



Curriculum Overview:

English

Year 7-11

YEAR 7 – 11 ENGLISH



Destinations
A-level English
College

Destinations
Apprenticeships
Employment

Language Paper 2
Non-fiction reading

A Christmas Carol -
Dickens

YEAR 11

Unseen Poetry
Targeted Revision

Language Paper 2
Non-fiction writing

An Inspector Calls
- Priestley

Power and Conflict Poetry

YEAR 10

Macbeth -
Shakespeare

Language & Society
(Blood Brothers –
Russell)

Language &
Relationships
(Romeo &
Juliet –
Shakespeare)

YEAR 9

Introducing 19th Century
Literature (Great
Expectations– Dickens)

Exploring Yorkshire's
Literary Heritage : A
Variety of Extracts

Language & Power
(The Hunger
Games - Collins)

Poetry from Other
Cultures

YEAR 8

Language &
Culture (Stone
Cold - Swindells)

Introduction to
Shakespeare –
A Midsummer
Night's Dream

Language
Development (The
Odyssey - Homer)

YEAR 7

Language & Conflict
(Private Peaceful –
Morpurgo)

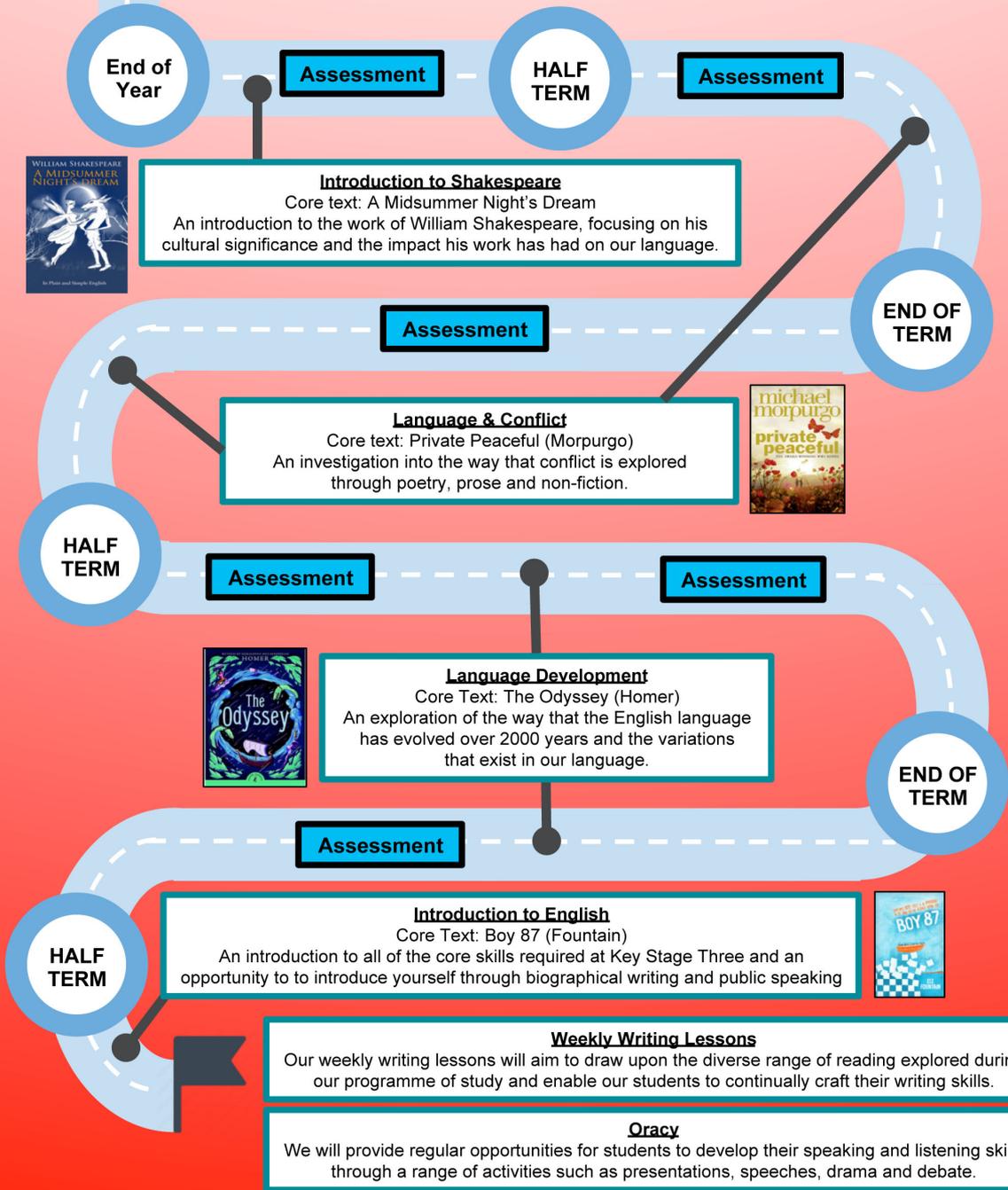
Introduction to
English (Boy 87
- Fountain)

