

# ENGLISH

## Curriculum Overview

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<p><u>7.1 <a href="#">Oliver Twist</a></u>  <b>Substantive knowledge</b>                      -Victorian England: class system, workhouses, treatment of the poor. - Vulnerability, exploitation of children. -Criminality and violence, domestic abuse.  <b>Procedural knowledge</b>                      Students will learn how to create a topic sentence, to identify appropriate quotes, to develop inferences and deductions, to develop explanations and tracking of key ideas.</p>	<p><u>7.2 <a href="#">A Mid-summer nights dream</a></u>  <b>Substantive knowledge</b>                      -Ancient Greece: history and culture. -Patriarchal society. -Life in the Elizabethan era. -Literary themes: Free love, power and abuse, marriage, role of women.  <b>Procedural knowledge</b>                      Students will understand how plays are structured and associated subject terminology. They will see how to write an extended response using analytical paragraphs, including a focus on characters and themes. They will learn how to write a thesis statement in essay writing and how to select quotes which provide wider interpretations.</p>	<p><u>7.3 <a href="#">Poetry/Ancient tales/Etymology</a></u>  <b>Substantive knowledge</b>                      -Rhetorical language, biographies. -Exploring morality in stories. -Etymology and history of the English language. -Greek and Latin roots, prefixes and suffixes. -Metaphor, vehicle and tenor.  <b>Procedural knowledge</b>                      Students will develop early strategies to analyse unseen text and analyse literary techniques. Students will develop speaking and listening skills, focusing on a particular audience and purpose.</p>
<b>Yr 7 Links</b>	<p><u>Links to:</u>                      8.1 (Victorian context, Crime and punishment, 19<sup>th</sup> century novel)                      9.1 (Victorian context, Crime and punishment, the industrial revolution, violence, 19<sup>th</sup> century novel)                      10.1 (19<sup>th</sup> century novel, Effects of industrial revolution, Poverty in the Victorian era)                      KS2 reading: Ability to recognise themes across full texts and infer deeper meanings.</p>	<p><u>Links to:</u>                      8.2 (Shakespearean play, play genres, patriarchal societies, comedy, the supernatural, fate and free will)                      9.2 (Shakespearean play, play genre, Elizabethan era, fate and free will)                      10.2 (Shakespearean play, play genre, conventions)                      KS2: Shakespeare covered in year 5 and 6. Ability to compare characters and character viewpoints.</p>	<p><u>Links to:</u>                      8.3 (slam poetry, free verse, poetry forms)                      9.3 (Start of Anthology War cluster, metaphor)                      10.4 (Anthology poetry)                      KS2 reading: Etymology, suffix/prefix. Reading from wider cultures. Reading a wide variety of texts including poetry.</p>
<b>Year 7 Core writing</b>	<p><u>7.4 Core Writing 2</u>  <b>Procedural knowledge</b>                      Students will develop their skills and understanding in descriptive writing: monologue writing and transactional writing: speech, letter, writing. Students will experiment and practice using specific devices and vocabulary to suit the audience and genre. Students will know how to Standard English and accurate punctuation and grammar.</p>		
<b>Yr 7 Links</b>	<p>8.4 (Core writing 3), 9.1 (Rhetoric), 9.3 (speech writing), 10.3 (language paper 2), 11.1 (language paper 1) KS2: Ability to write in first person, ability to plan and draft/re-draft writing, using different writing conventions</p>		
<b>Year 8</b>	<p><u>8.1 <a href="#">Sherlock Holmes</a></u>  <b>Substantive knowledge</b>                      -Victorian policing. -Detective fiction genre and characteristics. -Victorian context. -Key themes focusing on duality of humans.  <b>Procedural knowledge</b>                      Students will develop their skills and understanding in tracking key characters across different texts, linking ideas and exploring evidence across texts.</p>	<p><u>8.2 <a href="#">The Tempest</a></u>  <b>Substantive knowledge</b>                      -Italian city states. -Patriarchal societies. -Elizabethan travel. -Effects of colonisation.  <b>Procedural knowledge</b>                      Students will develop their reading for meaning and understanding skills through the studied text which explores multiple plot lines and differing perspectives. Students will also learn how to write an extended essay still answer focused on creating a balanced argument and linking learned quotes/ideas to context.</p>	<p><u>8.3 <a href="#">Animal Farm</a></u>  <b>Substantive knowledge</b>                      -Allegories. -Key thematic ideas about leadership and corruption, lies and deceit, violence. - Concept of communism. -Context: Lenin, Marx, Stalin. -Propaganda. -Biblical imagery. -Irony  <b>Procedural knowledge</b>                      Students will explore how a specific context was used in the allegory Animal Farm and the writer's intentions behind this. Students will analyse the structure of the text and build on their skills in writing in extended essay form.  <u>Slam Poetry</u>  <b>Substantive and procedural knowledge</b>                      -Application of knowledge to personal poetry. -Vocabulary to engage reader. -Use of emotive language. -Knowledge of form and structure.</p>
