English Department Curriculum Overview – Years 7 to 13

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|----------------------------|----------------------------|----------------------------|------------------------|---------------------------|-----------------------------|
| Year 7 | Myths and Legends | Descriptive Writing | Cross-Cultural Modern | Shakespeare: | Narrative Writing | Cultural Poetry |
| | Reading stories from | Developing writing | Novel: | 'A Midsummer | Developing writing skills | Exploring poetry from |
| | different historical | skills and exploring the | 'Windrush Child' | Night's Dream' | and exploring the | different cultures and |
| | periods to identify the | use of language | Reading a | Reading a play to | features of storytelling. | traditions to identify |
| | features of myths and | devices to create | contemporary novel | understand how the | Creating own stories, | common features, themes |
| | legends. Creating | powerful descriptions | that explores issues | writer presents | including settings, | and ideas. |
| | mythical settings, | of places, characters | relating to cultural | settings, characters, | characters, plot, actions | |
| | characters and storylines. | and events. | diversity and changes in | events and themes. | and events. | |
| | | | society. | Exploration of | | |
| | | | | Shakespeare's use of | | |
| | | | | language and | | |
| | | | | stagecraft. | | |
| Year 8 | Modern Play: | Reading and Writing | War Poetry | Cross-Cultural | Cross-Cultural Modern | Travel Writing |
| | 'Noughts & Crosses' | Biography and | Reading a range of | Modern Novel: | Novel: | Exploring the features of |
| | Reading a contemporary | Autobiography | World War One poetry | 'The Bone Sparrow' | 'The Bone Sparrow' | travel writing from |
| | play and considering | Identifying the | to develop | Reading a modern | Reading a modern novel | different time periods and |
| | performance, stagecraft | features of | understanding of the | novel from a | from a different culture | places. Producing |
| | and writer's methods. | biographical and | social and historical | different culture that | that explores issues | imaginative pieces of |
| | Exploring ideas and | autobiographical | context of war poetry. | explores issues | relating to | travel writing for specific |
| | themes relating to | writing. Producing | Exploring poetic devices | relating to | contemporary issues in | purposes and audiences. |
| | relationships and love. | autobiographical | and themes across war | contemporary issues | today's world. | |
| | | pieces of writing and | poetry from around the | in today's world. | | |
| | | biographies for | world. | | | |
| | | specific purposes and | | | | |
| | | audiences. | | | | |
| Year 9 | 19th Century Novel: 'The | Gothic Writing | Adversity – Reading | Adversity – Reading | Shakespeare: 'Romeo | Poetry: Power and |
| | Strange Case of Dr Jekyll | Using writing skills to | and Writing Mastery | and Writing Mastery | and Juliet' | Conflict |
| | and Mr Hyde' | produce gothic stories | Reading a range of | Continued | Exploring a play as a | Reading and exploring a |
| | Reading a gothic novel to | and descriptions | literary non-fiction texts | | performance piece by | range of poems about |
| | explore the writer's | including creating | and extracts to develop | Shakespeare: | exploring the writer's | power and conflict in |
| | presentation of gothic | gothic settings, | skills required for GCSE | 'Romeo and Juliet' | presentation of | preparation for GCSE |
| | settings, characters, | characters, storylines | studies. Using reading | Exploring a play as a | characters, plot and | English Literature studies. |
| | storylines and themes. | and themes. Writing | skills to explore writers' | performance piece | settings on stage. | Using reading skills to |
| | | for specific purposes | methods, and to | by exploring the | Developing | identify poetics devices |
| | | and audiences using | evaluate and compare | writer's presentation | understanding of | and meanings, and to |
| | | linguistic features. | writers' ideas. | of characters, plot | stagecraft, settings, | explore the presentation |

| Writing a range of | and settings on | background and | of key ideas, themes and |
|----------------------------|-----------------------|-------------------------|--------------------------|