Curriculum Road Map for Year 11 English



Year 8 English

KS3 YEAR 7 ENGLISH



Curriculum Road Map for Year 7 English

Year Group: Year 7 English

Timing: Half term 1 (Sept – Oct)

Topic title/Key Question:

- Introduction to English – what are the core skills of our subject?

Breakdown:

- Reading strategies
- Fiction and non – fiction
- Biography and auto – biography
- Inference skills
- Word class
- PEE paragraphs
- Homophones and synonyms
- Similes, metaphors and personification
- Sentence types

Assessment: English skills

- **Reading:** To do well in this assessment you must be able to identify key language and structural features. You must also be able to explain the effect on the reader.
- **Writing:** To do well in this assessment you must be able to apply key language and structural features to create an interesting and creative piece of writing.

Knowledge Organizer

Timing: Half term 2 - 3 (Nov - Feb)

Topic title/Key Question:

- Language development – How did the English language develop over time?

Breakdown:

- Introduction to the English Language

Assessment: English skills

- **Reading:** To do well in this assessment you must be able to identify key language and structural features. You must also be able to explain the effect on the reader.
- **Writing:** To do well in this assessment you must be able to apply key language and structural features to create an interesting and creative piece of writing.

Knowledge Organizer

Timing: Half term 4 - 5 (Feb - May)

Topic title/Key Question:

- Language and conflict – Private Peaceful

Breakdown:

- Connotations
- Structure of the novel (Private Peaceful)
- Poetry and propaganda
- Persuasive techniques
- Language analysis
- WW1
- Ethos, pathos, logos and kairos
- Conventions of non – fiction writing
- Book review

Assessment: English skills

- **Reading:** To do well in this assessment you must be able to identify key language and structural features. You must also be able to explain the effect on the reader. You will also need to use evidence to support opinion based question and answers.
- **Writing:** To do well in this assessment you must be able to apply key language and structural features to create an interesting and creative piece of writing. Use the correct SPAG, in particular use punctuation to develop the writing effectively.

Knowledge Organizer

Timing: Half term 6 – (June – July)

Topic title/Key Question:

- Introduction to Shakespeare – A Midsummer Night's Dream

Breakdown:

- The world that Shakespeare lived in
- The Globe theatre
- The Great Chain of Being
- Inference skills
- Word class
- Character and plot – A Midsummer Night's dream reading
- Character relationships
- Themes e.g. tension, family, love
- Language and structure analysis

Assessment: English skills

- **Reading:** To do well in this assessment you must be able to read and understand Shakespeare's English. You will also need to comment on the writer's use of language and structure. You will need to comment on what meanings are created within the text. You will need to understand the link between the text and contextual factors.
- **Writing:** To do well in this assessment you must be able to apply key language and structural features in a range of writing activities e.g. letter writing, descriptive writing, diary entries and newspaper articles.

Knowledge Organizer



KS3 YEAR 8 ENGLISH

Year 9
English

End of
Year

Assessment

Assessment

Exploring Yorkshire's Literary Heritage

Core texts: a variety of extracts from texts written in Yorkshire
A deep dive into our home county's literary heritage, exploring a rich range of texts either written in or inspired by Yorkshire.

Poetry from Other Cultures

We will continue our theme by exploring poetic voices from other cultures, preparing us for later study of poetic techniques.

