English Curriculum Overview
Year **7**

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	People and their Stories		Heroes and Villains		Islands and Adventures	
Topic Objectives	To explore the key ideas and begin to analyse: • 'I Am Malala' - Malala Yousafzai • 'I am Mark Beaumont' – Mark Beaumont • 'Once' – Morris Gleitzman • 'Twist!' – Andrew Alty (play) • Assorted Christmas Poetry – Various Poets As a tool to: • Create a newspaper article • Create an identity poem • Create a scene written from two perspectives • Create a chapter from an autobiography • Create a Christmas Poem		To explore the key ideas and begin to analyse: • 'The Odyssey' – Geraldine McCaughrean • 'Richard III – A Shakespeare Stories' – Andrew Matthews and Tony Ross • Heroes and Villains Poetry – Various Poets • 'Montmorency' – Eleanor Updale As a tool to: • Create an evaluative essay • Design and explain set design • Analyse poetry • Create a letter		To explore the key ideas and begin to analyse: • 'Kensuke's Kingdom' – Michael Morpurgo • 'Trash' – Andy Mulligan • Adventure Poetry – Various Poets As a tool to: • Create the opening to an adventure story • Create a convincing character • Analyse poetry • Create a diary entry	

Acquired Knowledge/Skills	Newspaper writing: • Genre conventions • Five Ws • Active vs passive voice • Simple sentences • Standard English and Register Identity poem: • Analysis of poetry • Anaphora • Performance skills Perspective writing: • Types of perspective • Adjectives and adverbs • Synonyms and antonyms • Subordinate clauses • Upgrading vocabulary Autobiography writing: • Temporal connectives • Punctuation – commas, colons and semi-colons • Similes and Metaphors • Feelings- Vocabulary • Talking about the future Christmas Poetry: • Poetry Analysis		Essay writing: • Pathos, ethos, logos • Modal and imperative verbs • AFOREST devices • Modifying and modifiers Explanation of set design: • Mise-en-scene – general overview and colour • Costume and make up • Setting and props • How to present ideas (Oracy skills) Poetry analysis Letter writing: • Genre conventions • Cohesive devices/cohesions • ISPACE sentence starters • Punctuation -ellipsis, exclamation marks, apostrophes, question marks • Extended metaphors		Opening to adventure story: • Narrative voice • Flashbacks • Pathetic Fallacy • Dialogue • Instruction Character description: • Opening dialogue • Setting • Complex sentences • Character's backstory • Physical description Adventure poetry/diary entry: • Poetry analysis • Genre conventions • Emotive language • Structure – chronological order • Conjunctions	
Assessments	• Baseline assessment • Writing Burst 1 – Newspaper Article • Writing Burst 2 – Performance Poetry • Writing Burst 3 – Scene written from two perspectives	• Writing Burst 4 – Chapter from an autobiography of Oliver Twist • Writing Burst 5 – Christmas Poem	• Writing Burst 6 - Essay Writing – Is Odysseus a hero? • Writing Burst 7 – Verbal Explanation for staging of Richard III • Spring Term Assessment	• Writing Burst 8 – Letter to Montmorency	• Writing Burst 9– Opening to an adventure story	• Writing Burst 10 – Convincing character description • Writing Burst 11 – Diary entry from the perspective of a character in a poem
Other links (e.g. SMSC, FBV, greener curriculum)	Greener curriculum: Places around the world, overcrowding SMSC: religions, kindness, understanding, acceptance, ethics, communication, heritage, traditions, Holocaust, religion. FBV: Respect, tolerance, democracy, individual liberty, the rule of law.		Greener curriculum: overcrowding and living conditions in the past, journeys around the world SMSC: ethics, laws, morality, pride, resilience, respect, spirituality. FBV: individual liberty, diversity, the rule of law, mutual respect.		Greener curriculum: islands and the world SMSC: Influences, integrity, lifestyle, relationships, communication, ethics, kindness. FBV: tolerance, the rule of law, mutual respect, individual liberty.	