<b>Yr 8 Links</b>	<p><u>Links to:</u>                      7.1 - Victorian context, Criminality and Violence                      9.1 - Victorian context, Victorian crime, themes of duality                      10.1 - Workhouses, social inequality, Industrial revolution                      KS2: Ability to deduce and track themes across multiple texts</p>	<p><u>Links to:</u>                      7.2 - Patriarchal societies, Elizabethan context, soliloquys, 9.2 Elizabethan England, patriarchal society, 10.2 - ideas about corruption, morality, manipulation                      10.2 - themes of power, ambition, supernatural</p>	<p><u>Links to:</u>                      7.3, 9.3, 10.3 - transactional writing                      9.1 – rhetoric</p>
<b>Year 8</b>	<p><u>8.4: Core Writing is taught over the school year as a separate scheme alongside the main schemes of work</u>  <b>Procedural knowledge</b>                      Students will develop their skills and understanding in descriptive writing: descriptive writing and transactional writing: speech and letter writing. Students will experiment and practice using specific devices and vocabulary to suit the audience and genre. Students will know how to Standard English and accurate punctuation and grammar.</p>		
<b>Yr 8 Links</b>	<p>7.4 (Core writing 2), 9.1 (Rhetoric), 9.3 (speech writing), 10.3 (language paper 2), 11.1 (language paper 1)</p>		

<p><b>Year 9</b></p>	<p><b>9.1 Jekyll and Hyde and Rhetoric</b>  <b>Substantive knowledge:</b>  J&amp;H: -19th century, expectations of Victorian gentleman, Victorian crime, Industrial Revolution. -Science and religion- theory of evolution, playing God. -Themes: duality, appearances vs reality, violence.  RHETORIC: -Aristotle, rhetorical techniques, letter, speech, article genre, audience and purpose, argue, convince and persuade.  <b>Procedural knowledge:</b>  -J&amp;H: Students develop strategies when reading and understanding key information from a specific part of the text, how to select appropriate quotes from a text, begin to explore the effect of the writer's language and link the story to its social and historical context.  -RHETORIC: Students develop skills in how to use written and spoken word to achieve a specific purpose.</p>	<p><b>9.2 Romeo and Juliet/ Monologue Writing</b>  <b>Substantive knowledge:</b>  R&amp;J:- Elizabethan England, patriarchal society, societal expectations of women.  -Physical and verbal violence, death by suicide. - Concept of masculinity in society, -Fate vs free will.  MONO: Monologue form. -Flashback. -5 paragraph structure. – SAM SPIES descriptive toolkit.  <b>Procedural knowledge:</b>  Students begin to develop understanding of tracking of one key theme across the play, to show understanding of key events across the studied scenes, of how to select and embed appropriate quotes to support points and develop explanations of the writer's methods.  MONO: Students know how to write a monologue using specific structure, layout and descriptive techniques to suit an outlined audience and purpose.</p>	<p><b>9.3 Language Spoken Word &amp; 10.4 War poetry</b>  <b>Substantive knowledge:</b>  LSW: -Rhetoric devices to engage. -Standard English and speaking to argue, explain or persuade. -Accurate grammar and punctuation. –Key terms and skills to perform.  WP: -Poetic forms. -Boer, WWI, Bosnian war. – PTSD, shellshock, bereavement. - Propaganda, jingoism, Latin terms. -Figurative language and poetic structural terms.  <b>Procedural knowledge:</b>  LSW: Students know how to use rhetorical features to argue, persuade or convince and perform for a specific audience.  WP: Students know how to annotate a poem for context, language, structure and form, students also know how to track through a poem and link content to the poet's intentions.</p>
<p><b>Year 9 links</b></p>	<p>Links to:  9.1 links to 8.1, 7.1, 10.1 (Victorian era, 19<sup>th</sup> century texts)  7.4, 8.4 (Core writing), 10.3 (transactional writing)</p>	<p>Links to: 9.2 links to 10.2, 8.2, 7.2 (Shakespeare, Jacobean era, themes of violence, supernatural, fate vs free will, patriarchal society, play genre and conventions.)  7.4, 8.4 (Core writing), 11.2 (creative writing)</p>	<p>Links to: 7.3, 8.3, 10.4, 11.1 (Focus on metaphor, slam poetry, form and structure, social and historical context.) 10.4, 11.2 (anthology and unseen poetry)  7.4, 8.4) Core writing), 10.3 (transactional writing)</p>
