

English Curriculum Plan 2020-21

Author: Jo Dovey, Anna Burrells, Lucy Lewis

Written: September 2020

Updated: November 2020

Curriculum Plan 2020-21

Year 7 Units of Study	
Unit 1	Protecting Our Planet (Greta Thunberg): In this scheme of work, students learn how to use their voice in a range of non-fiction writing tasks, including writing a letter, an article and a report. Students learn how to write informatively and persuasively for a specific audience, using the 'hook structure' as a paragraph plan. Students use articles about the environment to learn the effect of a range of language devices such as rhetorical questions and exaggeration and use these devices in their own writing. Students revise a range of sentence types and punctuation to ensure they have the foundations for writing accurately.
Unit 2	'A Monster Calls': In this scheme of work, students learn how to structure their own narrative using Freytag's pyramid. Students revise the sentence types from unit 1, but they explore how to use them in a piece of fiction. Students use the novel 'A Monster Calls' to learn the effect of a range of literary devices such as 'show don't tell' and imagery, and students apply these devices their own descriptive writing.
Unit 3	'Much Ado About Nothing': Students will explore the importance of honour for both male and female characters in Elizabethan England. Students are taught to analyse language through the use of quote explosions, and they are taught to write analytically using What? How? Why? to structure their paragraphs.
Unit 4	Birmingham, Britain and Beyond: In this scheme of work, students read a range of non-fiction texts linked to topical local, national and international issues such as Marcus Rashford's letter to MPs about free school meals. Students learn how to write informatively and persuasively for a specific audience, using the hook structure as a paragraph plan. Students revise a range of sentence types and punctuation, focusing on how to vary the start of sentences using the mnemonic A SPISE.
Unit 5	Poetic voices: Students will study contrasting voices in this poetry unit. For example, students are asked to compare the views of World War I poets Jessie Pope and Wilfred Owen. Students continue to explore the writer's methods and intentions, so they can write analytically using What? How? Why? Students are taught to use comparative connectives to highlight similarities and differences between the texts, using the sentence structure: Both... However, ... whereas...
Unit 6	Roald Dahl Short Stories: In this scheme of work, students will study Dahl's use of inference rather than giving his reader explicit information. Students will learn to look for clues within a text and explore how Dahl reveals information to his readers. Students will then practise using 'show don't tell' in their own descriptive writing. Students revise a range of sentence structures and begin to explore how to use sentences for effect.

Year 8 Units of Study

Unit 1	'Noughts and Crosses' (the play): In this scheme of work, students explore ideas about prejudice, discrimination and bias. Students focus on the character of the reporter to learn how to adopt a specific voice. Students write newspaper articles and speeches, using the text and real-life events as a stimulus for their writing (for example, the protest at Heathcroft School and the Little Rock 9). Students revisit the sentence types from year 7, including embedded clauses, speech punctuation, complex sentences and semi colons, and they learn how to extend their sentences.
Unit 2	'Romeo and Juliet': In this scheme of work, students continue to develop their understanding of the themes in 'Noughts and Crosses' by studying the Montagues and Capulets. Students begin to explore how themes develop in a text, focusing on the themes of conflict, family relationships and love. Students develop their analytical writing by linking their What? How? Why? paragraphs using topic sentences.
Unit 3	Romantic Poetry: In this scheme of work, students compare the views of William Blake and William Wordsworth, using the sentence structure 'Both... However... whereas' to show a developed comparison. Students study the impact of the Industrial Revolution on the poet's ideas, focusing on William Blake's 'The Tyger' and 'The Chimney Sweeper'.
Unit 4	Characterisation and Dickens: In this scheme of work, students explore Dickens's use of characterisation and apply this to the creation of their own grotesque character description. Students explore Dickens's use of sentences and imagery to create a character and the effect these descriptions have on the reader. Students use 'show don't tell' in their character descriptions to build a picture of their character for the reader.
Unit 5	'Of Mice and Men': In this scheme of work, students explore the prejudices and inequalities in the novella, including race, women, age and disability. Students use quote explosions to analyse how Steinbeck uses language for effect, and they explore the cyclical structure of the novel. Students write using What? How? Why? paragraphs.
Unit 6	Narrative structures: In this scheme of work, students read and respond to a range of unseen fiction texts. Students also practise their descriptive writing, using an image as a stimulus. Students will continue to practise using 'show don't tell' and varying the start of sentences.