Assessment

END OF
TERM

Language & Culture

Core text: Stone Cold (Swindells)
As part of a rich curriculum we will look at how a range of voices and cultures are celebrated through different texts, basing our study on a novel set in Bradford.



Assessment



Language & Power

Core Text: The Hunger Games (Collins)
An investigation into the persuasive power of language, including exploration of a range of texts.

END OF
TERM

Assessment

Assessment

Weekly Writing Lessons

Our weekly writing lessons will aim to draw upon the diverse range of reading explored during our programme of study and enable our students to continually craft their writing skills.

Oracy

We will provide regular opportunities for students to develop their speaking and listening skills through a range of activities such as presentations, speeches, drama and structured debate.

Curriculum Road Map for Year 8 English

Year Group: Year 8 English

Timing: Half term 1 (Sept – Dec)

Topic title/Key Question:

- **Language and Power - Introduction to dystopian fiction – *The Hunger Games***

Breakdown:

- What is dystopian fiction?
- Analysing poetry
- Conventions of an article
- Ethos, pathos, logos and Kairos
- How does the author use analepsis to develop characters?
- How is tension created?
- Creating an effective speech
- Conventions of a letter
- Analyse persuasive rhetoric
- Politics within dystopian fiction
- Analysis of emotive language to develop character and plot

Assessment: English skills

- **Reading:** To do well in this assessment you must be able to read and understand the text well. You must also be able to infer and deduct information from the text. You will also be able to analyse the language, form and structure. You will also need to use relevant subject terminology.
- **Writing:** To do well in this assessment you must be able to communicate clearly, effectively and imaginatively. You must apply key language and structural features to create an interesting and creative piece of writing.

Knowledge Organizer

Timing: Half term 3 - 4 (Jan - Mar)

Topic title/Key Question:

- **Language and culture – *Stone Cold* by Robert Swindells**

Breakdown:

- Theme of empathy within the topic of homelessness
- Research project
- Creating a leaflet
- Paragraphs
- Identity - accent and dialect
- Poetry analysis
- Writing a letter
- Challenging stereotypes
- Writing in 1st person
- Characterisation
- Writing to persuade
- How structure effects the reader
- Review and reflection

Assessment: English skills

- **Reading:** To do well in this assessment you must be able to read and understand the text well. You must also be able to infer and deduct information from the text. You will also be able to analyse the language, form and structure. You will also need to use relevant subject terminology.
- **Writing:** To do well in this assessment you must be able to communicate clearly, effectively and imaginatively. You must apply key language and structural features to create an interesting and creative piece of writing.

Knowledge Organizer

Timing: Half term 5 - 6 (April - July)

Topic title/Key Question:

- **Exploring Yorkshire's literacy heritage: extracts from a variety of texts**

Breakdown:

- Introducing Yorkshire
- Conventions of the gothic genre
- Writing to inform
- Poetry from Yorkshire
- Extracts from *Harry Potter*, *Wuthering Heights*, *The Iron Man*, *Dracula*, *Jane Eyre*
- Persuasive language
- Language analysis (effect of writer's choices)
- Characterisation
- Structural analysis
- Monologue
- Travel writing

Assessment: English skills

- **Reading:** To do well in this assessment you must be able to identify key language and structural features. You must also be able to explain the effect on the reader. You will also need to use evidence to support opinion based question and answers.
- **Writing:** To do well in this assessment you must be able to apply key language and structural features to create an interesting and creative piece of writing. Use the correct SPAG, in particular use punctuation to develop the writing effectively.

Knowledge Organizer



KS3 YEAR 9 ENGLISH

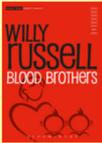
Key Stage Four

End of Year

Assessment

Assessment

Language & Society
Core text: Blood Brothers (Russell)
An exploration into how drama, poetry, prose and non-fiction texts can be used to explore the way that our society works.



END OF TERM

Assessment

Introducing 19th Century Literature
Core Text: Great Expectations (Dickens)
In preparation for Key Stage Four we will explore a range of classic 19th century texts and examine some of the contextual factors behind their production and reception.



