

ENGLISH CURRICULUM

Year 7

Boy 87

Year 7 students start the year by reading and exploring the novel *Boy 87* by Ele Fountain; a novel which illuminates the realities of life as a refugee and explores ideas about the power of kindness and the strength of the human spirit. Students will have opportunities for creative and discursive writing whilst developing their analytical writing to deepen their connection between English and the wider world

Macbeth

Macbeth by William Shakespeare. Many of our year 7s arrive having had some exposure to *Macbeth* at Primary - by taking a familiar plot and introducing students to the rewarding process of analysing Shakespeare's language, students develop their application of key skills to a more challenging text. Those who haven't been exposed to *Macbeth* benefit from the accessibility that comes with its universal themes: ambition, power, flawed heroes and are able to become familiar with a Shakespearian Tragedy.

Masque of the Red Death

Masque of the Red Death by Edgar Allan Poe. For the final text of the year, we look at gothic Victorian fiction for the first time. This increases the challenge again in terms of the themes and ideas of Victorian prose, as well as exposing students to a range of vocabulary options that will bolster their personal vocabulary banks. By exposing pupils to Victorian literature so early, pupils are able to experiment with reading strategies that will set them up for success throughout their school career and beyond.

Year 8

I am Malala

I am Malala by Malala Yousafzai. While students are exposed to Non-Fiction throughout the year 7 schemes, fiction has so far taken centre stage. To that end, beginning with IAM exposes students to a new mode of writing (Memoir). Exploring IAM allows for ample interaction with vast and varied culture and allows opportunities to understand the power of words, still developing the crucial empathy skills we have been building in Y7.

Noughts and Crosses

A modern play which allows students to use their voice to discuss the themes of race, identity and inequality. This thought-provoking text builds on the maturity of the discussions which students begun when reading Boy 87 in Year 7, while also preparing students for discussions of the impact of marginalised societies with Long Way Down.

Year 9

Long Way Down

Students start year 9 by applying the skills they have developed in Year 7 and 8 to completely new genres. Long Way Down is a novel written in lyrical, poetic verse which exposes students to a new way of reading. The novel develops student thinking from the end of Year 8 as it continues to explore ideas around social inequality and coupled with Hidden, a graphic novel about the persecution of Jewish people in Paris, we continue to have meaningful conversations all the while developing the fundamental English skills.

Antony and Cleopatra

Antony and Cleopatra by William Shakespeare. Having studied Macbeth in previous years, students will be familiar with Shakespearean language and the format of a tragedy and will be able to start applying more in-depth analysis to this new play. Students will be encouraged to engage with surrounding mythologies and will be exposed to feminist interpretations, all furthering the application of their English skills to more challenging ideas and readying them for their later study of Romeo and Juliet.

GCSE Anthology Poetry, language reading skills, An Inspector Calls

Year 9 student end to the year with the reading and analysis of the first group of Anthology poems. They will closely explore themes of identity, the power of nature and the impact of conflict. Y9 will then consolidate their language analysis skills from key stage 3 by critically exploring the meaning behind the writers' use of language across the poetry collection. Social responsibility, age, gender & class; these are just a few of the thought-provoking themes that students will explore as they read, discuss and analyse J. B. Priestley's 1945 classic: An Inspector Calls. Through analysis of this thought-provoking text, students will interrogate both Priestley's microcosm for society, and the world we live in today.

Year 10

A Christmas Carol, Language reading skills, GCSE Anthology Poetry & Narrative/Descriptive writing

Students will read, discuss and analyse the classic Dickens novel A Christmas Carol; giving them opportunities to explore themes of Christmas, redemption and social injustice. They will then continue to develop their language analysis skills by critically exploring the meaning and purpose behind the writer's methods across a range of fiction & non-fiction texts. Year 10 students will then continue with the reading and analysis of the third group of Anthology poems. They will closely explore themes of identity, the power of nature and the impact of conflict. They will conclude the year by further developing how to apply both language and structural features to a wide range of narrative & descriptive writing.

GCSE Anthology Poetry, language reading skills, An Inspector Calls & Narrative Writing

Year 10 students start with the reading and analysis of the first group of Anthology poems. They will closely explore themes of identity, the power of nature and the impact of conflict. Y10 will then Consolidate their language analysis skills from key stage 3 by critically exploring the meaning behind the writer's use of language across a range of texts. Social responsibility, age, gender & class; These are just a few of the thought-provoking themes that students will explore as they read, discuss and analyse J. B. Priestley's 1947 classic: An Inspector Calls. Refining their ability to communicate imaginatively with an audience, students will then learn how to apply both language and structural features to a wide range of narrative writing opportunities.

Romeo & Juliet, GCSE Anthology Poetry, Language reading skills & Discursive writing

Students will read, perform and analyse the classic Shakespeare play Romeo & Juliet; giving them opportunities to explore themes of love, generational divide, violence and the inevitability of fate. Year 10 students will then continue with the reading and analysis of the second group of Anthology poems. They will closely explore themes of identity, the power of nature and the impact of conflict. Y10 will then continue to develop their language analysis skills by critically exploring the meaning behind the writer's use of language and structure across a range of fiction & non-fiction texts. Re-focusing on their ability to communicate effectively with an audience, students will then learn how to apply both language and structural features to a wide range of discursive writing opportunities.

Year 11

Language and Literature skills revision & exam preparation (including a full series mock exam)

During this term, students will revisit and revise each element of the English Language and English Literature courses in preparation for the November mock exams. Lessons will be tailored to meet the needs of each individual group to allow students to continue to develop and refine the knowledge and skills acquired throughout Y10. This term is also an opportunity for students to perfect their academic approach to analytical writing in order to demonstrate their expertise across English language and literature.

Essay Construction & exam preparation (including a full series mock exam)

Students will use their revision notes from the pre-mock scheme before Christmas to develop their essay writing skills across all literature texts. This is an opportunity to connect each skill across the entire literature content and instil a sense of analytical freedom. The focus will then shift back to English language revision to ensure that students are fully prepared for the second full series mock exam.

Final exam revision

Students will refine their application of the AQA GCSE skills to ensure that they are fully prepared to sit their GCSE examinations. This will be delivered through a bespoke tailored programme of lessons designed to support the needs of the students in each group.