

English

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Creative Writing Magic & Fantasy Writing	Seminal World Literature Cirque Du Freak	Poetry Love and relationships	Non-fiction writing Have your say!	Canonical Classic A Christmas Carol	Shakespeare The Tempest
	Enquiry Question	How do we craft an effective piece of creative writing?	How does Shan use the fantasy genre to craft an engaging narrative?	How do poets use the poetic form to explore the world around them?	How do we convey our own ideas effectively?	How does Dickens present big ideas about humanity and the world around us in A Christmas Carol?	How does Shakespeare present big ideas about humanity and the world around us in The Tempest?
	Key Knowledge and skills	- To learn about different genres of writing. - To gain a basic understanding of the Gothic genre. - To be able to apply some Gothic elements in their own writing. - Know how to use a range of figurative language. - Know how to plan, draft, edit and revise a piece of writing to enhance effectiveness. - Understand the <i>Show Not Tell</i> technique. - Know how to create an effective narrative ‘drop’ opening. - Understand basic plot structures. - Learn new Tier 2 & 3 vocabulary to enhance the effectiveness of creative writing responses. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. - To know the difference between NSE and Standard English.	Begin to develop an understanding of the genre. - Understand key ideas, themes and concepts in Cirque du Freak. - Explore a variety of myths, legends and allusions linked to the text. - Decode explicit meanings from a text. Begin to form implicit inferences from a text. Begin to explain effect of language and connotations of particular words. - Identify some aspects of structure. Introduce summary skills focused on a single text. - Select and retrieve important evidence. - Build Tier 2 vocabulary linked to text - Identify and comment on writers’ methods.	Understand key ideas, themes and concepts explored in the poetry anthology. - Identify a range of poetic conventions. - Form explicit and implicit inferences and opinions about the texts studied. - Know how to comment on the use of some poetic techniques, including structure. - Explore the use of new myths, legends and allusions linked to the poems. Comparison of poetry through discussion only. - Read and understand different forms of poetry. Further develop effective use of figurative language. Embed Show Not Tell. - Build Tier 2 vocabulary linked to texts. - Understand how to use the spoken word.	Introduce rhetorical and stylistic features. - Recognise and apply features of a letter, speech and article. Begin to use some rhetorical devices effectively when writing non-fiction responses. - To know how to plan responses independently. - To learn how to structure an effective non-fiction response. - Become competent at drafting editing and revising a piece of writing to enhance effectiveness. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. - Learn new Tier 2 & 3 vocabulary to enhance the effectiveness of non-fiction responses. Learn how to debate effectively.	- Develop an understanding of life in the 19th century and Victorian Literature - Identify elements of the Gothic independently - Learn about Charles Dickens - Introduction to critical theory through discussion: Marxist and New Historicist theories - Develop an understanding of key ideas, themes and concepts explored within the text. - Develop an understanding of new myths, legends and allusions linked to the text. Deepen knowledge of writers’ methods - Develop explicit and implicit inferences. - Explain the effect of language and connotations of particular words. - Select and retrieve important evidence from texts. - Build Tier 2 vocabulary linked to text	Gain an understanding of Shakespeare and the Jacobean era. - Revisit knowledge of The Globe theatre from KS2 education. Introduce dramatic conventions. - Develop understanding of key ideas, themes and concepts in the text. - Develop an understanding of how the play is communicated through performance. - Develop understanding of new myths, legends and allusions linked to the text. Explore critical viewpoints as introduced in the previous unit, including the introduction of post-colonial theory. Build confidence with analytical skills. - Build Tier 2 vocabulary linked to text.
	End Point	To know how to craft writing effectively using figurative language. To be able to write an effective ‘drop’ opening to a story.	To understand how fantasy fiction is crafted for effect. To know how to structure analytical writing.	To understand how poets use the poetic form to explore the world around them.	To know how to craft non-fiction responses for purpose, audience and form.	To understand and explain key themes and ideas in Victorian Literature.	To become familiar with Shakespeare’s writing. To understand how Shakespeare blended elements of comedy and romance to explore big ideas. To be able to engage with the key themes within the play.