Assessment



Language & Relationships
Core text: Romeo & Juliet (Shakespeare)
An investigation into the way that love and relationships are celebrated through poetry, prose and non-fiction, including an in-depth study of one of Shakespeare's most celebrated works.

END OF TERM

Assessment

Assessment

Weekly Writing Lessons
Our weekly writing lessons will aim to draw upon the diverse range of reading explored during our programme of study and enable our students to continually craft their writing skills.

Oracy
We will provide regular opportunities for students to develop their speaking and listening skills through a range of activities such as presentations, speeches and structured debate.

Curriculum Road Map for Year 9 English

Year Group: Year 9 English

Timing: Half term 1 & 2 (Sept – Dec)

Topic title/Key Question:

- Introduction to 19th Century Literature

Breakdown:

- **Core text: A Christmas Carol by Charles Dickens**
- Exploration of the socio-historical context of Victorian England
- Investigation of a variety of texts from both the Victorian and the modern eras
- Regular writing lessons linked to themes studied in this unit
- Literary techniques and terminology
- Understanding structure and characterization
- Choosing and using quotes for analysis
- Speaking and listening skills developed through presentations, speeches and debate

Assessment: English skills

- To do well in this assessment you must be able to understand how writers create atmosphere and characters through a variety of literary and structural devices.
- You must also be able to write creatively and informatively for a variety of purposes and audiences.

Knowledge Organizer

Timing: Half term 3 - 4 (Jan - April)

Topic title/Key Question:

- How is language linked to different societies?

Breakdown:

- Core text: Blood Brothers by Willy Russell
- Exploration of modern drama, poetry and prose
- Understanding structure and characterisation
- Regular writing lessons linked to themes studied in this unit
- Literary techniques and terminology
- Choosing and using quotes for analysis
- Speaking and listening skills developed through presentations, speeches and debate

Assessment: English skills

- To do well in this assessment you must be able to understand how writers explore social issues through a variety of literary and structural devices.
- You must also be able to write creatively and informatively for a variety of purposes and audiences.

Knowledge Organizer

Timing: Half term 5 - 6 (Apr - July)

Topic title/Key Question:

- **How is language linked to relationships?**

Breakdown:

- Core text: Romeo and Juliet by William Shakespeare
- Investigation into the way that love and relationships are celebrated through poetry, prose and non-fiction
- Understanding structure and characterization
- Regular writing lessons linked to themes studied in this unit
- Literary techniques and terminology
- Choosing and using quotes for analysis
- Exploration of the socio-historical context of Shakespeare's time

Assessment: English skills

- To do well in this assessment you must be able to understand how writers explore love, conflict and relationships through a variety texts.
- You must also be able to write creatively and informatively for a variety of purposes and audiences.

Knowledge Organizer



KS4 YEAR 10 ENGLISH

Year 11



Assessment



GCSE Speaking Component
You will complete the Speaking Component of your GCSE Exams by giving a speech on a topic of your choice.

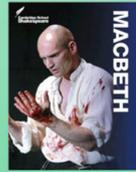
Non-fiction Writing
Language Paper 2: Writing (Part B)
We will conclude the school year with a focused study of non-fiction writing, preparing students for GCSE Language Paper 2.



Assessment



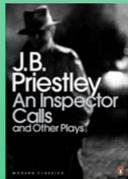
Macbeth
Our study of English Literature will continue with an exploration of one of Shakespeare's greatest tragedies and will be supported by the study of a range of fiction/non-fiction texts.



Assessment



Assessment



An Inspector Calls (Priestley)
We will kick-start our GCSE journey by studying the work of our city's most acclaimed writers. Our exploration will be linked to a diverse range of subsidiary texts, including the work of George Orwell and Robert Tressell.

GCSE Poetry Anthology
We will explore Power & Conflict Poetry by studying the work of a range of acclaimed writers including Blake, Wordsworth and Tennyson.



END OF TERM

Assessment

Thematic Learning
In order to explore the themes/context of our core texts, broaden your reading and prepare you for English Language Papers One and Two, we will adopt a thematic approach to study exploring a rich range of additional fiction and non-fiction texts.

