

## Curriculum Overview – English

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources
7	<p><b>Engaging</b> – Year 7 students study a range of different texts and topics to engage them with a love of English. Students improve their writing skills through studies on Myths &amp; Legends and Autobiographies. Students, also, progress in their reading and analytical skills by studying a variety of interesting literature texts in different forms and genres: <i>Oliver Twist</i> (prose), <i>Nature</i> (poetry), <i>Dracula</i> (plays).</p>	<p><b>Exploration of Creative Writing: Myths &amp; Legends</b> Students improve their writing skills by studying a range of myths and legends – from Pandora’s Box to King Arthur. They learn how to employ specific techniques in their own writing to engage readers.</p>	<p><b>Prose Study: <i>Oliver Twist</i></b> Students improve their reading skills and gain a good understanding of 19<sup>th</sup> Century London by studying Charles Dickens’ popular novel, <i>Oliver Twist</i>. They learn how to analyse a text for the writer’s methods and effects created.</p>	<p><b>Introduction to Drama: <i>Dracula</i></b> Students learn a different form of text: plays. Pupils <i>Dracula</i> – learning key conventions of play texts and the Gothic genre. Students learn to develop their analytical skills through analysing extracts.</p>	<p><b>Non-Fiction: The Power of Thought</b> Students are introduced to nonfiction writing through a range of texts. They study a variety of authors and learn how to utilise key conventions in their own nonfiction writing.</p>	<p><b>Poetry Study: Natural World</b> Students are introduced to poetry and learn key techniques and terminology. They study a range of poems from poets to develop their analytical skills.</p>	<p><b>Genre Study: Science Fiction</b> Students study a range of texts with a futuristic setting and learn how to embed this genre into their own creative writing. They build upon the writing skills they have been practising throughout the year.</p>	<p><b>Further Reading:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Percy Jackson Series</i> by Rick Riordan. <a href="https://www.charlesdickensinfo.com/">https://www.charlesdickensinfo.com/</a></li> <li>➤ <a href="https://www.bl.uk/romanticsandvictorians/articles/the-romantics">https://www.bl.uk/romanticsandvictorians/articles/the-romantics</a></li> <li>➤ <i>I am Malala</i> by Malala Yousafzai.</li> <li>➤ <i>The Diary of a Young Girl</i> by Anne Frank.</li> <li>➤ <i>Dracula</i> by Bram Stoker</li> <li>➤ <i>Frankenstein</i> by Mary Shelley</li> <li>➤ <i>Railhead</i> by Philip Reeve</li> <li>➤ <i>The Iron Man</i> by Ted Hughes</li> </ul>
	<p>Spr 2 – BBC 500 Words Short Story Theatre trips throughout the year Author visits</p>	<p>CET baseline assessment</p>	<p>Reading Analysis and diagnostic tests throughout the unit</p>	<p>CET reading and writing assessment</p>	<p>Diagnostic tests throughout the unit</p>	<p>Diagnostic tests throughout the unit Formal formative</p>	<p>CET reading and writing assessment</p>	
8	<p><b>Exploring</b> – Year 8 students build upon their Year 7 English skills by exploring more complex texts and ideas. They enhance their writing skills by exploring how texts are transformed, develop non-fiction skills (Discovery &amp; Exploration) and become able to write in the genre style of Gothic Literature. Pupils also explore more complex literature texts; <i>Sherlock Holmes</i> (prose), Shakespeare – <i>The Tempest</i> (plays) and Culture Poetry (poetry).</p>	<p><b>Exploration of Creative Writing:</b> Students build on their Year 7 skills of creative writing while exploring genre. They utilise their understanding of character tropes and write their own piece of creative writing.</p>	<p><b>Prose Study: <i>Sherlock Holmes</i></b> Students study <i>Sherlock Holmes</i> short stories such as <i>The Speckled Band</i>. They develop their reading skills gained in Year 7 by looking at key themes, writers’ methods, and effects created on the reader.</p>	<p><b>Shakespeare Study: The Tempest</b> Students are introduced to the first Shakespeare text of KS3. They begin to develop an understanding of Elizabethan/Jacobean context and build upon their analysis of drama learnt in Year 7.</p>	<p><b>Non-Fiction: The Power of Discovery</b> Students enhance their previous Year 7 non-fiction writing skills by examining texts based around discovery and exploration – looking at both travel and historical moments.