
YEAR 11 LANG	<p>'Macbeth'</p> <p>How does Shakespeare present ideas about power? How is this reflected in the text as a whole?</p> <p>SKILLS: Further developing thematic introduction/ thesis in response to question (links to Priestley's concerns). Able to critically reflect on lenses through which the text might <i>appropriately</i> be considered. Quotation retention and judicious quote selection. Skills of moving between the extract and the wider view of the text as a whole.</p>	<p>Component 1 AQA</p> <p>What makes a successful short story? How do I analyse and evaluate skilfully? How do authors structure their stories, and how should I structure mine?</p> <p>SKILLS: Extract based analysis using what/how to look at unseen short stories. Analysis, quote selection, timed practice. Analysing structure and building tension and using these in own writing. Evaluating the author's choices and effectiveness of methods. Show and don't tell for subtle characterisation and use of a range of sentence types in writing to affect the reader.</p>	<p>Unseen Poetry and Language Comp 1 and 2 Revision</p> <p>How can I identify writers' ideas and explore how they are presented?</p> <p>SKILLS: Unseen poetry analysis and personal response. Revision and quote retention. Extended writing, essay and exam preparation skills.</p>	<p>Revision all texts and language practice papers.</p>		
	Home Learning Project: Macbeth		Revision			
YEAR 10	<p>'A Christmas Carol'</p> <p>How does Dickens present ideas about sin and redemption in Victorian England?</p> <p>SKILLS: Thematic introduction/ thesis in response to question. Deep analysis of quotes from extract extending out to link to wider text. Focus on 'why' - authorial intent. Reference to the whole text developed as well as quotation use.</p>	<p>Great Modern Speeches</p> <p>What are the features and techniques used to persuade in effective speeches? How can I write for my target audience? How can I be persuasive in my own speech? How can I use vocabulary and sentence structures for effect?</p> <p>SKILLS: Extract based analysis using what/how to look at evocative speeches. Focus on range of quotes. Analysis of rhetorical devices. Identifying author's key message, and comparison of those messages across two texts. Use of elements of Ethos, Pathos and Logos to structure own speeches and convey personal opinions. Interrogate some of the themes around society, poverty. Class, prejudice, role of women that are encountered in Lit texts.</p>	<p>'An Inspector Calls'</p> <p>How does Priestley show that capitalism is selfish and socialism is better for society?</p> <p>SKILLS: Further developing thematic introduction/ thesis in response to question (links to Priestley's concerns). Able to critically reflect on lenses through which the text might <i>appropriately</i> be considered. Quotation retention and judicious quote selection.</p>	<p>Component 2 Opinionated and Persuasive Writing AQA</p> <p>How can I write for my target audience? How do I present clear ideas and realistic detail? Which other types of persuasive or opinionated texts might I need to write, and what are their features? How do I analyse persuasive texts? How do I compare persuasive texts?</p> <p>SKILLS: Extract based analysis using what/how to look at opinionated texts. Focus on range of quotes. Analysis of rhetorical devices. Identifying author's key message, and comparison of those messages across two texts. Use of elements of Ethos, Pathos and Logos to structure writing and convey personal opinions. and range of sentence structures. Summarisation. Widening to skills in creating a range of text types, Skills in creating a range of subtle tones.</p>	<p>'Descriptive Shorts and Short Stories' AQA</p> <p>What makes a successful short story? What makes a successful description? How do I analyse and evaluate skilfully? How do authors structure their stories, and how should I structure mine? How can I use vocabulary and sentence structures for effect?</p> <p>SKILLS: Extract based analysis using what/how/why to look at unseen short stories. Analysis, judicious quote choice, timed practice. Analysing structure using overview, analysing building tension and using these in own writing. Evaluating the author's choices and effectiveness of methods. Show and don't tell for subtle characterisation and use of a range of sentence types in writing to affect the reader. Description skills including zooming in, freeze frame and panning out.</p>	<p>Power and Conflict poetry (7 poems)</p> <p>How do the poets present ideas about power?</p> <p>SKILLS: Thematic introduction/ thesis in response to question and poem choice. Comparison of authorial intent and presentation of themes across multiple authors. Quotation retention and judicious quote selection linked to theme. Able to consider the context of the poem not the author.</p>
	Home Learning: A Christmas Carol and Speech Writing.		Home Learning Project: Component 2 Transactional Writing and An Inspector Calls		Home Learning Project: Power and Conflict Poetry Narrative Anthology	

KS3 Curriculum									
