



## English Curriculum Overview 2020 – 2021

<b>Department Name:</b>	English
<b>Head of Department:</b>	Mrs G Dacey
<b>Subject Teachers:</b>	Mr S Barr Miss J Barton Miss M Feeley Miss H Freeman Ms J Hewson Mrs E Jones Miss L Parker Ms A Plaster Mr A Tear Mrs S Town
<b>Accommodation and Resources:</b>	<p>The English Department is located on the first and second floor of the Caxton building. There are 11 classrooms, 2 of which are equipped with computers, and an additional computer room, which can be booked out for English lessons. All classrooms in the English Department have a Smart interactive whiteboard.</p> <p>Additionally, the ever-expanding library is located on the second floor of the Caxton building. The library is a vital part of the KS3 curriculum and a KS3 English lesson is timetabled to be taught in the library once a fortnight.</p>
<b>What will students learn in each year?</b>	
<b>Year 7</b>	<p>Term 1: <b>Myths and Legends</b> Students will read a range of texts encompassing Greek mythology and legendary heroes.</p> <p>Focus: Developing writing skills while bridging the transition from primary to secondary school. Students will use the studied texts as a stimulus to create their own myth or legend.</p>
	<p>Term 2: <b>Outlaw by Michael Morpurgo</b> Students will study this modern novel which is a re-imagining of the story of Robin Hood. Students will discuss topics based around this novel and themes such as friendship, family, ethical choices, justice and heroism.</p> <p>Focus: Students will learn how to identify quotations, select the most relevant information from a text, and analyse words and</p>



	<p>phrases a writer has used. Students will also develop their understanding of what it means to look at the 'effect' of language choices.</p>
	<p>Term 3: <b>War Poetry</b> Students will read a range of poetry which presents varying experiences of WW1 and the attitudes shared by soldiers, generals and civilians from the era.</p> <p>Focus: Exploring contextual links and preparing students for deeper analysis of language. Students will also compare and contrast how writers present their ideas and perspectives about the war.</p>
	<p>Term 4: Students will study one of the following texts:</p> <ul style="list-style-type: none"><li>• <b><i>Once and Then</i></b></li><li>• <b><i>Private Peaceful</i></b></li><li>• <b>Roald Dahl's short stories</b></li><li>• <b><i>Ghost Game</i></b></li></ul> <p>Focus: Developing analytical skills, including inference and deduction. Students will consider how the writers develop dramatic irony, as each text features characters that misinterpret or misunderstand the world around them.</p>
	<p>Term 5: <b>Non-Fiction from Other Cultures</b> Students will go on a "world tour", reading a variety of non-fiction text types inspired by different continents, countries and cultures.</p> <p>Focus: Analysing and evaluating writers' techniques in a range of transactional text types, including articles, autobiographies, letters, reports, reviews and more. Students will use the content of each text as a stimulus to create their own non-fiction texts for a variety of audiences and purposes.</p>
	<p>Term 6: <b>Introduction to Shakespeare</b> Students will study a variety of Shakespearean extracts which will enable them to explore different forms and genres. Students will explore contextual information and begin to make links between the texts and the time in which they were produced.</p> <p>Focus: Exploring the use of language and form from extracts which include both plays and poetry.</p>



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<b>Year 8</b>	<p><b>Term 1: Dystopian Fiction</b> Students will study a range of extracts from the dystopian genre, considering how the writers establish unique settings and societies from distant futures and alternate realities.</p> <p>Focus: Analysing the depictions of characters and settings with a focus on specific language and structure choices. Students will begin to use ideas from the texts as inspiration for their own dystopian fiction.</p>
	<p><b>Term 2: <i>A Christmas Carol</i> by Charles Dickens</b> Students will read Dickens' famous Victorian novel with a focus on developing analytical and evaluative skills.</p> <p>Focus: Reinforcing understanding of how the writer expresses their ideas and perspectives. Students will explore the moral development of Ebenezer Scrooge and identify the methods with which Dickens effectively portrays themes that were significant to the time period.</p>
	<p><b>Term 3: Poetry from Other Cultures</b> Students will study a variety of poetry inspired by other countries and cultures. Students will consider the similarities and differences between their lives and the lives of others, using contextual details to inform their responses.</p> <p>Focus: Developing understanding of contextual influences and reinforcing students' analysis of language, form and structure. Students will also compare and contrast how writers' present their ideas and perspectives about their own cultures.</p>
	<p><b>Term 4: The Power of the Media</b> Students will study the impact of a variety of non-fiction texts and sources, considering the effects that they have on contemporary society and the ways in which individuals interact within them.</p> <p>Focus: Through continued analysis and evaluation of media texts, students will build a repertoire of techniques and skills from which to create their own pieces, drawing upon important societal issues.</p>
	<p><b>Term 5: Characterisation</b> Students will study a range of extracts with a particular focus on the presentation and development of characters. This includes the close textual analysis of a range of protagonists and secondary characters, all of whom are interesting or unusual.</p> <p>Focus: Developing an understanding of writers' language and structural choices, encouraging students to consider characters in</p>



