



Curriculum Overview: English

Exam Board: Board

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p>Heroes, Gods and Monsters</p> <ul style="list-style-type: none"> ○ Greek Mythology and the influence it has had throughout history ○ Traits of characters (Prop's characters) 	<p>Heroes, Gods and Monsters</p> <ul style="list-style-type: none"> ○ Journey of a hero ○ Narrative perspective ○ Vocabulary and word classes ○ Selecting relevant evidence 	<p>Frankenstein</p> <ul style="list-style-type: none"> ○ What is a villain? (Prop's characters) ○ Gothic genre ○ Conventions of a play ○ Using relevant evidence to support ideas 	<p>Frankenstein</p> <ul style="list-style-type: none"> ○ Man v God(s) ○ Man v Nature ○ Vocabulary and word classes 	<p>Dystopian Writing</p> <ul style="list-style-type: none"> ○ Anecdotal narrative structure linking to the 7 basic plots ○ Prop's characters ○ Language techniques, word classes, sentence types, using punctuation ○ Dystopian genre 	<p>The Tempest</p> <ul style="list-style-type: none"> ○ Language analysis (extract) ○ Plot structure of a play ○ Dramatic techniques ○ Conventions of a comedy play ○ What is a monster? ○ Context: Gender, treason, colonialism
8	<p>Conflict Poetry</p> <ul style="list-style-type: none"> ○ Poetic devices ○ Comparing speakers voice ○ Man v Man/Nature/ Self ○ Context: WW1, WW2, conflict over time 	<p>Animal Farm</p> <ul style="list-style-type: none"> ○ Allegory, symbolism, extended metaphor ○ Trace a theme over a text ○ Man v Man/ Nature/ Society/ Self/ Environment 	<p>Animal Farm</p> <ul style="list-style-type: none"> ○ Contextual factors: politics, Russian Revolution ○ Vocabulary, word classes ○ Use relevant evidence to support ideas and link to relevant context 	<p>Fantasy Writing</p> <ul style="list-style-type: none"> ○ Genre conventions ○ Cyclical structure ○ Prop's characters ○ Language techniques, word classes, sentence types ○ Using a range of punctuation 	<p>Lord of the Flies</p> <ul style="list-style-type: none"> ○ Symbolism ○ Characterisation ○ Prop's characters ○ Context: WW2, colonialism ○ Effect of vocabulary and word choice 	<p>Lord of the Flies</p> <ul style="list-style-type: none"> ○ Use relevant evidence to support ideas and link to relevant context, when exploring character development
9	<p>Civil Rights Poetry</p> <ul style="list-style-type: none"> ○ Poetic devices ○ Comparisons and links between poems and to relevant context ○ Rhetoric 	<p>Blood Brothers</p> <ul style="list-style-type: none"> ○ Context: class, family ○ Dramatic techniques ○ Introduction to conventions of tragedy genre ○ Propps characters ○ Analysis of relationship between characters 	<p>Oliver Twist</p> <ul style="list-style-type: none"> ○ Linear narratives ○ Propp's characters ○ Context: class, family, gender, poverty, morals ○ Effect of writer's choice of language ○ Victorian period 	<p>Oliver Twist</p> <ul style="list-style-type: none"> ○ Essay writing techniques and structure ○ Effectively using relevant evidence to interpret writer's intentions and purpose of characters 	<p>Gothic Writing</p> <ul style="list-style-type: none"> ○ Non linear narrative ○ Gothic conventions, supernatural ○ Using vocabulary and language techniques for an intended effect ○ Using a range of punctuation for effect 	<p>Romeo and Juliet</p> <ul style="list-style-type: none"> ○ Tragic flaws ○ Analysis of language and dramatic techniques ○ Tracing character and theme development through a text ○ Context: gender, family, rights, historical
10	<p>An Inspector Calls</p> <ul style="list-style-type: none"> ○ Priestley's methods to create meaning and effect ○ Structure of the play ○ Context: gender, class, causation, consequence, audience and morality ○ Exam technique 	<p>English Language Paper 1</p> <ul style="list-style-type: none"> ○ Structural techniques for effect ○ Language techniques for effect ○ Evaluating a statement ○ Communicate clearly, effectively and imaginatively 	<p>Macbeth</p> <ul style="list-style-type: none"> ○ Shakespearean tragedy conventions, tragic hero and flaws ○ Context: historical ○ Shakespeare's use of language and dramatic techniques to create meaning and effect ○ Exam technique 	<p>Poetry Anthology</p> <ul style="list-style-type: none"> ○ Analyse poetic and language devices Identify, interpret and explain voice, theme and key ideas in a poem ○ Compare and make connections across different poems (Exam technique) 	<p>Jekyll and Hyde</p> <ul style="list-style-type: none"> ○ Gothic conventions ○ Context: historical ○ Stevenson's use of narrative structure and language choice to create meaning and effect 	<p>English Language Paper 1</p> <ul style="list-style-type: none"> ○ Structural techniques for effect ○ Language techniques for effect ○ Evaluating a statement ○ Communicate clearly, effectively and imaginatively
11	<p>Language Paper 2</p> <ul style="list-style-type: none"> ○ Compare writer's viewpoints ○ Compare writer's methods ○ Communicate and organise writing, to express a point of view, in a specific form 	<p>Literature Paper 2</p> <ul style="list-style-type: none"> ○ AIC: Revision and consolidation of, themes, characters, plot ○ Unseen poetry ○ Anthology and Unseen: Comparing poems ○ Exam technique 	<p>Language Paper 1</p> <ul style="list-style-type: none"> ○ Structural techniques for effect ○ Language techniques for effect ○ Evaluating a statement ○ Communicate clearly, effectively and imaginatively 	<p>Literature Paper 1</p> <ul style="list-style-type: none"> ○ Analysing an extract ○ Making links to wider text ○ Understanding writer's intentions and methods to create meaning ○ Making specific contextual links 	<p>Exam preparation</p> <ul style="list-style-type: none"> ○ Walking Talking Mocks ○ Content retrieval ○ Exam skills practice ○ Interventions 	<p>Exam preparation</p> <ul style="list-style-type: none"> ○ Walking Talking Mocks ○ Content retrieval ○ Exam skills practice ○ Interventions