



**LATHOM**  
HIGH SCHOOL

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Headteacher: Mrs J M Galbraith

# Curriculum Overview

## English

	Term 1	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	<p><b>Transition – reduced from half term 1.</b>  <b>The World I'm In (Nicola Yoon, Khaled Hosseini and Malala Yousafzai)</b>  <b>Idioms.</b>  <b>Symbolism.</b></p> <p><b>Origins of Storytelling</b>  <b>Roots of language and root words.</b>  <b>The history of the tragedy – Aristotle.</b>  <b>Achilles-Homer</b></p> <p><b>Shakespeare's Villains</b>  <b>Knowledge:</b>            Shakespeare's characterisation in 'Romeo and Juliet' and 'Hamlet'.            Understanding Shakespeare's craft.            Catalysts.            Themes.</p> <p><b>Key Skills:</b>            Retrieval.            Inference.            Strategies to understand Shakespeare.            Reciprocal Reader.</p> <p>Presenting ideas to the class.</p> <p>Writing to engage and entertain –character description. Ambitious vocabulary. Show don't tell. Variety of sentence structures.</p> <p>Using Accelerated Reader.</p>	<p><b>Crime and Consequence – Poetry</b></p> <p><b>Knowledge:</b>            Poetry forms.            Writer's devices.            Non-fiction texts.</p> <p><b>Key Skills:</b>            Recall.            Selecting and commenting on quotations.            Using terminology to discuss writer's effects.</p> <p>Debating topical issues.</p> <p>Writing to inform – News report.            Features of structure and paragraphs. Developing facts and opinions. Sentence openers.            Including witness statements.</p>	<p><b>Allegory – Animal Farm by George Orwell</b></p> <p><b>Knowledge:</b>            Form.            Allegory.            Context.            Persuasive techniques.            The theme of power.            Propaganda.</p> <p><b>Key Skills:</b>            Forming impressions.            Supporting evaluations with the text.</p> <p>Formal presentation to the class.</p> <p>Writing to persuade – Bias. AFORREST. Tone.            Punctuation. Discourse markers.            Writing to inform and entertain - Range of tones to match audience. Recommendations.</p>	<p><b>Power Play – Noughts and Crosses</b></p> <p><b>Knowledge:</b>            Contextual knowledge of segregation and prejudice.            Social and cultural development.            Dystopian concepts.            The theme of power in the modern world.</p> <p><b>Key Skills:</b>            Tracking and placing an extract.            Extract analysis.</p> <p>Discussing relationships and themes.</p> <p>Creating and performing drama.            Writing to entertain - features of script writing. Adverbs for impact.            Writing to persuade – letter formatting. Anecdote. Emotive language. Discourse markers.</p>	

**Reading for betterment (class reader): Class teacher choice of modern fiction text – young voices.**

Ongoing: Recall –vocabulary and key techniques; oracy development (presentation, debate, drama); vocabulary development; and spelling, punctuation and grammar development.

	Term 1	Half term 3	Half term 4	Half term 5	Half term 6
Year 8	<p><b>Transition – reduced from half term 1.</b>  <b>Evolution of Story telling</b>  <b>Epic poems (Beowulf and Heaneywulf)</b>  <b>Conventions of Fairy Tales (from around the world) - revisit allegory</b></p>	<p><b>Conflict Poetry</b></p> <p><b>Knowledge:</b>            Poetry forms and writer's</p>	<p><b>The Gothic (moved from HT 5)</b></p> <p><b>Knowledge:</b>            Features of the gothic</p>	<p><b>Morality: Lord of the Flies</b></p> <p><b>Knowledge:</b>            Development of</p>	<p><b>Humanity: Modern non-fiction</b></p> <p><b>Knowledge:</b>            Vocabulary enrichment.</p>

	<p><b>Science Vs Religion</b> <b>Mary Shelley and the gothic</b> <b>Modernism</b> <b>Dystopia</b></p> <p><b>Shakespeare’s ‘The Tempest’</b> <b>Knowledge:</b> The conventions of Shakespeare. Shakespeare’s characterisation in ‘The Tempest’. Development of plot and relationships. ‘Death of a Naturalist’ by Seamus Heaney.</p> <p><b>Key Skills:</b> Tracking a character in a text. Comparing characters. Implicit and explicit meanings.</p> <p>Debating a viewpoint and supporting ideas. Performing drama.</p> <p>Writing to engage and entertain – figurative devices. Prepositional phrases to place reader. Sensory images. Topic sentences. Poetry.</p>	<p>devices. Context of war poetry. Imagery of war. Language of comparison.</p> <p><b>Key Skills:</b> Analysis of single poem. Comparing poems.</p> <p>Debating topical issues.</p> <p>Writing to inform – magazine article structure. Adapting writing to audience. Tone. Apostrophes and punctuation accuracy.</p>	<p>genre. Motif. Victorian context. ‘London’ by William Blake.</p> <p><b>Key Skills:</b> Evaluating narrative style. Extract to text essay.</p> <p>Creating and performing drama.</p> <p>Writing to engage and entertain – plot, setting and character. Dialogue. Tense control. Creating pace. Writing to inform and persuade – features of form. Specific examples to engage. Colon and semi-colon.</p>	<p>themes. Consolidation of key literary principles.</p> <p><b>Key Skills:</b> Tracking a theme. Evaluation of character’s motives and influences.</p> <p>Debating and arguing a viewpoint.</p> <p>Writing to debate – AFOREST. Discourse markers. Openings and conclusions. Countering counter arguments.</p>	<p>Non-fiction reading (reciprocal reading strategies). Poetry context.</p> <p><b>Key Skills:</b> Historical and cultural context.</p> <p>Writing to inform and persuade – formal report writing. Subheadings. Bullet points. Punctuation for impact. Parenthesis. Developed points.</p>
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**Reading for betterment (class reader): Class teacher choice of modern fiction text – stories from around the world. The boy at the Back of the Class by Onjali Q Rauf. Refugee Boy by Benjamin Zephaniah. The Girl of Ink and Stars by Kiran Millwood Hargate.**

