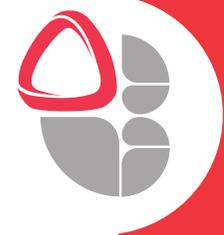


## Year 7 English Curriculum (Week A = Language; Week B = Literature)

	Autumn		Spring		Summer	
Topic	<b>Literature:</b> Prose Study: Storm Catchers By Tim Bowler	<b>Language:</b> Reading and writing to imagine, explore and entertain	<b>Literature:</b> An introduction to Poetry	<b>Language:</b> Introduction to non-fiction texts	<b>Literature:</b> Introduction to Shakespeare & extracts from A Midsummer Night's Dream	<b>Language:</b> Genre Study
Knowledge Covered	Engage with the text to know and understand how Dicken's uses: <ul style="list-style-type: none"> <li>• Narrative voice</li> <li>• Character</li> <li>• Setting and atmosphere</li> <li>• Methods of creating meaning.</li> <li>• Social and Historical context</li> </ul>	Engaging with a range of writing formats and using: <ul style="list-style-type: none"> <li>• Language</li> <li>• Form</li> <li>• Intonation</li> <li>• Figurative language</li> <li>• Structural features</li> <li>• Descriptive techniques</li> </ul>	Engaging with a variety of different styles of poetry from different eras. Developing an understanding of: <ul style="list-style-type: none"> <li>• Poetic techniques</li> <li>• Reader interpretation</li> <li>• Language and imagery</li> <li>• Different structures</li> <li>• A poet's intentions and how they are received.</li> </ul>	Embedding prior knowledge of nonfiction texts in order to be able to write in style with knowledge of: <ul style="list-style-type: none"> <li>• Vocabulary and sentence structure for purpose and effect</li> <li>• Spelling and punctuation</li> <li>• Clarity, variety and imagination</li> <li>• Tone, style and register</li> <li>• Form, purpose and audience - e.g. articles (headline, pictures, columns etc.)</li> </ul>	Engaging with the form of a play through developing an understanding of how Shakespeare uses: <ul style="list-style-type: none"> <li>• Dramatic form.</li> <li>• Characterisation and voice.</li> <li>• Dramatic devices.</li> <li>• Language techniques and their effect.</li> <li>• Setting, mood and atmosphere</li> <li>• Structural features (Act, scenes, stage directions etc)</li> <li>• Context and themes.</li> </ul>	Engaging with and understanding the differences between genres and apply this to their own creative writing: <ul style="list-style-type: none"> <li>• Audience and purpose</li> <li>• Adapting tone and style</li> <li>• Setting and atmosphere</li> <li>• Language and structure</li> <li>• Genre Types: horror genre; mystery genre; adventure; romance genre; science-fiction genre.</li> </ul>
Online Resources	BBC Bitesize No Fear Shakespeare No Sweat Shakespeare					



## Year 8 English Curriculum (Week A = Language; Week B = Literature)

	Autumn		Spring Term	Summer	
Topic	<b>Literature:</b> Lord of the Flies By William Golding	<b>Language:</b> Reading & Writing to imagine, explore, entertain	<b>Literature:</b> Shakespeare Study: Othello  <b>Language:</b> Reading non-fiction to produce writing that argues, persuades and advises Spoken Language	<b>Literature:</b> Conflict/Human Rights Poetry	<b>Language:</b> Genre study
Knowledge Covered	To explore the key themes and ideas. To understand how Golding has structured his text to create meaning. To demonstrate an understanding of: <ul style="list-style-type: none"> <li>• Narrative voice</li> <li>• Character</li> <li>• Setting and atmosphere</li> <li>• Social and historical context</li> <li>• Language choices</li> <li>• Structural choices</li> </ul>	Exploring a range of imaginative texts and using: <ul style="list-style-type: none"> <li>• Language</li> <li>• Genre</li> <li>• Intonation</li> <li>• Figurative language</li> <li>• Specific structural features e.g. start, middle, end.</li> </ul>	To demonstrate an understanding of: <ul style="list-style-type: none"> <li>• Elizabethan attitudes</li> <li>• The Globe Theatre</li> <li>• Stage crafting</li> <li>• Character</li> <li>• Structure</li> <li>• Plot</li> <li>• Setting, tone and atmosphere</li> <li>• Dialogue</li> </ul>	Exploring a range of methods employed by writers to convey meaning and influence a reader using: <ul style="list-style-type: none"> <li>• Poetic devices</li> <li>• Structure</li> <li>• Themes</li> <li>• Context</li> <li>• Writer's intentions</li> </ul>	Exploring the devices in specific genres and applying this to their own creative writing: <ul style="list-style-type: none"> <li>• Audience and purpose</li> <li>• Adapting tone and style.</li> <li>• Setting and atmosphere</li> <li>• Language and structure</li> <li>• Genre types: crime; horror (monsters in literature)</li> </ul>
Online Resources	Bitesize, YouTube, Appropriate online adaptation resources (National Theatre etc)	Bitesize, SAM Learning, Seneca	Bitesize Shakespeare, online Folger Shakespeare, ShakespeareHelp.com, Shake Sphere, No Fear Shakespeare	Bitesize, YouTube,	