Weekly Writing Lessons
You will continue to benefit from weekly writing lessons in order to explore some of the themes covered in our core texts and also to prepare you for the skills required for English Language Papers One and Two.

Oracy
We will provide regular opportunities for students to develop their speaking and listening skills through a range of activities such as presentations, speeches and structured debate.

Curriculum Road Map for Year 10 English

Year Group: Year 10 English

Timing: Half term 1 & 2 (Sept – Dec)

Exam Board: AQA Code: 8702/2

Topic title/Key Question:

- **How do writers explore ideas about social responsibility?**

Breakdown:

- Our first GCSE set text is “An Inspector Calls,” a play by Manningham’s own JB Priestley. We will closely explore Priestley’s use of language, characterisation and structure to understand his message about social responsibility.
- You will develop knowledge and skills in reading, writing and critical thinking. Through literature, you will have the opportunity to develop culturally and acquire knowledge of the best that has been thought and written.
- GCSE questions on this topic give you a choice between a character or a theme (30 marks), and you will also be marked on your vocabulary, grammar and punctuation (4 marks).

- Close study of JB Priestley’s play “An Inspector Calls” and his dramaturgy

- Regular writing lessons focusing on a variety of forms, purposes and audiences

- Thematic lessons on a range of texts exploring topics linked to the main text

- A variety of recall tasks supporting skills and knowledge needed for AQA GCSE English Language and Literature

Assessment: English skills

- To do well in this assessment you must be able to understand and respond to texts, using quotes and subject terminology to support your ideas, and writing with a range of vocabulary, sentence structure and punctuation.
- You must also be able to show understanding of the relationships between texts and the contexts in which they were written.
- For the higher marks you must create a convincing critical analysis and interpretation of the writer’s methods and meanings, using well-chosen references to support your ideas. You must also explore detailed links between the context and the text.

Knowledge Organizer

Timing: Half term 3 (Jan - Feb)

Exam Board: AQA Code: 8702/2

Topic title/Key Question:

- **How do poets present ideas about power and conflict?**

Breakdown:

- We will explore Power & Conflict Poetry by studying the work of a range of acclaimed writers including Blake, Wordsworth and Tennyson, as well as more modern poets from a variety of cultures. There are a total of 15 poems in the anthology.
- In Section B you will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster (30 marks).
- In Section C you will answer one question on one unseen poem (24 marks) and one question comparing this poem with a second unseen poem (8 marks).

<ul style="list-style-type: none"> • Close reading and comparison of the poetry in the anthology.
<ul style="list-style-type: none"> • Development of literal and inferential comprehension: understanding a word, phrase or sentence in context.
<ul style="list-style-type: none"> • Learning to read critically; identifying themes and supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text.
<ul style="list-style-type: none"> • Using linguistic and literary vocabulary to evaluate the poet's choices.
<ul style="list-style-type: none"> • Writing effectively about literature, selecting key points and using accurate spelling, punctuation and grammar.
<p>Assessment: English skills</p> <ul style="list-style-type: none"> • To do well in this assessment you must be able to compare two poems from the AQA Power and Conflict Poetry anthology, using quotes and subject terminology to support your ideas. • You must also be able to analyse and compare unseen poems, looking at themes, language and structure. • For the higher marks you must create a convincing critical analysis and interpretation of the writer's methods and meanings, using well-chosen references to support your ideas.
<p>Knowledge Organizer</p>

