

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Year 7						
Catch up funding; screening for reading age and fluency; additional reading support (JJE); in class support; class sets; summer school.						
Year 7 – The Origins of English						
Topic/Focus	Ancient Origins/Link to Legends		Links to Legends/Rhetoric		Romance	
Sequencing	<p><u>Ancient Origins</u> An Introduction to ‘Secondary English’, this unit uses key mythological texts and ideas. Students will develop a knowledge of classical creation myths as well as epic poetry and the heroic code. At the core of this unit is Simon Armitage’s version of <i>Homer’s Odyssey</i> – a adaptation to play of the epic poem.</p> <p><u>Links to Legends</u> goes on to introduce students to medieval quest narratives, chivalry and the history of language, with Simon Armitage’s adaptation of <i>Beowulf</i> as the core text.</p>		<p><u>Link to Legends</u> The second part of the unit focuses on Arthurian legends, with <i>Sir Gawain and the Green Knight</i> as the core text. Students will develop their understanding of medieval chivalry and heroism, debating whether Sir Gawain was a true hero.</p> <p><u>The Art of Rhetoric</u> Focusing on Shakespeare’s <i>Julius Caesar</i>, students are introduced to key concepts in Rhetoric, reading examples of persuasive oration before composing their own speeches.</p>		<p><u>Romance</u> This unit will introduce students to the medieval genre of Romance and track its development through two Shakespearean texts, Renaissance and Victorian poetry, into modern fantasy novels. The unit will recap core concepts of the quest narrative, chivalric romance and the history of the English language, as well as introducing students to archetypes and introducing how the presentation of women has changed.</p> <p>Core texts are Chaucer’s <i>The Knight’s Tale</i> and Shakespeare’s <i>Romeo and Juliet</i>.</p>	
Explicit Grammar	Each unit will include teaching of word classes, sentence types, complex grammatical structures and challenging vocabulary, in context. Students use “slow writing” to purposefully rehearse different sentence types.					
Analytical Essay Writing	Year 7, students are taught to use thesis statements using “excellent epithets” and to embed textual evidence. They will begin to analyse use of language/structure and to evaluate/compare literary texts.					
Extended Learning	All tasks set for completion at home will be purposeful, extending or consolidating classwork, Assignments will include those involving the topic Knowledge Organiser, research and vocabulary practice.					
Assessment	<p>Daily retrieval tasks to recall prior learning Mid-point Knowledge Test to assess knowledge and identify misconceptions. End of unit summative assessment to test understanding of plot, key terminology, core vocabulary, reading comprehension and the application of analytical skill. No More Marking Assessment 1</p>		<p>Daily retrieval tasks to recall prior learning Mid-point Knowledge Test to assess knowledge and identify gaps/misconceptions. End of unit summative assessments to test understanding of plot, key terminology, core vocabulary, reading comprehension, application of analytical skill and, in the Rhetoric unit, the demonstration of rhetorical skill in a piece of writing.</p>		<p>Daily retrieval tasks to recall prior learning Mid-point Knowledge Test to assess knowledge and identify gaps/misconceptions. End of unit summative assessment to test understanding of plot, key terminology, core vocabulary, reading comprehension, application of analytical skill and the ability to write creatively. No More Marking Assessment 2</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 – The Development of Form						
Topic	The Story of the Sonnet/Comedy		Comedy/ Story of the Novel		Story of the Novel/ Biblical Allusions	
Sequencing	<p><u>The Story of the Sonnet</u> Students will learn how the sonnet form emerged and developed over time, studying a range of sonnets, exploring theme, language and structure.</p> <p><u>Comedy</u> This unit introduces students to how comedy has developed as a genre, exploring the satire of Ancient Greece and Chaucer’s use of parody. The core text is Shakespeare’s A Midsummer Night’s Dream (also linking to their work on romance in Year 7).</p>		<p>With Dickens’ Great Expectations as the core text, this unit will introduce students to a range of early novels from ‘the long eighteenth century’, including key contextual information about how the novel emerged. Students will explore a range of extracts and compare the choices that writers have made as well as the methods they pioneered, alongside a deeper conceptual understanding of the novel as a form.</p>		<p>Students will look at the influence of Tyndale’s Bible on later literary texts, examining the influence of biblical imagery and philosophy on Donne, Rossetti and Dickinson.</p>	
Analytical Essay Writing	Students will continue to be explicitly taught to write one sentence thesis statements using ‘excellent epithets’ but will also practise how to use thesis statements to form 3-4 topic sentences for the body of a more extended response. In addition, they will practice selecting textual evidence (including quotations) to support their arguments, analysing with greater independence.					