| literary non-fiction texts | stage. Developing | contexts. Using reading | contexts. |
| and extracts to develop | understanding of | skills to interpret | |
| skills required for GCSE | stagecraft, settings, | Shakespeare's ideas, | |
| studies. Using writing | background and | characterisation and | |
| skills to create non- | contexts. | themes. | |
| fiction pieces. | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|-----------------------------|---------------------------|---------------------------|----------------------------|----------------------------|---------------------------|
| Year 10 | GCSE English Literature: | GCSE English | GCSE English Language | GCSE English | GCSE English Language | GCSE English Literature: |
| | 'Macbeth' | Language Paper 1: | Paper 1: Creative | Literature: | Paper 2: Viewpoint | 'AQA Power and Conflict |
| | Reading the play to | Reading Literary | Writing | 'A Christmas Carol' | Writing | Poetry' |
| | explore its context, | Fiction | Creating ideas for | Reading a 19 th | Creating ideas and | Reading a range of poems |
| | setting, plot, characters | Reading extracts from | stories and descriptions | Century novel to | viewpoints about | linked to the themes of |
| | and events. Analysing | 'A Christmas Carol' to | based on a picture | explore context, | specific themes and | power and conflict to |
| | how Shakespeare | identify facts and key | stimulus. Developing | settings, characters, | topics and using writing | develop understanding of |
| | presents key themes and | information, to | writing skills to include | plot and themes. | skills to present these to | key themes and ideas |
| | characters, including | explore language and | accurate spelling, | Identifying writer's | a specific audience. | across poems. Analysing |
| | selecting key quotations, | its effects, to explore | punctuation and | methods and | Developing writing skills | poets' methods, including |
| | and writing about the | structural features and | grammar, as well as | analysing the | to include accurate | poetic devices, and |
| | effects of these. | the effects of these, | using a range of | presentation of | spelling, punctuation | writing about these. |
| | | and to evaluate how | language devices. | characters and | and grammar, as well as | |
| | | writers' present their | | themes. | using a range of | |
| | | ideas. | | | language devices. | |
| Year 11 | GCSE English Language: | GCSE English | GCSE English Literature: | GCSE English | GCSE English Language | GCSE English Literature |
| | Spoken Language Study | Language Paper 2: | 'An Inspector Calls' | Literature: | Revision and Writing | Exams |
| | Using speaking and | Reading Literary Non- | Reading a modern play | Unseen Poetry | Skills | |
| | listening skills to produce | Fiction | to explore context, | Reading and | Paper 1 | GCSE English Language |
| | a formal presentation on | Reading literary non- | settings, characters, | analysing a range of | Reading Literary Fiction | Exams |
| | a specific topic. | fiction to identify facts | plot and themes. | unseen poetry from | Creative Writing Skills | |
| | | and key information, | Identifying writer's | different genres, and | Paper 2 | |
| | GCSE English Literature: | to summarise | methods and analysing | writing about | Reading Literary Non- | |
| | 'AQA Power and Conflict | differences across two | the presentation of | methods used by | Fiction | |
| | Poetry' | texts, to analyse | characters and themes, | poets to present key | Viewpoint Writing Skills | |
| | Reading a range of poems | language and its | and writing about these. | ideas and themes. | | |
| | linked to the themes of | effects and to | | | | |
| | power and conflict to | compare how | GCSE English Language | GCSE English | FINAL REVISION | |
| | develop understanding of | different writers | Paper 2: Viewpoint | Literature Revision | | |
| | key themes and ideas | | Writing | Paper 1 | GCSE English Language | |

| across poems. Analysing | present their | Producing own | Macbeth | | |
|---------------------------|---------------|--------------------------|--------------------|-------------------------|--|
| poets' methods, including | viewpoints. | viewpoint writing pieces | A Christmas Carol | GCSE English Literature | |
| poetic devices, and | | using appropriate | Paper 2 | | |
| writing about these. | | writing skills and | An Inspector Calls | | |
