

## English course overview

### Key Stage 3

#### Year 7

##### **Poetry**

In this unit we study a range of poems from pre 1914 to contemporary poems. The unit also includes an introduction to the works of Chaucer. We practise analysing language and structure and developing formal academic essay writing.

To consolidate their learning, students will produce an anthology of poems they have written and write a reflection on each poem.

##### **Novel**

In this unit we read and study *Oliver twist* by Charles Dickens and explore themes raised in the novel such as: childhood, poverty and the hardships of life, for some, in Victorian London. We then compare extracts from *Jane Eyre* and *Great Expectations* making links between the 19<sup>th</sup> Century texts. In addition to developing their reading and comprehension skills, the students will complete creative writing tasks and continue to work on their analytical essay writing skills.

The students will conduct an independent research on life in Victorian London.

To support their learning students can: use the library for research, visit the Dickens museum, read other Victorian novels at home, discuss their opinion of the text and the issues covered with family or friends and or listen to an audio version of the novel.

##### **Short stories**

Throughout this unit we read a range of short stories from a variety of genres and focus on narrative voice and viewpoint. Students will develop their reading, comprehension and inference skills and reflect on the effects of language and structure.

Throughout the unit, students work on creating a collection of short stories inspired by images or a plot outlines.

#### Year 8

##### **Poetry**

In this unit we read a range of non-fiction extracts about WW1, analyse 5 WW1 poems and build on analytical writing skills introduced in Year 7. Students will learn strategies for reading unseen poems and exploring the impact of different patterns of imagery. There is a focus on making links between the presentations of conflict in the selected poems. The students will also complete non-fiction transactional writing tasks throughout the unit.

The assessed work will include a speech and a comparison essay.

##### **Novel**

For this unit we read *Lord of the Flies* by William Golding and consider the themes included in the novel. Students explore: language, structure, characterisation, narration styles, setting, and the significance of contextual factors which shape the meaning of the text (including biographical, literary and socio-historical). In addition, the students will be introduced to film analysis.

The end of unit assessment is a comparative essay.

### **Shakespeare**

Students read and study *Romeo and Juliet*. They study the plot, characters, imagery and themes through dramatic readings, role play and analysis of extracts. The unit also includes creative writing tasks based on a theme or and ideas featured in the play e.g. feuding families. Students conduct independent research about the social and historical context of the play. For the end of unit assessment the students sit a question paper which is divided into Part A (close analysis of a passage from the play) and Part B (a question relating to an idea or theme in the whole play and where students have to bring in contextual points to support their ideas).

### **Year 9**

#### **Novel**

Students read and study a selection of extracts from Gothic novels in addition to reading *Frankenstein* by Mary Shelly. We analyse the language and structure used to portray settings, characters and themes. The unit also includes genre based creative writing tasks which allow the students to practise using literary techniques they have analysed.

For the end of unit assessment the students sit a question paper which is divided into Part A (close analysis of a passage from the play) and Part B (a question relating to an idea or theme in the whole play and where students have to bring in contextual points to support their ideas).

#### **Poetry**

In this unit students study 12 poems from an anthology on Romantic poetry. We study a variety of poems, paying particular attention to the language, structure and form of the poems, as well as the themes and links to other poems in the cluster. We cover the context of these poems in class. The unit also includes genre based creative writing tasks which allow the students to practise using poetic techniques they have analysed. Students memorize quotations from the poems because the end of unit assessment is a closed-book exam.

Assessment will be through questions and then a mock exam at the end of the unit; this mock will be a question which names and prints one of the poems and asks students to compare it to one of the other poems studied. Students have to incorporate contextual points to support their ideas.

#### **Modern novel or play**

In this unit we study *The Crucible* by Arthur Miller paying particular attention to the plot, characters and themes. As a class we reflect on the impact of the social and historical context of the play. Students memorize quotations from the play because the end of unit assessment is a closed-book exam. Assessment will be through practice questions and then a mock exam at the end of the unit;

this mock will be a past paper question which gives students a choice of two questions which will be character and/or theme-based and where students have to bring in contextual points to support their ideas.