Curriculum Cohort Overview - Class of 2027

English

Year 7

Week Beg.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	HT														X-mas					HT											Easter					HT						

Greek Myths	Coraline Review Writing	Introduction to Shakespeare The Tempest	The Bone Sparrow
Reading a selection of **Greek myths**, exploration of narrative structure and sentence construction through explicit grammar instruction. Using ideas and structure and sentence-level grammatucal knowledge to inspire narrative writing.	**Coraline (2002)** is a gripping fantasy novel by American author Neil Gaiman. We will read closely for meaning and explore how Gaiman crafts a gothic atmosphere and presents key characters. We will use textual references to support our critical ideas, exploring the meaning and effect of significant words and language methods. Then, we will explore thesis introductions, to understand how to write a successful thesis introduction to support an extended, thesis-driven analysis of a key character. **Reviews** are informative and entertaining transactional texts. We will explore how writers employ conventions of form to inform our own review of the film adaptation of 'Coraline'.	Exploring Shakespeare's heroes and villains, and **'The Tempest'** to understand and analyse Shakespeare's language, characterisation through, features of form, universal themes of oppression and love, and Elizabethan/ Jacobean context. Taking inspiration from the play's characters and themes to craft descriptive writing. Analysing and writing thematically linked poems.	Analysing characterisation and universal themes of courage, freedom and fear in Fraillon's 'The Bone Sparrow', appreciating how context influences the writer's choices. Analysing perspectives in modern autobiography extracts. Narrative writing inspired by universal themes from the novel. Using contextual and cultural understanding to write formal letters to a real audience.

CEW Week

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Year 8

The Ruby in the Smoke	Travellers' Tales	War Poetry Journey's End	Soldiers' Stories	Powerful Narratives The Giver	Dystopian Fiction Writing
The Ruby in the Smoke (1985) is a neo-Victorian mystery novel by Philip Pullman. We will explore the malevolent Mrs Holland, building to an extended, thesis-driven critical response. We will also explore how Sally, the protagonist, subverts the gender expectations of the Victorian period, building and utilising knowledge of the Victorian context to underpin our analysis. Throughout the unit, we will explore Pullman's use of language and structure.	**Travel literature** is a genre that transports readers to far-flung destinations through writers' vivid accounts. We will explore a range of travel texts, including pre-C20th accounts and modern blogs, using our reading to craft a thematically linked opinion piece.	**War Poetry:** We will read and analyse a range of war poetry, including C19th poems and poetry from different cultures, developing our understanding of writers' perspectives of conflict and intentions. **Journey's End (1927):** We begin by exploring script conventions using an extract from the 'War Horse' film script. Next, we explore Sherriff's seminal play set in the trenches of WW1. We will read the play, developing our understanding of relevant historical context and analysing significant features of the playwright's structure and form. We will use our understanding of significant characters and concepts from the play to inspire our descriptive writing.	We will explore a selection of non-fiction texts written by people who have been affected by war. We will then use our knowledge of perspectives on war to write our own expository	We will explore how writers employ language and structure in powerful short stories thematically linked to oppression, using these narratives to inspire our own short story. **The Giver (1993)** is a dystopian novel by American writer Lois Lowry. We will study the main protagonist , exploring Lowry's characterisation, with a focus on character change and relationships. We will analyse of textual references, using our understanding of Jonas to write a thesis. We will explore how Lowry uses	The dystopian genre is a fascinating form of writing concentrating on imagined future worlds characterised by great suffering and injustice. We will use our understanding of writers' language and structure methods to write our own dystopian descriptive

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Year 9

The Art of Rhetoric	Animal Farm	Noughts and Crosses (Play)	Protest Poetry	Romeo and Juliet	Monsters and Man Lord of the Flies	Stories of Survival
We will begin by exploring a range of rhetorical speeches, from the fictional call to action of 'Animal Farm's' Old Major to Emma Watson's moving 'HeForShe' campaign speech. Exploring the rhetorical appeals, we will write and perform our own speeches, employing language and structural methods to support our purpose.	**Animal Farm (1945)** is George Orwell's allegorical novella which combines animal fable with political satire. We will study the novella's plot and characters, developing our knowledge of the context underpinning the novella in order to analyse how Orwell uses allegory to present his ideas and messages to his readers. We will also analyse how Orwell structures his text, exploring the structure of key extracts and the structure of the novella as a whole. Finally, we will develop our understanding of the nature of	**Noughts and Crosses** is a modern day story of race, power and love. We will study Dominic Cooke's play adaptation (2014) of Blackman's novel to explore how ideas and messages can be communicate d effectively	We will read and analyse protest poems from different cultures, enhancing our understanding of writers' purpose using spoken word poetry and song lyrics. We will analyse poets' use of language and structure to convey powerful messages. We will then use our understanding of the power of poetic methods to write our own protest poem.	**Romeo and Juliet' (1595)** is one of William Shakespeare's renowned tragedies. Building on our understanding of characterisation and form, we will explore the tragic demise of the protagonists. We will consider the concepts of masculinity, honour and parent and child relationships, underpinning our analysis of these ideas with an understanding of the Elizabethan context. Finally, we will consider how the response of a modern audience might differ from that of an Elizabethan one.	**Monsters and Man**: The human condition is a concept that is woven into literature. We will read and analyse extracts from C19th seminal literature, with a focus on human nature and rebellion. **Lord of the Flies (1954)** by Nobel Prize-winning British author William Golding. We will read the novel closely, consideing the central concept of conflict, analysing the conflict that arises between characters and the conflict that Golding argues is present within all human beings: the struggle between civilisation and savagery. We will explore how characterisation is developed across the novel and use Golding's key concepts to inspire our own thematically linked opinion articles.	We will explore language use in a range of non-fiction accounts of intrepid expeditions and fights for survival, making inferences and analysing vocabulary and other language and structure methods.

