

English Department Curriculum Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Greek Myths</p> <ul style="list-style-type: none"> Revise key writing skills Introduce narrative structure Develop communication skills and group work <p><i>Myth, Legend, Folktale, Metamorphosis, Hubris, Mortal, Odyssey, Hero's Journey, Allegory, Philosopher, Democracy, Empathy, Plosive sounds, mellifluous sounds, sibilance</i></p> <p>Writing (Fiction)</p> <p>Links – Villains, Oliver Twist</p>	<p>Greek Rhetoric</p> <ul style="list-style-type: none"> Introduce rhetorical appeals Create a voice (understanding purpose) Structure a formal letter <p><i>Logos, ethos, pathos, anecdote, rhetoric, diversity</i></p> <p>Writing (Non-fiction)</p> <p>Links – Rhetoric, Oliver Twist</p>	<p>Villains</p> <ul style="list-style-type: none"> Explore representation of villains in a range of texts Introduce analytical paragraphs Explore contextual and societal links <p><i>Stereotype, binary opposition, conform, subvert, demise, conventions, patriarchal society, antagonist, protagonist, trope, masculinity, femininity, morality, nature versus nurture</i></p> <p>Reading</p> <p>Links – Rhetoric, Climate Change, Greek Myths</p>	<p>Romantic Poetry</p> <ul style="list-style-type: none"> Explore poetic form Explore contextual and generic links Develop analytical paragraphs <p><i>Romantics, Enlightenment, form, structure, rhyme, religion, repression, stanza, verse, language, imagery, extended metaphor, sublime, oppression, childhood</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p>NEW SCHEME – Discovery – Adventure/Fantasy Fiction Writing</p> <ul style="list-style-type: none"> Creating a descriptive setting Developing a character Playing and experimenting with narrative structure <p><i>simile, metaphor, personification, imagery, onomatopoeia, symbolism, narrator, narrative perspective, motif</i></p> <p>Writing (Fiction)</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p>Oliver Twist</p> <ul style="list-style-type: none"> Introduction to Victorian context Explore characterisation Develop analytical paragraphs <p><i>Corruption, vulnerability, poverty, social justice, connotations, allusion, characterisation, construct, purpose, perspective, omniscient, reliability</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>
Year 8	<p>The Jungle Book</p> <ul style="list-style-type: none"> Write analytical comparative paragraphs Development of media techniques Exploration of writer/director's intent <p><i>Camera angles, mise-en-scene, genre, zoomorphism, anthropomorphism, colonialism, post-colonialism, race, allegory, archetypes</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist</p>	<p>Environmental Issues</p> <ul style="list-style-type: none"> Develop voice through opinion writing Construct accurate and informed broadsheet news articles Develop writing skills for impact <p><i>Ecocriticism, climate change terminology, criticise, condemn, demonise, satire, anecdote, facts and opinions, statistics, hyperbole, emotive language, imagery</i></p> <p>Writing (Non-fiction)</p> <p>Links – Rhetoric, Oliver Twist</p>	<p>Animal Farm</p> <ul style="list-style-type: none"> Structure a persuasive argument Develop confidence in speaking in front of an audience Exploring spoken language features and effective delivery <p><i>Intonation, tyrant, propaganda, equality, manipulate, utopia, capitalism, socialism, communism, bourgeoisie, proletariat, dystopia</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p>Shakespeare and the Modern World</p> <ul style="list-style-type: none"> Writing non-fiction texts Developing knowledge of time context (1500s) Developing knowledge of Shakespeare plays <p><i>Anti-Semitism, censorship, contemporary, courtly love, didactic, empathy, eponymous, literary canon, patriarchal society, pertinent</i></p> <p>Writing (Non-Fiction)</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p>Powerful Voices Poetry</p> <ul style="list-style-type: none"> Explore how identity is created through poetry Develop understanding of writers' purpose <p><i>Migration, immigration, asylum, culture, norms, community, diaspora, British values</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p>Crime</p> <ul style="list-style-type: none"> Develop narrative and descriptive writing Focus on characterisation for impact Explore the genre and setting of typical crime stories <p><i>Suspect, victim, detective, big reveal, red herring, phrenology, psychology, motive</i></p> <p>Writing (Fiction)</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>
Year 9	<p>Dystopia</p> <ul style="list-style-type: none"> Crafting a narrative using language techniques to affect a reader. Mastering the use of advanced punctuation Creation of a consistent world/universe. <p><i>Binary opposition, oppression, anarchy, control, power, utopia, dystopia, totalitarian, regime</i></p> <p>Writing (Fiction)</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p>WW1 and Protest Poetry</p> <ul style="list-style-type: none"> Introduction to a range of WW1 poetry Practise analysing poetry, and developing comparison skills. Practise reading skills, and writing analytical paragraphs. <p><i>Fatigue, writhing, obscene, concealed, ecstasy, orisons, mimic, ardent, bugles, pallor, Dulce et Decorum est</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p><u>2021-2022 Only = VOICE IN SOCIETY UNIT</u></p> <p>The Gothic</p> <ul style="list-style-type: none"> Explore writer's deliberate choice of techniques Exploration of a range of Gothic texts, building up a secure understanding of genre and conventions Consolidation of language analysis skills <p><i>Malevolent, dramatic irony, uncanny, foreshadowing, hyperbole, revelation, foreboding, paranormal, supernatural, exposition, tension, climax</i></p> <p>Writing (Fiction)</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p>A View from the Bridge</p> <ul style="list-style-type: none"> Developing how to create an argument for your essays Introduction to Greek tragedy Practising how to evaluate a text <p><i>Anagnorisis, catharsis, fate, foreshadowing, juxtaposition, Greek chorus, prologue, hamartia, protagonist, hubris, symbolism, inevitability, toxic masculinity, irony, tragic hero</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p><u>2021-2022 Only</u></p> <p><u>GOthic UNIT</u></p> <p>Voice in Society Unit</p> <ul style="list-style-type: none"> Exploration of what it means to have a voice, and challenging the voices that we hear in society – particularly through media reportage. Practising how to construct an effective written speech Practising how to deliver a speech verbally. <p><i>Stereotype, voice, representation, discrimination, prejudice, interrogative, narrative, declarative, identity, imperative, justice, exclamatory, social justice, empower</i></p> <p>Writing (Non-Fiction)</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>	<p><u>2021-2022 Only</u></p> <p><u>SHAKESPEARE IN THE MODERN WORLD UNIT</u></p> <p>The Tempest</p> <ul style="list-style-type: none"> Explore writer's deliberate choice of settings Exploration of presentation of power Introduction to dramatic techniques <p><i>Literary criticism, pathetic fallacy, dictatorship, soliloquy, dramatic irony, The Other, marginalisation, microcosm</i></p> <p>Reading</p> <p>Links – Villains, Oliver Twist, Identity Poetry</p>

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.