<p>Timing: Half term 5 - 6 (Feb - May)</p>
<p>Exam Board: AQA Code: 8702/1</p>
<p>Topic title/Key Question:</p> <ul style="list-style-type: none"> • How does Shakespeare present ideas about ambition, power and conflict?
<p>Breakdown:</p> <ul style="list-style-type: none"> • In half terms 4 and 5, we will undertake a close analysis of Shakespeare's Jacobean play "Macbeth". • You will be able to make connections across your reading of modern and classic literature, and to appreciate the depth of the English literary heritage. • The GCSE question on this topic is an extract from the play, followed by a question in which you show how Shakespeare presents a character or a theme in the extract, as well as throughout the entire play theme (30 points). You will also be marked on your vocabulary, grammar and punctuation (4 points).
<ul style="list-style-type: none"> • Close reading of the text, including understanding of Shakespearean and literary vocabulary.
<ul style="list-style-type: none"> • Exploration of the unique historical and cultural context of a text written at the beginning of the Jacobean era.
<ul style="list-style-type: none"> • Thematic lessons on a range of contemporary and modern texts exploring topics linked to "Macbeth".
<ul style="list-style-type: none"> • Regular writing lessons focusing on a variety of forms, purposes and audiences.
<p>Assessment: English skills</p> <ul style="list-style-type: none"> • To do well in this assessment you must be able to understand and respond to texts, using quotes and subject terminology to support your ideas, and writing with a range of vocabulary, sentence structure and punctuation. • You must also be able to show understanding of the relationships between texts and the contexts in which they were written. • For the higher marks you must create a convincing critical analysis and interpretation of the writer's methods, using well-chosen references to support your ideas. You must also explore detailed links between the context and the text.
<p>Knowledge Organizer</p>

Timing: Half term 6 (June - July)

Exam Board: AQA Code: 8700/2

Topic title/Key Question:

- **What are the conventions of non-fiction texts?**

Breakdown:

- This half term will focus on AQA English Language Paper 2: "Writers' Viewpoints and Perspectives".
 - Week 1 will be a study of the GCSE Speaking Component, culminating in a recorded speech for submission to AQA. This will be marked Pass, Merit or Distinction.
 - For the remainder of the half term, we will practise a variety of non-fiction writing
 - There are 5 GCSE questions on the written exam, 4 on reading (4, 8, 12 and 16 points) and 1 writing (24 marks for content, 16 marks for technical accuracy).
- Study and performance of a brief speech on a topic of your choice.
 - Close study of rhetorical devices; understanding of form, purpose, audience and tone.
 - Exploration of a wide range of non-fiction writing, including a variety of forms, purposes and audiences.
 - Develop and demonstrate an understanding of tone and register.

Assessment: English skills

- To do well in this assessment you must be able to understand and respond to texts, using quotes and subject terminology to support your ideas, and writing with a range of vocabulary, sentence structure and punctuation.
- You must be able to understand the tone, form, purpose and audience of a variety of non-fiction texts.
- You must also be able to show understanding of the relationships between texts and the contexts in which they were written.
- For the higher marks you must show perceptive synthesis and interpretation of both texts, selecting judicious use of textual detail relevant to the focus of the question.

Knowledge Organizer



KS4 YEAR 11 ENGLISH

Post-16 education or training

End of Year

Assessment
You will benefit from regular formative assessment and feedback in relation to your reading, writing and speaking and listening. You will also undergo formal assessment at the end of each unit and a full programme of mock exams in February/March.

GCSE Exams



Preparation and Intervention
Guided by our performance in the mock examinations, we will address any areas of misconception and consolidate the key skills required to excel in our GCSE examinations.

END OF TERM

Mock Exams

Assessment

Revision and Consolidation
In preparation for our mock examinations we will revisit each of the topics studied, with a focus on consolidating our areas of strength and returning to those areas which we found most challenging, as well as focusing on key examination skills.



Assessment



A Christmas Carol
We will conclude the first term with an exploration of Dickens' classic tale of redemption. The text will be supported by the study of a range of fiction/non-fiction in preparation for English Language Paper One and Two.

END OF TERM

Assessment

Weekly Writing Lessons
Our weekly writing lessons will aim to draw upon the diverse range of reading explored during our programme of study and enable our students to continually craft their writing skills.

Non-fiction reading
Language Paper 2: Reading (Part A)
Using the AQA Resource book, we will study non-fiction texts from a range of times and contexts. With close reading and understanding of writers' perspectives, we will practise answering GCSE-style questions on Language Paper 2 Part A.

Curriculum Road Map for Year 11 English

Year Group: Year 10 English

Timing: Half term 1 (Sept – Oct)

Exam Board: AQA Code: 8700/2

Topic title/Key Question:

- **How can we, as readers, understand non-fiction texts from different perspectives?**

Breakdown:

- This half term will focus on AQA English Language Paper 2: “Writers’ Viewpoints and Perspectives”.
- This term, we will explore a variety of non-fiction texts from a range of times, cultures and perspectives.
- There are 5 GCSE questions on the written exam, 4 on reading (4, 8, 12 and 16 points) and 1 writing (24 marks for content, 16 marks for technical accuracy).

