



English Curriculum Overview

YEAR 7

YEAR 8

YEAR 9

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	Oliver Twist	A Midsummer Night's Dream	Poetry Anthology	Year 7 deliberately makes no assumptions about what students know from KS2. There is a clear development of reading skills that build from basic inference to analytical writing. Tier 2 vocabulary is explicitly taught through use of challenging texts from the time periods needed for the challenge of the GCSE. The writing is differentiated for the needs of the students to ensure that the most basic skills are used consistently & accurately building to cover misconceptions in grammatical knowledge.
Key Components	Life in Victorian London; Victorian crime, the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality. Grammar—composing a topic sentence; the subject; subject/verb agreement; the past simple tense.	Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play. Grammar—using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech.	Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake & Tennyson. Grammar—writing about unseen texts; temporal clauses; paragraphing; avoiding fragments; extended narrative writing.	
Tier 3 language	Villains and victims, vulnerable; corrupt; naive; orphan; moral.	Soliloquy, severe, conflict, unrequited love, to mock, chaos.	Metaphor, literal language, metaphorical language, tenor, vehicle, ground.	
Assessment	<i>What kind of character is Bill Sikes?</i>	<i>Is the love potion good or bad?</i>	<i>How does the poet describe the tom cat?</i>	
The best that's been thought and said	Charles Dickens	William Shakespeare	William Blake & Alfred Tennyson	
Composites	The Adventures of Sherlock Holmes	The Tempest	Animal Farm	Year 8 builds on the analytical reading skills taught in year 7 to write more considered essays. The knowledge is built upon by revisiting key time points in history & developed to add a new strand of knowledge that will be revisited in the GCSE curriculum. The writing becomes more extended & focussing on the accuracy and application of key skills and writing techniques. Students continue to build upon their tier 2 vocabulary from Year 7 and gain new sophisticated vocabulary to use.
Key Components	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals. Grammar—Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses.	The Elizabethan age of exploration; colonialism; nature/nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states. Grammar—Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices.	Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption. Grammar—Creative writing; extended metaphor; writing character; describing settings.	
Tier 3 language	To enlighten, deduction, scandal, periodical, introspective, dual nature, observation.	Colonialism, to usurp, tempest, treason, callouts, pathos, nature, tragicomedy.	Allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent.	
Assessment	<i>What kind of Character is Sherlock Holmes?</i>	<i>How is Caliban presented in the extract and in the rest of the play?</i>	<i>How and why does the farm fail in Animal Farm?</i>	
The best that's been thought and said	Arthur Conan Doyle	William Shakespeare	George Orwell	
Composites	Jane Eyre	Romeo & Juliet	Poetry Anthology	Year 9 is the final year of the mastery programme where the skills developed mirror their GCSE assessment & study practice. Again key subject knowledge is revisited and extended to ensure that all students are equipped for their GCSE texts. Essay writing forms a thesis base of writing skills and developing narrative perspectives. Challenge is increased through the use of literary theory.
Key Components	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i> Grammar—Sustaining a thesis; apostrophe of omission; avoiding present tense apostrophe errors.	<i>The Prologue; foreshadowing in Romeo & Juliet; the form of a tragedy; AC Bradley's lectures on Shakespearean character, the sonnet form.</i> <i>Grammar—Commenting on literary theory; avoiding contradictions; apostrophe of possession; apostrophes for word ending in—s; it's and its.</i>	Extended Metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales'; lives of Milton, Chaucer, and Auden. Grammar—Comparing texts; chronological and non-chronological composition; first and third person narratives.	
Tier 3 language	Dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance.	Tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe.	Extended metaphor, epic poetry, procrastinate.	
Assessment	<i>Explore the way Bronte presents Jane's childhood experiences.</i>	<i>How does Shakespeare present Juliet as a tragic hero?</i>	<i>Compare the ways poets present a theme in two poems.</i>	
The best that's been thought and said	Charlotte Bronte	William Shakespeare AC Bradley	W H Auden Geoffrey Chaucer John Milton	



