



THE  
**ROBERT  
NAPIER**  
SCHOOL



## English Curriculum Overview 2023 – 2024

<b>Department Name:</b>	English
<b>Head of Department:</b>	Mrs R Plevak
<b>Subject Teachers:</b>	Ms L Dadd (2 I/C), Mrs E Jones, Miss K Morgan, Mr A Heathfield, Mrs J Bouffard, Mrs C Knibbs, Mrs V Goblyosne Pinczes, Mr L Onah
<b>Accommodation and Resources:</b>	The English Department is located on the first and second floor of the Caxton building. There are 9 classrooms, one of which is equipped with computers. There is an additional computer room that can be booked for English lessons as well. There is also the library located on the second floor of the Caxton building; this can be booked for lessons, including Bedrock reading intervention.
<b>What will students learn each year?</b>	
<b>Year 7</b>	<ul style="list-style-type: none"><li>• <u>7.1 Myths and Legends</u> – students read a range of texts encompassing Greek mythology and legendary heroes.<ul style="list-style-type: none"><li>○ Focus: developing writing skills while bridging the transition from primary to secondary school. Students will use the studied texts as stimulus to create their own myth or legend</li></ul></li><li>• <u>7.2 Outlaw by Michael Morpurgo</u> – students will study this modern novel which is a reimagining 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.<ul style="list-style-type: none"><li>○ Focus: identifying quotations, selecting the most relevant information from a text, and analyse words and phrases a writer has used; developing an understanding of what it means to look at the 'effect' of language choices</li></ul></li><li>• <u>7.3 War Poetry</u> – students read a range of poetry which represents varying experiences of WW1 and the attitudes shared by soldiers, generals and civilians from the era<ul style="list-style-type: none"><li>○ Focus: exploring contextual links and preparing students for deeper analysis of language; comparing how writers present their ideas and perspectives about the war</li></ul></li><li>• <u>7.4 Novel Study</u> – students study one of the following novels: <i>Once and Then</i>, <i>Private Peaceful</i>, <i>Ghost Game</i>, Roald Dahl's short stories<ul style="list-style-type: none"><li>○ Developing analytical skills, including inference and deduction.; consider how writers develop dramatic irony, as each text features characters that misinterpret or misunderstand the world around them</li></ul></li><li>• <u>7.5 Non-Fiction from Other Cultures</u> – students go on a 'world tour', reading a variety of non-fiction text types inspired by different continents, countries, and cultures.<ul style="list-style-type: none"><li>○ 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</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>• <u>7.6 Introduction to Shakespeare</u> – students will study a variety of extracts from a range of Shakespearean play with a focus on female characters. This will enable them to explore different forms and genres and make links between the texts and the historical context <ul style="list-style-type: none"> <li>○ Focus: exploring the use of language and form from extracts, including plays and poems</li> </ul> </li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• <u>8.1 Gothic Literature</u> – students study a range of Gothic short stories considering how writers establish atmosphere settings. Students will then create their own Gothic short story following the Gothic conventions <ul style="list-style-type: none"> <li>○ Focus: analysing the writer's use of language and structure in order to create a Gothic atmosphere; students will replicate this in their own writing</li> </ul> </li> <li>• <u>8.2 Gothic Film</u> – students study a range of gothic-inspired film clips and consider how directors utilize gothic conventions to create atmosphere on film <ul style="list-style-type: none"> <li>○ Focus: analysing directors' choices of film techniques in order to create a gothic atmosphere; students will analyse an unseen clip</li> </ul> </li> <li>• <u>8.3 Poetry from Other Experience</u> – students study a variety of poetry inspired by other cultures and experiences. <ul style="list-style-type: none"> <li>○ Focus: Develop and understanding of contextual influences which can reinforce analytical skills; developing comparison skills</li> </ul> </li> <li>• <u>8.4 Campaign Central</u> – students study the impact of a variety of non-fiction texts and sources in order to create their own charity campaign <ul style="list-style-type: none"> <li>○ Focus: students will create a charity and develop a variety of non-fiction resources to promote it, including a presentation</li> </ul> </li> <li>• <u>8.5 Diverse Shorts</u> - students study a collection of short fiction <ul style="list-style-type: none"> <li>○ Focus: developing analytical skills, including inference and deduction; focus on character creation and the development of voice</li> </ul> </li> <li>• <u>8.6 Shakespeare – Romeo and Juliet</u> – students study this Shakespearean tragedy, further reinforcing their understanding of Shakespearean drama and contextual links <ul style="list-style-type: none"> <li>○ Focus: developing analytical skills for drama with particular focus on characters and themes</li> </ul> </li> </ul>
