

English Curriculum

Curriculum Intent

In English our intent is to ensure that all students are equipped with the knowledge and skills required to enable them to read with sensitivity and understanding, write with precision and craft, and speak confidently and fluently. Our students deserve a culturally rich, immersive learning experience that helps them to consider some of the biggest themes and issues in literature, a curriculum which privileges scholarly thinking and a core schema and broad hinterland of powerful knowledge. We aim to instil an appreciation of the richness of the English Literary heritage and the true joy of reading. Our curriculum is unapologetically ambitious and unashamedly academic for all our students.

Curriculum Implementation

Year	When	Topic	Summary	Texts (bold denotes core text)	Skills and Knowledge	Assessment for learning	Big Questions	Key Words
7	AUT1	History of Language	An exploration of how English Language has developed over time	Anthology unit - prose. Latin to the present day	An understanding of what etymology Some core Greek and Latin roots to aid in reading comprehension The history of the development of English Language How texts fit together chronologically Some ideas around intertextuality	Cold Calling Questioning Live modelling Live Feedback Peer assessment Self assessment	Where did English come from? How did Latin influence English? What is 'Beowulf'? What was the Renaissance? What is a utopia? What was the Enlightenment? What is Romanticism? What was like life in Victorian England? Who was Charles Dickens?	Chronology Etymology Genre Novel Intertextuality Development Noun Verb Adjective Adverb Preposition
7	AUT2	Knowledge and Science	An exploration of adaptation, the gothic genre and conventions	'Frankenstein' (Philip Pullman) 'Frankenstein' (Mary Shelley)	Investigate authorial intention Conventions of a play Genre – Gothic/Tragedy Romanticism Theological Influences Prejudice & Discrimination Allegory	Cold Calling Questioning Live modelling Live Feedback Peer assessment Self assessment	Who is Mary Shelley and what did she believe? What do we learn about Frankenstein in the opening of the play? What is a Gothic text? How is Frankenstein a gothic text? Why do we enjoy stories about Monsters? How is Frankenstein's Monster introduced? What is duality?	Prejudice Discrimination Ambitious/Ambition Isolation Hubris Protagonist Hostility Nurture Paternal Resentful Vengeful

							What is Frankenstein's attitude towards the monster?	Melancholy Inner Conflict Overreaching Experimentation Curiosity Macabre Abandonment Impressionable/ Malleable Responsibility/ Irresponsibility Juvenile Solitude Trauma Human Nature/ The Human Condition
7	SPR	Friendship and Coming of Age		<p>'The Fire Eaters' (David Almond) 'The History Boys' (Alan Bennett) 'Clap When You Land' (Elizabeth Acevedo) 'MXMXIV' (Philip Larkin) 'A Shropshire Lad XL' (A E Houseman) 'Drummer Hodge' (Thomas Hardy) 'Blackberry Picking' (Seamus Heaney)</p>	The conventions of the 'coming of age' genre	<p>Cold Calling Questioning Live modelling Live Feedback Peer assessment Self assessment</p>	<p>What are coming of age stories? What big events were happening in 1962? What is a bildungsroman?</p>	<p>Etymology Protagonist Antagonist Belligerent Cold War Conflict Capitalism Communism Juxtaposition Dialect Bildungsroman Resistance</p>
7	SUM	Appearance and Reality		<p>'A Midsummer Night's Dream' (William Shakespeare) 'The Faerie Queen' (Edmund Spenser)</p>		<p>Cold Calling Questioning Live modelling Live Feedback Peer assessment Self assessment</p>	<p>What is 'A Midsummer Night's Dream'? Who is Egeus, and how does he feel about Hermia? What ultimatum does Theseus give Hermia? How does Shakespeare present love in the play? What happens to Bottom?</p>	<p>Ultimatum Patriarchy Subvert Simile Metaphor Personification Rhyming couplet Connotation</p>

