

## English Curriculum Overview

Below is a curriculum overview, showing what is taught at each stage of the year.

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Year 7</b>	<p><b>Topic:</b> Having A Voice &amp; The Isca Way</p> <p><b>Overview:</b> Students begin studying relevant and topical issues in society, practicing their transactional writing, which is used as an early baseline assessment. Students then move into studying ‘The Isca Way’ – which is a premise driven academic writing approach used when responding to Literature.</p> <p><b>Mid-Cycle Assessment:</b> A transactional piece of writing: <b>In this day and age, there isn’t a problem with gender inequality anymore. Write a letter to the editor of a newspaper explaining your view.</b></p> <p><b>Assessment Week:</b> The Isca Way based on an extract from ‘Boy’: <b>How does Dahl use language to present Hardcastle?</b></p>	<p><b>Topic:</b> Of Mice and Men</p> <p><b>Overview:</b> Students study this canonical text, exploring the issues of: friendship, social injustice, gender, and life in 1930s America. Students respond critically to Steinbeck’s use of language and structure – developing their premise driven arguments from Cycle 1.</p> <p><b>Mid-Cycle Assessment:</b> The Isca Way based on their reading of ‘Of Mice and Men’ to date: <b>How does Steinbeck establish the hierarchy of the ranch in chapter 2?</b> <b>Write about:</b></p> <ul style="list-style-type: none"> <li>• <b>What Steinbeck suggests about people in power</b></li> <li>• <b>How Steinbeck has crafted descriptions of the setting</b></li> <li>• <b>How Steinbeck has crafted descriptions of characters</b></li> </ul> <p><b>Assessment Week:</b> Explore the ways Steinbeck present inequalities in society?</p>	<p><b>Topic:</b> Conflict Poetry &amp; Merchant of Venice</p> <p><b>Overview:</b> Students study important historical and modern conflict poetry – using their knowledge of The Isca Way from Cycle 1 and Cycle 2, to write about more complex literature forms. Students then move on to The Merchant of Venice – linking their understanding of social injustice from Of Mice and Men, to a text from the 1600s.</p> <p><b>Mid-Cycle Assessment:</b> The Isca Way based a poetry comparison: <b>compare the ways poets present conflict.</b></p> <p><b>Assessment Week:</b> The Isca Way based on an extract from The Merchant of Venice: <b>How does Shakespeare present Shylock in ‘The Merchant of Venice’?</b></p>

	Cycle 1	Cycle 2	Cycle 3
Year 8	<p><b>Topic:</b> Gothic Literature &amp; Animal Farm</p> <p><b>Overview:</b> Student begin Year 8 studying some thrilling Gothic Literature from a range of time periods, ending in a piece of creative writing. Students then move on to the study of Animal Farm, and link their understanding of social injustice, and power and conflict (from Y7: Of Mice and Men, Conflict Poetry and The Merchant of Venice) to the text.</p> <p><b>Mid-Cycle Assessment:</b> Create writing based on a Gothic image.</p> <p><b>Assessment Week:</b> The Isca Way based on Chapter 5: <b>How are the animals beginning to resemble man?</b></p>	<p><b>Topic:</b> London &amp; Having A Voice</p> <p><b>Overview:</b> Student study the seemingly voiceless and vulnerable in society from: William’s Blake depiction of London in 1792 to Dickens’ Oliver Twist in 1837 and Conan Doyle’s Sign of Four in 1889. Students then consider topical and relevant issues in today’s society – producing an opinion piece in response to what they’ve learnt.</p> <p><b>Mid-Cycle Assessment:</b> The Isca Way based on an extract from Oliver Twist: <b>How does the writer use language here to describe the conditions of the workhouse?</b></p> <p><b>Assessment Week:</b> A transactional piece of writing: <b>In this day and age, there isn’t a problem with gender inequality anymore. Write a letter to the editor of a newspaper explaining your view.</b></p>	<p><b>Topic:</b> Love &amp; Relationship Poetry &amp; Romeo and Juliet</p> <p><b>Overview:</b> Students build on their poetry skills from Cycle 3 in Y7 to study poems which explore love and relationships, which leads into the study of the Romeo and Juliet.</p> <p><b>Mid-Cycle Assessment:</b> The Isca Way based on a poem comparison: <b>Compare the ways poets present their feelings about love.</b></p> <p><b>Assessment Week:</b> The Isca Way based on an extract from Romeo and Juliet: <b>explain how Shakespeare present violence and death as inevitable result of conflict.</b></p>

