

# English Year 7 Curriculum Plan

|                         | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|-------------------------|--|--|---|--|---|---|
| Theme                   | 'London'   | 'London' and assessment preparation (Reading and Speaking & Listening)   | Language Through Time: From 'Beowulf' to Shakespeare  | Reading Fiction  | Nature (including poetry)   | Creative writing: heroes, villains and monsters   |
| Key concepts            | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct a location</li> <li>• Exploration of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century context</li> </ul> | <ul style="list-style-type: none"> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct a location</li> <li>• Exploration of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century context</li> <li>• Using Spoken Language to communicate effectively</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of a wide range of Old and Middle English texts</li> <li>• Studying the development of the English language</li> <li>• Developing analysis; reading and responding to texts</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of plot, characters, setting and themes</li> <li>• Analysis of a writer's use of language, form and structure</li> <li>• Exploring the significance of writers' contexts</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of poetic forms and structures</li> <li>• Exploring authorial intention</li> <li>• Poetry comparisons</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of a wide range of extracts</li> <li>• Studying novel openings, transition points and endings</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> </ul> |
| SMSC and British values | <ul style="list-style-type: none"> <li>• National identity</li> <li>• Time</li> <li>• Literary periods and movements</li> <li>• Social class</li> <li>• Monarchy</li> <li>• Democracy</li> </ul>   | <ul style="list-style-type: none"> <li>• National identity</li> <li>• Time</li> <li>• Literary periods and movements</li> <li>• Social class</li> <li>• Monarchy</li> <li>• Democracy</li> </ul>   | <ul style="list-style-type: none"> <li>• Literary genres, time periods and movements</li> <li>• Styles in writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> <li>• Religion</li> </ul>   | <ul style="list-style-type: none"> <li>• Social class</li> <li>• Justice</li> <li>• Culture</li> <li>• Identity</li> <li>• Gender</li> <li>• Individual liberty</li> </ul>   | <ul style="list-style-type: none"> <li>• Nature</li> <li>• Time</li> <li>• Literary periods and movements</li> <li>• Different cultures</li> </ul>  | <ul style="list-style-type: none"> <li>• Literary genres</li> <li>• Styles in fiction writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> </ul>   |
| Parental support        | <ul style="list-style-type: none"> <li>• Take your child on a trip to London; explore the sights, visit famous landmarks</li> <li>• Engage with a wide range of media about London; books, films, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Help your child prepare for their Speaking and Listening presentation; listen to them practice, give them feedback on their presenting skills.</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore how stories from Old and Middle English have been adapted for modern audiences; watch film adaptations of stories such as 'Beowulf' and discuss how it has been made entertaining for a modern audience</li> </ul>   | <ul style="list-style-type: none"> <li>• Watch adaptations of the set text with your child and discuss your impressions of plot, character, setting and theme</li> </ul>   | <ul style="list-style-type: none"> <li>• Encourage your child to read other poems by poets who feature in the collection</li> </ul>   | <ul style="list-style-type: none"> <li>• Read a variety of fiction texts featuring heroes, villains and monsters together and discuss your response to them</li> </ul>  |

| English Year 8 Curriculum Plan |  |  |  |   |  |   |
|--------------------------------|--|--|--|---|--|---|
|                                | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
| Theme                          | 'Journeys of Discovery'  | 'Journeys of Discovery' assessment preparation (Reading and Speaking & Listening)  | Language Through Time 2: From Shakespeare to Modern Day  | War Literature (including poetry)   | Dramatic Encounters (Frankenstein)   | Gothic Horror Writing   |
| Key concepts                   | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct a location</li> <li>• Exploration of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century context</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct a location</li> <li>• Exploration of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century context</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of a wide range of Renaissance, Romantic, Victorian and Modern texts</li> <li>• Studying the development of the English language</li> <li>• Developing analysis; reading and responding to texts</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of poetic forms and structures</li> <li>• Exploring authorial intention</li> <li>• Poetry comparisons</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to genre</li> <li>• Studying dramatic conventions, forms, structures</li> <li>• Exploring a writer's craft in relation to texts in performance</li> <li>• Exploration of 19th century context</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of a wide range of extracts</li> <li>• Studying novel openings, transition points and endings</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> </ul> |
| SMSC and British values        | <ul style="list-style-type: none"> <li>• Time</li> <li>• Location</li> <li>• Literary periods and movements</li> <li>• Social class</li> <li>• Different cultures</li> <li>• Identity</li> </ul>   | <ul style="list-style-type: none"> <li>• Time</li> <li>• Location</li> <li>• Literary periods and movements</li> <li>• Social class</li> <li>• Different cultures</li> <li>• Identity</li> </ul>   | <ul style="list-style-type: none"> <li>• Literary genres, time periods and movements</li> <li>• Styles in writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> <li>• Religion</li> <li>• Gender</li> </ul>  | <ul style="list-style-type: none"> <li>• Nature</li> <li>• Time</li> <li>• Power</li> <li>• Conflict</li> <li>• Literary periods and movements</li> <li>• Different cultures</li> </ul>                             | <ul style="list-style-type: none"> <li>• Literary genres</li> <li>• Religion</li> <li>• Nature</li> <li>• Social class</li> <li>• Identity</li> <li>• Location</li> </ul>  | <ul style="list-style-type: none"> <li>• Literary genres</li> <li>• Styles in fiction writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> </ul>   |
| Parental support               | <ul style="list-style-type: none"> <li>• Talk to your child about travels; think about holidays you have been on and how you would write about your experiences of different places</li> </ul>   | <ul style="list-style-type: none"> <li>• Help your child prepare for their Speaking and Listening presentation; listen to them practice, give them feedback on their presenting skills.</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore how stories from Shakespeare have been adapted for modern audiences; watch film adaptations of plays and discuss how they have been made entertaining for a modern audience</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage your child to read other poems by poets who feature in the collection</li> </ul>   | <ul style="list-style-type: none"> <li>• Read and watch the original 'Frankenstein' and adaptations of the novel; discuss your response to film adaptations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Read a variety of fiction texts from the Gothic genre together and discuss your response to them</li> </ul>  |