	<p>more depth by commenting on direct and indirect characterisation.</p>
	<p>Term 6: <b><i>Much Ado about Nothing</i> by William Shakespeare</b> Students will study this Shakespearian comedy, further reinforcing their understanding of Shakespearian drama and contextual links to the play.</p> <p>Focus: Developing students' ability to analyse Shakespeare's use of language, form and structure. Particular attention will be paid to the characters and themes in the play. Students will draw upon knowledge of the Elizabethan era to comment thoroughly on the presentation of gender, manipulation and morality.</p>
<b>Year 9</b>	<p>Term 1: <b>Gothic Stories</b> Students will study a range of Gothic short stories considering how the writers establish atmospheric settings. Students will then create their own Gothic short story following the Gothic conventions.</p> <p>Focus: Developing students' ability to analyse a writer's use of language and structure in order to create a Gothic atmosphere filled with tension and suspense. Students will then replicate this in their own writing.</p>
	<p>Term 2: Students will read and study one of the following:</p> <ul style="list-style-type: none"><li>• <b><i>Noughts and Crosses</i></b></li><li>• <b><i>The Hunger Games</i></b></li><li>• <b><i>Heroes</i></b></li></ul> <p>Focus: Students will develop their analytical and evaluative skills through the exploration of characters who feel like, and are treated like, outcasts in differing societies.</p>
	<p>Term 3: <b>Dramatic Voices</b> Students will read a variety of poems, such as dramatic monologues, which focus around strong, dramatic narrators. Students will explore the ways in which each poet has presented the character or narrator in the poem.</p> <p>Focus: Analytical skills which focus on how the character or narrator's voice in the poem has been effectively created through</p>



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	<p>language and structure techniques. Students will also use these techniques to recreate a poem in a similar style to one which they have studied.</p>
	<p>Term 4: <b><i>Of Mice and Men</i> by John Steinbeck</b> Students will read this classic American novella and explore the development of the characters George and Lennie. Students will also learn about the struggles people faced during 1930s America.</p> <p>Focus: Exploration of contextual factors and being able to maturely comment on Steinbeck's presentation of issues such as race, gender, relationships and characters who are considered to be the 'underdog'.</p>
	<p>Term 5: <b>Speeches through the ages</b></p> <p>Students will study a variety of famous speeches from different periods of time. They will explore the language and structure choices made by the speaker and the influence on their audience.</p> <p>Focus: Students will continue to develop their ability to analyse language and structure choices and make contextual links to the time periods in which they were written.</p>
	<p>Term 6: <b><i>The Crucible</i> by Arthur Miller</b> This text is aimed to bridge the gap between year 9 and their GCSE studies as it is written in a slightly more challenging style. Students will develop the ability to comprehend and analyse the language in this play, which focuses on the Salem witch trials.</p> <p>Focus: Students will develop their inference and deduction skills and make informed predictions based on what they have read. They will explore the conventions of the play form and making informed comments about the text based on contextual links.</p>
<b>Year 10</b>	<p><b>Exam Board:</b> Edexcel <b>Qualification:</b> English Language English Literature</p> <p>In Year 10, students are taught English Language and Literature separately, by a different teacher.</p>



