



Curriculum Overview: English

Exam Board: **AQA**

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

7

Heroes, Gods and Monsters

- o Knowing Greek mythology purpose and conventions of genre
- o The influence Greek myths have had throughout history
- o Knowing the stories that built civilisation

Heroes, Gods and Monsters

- o Exploring a heroes journey
- o Gender roles in Ancient Greek Society
- o Manipulation, oppression and power
- o Relationships between the Gods and humans

Frankenstein

- o Man v God/Man v Nature
- o Knowing the Story
- o Knowing Gothic conventions – monsters, marginalisation, women in distress
- o What is a villain?

Frankenstein

- o Knowing Context: Shelley's life, science, society and religion, appearance and discrimination
- o Exploring the stereotypes of females and monster

Dystopian Writing

- o Knowing language techniques, word classes, sentence types and accurate using punctuation
- o Exploring the dystopian genre and conventions
- o Linear narrative

The Tempest

- o Knowing the plot, characters and structure of the play
- o Knowing the conventions of a play
- o Context: gender, treason, colonialism and Shakespeare's beliefs

8

Conflict Poetry

- o Knowing types of conflict
- o Knowing poetry conventions: sonnets, stanza, voice, rhyme, rhythm
- o Context: WW1, WW2, conflict over time, poets' views, life and experiences

Animal Farm

- o Knowing plot and events of novel
- o Exploring the traits of characters
- o Symbolism through characters
- o The False Hero, the Villain and heroic acts

Animal Farm

- o Exploring Orwell's views, experiences and beliefs
- o Knowing contextual factors: politics, Russian revolution

Fantasy Writing

- o Knowing genre conventions
- o Symbolism and symbols can be used for effect
- o Figurative language, word classes, sentence types

Lord of the Flies

- o Symbolism – constant symbols used throughout the text
- o Knowing Context: WW2, colonialism
- o Characters as representations of themes and author's viewpoint

Lord of the Flies

- o Changes and development of characters over the text
- o Heroic and villainous acts in the novel
- o Knowing and using the conventions of a speech

9

Civil Rights Poetry

- o Knowing poetry conventions – stanza, enjambment, caesuras, dramatic monologue
- o Exploring conflict types – identity, advocacy, marginalisation, justice, freedom and oppression

Blood Brothers

- o Knowing plot, relationships between characters, themes and structure
- o Knowing context: class, family, division, fate
- o Knowing the conventions of tragedy genre

Oliver Twist

- o Knowing linear narratives
- o Context: class, family, gender, poverty, morals
- o Dickens' beliefs and attitudes towards Victorian society

Oliver Twist

- o Exploring Dicken's choice of language being used to convey his message
- o Knowing Context: Victorian period, social and historical
- o Character purpose

Gothic Writing

- o Knowing Foreshadowing, pathetic fallacy, figurative language
- o Gothic convention – mystery and fear, supernatural, character, setting and atmosphere,

Romeo and Juliet

- o Development and changes of Romeo and Juliet as characters
- o Conflict progression and resolution
- o Context: gender, family, rights, historical, Shakespearean society

10

An Inspector Calls

- o Understanding Priestley's beliefs and use of characters to convey them
- o Knowing context: gender, class, time period, causation, consequence, audience beliefs and morality

English Language Paper 1

- o Knowledge of language techniques
- o Structural techniques
- o Focus of the statement
- o Evaluate a statement
- o Language techniques and word classes

Macbeth

- o Knowing plot, character, themes, genre and structure of the play
- o Knowing the Shakespearean tragedy conventions of tragic hero, hamartia, hubris
- o Context: historical, religious

Macbeth

- o King James I, Divine Right of Kings, Great Chain of Being
- o Relationship between characters, themes events in the play and context

Jekyll and Hyde

- o Knowing gothic conventions: contrast and juxtaposition of settings, character
- o Context: historical, scientific, societal expectations
- o Understanding Stevenson's beliefs, viewpoints and message

Language Paper 1

- o Language choice
- o Structural choice
- o Evaluating a statement with person response, and development
- o Technical accuracy, content and organisation of a creative piece

11

Language Paper 2

- o Inference
- o Comparison
- o Writer's viewpoints expressed through language and structural choice
- o Personal opinion, viewpoints and beliefs

Poetry Anthology

- o Content of anthology poems
- o Poetic voice, language and structural choice, themes
- o Comparison of poetic voice, language and structural choice, themes

Language Paper 1

- o Planning structures and approaches
- o Consolidating knowledge
- o Strengths and areas for development Knowing strategies for exam responses

Literature Paper 1

- o Planning structures and approaches
- o Content retrieval
- o Context retrieval
- o Key extracts
- o Consolidating knowledge and applying this through the exam

Exam Preparation

- o Content retrieval
- o Planning strategies for particular questions
- o Timings
- o Exam skills practice

Exam Preparation

- o Content retrieval
- o Planning Strategies for particular questions
- o Timings
- o Exam skills practice