English Curriculum Overview
Year 8

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Suspense and the Supernatural		Causes and Campaigns		People and their Places	
Topic Objectives	To explore the key ideas and begin to analyse: • 'Frankenstein, a play' By Phillip Pullman • 'Cirque du Freak' By Darren O'Shaughnessy • 'Macbeth' By William Shakespeare • 'The Little Match Girl' By Hans Christian Andersen As a tool to: • Create a newspaper article • Create an evaluative essay • Create and justify an appropriate set design • Create a description of a winter setting		To explore the key ideas and begin to analyse: • 'Slam Poetry' by Prince Ea and Taylor Mali • 'Animal Rights Leaflets' by various writers • 'Of Mice and Men' By John Steinbeck As a tool to: • Deliver a Slam Poetry performance Create a persuasive leaflet • Create an evaluative essay, linking to Context		To explore the key ideas and begin to analyse: • 'Asha and the Spirit Bird' By Jasbinder Bilan • 'African and Asian Poetry' Various poets • 'Travel Writing' Various writers As a tool to: • Create a description of a Journey • Create a poetry analysis essay • Create a travel guide	

Acquired Knowledge/Skills	Newspaper writing: • Facts and Statistics • Accurately quoting others • Using formal English • Being impartial • Parenthesis Evaluative Essay: • Selecting relevant quotes and accurate citation • Forming opinions based on evidence • Explaining nuanced opinions • Explaining words in isolation • Explaining words and whole quotations Set Design: • Colour connotations • Mise-en-scene • Proxemics to show relationships • Levels to show hierarchy • Developing reasoning (giving multiple reasons for decisions) Setting Description: • Pathetic Fallacy • Sensory Language • Semi-colons to build complex sentences		Slam Poetry Performance: • Intonation • Pacing • Performance codes Persuasive Leaflet: • Triples • Rhetorical Questions • Emotive Language • Hyperbole & superlative • Colons to introduce Lists • Picture This: paragraphs (revisiting colon) • Extended Metaphors • Cyclical structure • Anaphora • Range of persuasive devices Evaluative Essay: • Linking to context: Great Depression • Linking to context: African Americans • Linking to context: Women • Linking to Context: treatment elderly & disabled • Understanding writer's perspective		Journey Description: • Story Hill Structure • 1st person narratives • Internal monologues • Show not tell emotions • Effective & accurate Dialogue Poetry essay, featuring Analysis of: • Search for my tongue' by Sujata Bhatt • Presents from my Aunts in Pakistan' Moniza Alvi • Night of the Scorpian' by Nissim Exekiel • Nothing's changed' by Tatamkhulu Afrika • Telephone Conversation' by Wole Soyinka • Not My Business' by Nuyu Osundate Travel Writing: • Conversational tone • past tense & 1st person narrator • How to provide hints and tips - use of modal verbs • Revisit use of senses & facts • Writer's emotions • Dramatic Language	
Assessments	• Writing Burst 1 – Newspaper Article • Writing Burst 2 – Evaluative Essay	• Writing Burst 3 – Set Design • Writing Burst 4 – Winter description • Autumn Assessment	• Writing Burst 8 – Slam Poetry performance • Writing Burst 5 – text for a persuasive leaflet	• Writing Burst 7 – Evaluative Essay • Spring Assessment	• Writing Burst 9 – Journey Description	• Writing Burst 10 – Poetry Essay • Writing Burst 11 – Travel writing	
Other links (e.g. SMSC, FBV, greener curriculum)	Greener curriculum: The impact of the environment, living conditions in the past SMSC: ethics, traditions, understanding, heritage FBV: Respect, individual liberty, the rule of law.		Greener curriculum: texts from across the globe, animals and the environment, living conditions in the past SMSC: ethics, laws, politics, confidence, ambition FBV: tolerance, kindness		Greener curriculum: texts from around the world SMSC: religions, spirituality, kindness, acceptance, relationships, heritage, traditions FBV: tolerance, learning about diversity, learning about different faiths and cultures		

English Curriculum Overview
Year 9

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Gender & Society		Conflict & Class		Short Stories/Romeo & Juliet	
Topic Objectives	To explore the key ideas and begin to analyse: • Extract from Shakespeare's 'Much Ado About Nothing' • Extracts from Emmeline Pankhurst's 'My Own Story' • Gender poetry to include: 'Havisham', 'The Window', 'Coniferous Fathers' & 'Being Transgender As a tool to: • Write an essay on character construct • Write a letter		To explore the key ideas and begin to analyse: • 'An Inspector Calls' – J.B.Priestly • 'Stone Cold' – Robert Swindells • Various conflict poetry to include 'Dulce et Decorum est' and 'Out of the Blue' As a tool to: • Create and deliver a dramatic monologue • Create an evaluative essay • Write creatively using descriptive language		To explore the key ideas and begin to analyse: • A range of short stories from various writers that bring the topics of gender & conflict together in preparation for Shakespeare's *Romeo & Juliet* As a tool to: • Begin to understand why writer's make specific language choices & how structure impacts a story in preparation for GCSE English Language	