				<p>'The Road Not Taken' (John Donne) <i>Opening to 'Under Milk Wood'</i> (Dylan Thomas)</p>				<p>Iambic Pentameter Dominant Elizabethan Mischievous Syllable Rhyme Dramatic Irony</p>
8	AUT	Technology in Society		<p>'The Time Machine' (H. G. Wells) 'War of the Worlds' (H G Wells) 'A Light Exists in Spring' (Emily Dickinson) 'Ready, Player One' (Ernest Cline) 'The Machine Stops' (E M Forster)</p>	<p>What etymology is The difference between a utopian and dystopian society Some non-fiction and fiction texts that explore technology in society Some ideas around the Victorian class system</p>	<p>Cold Calling Questioning Live modelling Live Feedback Peer assessment Self assessment</p>	<p>What is technology? What are the advantages and disadvantages of technology? What is Wade's opinion of technology? What is the context of 'The Time Machine'? Who is The Time Traveller? How do dystopian texts present technology?</p>	<p>Etymology Context Society Novel Narrative voice Unreliable narrator Proletariat Bourgeoisie Utopia Dystopia Idyllic</p>
8	SPR	Love and Gender		<p>'Much Ado About Nothing' (William Shakespeare) 'The Story of an Hour' – Kate Chopin 'The Great Gatsby' – F Scott Fitzgerald</p>		<p>Cold Calling Questioning Live modelling Live Feedback Peer assessment Self assessment</p>	<p>Who are the main characters in 'Much Ado About Nothing'? Who is Beatrice? How does she feel about Benedick? What is the relationship Beatrice and Benedick like? Who is Claudio, and how does he react to Hero? What was life like in Elizabethan England? What is Don Pedro's plan? Who is Don John? What does Beatrice think about marriage? How do Beatrice and Benedick speak to each other? How does Benedick feel about Beatrice's insults? What were the expectations of women in the 1600s?</p>	<p>Tragedy Historical Comedy Connotation Elizabethan Gender Nobility Stereotypical Patriarchy Subvert Conform</p>

							<p>What were the expectations of women in the 1950s?</p> <p>How does Shakespeare use dramatic irony?</p> <p>What happens at the end of the play?</p>	
8	SUM	Justice		<p>'Noughts & Crosses' (Malorie Blackman)</p> <p>Emmeline Pankhurst</p> <p>Sojourner Truth</p> <p>'America' (Claude McKay)</p> <p>'Rosa' (Rita Dove)</p> <p>'To the Indifferent Women' (Charlotte Perkins Gilman)</p>		<p>Cold Calling</p> <p>Questioning</p> <p>Live modelling</p> <p>Live Feedback</p> <p>Peer assessment</p> <p>Self assessment</p>	<p>Can I use inference to make a prediction about Noughts and Crosses?</p> <p>What do we learn about Callum and Sephy's relationship in Chapter 1?</p> <p>What does Callum's perspective tell us about life as a Nought?</p> <p>What inspired Malorie Blackman to write Noughts and Crosses?</p> <p>What is the Liberation Militia?</p> <p>What is segregation?</p> <p>How does Callum react to Sephy being attacked?</p> <p>How does Malorie Blackman present sibling relationships?</p> <p>How does the writer create a tense atmosphere?</p> <p>How does the prison highlight the differences between the Noughts and the Crosses?</p> <p>How does Blackman explore change?</p> <p>How does Blackman present Sephy as a victim?</p>	<p>Love</p> <p>Hate</p> <p>Conflict</p> <p>Revenge</p> <p>Courage</p> <p>Coming of age</p> <p>Redemption</p> <p>Loyalty</p> <p>Heroism</p> <p>Deception</p> <p>Survival</p> <p>Judgement</p> <p>Fate</p> <p>Destiny</p> <p>Identity</p> <p>Tense</p> <p>Intimate</p> <p>Complicated</p> <p>Unusual</p> <p>Volatile</p> <p>Racism</p> <p>Prejudice</p> <p>Militia</p> <p>Opposition</p> <p>Punishment</p> <p>Segregation</p> <p>Equality</p> <p>Inequality</p> <p>Hierarchy</p> <p>Privilege</p> <p>Resistance</p> <p>Discrimination</p> <p>Problematic</p> <p>Foreshadowing</p> <p>Justice</p>