Ongoing: Recall vocabulary and key techniques; oracy development (presentation, debate, drama); vocabulary development; and spelling, punctuation and grammar development.

	Half Term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
Year 9	<p><b>Transition – reduced from half term 1.</b> <b>Duality.</b> <b>Non-fiction reading.</b> <b>Retrieval and using evidence.</b> <b>Appositives.</b> <b>Describing a setting.</b></p> <p><b>Morality: Jekyll and Hyde</b></p> <p><b>Knowledge:</b> Structural choices and effects.</p>	<p><b>Rhetoric</b></p> <p><b>Knowledge:</b> Aristotle’s persuasion: pathos, ethos, logos. Persuasive speeches from history. Rhetorical devices. Diatribes.</p> <p><b>Key Skills:</b> Identifying persuasion.</p>	<p><b>Love Poetry</b></p> <p><b>Knowledge:</b> Key contextual points about poets. Writer’s intentions: language, structure and form. Analytical verbs. Evaluative adverbs. Alternative interpretations.</p> <p><b>Key Skills:</b> Analysis. Linking poems to context.</p>	<p><b>Allusions (moved from HT1)</b></p> <p><b>Knowledge:</b> Biblical, classical and historical allusions. Non-fiction formats.</p> <p><b>Key Skills:</b> Making links between the modern world and traditional conceptions. Analysis. Making links between</p>	<p><b>Shakespeare’s tragedy: ‘Macbeth’</b></p> <p><b>Knowledge:</b> Context and writer’s intentions. Characters. Relationships. Language, structure and form. Paradox and equivocation. Cyclical structure. Allusions and symbolism. Soliloquy.</p> <p><b>Key Skills:</b> Extract analysis.</p>	

	<p>Narrative voice. Studying themes: power, morality and duality in a text. Vocabulary development.</p> <p><b>Key Skills:</b> Evaluating narrative style. Tracking a theme. Interpretation of authorial intent.</p> <p>Debating ideas with evidence from the text.</p> <p>Writing to entertain – setting. Figurative language. Symbolism. Extended metaphors. Parenthesis. Semicolons in lists. Tense. Dialogue. Plot development. Structuring for impact. Writing to argue – debate. Vocabulary for effect. AFORREST.</p>	<p>Using writer’s techniques.</p> <p>Formal presentation of speech.</p> <p>Writing to persuade – PAFT. Structure and devices. Antithesis. Hyperbole. Punctuation to aid meaning.</p>	<p>Critically evaluating writer’s intentions. Comparison.</p> <p>Debating ideas and countering arguments.</p> <p>Writing to inform and advise – guide writing. Using a suitable tone. Intensifiers. Writing to persuade – formal letter format. Imperatives. Declaratives. Anecdotes.</p>	<p>texts.</p> <p>Presenting ideas and evaluations to the class.</p> <p>Writing to engage and entertain. STORY structure. Dialogue. Vocabulary appropriate to genre. Including allusions for meaning.</p>	<p>Tracking the 5 Act play. Linking to writer’s intentions. Performing drama. Debating literary motives and author intentions.</p> <p>Academic writing. Language of analysis – analytical verbs and evaluative adverbs. Tentative language.</p>
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**Reading for betterment (class reader): Boys Don’t Cry by Malorie Blackman.**

Ongoing: Recall vocabulary and key techniques, Lit texts; oracy development (presentation, debate, drama); vocabulary development; and spelling, punctuation and grammar development.

