

English Phase One Curriculum



Overview:

Our English curriculum is unapologetically ambitious. Students study the core disciplinary areas of English knowledge in a framework of curricular units which build incrementally from primary school foundations, up to GCSE level and beyond. Our curriculum empowers students with knowledge of: vocabulary, grammar, genre, form, the craft of writing, authorial influence, critical reading, literary theory and more. Students experience excellent teaching of key concepts, guidance with critical reading, frequent opportunities to craft writing with real-world connections, and to speak passionately and compellingly to real audiences about important topics. Curriculum sequencing means that students revisit core content frequently, deepening and refining knowledge and skill as they go. Our English curriculum nurtures a love of literature through a range of well-considered and challenging texts, not only from the traditional canon, but also stretching across a diverse range of voices, perspectives and experiences.

Content:

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year 7 | <p>Introduction to the Gothic <i>Vehicle: Monkey's Paw and The Signalman</i></p> <ul style="list-style-type: none"> - KS2 grammar terms revision - Gothic conventions - Narrative voice - Protagonist - Antagonist - Connotation - Atmosphere - Thesis statement - Academic verbs - Academic adjectives <p>This unit explicitly builds on language and grammar work done in KS2.</p> | <p>Gothic Writing</p> <ul style="list-style-type: none"> - Action - Character development - Setting - Dialogue - Foreshadowing - The passive voice - Focus shifts - Contrast - Pace - Repetition and pattern - Sentence construction (modification and expansion) <p>This unit builds on language and grammar work and gothic understanding from the previous unit, and culminates in a piece of carefully crafted</p> | <p>Non-Fiction to change the world <i>Vehicle: I am Malala by Malala Yousafzai</i></p> <ul style="list-style-type: none"> - Vocabulary: plight, socioeconomic status, inequality, empathy, underclass, disenfranchised - Academic adverbs - Authorial intent and influence - 1st, 2nd, 3rd person perspective - Noun sub-classes - Verb sub-classes - Biography - autobiography | <p>Writing Non-Fiction to change the world: letters</p> <ul style="list-style-type: none"> - Transactional writing - Audience - Purpose - Rhetorical devices - Vocabulary: human rights, freedom, justice, dignity, integrity, exposure - Colon - Semi-colon - Ellipsis - Temporal connectives - Illustrative connectives - Emotive reason - Logical reason <p>This unit builds on sentence crafting work from T2, ending in students writing a letter with a real audience.</p> | <p>Shakespearean Drama <i>Vehicle: Romeo and Juliet by William Shakespeare</i></p> <ul style="list-style-type: none"> - Extended metaphor - Conceit - Dramatic irony - Oxymoron - Juxtaposition - Symbolism - Patriarchy - Renaissance - Grammar: the literary present - Tragic conventions: peripeteia, anagnorisis - Pun, sonnet, soliloquy, prologue, metre, iambic pentameter <p>This unit builds on academic writing skills from T1 and T3, continuing to develop a bank of academic vocabulary and phrasing which supports essay writing in Literature.</p> | <p>Writing Drama</p> <ul style="list-style-type: none"> - Revise grammar and writing techniques from T2 and T4 - Monologue - Tense - Voice - Tone - Fragmentation - Subordinating conjunction - Appositive phrase - Precise nouns - Precise adjectives - Verbs for crafting <p>This unit explicitly builds on writing knowledge and skill from T2 and T4, and culminates in students writing character monologues which are performed by older</p> |

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| | | descriptive writing which is anthologised. | | | | students on our CAPA pathway in an end of year event. |
| Year 8 | <p>Spoken Language Study</p> <ul style="list-style-type: none"> - Dialect - Accent - Idiolect - Standard English - Grice's Maxims - Code Switching - Transcript - Filler, pause, self-correction <p>Students learn about how spoken language is influenced by personal experience, culture and background. They look at ways in which speakers use language differently in speech to writing. This culminates in a linguistic study based on Yorkshire dialect and on power dynamics in conversations.</p> | <p>The Art of Rhetoric</p> <ul style="list-style-type: none"> - Revise grammar terms from Y7 - Rhetoric: ethos, pathos logos - History or Rhetoric - Tone - Prosody - Articulation - Pace - Emphasis - Phrasing - Sentence types: declarative, interrogative, imperative, exclamative - Connectives - Determiner sub-classes <p>This unit draws on transactional writing knowledge and skill from Y7 T4. Students study classical rhetoric, and take time to craft a speech of their own. They prepare their speech for performance, and take part in the annual Y8 public speaking competition.</p> | <p>Classic Novel: fable, allegory & propaganda</p> <p>Vehicle: <i>Animal Farm</i> by George Orwell</p> <ul style="list-style-type: none"> - Revise Rhetoric from T2 - Anthropomorphism - Personification - Zoomorphism - Allegory - Symbol - Academic writing: making links across texts - Fable - Propaganda <p>This unit deepens and refines understanding of rhetoric by exploring the power of rhetorical language in the novel. Students will continue to develop academic writing skills from Y7, working explicitly on structures for exploring links and development of ideas across texts.</p> | <p>Shakespeare and Power</p> <p>Vehicle: <i>Julius Caesar</i> by William Shakespeare</p> <ul style="list-style-type: none"> - Revise work on Rhetoric from Y8 - Revise Shakespeare knowledge from Y7 - Revise knowledge of modal verbs and adverbs - Foreshadowing - Conflict - Catharsis - Peripeteia - Anagnorisis - Prophecy - Fate - Academic adjectives - Academic writing: talking about instability, chaos and decline <p>This unit links backwards to study of <i>Romeo and Juliet</i> from Y7, whilst also preparing key themes and ideas which will be necessary for study of <i>Macbeth</i> in Y10: Shakespeare and storms, kingship, prophecy, conspiracy.</p> | <p>Poetic form and structure</p> <p>Vehicle: <i>Long Way Down</i> by Jason Reynolds</p> <ul style="list-style-type: none"> - Epiphany - Conceit - Supernatural - Apparition - Colloquialism - Literary descent - Academic writing: character journeys - Academic verbs - Emphatic positioning - Rhythm - Stanza - Quatrain - Couplet - Verse novel - Narrative poetry - Epic poetry <p>This unit teaches poetic form and structure and continues to build academic writing skills with a particular focus on character journeys. Students also explore the idea of literature as an agent for social change, building on their reading of <i>I am Malala</i> in Y7, <i>Animal Farm</i> in Y8 T3, and preparing the ground for this critical concept in Y9 and KS4 texts.</p> <p>Final three weeks: creative writing</p> | <p>Journalistic Writing</p> <ul style="list-style-type: none"> - Revise grammar terms for writing accuracy and crafting - Emphatic adjectives - Intensifiers - Article structure - Journalism: newspaper, tabloid, broadsheet, magazine, blog, social media platform, editor, brief, proof, target audience, advertising, satire <p>This unit builds on prior work on rhetoric and transactional writing, and broader work on grammar for writing. Students are exposed to the journalistic process, learning how to: pitch to an editor, research a topic, conduct interviews, handle data, plan, draft and edit their work. Finished student articles are published as a school newspaper in the Autumn term.</p> |