								Rebellion
9	AUT	Prejudice, Courage and Good v Evil		<p>‘To Kill a Mockingbird’ (Harper Lee)</p> <p>‘Sweetness’ – Toni Morrison</p> <p>‘Torture’/ ‘We Alone Can Devalue Gold’ (Alice Walker)</p> <p>‘Good Bones’ (Maggie Smith)</p> <p>‘Caged Bird’ (Maya Angelou)</p>		<p>Cold Calling</p> <p>Questioning</p> <p>Live modelling</p> <p>Live Feedback</p> <p>Peer assessment</p> <p>Self assessment</p>	<p>What was America like in the 1930s?</p> <p>What kind of place is Maycomb?</p> <p>Who are Scout and Jem?</p> <p>What was the effect of the Great Depression?</p> <p>Who are the Ewells?</p> <p>What kind of person is Atticus Finch?</p> <p>How does Lee present the Radley place?</p> <p>What do we learn about Boo?</p> <p>What purpose does Boo Radley play in the novel?</p> <p>What is white privilege?</p> <p>How does Angelou present freedom in ‘Caged Bird’?</p> <p>How does Miss Maudie influence Scout?</p> <p>Who is the Mockingbird?</p> <p>Are appearances deceptive?</p> <p>What is courage?</p> <p>How is the theme of family explored?</p> <p>How does Chapter 16 show the extent of the racism in Maycomb?</p> <p>What happens at the trial of Tom Robinson?</p> <p>What does the trial reveal about the Ewells?</p> <p>What does Tom Robinson’s testimony tell us?</p> <p>What is the importance of Atticus’ ending speech?</p> <p>What is the verdict of the trial?</p>	<p>Segregation</p> <p>Marginalisation</p> <p>Testimony</p> <p>Verdict</p> <p>Aftermath</p> <p>Inquest</p> <p>Prejudice</p> <p>Ideology</p> <p>Courage</p> <p>Bildungsroman</p> <p>Civil Rights</p> <p>Economic</p> <p>Depression</p> <p>Symbolism</p> <p>Inference</p>
9	SPR	Power and Villainy		<p>‘Richard III’ (William Shakespeare)</p> <p>‘The James Plays’ – Rona Munro</p>		<p>Cold Calling</p> <p>Questioning</p> <p>Live modelling</p> <p>Live Feedback</p> <p>Peer assessment</p> <p>Self assessment</p>	<p>What were the Wars of the Roses?</p> <p>What is ambition?</p> <p>Who is Richard, Duke of Gloucester?</p> <p>What issues face England?</p> <p>How does Richard present his internal and external selves?</p> <p>What curses does Queen Margaret place on the other characters?</p>	

