

Curriculum Aims and Purpose

Through the study of English, we aim to develop our students into fluent, analytical, and critical readers. As writers, students will practise writing with precision, creative flair, and effective rhetoric. When speaking, our students are taught to articulate themselves effectively. We also aim to introduce students to the literary knowledge which makes works of literature thrill and entertain us.

The English curriculum at OIEA is built around the study of genre and key concepts which affect our lives and are reflected through literature. We use carefully chosen extracts and complete texts to support students' learning and inspire their descriptive, narrative, and rhetorical writing, which is mapped carefully through the curriculum.

Our curriculum meets all the expectations of the National Curriculum, in our teaching of writing, speaking and listening and through the reading of a range of texts, such as Shakespeare, as well as poetry, plays and nonfiction from a variety of eras. We do not study children's literature – instead we allow students to experience the very best of world literature and the classic texts which have stood the test of time.

The skills developed in English support students with securing the next steps in their learning and careers, as communication skills are advantageous in all areas of employment. The subject specifically lends itself to careers in journalism, social work, teaching, and law, to name a few.

How our Curriculum inducts students into the discipline of the subject:

In English, students are taught to read and annotate texts, before developing skills of analysis. In writing, skills are developed and returned to in sentence and text level techniques, building in complexity as they progress towards Year 11.

Year 7 Overview

In Year 7, we transition into secondary English with the study of a coming-of-age novel, before focusing on what makes a great story (taking inspiration from Greek mythology) and how writers present gender roles.

Half Term	Focus
1	Treasure Island – Students will transition into secondary English with a study of the bildungsroman genre (the ‘coming-of-age’ novel), reading the classic text, ‘Treasure Island’.
2	Treasure Island – Students will transition into secondary English with a study of the bildungsroman genre (the ‘coming of age’ novel), reading the classic text, ‘Treasure Island’.
3	Classical Concepts – students will learn about the foundation of story telling in our culture, which originated with ancient Greek mythology. They will learn why ancient myths are still inspiring us today, and what exactly makes a compelling story, using ‘The Odyssey’ as a companion text.
4	Classical Concepts – students will learn about the foundation of story telling in our culture, which originated with ancient Greek mythology. They will learn why ancient myths are still inspiring us today, and what exactly makes a compelling story, using ‘The Odyssey’ as a companion text.
5	Women hold up half the sky: Gender representations in Literature. Students will explore how gender roles have been depicted through time and how different writers used the power of the pen to stand up for equality. Their learning in this unit is supported by ‘A Doll’s House’ as a companion text.
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Homework

- Students revise key knowledge using the Carousel platform.
- Students are expected to spend 30 minutes per week on their homework.

Useful resources:

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

Assessment

- Students complete summative assessments 3 times in year 7. The assessments test a combination of the content taught in the term leading up to the assessment, plus a range of content covered earlier in the year. For assessment 1, the content tested is 100% what they have studied in that term.

Year 8 Overview

In Year 8, students expand their knowledge of genre through the study of gothic texts, before examining the way different writers deal with the concept of gender roles. At the end of this year, they will learn that writers and characters may not always be honest and develop their critical reading skills.

Half Term	Focus
1	The Grotesque to the Sublime – Students will study a range of gothic texts and learn exactly how the genre became so popular, using 'Jekyll and Hyde' as a companion text.
2	The Grotesque to the Sublime – Students will study a range of gothic texts and learn exactly how the genre became so popular, using 'Jekyll and Hyde' as a companion text.
3	Women hold up half the sky: Gender representations in Literature. Students will explore how gender roles have been depicted through time and how different writers used the power of the pen to stand up for equality. Their learning in this unit is supported by 'A Doll's House' as a companion text.
4	Women hold up half the sky: Gender representations in Literature. Students will explore how gender roles have been depicted through time and how different writers used the power of the pen to stand up for equality. Their learning in this unit is supported by 'A Doll's House' as a companion text.
5	Politics, Propaganda and Poetic Licence – students will learn how to be critical of what they read and of what writers and characters tell them, whilst studying Shakespeare's 'Richard III' and reading 'Anthem' as a companion text.
6	Politics, Propaganda and Poetic Licence – students will learn how to be critical of what they read and of what writers and characters tell them, whilst studying Shakespeare's 'Richard III' and reading 'Anthem' as a companion text.

Homework

- Students revise key knowledge using the Carousel platform.
- Students are expected to spend 30 minutes per week on their homework.

Useful resources:

- <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

Assessment

- Students complete summative assessments 3 times in year 8. The assessments test a combination of the content taught in the term leading up to the assessment, plus a range of content covered earlier in Key Stage 3.