YEAR 9	<p>The Curious Incident' (play) and unseen poetry families.</p> <p>How does Stephens explore family relationships in the play?</p> <p>SKILLS: Analysis for whole-text thematic questions. How staging and dramatic conventions can be used to influence the audience.</p>	<p>'Back to the Future'</p> <p>How do authors create atmosphere and use language techniques to influence the reader's response?</p> <p>SKILLS: Unseen narrative analysis focusing on 'How': the author's use of specific language and figurative techniques. Descriptive writing. Creating detail and atmosphere in description through use of a range of sentence structures.</p>	<p>Jekyll and Hyde'</p> <p>How does Stevenson use foreshadowing and Victorian tropes to create a mysterious atmosphere in his writing?</p> <p>SKILLS: Analysis for whole-text thematic questions. Analysis of setting and figurative language and how these are used to influence the reader. Context links and theme <i>integrated</i> into analysis.</p>	<p>The Merchant of Venice</p> <p>How does Shakespeare write tragedy, what are its conventions, and is Shylock a hero or villain, how is Portia presented as a powerful woman in this play, and is this play actually a tragedy?</p> <p>SKILLS: Genre conventions for Shakespearean plays. Analysis using what/how/why. Focus on the role of women and the qualities of a hero. Writing a thesis statement and using context.</p>	<p>Narrative and Transactional Texts</p> <p>How can I analyse narrative and transactional writing effectively and use tone to create my own pieces?</p> <p>SKILLS: Unseen narrative and non-fiction analysis. Comprehension and inference at sentence and text level to identify tone, structure and authorial intent. Focus on depth of analysis. Narrative and descriptive writing with a focus on increasing subtlety of structure (range of structural devices). Creating detail and atmosphere in description through use of a range of sentence structures.</p>	<p>Power and Conflict poetry (8 poems)</p> <p>How do the poets present ideas about conflict?</p> <p>SKILLS: Analysis of thematic links between poems and poetic structure. Retention of key quotations. Essay writing skills for 'what' identifying theme and personal response. Embedding quotations, thematic introduction, subtle and skilful tentative analysis of authorial intent. Increasing sophistication of analysis and essay writing, loosening of structure strips and what/how/why.</p>	<p>Home Learning Project: 1984 AQA Comp 1 (Reading <i>The Time Machine</i>, H.G. Wells).</p>	<p>Home Learning Project: Jekyll and Hyde.</p>	<p>Home Learning Project: Power and Conflict</p>
YEAR 8	<p>'Noughts and Crosses' (play)</p> <p>How can I adapt my register to report information for my audience?</p> <p>SKILLS: Analysis of staging and dramatic techniques builds on 'what/how/why'. Use of HOOK structure for persuasive writing to create opinionated newspaper reports and reviews.</p>	<p>'Romeo and Juliet'</p> <p>How does Shakespeare present ideas about relationships?</p> <p>SKILLS: Analysis of staging and dramatic techniques in Shakespearean drama 'what/how/why'. Building on analysis and understanding of context and authorial intent. Bridging of theme of relationships from previous texts.</p>	<p>Romantic Poetry</p> <p>How do poets convey their own ideas and beliefs in their poems?</p> <p>SKILLS: Analysis of figurative language, poetic structures and their contribution to reader response/ authorial intent 'Why'. How structure links to intent. Analysis of a range of poetic structures and context 'why'.</p>	<p>Write like Dickens ('Oliver Twist')</p> <p>How can I create my own convincing characters in narrative writing?</p> <p>SKILLS: Analysis of figurative language and detail to create character. Use of 'show and don't tell' and zoomed in detail to create convincing character. Impact of precise vocabulary and intentional sentence structures to influence readers.</p>	<p>'Of Mice and Men'</p> <p>How does Steinbeck present prejudice in the novel?</p> <p>SKILLS: Focus on 'why' for authorial intent. Ability to link quotes to themes across the novella. Analysis of a range of characters and how they build a theme. Increasing ability to respond to the text as a whole and link this to analysis of an extract.</p>	<p>Narrative Extracts, and Exam preparation</p> <p>How can I explore authorial intent in unseen texts?</p> <p>SKILLS: Unseen narrative and non-fiction analysis at sentence and text level to identify tone and rising tension. Narrative and descriptive writing with a focus on structure at whole text and sentence level using Freytag's pyramid.</p>	<p>Home Learning Project: Oliver Twist</p>	<p>Home Learning Project: Reading Quizzes <i>To Kill a Mockingbird</i></p>	
YEAR 7	<p>Protecting our Planet (Greta Thunberg)</p> <p>How can I use my voice in society?</p> <p>SKILLS: Persuasive writing techniques using the HOOK structure, giving personal opinions. Focus on letter writing. Writing using a range of sentence structures skilfully.</p>	<p>'A Monster Calls'</p> <p>How can I structure my narrative writing effectively?</p> <p>SKILLS: Structuring narrative texts using Freytag's pyramid, characterisation and range of vocabulary and sentence construction within characterisation.</p>	<p>'Much Ado About Nothing'</p> <p>How does Shakespeare present ideas about honour?</p> <p>SKILLS: Introduction to textual analysis using What/How/Why. Use of 'quote exploder' to zoom in on details of key quotations 'What/ How'. Introduction of analysis of context.</p>	<p>'Birmingham, Britain and Beyond'</p> <p>How can I use my voice to make a difference in society, and how do authors use their voices?</p> <p>SKILLS: Embedding use of the HOOK structure and writing a range of persuasive text types. Analysis of non-fiction using What/How/Why. Ability to identify and analyse persuasive features 'How'.</p>	<p>War Poetry</p> <p>How did WWI influence poets' choices in their poetry?</p> <p>SKILLS: Analysis of figurative language and its contribution to reader response/ authorial intent 'Why'. Emphasis What/How/Why. Ability to identify and analyse imagery and link to impact of context 'Why'.</p>	<p>Dahl Short Stories</p> <p>How can I explore how Dahl builds tension in a text?</p> <p>SKILLS: Use of narrative structure to have an effect on the reader. Focus on creation of tone and tension at sentence and paragraph level. Ability to use foreboding to give hints to the reader.</p>	<p>Home learning Project: Myths and Legends</p>	<p>Home Learning Project: Shakespeare's Context</p>	<p>Home Learning: Reading Quizzes on <i>War Horse</i> by Michael Morpurgo.</p>