<p><b>Year 10</b></p>	<p><b>10.1 A Christmas Carol:</b>  <b>Substantive knowledge:</b>  -Christian concepts of redemption, purgatory, charity, Christmas. -Capitalism and greed. - 19th century, Industrial Revolution, societal inequality, workhouses. -Malthusian theory of population  <b>Procedural knowledge:</b>  Students develop skills in independent tracking of a character/theme across the text, selecting appropriate quotes from a text, understanding and beginning to analyse the writer's use of language and understanding the writer's intentions.</p>	<p><b>10.2 Macbeth:</b>  <b>Substantive knowledge:</b>  -Great Chain of Being/ Divine Right of Kings. -Jacobean era. -Witchcraft, King James 1. - Themes: ambition, power, supernatural, kingship, violence.  -Ideas about morality, corruption, manipulation.  <b>Procedural knowledge:</b>  Students develop skills in independent tracking of a character/theme across the text, selecting appropriate quotes from a text, understanding and beginning to analyse the writer's use of language and understanding the writer's intentions.</p>	<p><b>10.3 Language Paper 2:</b>  <b>Procedural knowledge:</b>  Students learn the various skills to successfully answer the questions in Language Paper 2. Students develop their knowledge and skills in: Reading Non-Fiction: comparison (burger paragraph), summarising, inference and deduction, analysing the writer's use of language and selecting appropriate quotes from a text. Transactional writing: genre, audience and purpose (letter, article, speech), varying language and stylistic devices to engage, use of punctuation, grammar, sentence forms and vocabulary to have a specific impact on the reader.</p>
<p><b>Yr 10 links</b></p>	<p>Links to:  7.1, 8.1, 9.1 (Victorian context, understanding of time period, reading and understanding 19<sup>th</sup> century texts.) 9.1 (Understanding of social expectations, importance of religion.)  8.3 (Allegory)</p>	<p>Links to:  7.2, 8.2, 9.2 (Reading and understanding Shakespeare's play, Elizabethan England context, play genre and conventions) 9.2 (Key themes- patriarchal society, fate vs free will, violence. Tragic conventions.) 8.2 (Key themes- patriarchal society, tragic conventions.)</p>	<p>Links to:  7.4, 8.4 (Core writing) 9.1 (Rhetorical devices- DAFORREST, effects of persuasive techniques) 9.3 (Speech writing, rhetorical devices- DAFORREST, effects of persuasive techniques) 11.1 (Language paper 1)</p>
<p><b>Year 10</b></p>	<p><b>10.4: Anthology Poetry is taught over the school year as a separate scheme alongside the main components.</b>  <b>Substantive knowledge:</b> -Romanticism and romantic ideals. –Poetic form. --Figurative language and poetic structural terms.  <b>Procedural knowledge:</b> Students know how to annotate a poem for context, language, structure and form, students also know how to track through a poem and link content to the poet's intentions. Students will also develop skills in comparing and contrasting the language, ideas and structure of different poems.</p>		
<p><b>Yr 10 links</b></p>	<p>Links to: 7.3, 8.3, 10.1, 11.1 (Focus on metaphor, slam poetry, form and structure, social and historical context.)</p>		
<p><b>Year 11</b></p>	<p><b>11.1 An Inspector Calls:</b>  <b>Declarative knowledge:</b>  -Edwardian society, patriarchal norms, gender roles, relationships between generations. - Capitalist and socialist values. -Social class, exploitation of working classes. -Objectification of women in society. -Concept of a moral compass.  <b>Procedural knowledge:</b>  Students develop skills in independent tracking of a character/theme across the text, selecting appropriate quotes from a text, understanding and beginning to analyse the writer's use of language and understanding the writer's intentions.</p>	<p><b>11.2 Language Paper 1 and Unseen Poetry</b>  <b>Procedural knowledge:</b>  Students learn the various skills to successfully answer the questions in Language Paper 1. Students develop their knowledge and skills in: Reading Fiction: Evaluation, analysis of the writer's use of language and structure. Creative writing: narrative and descriptive writing forms, varying language and stylistic devices to engage, use of punctuation, grammar, sentence forms and vocabulary to have a specific impact on the reader.   Unseen poetry: Students learn how to apply reading skills to understand the key ideas in unseen poems and understand and analyse the poet's use of language, structure and form. Students learn how to compare and contrast two poems.</p>	
<p><b>Yr 11 links</b></p>	<p>Links to:  8.3 (concepts in Animal Farm)  10.1, 10.2 (reading and understanding full texts, exploration of themes, characters and analysis of language and structure.)</p>	<p>Links to:  7.4, 8.4 (Core writing) 9.2 (Monologue writing) 10.3 (Language Paper 2)  10.4, 7.3, 8.3. 9.3 (Poetry)</p>	