Year 9 Overview

In Year 9, students extend their understanding of genre through the study of dystopia. They will study the art of rhetoric in the real-life speeches of history's most influential speakers before learning about how the concept of love has influenced writers for thousands of years. They will then study key poetry of the last 400 years, before completing Key Stage 3 with a unit where they will develop their story writing skills.

Half Term	Focus
1	Rhetoric in Dystopian Literature – Students will study 'Animal Farm' as they delve into the world of dystopian texts. Alongside this, they will learn how rhetoric has a place in this genre and how rhetoric can be used to manipulate and persuade, using real-life political speeches as inspiration.
2	Rhetoric in Dystopian Literature – Students will study 'Animal Farm' as they delve into the world of dystopian texts. Alongside this, they will learn how rhetoric has a place in this genre and how rhetoric can be used to manipulate and persuade, using real-life political speeches as inspiration.
3	Love Through the Ages – a study of how the concept of love has inspired writers from Ovid to the present day, using a range of prose, poetry, and Shakespeare's 'Romeo and Juliet to support their study.
4	Love Through the Ages – a study of how the concept of love has inspired writers from Ovid to the present day, using a range of prose, poetry, and Shakespeare's 'Romeo and Juliet to support their study
5	The department of tortured poets – students will experience a range of poetic styles and movements whilst learning key skills of annotation, composition, and analysis.
6	Morality as a Foundation for Storytelling – students will read a selection of stories which are all linked by the theme of morality. They will study and be inspired by the narrative devices used by writers from Oscar Wilde to Angela Carter.

Homework

- Students revise key knowledge using the Carousel platform.
- Students are expected to spend 30 minutes per week on their homework.

Useful resources:

- <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

Assessment

- Students complete summative assessments 3 times in year 8. The assessments test a combination of the content taught in the term leading up to the assessment, plus a range of content covered earlier in Key Stage 3.

Year 10 Overview

The study towards AQA GCSE English Language and Literature begins in year 10, as students study poetry, plays and novels, along with practising the reading and writing skills developed in Key Stage 3.

Half Term	Focus
1	An Inspector Calls – students will learn the plot, themes and characters of JB Priestley’s play whilst developing their analytical essay writing skills.
2	Writing to persuade – students will study non-fiction texts and develop their rhetorical writing skills whilst learning about how to craft speeches, letters, and articles. <i>A Christmas Carol</i> – students will learn the plot, themes and characters of Charles Dickens’ novella whilst developing their analytical essay writing skills
3	<i>A Christmas Carol</i> – students will learn the plot, themes and characters of Charles Dickens’ novella whilst developing their analytical essay writing skills. Conflict poetry – students will learn the key themes and language techniques of conflict poetry whilst developing their analytical essay writing skills.
4	Macbeth – students will learn the plot, themes and characters of Shakespeare’s play, whilst developing their analytical essay writing skills.
5	Macbeth – students will learn the plot, themes and characters of Shakespeare’s play, whilst developing their analytical essay writing skills.
6	Power poetry – students will learn the key themes and language techniques of power poetry whilst developing their analytical essay writing skills

Homework

- Students revise key knowledge using the Carousel platform.
- Students are expected to spend 30 minutes per week on their homework.

Useful resources:

- <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

Assessment

- Students will undertake a summative assessment after each topic in Year 10, culminating in mock exams for English Language and English Literature at the end of the year.

Year 11 Overview

As students near their AQA GCSE English Language and Literature exams, students revise poetry, plays and novels, along with practising the reading and writing skills developed in Key Stage 3.

Half Term	Focus
1	Creative writing – students will study the techniques needed to craft and develop their narrative and descriptive writing skills. Exploring writing, analysis, and effects – using a range of fiction and non-fiction texts, students will analyse and compare how writers create effect. They will also continue to develop their own persuasive and creative writing skills.
2	Literature in-depth – students will develop their essay writing skills by delving into the themes and effects created by Shakespeare, Dickens and Priestley, along with the poets of the 'Power and Conflict' anthology.
3	Literature in-depth – students will develop their essay writing skills by delving into the themes and effects created by Shakespeare, Dickens and Priestley, along with the poets of the 'Power and Conflict' anthology and other poems.
4	Exploring writing, analysis and effects – using a range of fiction and non-fiction texts, students will analyse and compare how writers create effect. They will also continue to develop their own persuasive and creative writing skills. Revision of key skills and knowledge in response to the needs of students following mock exams.
5	Revision of key skills and knowledge in response to the needs of students following mock exams.
6	N/A

Homework

- Students revise key knowledge using the Carousel platform.
- Students are expected to spend 30 minutes per week on their homework.
- In year 11, students are expected to attend intervention after school and complete independent revision in preparation for their exams.

Useful resources:

- <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

Assessment

- Students will undertake mock exams in English Language and English Literature in order to identify areas for development before final GCSE exams take place.