| English Year 9 Curriculum Plan |  |  |  |  |   |   |
|--------------------------------|--|--|--|--|---|---|
|                                | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| Theme                          | 'Writing is Fighting'  | 'Writing is Fighting' assessment preparation (Non-fiction Reading and Speaking & Listening)  | Shakespearean Villains   | Reading Fiction  | Romantic Poetry   | Fantasy and Science Fiction Writing   |
| Key concepts                   | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct identity</li> <li>• Exploration of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century context</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of fiction, non fiction and poetry sources</li> <li>• Examining use of language, form and structure to construct identity</li> <li>• Exploration of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century context</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of plot, characters, setting and themes</li> <li>• Developing analysis; reading and responding to texts</li> <li>• Analysis of a writer's use of language, form and structure</li> <li>• Exploring the significance of writers' contexts</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of plot, characters, setting and themes</li> <li>• Analysis of a writer's use of language, form and structure</li> <li>• Exploring the significance of writers' contexts</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to chosen theme</li> <li>• Exploring a range of poetic forms and structures</li> <li>• Exploring authorial intention</li> <li>• Poetry comparisons</li> </ul> | <ul style="list-style-type: none"> <li>• Exploration of a wide range of extracts</li> <li>• Studying novel openings, transition points and endings</li> <li>• Exploring a writer's craft</li> <li>• Writing creatively and with technical accuracy</li> </ul> |
| SMSC and British values        | <ul style="list-style-type: none"> <li>• Time</li> <li>• Identity</li> <li>• Literary periods and movements</li> <li>• Social class</li> <li>• Different cultures</li> <li>• Justice</li> <li>• Power</li> </ul>   | <ul style="list-style-type: none"> <li>• Time</li> <li>• Identity</li> <li>• Literary periods and movements</li> <li>• Social class</li> <li>• Different cultures</li> <li>• Justice</li> <li>• Power</li> </ul>   | <ul style="list-style-type: none"> <li>• Power</li> <li>• Conflict</li> <li>• Literary periods and movements</li> <li>• Different cultures</li> <li>• Religion</li> <li>• Gender</li> </ul>  | <ul style="list-style-type: none"> <li>• Social class</li> <li>• Justice</li> <li>• Culture</li> <li>• Identity</li> <li>• Gender</li> <li>• Individual liberty</li> </ul>   | <ul style="list-style-type: none"> <li>• Nature</li> <li>• Time</li> <li>• Power</li> <li>• Conflict</li> <li>• Literary periods and movements</li> <li>• Different cultures</li> </ul>                             | <ul style="list-style-type: none"> <li>• Literary genres</li> <li>• Styles in fiction writing</li> <li>• Social, historical and cultural topics relevant to extracts</li> </ul>   |
| Parental support               | <ul style="list-style-type: none"> <li>• Talk to your child about people who's protests have made a difference to our lives today; talk about what rights and freedoms we have to be thankful for</li> </ul>   | <ul style="list-style-type: none"> <li>• Help your child prepare for their Speaking and Listening presentation; listen to them practice, give them feedback on their presenting skills.</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore how characters from Shakespeare have been adapted for modern audiences; watch film adaptations of plays and discuss how they have been made entertaining for a modern audience</li> </ul>   | <ul style="list-style-type: none"> <li>• Watch adaptations of the set text with your child and discuss your impressions of plot, character, setting and theme</li> </ul>   | <ul style="list-style-type: none"> <li>• Encourage your child to read other poems by poets who feature in the collection</li> </ul>   | <ul style="list-style-type: none"> <li>• Read a variety of fiction texts from the fantasy and sci-fi genres together and discuss your response to them</li> </ul>   |

| English KS3 Assessment Overview |                    |  |                    |   |                    |   |
|---------------------------------|--------------------|--|--------------------|---|--------------------|---|
|                                 | Autumn 1           | Autumn 2   | Spring 1           | Spring 2  | Summer 1           | Summer 2  |
| Year 7                          | In class formative | Medium control creative reading assessment (English Language Paper 1, Section A)<br>Speaking and Listening: group work and presenting      | In class formative | Extract based essay (English Literature Paper 1 Section A/B)                | In class formative | Narrative/descriptive writing assessment (English Language Paper 1 Section B) |
| Year 8                          | In class formative | Medium control creative reading and writing assessment (English Language Paper 1)<br>Speaking and Listening: dramatic performance          | In class formative | Poetry comparison from those studied (English Literature Paper 2 Section B) | In class formative | Narrative/descriptive writing assessment (English Language Paper 1 Section B) |
| Year 9                          | In class formative | Medium control non-fiction reading and writing assessment (English Language Paper 2)<br>Speaking and Listening: interacting and responding | In class formative | Choice of essay questions (English Literature Paper 2 Section A)            | In class formative | Narrative/descriptive writing assessment (English Language Paper 1 Section B) |