Curriculum Overview — English

Year Group	Unit	Unit of Work
9	1	**Marginalised Voices** Students will explore non-fiction speech writing through the lens of marginalised voices. Students will explore the power of rhetoric and storytelling to advocate for change and share perspectives that are often unheard. The course will cover how to research and structure a compelling non-fiction piece, from crafting a powerful hook to building a persuasive argument. We will analyse speeches from a diverse range of speakers, identifying key rhetorical devices and narrative strategies that make their words impactful. **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP15: To be able to use a range of paragraph structures and cohesive devices for effect* *EP16: To know and be able to consistently maintain the features of different forms, audiences and purposes of writing with some emerging features of an individual style/voice.* *EP17: To know and be able to use a wide range of language devices, appropriate for form, audience, purpose and genre.* *EP18: To know and be able to use a range of punctuation consistently and accurately.* *EP19: To be able to provide evidence of changes and alterations to writing to correct errors of spelling, punctuation and grammar as well as refine effects.* *EP20: To be able to use the correct spelling for most words, including ambitious and uncommon words; errors are infrequent.* **Extended writing and assessment this unit:** *Students will deliver a live presentation of their original non-fiction speech.*
	2	**Macbeth** Students will study Shakespeare's Macbeth, with a focus on context, masculinity and gender interpretations. **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP5: To be able to select and retrieve a wide range of quotations and evidence from texts.* *EP6: To be able to make insightful inferences which are based on specific references to the text.* *EP7: To know and identify a wide range of language devices used by writers and be able to explain a range of possible effects that consider the connotations of words, text and context.* *EP8: To be able to explain how changes to setting, acting and costume impact the meaning of a play.* *EP9: To be able to confidently use precise and accurate subject terminology when discussing and writing about texts.* *EP10: To be able to analyse how context informs studied texts and how this influences meaning, including an understanding of how a text is influenced by other texts written within the same genre or form or era.* *EP3: To be able to participate in structured discussions, summarising, building on and debating what has been said.* *EP4: To be able to elaborate on ideas formally and in detail in response to questions.* **Extended writing and assessment this unit:** Students will write an analysis of the character of Macbeth, based on an extract and elsewhere in the play – considering his development and the role of fate and masculinity.
	3 and 4	**Novel: Purple Hibiscus** Students will read the whole novel over two terms. They will study character, theme and writer's techniques. There will also be opportunities for speaking and listening tasks, consolidating previous skills. **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP5*: To be able to select and retrieve a wide range of quotations and evidence from texts. *EP6*: To be able to make insightful inferences which are based on specific references to the text.

		EP7: To know and identify a wide range of language devices used by writers and be able to explain a range of possible effects that consider the connotations of words, text and context. *EP9*: To be able to confidently use precise and accurate subject terminology when discussing and writing about texts. *EP10*: To be able to analyse how context informs studied texts and how this influences meaning, including an understanding of how a text is influenced by other texts written within the same genre or form or era. *EP11:* To be able to explain the writer's purpose/message/intention and justify this with references located at word/sentence level or traced through a text. **Extended writing and assessment this unit:** *Students will write an analysis of a theme within the novel, drawing upon the context of the novel and applying this to their own cultural context.*
	5	**Memoirs** Students will explore memoir writing, blending personal storytelling with creative non-fiction techniques. Students will learn to transform their own life experiences into narratives by focusing on key moments, emotions, and themes. Students will develop a unique narrative voice, structure a story arc, using sensory details. Students will distinguish memoir from autobiography, emphasising the importance of a focused, thematic approach rather than a chronological account of a life. Through a series of writing exercises and readings of contemporary memoirs, students will discover how personal stories can resonate with universal human experiences. **Key End-points: What will the students know, understand or be able to do by the end of the term?** *Ep13 (W):* Use constantly varied vocabulary which is ambitious and imaginative, being well matched to purpose, audience and genre *EP14 (W*): Sentences are varied (length and structure) and accurately demarcated. Identify and correct misconceptions in grammar, including: comma splices, fragments, subject-verb agreement, speech and tenses. *EP15 (W)*: Use a range of structural features for effect, including: Flashback and effectively managing shifts in tense across a text *EP16 (W):* Writing is clearly matched to form, audience and purpose, with convincing individual style. E.g. a consistent handling of a narrator's persona in fiction and/or well controlled use of personal voice in formal discursive writing. *EP19 (W)*: Provide evidence of changes and alterations to writing, during the drafting and editing process, to refine effects. **Extended writing and assessment this unit:** *Students will write an extended memoir focusing on a moment from their childhood.*
	6	**Powerful Voices in Poetry** Students will explore poetry from a range of poets (known and unknown) based on different subjects and cultures, allowing them to experience different perspectives. **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP5: To be able to select and retrieve a wide range of quotations and evidence from texts.* *EP6: To be able to make insightful inferences which are based on specific references to the text.* *EP7: To know and identify a wide range of language devices used by writers and be able to explain a range of possible effects that consider the connotations of words, text and context.* *EP9: To be able to confidently use precise and accurate subject terminology when discussing and writing about texts.* *EP10: To be able to analyse how context informs studied texts and how this influences meaning, including an understanding of how a text is influenced by other texts written within the same genre or form or era.* *EP11: To be able to explain the writer's purpose/message/intention and justify this with references located at word/sentence level or traced through a text.* *EP12: To be able to compare how writers present their ideas, specifically referencing the methods that they use.* **Extended writing and assessment this unit:** *Students will analyse and compare two poems from the unit, considering a common theme.*

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