



# Curriculum overview

## English

NORTHGATE  
High School

### Key Stage 3

Year	Autumn Term	Spring Term	Summer Term
7	<p><b>Novel: Coraline</b> Students will read a whole fiction text whilst building on a range of reading and writing skills.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Reading for inference and deduction</li> <li>• Examining an author's style</li> <li>• Recreating an author's methods</li> <li>• Writing analytical paragraphs in preparation for essay writing</li> </ul> <p><b>Creative writing</b> Students will study a range of exciting texts as well as looking at film adaptations to discover how authors develop character and setting in order to create their own piece of descriptive writing based upon a photograph.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Identifying and using figurative language techniques</li> <li>• Exploring how sentence structures can be manipulated according to purpose</li> <li>• Building understanding of connotation</li> </ul>	<p><b>Dastardly Deeds</b> Students will look at some of Shakespeare's most diametrically opposed characters from the villainous Richard III to the heroic Portia from 'The Merchant of Venice', before looking at some real-life heroes and villains. We will stop on the way to explore some of the most memorable characters in poetry.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Annotating a range of text types</li> <li>• Exploring the effect of a writer's methods</li> <li>• Examining a text in its context</li> <li>• Using a range of figurative language devices to inform our own writing</li> </ul> <p><b>Introduction to fiction</b> Students will read the opening of a variety of modern novels.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Evaluating a text in order to form a personal opinion</li> <li>• Reading and comprehending a range of texts</li> <li>• Identifying themes</li> <li>• Exploring how writers use language to grip the reader</li> </ul>	<p><b>Welcome to the Future Thematic Unit</b> Students will look at excerpts from a range of dystopian novels whilst learning about the conventions of this literary genre. They will examine a variety of non-fiction and fiction extracts relating to the topic.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Reading with a critical eye</li> <li>• Annotating unseen fiction and non-fiction</li> <li>• Examining how a writer's methods shape meaning</li> <li>• Making connections within and between literary text</li> <li>• Examining why a writer structures a text in the way they do</li> </ul> <p><b>Ghost Boys</b> Students will read this current and engaging novel looking at the way Parker Rhodes encourages the reader to consider injustices within the world.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Skimming and scanning to find information quickly</li> <li>• Making connections between the text and the wider world</li> <li>• Close reading to look at the connotations of words and the effects of figurative language</li> </ul>

