English Department Curriculum Plan

	Term 1 Track Point	Term 2	Term 3 Track Point	Term 4	Term 5 Track Point	Term 6
Year 7	**Greek Myths** • Revise key writing skills • Introduce narrative structure • Develop communication skills and group work Myth, Legend, Folk tale, Polis Hellenic, Mortal, Hubris Narcissistic, Labyrinth, Philosopher **Writing (Fiction)**	**Villains** • Explore representation of villains in a range of texts • Introduce analytical paragraphs • Explore contextual and societal links Antagonist, Comeuppance Stereotype, Hamartia Patriarchal, Malicious, Motive, Masculinity, Immoral, Femininity **Reading**	**Romantic Poetry** • Explore poetic form • Explore contextual and generic links • Develop analytical paragraphs Rhythm, Rhyme, Stanza, Structure Free Verse, Tone, Sublime, Imagery Rhyming Couplet, Juxtaposition **Reading**	**Oliver Twist** • Introduction to Victorian context • Explore characterisation • Develop speaking and listening skills Corruption, Vulnerable, Poverty, Prosperous, Merchants, Orphans, Reputation, Morality, Anti-Semitism, Connotations **Speaking and Listening**	**Social Morality** • Introduce rhetorical appeals • Create a voice (understanding purpose) • Structure a formal letter Logos, ethos, pathos, anecdote, rhetoric, diversity **Writing (Non-fiction)**	**Fantasy Fiction** • Creating a descriptive setting • Understanding of genre- focusing on Fantasy Fiction • Playing and experimenting with narrative structure Juxtaposition, symbol, genre, plot, simile, metaphor, personification, imaginary, enchanting, pathetic fallacy **Writing (Fiction)**
Year 8	**Powerful Voices Poetry** • Explore how identity is created through poetry • Develop understanding of writers' purpose • Embed understanding of poetic techniques and their intended effects Culture, Diversity, Empower Immigration, Multicultural, Refuge Identity, Community, Justice, Inclusive **Reading**	**Crime Fiction** • Develop narrative and descriptive writing • Focus on characterisation for impact • Explore the genre and setting of typical crime stories Dialogue, Perspective, Motif, Victim Narrative structure, Suspect, Motive, Detective, Deduction Accusation **Writing (Fiction)**	**Animal Farm** • Develop your analytical paragraph writing. • Understand the historical context of Animal Farm focusing on the Russian Revolution. • Begin to explore the dystopian genre through the setting of Animal Farm . Democracy, Dictatorship, Tyrant, Propaganda, Scapegoat, Proletariat Bourgeoisie, Comrade Commandment, Anthropomorphism **Reading**	**Much Ado About Nothing** • Explore comedy genre • Develop speaking and listening skills • Understand a Shakespearean play **Speaking and Listening**	**Environmental Issues** • Develop voice through opinion writing • Construct accurate and informed broadsheet news articles • Develop writing skills for impact **Writing (Non-fiction)**	**The Jungle Book** • Write analytical comparative paragraphs • Development of media techniques • Exploration of writer/director's intent Colonialism, Prejudice Race, Inferior, Superior, Narrative, Structure, Moral, Characterisation, Binary Opposition Theory **Reading**
Year 9	**Dystopia** • Crafting a narrative using language techniques to affect a reader. • Mastering the use of advanced punctuation • Creation of a consistent world/ universe. Binary opposition, oppression, anarchy, control, power, utopia, dystopia, totalitarian, regime, post-apocalyptic **Writing (Fiction)**	**WW1 and Protest Poetry** • Introduction to a range of WW1 poetry • Practise analysing poetry, and developing comparison skills. • Practise reading skills, and writing analytical paragraphs. Fatigue, writhing, obscene, concealed, ecstasy, orisons, mimic, ardent, bugles, pallor, Dulce et Decorum est **Reading**	**Voice in Society Unit** • Exploration of what it means to have a voice, and challenging the voices that we hear in society – particularly through media reportage. • Practising how to construct an effective written speech • Practising how to deliver a speech verbally. Stereotype, voice, representation, discrimination, prejudice, interrogative, narrative, declarative, identity, imperative, justice, exclamatory, social justice, empower Speaking and Listening **Writing (Non-Fiction)**	**A View from the Bridge** • Developing how to create an argument for your essays • Introduction to Greek tragedy • Practising how to evaluate a text Anagnorisis, catharsis, foreshadowing, Greek chorus, hamartia, protagonist, hubris, inevitability, toxic masculinity, tragic hero **Reading**	**The Gothic** • Explore writer's deliberate choice of techniques • Exploration of a range of Gothic texts (with a focus on female writers), building up a secure understanding of genre and conventions • Creating a descriptive setting conforming to the Gothic genre. Juxtaposition, Symbol, Genre, Convention Motif, The Sublime, Atmosphere Pathetic Fallacy, Supernatural, The Uncanny **Writing (Fiction)**	**The Tempest** • Explore writer's deliberate choice of settings • Exploration of presentation of power • Introduction to dramatic techniques Literary critic, soliloquy, dramatic irony, microcosm, Blank Verse Denouement, Exposition, Prose Microcosm, Iambic Pentameter Jacobean, Usurp, Literary Critic **Reading**

Key Concepts: Identity, Discovery, Power and Justice

Our curriculum seeks to develop students to become **confident and empathetic communicators**. Through fostering a love of literature, we hope to spark a continuing curiosity about the world, and encourage critical thinking and ongoing creativity.
We want to support our students to be independent and resilient young people, regardless of their starting point, so that they are equipped with the knowledge and skills to succeed throughout their lives.