King Harold Academy

English Curriculum Overview



YEAR 10

YEAR 11

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	Literary Big Ideas & Macbeth	Power & Conflict Poetry Anthology	The Strange Case of Doctor Jekyll & Mr Hyde	<p>Our GCSE curriculum has an English literature focus which allows students to critically explore ‘big ideas’ about the human condition and the society we live in. We put the learning in to a modern day context to allow students to find relevance and enjoyment in what they study. Rather than teaching language and literature as separate entities the combined teaching allows students to feel secure in the key skills of language and structural analysis with familiar texts before applying to unseen fiction and non-fiction extracts. The writing skills are taught through key themes/engaging topics within the literature texts. Weekly memory retrieval is a key feature of year 11 lessons and weekly timed practice response allows students to impart their knowledge under pressurised exam like conditions.</p> <p>For successful GCSE results, home studying is a key aspect and the department provide students with independent working booklets to allow them to consolidate and explore the knowledge from the classroom. Where possible, we endeavour to show our students the key texts on stage.</p> <p>The knowledge progression is clearly mapped from the Key Stage 3 curriculum whereby we revisit key ideas such as: morality, religion, and crime; power and it’s abuse; science, exploration, and progress; the plight of the working class; women, love, and marriage; and family and childhood;</p>
Key Components	Exploration of big ideas and the human condition that is then mapped to all GCSE texts including language & literature texts. Jacobean attitudes to life & society; iambic pentameter; plot; characters; themes; the great chain of being; gender representation; kingship & religion; point of view writing; language and structural analysis. Essay writing & thesis statements.	The in-depth study of the 15 anthology poems clustered into themes. The poems are both contemporary and literary heritage that explore ideas around power & conflict. Comparison of views and ideas across the poems. Writing a comparison essay. Using the poems to springboard into creative writing. Exploring narrative perspectives, structures, creating imagery, & using the senses to bring writing to life.	Victorian attitudes towards science & religion. The duality of man. Darwin’s theory of evolution. Repression of desires. Plot, characters, themes, and writer’s intentions. Language & structural analysis of the text. Essay writing, development of thesis writing and improving analytical skills. Writing to argue around attitudes towards scientific development.	
Tier 3 language	Soliloquy; iambic pentameter; divine right of kings; regicide; remorse; subvert; allusion; symbol; motif;	Anaphora; caesura; conflict; sonnet; dramatic monologue; colloquial; trauma; sibilance; stanza; volta; assonance; narrative voice; description; narrate.	Juxtaposition; antithesis; oxymoron; repression; morality; gothic; horror; duality; enlightenment.	
Assessment	Exam style question essay response Point of View Writing— based on crime.	Exam style examination question comparing two poems from the anthology. Descriptive/Narrative writing—based on poetry as inspiration.	An exam style question analysing character or theme. Writing to argue—Has Scientific progress lost all sense of what is morally appropriate?	
The best that’s been thought and said	Shakespeare	Shelly, Owen, Armitage, Dharker, Garland, Rumens, Wier, Browning, Blake, Hughes, Tennyson, Agard, Duffy,	Stevenson; Darwin	
Composites	An Inspector Calls	Language Paper 1 & 2	Revision and Exam Practice	
Key Components	Edwardian attitudes to life, society; the treatment of the poor by the wealthy; social inequality; the welfare state; impact of war on social conscience; political attitudes & beliefs; social hierarchy; plot; characters; Priestley’s message & intentions; analysis of writer’s methods; modern comparisons—has society moved forward?	Approaching unseen extracts from 18th, 19th, 20th, & 21st Centuries; analysing language, structure, & writer’s methods; comparing writer’s perspectives; writing to describe and narrate; point of view writing; exam practice; developing & improving responses; & summarising unseen texts.	Low stakes testing through Memory Monday & deliberate practice through Test it Tuesday/Thursday. Quotation learning and timed responses to improve the number of marks achieved.	
Tier 3 language	Microcosm; provincial; socialist; suffrage; suburban; portentous; polemic; capitalism; communism; denouement; euphemism; irony/dramatic irony; dialogue; coup de theatre.	Perspective; Structure; Analysis; Effects; Mood; Atmosphere; Tone;	All from Year 7-11 & deliberate use of in responses.	
Assessment	Exam style question based on a potential exam theme/ character question. Language style assessment of comparing writers’ viewpoints.	Practice Language Questions/Exam Papers Fortnightly Literature Revision Practice/ Timed exam response.	Weekly & fortnightly timed responses. Mock Examinations of full papers.	
The best that’s been thought and said	JB Priestley	Variety of modern & heritage fiction & non-fiction writers.		