	Cycle 1	Cycle 2	Cycle 3
Year 9	<p><b>Topic:</b> Power &amp; Conflict Poetry</p> <p><b>Overview:</b> Students study 7 of the 15 poems from the Power &amp; Conflict anthology.</p> <p><b>Mid-Cycle Assessment:</b> Single poem analysis: Way Photographer.</p> <p><b>Assessment Week:</b> Compare the ways poets present conflict in Remains and one other poem of your choice from the Power &amp; Conflict collection.</p>	<p><b>Topic:</b> A Christmas Carol</p> <p><b>Overview:</b> Students read and analyse A Christmas Carol applying their knowledge of social injustice from previous years. They study the text through a critical lens – thoughtfully considering Dickens’ intentions.</p> <p><b>Mid-Cycle Assessment:</b> The Isca Way based on an extract from the novel: <b>How does Dickens present Scrooge in the extract and the novel as a whole?</b></p> <p><b>Assessment Week:</b> The Isca Way based on an extract from the novel: <b>How does Dickens present poverty in the extract and the novel as a whole.</b></p>	<p><b>Topic:</b> An Inspector Calls</p> <p><b>Overview:</b> Students read and analyse An Inspector Calls applying their knowledge of social injustice from previous years. They also apply their new knowledge of life in 1843 (portrayed in A Christmas Carol) and consider how things have changed in 1912 and 1945. They study the text through a critical lens – thoughtfully considering Priestley’s intentions.</p> <p><b>Mid-Cycle Assessment:</b> The Isca Way: <b>How does Priestley present the character of the Inspector?</b></p> <p><b>Assessment Week:</b> The Isca Way: <b>How does Priestley present social class in An Inspector Calls?</b></p>

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Year 10	<p><b>Topic:</b> An Inspector Calls and A Christmas Carol</p> <p><b>Overview:</b> Reading, analyses and exploration of these two GCSE Literature texts.</p> <p><b>Mid-Cycle Assessment:</b> How does Priestley present the character of the Inspector?</p> <p><b>Assessment Week:</b> Mock Literature Exam: <b>Paper 1</b> An Inspector Calls &amp; A Christmas Carol</p>	<p><b>Topic:</b> Macbeth &amp; unseen poetry</p> <p><b>Overview:</b> Reading, analyses and exploration of these two GCSE Literature texts – with interleaving of An Inspector Calls and A Christmas Carol.</p> <p><b>Mid-Cycle Assessment:</b> Mock Literature Exam: <b>Paper 1</b> An Inspector Calls &amp; A Christmas Carol and <b>Paper 2</b> Macbeth &amp; Unseen Poetry</p> <p><b>Assessment Week:</b> This will be planned to address the area most in need of development from the mock exams.</p>	<p><b>Topic:</b> Revision for Literature exam &amp; Language Paper 1 and Paper 2</p> <p><b>Overview:</b> Students will sit their Literature exam in May/June. Revision lessons will ensure an even coverage of all 4 Literature texts, and will address the areas most in need – informed by mock exams and Friday writing practice.</p> <p><b>Mid-Cycle Assessment:</b> GCSE Literature Exam</p> <p><b>Assessment Week:</b> Spoken Language Endorsement Recording</p>

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Year 11	<p><b>Topic:</b> Language Paper 1 and Paper 2</p> <p><b>Overview:</b> Students are introduced to Language GCSE Paper 1 &amp; Paper 2</p> <p><b>Mid-Cycle Assessment:</b> pre-mock: Language Paper 1 (2018)</p> <p><b>Assessment Week:</b> Mock exam: Language Paper 1 &amp; Paper 2 (Sample AQA paper – common Trust mock paper).</p>	<p><b>Topic:</b> Literature revision</p> <p><b>Overview:</b> Student revise their set texts for Literature GCSE: Power &amp; Conflict Poetry, Macbeth, A Christmas Carol, &amp; Inspector Calls. Every Friday, students practice their Language GCSE skills – with a focus on the highest mark questions (Q4s and Q5s)</p> <p><b>Mid-Cycle Assessment:</b> Literature mock: Paper 1 (new 2021 Sample AQA paper)</p> <p><b>Assessment Week:</b> Mock exam: Language Paper 1 and Paper 2, and Literature Paper 1 and Paper 2.</p>	<p><b>Topic:</b> Language and Literature Revision</p> <p><b>Overview:</b> Revision lessons will ensure an even coverage of all 4 Literature texts as well as Language Paper 1 &amp; Paper 2 - and will address the areas most in need – informed by mock exams and Friday writing practice.</p> <p><b>Mid-Cycle Assessment:</b> This will be planned to address the area most in need of development from the mock exams.</p>