English Department Curriculum Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Greek Myths** • *Revise key writing skills* • *Introduce narrative structure* • *Develop communication skills and group work* Assessment: **Writing (Fiction)**	**Greek Rhetoric** • *Introduce rhetorical appeals* • *Create a voice (understanding purpose)* • *Structure a formal letter* Assessment: **Writing (Non-fiction)**	**Villains** • *Explore representation of villains in a range of texts* • *Introduce analytical paragraphs* • *Explore contextual and societal links* Assessment: **Reading**	**Romantic Poetry** • *Explore poetic form* • *Explore contextual and generic links* • *Develop analytical paragraphs* Assessment: **Reading**	**Oliver Twist** • *Introduction to Victorian context* • *Explore characterisation* • *Develop analytical paragraphs* Assessment: **Reading**	**Oliver Twist** • *Introduction to news media and how to structure articles* • *Comparison of presentation and content within tabloid and broadsheet* • *Consolidate key writing skills* Assessment: **Writing (Non-fiction)**
Year 8	**The Jungle Book** • *Write analytical comparative paragraphs* • *Development of media techniques* • *Exploration of writer/director's intent* Assessment: **Reading**	**Climate Change** • *Develop voice through opinion writing* • *Construct accurate and informed broadsheet news articles* • *Develop writing skills for impact* Assessment: **Writing (Non-fiction)**	**The Tempest** • *Explore writer's deliberate choice of settings* • *Explore of presentation of power* • *Introduction to dramatic techniques* Assessment: **Reading**	**Animal Farm** • *Structure a persuasive argument* • *Develop confidence in speaking in front of an audience* • *Explore spoken language features and effective delivery* Assessment: **Writing (Non-fiction)**	**Identity Poetry** • *Explore how identity is created through poetry* • *Develop understanding of writers' purpose* Assessment: **Reading**	**Crime** • *Develop narrative and descriptive writing* • *Focus on characterisation for impact* • *Explore the genre and setting of typical crime stories* Assessment: **Writing (Fiction)**
Year 9	**Crime** • *Develop narrative and descriptive writing* • *Focus on characterisation for impact* • *Explore the genre and setting of typical crime stories* Assessment: **Writing (Fiction)**	**WW1 Poetry** • *Extend understanding of writers' purpose* • *Develop analytical comparative paragraphs* • *Extend understanding of how context enriches meaning* Assessment: **Reading**	**Of Mice and Men** • *Consolidate and extend analytical writing skills* • *Develop understanding of writer's deliberate choice of setting* • *Extend understanding of characterisation* Assessment: **Reading**	**Of Mice and Men** • *Introduction to literary tragedy and generic expectations* • *Extend understanding of the novel through exploring links with other texts* Assessment: **Reading**	**Dystopia** • *Extend and experiment with narrative and descriptive writing* • *Explore a range of dystopian settings, evaluating their effectiveness* Assessment: **Writing (Fiction)**	**Shakespeare and the Modern World** • *Explore Shakespeare's connection and relevance to the modern world* • *Revise non-writing text types* Assessment: **Writing (Non-Fiction)**
Year 10	Romeo and Juliet	Jekyll and Hyde	English Language Paper 1	An Inspector Calls	English Language Paper 2	Speaking and Listening
Year 11	Power and Conflict Poetry	Unseen Poetry	Revision	Revision		

Key Concepts: Identity, Discovery, Power and Justice

Our curriculum seeks to develop students to become **confident and empathetic communicators**. Through fostering a love of literature, we hope to spark a continuing curiosity about the world, and encourage critical thinking and ongoing creativity. We want to support our students to be independent and resilient young people, regardless of their starting point, so that they are equipped with the knowledge and skills to succeed throughout their lives.