	• Analyse poetry and compare to a non-fiction article (critical comparison)		To comprehend plot and understand characters and their dynamics in preparation for GCSE English Literature: • Romeo & Juliet – William Shakespeare
Acquired Knowledge/Skills	Essay • Exploring characters as constructs • Thesis statements • Selecting relevant references • Explaining quotations Letter • Vocabulary • Cohesion/cohesive devices • ARIPEFOREST • Aristotelian triad • Inference and supporting evidence • Forming opinions Poetry analysis: • Inference and supporting evidence • Structural analysis • Poetic techniques • Comparative vocabulary • Key word analysis	Dramatic monologue: • Expressing points of view • Engaging openings Evaluative essay • Comprehension • Inference and supporting evidence • Forming opinions • Key word analysis Descriptive writing • Ambitious vocabulary • Embedding sophisticated punctuation • Varying sentence types • Using the senses to describe	Comprehension questions that follow the style of: • '*Who is…'* • *'What do..'* • *'How would…'* • *'Why might…'* Followed by act summaries & watching a version of the play to deepen understanding and bridge any gaps in knowledge. N.B: Students delve deeper into the 'why' of *Romeo and Juliet* from the beginning of Year 10 (Autumn 1) through the 'Explore' and 'Evaluate' lessons.

Assessments	Year 9 Autumn Term assessment [Reading & Writing] Week 5	Year 9 Spring Term assessment [Reading & Writing] Week 18	Year 9 Summer Term assessment [Reading & Writing] Week 35
Other links (e.g. SMSC, FBV, greener curriculum)	Greener curriculum: living conditions for women in the past, journeys around the world (MAAN: Italy) SMSC: ethics, laws, morality, pride, resilience, respect, gender equality, feminism FBV: individual liberty, diversity, the rule of law, mutual respect.	Greener curriculum: living conditions in the trenches/WWI/social mobility SMSC: ethics, laws, morality, pride, resilience, respect, socialism FBV: individual liberty, diversity, the rule of law, mutual respect.	Greener curriculum: living conditions for Capulet/Montague house SMSC: spirituality, kindness, acceptance, ethics, laws, communication, relationships, assertiveness, lifestyle. FBV: tolerance, democracy, mutual respect, the rule of law, individual liberty.

English Language Curriculum Overview
Year 10

Fareham Academy | Unlocking Potential Creating Opportunity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Medicine	Christmas	Disaster	Titanic	Exploration and Adventure	Revision and Feedback
Topic Objectives	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.					To revise for the end of Year 10 mock exams and reflect on feedback.
Acquired Knowledge/ Skills	Language analysis: • Denotation, connotation, effect on reader – whole phrase • Developing key word analysis Structure analysis: • Identifying changes in time, person, topic and place Evaluation: • Giving evidence to support opinions Summary of differences:	Language analysis: • Identifying ARIPEFOREST devices Summary of differences: • Difference, evidence, inferences Comparison of viewpoint: • Explaining how method links to viewpoint Non-fiction writing: • PWAARL	Language analysis: • Embedding a quotation • WHAT-HOW-WHY paragraphs Structure analysis: • WHAT-HOW-WHY paragraphs Evaluation: • Planning responses Summary of differences: • DEICDEI paragraphs Fiction writing: • WCDFW planning	Language analysis: • WHAT-HOW-WHY paragraphs Structure analysis: • WHAT-HOW-WHY paragraphs Evaluation: • Full paragraph responses Summary of differences: • DEICDEI paragraph Comparison of viewpoint: • Table planning	Language analysis: • Focus on the how – developing explanations • Building of previous effect of language Structure analysis: • Effect of structural choices Evaluation: • Ensuring quotations well matched to reasoning Summary of differences:	As appropriate for the class in lead up to year 10 PPE. Feedback and teacher 'DTT' dependent on class teacher.

	• Clear inferences and evidence Comparison of viewpoint: • Identifying perspective • Linking perspectives to evidence • Short explanations Fiction writing: • Colour vocabulary Non-fiction writing: • ARIPEFOREST devices		Non-fiction writing: • ISPACE sentence starters	Fiction writing: • Variety of punctuation Non-fiction writing: • Sentence types	• DEICDEI paragraph Fiction writing: • Cohesion - prepositions	
Assessments	Class work assessed: • P2Q5 Class mini assessment	Class work assessed: • P2Q5	Assessment – Paper 2	Class work assessed: • P2Q3 • P1Q2		Year 10 PPE – Paper 1
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: ethics, respect, integrity, kindness. FBV: mutual respect, tolerance, democracy.	SMSC: lifestyle, pride, religions, traditions. FBV: tolerance, mutual respect.	Greener curriculum: manmade/natural disaster. SMSC: spirituality, understanding, kindness, resilience. FBV: the rule of law, mutual respect.	Greener curriculum: manmade/natural disaster, icecaps. SMSC: spirituality, understanding, kindness, resilience. FBV: mutual respect.	Greener curriculum: travel and the earth. SMSC: lifestyle, influences, respect. FBV: individual liberty, mutual respect.	