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| <p style="text-align: center;">Year 9</p> | <p>Modern Drama <i>Vehicle: Journey's End</i> by R C Sherriff</p> <ul style="list-style-type: none"> - Revise modern drama conventions; monologues; dramatic irony - Revise: linguistics terms from Y8; propaganda - Academic writing: verbs and connectives <p>This unit prepares many of the key themes which will support KS4 study of war poetry, modern drama and Shakespeare, whilst also revising key concepts related to spoken language, rhetoric and literary ideas.</p> | <p>Theatre Writing</p> <ul style="list-style-type: none"> - Revise characterisation concepts from Y9 T1: <i>protagonist, antagonist, motivation, conflict</i> - Revise structure concepts from Y8: <i>exposition, rising action, climax, falling action, denouement</i> - Revise spoken language concepts from Y8: <i>contraction, filler, dialect, idiolect</i> - Revise grammar for writing concepts from Y7 & 8: <i>modification, expansion, precision, fragmentation</i> - New knowledge: <i>allusion, suspension of disbelief, aside, parallel action/scene</i> <p>This unit teaches students to write for the theatre, drawing on their monologue writing unit in Y7 and</p> | <p>Character through the Ages</p> <ul style="list-style-type: none"> - Revise concepts: protagonist, antagonist, flaw, patriarchy, motif, conflict, symbolism, motivation - Revise grammar: clause, main clause, subordinate clause, IDIE sentences, filler, fragmentation, dialect, idiolect - New knowledge: cliché, trope, archetype, audience surrogate, western canon, Byronic hero, wise fool, femme fatale, STEAL structure, interiority <p>This unit explores genre and character through the ages, looking at a number of character tropes and exploring how writers are influenced by, and respond to, existing literary ideas.</p> | <p>Poet study: Robert Browning</p> <p>4-week unit</p> <p><i>Vehicle: Porphyria's Lover, My Last Duchess, The Laboratory</i></p> <ul style="list-style-type: none"> - Revise poetic form and structure concepts from Y8 - Revise monologue - Revise characterisation concepts <p>This unit is a deep dive into Browning's dramatic monologues, looking at how voice is created and also laying some key contextual groundwork for GCSE, whilst allowing for more detailed study of the form than is possible when <i>MLD</i> is studied as</p> | <p>Short Stories</p> <p>4-week unit</p> <ul style="list-style-type: none"> - Revise grammar terms for sentence level analysis - Academic writing focused on text structure: tension and atmosphere, and use of academic adjectives - Narrative structure: Freytag's pyramid <p>This unit explores ways writers create tension using structure. Students explore a number of short stories and develop language to support their academic writing about structure.</p> | <p>Poet study: Carol-Ann Duffy</p> <p>4-week unit</p> <p><i>Vehicle: Midas' Wife, War Photographer</i></p> <ul style="list-style-type: none"> - Revise poetic form and structure concepts from Y8 and Y9 - Revise conflict (internal, external) <p>This unit is a deep dive into Duffy's work, looking at how language is used to create meaning and also laying some key contextual groundwork for GCSE, whilst allowing for more detailed study of the form than is possible when <i>War Photographer</i> is studied as part of the GCSE Anthology.</p> | <p>Article Writing</p> <ul style="list-style-type: none"> - Revise key grammar for writing concepts from KS3 - Revise knowledge of journalistic writing from Y8 - Revise principles of Rhetoric - Powerful judgement adjectives <p>This unit pulls together all the transactional writing principles from across KS3 (rhetoric, grammar for writing, journalistic method), culminating in a piece of crafted opinion writing.</p> |
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| | | the theatre conventions which they have learned through their study of Shakespeare and Sherriff. | | part of the GCSE Anthology. | | | |
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Who to contact about Phase One English:

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