						<p>What does Clarence's nightmare symbolise?</p> <p>What do the murderers do?</p> <p>What makes a good king?</p> <p>How is the death of Clarence received?</p> <p>Who is the next King of England?</p> <p>What do the people think of the new king?</p> <p>What is the role of a Lord Protector?</p> <p>How does Richard perceive the link between personality and appearance?</p> <p>What happens to Rivers, Grey and Vaughan?</p> <p>What makes Norwich a 'City of Sanctuary'?</p> <p>How does Richard attempt to manipulate Edward V?</p> <p>What happened to Julius Caesar and how might it relate to 'Richard III'?</p> <p>How do the young princes try and empower themselves?</p> <p>What does Richard plan to do next, and how does he plan to do it?</p> <p>What is the significance of Stanley's dream?</p> <p>What do Catesby and Hastings disagree about?</p> <p>What is the fate of Rivers, Grey and Vaughan?</p> <p>What is Richard's plan for Hastings?</p> <p>What do Richard and Buckingham convince the Lord Mayor of?</p> <p>What is Richard's next plan involving his father, brother and nephews?</p> <p>What does the scrivener discover?</p> <p>How do the people react to Buckingham's stories?</p> <p>How does Buckingham try to discredit Edward IV and promote Richard?</p> <p>What does Richard agree to?</p>	
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						<p>Where are Elizabeth and Anne going, and why can't they get there?</p> <p>What does Richard wish upon the young Princes?</p> <p>What happened to the princes in the Tower?</p> <p>What do Richard's admissions show the audience about his character?</p> <p>How do the women react to the events of the play so far?</p> <p>What do King Richard III and Queen Elizabeth clash over?</p> <p>How does Richard III react to news of Richmond and Buckingham?</p> <p>What does Stanley decide, and what is Buckingham's fate?</p> <p>How does Shakespeare use metaphor, symbolism, personification and zoomorphism?</p> <p>What spirits appear to Richard and Richmond?</p> <p>How does Richard respond to the visions of the spirits?</p> <p>How do the two men approach the coming battle?</p> <p>What does Richard say in his famous 'my kingdom for a horse' speech?</p> <p>How does the play end?</p>		
9	SUM	Subversion and Rebellion		<p>'1984' (George Orwell)</p> <p>'Fahrenheit 451' (Ray Bradbury)</p> <p>'Station Eleven' (Emily St John)</p> <p>'The Machine Stops' (E M Forster)</p> <p>'The Outrage' (William Hussey)</p>		<p>Questioning. Modelling/ scaffolding of intelligent practice phase. Challenge built into phases of the lesson.</p>	<p>Who is Winston Smith?</p> <p>What is the London of 'Nineteen Eighty-Four' like?</p> <p>What is a 'thoughtcrime' in 'Nineteen Eighty Four'?</p> <p>What is the two-minute hate?</p> <p>Who is Parsons?</p>	<p>Subversion</p> <p>Rebellion</p> <p>Protagonist</p> <p>Rebel</p> <p>Popular Culture</p> <p>Fatalism</p> <p>Dystopian</p> <p>Oxymoron</p> <p>Proletariat</p> <p>Bourgeoisie</p> <p>Capitalism</p>

				'Utopia' (Thomas More)		<p>How does Winston feel, living under The Party?</p> <p>How does Orwell present Winston's childhood?</p> <p>How has Orwell influenced popular culture?</p> <p>What is Winston's job and what does it reveal about society? What is Newspeak?</p> <p>Who are the Proletariat?</p> <p>How does Orwell create a dark and ominous mood?</p> <p>How does the rhyme 'oranges and lemons' relate to 'Nineteen Eighty-Four'?</p> <p>Who is Julia?</p> <p>How does Orwell's pastoral description differ from the city? What terrifies Winston?</p> <p>How does Orwell build an increasing sense of tension between Winston and The Party?</p> <p>What happens when Winston meets O'Brien?</p> <p>How does Orwell create a terrifying, dystopian tone in 'Nineteen Eighty Four'?</p> <p>What perspective on rebellion is presented by Angelou?</p> <p>Who is Mr Charrington?</p>	Socialism Oppression
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10	AUT	Macbeth/ Introduction to GCSE English Language		<p>'Macbeth' (William Shakespeare) Various articles on witchcraft 'Witch Child' (Celia Rees) 'The Third Witch' (Rebecca Reisert) 'The Trial of Martha Corey' (Deodat Lawson) 'The Witching Hour' (Melanie McGrath) 'The Bone Witch' (Rin Chupeco) 'The Physick Book of Deliverance Dane' - Katherine Howes 'Lancashire Folklore' (Harland and Wilkinson)</p>				
10	SPR	An Inspector Calls		'An Inspector Calls' (J. B. Priestley)				
10	SUM1	Power and Conflict Poetry Anthology		AQA Power and Conflict anthology				
10	SUM2	Introduction to GCSE English Language						
11	AUT	A Christmas Carol		'A Christmas Carol' (Charles Dickens)				
11	SPR1	GCSE English Language –						

		Writing Focus						
11	SPR2	Revision						