Explicit Grammar	As with Year 7 – but with students working towards mastery of specific sentence types in the slow writing process.					
Extended Learning	As with Year 7.					
Assessment	<p>Daily retrieval tasks to recall prior learning Mid-point Knowledge Tests to assess knowledge and identify misconceptions. End of unit summative assessments to test understanding of key terminology, core vocabulary, reading comprehension and the application of analytical skill. For the Sonnet unit, students will also compare two texts; for the Comedy unit, students will also write creatively. No More Marking Assessment 1</p>		<p>Daily retrieval tasks to recall prior learning Mid-point Knowledge Tests to assess knowledge and identify gaps/misconceptions. Mid-point assessment to test understanding of key terminology, core vocabulary, and creative writing skill. Summative assessment to test knowledge of plot and characterisation, core vocabulary, terminology and analytical skill.</p>		<p>Daily retrieval tasks to recall prior learning Mid-point Knowledge Tests to assess knowledge and identify gaps/misconceptions. Summative assessment to test understanding of key terminology, core vocabulary and creative writing skill. No More Marking Assessment 2</p>	

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Year 9 – Into the World						
Topic/Focus	The Gothic		War Writing/Inspirational Women		Tragedy / Women in Literature	
Sequencing	<p>The Gothic has become a staple of the academic study of literature: the very question of humanity and the human condition, as well as suffering and romance are all key themes explored in this unit.</p> <p>Students will gain understanding of this critical literary movement and how different writers exploited the fears of the time, focusing on Bronte’s <i>Wuthering Heights</i> as the primary novel but using a range of other texts to present the development of Gothic literature through the centuries.</p>		<p>War Writing Students are introduced to writing inspired by WW1 which marked a breach in English literature and is the start of Modernism. They then focus is on RC Sherriff’s 1928 play, <i>Journey’s End</i>, as well as a range of poetry and prose written during or set in WW1</p> <p>Inspirational Women Beginning with Emmeline Pankhurst, this unit explores the paths trodden by inspirational women, using a selection of powerfully inspiring speeches to reinforce the rhetorical skills developed in Year 7.</p>		<p>Tragedy Tragedies are an inherent part of human culture and literature. They are centred around sadness and death - misfortune and the descent of heroic characters. In this unit, students will experience some of the most significant texts across the various adaptations of the classical Greek tragedies, with Shakespeare’s <i>Othello</i> as the core text.</p> <p>Women in Literature This scheme focuses on women in literature; female writers, female narrators, iconic female protagonists that reflect a Feminist movement in society. Beginning with the introduction of the greats such as Sappho and Aphra Benn, to Bronte and into modern day literature. The core text is Charlotte Perkins Gilman’s <i>The Yellow Wallpaper</i>.</p>	
Analytical Essay	Students will have mastered one sentence thesis statements using ‘excellent epithets’ and forming 3-4 topic sentences for the body of a more extended response. They will now work on embedding textual evidence and analysing with confidence. They will be taught to evaluate a writer’s intent, linking ideas to context.					
Explicit Grammar	Students should now have mastered specific sentence types and be using these, alongside those taught in Year 9, with increasing independence.					
Extended Learning	As with Year 8.					