<b>Year 9</b>	<p><b>Year 9 is a bridging year so students can embed key skills and knowledge from KS3 and begin preparing for GCSE-level content and criteria.</b></p> <ul style="list-style-type: none"> <li>• <u>9.1 Dystopian Fiction</u> – students study a range of extracts from the dystopian genre and consider how writers establish unique settings and societies from distant futures or alternate realities <ul style="list-style-type: none"> <li>○ Focus: analysing depictions of characters and settings with a focus on specific language and structure choices. Students to use the ideas from texts as inspiration for their own dystopian fiction</li> </ul> </li> <li>• <u>9.2 Novel Study</u> – students study a dystopian novel in detail <ul style="list-style-type: none"> <li>○ Focus: developing analytical skills, including inference and deduction; focus on character creation</li> </ul> </li> <li>• <u>9.3 Dramatic Voices</u> – students read a variety of poems, such as dramatic monologues, which focus on strong, dramatic narrators. Students explore the way each poet has presented the character or narrator in the poem <ul style="list-style-type: none"> <li>○ Focus: analytical skills which focus on how the character or narrator's voice in the poem has been effectively created through various techniques. Students will use these techniques to craft a poem in a similar style to one studied</li> </ul> </li> <li>• <u>9.4 Drama Study</u> – students to study <i>The Crucible</i> by Arthur Miller as a way to bridge the gap between year 9 and GCSE Literature <ul style="list-style-type: none"> <li>○ Focus: develop inference and deduction skills and make informed predictions based on prior reading; exploring conventions of the play and making contextual links</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• <u>9.5 Hidden Voices</u> - students study a variety of texts from marginalized voices and consider the issues and the importance of having a voice <ul style="list-style-type: none"> <li>◦ Focus: develop analytical skills and use contextual understanding of various time periods to support analysis</li> </ul> </li> <li>• <u>9.6 Shakespeare – Macbeth</u> - students study this Shakespearean tragedy, further reinforcing their understanding of Shakespearean drama and contextual links. This is also the first GCSE text that students will encounter</li> <li>• Focus: developing analytical skills for drama with particular focus on characters and themes; developing skills related to GCSE assessment objectives</li> </ul>
<b>Year 10</b>	<p><b>Exam Board: Edexcel – English 2.0 (LIFT) and Literature</b></p> <ul style="list-style-type: none"> <li>• <u>10.1 – Unseen Poetry</u> - Students study a selection of poems from a variety of poets and time periods <ul style="list-style-type: none"> <li>◦ Focus: analysing a variety of poems and exploring how language, structure and form are used. Consideration of how themes are linked between poems.</li> </ul> </li> <li>• <u>10.2 – Conflict Poetry</u> – students study the Conflict poetry collection from the Edexcel poetry anthology <ul style="list-style-type: none"> <li>◦ Focus: analysing each poem and explore how language, structure and form are used to create meaning; developing links between the poems</li> </ul> </li> <li>• <u>10.3 – Language Paper 2 – Writing Section</u> – students explore a variety of non-fiction texts <ul style="list-style-type: none"> <li>◦ Focus: develop the ability to use specific and deliberate techniques in own writing to persuade, advise, or inform a specific audience on a given topic</li> </ul> </li> <li>• <u>10.4 – Language Paper 2 – Reading Section</u> – explore a variety of non-fiction texts that are thematically linked <ul style="list-style-type: none"> <li>◦ Develop comparative skills to analyse a variety of non-fiction texts, making links and connections, and evaluation differences; analyse the effect of language and structure</li> </ul> </li> <li>• <u>10.5 – Post-1914 Literature (<i>Boys Don't Cry / Animal Farm</i>)</u>; complete NEA Spoken Language – Students study a contemporary novel to explore relevant issues <ul style="list-style-type: none"> <li>◦ Focus: analysing characters and their development; drawing on contextual issues linked to the society in which they live</li> <li>◦ NEA Spoken Language – time will be given in class to prepare and record – may go into term 6</li> </ul> </li> <li>• <u>10.6 – Language Paper 1 – Writing Section / Revision for Mocks</u> – students will write creatively using a range of descriptive techniques, while also aiming to use varied vocabulary and punctuation <ul style="list-style-type: none"> <li>◦ Focus: draw on techniques previously studied to develop their own creative writing skills</li> </ul> </li> </ul>