Year 8	Topic	Creative Writing Dystopian Fiction	Seminal World Literature Animal Farm	Poetry Cultural Identity	Non-fiction writing Find your Voice!	Canonical Classic The Woman in Black	Shakespeare Romeo and Juliet
	Enquiry Question	How do we adapt writing to create different effects?	How does Orwell use the allegorical form to make a political statement?	How do poets across the centuries use poetry to explore big ideas about culture and identity?	How do we adapt our writing for audience and purpose to express our own ideas convincingly?	How does Hill use the pastiche of the Victorian Gothic novel to present big ideas about the world around us in The Woman in Black?	How does Shakespeare present big ideas about humanity and the world around us in Romeo and Juliet?
	Key Knowledge and skills	Develop an understanding of different genres of writing, including Dystopian fiction. - Apply some dystopian elements in writing. - Know how to use a range of figurative language for different effects. - Become confident with planning, drafting, editing and revising writing to enhance effectiveness. - Know how to create an effective narrative. - Understand the ‘drop, shift’ narrative principle. - Understand how to use the cyclical structure. - Learn about different narrative perspectives. - Use a wide range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. - Apply and transfer Tier 2 vocabulary linked to text to enhance their writing. - Understand how to create different character types. - Students will learn how to use dialogue effectively. Refine motifs and extended metaphors in narrative and descriptive writing.	Explore the context of the Russian Revolution to analyse Animal Farm as an allegorical novella. Develop an understanding of critical perspectives: Communist, Socialist and Marxist. - Decode explicit and implicit inferences from the text. - Begin to analyse a range of fiction extracts drawing on, consolidating, and enhancing their knowledge of the writer’s methods. - Begin to read the text critically by knowing how language, including figurative language, vocabulary choice, grammar and text structure presents meaning. - Use the What/How/Why structure to allow for analytical exploration. - Deepen an understanding of setting, plot and characterisation. - Know how to use selected evidence effectively to support choices. - Develop knowledge of new methods such as: anthropomorphism, symbolism, allegory, microcosm, fable, satire, irony, narrative voice - Build summary skills. - Build Tier 2 vocabulary linked to text.	- Gain knowledge and understanding of the poets’ big ideas and messages within the poems. - Further develop understanding of a wider range of poetic conventions and be able to comment on how and why they have been used. - Develop an ability to analyse the language, structure and form of a range of poems. Begin to compare poems, exploring the methods that poets use to convey meaning and deliver their message. - Understand how to construct a thesis statement to show awareness of big ideas. - Have the opportunity to create poetry, experimenting with form, structure and language. - Build Tier 2 vocabulary linked to texts.	Understand linked non-fiction extracts. Develop understanding of purpose, audience and form of different types of non-fiction texts: letter, speech and article. Further develop use of rhetorical and stylistic features. - Use a wide range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. - Use a range of rhetorical devices effectively. - To learn how to structure an effective non-fiction response using the full ‘micro to macro’ approach. - Learn Aristotle’s three appeals. Independently draft, edit and revise a piece of writing to enhance effectiveness. - Learn new Tier 2 & 3 vocabulary to enhance the effectiveness of non-fiction responses. Learn how to create individual presentations.	- Develop a better understanding of life in the 19th century and Victorian Literature. Explore the effectiveness of Gothic elements. Continue to develop critical reading by analysing how language, structure and form creates meaning and enhances plot, setting and characterisation. Develop knowledge of writer’s methods such as pathetic fallacy and foreshadowing. - Build Tier 2 vocabulary linked to text.	Explore the relevant contextual factors surrounding the Elizabethan era. - Understand and make thoughtful comments on: Patriarchal society, Gender norms and Stereotypes, Hamartia, Familial relationships. Understand how to write about critical perspectives, including feminist perspective. Explore and analyse new conventions of a play, focusing on the use of dramatic irony and the function and effect of a prologue. - Develop speaking and listening skills and partake in various debates relating to the play’s themes. - Consolidate and strengthen an ability to select and retrieve key quotations from the text, exploring their relevance and effect through critical writing. Revisit learning of previous dramatic conventions such as soliloquy, stage directions, asides, and iambic pentameter - Explore a range of implicit inferences. - Analyse key words, phrases and references from the texts. - Develop understanding of a wider range of structural features. Further develop figurative language through descriptive and narrative writing.