</p>	<p><b>Poetry Study: Culture and Identity</b> Students study a range of poetry from a variety of different cultures. They expand on their poetry skills learnt in Year 7 and develop an understanding of the wider world.</p>	<p><b>Genre Study: Gothic Literature</b> Students study a range of Gothic Literature in a variety of forms. Pupils learn the style and key conventions found in Gothic texts and are able to employ these into their own piece of Gothic creative writing.</p>	<p><b>Further Reading:</b></p> <ul style="list-style-type: none"> <li>➤ <i>The Adventures of Sherlock Holmes</i> by Arthur Conan Doyle.</li> <li>➤ <i>Young Sherlock Holmes Series</i> by Andrew Lane</li> <li>➤ <i>The House of Silk / Moriarty</i> by Anthony Horowitz</li> <li>➤ Royal Shakespeare Company: <a href="https://www.rsc.org.uk/">https://www.rsc.org.uk/</a></li> <li>➤ <a href="https://www.shakespearesglobe.com/">https://www.shakespearesglobe.com/</a></li> <li>➤ <i>The Woman in Black</i> by Susan Hill</li> <li>➤ <i>The Picture of Dorian Gray</i> by Oscar Wilde</li> </ul>
	<p>Autumn 1 – Sherlock Holmes theatre trip Author visits</p>	<p>Creative writing Classroom Assessment</p>	<p>Reading Analysis and diagnostic tests throughout the unit</p>	<p>CET reading and writing assessment</p>	<p>Diagnostic tests throughout the unit</p>	<p>Diagnostic tests throughout the unit Formal formative</p>	<p>CET reading and writing assessment</p>	
9	<p><b>Embedding</b> – Year 9 students continue to develop and embed their English skills through a range of challenging topics and texts. Their writing skills become embedded through topics of creative writing (Dystopian/Strange Worlds) and non-fiction (The Language of Protest). They, also, learn to compare texts and enhance their cultural capital in the ‘London Across Time’ unit. They also study a range of challenging literature texts: Shakespeare’s <i>Much Ado About Nothing</i> or <i>Twelfth Night</i> and <i>American Literature: Of Mice and Men</i>.</p>	<p><b>Exploration of Creative Writing: Dystopian/Strange Worlds</b> Students study a range of extracts from Dystopian texts. They develop an understanding of key conventions of the genre and embed these by creating their own piece of Dystopian fiction.</p>	<p><b>Prose Study: Animal Farm</b> Students embed their understanding of writer’s methods to create meaning when studying this text. They will develop their knowledge of the impact of historical context and authorial intent. Students will embed these ideas into their analytical writing.</p>	<p><b>Shakespeare Study: Macbeth</b> Students embed their understanding of Shakespeare’s plays by studying <i>Macbeth</i>. They develop their knowledge of context and writer’s methods used in plays.</p>	<p><b>Non-Fiction: The Language of Protest</b> Students study a range of non-fiction texts with a thematic link of protest. From Martin Luther King’s infamous <i>I have a Dream</i> speech to the Suffragette movement of the early 20<sup>th</sup> century. Pupils learn how to write persuasively and embed their writing skills into their own ‘protest’ speech.</p>	<p><b>Literature Study: Love and Hate</b> Students study a range of poems linked to the concepts of love and hate. They embed their reading skills of how writers’ use both language and structure in their poems and make comparisons of how this is done.</p>	<p><b>Language Comparison: London Across Time</b> Students study both fiction and nonfiction texts which have a setting of London, from Medieval to Modern day. Pupils draw upon their reading skills and develop their understanding of how to compare texts, as well as improving their understanding of how our capital city has changed over time.</p>	<p><b>Further Reading:</b></p> <ul style="list-style-type: none"> <li>➤ <i>To Kill a Mockingbird</i> by Harper Lee</li> <li>➤ <i>Mortal Engines</i> by Philip Reeve</li> <li>➤ <i>Nineteen Eighty-Four</i> by George Orwell</li> <li>➤ <i>The Knife of Never Letting Go</i> by Patrick Ness</li> <li>➤ <i>Brother in the Land</i> by Robert Swindells</li> <li>➤ Royal Shakespeare Company: <a href="https://www.rsc.org.uk/">https://www.rsc.org.uk/</a></li> <li>➤ <i>Journey’s End</i> by R.C. Sheriff</li> <li>➤ <i>Private Peaceful</i> by Michael Morpurgo</li> <li>➤ <i>Between Shades of Gray</i> by Ruta Sepetys</li> <li>➤ <i>Once</i> by Morris Gleitzman</li> <li>➤ <i>The Book Thief</i> by Markus Zusak</li> </ul>