English Literature Curriculum Overview
Year 10

Fareham Academy | Unlocking Potential Creating Opportunity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	'A Christmas Carol' – Charles Dickens		'Lord of the Flies' – William Golding	'Romeo and Juliet' - Shakespeare		Revision
Topic Objectives	• To develop understanding of writer's methods within the set text. • To develop essay writing skills and exam technique. • To develop how contextual influence affects the text. • To develop analysis of writer's methods (including quotation analysis). • To make links between the set texts and ideas from elsewhere in the study of literature. • To develop use of high level vocabulary in order to develop conceptual understanding.		• To revise key points of the set text from year 9. • To explore the use of symbols in the novel. • To develop essay writing skills and exam technique. • To develop conceptual understanding of key themes.	• To develop understanding of writer's methods within the set text. • To develop essay writing skills and exam technique. • To develop how contextual influence affects the text. • To develop analysis of writer's methods (including quotation analysis). • To make links between the set texts and ideas from elsewhere in the study of literature. • To develop use of high level vocabulary in order to develop conceptual understanding.		To revise for the end of year 10 mock exams and reflect on feedback.
Acquired Knowledge/ Skills	• Who was Charles Dickens? • Who is Scrooge? • Who is Fred? • Malthusian Theory • Who is Jacob Marley? • Who is the Ghost of Christmas Past? • What does the Ghost of Christmas Past show Scrooge? • Who is Fezziwig? • Which event affects Scrooge the most? • Who is the Ghost of Christmas Present? • Who are the Cratchits?		• Who is Ralph? • Who is Jack? • Who is Piggy? • Who is Simon? • Who is Roger? • Who are the Littl'uns? • What is the role of: the conch, the fire, the shelters, the LOTF, the island, violence,	• Who was William Shakespeare? • Context of Elizabethan theatre • The Prologue • Fate • Motagues vs Capulets • Who is Romeo? • How is Romeo presented compared with other male characters? • What is the role of women in the play? • What are the relationships between women in the play like? • What are the main themes of the novel?		As appropriate for the class in lead up to year 10 PPE. Feedback and teacher 'DTT' dependent on class teacher.

	• The Lost Generation • Who are Ignorance and Want and what is their message? • Who is the Ghost of Christmas Yet to Come and what does it shows Scrooge? • What makes Scrooge's feelings change? • What becomes of Scrooge? • Exam technique		hunting, Piggy's Glasses, uniform, language • Exam technique	• How does Shakespeare use his characters to present ideas about gender? • Is Romeo and Juliet's love superficial? • Who is Friar Lawrence? • Who is Juliet Capulet? • What is the impact of violence in the play? • What part does Friar Lawrence play in the play? • What becomes of Romeo and Juliet? • Exam technique		
Assessments	In class feedback – essays x 2 Mini-assessment essay	In class feedback – essays x 3	In class feedback – essays x 2 Classroom assessment	In class feedback – essay x 1	In class feedback – essay x 2	Year 10 Mock exam – Paper 1
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: Industrial revolution and impact on population, climate. SMSC: religion, spirituality, kindness, acceptance, law, pride, relationships, traditions. FBV: mutual respect, tolerance, individual liberty, the rule of law.		Greener curriculum: island living – respect for nature – the island as a utopia/dystopia. SMSC: spirituality, kindness, acceptance, ethics, laws, communication, relationships, assertiveness, lifestyle. FBV: tolerance, democracy, mutual respect, the rule of law, individual liberty.	SMSC: religion, acceptance, ethics, laws, pride, relationships, respect, lifestyle, heritage. FBV: rule of law, democracy, tolerance, mutual respect, individual liberty.		