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	End Point	To be able to adapt writing effectively for different effects. To know how to write an effective ‘drop, shift’ response.	To understand how the allegory form is used effectively to convey meaning. To know how to structure analytical writing effectively.	To understand how poets use a wide range of poetic conventions to explore culture and identity. To be able to use the poetic form to express ideas about identity.	To know how to adapt non-fiction responses effectively for purpose, audience and form. To be able to use the full ‘micro to macro’ structure.	To understand how writers present ideas effectively using elements of the Victorian Gothic. To become clearly aware of writers at work.	To understand how Shakespeare uses the tragedy form to explore big ideas about humanity and the world around us.
Year 9	Topic	<u>Creative Writing</u> Short Stories	<u>Seminal World Literature</u> Telling Tales	<u>Poetry</u> Conflict Poetry	<u>Non-fiction writing</u> Reason & Rhetoric	<u>Canonical Classic</u> The Sign of Four	<u>Shakespeare</u> King Lear
	Enquiry Question	How do we write effective short stories?	How do writers use the short story genre to explore big ideas about the world around us?	How do poets across the centuries use poetry to explore big ideas about conflict and war?	How do we build sophistication in our non-fiction writing?	How does Conan Doyle use the detective novel to present big ideas about the world around us in The Sign of Four?	How does Shakespeare use the tragedy form to present big ideas about humanity and the world around us in King Lear?
	Key Knowledge and skills	- Continue to edit, proofread and redraft examples of writing by recognising their own gaps and misconceptions. Further develop sustained crafting of language and structure. - Use increasingly sophisticated grammatical and sentence structure to create a complete short story. - Use a wider variety of vocabulary and sentence structures for clarity, purpose and effect. - Understand how to use a wide range of structural devices effectively. Experiment with different narrative perspectives and characters. - Use dialogue effectively to enhance characterization. - Use motifs and extended metaphors effectively to create effective narratives.	- Explore the cultural context of each of the three short stories. - Develop an understanding of critical perspectives. - Decode implicit inferences from the text independently. - Analyse the three stories drawing on, consolidating and enhancing their knowledge of the writer’s methods. - Read the texts critically by knowing how language, including figurative language, vocabulary choice, grammar and text structure presents meaning. - Deepen an understanding of setting, plot and characterisation. - Select quotes judiciously to enhance analytical exploration of a text. - Begin to synthesise information across the short stories. Compare texts through analytical responses. Embed the What/How/Why structure. - Build a conceptualised response to the texts. - Build Tier 2 vocabulary linked to texts.	- Gain a deeper understanding of how to comment on the poets’ big ideas and messages within the poems. - Further develop understanding of a wider range of poetic conventions - Develop an exploratory approach to poetry. Embed the comparative essay structure used when tackling two poems. Build a conceptualised response to the poetry. - Apply knowledge of summary skills across more than one poem. - Understand how to write in a range of poetic styles/forms. - Build Tier 2 vocabulary linked to texts.	Analyse a wide variety of non-fiction extracts. Confidently use a wide range of rhetorical and stylistic features. - Use an extensive and ambitious range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Confidently adapt the macro to macro structure to suit the needs of each response. Fully embed Aristotle’s three appeals in writing. - Independently draft, edit and revise a piece of writing to enhance effectiveness under timed conditions. - Learn new Tier 2 & 3 vocabulary to further enhance the effectiveness of non-fiction responses. - Explore spoken language opportunities.	- Develop a better understanding of Victorian fears and attitudes. - Learn about the Empire and imperialism. - Include a range of critical perspectives in essays, including post-colonial theory. - Analyse the effectiveness of a range of Gothic conventions. Continue to develop critical reading by analysing how language, structure and form creates meaning. Build a conceptualised response to the text. - Build Tier 2 vocabulary linked to text.	Explore the relevant contextual factors. - Understand and make thoughtful comments on: the patriarchy, gender, madness, deception, power, justice and loyalty. - Explore and analyse layers of meaning in the play. Explore new dramatic conventions and develop ideas on the use of staging, costume and lighting for effect. - Explore implicit inferences and use judicious evidence to support developing ideas. - Read the play critically by knowing how language, structure and dramatic conventions convey meaning. - Conceptualised essay approach fully embedded, including exploration of critical perspectives. Opportunities to use the dramatic form.