Key Stage 3 Formal Assessments – A reading and writing paper assessing the knowledge retained over the first term – Classroom assessment

Key Stage 3 – Formal Assessment – A reader and writing paper assessing the knowledge retained over the academic year – Examination Room

	Sum 2 - UEA FLY (Festival of Literature for Young People) Author visits	Creative writing Dystopian Fiction Classroom Assessment	Reading Analysis and diagnostic tests throughout the unit		CET reading and writing assessment	Diagnostic tests throughout the unit	Diagnostic tests throughout the unit Formal formative	CET reading and writing assessment		<ul style="list-style-type: none"> <li>➤ <i>The Boy in Striped Pyjamas</i> by John Boyne</li> <li>➤ <i>Neverwhere</i> by Neil Gaiman</li> <li>➤ <i>How to Stop Time</i> by Matt Haig</li> </ul>
10	<b>Extending</b> – In Year 10, students extend their English skills by learning how to use the skills developed at Key Stage Three in preparation for their GCSE English Language and Literature examinations. They cover three Literature texts ( <i>A Christmas Carol</i> , <i>Romeo &amp; Juliet</i> , <i>Animal Farm</i> or <i>An Inspector Calls</i> ) and learn how to analyse the writers' methods and effects created on the reader. They also develop their language skills by learning how to successfully answer the different components on the GCSE Language examination papers - both reading and writing.	<b>Language Paper 1</b> Language Paper 1 is comprised of Section A (reading) and Section B (creative writing). Students extend their understanding of reading and writing skills learnt in KS3 by learning the methods needed to successfully answer the questions in the examination.	<b>19<sup>th</sup> Century Literature: <i>A Christmas Carol</i></b> Students read and understand the literature text, <i>A Christmas Carol</i> . They extend their reading skills and understanding of the context of Dickens' London learnt in KS3 as well as the methods to write an examination style essay based on an unseen extract.	Key Stage 4 Formal Assessments – Classroom Based	<b>Shakespeare: <i>Romeo &amp; Juliet</i></b> Students study Shakespeare's most famous play, <i>Romeo &amp; Juliet</i> . They extend their understanding of Shakespeare's plays learnt in KS3 as well as the methods to write an examination style essay based on an unseen extract.	<b>Language Paper 2: Section A</b> Language Paper 2 Section A focuses on students reading and comparative skills of non-fiction texts. Students extend their understanding of non-fiction texts learnt in KS3 and develop the skills and methods necessary to successfully answer the questions.	<b>Modern Literature: <i>An Inspector Calls</i> or <i>Animal Farm</i></b> Students study either <i>Animal Farm</i> or <i>An Inspector Calls</i> for the modern text component of their GCSE Literature. They extend their reading skills learnt so far and apply these to the method of writing an essay without an extract.	<b>Language Paper 2: Section B / Spoken Language Study</b> Students extend their non-fiction writing skills and at the same time prepare for their Spoken Language Study. For this, pupils have to prepare and perform a persuasive speech of a topic of their choice.	Key Stage 3 – Formal Assessment – A reader and writing paper – assessing the knowledge retained over the academic year –	<ul style="list-style-type: none"> <li>➤ <a href="https://www.charlesdickensinfo.com/">https://www.charlesdickensinfo.com/</a></li> <li>➤ Royal Shakespeare Company: <a href="https://www.rsc.org.uk/">https://www.rsc.org.uk/</a></li> <li>➤ <a href="https://www.shakespearesglobe.com/">https://www.shakespearesglobe.com/</a></li> <li>➤ SENECA online learning</li> <li>➤ Mr Bruff – YouTube</li> <li>➤ BBC Bitesize</li> <li>➤ Revision guides (see full list on Caister Academy website).</li> </ul>
	Visit: <a href="#">Globe Theatre, London.</a>	Language Paper 1 Section B	Literature Paper 1 Section B		Literature Paper 1 Section A	Mocks: Language Paper 1 Section A Literature Paper 1 19 <sup>th</sup> Century	Literature Paper 2 Section A	Spoken Language Study Mocks: Language Paper 2 Literature Paper 1		