

English

Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in English through the below:

Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge Introduced	<p>This cycle will follow the theme of "Other Worlds, Other Times" and will include extracts from "The Northern Lights" by Philip Pullman, "The Magician's Nephew" by CS Lewis in conjunction with Chaucer's "Canterbury Tales". Students will also encounter other related literature and non-fiction, including articles around modern and religious pilgrimages.</p> <p>Where words come from: Latin and Greek.</p>	<p>The theme of "Adventures and Quests" will be explored through a full reading of the novel "Wolf Brother" by Michele Paver. Students will explore the writer's craft and gain a foundational understanding of the adventure/quest genre.</p> <p>Additional literature and non-fiction featuring other adventures will accompany reading of the novel.</p> <p>Development of Standard English vs. non-standard forms (accent and dialect).</p>	<p>In this cycle, the theme of "People and Nature" will be explored through a full reading of the Shakespeare play, "A Midsummer Night's Dream". Students will explore Shakespeare's language and stagecraft to gain a foundational understanding of the romantic-comedy genre. In addition, poetry about nature and non-fiction texts surrounding environmental issues will be explored alongside the play.</p> <p>Development of Drama – Greek, Shakespeare, genres (tragedy, comedy).</p>
	Knowledge Revisited	Revision of different narrative genres, plot, characters, themes.	Revision of different narrative genres and character archetypes found in these as well as plot and themes.	Revision of knowledge about Shakespeare - plot, characters, themes.
	Skills Introduced	<p>Description and narrative writing, language analysis, SPAG, Evaluation of language/structure, imagery, non-fiction, poetic writing, sentence types, analysis of structure, summary and comparison, comparison of viewpoints, writing to argue/inform/persuade</p> <p>Grammar - Parts of speech: verbs, nouns, articles, adjectives, prepositions. Subject verb agreement. Tenses.</p>	<p>Narrative perspective, cliff hangers, analysis of tension, comprehension, summary, analysis of structure, characterisation, literature style essay writing skills, descriptive writing.</p> <p>Rationalise character development, identifying appropriate textual detail. Construct and interpret arguments based on a stimulus. Produce and craft a sophisticated argument based on coherent understanding of a text.</p> <p>Grammar - Elements of a Sentence: simple, compound, complex. Listing</p>	<p>Contextual information (Shakespeare's Time), history of plays, narrative writing, characterisation, character analysis, literature essay skills, dramatic skills/drama (romantic comedy, Shakespeare's theatre, verse, prose, stagecraft), decoding archaic language, deduction and inference of writers' varied viewpoints.</p> <p>Grammar - Structure of texts: topic sentences, paragraphs, introductions and conclusions.</p>



			and bracketing with commas.	
	Skills Revisited	Revision of accurate, basic sentence construction and the use of some figurative language to create effective descriptions. Revision of comprehension strategies.	Language analysis, textual evaluation, summarising and comparing. Descriptive and narrative writing, sentence types (complex), writing to argue, inform, persuade.	Language analysis, textual evaluation, summarising and comparing. Descriptive and narrative writing, sentence types (complex), writing to argue, inform, persuade.
Year 8	Knowledge Introduced	This cycle will follow the theme of "Prejudice and Inequality" through a full reading of the American twentieth-century novel, "Of Mice and Men" by John Steinbeck. Students will explore the writer's craft and gain a foundational understanding of social realism in literature. Alongside this seminal text, students will study poetry and non-fiction which also reflect this theme, in particular, rhetoric by both analysing and producing speeches. Where words come from – Anglo-Saxon and Viking Knowledge and understanding of accent and their use in texts.	The theme of "Childhood" will be explored through a full reading of the novel "Oliver Twist" by Charles Dickens. Students will explore the writer's craft and gain a foundational understanding of the style, context and concerns of one of Britain's finest writers. Additional literature and non-fiction featuring childhood, its trials and tribulations as well as its joys, will accompany reading of the novel. Where words come from – Anglo-Saxon and Viking	In this cycle, the theme of "Worlds of Dreams and Nightmares" will be explored through reading of a number of extracts depicting a variety of dystopian futures. Students will gain a foundational understanding of the genre and be provided with opportunities to create their own. In addition, poetry and non-fiction texts surrounding the future of humanity will be explored alongside the fictional extracts. Development of Poetry
	Knowledge Revisited	Descriptive and narrative writing, language analysis, SPAG, Evaluation of language/structure, imagery, non-fiction, poetic writing, sentence types, analysis of structure, summary and comparison, comparison of viewpoints, writing to argue/inform/persuade	Descriptive and narrative writing, language analysis, SPAG, Evaluation of language/structure, imagery, non-fiction, poetic writing, sentence types, analysis of structure, summary and comparison, comparison of viewpoints, writing to argue/inform/persuade	Descriptive and narrative writing, language analysis, SPAG, Evaluation of language/structure, imagery, non-fiction, poetic writing, sentence types, analysis of structure, summary and comparison, comparison of viewpoints, writing to argue/inform/persuade
	Skills Introduced	Grammar - adverbs, comparatives and superlative adjectives, nouns, plural nouns, the genitive case (the apostrophe), contraction. Rhetoric - development, implementation and effect.	Grammar - compound-complex sentences, noun appositive phrases, conjunction adverbs, semi-colons.	Grammar - connections between sentences, proofreading, drafting and re-writing.