	End Point	To be able to write an effective narrative. To use a wide range of linguistic and structural devices for effect.	To understand how the short story form is used effectively to convey meaning. To become more confident when analysing texts.	To be able to write a comparative response exploring ‘big ideas’ presented in two poems. To understand how to craft a conceptualised essay response. To synthesise information and ideas across two poems.	To be able to write a range of well sequenced, conceptualised non-fiction responses. To feel confident in adapting the ‘micro to macro’ structure to suit the purpose of their writing.	To be able to analyse how Conan Doyle present ideas effectively using the detective genre. Students will now be able to explore texts without relying too heavily on the PEMAL approach.	To be able to analyse how Shakespeare uses the tragedy form to explore big ideas about humanity and the world around us.

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Year 10 GCSE	Topic	An Inspector Calls	AQA Language Paper 1	Power and Conflict Poetry	Jekyll and Hyde	AQA Language Paper 2	AQA language revision and Spoken Language
	Enquiry Question	What are we responsible for?	How do writers create impact in Fiction texts?	Why is poetry a powerful means of expression which provide insight into the human condition?	How does Stevenson use his gothic novella to convey ideas about society?	How do writers create impact in Non-Fiction text?	How do we communicate effectively?
	Key Knowledge and skills	- Understanding of key contextual factors that shape Priestley’s writing (1945 post-war ideals, 1912 Edwardian society, Priestley’s political agenda). - Understanding of how Priestley uses language, structure, and form to shape meaning. - Understanding of Priestley’s characters and what they represent. - The ability to recall key quotations from the drama. - Analysis of the morality play and its realistic dialogue, rhetoric, staging, lighting, character arcs. - Understanding of the key themes in the text: social responsibility; abuse of wealth and power; class prejudice and ignorance; gender stereotypes and the treatment of women; economic /political views of capitalism and socialism; consequences of vice and hubris; generational divides. - To understand how to successfully plan and respond to an examination question. - Students will consolidate their skills writing thesis statements (killer openings) which argue an original interpretation of the play.	- Critical analysis: exploring the impacts of a writer’s language and structure choices in shaping a reader’s impression of character, setting, or events; evaluative analysis of other’s viewpoints about a text; noticing and exploring big ideas (universal concepts) within unseen fiction; exploration of fiction from a diverse range of time periods, cultural backgrounds, and societal perspectives. - Creative writing through crafting both descriptive and narrative pieces: exploring how to use language effectively to manipulate a reader’s emotions; how structural features can shape the impact of their writing; how to tailor their writing to a variety of audiences; how to use sentence forms and grammatical structures effectively. - To understand the question types of Language Paper 1 and the expectations of each question. - To work on timing, pace and stamina in examination conditions. - To understand how to plan effectively for Fiction writing (Drop, Zoom, Shift, Link).	- Writer’s Purpose: exploration of how societal views and values have developed, or shifted, from 1789 to the present day. Through Power and Conflict they will be exploring perceptions of warfare, emigration, cultural diversity, monarchical power, historical bias, nature of humanity, and the conflict between humanity and the natural world. - Critical analysis of universal concepts: personal and social responsibility; abuse of wealth and power; reality and effects of conflicts; gender stereotypes and the treatment of women; concepts of loss, absence, anger, guilt, fear, and pride; concept of identity and how it is created; individual experiences and memories. - Understand how to effectively plan a comparative response, discussing the poems ‘big ideas’. - To begin to recall plot, themes, quotations and writer’s message. - Students will consolidate their skills writing provocative thesis statements (killer openings) which show confidence in comparison.	