<b>Year 11</b>	<p><b>Exam Board: Edexcel – English 2.0 (LIFT) and Literature</b></p> <ul style="list-style-type: none"> <li>• <u>11.1 Language Paper 1 – Reading Section</u> – students will read a variety of 19<sup>th</sup> Century non-fiction extracts and explore writers' use of language and structure <ul style="list-style-type: none"> <li>◦ Focus: develop ability to closely analyse a variety of 19<sup>th</sup> century non-fiction texts; develop ability to analyse and evaluate</li> </ul> </li> <li>• <u>11.2 19<sup>th</sup> Century Literature (<i>Jekyll &amp; Hyde / A Christmas Carol</i>)</u> – students will study a 19<sup>th</sup> century text, focusing on how the writer uses language and structure to create meaning <ul style="list-style-type: none"> <li>◦ Focus will be on character development, analysis of themes, and making connections between extracts and the whole text</li> </ul> </li> <li>• <u>11.3 Macbeth – review</u> – Students revisit <i>Macbeth</i> which was previously studied at the end of Year 9</li> <li>• <u>11.4 Unseen Poetry/Conflict Poetry review</u> - students revisit poetry to revise skills needed to analyse poetry and to recall context about poems in the Conflict collection</li> </ul>



	<ul style="list-style-type: none"> <li>• <u>11.5 Language Papers review / Revision</u> - students revise the skills needed for both Language Papers – reading and writing sections</li> </ul>
Year 12	<p><b>Exam Board: AQA A-Level Language and Literature</b></p> <p><b>12.1-3A – Dramatic Encounters - A Streetcar Named Desire</b></p> <ul style="list-style-type: none"> <li>• Students explore the ways that conflicts are presented, the meanings that can be inferred from the language used and the contextual reasons for these conflicts. They explore dramatic techniques, including natural speech features, how language is used to create characters, how characters assert power through language and behaviour, and how conflict is used to create dynamic narratives and address the wider themes in the play.</li> </ul> <p><b>12.1-3B – Remembered Places – Paris Anthology</b></p> <ul style="list-style-type: none"> <li>• Students study the AQA: Paris Anthology, which includes a wide range of text types with emphasis on non-fiction and non-literary texts. Students explore the ways in which the wide variety of text producers, writers, and speakers, present places, societies, people and events. Students explore aspects of identity, representation, point of view, and genre conventions</li> </ul> <p><b>12.4-6A – Writing about Society – The Great Gatsby</b></p> <ul style="list-style-type: none"> <li>• Students study a text and consider the way writers present people, shape narrative, the way speech and thought processes are used, and how situations of conflict are used to express ideas about society's values and concerns. Students craft a recreative writing and then provide critical commentary on their work.</li> </ul> <p><b>12.4-6B – Poetic Voices – Seamus Heaney</b></p> <ul style="list-style-type: none"> <li>• Students are concerned with the nature and function of the poetic voice in the telling of events and the presentation of people. Exploration of the presentation of time, the importance of place, the use of relationships, and the presentation of events are looked at in detail.</li> </ul>
Year 13	<p><b>Exam Board: AQA A-Level Language and Literature</b></p> <p><b>13.1-3A – NEA – Making Connections (Essay)</b></p> <ul style="list-style-type: none"> <li>• Students undertake an independent investigation to make connections between a literary text and non-literary material. Connections must be based on a chosen theme or on the idea that particular linguistic strategies and features may occur in different types of material.</li> </ul> <p><b>13.1-3B – Imagined Worlds - The Lovely Bones</b></p> <ul style="list-style-type: none"> <li>• Students explore the imagined world of a text which contains unusual narratives, narrators, and events. Students explore key aspects of the text and analyse the language choices made by writers, including point of view, characterization, presentation of time and space, narrative structure.</li> </ul> <p><b>13.4-5A – Revision</b></p> <ul style="list-style-type: none"> <li>• Revision for Paper 1</li> </ul> <p><b>13.4-5B – Revision</b></p> <ul style="list-style-type: none"> <li>• Revision for Paper 2</li> </ul>
<b>Extra-Curricular Activities:</b>	TBC