Assessment	<p>Daily retrieval tasks to recall prior learning. Mid-point Knowledge Tests to assess retention and identify misconceptions.</p> <p>End of unit summative assessments to test understanding of key terminology, core vocabulary, reading comprehension and the application of analytical skill. For this unit, students will read and respond to an extract from <i>Wuthering Heights</i>, producing an analytical essay.</p> <p>No More Marking Assessment 1</p>		<p>Daily retrieval tasks to recall prior learning. Mid-point Knowledge Tests to assess retention and identify misconceptions.</p> <p>End of unit summative assessments to test understanding of key terminology, core vocabulary, reading comprehension and the application of analytical skill. For this unit, students will produce an essay based on a specific scene from <i>Journey’s End</i>. For the Inspirational Women unit, students will also be assessed on their persuasive writing.</p>		<p>Daily retrieval tasks to recall prior learning. Mid-point Knowledge Tests to assess retention and identify misconceptions.</p> <p>End of unit summative assessments to test understanding of key terminology, core vocabulary, reading comprehension and the application of analytical skill. For this unit, students will produce an essay based on an extract from <i>The Yellow Wallpaper</i>.</p> <p>No More Marking Assessment 2</p>	

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Year 10						
Qualification	GCSE English Language and English Literature (AQA)					
Topic	Macbeth	A Christmas Carol	English Language	An Inspector Calls	Poetry of Power and Conflict	
Sequencing	<p><u>GCSE Literature: <i>Macbeth</i></u> Students have previously studied Shakespeare so will be well placed in their first reading of <i>Macbeth</i>. This unit will develop familiarity with plot, characterisation, theme and context, drawing on prior learning to consolidate their understanding of Shakespearean tragedy. Prior study of the impact of language and development of theme will be built on, as will the ability to select and comment on relevant textual evidence, making explicit links to context. Students will continue to practise the “Couch to 5K” essay writing technique, which begins by teaching them to write a focussed thesis for their essay and will now develop their use of supporting evidence to analyse the writer’s intentions.</p> <p><u>GCSE Language: Paper 1</u> The aim of this unit is to introduce students to the</p>	<p>Students will study <i>A Christmas Carol</i> in detail, through close reading and analysis of the novella as a class. This will require student’s prior knowledge from Key Stage 3 covering important aspects of Victorian England – taking their knowledge to the application stage whereby they consider the writer’s intentions and key social messages. Through an exploration of Dickens’ characterisation, the impact of language and development of theme will be revised. Now, as well as selecting evidence, students will begin to learn and recall key quotations to support their written responses. This will feed into the “Couch to 5K” essay writing technique, which begins by teaching them to write a focussed thesis for their essay and will now develop their use of supporting evidence and analysis, making explicit links to context and writer’s intentions.</p>	<p><u>GCSE Language: Paper 2</u> Building on the previous study of non-fiction texts in Key Stage 3, students will be introduced to Language Paper 2, reading a range of texts and considering authorial perspectives, attitudes and ideas. Linking back to their work on rhetoric, students will be taught to analyse non-fiction texts, identifying specific techniques and exploring effect. Building on Year 9, they will consider how a writer conveys an argument, persuades a reader and explains their views. They will also revise how to argue and persuade, composing extended responses. Students will consider texts comparatively, building on Key Stage 3.</p> <p>In the final week, students will re-visit Paper 1,</p>	<p>This will be students first study of a contemporary play but will use their previous study of drama texts to identify and evaluate key dramatic techniques in Priestley’s <i>An Inspector Calls</i>. As well as being taught new contextual knowledge, students will need to have through knowledge of Victorian England so that can consider the societal developments through to 1912. Students will use their knowledge of language and context practised in previous study to apply to a new story and characters and closely evaluate the writer’s morals and intentions. Knowledge of societal developments from previous study will be vital to allow students to make their own moral judgements. Students will build on prior knowledge of dramatic texts in Key Stage 3, looking in depth at Priestley’s use of plot, theme, characterisation and dramatic techniques. As</p>	<p>Building on prior Key Stage 3 poetry study, this unit introduces students to GCSE poetry analysis, studying a cluster of poems, with a view to approaching them comparatively – a skill introduced in Year 8 and 9. Revising knowledge of poetic language, structure and form, students will begin by studying poems that convey the harsh realities of war, building on the Year 9 War Writing unit. From WW1 poetry to poems written by modern writers, students will be exposed to a range of texts with one common thread, learning to identify similarities and differences between them. Study then moves to knowledge about the specific concerns and inspirations of Romantic writers. Here, they will recall knowledge about the impact of industrial revolution on society, looked at previously in texts linked to 1700-1900. Students will understand where in the timeline the Romantics fit chronologically with other taught texts. Students will read all anthology poems for meaning and develop some independence to develop individual interpretation, using the “Couch to 5 K” essay writing technique, now well embedded. They will be taught to add in an element of comparison and ensure that different interpretations are included,</p>	

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	<p>demands of GCSE English Language Paper 1, developing reading comprehension and specific analytical skill. Students will be exposed to a range of quality texts, focusing on the writers' craft – elements of language and structure that are being used for effect. Students will also begin their GCSE creative writing journey. Building on Key Stage 3, they will develop sentence variation, structural crafting and the use of ambitious vocabulary.</p>		<p>continuing to develop creative writing skills.</p>	<p>with <i>A Christmas Carol</i>, students will continue to practise the "Couch to 5K" essay writing technique, which begins by teaching them to write a focussed thesis for their essay and will now develop their use of supporting evidence and analysis, making explicit links to context and writer's intentions. They will continue to learn and recall key quotations to support their written responses.</p>	<p>preparing them for the demands of the GCSE examination (both Literature and Language).</p> <p>This half term, students will also write and perform their GCSE Spoken Language entries. This builds on previous knowledge of rhetoric and writing to argue/persuade/explain.</p>	
Analytical Writing	Students will be taught to piece together the deconstructed essay taught in Key Stage 3, adding comparison and evaluation of authorial intent.					