- Writer’s Purpose: exploration of Victorian views, values, beliefs, and fears; 19th century developments of the Gothic genre; impacts of the industrial revolution on publishing practices. - Critical analysis of universal concepts: duality of man; conflicting views of evolution from religious to scientific viewpoints; supernatural beliefs and fears; concept of good versus evil; concepts of deception, morality, friendship, repression, and violence; expectations of a Victorian gentleman; nature of humanity; fears of transcendental science. - To understand how to answer an examination style question and plan a response using WHAT, HOW, WHY. - To begin to recall plot, themes, characters, quotations and writer’s message.	- Critical analysis: exploring the impact of a writer’s language and structure choices in presenting a viewpoint to a reader; evaluation of writer bias and how it is created or conveyed; comparison of viewpoints and perspectives across time periods and cultural backgrounds; noticing and exploring big ideas (universal concepts) within unseen non-fiction; consideration of non-fiction form and its impact on readers across time; analysis of rhetoric structures. - Transactional writing through crafting broadsheet, tabloid, and online articles; speech writing; formal and informal letters: exploring how to use language to manipulate readers’ emotions and beliefs; use of rhetoric structures to argue, persuade, advise, and inform; tailoring writing to specified audiences. - To understand the question types of Language Paper 2 and the expectations of each question. - To work on timing, pace and stamina in examination conditions. - To understand how to plan effectively for Non-Fiction writing (micro to macro structure).	- For language consolidation students will embed, develop, and deepen the skills explored during Term 2 and 5. - Within the Spoken Language Non-Exam Assessment, students will create an effective argumentative, or persuasive speech aimed at an audience of their peers, on a subject of their choice. - Students will further develop their ability to craft their writing for a specific audience, and to consider the importance of pitch, pace, tone, and volume in transforming a written medium into a performed piece. - Students will also practise listening and responding to questions to develop and further their ideas on their topic, alongside practising questioning other students on their chosen topics to develop academic dialogue.
Year 11 GCSE	End Point	To understand and analyse the effects of how Priestley uses his morality play to convey ideas about Edwardian Society and Post-WW2 society. To be able to plan and respond to an AQA Literature examination question. To be able to recall the details of plot, characters and themes with quotations from the play.	To be able to understand and analyse fiction texts. To be able to plan and effectively write narratives and descriptions. To understand the demands of AQA Language Paper 1.	To understand the context and message of the 15 Power and Conflict poems. To understand and analyse the effects of language, structure and form of the Power and Conflict poems. To compare the key themes, ideas and messages in the poems. To plan and respond to an AQA Literature examination question.	To understand and analyse the effects of Stevenson’s gothic novella and the 19th century contextual factors that surround the text. To be able to plan and respond to an AQA Literature examination question. To be able to recall the details of plot, characters and themes with quotations from the novella.	To be able to understand, analyse and compare non-fiction texts. To be able to plan and effectively write transactional responses. To understand the demands of AQA Language Paper 2.	To consolidate understanding of AQA language papers. To plan, prepare and deliver successful speaking and listening presentations and develop confidence in speaking to an audience. To be able to use spoken language to communicate ideas, information and feelings and meet the needs of the intended audience. To be able to respond to feedback and questions with appropriate responses. To successfully complete the Speaking and Listening component of the GCSE syllabus.