English Language Curriculum Overview
Year 11

Fareham Academy | Unlocking Potential Creating Opportunity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Crime and Punishment	Rich and Poor, World of Work	School and Childhood, Science and Wonder	Science and Wonder, Revision	Revision	
Topic Objectives	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To revise for GCSE exams.	
Acquired Knowledge/ Skills	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Full responses for: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	

Assessments	Class work assessed: • P2Q4 • P2Q5	PPE exam – English Language Paper 2 Spoken Language Endorsement Class work assessed: • P1Q5	Class work assessed: • P1Q4 • P1Q1,2,3	PPE exam – English Language Paper 1	As required to support student in lead up to exams, including Walking Talking Mocks.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: ethics, laws, integrity, understanding, acceptance. FBV: mutual respect, rule of law, democracy, individual liberty.	SMSC: ethics, laws, pride, resilience, integrity, respect, acceptance, lifestyle, ambition. FBV: mutual respect, individual liberty, democracy.	SMSC: ethics, laws, pride, resilience, integrity, respect, acceptance, lifestyle, ambition. FBV: mutual respect, individual liberty, democracy.	SMSC: ethics, laws, pride, resilience, integrity, respect, acceptance, lifestyle, ambition. FBV: mutual respect, individual liberty, democracy.		

English Literature Curriculum Overview
Year 11

Fareham Academy | Unlocking Potential Creating Opportunity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Power and Conflict Poetry	Unseen Poetry and Revision	Revision	Revision	Revision	
Topic Objectives	• To develop understanding of writer's methods within the set text. • To develop essay writing skills and exam technique. • To develop how contextual influence affects the text. • To develop analysis of writer's methods (including quotation analysis). • To make links between the set texts and ideas from elsewhere in the study of literature.	• To develop unseen poetry analysis. • To develop metacognitive strategies for approaching an unseen text. • To revise key points of the set texts. • To explore the use of and characters in the set texts. • To develop essay writing skills and exam technique.	As appropriate for the emerging needs of the class in the lead up to PPEs and then Final Exams, covering all the acquired knowledge and skills covered in Year 10 and Year 11.			

Acquired Knowledge/ Skills	Understanding of the 15 Power and Conflict Poems. Poetry analysis. Links between texts.	Unseen Poetry analysis.	Recall of all acquired knowledge and skills of the course so far.		
Assessments	In-class feedback – 2 essays (minimum)	In-class feedback – 1 essay Year 11 PPE 1 – English Literature Paper 2	In-class feedback – 2 essays (minimum)	Year 11 PPE 2 – English Literature Paper 1	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: power of nature, mankind's abuse of nature. SMSC and FBV: the majority of SMSC and FBV will be covered due the breadth of poems covered and the nature of poetry as a genre.	Dependent on poems selected by teacher.	As in Year 10.		

Literacy and Sentencing Overview
Key Stage 3

Fareham Academy | Unlocking Potential Creating Opportunity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Building automaticity in grammar skills developed at KS2. Developing independence and self-checking.	Literacy Basics: Capital letters; end of sentence punctuation; consistent tense Spelling focus: cious and tious; cial and ough	Literacy: Sentence demarcation, clauses and conjunctions Spelling focus: nce/nt/ncy, ible, able and iable	Literacy: Homophones Spelling focus: Homophones and confused words	Literacy: Apostrophes Spelling focus: Silent letters; ough	Literacy: Punctuation Spelling focus: Surplus letters	Literacy: Discourse markers and formality Spelling focus: Surplus letters
Year 8 Varying sentencing and sentence styles in writing. Further embedding literacy and grammar rules.	Sentence focus: Using adjectives to vary sentencing (13, 14, 15) Spelling focus: Unstressed vowels Literacy refresher: The basics	Sentence focus: Using verbs to vary sentencing (16, 17) Spelling focus: Doubled letters Literacy refresher: Sentence demarcation, clauses and conjunctions	Sentence focus: Using repetition to vary sentencing (18, 19, 20) Spelling focus: Misleading vowels Literacy refresher: Homophones	Sentence focus: Using repetition beyond the sentence (21, 22) Spelling focus: Misleading consonants Literacy refresher: Apostrophes	Sentence focus: Revision of all Spelling focus: Maths key terms Literacy refresher: Punctuation	Sentence focus: Using sentencing to increase your formality (23, 24, 25) Spelling focus: Science key terms Literacy refresher: Discourse markers and formality
Year 9 Sentence crafting for longer, beautiful writing using grammar and punctuation.	Using compound sentences to juxtapose and create contrast Using relative clauses to create an emotional tone Literacy refresher: The basics	Using simple sentences to create hooks and tension Using present participles to create an action sequence Literacy refresher: Sentence demarcation, clauses and conjunctions	Revision and embedding of different sentence styles Literacy refresher: Homophones	Using imperatives to create a call to action Using fragments to create emphasis Literacy refresher: Apostrophes	Using dashes and pairs of dashes to emphasise Using colons to embellish and/or satirise Literacy refresher: Punctuation	Revision & embedding of different sentence styles Literacy refresher: Discourse markers and formality