| | | methods. | Power and Conflict | | |
| | | | Poetry | | |
| | | | Unseen Poetry | | |

English – KS5 Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|----------------------------|------------------------|------------------------|-------------------------|--------------------------|------------------------|
| | Grammar | Mode | Meanings and | Meanings and | Meanings and | Original Writing |
| | Adjectives, nouns, | Discourse structures, | representations | representations | representations | Coursework |
| | pronouns, sentence types, | pragmatics, spoken | | | | |
| | sentence moods and | mode, mixed mode, | Diversity | Finish diversity | Original Writing | Commentary writing |
| | functions, active and | pragmatics, | Power, jargon and | | Coursework | |
| | passive voice, phases, | electronic/technology, | occupation, ethnicity | Opinion article writing | Producing fiction texts: | Revision |
| | clauses, conjunctions, | political correctness | | | monologues, short | |
| | morphology | | Paper 2 Section B exam | Paper 2 Question 4 | stories, prologues | Paper 2 Q4 exam skills |
| | | Meanings and | skills | skills | | Paper 1 Section A and |
| | Lexis | representations | | | Original Writing | Paper 2 Q3 exam skills |
| | Affixation | | | | Coursework | |
| | | Diversity | | | Producing non-fiction | Original Writing |
| English | Meanings and | Phonology, accent and | | | texts: travel writing, | Coursework |
| Language Y12 | representations | dialect, age, social | | | articles | |
| | | groups, gender | | | (magazine/newspaper, | Commentary writing |
| | Grammar | | | | blogs speeches) | |
| | Verbs, tense and aspect, | Paper 2 Section A exam | | | | Revision |
| | adverbs, prepositions, | skills | | | Paper 2 Question 4 | |
| | determiners, interjections | | | | exam skills | Paper 2 Question 4 |
| | | | | | | exam skills (Original |
| | Semantics and graphology | | | | | Writing) |
| | | | | | | |
| | Paper 2 Question 4 skills | | | | | Paper 1 Section A and |
| | | | | | | Paper 2 Q3 exam skills |
| | Paper 1 Section A skills | | | | | (Commentary) |
| | Question 1 | | | | | (Commentary) |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|--|--|--|---|---|---|
| | Language Change | Language Change | Language Change | Language Change | Revision | Study Leave |
| English Language Y13 | Paper 2 Question 4 exam skills Child Language Acquisition Spoken language Paper 1 Section B exam skills | preparation | Language Investigation writing Child Language Acquisition Reading and writing Language Investigation writing Paper 1 Section B exam skills (reading and writing and writing question) | Paper 2 Section B exam skills Child Language Acquisition Reading and writing Language Investigation writing | Child Language Acquisition Reading and writing Revision | |
| English Literature Y12 | Critical Anthology Narrative Theory Death of a Salesman Introduction to dramatic tragedy Othello Feminism Paper 1 Section A exam skills | Death of a Salesman Critical Anthology Marxism Paper 1 Section C exam skills Othello Post-Colonial theory Paper 1 Section B exam skills | Keats context Isabella; or the Pot of Basil Critical Anthology Ecocriticism Othello La Belle Dame Sans Merci Paper 1 Section C exam skills | Isabella; or the Pot of Basil Lamia | Eve of St Agnes Key aspects of character, setting, structure Lamia Introduction to coursework | Keats and Death of a Salesman revision Exam practice Keats and Othello revision Coursework preparation |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--|---------------------|---------------------------------|-------------------------------|--------------|-------------|
| | Coursework | The Kite Runner | The Kite Runner | Blake Poetry | Blake Poetry | Study Leave |
| | Introduction to Social and Political Protest Writing | The Handmaid's Tale | Introduction to Blake Poetry | Paper 2 Section C exam | Revision | |
| | _ | Unseen Extracts | | | Blake Poetry | |
| | The Kite Runner | ' | Paper 2 Section C exam skills | | Revision | |
| | Paper 2 Section B exam skills | skills | The Handmaid's Tale | Revision | | |
| English | Coursework | | Unseen Extracts | Paper 2 Section C exam skills | | |
| Literature Y13 | Introduction to Social and Political Protest Writing | | Blake Poetry | | | |
| | The Handmaid's Tale | | | | | |
| | Paper 2 Question 1 Unseen extract | | | | | |
| | Paper 2 Section A exam skills | | | | | |