	Skills Revisited	Revision of previous year. Revision of comprehension strategies.	Revision of previous year. Revision of decoding strategies, inference and deduction.	Revision of previous year. Revision of comprehension strategies. Revision of decoding strategies, inference and deduction.
Year 9	Knowledge Introduced	This cycle will follow the theme of "The Gothic" through the reading of a selection of short stories from the nineteenth-century. Students will explore the writer's craft and gain a foundational understanding of the genre and its influence on today's art and culture. Alongside this, students will study poetry and non-fiction which also reflect this theme.	During cycle 2, students will encounter the theme of "Good and Evil" through the reading of the novel "Lord of the Flies" by William Golding. This influential text will be supplemented by a variety of other fiction and non-fiction leading to the introduction of a number of concepts from the fields of psychology and philosophy.	In this cycle, students will explore "Love and Relationships" through a complete reading of Shakespeare's "Romeo and Juliet" alongside a number of poems, selected to develop and complement the theme across different time periods. Non-fiction texts will explore these ideas in further depth from different perspectives.
	Knowledge Revisited	Description and narrative writing, language analysis, SPAG, Evaluation of language/structure, imagery, non-fiction, poetic writing, sentence types, analysis of structure, summary and comparison, comparison of viewpoints, writing to argue/inform/persuade	Narrative perspective, cliff hangers, analysis of tension, comprehension, summary, analysis of structure, characterisation, literature style essay writing skills, descriptive writing. Rationalise character development, identifying appropriate textual detail. Construct and interpret arguments based on a stimulus. Produce and craft a sophisticated argument based on coherent understanding of a text.	Contextual information (Shakespeare's Time), history of plays, narrative writing, characterisation, character analysis, literature essay skills, dramatic skills/drama (tragedy, Shakespeare's theatre, verse, prose, stagecraft), decoding archaic language, deduction and inference of writers' varied viewpoints.
	Skills Introduced	Annotating a text to GCSE standard; comparing texts across a genre and/or theme. More focused strategies and support for GCSE English Language questions. Where words come from - French Grammar - subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings.	GCSE style question on a character or theme across a whole text. More focused strategies and support for GCSE English Language questions - Developing students' skills in Reading and Writing involving learning and practising strategies for answering the questions and building their stamina in examination situations. In reading students will practise analysing language and structure and evaluating a text. In writing, students will develop the ability to write description and narrative.	GCSE extract style question relating to Shakespeare; GCSE extract style question relating to a collection of thematically linked poetry. More focused strategies and support for GCSE English Language questions.



			Developing students' skills in Reading and Writing. This involves learning and practising strategies for answering the questions and building their stamina in examination situations. In reading, students will practise summarising and inferring, analysing language and comparing writers' viewpoints on a particular subject. In writing, students will develop the ability to write a number of different text types to suit different audiences and purposes.	
	Skills Revisited	Revision of previous years; Revision of comprehension strategies. Revision of decoding strategies, inference and deduction.	Annotating a text to GCSE standard; Revision of previous years; Revision of comprehension strategies. Revision of decoding strategies, inference and deduction.	Annotating a text to GCSE standard; comparing texts across a genre and/or theme. Revision of previous years; Revision of comprehension strategies. Revision of decoding strategies, inference and deduction.
Year 10	Knowledge Introduced	<p>English Literature:</p> <p>Animal Farm by George Orwell gives students the opportunity to study post-1914 prose fiction. Students study how Orwell presents ideas about power and corruption.</p> <p>A Christmas Carol by Charles Dickens allows students the opportunity to study 19th century prose fiction by a writer from the Canon in which Dickens addresses subjects such as greed and personal responsibility.</p>	<p>English Literature:</p> <p>Macbeth by William Shakespeare affords students the opportunity to study the whole text of a major tragedy, analysing how Shakespeare presents ideas about power, ambition and kingship.</p> <p>English Language:</p> <p>Paper 2 Writers' Viewpoints and Perspectives</p>	<p>English Language:</p> <p>Paper 1 (Explorations in creative reading and writing) and Paper 2 (Writers' Viewpoints and Perspectives)</p> <p>Speaking Endorsement</p> <p>Students plan, write and deliver a speech on a topic of their choice in order to practise speaking in front of an audience which will prepare them for public speaking in further education and employment.</p> <p>Unseen Poetry</p> <p>Students will be introduced to the unseen element of the examination through exploration of a variety of thematically paired poems.</p>