	Term 1	Half term 3	Half term 4 and Half term 5	Half Term 6
<p><b>Year 10</b></p>	<p><b>Transition – reduced from half term 1. Back to the Future</b> <b>Recall War Poetry.</b> <b>Recall Plot, characters and devices in ‘Macbeth’.</b> <b>Victorians.</b> ‘A Christmas Carol’ by Charles Dickens.</p> <p><b>Knowledge:</b> Impact of context. Malthusian theory. Characters.</p>	<p><b>Nature and Place Poetry</b> <b>Non-fiction Reading and Writing.</b></p> <p><b>Knowledge:</b> Context. Poetry forms and writer’s devices. Symbolism. Links between poems.</p>	<p>Modern Text-Lit 2022: The Curious Incident of the Dog in the Night Time. Blood Brothers.</p> <p><b>Knowledge:</b> Characters. Relationships. Themes. Language, structure and form. Importance of stagecraft. Foreshadowing.</p>	<p>Lang: Modern Text Lang Fiction reading (Outsiders – OMAM. Stone Cold. Heroes). Non-fiction reading and writing- (switch focus 2022) Lit: Anthology Poetry Lit recall: Modern text  Talk the Talk.</p>

	<p>Relationships. Cyclical structure.</p> <p>Paradox. Intertextuality. Themes. Language, structure and form. Vocabulary development.</p> <p><b>Key Skills:</b> Extract to text essay. Tentative interpretations. Analysing language, structure and form and evaluating the writer's intentions. Linking quotations and references to context.</p> <p>Discussing topical problems and social theory.</p> <p>Writing to engage and entertain – Characterisation through first person. Characterisation through dialogue. Ambitious vocabulary for effect. Appositives and parenthesis.</p> <p>Writing to persuade – Speech writing. Using persuasive devices. Punctuating for impact. Varying tone. Including appropriate allusions and ethos, pathos and logos.</p>	<p><b>Key Skills:</b> Poetry analysis. Evaluating writer's intentions. Comparing poems through themes and images. Comparing writers' intentions. Non-fiction analysis. Use of style models.</p> <p>Presenting research to the class.</p> <p>Writing to recount and review – dressing opinion as fact. Superlatives. Using technical aspects of writing to aid meaning. Judiciously selecting vocabulary for impact.</p> <p>Writing to inform – article features. Referencing sources and witness/expert opinions. CV writing and selecting appropriate information.</p>	<p>Dramatic irony.</p> <p><b>Key Skills:</b> Extract to text essay. Creative writing.</p> <p>Justifying ideas to the class with evidence.</p> <p>Writing to inform – responding to a newspaper. Creating a persona. Formatting. Using sentence structure and punctuation to assert a point of view. Judiciously select vocabulary and devices to inform.</p>	<p>GCSE Spoken Language</p> <p><b>Knowledge:</b> Context. Anthology poetry. Approaches to Language paper 2. Breadth of literature.</p> <p><b>Key Skills:</b> Retrieval. Analysis. Critical evaluation. Comparing poems.</p> <p>Adapting language and register to different audiences and settings.</p> <p>Transactional writing as appropriate. Using content and organisation effectively for a given task. Writing accurately and selecting devices as appropriate to task.</p>
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**Reading for betterment (class reader): Class teacher choice of modern fiction text focus on language fiction and creative writing skills.**

Ongoing: Recall vocabulary and key techniques, Lit texts; oracy development (presentation, debate, drama); vocabulary development; and spelling, punctuation and grammar development.

	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5
Year 11	<p><b>Lang:</b> Bildungsroman Fiction reading and creative writing. <b>Lit:</b> A Christmas Carol</p> <p><b>Knowledge:</b></p>	<p><b>Lang:</b> Carpe Diem Non-fiction reading and transactional writing. <b>Lit:</b> Macbeth</p> <p><b>Knowledge:</b></p>	<p><b>Lang:</b> If Fiction reading and creative writing. <b>Lit:</b> Poetry</p> <p><b>Knowledge:</b></p>	<p><b>Lang:</b> Non-fiction reading and transactional writing. <b>Lit:</b> Modern text</p> <p><b>Knowledge:</b></p>	<p><b>Examination preparation.</b></p> <p><b>Knowledge:</b></p>

	<p>Context Character. Relationships. Themes. Writer's intentions. Narrative style.</p> <p><b>Key Skills:</b> Academic discourse. Retrieval Inference Analysis of language, structure and form. Critical evaluation. Alternative interpretations. Writing for a specific audience and purpose. Writing with accuracy. Presenting revision material to the class. Debating and revisiting theories and writer's intentions.</p>	<p>Character. Relationships. Themes. Writer's intentions. Non-fiction styles and formats.</p> <p><b>Key Skills:</b> Retrieval Inference Analysis of language, structure and form. Synthesis. Comparison. Critical evaluation. Writing for a specific audience and purpose. Writing with accuracy. Performing drama.</p>	<p>Context Character. Relationships. Themes. Writer's intentions. Narrative style.</p> <p><b>Key Skills:</b> Retrieval Inference Analysis of language, structure and form. Synthesis. Comparison. Critical evaluation. Writing for a specific audience and purpose. Writing with accuracy. Formal presentation of ideas.</p>	<p>Character. Relationships. Themes. Writer's intentions. Non-fiction styles and formats.</p> <p><b>Key Skills:</b> Retrieval Inference Analysis of language, structure and form. Critical evaluation. Alternative interpretations. Writing for a specific audience and purpose. Writing with accuracy. Sharing best practice with peers.</p>	<p>Recall plot, themes, characters, relationships.</p> <p><b>Key Skills:</b> Refine exam technique and essay writing.</p>
<p>Ongoing: Recall vocabulary and key techniques; oracy development (presentation, debate, drama); vocabulary development; and spelling, punctuation and grammar development.</p>					