## Year 9 English Curriculum (Week A = Language; Week B = Literature)

	Autumn 1	Autumn 2	Spring Term		Summer 1	Summer 2
Topic	<b>Literature:</b> Animal Farm By George Orwell	<b>Language:</b> Reading & Writing to imagine, explore, entertain	<b>Literature:</b> Shakespeare Study. Romeo & Juliet	<b>Language:</b> Reading non-fiction to produce writing that argues, persuades and advises Spoken Language	<b>Literature:</b> War Poetry	<b>Language:</b> Reading non-fiction texts – comparison of viewpoint and perspective
Knowledge Covered	Embedding prior knowledge and understanding of texts to identify, understand and analyse how writer's use: <ul style="list-style-type: none"> <li>Narrative voice</li> <li>Character</li> <li>Setting and atmosphere</li> <li>Methods of creating meaning</li> <li>Context</li> <li>Language choices</li> <li>Structural choices</li> <li>To convey key ideas and themes throughout a text</li> </ul>	Embedding knowledge of a range of imaginative texts and using: <ul style="list-style-type: none"> <li>Language</li> <li>Genre</li> <li>Intonation</li> <li>Figurative language</li> <li>Structural features e.g. flashback, circular narratives, cliff-hanger, slow reveal</li> </ul>	Embedding prior knowledge of Shakespearean texts and understand: <ul style="list-style-type: none"> <li>Elizabethan attitudes</li> <li>The Globe Theatre</li> <li>Stage crafting</li> <li>Character</li> <li>Structure</li> <li>Plot</li> <li>Setting, tone and atmosphere</li> <li>Dialogue</li> </ul>	Embedding prior knowledge of nonfiction texts in order to be able to write in style with knowledge of: <ul style="list-style-type: none"> <li>Vocabulary and sentence structure for purpose and effect</li> <li>Spelling and punctuation</li> <li>Clarity, variety and imagination</li> <li>Tone, style and register</li> <li>Form, purpose and audience - e.g. articles (headline, pictures, columns etc.)</li> </ul>	Embedding with confidence their prior knowledge of poetry when analysing and evaluating how the poets use: <ul style="list-style-type: none"> <li>Social and Historical context of a poem</li> <li>Key ideas</li> <li>Writer's intentions</li> <li>Poetic form and style</li> <li>Language and techniques for effect</li> <li>Tone, mood and atmosphere</li> <li>Poetic structure (stanzas, rhythm and rhyme)                             <ul style="list-style-type: none"> <li>Context and themes and how they are presented</li> </ul> </li> </ul>	Embedding with confidence their prior knowledge of non-fiction texts and to understand: <ul style="list-style-type: none"> <li>Implicit and explicit meanings</li> <li>The influence of contextual situations</li> <li>How to Select and synthesise information from different texts</li> <li>The structure of a text</li> <li>The audience, form and purpose of a text and its relevance</li> <li>How the writers' ideas and perspectives compare</li> <li>Evaluate texts critically and support with textual references</li> <li>How to formulate critical arguments that compare texts effectively</li> </ul>
Online Resources	Bitesize YouTube Appropriate online adaptation resources (National Theatre etc)	Bitesize Seneca SAM Learning	Bitesize Shakespeare online Folger Shakespeare ShakespeareHelp.com Shake Sphere No Fear Shakespeare		GCSE Pod BBC bitesize YouTube Seneca Learning	BBC Bitesize NEWS GCSE Pod YouTube