- Frequent formative assessment on writing about non-fiction texts and the perspectives of writers across different time periods.

- Close study of rhetorical devices; understanding of form, purpose, audience and tone.

- Exploration of a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.

- Develop a critical evaluation of texts by making comparisons between texts from different viewpoints.

Assessment: English skills

- To do well in this assessment you must be able to understand and respond to texts, using quotes and subject terminology to support your ideas, and writing with a range of vocabulary, sentence structure and punctuation.
- You must also be able to show understanding of the relationships between texts and the contexts in which they were written.
- For the higher marks you must show perceptive synthesis and interpretation of both texts, selecting judicious use of textual detail relevant to the focus of the question.

Knowledge Organizer

Timing: Half term 2 (Oct - Dec)

Exam Board: AQA Code: 8702/1

Topic title/Key Question:

- **How do writers explore ideas about social responsibility?**

Breakdown:

- Our last GCSE set text is “Strange Case of Dr Jekyll and Mr Hyde,” a novel by Robert Louis Stevenson. We will closely explore Stevenson’s use of language, characterisation and structure to understand his message about the duality of human nature.

- You will develop knowledge and skills in reading, writing and critical thinking. Through literature, you will have the opportunity to develop culturally and acquire knowledge of the best that has been thought and written.

- GCSE questions on this topic give you a choice between a character or a theme (30 marks), and you will also be marked on your vocabulary, grammar and punctuation (4 marks).

- Close study of Charles Dickens’ seminal Victorian novella.

<ul style="list-style-type: none"> • Regular writing lessons focusing on a variety of forms, purposes and audiences.
<ul style="list-style-type: none"> • Thematic lessons on a range of texts exploring topics linked to the main text.
<ul style="list-style-type: none"> • A variety of recall tasks supporting skills and knowledge needed for AQA GCSE English Language and Literature.
<p>Assessment: English skills</p> <ul style="list-style-type: none"> • To do well in this assessment you must be able to understand and respond to texts, using quotes and subject terminology to support your ideas, and writing with a range of vocabulary, sentence structure and punctuation. • You must also be able to show understanding of the relationships between texts and the contexts in which they were written. • For the higher marks you must create a convincing critical analysis and interpretation of the writer's methods and meanings, using well-chosen references to support your ideas. You must also explore detailed links between the context and the text.
<p>Knowledge Organizer</p>

<p>Timing: Half term 3 - 5 (Jan - May)</p>
<p>Exam Board: AQA Code: 8700/1, 8700/2, 8702/1, 8702/2</p>
<p>Topic title/Key Question:</p> <ul style="list-style-type: none"> • What do we need to revise and practice before the GCSE exams?
<p>Breakdown:</p> <ul style="list-style-type: none"> • In the last few terms of Year 11, we will complete a full revision carousel of all texts and skills studied. After analysis of the results of the mock exams, we will continue our revision with a more personalized and differentiated course of study in order to address any misconceptions and to meet the needs of individual students. You will be expected to undertake your own revision outside of school using printed and online resources.
<ul style="list-style-type: none"> • Frequent formative assessment.
<ul style="list-style-type: none"> • Close study of rhetorical devices; understanding of form, purpose, audience and tone.
<ul style="list-style-type: none"> • Exploration of a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other forms of writing.
<ul style="list-style-type: none"> • Development of a critical evaluation of texts by making comparisons between texts from different viewpoints.
<p>Assessment: English skills</p> <ul style="list-style-type: none"> • To do well in these assessments you must be able to understand and respond to texts, using quotes and subject terminology to support your ideas, and writing with a range of vocabulary, sentence structure and punctuation. • You must be able to write both analytically and creatively, using sophisticated vocabulary, a range of sentence structures, and a wide variety of punctuation • You must also be able to show understanding of the relationships between texts and the contexts in which they were written. • For the higher marks you must show perceptive synthesis and interpretation of both texts, selecting judicious use of textual detail relevant to the focus of the question.
<p>Knowledge Organizer</p>