	<p>Term 1 and 2:</p> <p><b>Fictional Writing (Language)</b> Students will write creatively using a range of descriptive techniques whilst also aiming to use varied vocabulary and punctuation choices.</p> <p>Focus: Students will have previously analysed how different writers use language and structure techniques in order to create specific effects. They will now use these techniques in their own writing and continue to develop their creative writing skills in order to create specific effects.</p> <p>(GCSE link: Language paper 1- writing)</p> <p><b>Conflict Poetry Anthology (Literature)</b> Students will study a selection of poems from the Edexcel poetry anthology. These will be thematically linked and fall into a cluster of poems of either: Relationships, Conflict or Time and Place. Students will be examined on these poems at the end of Year 11 in their English Literature exam.</p> <p>Focus: Students will analyse each poem and explore how the poet has used language, form and structure with links made to the context of each poem. They will also explore the poems' subject topics, themes, intentions, techniques and overall tone and develop their ability to make links and comparisons between them.</p> <p>(GCSE link: Literature- paper 2)</p>
	<p>Term 3 and 4:</p> <p><b>19<sup>th</sup> Century Unseen Fiction (Language)</b> Students will read a variety of 19<sup>th</sup> century extracts and explore writers' use of both language and structure.</p> <p>Focus: Students will develop their ability to closely analyse a variety of 19<sup>th</sup> century texts. This will involve looking at the effect of specific techniques and the connotations of specific words and phrases. In addition, students will need to be able to explain the difference between analysing and evaluating a writer's choices.</p>



	<p>(GCSE link: Language paper 1 – reading)</p> <p><b>Boys don't cry by Malorie Blackman</b> Students will study this contemporary novel which explores issues such as teenage pregnancy and homophobia.</p> <p>Focus: Students will focus on analysing how characters develop and change over time, as well as drawing on contextual issues linked to the society that they live in. (GCSE link: Literature- paper 1)</p>
	<p>Term 5:</p> <p><b>Non-fiction writing (Language)</b> Students will create a variety of non-fiction texts which will develop their writing skills and encourage them to write for a specific audience and purpose. They will also have the opportunity to draw upon the unseen poetry that they will be exploring in Literature.</p> <p>Focus: Students will develop their ability to use specific persuasive techniques in their own writing in order to persuade, advise or inform a target audience on a specified topic. (GCSE link: Language paper 2- writing)</p> <p><b>Unseen poetry (Literature)</b> Students will study a selection of poems from a variety of poets and periods in time. Students will be taught how the skills to independently and confidently explore poems.</p> <p>Focus: Students will analyse a variety of poems and explore how the poet has used language, form and structure for effect. Students will also make links between poems that are thematically linked, exploring themes, ideas and perspective. (GCSE link: Literature- paper 2)</p>
	<p>Term 6:</p> <p><b>Non-fiction writing (Language)</b> Students will continue to explore and create a variety of non-fiction texts, developing their ability to write for specific purposes and audiences.</p>



	<p>Focus: Students will continue to develop their ability to use specific and deliberate techniques in their own writing in order to persuade, advise or inform a target audience on a specified topic.</p> <p>(GCSE link: Language paper 2- writing)</p> <p><b>Conflict poetry anthology (Literature)</b></p> <p>During Term 6, students will re-visit the poetry they studied from the anthology in Term 1, drawing on the skills that they have developed when exploring unseen poetry. Students will also be making links and connections between the poems they have studied, as well as learning how to structure a comparative and analytical response to the poems they have read.</p>
<b>Year 11</b>	<p><b>Exam Board:</b> Edexcel <b>Qualification:</b> English Literature</p>
	<p>Term 1</p> <p><b><i>An Inspector Calls</i> by J.B. Priestley</b></p> <p>Students will study this play which was written in 1945 but set in 1912. They will explore the development of characters in the Birling family and make links between these characters and key themes such as responsibility and the class system.</p> <p>Focus: Students will focus on analysing how characters develop and draw comparisons between how a character begins and ends the play, including the similarities and differences between characters' actions and reactions. They will also make links between the characters and themes and contextual factors linked to 1912.</p> <p>(GCSE link: Literature- paper 1)</p>
	<p>Term 2 and 3:</p> <p><b><i>Macbeth</i> by William Shakespeare</b></p> <p>Students will study this classic Shakespearean text and look at the rise and fall of Macbeth's character. They will explore themes such as power, conflict, manipulation and loyalty.</p> <p>Focus: Students will be analysing Shakespeare's use of language and structure in specific extracts taken from the play. They will also explore contextual factors linked to the Jacobean period and apply this context to a whole text question.</p> <p>(GCSE link: Literature- paper 1)</p>