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YEAR 10

A Christmas Carol	Poetry Anthol (P&C): 'Power of Man'	Animal Farm / An Inspector Calls P&C 'Power of Man' Revision	Poetry Anthol (P&C): 'War' and 'Nature' Unseen Poetry
A Christmas Carol is a classic 19th-century novel exploring themes of redemption, poverty, and social change. As the first literature unit in our GCSE AQA course, we will analyse Dickens's use of language, structure, and allegory to craft key characters and themes. We will also examine the historical and social context, alongside the writer's intentions and significant concepts, to develop thesis-driven extended responses.	**P&C:** We will study a cluster of Anthology poems thematically linked to ACC, exploring how language, structure, and form shape meaning.	**An Inspector Calls** is a powerful post-war play exploring class, gender, and social responsibility. We will analyse how Priestley uses language, structure, and form to convey key messages. Through close study of character and theme, and an understanding of historical and social context, we will develop thesis-driven extended responses to the writer's big ideas. **P&C 'Power of Man' Revision:** We will return to the cluster of poems studied earlier in the year and, through analysis and comparison, we will explore key contexts and concepts, building skills to write thoughtful, connected responses.	**P&C:** We will complete our study of the remaining Anthology poems, analysing how poets use language, structure, and form to express key ideas. We will also develop our ability to compare how two poets present meanings and ideas. **Unseen Poetry:** Alongside this, we will explore a range of unseen poems, focusing on writers' methods, messages, and intentions. We will build comparison skills to confidently analyse how poets present their ideas across both studied and unseen texts.

Language Paper 2 Section A	Language Paper 1	Language Paper 2 Spoken Language NEA
Alongside our study of A Christmas Carol, we will explore a range of 19th-century and modern non-fiction to deepen our contextual understanding. We will focus on identifying writers' viewpoints and comparing how attitudes and ideas linked to the novella's themes are expressed, thus building comparison and analysis skills for GCSE English Language.	We will read and explore fiction extracts from a range of genres and time periods, analysing how writers use language and structure to convey meanings and create impact. We will also build our evaluation skills, developing thoughtful, analytical responses to writers' methods. The texts we explore in this unit will also serve as style models to inspire the language and structure of our own narrative and descriptive writing.	We will explore non-fiction extracts from a range of genres and time periods, analysing how writers use language and structure to convey ideas. We'll develop key skills for GCSE Language Paper 2, including inference, comparison of viewpoints, and analysis of methods. We will also craft our own opinion writing in different forms, experiment with satire, and learn how to use spoken language features effectively in a presentation and Q&A.

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YEAR 11

Macbeth	Unseen Poetry	Literature Paper 1 and 2			
Revisit conventions of Shakespearean drama; genre - tragedy; analysis of language, structure and form (tragedy and Freytag's pyramid); thesis-driven extended response to characters and themes (character arcs and tragic hero); Jacobean context including societal beliefs, attitudes and values, e.g. supernatural, gender roles and expectations; writer's messages and intentions; significant concepts - power, hubris, supernatural.	Exploring unseen poems; analysis of language, structure and form; comparison of effect of poets' methods and ideas.	Responsive revision: A cycle of revision focused on consolidation, addressing target areas and misconceptions, exam technique and deliberate practice.	**Responsive revision:** Cycle of Language and Literature exam revision	GCSE Exams	GCSE Exams
Language Paper 2 Section A and B	**Language Paper 1 Section A and B**				
Non-fiction reading and analysis of language and structure methods used by writers in extracts from a wide range of genres and time periods; comparison of viewpoints and methods; inference. Opinion writing in a range of forms.	Fiction reading and analysis of language and structure methods used by writers in extracts from a wide range of genres and time periods; using extracts as style models for narrative and descriptive writing.				

PPEs