<p>8</p>	<p><b>Novel: Ravensgate</b> Students will read a whole fiction text in order to build upon a range of reading and writing skills.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Reading for inference and deduction</li> <li>• Using a range of persuasive language devices within a piece of writing</li> <li>• Looking at how figurative language and sentence structures shape meaning</li> <li>• Emulating a writer’s style in order to show an understanding of the ways in which language shapes meaning and engages the reader</li> <li>• Annotating a passage to look how word choices shape meaning</li> <li>• Writing PEA paragraphs</li> </ul>	<p><b>Express Yourself</b> Students will look at a range of non-fiction texts from autobiography to speech writing, before expressing their own point of view in a piece of writing in a genre of their choice.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Encountering the acronym FEETCRAMPS</li> <li>• Identifying persuasive writing devices</li> <li>• Explaining the effect of persuasive writing devices</li> <li>• Using a range of persuasive techniques within a piece of writing</li> <li>• Annotating and understanding a range of non-fiction texts</li> <li>• Identifying a writer’s point of view</li> </ul>	<p><b>Conflict Poetry</b> Students will build upon their existing knowledge of poetic techniques and figurative language in order to write a critical essay comparing two poems on the theme of conflict.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Recognising and commenting on the impact of figurative language</li> <li>• Exploring the ways in which structure shapes meaning</li> <li>• Working as a group to present a poem in performance</li> <li>• Using connectives to make comparisons</li> <li>• Experimenting with writing poetry</li> <li>• Writing a comparative critical essay</li> </ul> <p><b>The Dark Lady by Akala leading to <i>Flesh and Blood</i> (modern play)</b> Students will study the Elizabethan context and analyse a range of non-fiction connected to the themes and issues of the novel and its time. This will then lead to students looking at the conventions of horror writing before working collaboratively to write and stage their own alternative ending.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Analysis of authorial craft</li> <li>• Analysis of thematically/contextually linked, non-fiction</li> <li>• Understanding how to use stage directions</li> <li>• Writing lines of speech effectively</li> <li>• Exploring how setting is used to create mood</li> <li>• Working well within a group</li> <li>• Using dramatic techniques successfully on stage</li> </ul>
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<p>9</p>	<p><b><i>Of Mice and Men</i></b> Students will study Steinbeck’s novel.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Responding to texts critically and using textual evidence to support Point, Evidence, Explain construction</li> <li>• Examining how language, form and structure contribute to meaning</li> <li>• Relating texts to their contexts</li> <li>• Examining and evaluating how writers use literary devices to achieve effects</li> <li>• Learning quotations in preparation for an examination</li> <li>• Tracking a key theme throughout a text</li> <li>• Learning about context and exploring the ways in which this shapes a text</li> </ul> <p><b>Reading and creating fiction texts</b> Students will learn how to critically evaluate a previously unseen extract, as well as creating descriptive or narrative writing.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Descriptive writing style and construction</li> <li>• Narrative writing style and construction</li> <li>• Communicating clearly and imaginatively, using form and vocabulary suited to the task and purpose</li> <li>• Organising writing and using linguistic devices effectively</li> </ul>	<p><b>Shakespeare</b> Students will study a Shakespeare play.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Responding to texts critically and using textual evidence to support ideas in PEE (Point, Evidence, Explain) writing</li> <li>• Explaining how language, form, stagecraft and structure contribute to meaning</li> <li>• Relating texts to their contexts</li> <li>• Learning quotations in preparation for an examination</li> </ul> <p><b>Cultures</b> Students will look at a range of diverse authors looking at the way other cultures are integrated into our society and considering the need for change and acceptance.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Looking at how meaning is shaped by language and figurative techniques in poetry</li> <li>• Exploring how structure can aid a writer’s message</li> <li>• Planning an essay on an unseen poem</li> <li>• Zooming in on individual words and exploring their connotations</li> <li>• Zooming out and considering how the setting and context of a piece of writing influence its shape</li> </ul>	<p><b><i>An Inspector Calls</i></b> Students will explore this GCSE text with a view to understanding the plot and key information about characters.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Recalling plot</li> <li>• Annotating and analysing key quotations</li> <li>• Learning key quotations in preparation for the examination</li> <li>• Tracking characters through the play and evaluating their role and relationships with others</li> </ul> <p><b>Spoken Language</b> Students will look at a range of argumentative and persuasive non-fiction texts before writing their own speech which will be performed to the class.</p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Looking at how writers use language to present their opinions</li> <li>• Annotating a range of non-fiction texts</li> <li>• Revising the acronym FEETCRAMPS</li> <li>• Planning a well-structured piece of work</li> <li>• Developing a range of ideas and expressing them persuasively</li> <li>• Engaging an audience when speaking</li> <li>• Writing accurately, using a range of sentence structures</li> </ul>
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## Key Stage 4 course outline

### GCSE English Language AQA 8700; GCSE English Literature 8702

Year	Autumn Term	Spring Term	Summer Term
10	<i>Macbeth</i> Poetry – unseen and Love & Relationships anthology English Language Paper 1 – reading fiction texts	English Language Paper 1 – reading and writing fiction texts Poetry – Love & Relationships anthology (continued)	SLE <i>Macbeth</i> and <i>An Inspector Calls</i> Poetry – unseen and Love & Relationships anthology (continued) English Language Paper 1 Revision
11	English Language Paper 2 – reading and writing non-fiction texts Literature: Pre-1900 text	Literature: complete pre-1900 text Whole course revision	Whole course revision