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	<p>Term 4</p> <p><b><i>The Strange Case of Dr Jekyll and Mr Hyde</i> by R.L. Stevenson</b></p> <p>Students will study this text, set in the Victorian period, and analyse Stevenson's presentation of characters and events. Students will explore the concepts of morality, science and religion, good and evil and inner conflict.</p> <p>Focus: Students will explore and analyse how Stevenson creates an atmospheric setting of London, his use of language and structure to build tension and suspense and how key events unfold the mystery surrounding Dr. Jekyll.</p> <p>(GCSE link: Literature- paper 2)</p>
	<p>Term 5:</p> <p><b>Whole Exam Preparation (Language and Literature)</b></p> <p>Focus: Students will be preparing for both their English Literature and Language exams and revising all the texts and techniques which they have studied.</p> <p>(GCSE links: Literature and Language –paper 1 and 2)</p>
	<p>Term 6: N/A</p>
<b>Year 12</b>	<p><b>Exam Board:</b> OCR</p> <p><b>Qualification:</b> English Literature</p>
	<p>Term 1 + 2:</p> <p><b>The Gothic</b></p> <p><b><i>Dracula</i> by Bram Stoker</b></p> <p><b><i>The Picture of Dorian Gray</i> by Oscar Wilde</b></p> <p>Students will study these two famous works of Gothic Literature and develop their understanding of the Gothic conventions. They will explore how each writer uses linguistic techniques to develop characters and build tension and suspense as events unfold. Students will also draw comparisons between the two texts by exploring the writers' intentions, how the texts are thematically linked and the similarities or contrasts between characters. While studying these two texts, students will also explore unseen Gothic extracts from other texts and analyse these extracts by applying their knowledge of the Gothic genre to each extract.</p> <p>Exam links (Paper 2)</p>
	<p>Term 3 + 4:</p> <p><b>Shakespeare and Drama</b></p> <p><b><i>Measure for Measure</i> by William Shakespeare</b></p> <p><b><i>A Doll's House</i> by Henrik Ibsen</b></p>



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	<p>When studying <i>Measure for Measure</i>, students will analyse the language Shakespeare uses to create one of his most famous comedies. Students will explore the development of characters within the play and discuss in detail themes such as corruption and justice.</p> <p>When studying <i>A Doll's House</i>, students will once again be focusing on how language and structure have been used to build characters and foreshadow events to come. Students will explore the role of women in the play and the fate of married women.</p> <p>Exam links: Paper 1</p>
	<p>Term 5 + 6 <b>Coursework</b></p> <p>Students will study a variety of Carol Ann Duffy poems from 'The World's Wife' collection. In each of these poems, the narrator is a character whose voice or story has been subverted. Students will analyse Duffy's portrayal of these characters and her feminist writing in order to create an analytical piece of coursework. Students will also write in the style of Duffy in order to create their own poem for a re-creative piece of coursework. For this piece, students will then write a commentary on how they have successfully imitated Duffy's style by making specific language and structure choices in their own writing.</p>
<b>Year 13</b>	<p><b>Exam Board:</b> OCR <b>Qualification:</b> English Literature</p>
	<p>Term 1 + 2 <b>Coursework</b> <b><i>On Chesil Beach</i> by Ian McEwan</b> <b><i>A Streetcar Named Desire</i> by Tennessee Williams</b></p> <p>Students will study these two texts in order to create a piece of comparative coursework. They will analyse McEwan's presentation of Edward and Florence's relationship and the miscommunication between these two characters. Alongside this text, students will explore Williams' presentation of the relationships between Stanley and Stella and Stella's sister, Blanche. Williams also develops miscommunication and deception between characters allowing students to make connections between these two texts.</p>
	<p>Term 3 + 4: <b>Christina Rossetti Poetry</b></p>



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	<p>Students will study a selection of poems written by the poet Rossetti. They will explore her use of language and structure and the messages she has tried to create behind each of her poems. Students will then make links between this selection of poems and Ibsen's <i>A Doll's House</i>, which students studied in Year 12. They will draw comparisons between the themes and contextual links including the presentation of women, secrecy, restrictions within society and society's expectations.</p> <p>Exam links: Paper 1</p>
	<p>Term 5: <b>Revision</b></p> <p>Students will be preparing for their two English Literature exams and revising all the texts which they have studied.</p> <p>Exam links: Literature paper 1 and 2</p>
<b>Extra-Curricular Activities:</b>	<p>Book Thieves: The first Tuesday of every month at lunchtime in the library.</p>