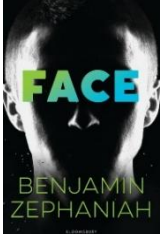
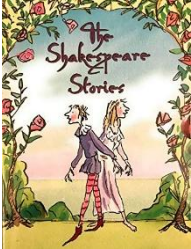
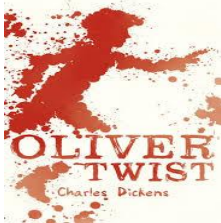
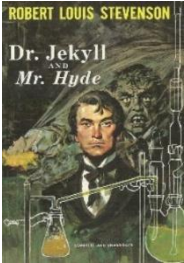
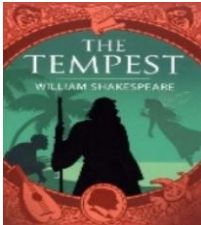
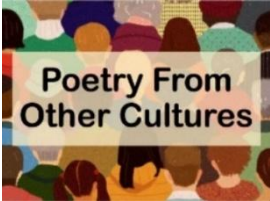
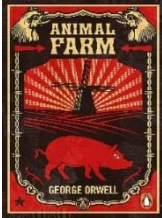
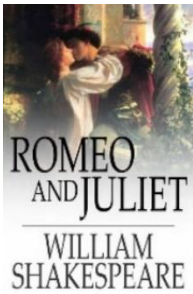
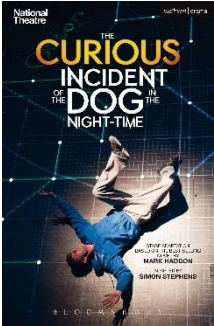
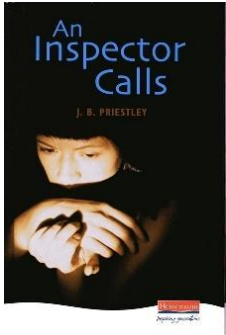
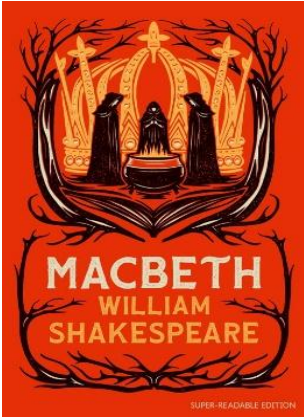
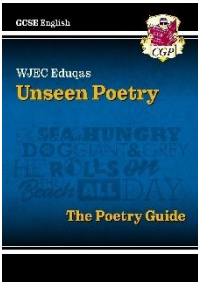


Curriculum Overview 26-27

	Autumn	Spring	Summer
Yr7	 	 	 
	Knowledge - How writers use language, structure and characterisation to create meaning - Key themes explored in the text, including identity, prejudice, compassion and responsibility - The conventions and purposes of creative, transactional and persuasive writing - How audience and purpose influence a writer's choices Skills - Analytical reading, including inference, evaluation and comparison - Selecting and using textual evidence to support interpretations - Writing effectively for a range of purposes and audiences - Crafting creative, transactional and persuasive texts - Communicating ideas through discussion, debate and presentation activities	Knowledge - The conventions of Shakespeare's key dramatic genres: comedy, tragedy and history - How Shakespeare uses character types, plot structures, themes and dramatic devices - How dramatic techniques shape audience responses - The similarities and differences between Shakespearean genres - How language can be used to inform, persuade, argue and influence - The conventions and features of a range of transactional writing forms - How contemporary themes and issues are presented in non-fiction texts - How purpose and audience shape a writer's choices of tone, structure and language Skills - Analysing Shakespearean texts and dramatic methods - Comparing features across different genres and plays - Identifying how writers create meaning and engage audiences - Using textual evidence to support interpretations - Justifying ideas and opinions through evidence-based analysis - Adapting writing for different purposes and audiences - Selecting appropriate tone, structure and language choices - Reading and analysing non-fiction texts critically - Evaluating how writers communicate ideas and viewpoints - Communicating ideas effectively through transactional writing	Knowledge - Key aspects of Victorian society, including poverty, the workhouse system, social inequality, Malthusian ideas and the experiences of women - How writers present character, theme and social issues in nineteenth-century texts - The conventions of speech writing and article writing - Features of nineteenth-century fiction, non-fiction and poetry Skills - Analysing character, theme and writer's methods - Responding to English Language-style reading questions - Interpreting and comparing a range of nineteenth-century texts - Writing speeches and articles for specific audiences and purposes - Using evidence to support interpretations and analytical responses
Yr8	 	 	 