Year 9 Units of Study

Unit 1	'The Curious Incident of the dog in the night-time' (play): Students will learn how to analyse the language of a play using quote explosions, have an introduction to analysing stagecraft, and will be able to make contextual links to detective fiction using what/how/why.
Unit 2	'The Merchant of Venice' Students will be exposed to Shakespearian language and learn how to analyse a play. They will use their skills in quotation analysis to deepen their responses to 'say a lot about a little'. They will gain contextual knowledge of the Elizabethan world.
Unit 3	Dystopian Fiction: Students will learn how to analyse narrative texts and how to create their own dystopian narrative. There will be a focus on how to structure a story in their own narrative writing, and how to write precisely and accurately. Students will consider how to use sentence structures for effect by considering their own reader's response.
Unit 4	'Jekyll and Hyde' Students will learn how to analyse a novel responding to extracts in relation to their knowledge of the whole text. They will gain contextual understanding of Victorian society and gothic tropes.
Unit 5	Events that shook the world Students will learn how to analyse non-fiction texts and how to compare them. They will focus on the writer's craft in writing their own speeches, letters and articles. They will learn how to write persuasively by developing their use of topic sentences in the 'Hook' structure. They will gain cultural capital in understanding how society is shaped by key events.
Unit 6	Power and Conflict poetry (8 poems) Students will learn how to analyse poetic techniques, structure and voice. They will also draw on their comparison skills in comparing these poems, and on the contextual knowledge they have acquired in the previous scheme of work.

Year 10 Units of Study

Unit 1	'A Christmas Carol': Students will study the characters and themes in the novella, focusing on Dickens's methods and intention. Students will also gain an understanding of life in Victorian England to support their contextual knowledge of the novel. Whilst studying <i>A Christmas Carol</i> , students write at length using What? How? Why? paragraphs to analyse Dickens's use of a range of literary devices. Students are taught how to construct a What? How? Why? paragraph by using a range of sentence starters.
Unit 2	Narrative writing: Students focus on skills for paper 1 language considering how writers affect readers through sentence structures and literary devices. This unit pays particular attention to how students structure their creative writing across a range of genres. Students at how to use an image to structure a narrative using box planning, how to use the drop/shift/zoom technique, and how to use Freytag's pyramid to structure narrative writing. Students analyse how writers adapt figurative language and sentence structures for effect and then put this into practice in their own writing, examples would be short sentences for effect at the climax, embedded clauses which add information during character description, and the use of semi-colons to develop cause and effect.
Unit 3	'An Inspector Calls': Students will study the characters and themes in the play, focusing on Priestley's methods and intention. Students will also gain an understanding of life in both Edwardian and Post-war England to support their contextual knowledge of the play. Students are also encouraged to use a tentative tone as appropriate to their level of study when discussing authorial intent.
Unit 4	Voices that shook the world: In this unit, students complete their speaking and listening assessment. Here students write using a range of text types including speeches, essays and opinionated articles. They are encouraged to deepen their written fluency through the using of the Aristotelian concepts of ethos, pathos and logos to deepen their argument and enhance the effect of their words on the reader. At sentence level, students are encouraged to analyse the devices and sentence types used by effective rhetoricians, and to develop these in their own writing. These include the elements of ASPISE, but also broaden out to encompass the use of simple, compound and complex sentences for effect.
Unit 5	Power and Conflict Poetry and Unseen Poetry: Students study the poetry anthology through the lens of power and conflict, looking specifically at the power of nature and the conflict between nature and man. Students are encouraged to develop comparative vocabulary for analysis in this unit by using the sentence structure 'Both... However... whereas' to write a developed comparative What? sentence.
Unit 6	Fantastic feats: Through a range of 19 th and 21 st century non-fiction texts, students analyse language and compare writers' ideas. Students then create their own texts by writing speeches, articles and letters for specific audiences. Students are taught to develop their opinions and overcome counter-arguments to strengthen their own argument.

Year 11 Units of Study

Unit 1	'Macbeth': Students will study the characters and themes in the play, focusing on Shakespeare's methods and intention. Students will also gain an understanding of life in Jacobean England to support their contextual knowledge of the play. Whilst studying <i>Macbeth</i> students are taught further writing skills to enhance their literary analysis. We look particularly on how to embed alternative interpretations within sentences using tentative language and how to write an overall thesis statement in relation to the question. Students are reminded how to use a wide range of analytical verbs, key subject terminology, and connectives to signpost the flow of ideas within their writing.
Unit 2	English Language exam preparation: In this unit, students work through two sets of full English Language examination series. We emphasise reading successful answers from other students in this part of the course so that students can see a range of models for their own scholarly voice. Do Now tasks seek to widen students' vocabulary and give them a range of synonyms to choose from. We analyse how each skill is used by real writers in texts before attempting it ourselves through narrative or non-fiction writing. In creative writing, we again focus on how to use a range of sentence types for effect, and how to manipulate the reader's inferences. We focus in particular on writing structure, live feedback to correct grammatical inconsistencies, and how to craft endings and story resolutions.
Unit 3	Unseen poetry: students use their skills in approaching unseen texts in English Language to identify and analyse poets' ideas. Students then compare poets' ideas about a theme.
Unit 4	Revision: Students will revise the set Literature texts and the English Language exams, focusing on exam practice and extended writing to prepare them for their written exams.