	Knowledge Revisited	Contextual information (Dickens' Time, 20-century Russia/USSR), characterisation, character analysis, literature essay skills, decoding archaic language, deduction and inference of writers' varied viewpoints.	Contextual information (Shakespeare's Time), history of plays, narrative writing, characterisation, character analysis, literature essay skills, dramatic skills/drama (tragedy, Shakespeare's theatre, verse, prose, stagecraft), decoding archaic language, deduction and inference of writers' varied viewpoints.	Use and effect of rhetoric; analysis of literature with particular reference to poetry methods (language and structure).
	Skills Introduced	English Literature Analysis of texts - characterisation, setting structure, language, form. Development of examination skills in terms of interrogation of question, developing thesis and building a coherent argument.	Paper 2 - Writers' Viewpoints and Perspectives Developing students' skills in Reading and Writing. This involves learning and practising strategies for answering the questions and building their stamina in examination situations. In reading, students will practise summarising and inferring, analysing language and comparing writers' viewpoints on a particular subject. In writing, students will develop the ability to write a number of different text types to suit different audiences and purposes.	Paper 1 - Explorations in creative reading and writing Developing students' skills in Reading and Writing involving learning and practising strategies for answering the questions and building their stamina in examination situations. In reading students will practise analysing language and structure and evaluating a text. In writing, students will develop the ability to write description and narrative.
	Skills Revisited	Annotating a text to GCSE standard; tracking characters and themes across a text. Focused strategies and support for GCSE English Language questions.	Annotating a text to GCSE standard; tracking characters and themes across a text.	Developing students' skills in Reading and Writing. This involves learning and practising strategies for answering the questions and building their stamina in examination situations. In reading, students will practise summarising and inferring, analysing language and comparing writers' viewpoints on a particular subject. In writing, students will develop the ability to write a number of different text types to suit different audiences and purposes.
Year 11	Knowledge Introduced	Power & Conflict Poetry How writers in different time periods (late 18th century to present) have viewed and challenged power structures in society.	Revision and Exam Preparation English Literature Revisiting content of Animal Farm, Macbeth and A Christmas Carol in terms of plot, characters and themes.	Revision and Exam Preparation English Literature Revisiting content of Animal Farm, Macbeth and A Christmas Carol in terms of plot, characters and themes.



	How writers in different time periods (late 18th century to present) have viewed and challenged attitudes to conflicts (political, social, cultural) in society.		
Knowledge Revisited	Through Do Nows and Spaced Practice - characters, themes, quotes from literature texts from Y10.	Through Do Nows and Spaced Practice - characters, themes, quotes from literature texts from Y10	Through Do Nows and Spaced Practice - characters, themes, quotes from literature texts from Y10
Skills Introduced	Analysis of poetry in terms of language, structure, form and context. Development of examination skills necessary to successfully complete the exam question - interrogation of question, developing thesis and building a coherent argument including comparison of two poems.		
Skills Revisited	Skills for English Language – information retrieval, analysis of language and structure, summary and inference, comparison of viewpoints and perspectives. Writing Skills for English Language – narrative and descriptive writing, viewpoint writing, figurative language, structure technical accuracy (spelling, punctuation, sentence construction). Essay writing skills – interrogating questions, developing thesis, planning, developing a cogent and cohesive argument. Reading Skills for English Language – information retrieval, analysis of language and structure, summary and inference, comparison of viewpoints and perspectives. Writing Skills for English Language – narrative and descriptive writing, viewpoint writing, figurative language, structure technical accuracy (spelling, punctuation, sentence construction).	As for Cycle 1.	As for Cycle 1.



punctuation, sentence construction).

Essay writing skills – interrogating questions, developing thesis, planning, developing a cogent and cohesive argument.

A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.