Year 11 GCSE	Topic	Macbeth	AQA Language Paper 1 and 2	J&H	P&C and AIC	English Language and Literature Revision	Exams
	Enquiry Question	Why do people change?	How do writers create impact in Fiction and Non-Fiction texts?	How does Stevenson use his gothic novella to convey ideas about society?	Why is Literature a powerful means of expression and how does it document the human condition?	Consolidation of all prior learning	

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	Key Knowledge and skills	- To understand the conventions of tragedy. - Students will explore Jacobean England. They will understand key factors of: fear of the supernatural, The Gunpowder Plot, The Divine Right of Kings, Great Chain of Being, social status, role of women, martial society; they will explore concepts such as greed, ambition, regicide, guilt, fate, infanticide, witchcraft, nobility. - Students will be able to apply their contextual knowledge in their analysis and explore the effect of Shakespeare’s language, structure and form. - Students will explain, comment on and analyse how writers use language and structure to achieve effects and influence audiences of the time and now. - Students will maintain a critical style and develop a personal and informed response to the play. - Students will practice exam skills that build stamina for extended essay responses. - Students will consolidate their skills writing thesis statements (killer openings) which argue an original interpretation of the play. Students will recall plot, character, themes, quotations, writer’s purpose and setting.	- Students will work on pace and timing, improving the quality of essays under timed condition. - Students will revise Paper 1 and 2 of the Language GCSE, drawing together the skills they have developed through school to analyse fiction and non-fiction and write creatively. - Students will explore the impacts of a writer’s language and structure choices in shaping a reader’s impression of character, setting or events. - Students will evaluatively analyse other viewpoints about a text. - Students will explore big ideas and universal concepts within unseen fiction and non-fiction. - Students will explore fiction and non-fiction from a diverse range of time periods, cultural backgrounds and societal perspectives. - Students will craft both descriptive, narrative and transactional pieces using a range of figurative language and Tier 2 vocabulary in a successful and engaging way. - Students will use structure in varied and inventive ways to engage the reader. - Students will tailor their writing to a variety of audiences. - Students will use sophisticated sentence forms and grammatical structures more confidently and for effect. - Students will consider and evaluate a writer’s bias and how this is conveyed. - Students will compare viewpoints and perspectives across time periods and cultural backgrounds. - Students will consider non-fiction form and purpose and its impact on the reader. - Students will analyse rhetorical structures.	- Students will work on essay technique and how to fully meet and surpass the demands of the exam. - Students will undertake a range of examination style questions, working on writing stamina and pace. - Students will revise the contextual factors surrounding the text and consolidate their understanding of Victorian Britain and the Gothic tradition, focusing on the exploration of Victorian views, values, beliefs and fears. - Students will revise key themes of the text such as duality, good vs. evil, deception, morality, friendship, repression and violence; these themes build on the work done studying different genres and writers at KS3. - Students will confidently explain, comment on and analyse how writers use language and structure to achieve effects and influence readers of the time and now. - Students will demonstrate critical analysis of concepts such as the duality of man; conflicting views of evolution; supernatural beliefs and fears; concept of good vs evil. Students will confidently maintain a critical style and develop a personal and informed response to the novella.	- Students will revise the 15 poems from their Power and Conflict Anthology, further consolidating their ability to make thematic links and comparisons between poems. - In the exam they will be give one of the 15 poems from the cluster and use their knowledge of the other poems to select the most appropriate one to write a comparative essay on. - Students will revise contextual factors. - Students will demonstrate an in-depth understanding of poetic terminology and confidently use this terminology to reinforce personal interpretations of the poems. - Students will critically analyse metrical choices and stanza-forms and be able to comment on the effect of these on the reader. - Students will revise J.B. Priestley’s An Inspector Calls, revisiting plot, character, theme and context. Students will work on exam technique and timing. - Students will revise the context of Britain in 1945 (when the play was written) and 1912 (when the play was set. - Students will be able to confidently apply their contextual knowledge in their analysis and explore the effect of Priestley's language, structure and form. - Students will maintain a critical style and develop a personal and informed response to the play. Students will demonstrate an in-depth understanding of language, structure, and form: the morality play; realistic dialogue, rhetoric, staging, lighting, character arcs.	
	End Point	To understand and analyse Shakespeare’s play and the Jacobean contextual factors that surround the text. To be able to plan and respond to an AQA Literature examination question. To be able to recall the details of plot, characters and themes with quotations from the play.	To be able to understand and analyse fiction texts. To be able to plan and effectively write narratives and descriptions. To understand the demands of AQA Language Paper 1. To be able to understand, analyse and compare non-fiction texts. To be able to plan and effectively write transactional responses. To understand the demands of AQA Language Paper 2.	To understand and analyse the effects of Stevenson’s gothic novella and the 19th century contextual factors that surround the text. To be able to plan and respond to an AQA Literature examination question. To be able to recall the details of plot, characters and themes with quotations from the novella.	To understand the context and message of the 15 Power and Conflict poems. To understand and analyse the effects of language, structure and form of the Power and Conflict poems. To compare the key themes, ideas and messages in the poems. To understand and analyse the effects of how Priestley uses his morality play to convey ideas about Edwardian Society and Post-WW2 society. To be able to recall the details of plot, characters and themes with quotations from the play. To be able to plan and respond to AQA Literature examination questions, under timed conditions.	