	Knowledge - Key aspects of nineteenth-century society and the Victorian context surrounding the novel - How Victorian fears and anxieties influenced Gothic literature - The conventions and features of the Gothic genre - How writers use language, structure, character and setting to create Gothic effects - Common Gothic themes, ideas and motifs across different text types Skills - Analysing language, structure, character and setting - Identifying and evaluating Gothic conventions in texts - Comparing themes and ideas across fiction, non-fiction and poetry - Interpreting writers' methods and their effects on readers - Using textual evidence to support analytical and evaluative responses	Knowledge - Shakespeare's dramatic methods and how they create meaning - Key themes in <i>The Tempest</i>, including power, authority, justice, forgiveness and identity - How Shakespeare uses character, language and dramatic structure to engage audiences - The relationship between characters, themes and audience response within a play - The influence of different cultures, traditions and perspectives on poetry - Key poetic methods, including language, form and structure - Similarities and differences in viewpoints and experiences across poems Skills - Analysing Shakespeare's language, characters and dramatic techniques - Interpreting themes and ideas within a dramatic text - Comparing characters, themes and viewpoints - Using textual evidence to support interpretations - Evaluating the effectiveness of Shakespeare's methods and their impact on audiences - Analysing poetic language, form and structure - Comparing themes, ideas and perspectives across texts - Interpreting how poets communicate meaning and emotion - Responding critically to a range of poems and viewpoints - Developing creative responses inspired by different poetic voices and experiences	Knowledge - How Orwell uses allegory, satire and characterisation to communicate ideas - Key themes in <i>Animal Farm</i>, including power, leadership, inequality and corruption - How writers convey political and social messages through fiction - The historical context that influenced the novel and its meanings - Conventions of dystopian fiction - Themes of oppressive societies, control, conflict, and resistance - How writers use setting and character to communicate warnings about the future Skills - Analysing language, structure and symbolism - Interpreting themes, characters and underlying messages - Evaluating the effectiveness of a writer's methods - Making connections between a text and its historical context - Using textual evidence to support analytical and evaluative responses - Crafting compelling characters - Creating atmosphere and tension in writing - Using language techniques effectively - Using structural techniques to engage and influence readers
Yr9	26-27 Yr9 will read <i>Twelfth Night</i> in AUT 1 as they have read <i>Romeo and Juliet</i> in Yr8  	 	
	Knowledge Shakespeare's dramatic methods and key conventions of tragedy in <i>Romeo and Juliet</i>, including fate and downfall	Knowledge How playwrights use characterisation, dialogue and dramatic techniques to present themes such as difference, truth, relationships and independence	Knowledge How J.B. Priestley presents ideas in <i>An Inspector Calls</i> through character, plot and dramatic structure

	- How Shakespeare uses character, language, structure and themes (love, conflict, family, fate) to create meaning and audience response - Conventions of short fiction and how writers use character, setting, atmosphere, structure and narrative voice to create meaning - How interpretation of character, theme and narrative choices can shape understanding in both drama and prose Skills - Analysing Shakespearean language, characterisation and dramatic techniques - Interpreting themes and ideas in <i>Romeo and Juliet</i> and explaining their contribution to tragedy - Analysing short fiction, focusing on how writers use language, structure and narrative techniques for effect - Using textual evidence to support increasingly developed interpretations and responses - Evaluating writer's methods and their impact on audiences and readers - Comparing ideas, themes and interpretations across texts - Developing and applying narrative techniques in original creative writing	- How dramatic methods shape meaning in performance and text - How audience response is influenced by character and dramatic presentation - How transactional writing uses language, tone and structure for different audiences and purposes - How non-fiction texts present contemporary themes and debates - The features of persuasive, argumentative and explanatory writing Skills - Analysing dramatic texts to explore character, theme and meaning. - Evaluating different perspectives within a play - Considering and explaining how audiences respond to character and performance - Adapting language, tone and structure for specific audiences and purposes - Writing to persuade, argue and explain effectively - Analysing and evaluating non-fiction texts critically	- Key themes including responsibility, class, gender and social inequality, and how they are communicated in the play - How historical context influences the play's message and audience response - How character development and dramatic methods shape meaning within a theatrical text Skills - Analysing Priestley's use of characterisation, structure and dramatic techniques - Interpreting character development and thematic ideas within a play - Evaluating the writer's messages and their impact on audiences - Considering the influence of historical context on audience responses and interpretations
Yr10	   English Language Comp 1 Skills – Reading and Narrative Writing	  English Language Comp 2 – Reading and Transactional Writing	  GCSE WJEC Eduqas English Language

	Speaking and Listening AOs • A07 Demonstrate presentation skills in a formal setting • A08 Listen and respond appropriately to spoken language, including to questions and feedback to presentations • A09 Use spoken Standard English effectively in speeches and presentations. A Christmas Carol AOs • A01 Read, understand and respond to texts. • A02 Analyse the language, form and structure used by a writer to create meanings and effects • A03 Show understanding of the relationships between texts and the contexts in which they were written. English Language Component 1 AOs • A01 Identify and interpret explicit and implicit information and ideas • A02 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers • A04 Evaluate texts critically and support this with appropriate textual references • A05 Communicate clearly, effectively, and imaginatively • A06 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	Macbeth AOs • A01 Read, understand and respond to texts. • A02 Analyse the language, form and structure used by a writer to create meanings and effects • A04 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. English Language Component 2 AOs • A01 Identify and interpret explicit and implicit information and ideas • A02 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers • A03 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • A04 Evaluate texts critically and support this with appropriate textual references • A05 Communicate clearly, effectively, and imaginatively • A06 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	Anthology poetry AOs • A01 Read, understand and respond to texts. • A02 Analyse the language, form and structure used by a writer to create meanings and effects • A03 Show understanding of the relationships between texts and the contexts in which they were written. Unseen Poetry AOs • A01 Read, understand and respond to texts. • A02 Analyse the language, form and structure used by a writer to create meanings and effects English Language AOs • A01 Identify and interpret explicit and implicit information and ideas • A02 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers • A03 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • A04 Evaluate texts critically and support this with appropriate textual references • A05 Communicate clearly, effectively, and imaginatively • A06 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Yr11	  GCSE WJEC Eduqas English Language	  GCSE WJEC Eduqas English Language	  GCSE WJEC Eduqas English Language

