Curriculum Plan
Department/subject: English
Our Vision: **We take opportunities and aspire to excellence**
Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 8	Autumn 1- **The Gothic**	Autumn 2- **'Macbeth'**	Signpost/notes
Knowledge to be taught	- Narrative structures and techniques and their effect. - Conventions of the genre - Developing language and structural analysis - Developing and understanding of context and writers' ideas/intention. - Identifying themes within a literary text. - Identifying and analysing the impact on the reader/readers reaction to a text. - Narrative and character stereotypes - Creative writing skills- descriptive and narrative - Stylistic skills - Adapting writing to suit purpose, form and audience	- Developing and understanding of context and its impact on the writers' ideas/intention. - Narrative structures and techniques used in drama and their effect. - Identifying and analysing the impact on the audiences' reaction to a text. - Identifying themes within a literary text. - Developing language and structural analysis.	- Sequencing - Strategies to embed concepts in long term memory - Careers - SMSC - Mental/physical development - Literacy - Numeracy - Extra-curricular
Key words	Gothic, literary, fiction, hero, villain, protagonist, antagonist, supernatural, stereotype, convention, genre	Exposition, Dilemma, Climax, Resolution, Conclusion, Soliloquy, Dramatic irony, Foreshadowing, Protagonist, Antagonist	
Links to prior knowledge	- Creative and narrative writing skills - Genre and narrative skills	- Previous Shakespearian plays and texts studied. - Previous drama texts and skills studied - Previous language and structural analysis skills.	

How knowledge is assessed	A short piece of writing meeting the conventions of the genre. 'Write a short gothic story aimed at teenagers.'	Textual analysis of the play and key extracts. 'How is Lady Macbeth presented as a powerful woman in this extract and the wider play?'	
How gaps will be addressed	• Formative marking of narrative writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece	• Formative marking of narrative writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece	
Cultural capital lessons	Embedded within the scheme of work. • Narratives from different time periods • Narratives from different genders and social background. • Exploration of the conventions of the genre. • Exploration of the impact of the genre in popular culture.	Embedded within the scheme of work. • Narratives from different time periods • Exploration of the conventions of the genre. Exploration of the presentation of gender	

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Year 7	Spring 1- **Non-Fiction Writing**	Spring 2- **'Scandal in Bohemia'**	Signpost/notes
Knowledge to be taught	- Persuasive writing skills - Language analysis - Structural analysis - Communication and composition skills for persuasive letters. - Crafting tone, style and register to match purpose and audience - Inference and deduction - Constructing a balanced and coherent argument	- Narrative structures and techniques and their effect. - Developing language and structural analysis - Developing and understanding of context and writers' ideas/intention. - Developing understand of genre and it's conventions - Identifying and analysing the impact on the reader/readers reaction to a text. - Identifying themes within a literary text. - Creative writing skills- descriptive and narrative - Stylistic skills - Adapting writing to suit purpose, form and audience	- Sequencing - Strategies to embed concepts in long term memory - Careers - SMSC - Mental/physical development - Literacy - Numeracy - Extra-curricular
Links to prior knowledge	- Persuasive writing skills - Letter writing - Non-fiction text analysis - Forming an opinion - Inference and deduction skills	- Reading skills - Character analysis - Narrative and generic conventions - Narrative and descriptive writing skills	
How knowledge is assessed	Non-fiction writing and debating on the topic of Climate and the Environment 'Write a letter to the editor of a broadsheet newspaper in which you voice your strong opinions on a subject of your own choice.'	Either: Write a description of a deserted street at night Or: Write the opening of a story that is set in a city at night.	

How gaps will be addressed	• Formative marking of analytical writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece • S+L assessment of class debate	• Formative marking of narrative writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece •	
Cultural capital lessons	Embedded within the scheme of work. • Exploration of topics surrounding climate and the environment and issues affecting this. • Crafting writing to suit purpose, audience and form.	Embedded within the scheme of work. • Narratives from different time periods • Narratives from different genders and social background. Exploration of the conventions of the genre	

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Year 7	Summer 1- **'Noughts and Crosses'**	Summer 2- **'Voices'**	Signpost/notes
Knowledge to be taught	• Narrative structures and techniques used in drama and their effect. • The features and conventions of a drama text • Developing and understanding of context and its impact on the writers' ideas/intention. • Language analysis • Structural analysis • Identifying and analysing the impact on the audiences' reaction to a text.	• Developing language and structural analysis in fiction, non-fiction and poetry texts. • Developing and understanding of context and writers' ideas/intention. • Identifying and analysing the impact on the reader/readers reaction to a text. • Identifying themes within a text	• Sequencing • Strategies to embed concepts in long term memory • Careers • SMSC • Mental/physical development • Literacy
Links to prior knowledge	• Drama texts studied • Dramatic skills and techniques	• Previous analytical units- fiction, non-fiction and poetry.	

	• Narrative structures		• Numeracy • Extra-curricular
How knowledge is assessed	'Explore the ways in which opposites are presented in Noughts and Crosses through the characters of Sephy and Cameron.'	Analysis of the presentation of a culturally diverse character/group.	
How gaps will be addressed	• Formative marking of narrative writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece	• Formative marking of narrative writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece	
Cultural capital lessons	Embedded within the scheme of work. • Develop understanding of significant and on-going events- Racial segregation and tension. • Empathy- racial tension and apartheid.	Embedded within the scheme of work • Exploration of a range of cultural, gender, race, sexuality issues and how these are presented in a range of fiction, non-fiction and poetry texts.	