Explicit Grammar	Students will be taught a full range of punctuation. They will have mastered a range of sentence types; in Year 10, they will develop their repertoire.					
Extended Learning	Extended learning opportunities will be provided by individual teachers to develop and consolidate classroom learning.					
Assessment	Various assessment opportunities are embedded into the English curriculum, including Knowledge Tests, spelling tests of core vocabulary. Formal assessments will take place each half term and at the end of a unit of work. They will take the form of a knowledge/ vocabulary test and exam style question.					

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Year 11						
Qualification	GCSE English Language and English Literature (AQA)					
Topic	Understanding Assessment Objective Skills: Language P1 and 2	Revisiting Macbeth and A Christmas Carol	Writing Drills	Critical analysis of Literature	GCSE revision	
Sequencing	Students will explore GCSE English Language and develop a thorough understanding of meaning and application at GCSE level. The reading AOs will be taught through examples of high-quality literature and non-fiction texts to ensure that students are able to apply them consistency to many types of texts. There will be a strong focus on preparation for Paper 1 and 2 of the AQA GCSE Language examinations.	Students will re-visit both texts, developing and consolidating their understanding of plot theme, characterisation, context and writers’ intent. Key extracts from both texts will be explored, with previous learning being consolidated to ensure a thorough grasp of thematic development, character progression and contextual significance.	Students will develop their understanding of grammar that has been embedded within their teaching throughout their study. They will reflect on the quality of their own and other’s writing to aid improvement. Students will also be guided to produce high-quality non-fiction texts in different forms (letter, news report, magazine article, written speech, formal presentation), as well as narratives that are creative and engaging. The focus will be on producing accurate and thoughtful texts for a variety different audiences and purposes. Students will be taught how to control tone appropriate to audience and purpose through use of language and technique by analysing examples of high-quality texts and applying taught techniques to develop their own writing.	A holistic revision of the Literature texts, with a strong focus on writing to argue. The focus here will be on reaching the 5K of essay writing – writing essays that demonstrate depth and breadth of knowledge, that are written with fluency and craft. Students will be guided to revise the key elements of Literature for the GCSE examinations and will be guided by their class teacher to extend their learning to outside of the classroom as part of their revision.	Teachers will prepare a personalised revision plan for their classes.	
Explicit Grammar						
Extended Learning	Extended learning opportunities will be provided by individual teachers that will support learning within the classroom					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Formal Assessment	Various assessment opportunities are embedded into the English curriculum, including knowledge quizzes, spelling tests of core vocabulary and quotation retrieval. Formal assessments will take place each half term. These will be in the form of mock examinations and in class assessment of specific question types/texts.					
Post Year 11						
Further Education/training in: Students can progress to study English Language or Literature as an A Level qualification or may choose to study a subsidiary subject where their English study will play a key role, such as Media Studies. The skills taught in English Language and English Literature will also support students' who wish to progress towards other academic subjects such as Law, Economics, History, Politics. Most importantly, the reading, writing and speaking skills taught through this curriculum will provide lifelong skills applicable to all work sectors and routes of study.			Employment: There are many employment sectors suitable for English graduates, including: <ul style="list-style-type: none"> • Advertising/ media/ Marketing • Administration/ Secretarial • Public Relations • Writing/ Publishing • Business • Education • Arts industry • Analyst There are other non-specific roles that can be fulfilled by an English graduate as a specialism in English demonstrates a high level of competency in communication and expression as well as creative and acquisition.			